



An Empirical Investigation of How Principals' Classroom Visitation, Workshop, and Demonstration Strategies Enhance Teachers' Job Effectiveness in Public Secondary Schools in Udu Local Government Area, Delta State

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Abstract

This study empirically investigated the extent to which principals' classroom visitation, workshop, and demonstration strategies enhance teachers' job effectiveness in public secondary schools in Udu Local Government Area of Delta State. A descriptive survey design, complemented with aspects of an ex-post facto approach, was employed to capture current supervisory practices and their impact on instructional outcomes. The population comprised principals, vice principals, heads of departments, and teachers across 15 purposively selected public, co-educational secondary schools. Using purposive and simple random sampling techniques, 299 valid responses were obtained from the distributed questionnaires. Data were collected with a validated instrument titled "Principals' Classroom Visitation, Workshop and Demonstration Strategies and Teachers' Job Effectiveness Questionnaire (PCVWDSTJEQ)" whose internal consistency was confirmed using Cronbach's alpha. Mean and standard deviation were used for data analysis, with a decision benchmark of 2.50 for high extent. Findings revealed that all three supervisory strategies vis-à-vis classroom visitation, workshops, and demonstration techniques were rated to a high extent in promoting teachers' lesson planning, instructional delivery, classroom management, professional skills, and overall job effectiveness. The study concludes that principals' effective integration of these strategies significantly strengthens teachers' competence and instructional quality, and recommends capacity-building programmes and policy support to sustain these supervisory practices.

Keywords: Principals, Supervisory Strategies, Teachers, Job Effectiveness, Public Secondary Schools, Udu Local Government Area, Delta State.

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INTRODUCTION

Teacher effectiveness is widely recognised as the most important school-based factor influencing students' learning outcomes; consequently, strategies that strengthen teachers' classroom practice remain central to efforts to improve educational quality (Guskey, 2021; Papay et al., 2020). In Nigeria, school principals serve as pivotal instructional leaders whose supervisory actions especially classroom visitation, facilitation of professional workshops, and use of demonstration lessons can directly shape teachers' pedagogical skills, motivation, and overall job effectiveness (Akpan & Archibong, 2020; Obi & Okeke, 2021). Despite a broad consensus on the importance of these strategies, empirical evidence about their combined influence and the mechanisms through which they operate in specific local contexts such as Udu Local Government Area (LGA) of Delta State remains limited. This study therefore investigates how principals' classroom visitation, workshop, and demonstration strategies enhance teachers' job effectiveness in public secondary schools in Udu LGA.

Instructional supervision is a multidimensional practice. Classroom visitation, structured observation of lessons serves both formative and evaluative purposes: when carried out as a developmental activity it provides teachers with concrete feedback, models of effective instruction, and opportunities for reflective practice (Arop & Ekpang, 2019; Olibie, 2018). When combined with follow-up supports such as coaching, workshops, or peer demonstrations, its effects on classroom practice are amplified. Large-scale syntheses of teacher professional development (PD) find that PD has small-to-moderate positive effects on teacher knowledge, instructional practice, and student outcomes, especially when it is sustained, content-focused, and accompanied by active learning and follow-up coaching (Guskey, 2021; Akuma & Callaghan, 2019). These findings underscore why integrating classroom visitation with workshops and demonstration lessons can form a coherent supervisory package that supports durable changes in teacher practice.

Evidence from both developing and developed countries reinforces the value of observation-plus-support models. For instance, randomized evaluations demonstrate that programs combining classroom observation, feedback, and in-class coaching can produce measurable improvements in teacher instruction and student learning, particularly when supervisors are trained in observation protocols and feedback techniques (World Bank, 2018; Papay et al., 2020). Such evidence suggests that principals' routine classroom visitation is not merely an accountability ritual; when properly structured it becomes an engine for professional learning and improved teacher performance. However, most high-quality trials have been conducted outside Nigeria, pointing to the need for context-specific research that examines how these mechanisms operate in Nigerian public secondary schools.

Within Nigeria, several empirical studies have examined one or more of these supervisory practices and reported positive associations between principals' classroom visitation and teachers' outcomes, including classroom management, instructional ability, and lesson preparation (Akpan & Archibong, 2020; Arop & Ekpang, 2019; Obi & Okeke, 2021). These studies indicate that visitation's impact depends on factors such as frequency, feedback quality, and the presence of complementary professional development like workshops and demonstration lessons. Workshops, which provide structured opportunities for teachers to engage with new pedagogical techniques, have been shown to foster collaboration and sustained changes in instructional practice when well-planned and followed up with mentoring (Akuma & Callaghan, 2019; Guskey, 2021). Likewise, demonstration lesson where principals or expert teachers model

effective instructional methods give teachers concrete, contextually relevant examples of good practice, enhancing both confidence and competence (Olibie, 2018).

Yet there remains a gap in understanding the combined effect of classroom visitation, workshops, and demonstration strategies within a single empirical framework, particularly in Delta State and Udu LGA. Public secondary schools in Delta State face challenges common to many Nigerian settings like constrained resources, large class sizes, and variable access to continuous professional development, which may affect how supervisory strategies are delivered and received (Akpan & Archibong, 2020). Furthermore, local leadership culture and principals' supervisory capacity vary within and between LGAs, making it imperative to generate evidence that is sensitive to these contextual factors.

Against this backdrop, the present study aims to: (1) examine the extent to which principals in Udu LGA use classroom visitation, workshop facilitation, and demonstration lessons as supervisory strategies; (2) assess the relationship between each of these strategies and teachers' job effectiveness; and (3) determine the combined predictive power of the three supervisory strategies on teachers' job effectiveness in public secondary schools. Thus, by empirically testing these relationships, the study will inform school-level policy and professional development design by identifying which supervisory practices, or combinations thereof, are most strongly associated with improved teacher effectiveness in this specific Nigerian setting.

In addition to its practical implications, the study is theoretically significant. It draws on the instructional leadership perspective, which views the principal as a key agent in improving teaching and learning (Obi & Okeke, 2021), and on adult learning theory, which emphasises active, practice-based professional development (Guskey, 2021). Thus, by linking these theoretical perspectives with local empirical evidence, the study contributes to the broader discourse on effective supervision and teacher development in low-resource contexts.

Statement of the Problem

The quality of teaching in public secondary schools in Delta State, including those in Udu Local Government Area (LGA), continues to attract concern among stakeholders because of persistent evidence of students' underachievement and declining instructional standards. While teachers remain the key drivers of classroom learning outcomes, their job effectiveness defined in terms of lesson preparation, instructional delivery, classroom management, and assessment practices depends significantly on the quality of professional supervision they receive. Although principals are mandated to serve as instructional leaders, many schools still operate with limited or irregular supervisory practices. Studies in Nigeria reveal that principals often focus on administrative duties, while systematic classroom visitation, organisation of professional workshops, and demonstration lessons are either infrequent or poorly executed. The result is that teachers receive little feedback or modeling of effective pedagogy and have inadequate opportunities for continuous professional growth. Yet there is scant empirical evidence on how these three strategies when implemented together affect teachers' job effectiveness in the specific socio-educational context of Udu LGA. This knowledge gap limits the ability of educational authorities to design evidence-based supervision policies that strengthen teacher performance and, ultimately, student learning outcomes.

Purpose of the Study

The purpose of the study was to investigate how principals' classroom visitation, workshop, and demonstration strategies enhance teachers' job effectiveness in public secondary schools in Udu Local Government Area, Delta State. Specifically the objectives are:

- To investigate the influence of classroom visitation by supervisors on teachers' job effectiveness in public secondary school in Udu Local Government Area.
- To establish the extent to which principals workshops strategies influence teachers job effectiveness in public secondary school in Udu Local Government Area.
- To determine the extent to which principals demonstration strategies influence teachers job performance in public secondary school in Udu Local Government Area.

Research Questions

The following research questions were raised to guide the study:

- To what extent does principals' classroom visitation strategies enhance teachers' job effectiveness in public secondary school in Udu Local Government Area?
- To what extent does principals' workshop strategies enhance teachers' job effectiveness in public secondary school in Udu Local Government Area?"
- To what extent does principals demonstration strategies enhance teachers' job effectiveness in public secondary school in Udu Local Government Area?

REVIEW OF RELATED LITERATURE

Principal Supervisory Strategies

Classroom visitation refers to the practice where a school administrator observes both teachers and students in action during regular lessons. Igwe (2021) noted that such visits, when conducted by knowledgeable and insightful school leaders, significantly benefit both teachers and students by enhancing teaching practices and learning outcomes. The primary aim of principals' classroom visits is to strengthen the teaching and learning process. For a classroom visitation to be effective, however, it must be carefully planned in advance. Igwe (2007) observed that teachers often feel nervous and hesitant about supervision, making it the supervisor's responsibility to plan and execute visits properly since monitoring is inevitable. The principal's supervisory role focuses on helping teachers improve their professional skills so they can better meet students' learning needs.

Instructional supervision is designed to ensure effective teaching and learning. According to Onoyase (2007), it is a modern supervisory approach that supports teachers' professional development and enhances instructional quality. Nakpodia (2006) highlighted that instructional supervision today aims at improving teaching for the benefit of both teachers and students, identifying strengths and weaknesses in teaching practices. Supervisors should take follow-up actions to address teachers' weaknesses while acknowledging their strengths, fostering a cooperative and collegial environment. This process supports teachers' personal growth, including skills in improvisation and the effective use of innovative instructional technologies.

Teacher Job Effectiveness

A teacher's job effectiveness encompasses all efforts made to positively influence students' learning and to contribute to the overall operation of the school in achieving its objectives. Student achievement is a reflection of these efforts. Akinwumi (2002) defined teacher effectiveness as the ability to apply appropriate inputs to improve teaching and learning. Teachers carry out multiple responsibilities, including teaching, assessment, grading, record-keeping, and participation in school committees. Their job effectiveness reflects how successfully they meet the school's goals when assigned specific tasks.

Ekpoh and Eze (2015) described teachers' job effectiveness as the quality of instruction provided and the systematic achievement of school objectives. Effectiveness is measured by the extent to which teachers perform their duties according to established standards. However, Affianmagbon (2007) warned that many teachers remain in their positions while seeking better jobs, which leads to professional laxity. High levels of absenteeism, tardiness, and indiscipline, according to Arinze (2004), are signs of weak supervision and hinder students' educational success. Principals must therefore ensure proper supervision to support quality teaching and learning.

Recognising the importance of education and the need to improve its quality, Osakwe (2013) argued that professional guidance and assistance from school leaders are essential. Principals act as mentors, helping teachers develop their skills and capacities to better serve their students. Nakpodia (2006) added that evaluating teachers' job performance enhances organisational efficiency. The success of educational administrators is closely tied to their ability to achieve institutional goals, making effective supervision indispensable.

Principals Classroom Visitation Strategies and Teachers Job Effectiveness in Public Secondary Schools

Effective instructional leadership is central to improving teaching and learning in public secondary schools. Among the key supervisory practices employed by school principals, classroom visitation is one of the most direct and influential strategies for monitoring and enhancing teachers' job effectiveness. Classroom visitation refers to the purposeful entry of school leaders into instructional spaces to observe teaching and learning activities, provide feedback, and foster professional growth (Glickman et al., 2018). This practice goes beyond mere inspection; it is a collaborative process designed to support teachers' continuous improvement and, ultimately, to raise students' academic achievement.

Classroom visitation is rooted in the broader concept of instructional supervision, which seeks to improve instruction through systematic observation and feedback. Sergiovanni and Starratt (2007) described it as a formative, development-oriented process, emphasizing dialogue and collegiality rather than authoritarian oversight. Through formal or informal visits, principals can assess the alignment of instructional practices with curriculum standards, identify professional development needs, and create a culture of reflective practice (Hallinger & Murphy, 2013). When implemented as a routine and supportive strategy, visitation serves as both a monitoring mechanism and a mentoring tool.

Principals typically employ a range of visitation strategies to achieve different supervisory goals. Formal classroom observation involves scheduled visits with pre- and post-observation conferences, enabling principals to focus on specific instructional objectives (Hoy &

Miskel, 2013). Informal or “walkthrough” visits are brief, unannounced observations that allow leaders to capture authentic teaching moments and gain a snapshot of classroom climate (Downey et al., 2004). Collaborative peer observation, where principals encourage teachers to observe each other’s lessons, further strengthens professional learning communities and fosters shared responsibility for instructional quality (Danielson, 2013).

Another important strategy is the use of structured feedback sessions following observations. Principals who provide constructive, evidence-based feedback help teachers reflect on their practice and adopt improved pedagogical methods (Robinson et al., 2008). In addition, some principals integrate coaching approaches, offering individualized guidance and modeling effective instructional techniques (Blase & Blase, 2000). These strategies, when applied consistently, create a sustained cycle of observation, reflection, and improvement.

Teachers’ job effectiveness refers to the extent to which educators successfully achieve desired instructional outcomes, including student learning, classroom management, and curriculum delivery (Stronge, 2018). Empirical evidence suggests that systematic classroom visitation positively influences teacher effectiveness. Robinson et al. (2008) found that leaders who actively engage in instructional supervision contribute significantly to improved teaching practices and student performance. Regular visitation provides teachers with timely feedback, reinforces accountability, and ensures fidelity to curriculum standards (Hallinger & Murphy, 2013).

Moreover, visitation encourages teachers to maintain professional standards and adopt innovative instructional strategies. By observing classroom dynamics and student engagement, principals can identify specific areas requiring support, such as differentiated instruction or use of technology, thereby facilitating targeted professional development (Danielson, 2013; Ololube et al., 2016). Studies in African contexts similarly indicate that principals’ supervisory practices, including frequent classroom visits, correlate strongly with teachers’ instructional quality and student outcomes (Ogonor & Badmus, 2006; Uko, 2015).

The effectiveness of classroom visitation depends on how it is planned and executed. Best practices emphasize collaboration, transparency, and respect for teachers’ professional autonomy. First, principals should establish clear visitation objectives and communicate expectations to staff, ensuring that observations are perceived as supportive rather than punitive (Sergiovanni & Starratt, 2007). Pre-observation conferences help clarify lesson objectives and provide a framework for evaluation.

Second, feedback should be specific, evidence-based, and oriented toward professional growth. Blase and Blase (2000) argued that principals who engage teachers in reflective dialogue after observations promote a culture of trust and continuous improvement. Third, visitation should be frequent and varied, combining formal scheduled observations with informal walkthroughs to capture a comprehensive picture of classroom practices (Downey et al., 2004). Finally, integrating peer observation and mentoring programs can extend the benefits of visitation beyond the principal-teacher relationship, building a robust professional learning community.

Principals’ Workshop Strategies and Teachers’ Job Effectiveness in Public Secondary Schools

Professional development is widely recognized as a core mechanism for improving teacher quality and, by extension, student outcomes. Among the variety of professional development

approaches, workshops organized or sponsored by school principals remain common in public secondary schools, especially where resources or access to long-term programs are limited. Principals' workshop strategies like how they plan, implement, follow up, and evaluate in-school workshops significantly influence teachers' job effectiveness, defined as teachers' capacity to deliver the curriculum, manage classrooms, use appropriate pedagogies, and produce intended student learning outcomes (Stronge, 2018).

Workshops led or facilitated by principals can take multiple forms: short in-service sessions on curriculum changes, pedagogical skill workshops (e.g., classroom management, assessment techniques), technology integration training, and collaborative problem-solving seminars. Effective workshops are not mere information dumps; they are designed to be interactive, focused on teachers' actual classroom problems, and linked to observable practice (Joyce & Showers, 2002). The chief aim is to translate new knowledge into instructional practice by providing teachers with opportunities to learn, rehearse, and receive feedback on new strategies.

Research and practice suggest several strategies principals should adopt to maximize the impact of workshops on teacher effectiveness. First, align workshop content with school improvement goals and teachers' identified needs. Need-driven workshops increase relevance and buy-in (Desimone, 2009). Second, prioritize active learning: workshops that include modeling, practice (micro-teaching), and coaching are far more likely to change classroom behaviour than lecture-style sessions (Joyce & Showers, 2002). Third, embed follow-up mechanisms: principals who coordinate peer observation, coaching, or subsequent refresher sessions help teachers sustain and refine new practices (Guskey, 2000). Fourth, foster collaborative structures and professional learning communities or grade-level teams so teachers can support one another's implementation efforts and problem-solve collectively (DuFour & Eaker, 1998; Desimone, 2009).

Teachers' job effectiveness depends on both knowledge and the ability to apply it in complex classroom settings. Workshops improve teachers' skills and confidence when they are relevant, practical, and paired with supports for classroom application. Desimone's (2009) core features model of effective professional development highlights content focus, active learning, coherence, duration, and collective participation. All of these characteristics that predict improved teacher practice. When principals design workshops that embody these features, they create conditions for teachers to adopt more effective instructional strategies, improve assessment literacy, and better manage classrooms as key aspects of job effectiveness (Stronge, 2018).

Empirical studies show that passive or one-off workshops have limited impact; sustained, supported programs yield better outcomes (Guskey, 2000). Joyce and Showers (2002) found that coaching plus practice dramatically increases the transfer of workshop learning to classroom practice compared with workshops alone. In resource-constrained public schools, principal leadership in coordinating low-cost but high-quality workshops (e.g., using internal expertise, peer coaching) has been associated with measurable improvements in teacher performance and student engagement (Robinson, Lloyd, & Rowe, 2008; Uko, 2015).

For workshops to positively affect job effectiveness at scale, system-level support is necessary. Education authorities should provide principals with training in adult learning, instructional coaching, and workshop design. Policies that allocate protected professional development time, modest stipends for peer coaches, and clear linkage between school goals and workshop content will improve coherence and outcomes (Guskey, 2000). Principals who act as

instructional leaders identifying needs, securing resources, modeling practices, and ensuring follow-up are central to converting workshop activities into sustained improvements in teacher effectiveness (Robinson et al., 2008).

Principal-led workshops in public secondary schools face several challenges. Time constraints, heavy teaching loads, and administrative duties reduce teachers' availability for extended training and principals' capacity to provide follow-up (Hallinger & Murphy, 2013). Limited funding can restrict access to external experts and materials. Moreover, workshops that are top-down or disconnected from teachers' classroom realities can produce resistance and low transfer (Hoy & Miskel, 2013). To mitigate these issues, principals should use school-based resources creatively (peer facilitators, lesson study) and schedule workshops during existing professional time while ensuring classroom coverage.

Cultural factors also matters in schools where hierarchical supervision dominates, teachers may treat workshops as compliance tasks rather than opportunities for growth. Principals need to cultivate a reflective, trustful culture where teachers feel safe to experiment and receive formative feedback (Blase & Blase, 2000).

Principals' workshop strategies are a potent lever for enhancing teachers' job effectiveness in public secondary schools when workshops are well-designed, aligned with needs, incorporate active learning, and include follow-up supports. While constraints such as time, resources, and school culture can impede impact, principled leadership and system support can transform workshops from isolated events into drivers of continuous professional growth and improved classroom practice.

Principals' Demonstration Strategies and Teachers' Job Effectiveness in Public Secondary Schools

Instructional leadership requires school principals to move beyond administrative tasks and actively support teaching and learning. One effective supervisory approach is the use of demonstration strategies, in which principals or invited experts model desired instructional practices or procedures for teachers. When properly implemented, demonstration strategies serve as powerful professional development tools, enhancing teachers' pedagogical skills and, consequently, their job effectiveness in public secondary schools.

A demonstration strategy is an instructional supervision technique where the supervisor often the principal or a designated expert shows teachers how to apply a teaching method, use instructional technology, or manage a classroom effectively (Glickman et al., 2018). Unlike lectures or workshops, demonstrations are experiential: they allow teachers to see best practices in action, ask questions, and reflect on how to adapt the approach to their own classes (Joyce & Showers, 2002). Demonstrations may occur in real classrooms, through model lessons, or in simulated teaching sessions.

In Nigeria and other developing contexts, where access to sustained professional development is limited, demonstration lessons remain a cost-effective and contextually relevant means of helping teachers upgrade their skills (Uko, 2015). Principals' leadership in planning and facilitating these demonstrations ensures that the strategies presented are aligned with curriculum objectives and local school needs. Principals can adopt several forms of demonstration strategies: The principal, an experienced teacher, or an external resource person delivers a lesson while other teachers observe. This approach illustrates effective instructional techniques, questioning strategies, or classroom management skills (Stronge, 2018). Short and

focused teaching segments allow demonstration of specific skills such as introducing a lesson, integrating technology, or assessing learning outcomes (Allen & Ryan, 1969). Selected teachers with expertise in a particular area model their practice for colleagues, fostering a collaborative professional learning community (Danielson, 2013). Principals arrange sessions where teachers learn how to create or effectively use instructional materials and digital tools (Hoy & Miskel, 2013). Each of these strategies can be integrated into a broader supervision plan, ensuring that demonstrations are not isolated events but part of an ongoing professional growth cycle.

Teachers' job effectiveness is commonly defined by their ability to deliver curriculum content, engage students, manage classrooms, and produce positive learning outcomes (Stronge, 2018). Demonstration strategies influence these dimensions in several ways. The strategies provide concrete, visible examples of effective teaching. Teachers often find it easier to replicate and internalize skills they have observed in practice than those merely described in a workshop (Joyce & Showers, 2002). Demonstrations encourage reflective practice, prompting teachers to critically compare their own methods with the model presented and to identify areas for improvement (Glickman et al., 2018), and demonstration lessons promote collaborative learning; teachers who jointly observe and debrief demonstration sessions share insights and collectively solve instructional problems (Danielson, 2013).

Joyce and Showers (2002) demonstrated that professional development combining theory, demonstration, and coaching leads to significantly higher transfer of skills to the classroom than theory alone. Similarly, Robinson et al. (2008) found that principals who actively engage in instructional supervision through strategies including demonstrations positively impact teacher practice and student outcomes. Nigerian research also shows that principals' use of model lessons and practical demonstrations correlates with improvements in teachers' instructional competence and classroom performance (Uko, 2015).

To maximize impact, principals adopt certain best practices in planning and executing demonstration strategies like identifying teachers' specific professional development needs through classroom observations or student performance data (Desimone, 2009). When curriculum goals are aligned demonstration content directly address the school's instructional objectives and current curriculum challenges (Hallinger & Murphy, 2013). Active teacher engagements provide opportunities for teachers to ask questions during or immediately after the demonstration and to discuss how the strategies can be adapted to their classrooms (Blase & Blase, 2000). Arrangement of post-demonstration conferences, peer coaching, or subsequent observations ensure that teachers receive feedback while implementing new strategies (Joyce & Showers, 2002). The cultivation of a supportive atmosphere so that teachers view demonstrations as professional growth opportunities rather than evaluative exercises is very important (Sergiovanni & Starratt, 2007).

METHODOLOGY

Research Design

This study adopted a descriptive survey research design, which is suitable for describing the characteristics of a phenomenon as it exists at the time of the investigation. A descriptive survey provides a clear "snapshot" of the present status of a population, making it appropriate for gathering teachers' and administrators' opinions on supervisory strategies and teachers' job effectiveness. Descriptive designs are effective in revealing educational realities because they

allow detailed examination of variables of interest. The study also incorporated aspects of an ex-post facto design, since it examined existing data such as the West African Senior School Certificate Examination (WASSCE) results. Both surveys and interviews were employed to elicit respondents' perceptions, attitudes, and behaviours.

Population of the Study

The target population comprised principals, vice principals, and teachers in selected public secondary schools in Udu Local Government Area (L.G.A.) of Delta State. Three hundred questionnaires were personally administered to these stakeholders across 15 public secondary schools. After explanation of the instrument's content, 299 questionnaires were retrieved; only one copy was not returned.

Sample and Sampling Techniques

A combination of **purposive** and **simple random sampling** techniques was employed. Public, co-educational secondary schools in Udu L.G.A. were purposively selected, after which 15 schools were chosen randomly. All heads of departments, subject heads, principal education officers, principals, vice principals, and teachers in the selected schools participated. In total, 299 completed questionnaires formed the sample.

Research Instrument

Data were collected with a researcher-developed questionnaire titled "Principals' Classroom Visitation, Workshop, and Demonstration Strategies, and Teachers' Job Effectiveness Questionnaire (PCVWDSTJEQ)". Section 'A' captured respondents' bio-data, while Section 'B' contained three sub-sections with ten items each. Responses were rated on a modified four-point Likert scale ranging from Very High Extent (4) to Very Low Extent (1).

Validity and Reliability

Three experts in Educational Administration at the National Open University of Nigeria validated the instrument for content and face validity. Their corrections were incorporated into the final version. For reliability, 79 copies were pre-tested on teachers at Olomoro Comprehensive High School in Isoko South L.G.A. Cronbach's alpha was computed to determine internal consistency.

Administration and Data Analysis

The researcher personally distributed and retrieved the questionnaires. Data were analysed using mean, and standard deviation. Items with mean scores of 2.50 and above were interpreted as "high extent," whereas mean scores below 2.50 indicated "low extent."

RESULTS

Research Questions 1: To what extent does principals' classroom visitation strategies enhance teachers' job effectiveness in public secondary school in Udu Local Government Area?

Table 1: Mean and standard deviation of response on principals' classroom visitation strategies and teachers job effectiveness in public secondary school

S/N	Principals classroom visitation strategies and teachers job effectiveness	Mean	SD	Remark
1.	Classroom visitation makes teachers to plan lesson before coming for instructional delivery.	3.8	0.66	High Extent
2.	Classroom visitation encourages teachers to apply appropriate instructional methodology.	3.34	0.65	High Extent
3.	Classroom visitation assists teachers to employ instructional aides while teaching.	3.38	0.55	High Extent
4.	Classroom visitation strategies help teachers to improve in classroom management.	3.87	0.51	High Extent
5.	Classroom visitation provides avenue for principals to identify teachers' areas of weakness.	3.92	0.57	High Extent
6.	Classroom visitation promotes better use of teaching materials	3.73	0.64	High Extent
7.	Classroom visitation by supervisors helps to check truancy among teachers.	3.41	0.56	High Extent
8.	Visiting teachers during teaching by supervisor helps to detect their difficulties in class control	3.82	0.54	High Extent
9.	Wrong methods of teaching teachers adopt are pointed out by supervisor during classroom visitation and this help them to correct themselves and to perform well in their job.	3.81	0.51	High Extent
10.	Classroom visitation exposes teachers to innovations in teaching and as such helps them to perform well in their job.	3.39	0.57	High Extent
Grand Mean and SD		6.65	0.58	High Extent

The findings from the analysis for Research Question 1, which investigated the extent to which principals' classroom visitation strategies enhance teachers' job effectiveness in public secondary schools in Udu Local Government Area, reveal that these strategies are perceived to be highly effective. The descriptive statistics presented in Table 1 indicate that all ten indicators of classroom visitation received mean scores ranging from 3.34 to 3.92 on a four-point scale, which corresponds to a "High Extent" level. The relatively low standard deviations, ranging between 0.51 and 0.66, suggest a strong consensus among respondents regarding the positive impact of classroom visitation on teachers' performance.

The item with the highest mean, 3.92, pertained to the ability of classroom visitation to provide principals with opportunities to identify teachers' areas of weakness. This indicates that respondents strongly believe principals use classroom visitation to detect specific professional development needs and areas requiring improvement. Similarly, high mean scores were recorded for indicators such as improving classroom management (3.87), detecting teachers' difficulties in class control (3.82), and correcting improper teaching methods (3.81). These findings highlight that classroom visitation is particularly effective in enhancing teachers' pedagogical skills and classroom management capabilities, which are essential components of job effectiveness.

Other aspects of classroom visitation, including encouraging teachers to plan lessons (3.8), promoting the use of instructional aids (3.38), and exposing teachers to innovative teaching

methods (3.39), were also rated to a high extent. This demonstrates that classroom visitation supports not only the professional monitoring of teachers but also their preparation, creativity, and adoption of best teaching practices. On the whole, the grand mean of 3.65 confirmed that principals' classroom visitation strategies are widely recognized as a significant factor in enhancing teachers' job effectiveness.

The entire data suggest that when principals regularly visit classrooms, they provide timely guidance, identify weaknesses, encourage appropriate instructional methods, and facilitate the use of teaching aids and innovative strategies. Consequently, classroom visitation emerges as a critical supervisory strategy that positively influences teachers' performance, professional growth, and, ultimately, the quality of teaching and learning in public secondary schools in Udu Local Government Area.

Research Question 2: To what extent does principals' workshop strategies enhance teachers' job effectiveness in public secondary school in Udu Local Government Area?"

Table 2: Mean and standard deviation of responses on the extent of principals enhance workshop techniques and teachers job effectiveness in public secondary school

S/N	Extent of principal's workshop techniques on teachers job effectiveness	Mean	SD	Remark
11.	Workshop helps to improve teachers knowledge, skills	3.27	0.59	High Extent
12.	Workshop helps to enhances teachers job performance	3.82	0.67	High Extent
13.	Workshop helps to conduct, assists teachers to acquire new ideas and be innovative in teaching and learning	3.21	1.06	High Extent
14.	Workshop furnishes and equips teachers with necessary information and strategies for instructional improvement.	3.26	0.93	High Extent
15.	Inability of opportunities to attend workshop lowers teachers morale	3.24	0.52	High Extent
16.	Workshop helps teachers to acquire new ideas that helps them to improve in instructional delivery.	3.39	0.57	High Extent
17.	Workshop provides platform for evaluation of new concepts	3.34	0.66	High Extent
18.	Workshop create room for exchange of ideas among teachers	3.44	0.61	High Extent
19.	Workshop communicates new ideas to the teachers	3.73	0.52	High Extent
20.	Workshop creates forum for making useful suggestions for solving educational problems.	3.84	0.56	High Extent
Grand Mean and SD		3.54	0.67	High Extent

The findings for Research Question 2, which sought to determine the extent to which principals' workshop strategies enhance teachers' job effectiveness in public secondary schools in Udu Local Government Area, indicates that workshops are perceived to have a substantial positive impact. As shown in Table 2, all ten indicators of workshop effectiveness received mean scores ranging from 3.21 to 3.84 on a four-point scale, corresponding to a "High Extent" rating. The standard deviations, ranging from 0.52 to 1.06, suggest that while responses were generally consistent, some variation exists, particularly in areas such as workshops assisting teachers to acquire new ideas and innovate in teaching (SD = 1.06).

The item with the highest mean (3.84) indicates that workshops create forums for making useful suggestions for solving educational problems. This suggests that respondents strongly perceive workshops as collaborative spaces that encourage problem-solving and the practical application of new knowledge. Closely related, high mean scores were obtained for items such as enhancing teachers' job performance (3.82) and communicating new ideas to teachers (3.73),

demonstrating that workshops are effective in both transferring knowledge and improving the application of instructional skills.

Other important aspects, including improving teachers' knowledge and skills (3.27), providing necessary information and strategies for instructional improvement (3.26), and fostering the exchange of ideas among teachers (3.44), further highlight that workshops contribute significantly to professional growth, instructional innovation, and collaborative learning. Additionally, the item on the negative impact of lack of workshop opportunities (3.24) emphasizes that regular access to workshops is critical for maintaining teacher morale and motivation.

The grand mean of 3.54 confirms that, overall; principals' workshop strategies are highly effective in enhancing teachers' job effectiveness. Collectively, these findings suggest that well-structured workshops improve teachers' pedagogical knowledge, foster creativity and innovation in instructional delivery, provide opportunities for professional collaboration, and offer platforms for evaluating and applying new educational strategies.

The data indicate that principals' deliberate use of workshops serves as an important supervisory and professional development tool. Workshops do not only equip teachers with new ideas, knowledge, and skills but also enhance their confidence, performance, and ability to implement effective teaching strategies in public secondary schools in Udu Local Government Area.

Research Question 3: To what extent does principals demonstration strategies enhance teachers' job effectiveness in public secondary school in Udu Local Government Area?

Table 3: Mean and standard deviation of responses on principal demonstration strategies and teacher job effectiveness in public secondary school

S/N	Extent of principal's demonstration strategies on teachers job effectiveness	Mean	SD	Remark
21.	Demonstration techniques provide teachers an opportunity to learn teaching methodology.	3.32	0.91	High Extent
22.	Demonstration helps teachers to utilize instructional materials effectively and efficiently during instructional delivery.	3.43	0.65	High Extent
23.	Demonstrations techniques help teachers to acquire new teaching skills and talents.	3.43	0.55	High Extent
24.	Demonstration provides model instructional technique to inexperience teachers this enhances their instructional delivery.	3.84	0.57	High Extent
25.	Demonstration gains knowledge on how to address individual learning differences.	3.44	0.56	High Extent
26.	Demonstration technique offers skills required in carrying out teachers roles, responsibilities and improve their competency when it involves innovation.	3.30	0.66	High Extent
27.	Demonstration acquire new teaching skill	3.84	0.67	High Extent
28.	Demonstration helps teachers to do well	3.34	0.59	High Extent
29.	Teachers observe and learn how to perform similar activity for enhanced instructional delivery	3.34	0.52	High Extent
30.	Demonstration helps to acquire talent	3.84	0.93	High Extent
Grand Mean and SD		3.51	0.66	High Extent

The findings for Research Question 3, which examined the extent to which principals' demonstration strategies enhance teachers' job effectiveness in public secondary schools in Udu

Local Government Area, revealed that these strategies are perceived to be highly effective. As shown in Table 3, all ten indicators of demonstration strategies received mean scores ranging from 3.30 to 3.84 on a four-point scale, corresponding to a “High Extent” rating. The standard deviations, ranging from 0.52 to 0.93, indicate relatively low variability in respondents’ perceptions, suggesting broad consensus on the positive influence of demonstration techniques on teacher performance.

The items with the highest means (3.84) were related to providing model instructional techniques to inexperienced teachers, acquiring new teaching skills, and helping teachers develop talent. These results suggest that principals’ demonstration strategies are particularly valuable in exposing teachers to effective teaching practices, facilitating the acquisition of new instructional skills, and enhancing their professional competence. Demonstrations serve as practical learning experiences where teachers can observe and internalize methods that improve classroom delivery.

Other indicators, such as helping teachers utilize instructional materials effectively (3.43), acquiring skills to address individual learning differences (3.44), and offering guidance for fulfilling teaching roles and responsibilities (3.30), further highlight that demonstration strategies support both pedagogical knowledge and practical classroom skills. Additionally, items showing how demonstrations allow teachers to observe and replicate teaching activities (3.34) indicate that demonstration strategies foster reflective practice and the direct application of observed methods in actual teaching.

The grand mean of 3.51 confirms that principals’ demonstration strategies significantly enhance teachers’ job effectiveness. In summary, these strategies provide teachers with opportunities to learn new methods, adopt innovative approaches, and refine their instructional delivery. Principals’ use of demonstration techniques thereby promotes professional growth, strengthens teaching competencies, and contributes to improved performance in public secondary schools in Udu Local Government Area.

DISCUSSION OF FINDINGS

Classroom visitation was found to enhance teachers’ job effectiveness by promoting lesson planning, encouraging the use of appropriate instructional methodologies, and improving classroom management. Principals’ visits also provide opportunities to identify teachers’ weaknesses, monitor the use of teaching materials, and ensure accountability, such as checking truancy and detecting classroom challenges. The findings suggest that classroom visitation functions as both a supervisory and mentoring tool, helping teachers reflect on their practice and make necessary adjustments to improve performance. The high mean scores in this area underscore its importance in fostering discipline, pedagogical rigor, and instructional excellence.

Similarly, workshop strategies organized by principals were found to significantly enhance teachers’ knowledge, skills, and job performance. Workshops provide platforms for acquiring new ideas, exchanging instructional strategies, and evaluating innovative teaching approaches. They also promote collaboration among teachers, foster creativity, and maintain teacher morale by ensuring opportunities for professional growth. The results indicate that workshops are particularly effective in equipping teachers with strategies for instructional improvement and problem-solving, thereby directly contributing to enhanced classroom delivery and student learning outcomes.

Demonstration strategies further complement classroom visitation and workshops by providing teachers with practical, observable models of effective instructional techniques. Through demonstrations, teachers gain exposure to innovative methods, learn how to use instructional materials efficiently, acquire new teaching skills, and develop talent necessary for addressing diverse learning needs. Demonstrations are especially valuable for inexperienced teachers, as they provide concrete examples of effective teaching practices that can be replicated in their classrooms. The findings suggest that this hands-on, observational approach fosters reflective practice and skill acquisition, enhancing teachers' overall competence and instructional effectiveness.

Collectively, these three supervisory strategies operate synergistically to improve teachers' job effectiveness. Classroom visitation ensures ongoing monitoring and guidance, workshops provide structured professional development and knowledge acquisition, and demonstrations offer practical modeling and skill-building opportunities. By integrating these strategies, principals create a supportive and professional learning environment that encourages continuous improvement, innovation, and accountability among teachers. The high grand means reported for all three strategies (3.65 for classroom visitation, 3.54 for workshops, and 3.51 for demonstration) reflect respondents' perception that these approaches are effective and complementary in enhancing job performance.

The findings align with existing literature on instructional leadership, which emphasizes that principals play a critical role in shaping teacher effectiveness through direct supervision, professional development, and modeling of best practices (Glickman, Gordon, & Ross-Gordon, 2018; Robinson, Lloyd, & Rowe, 2008; Joyce & Showers, 2002). They also suggest that a combination of monitoring, collaborative learning, and hands-on demonstration is more effective than isolated supervisory activities, particularly in contexts where teachers face challenges related to resource constraints, large class sizes, and evolving curriculum demands.

In conclusion, this study stressed the important role of principals' supervisory strategies in enhancing teachers' job effectiveness. When classroom visitation, workshops, and demonstration techniques are strategically implemented, they collectively foster professional growth, improve instructional delivery, and ultimately contribute to better learning outcomes for students. These findings highlight the need for educational authorities to support principals in carrying out these strategies through training, resources, and policies that prioritize effective instructional supervision and teacher development.

CONCLUSION

The study has demonstrated that principal's supervisory strategies: classroom visitation, workshops, and demonstration techniques play fundamental role in enhancing teachers' job effectiveness in public secondary schools in Udu Local Government Area. Findings from the analysis revealed that all three strategies recorded high mean scores, indicating that teachers perceive them as highly effective tools for professional growth and improved instructional delivery. Classroom visitation promotes lesson planning, appropriate teaching methods, and classroom management while enabling principals to identify teachers' weaknesses and encourage accountability. Workshops provide structured opportunities for teachers to acquire new ideas, share experiences, and develop innovative teaching practices that improve instructional performance. Similarly, demonstration strategies allow teachers to observe model instructional techniques, gain new skills, and apply innovative methods in their classrooms.

Collectively, these strategies create a comprehensive framework for continuous teacher development, fostering reflective practice, creativity, and the acquisition of practical skills necessary for effective teaching. The study confirms that when principals strategically combine monitoring, professional development, and modeling of best practices, teachers' competence, confidence, and productivity are significantly enhanced. It is therefore recommended that educational stakeholders strengthen principals' capacity to implement these strategies through regular training, adequate resources, and supportive policies to sustain improvements in teacher effectiveness and student learning outcomes.

Recommendations

The following recommendations are made for the study:

- Professional development programs should equip principals with skills in observation, feedback, and coaching. Policy makers should also establish clear guidelines that balance accountability with teacher autonomy, ensuring that classroom visitation supports instructional improvement rather than mere compliance monitoring.
- The Ministry of Education and relevant educational authorities should institutionalize regular, school-based workshop sessions as part of their professional development plans. This will ensure that teachers continually acquire new instructional skills, innovative teaching methods, and updated knowledge to enhance their job effectiveness.
- Education authorities should recognize demonstration strategies as a vital component of continuous professional development and provide policy support. Training programs for principals should include skills in planning model lessons, facilitating reflective dialogue, and coaching teachers.

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