

The Role of Secondary School Heads' Classroom Visits in Delivery of Quality Instruction in Biharamulo District, Tanzania

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Abstract

The study examined the role of school heads' classroom visits in the delivery of quality instruction in Biharamulo district, Tanzania. A mixed methods approach and a descriptive survey design using a sample of 73 were used. Data collection involved questionnaires and focus group discussions whereas quantitative data was analyzed using descriptive statistics while the qualitative data was analyzed through thematic techniques. The findings indicated that teachers perceived school heads' classroom visits as democratic and feedback oriented. School heads' classroom visits made teachers to deliver new materials and engage students in classrooms. The lack of observation skills challenged school heads' classroom visits. The paper unveils classroom visits as a tool for effective delivery of quality instructions. We recommend that school heads need training to acquire classroom observational skills.

Keywords: School heads, classroom visits, quality instruction, teachers

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1. INTRODUCTION

A global view on the increased demand of quality education gained its impetus in the era of science and technology. Various literatures have revealed that quality education is attributed by strong educational leadership which improve students' academic performance, teachers' commitment, teachers' performance and accountability (Gyasi, Baox & Ampomah, 2016; Chen, Cheng & Sato, 2016; Wolhuter, van der Walt, & Steyn, 2016). That is, a strong educational leadership encompasses both administrative and instructional responsibilities. In this case, the head of school is fundamental personnel responsible for carrying out administrative as well as instructional roles in the school. The instructional role of school heads is prone to motivation, support and guiding teachers' work for improved quality of teaching (Emmanouil, Osia & Paraskevi-Ioanna, 2014). Some related literatures revealed that the primary role of head of school is to supervise teaching and learning activities and, monitoring the implementation of the work of teachers (URT, 2013; Ugwu, 2015; Kor & Opere, 2017). That is, heads of schools are to be involved in setting goals, monitoring classrooms, supervising instruction, evaluating progress, coordinating the curriculum, planning professional development and protecting instructional time (Hallinger, 2005). Overtime, classroom visits and observation by school heads has been considered as a key component of the instructional supervisory process (Kor & Opere, 2017).

Previous proponents suggest that frequently practiced school heads' informal classroom visits and visibility build a more positive instructional culture (Downey, Steffy, English, Frase & Poston, 2004; Protheroe, 2009). To the contrary, Ing (2010) found that there is no evidence that the frequency or duration of conducting classroom observations relates to the instructional climate of the school. The contradicting literatures create an information gap necessitating further studies on the role of school heads' classroom visits in delivery of quality instruction.

In Tanzanian context, the Ministry of Education, Science and Technology (MoEST) provided heads of schools with the School Improvement Toolkit (SIT) as a guide in administering and managing schools (MoEST, 2013). SIT guide provides a number of school heads' responsibilities including informal classroom visits to ensure good teachers' class attendance as well as quality instructions. However, Sumra and Rajani (2006) found that Tanzanian teachers are often not in classrooms interacting with students. They added that teachers are either away or in the staff room, and in case are in the classrooms most of them teach using rote techniques requiring students to copy or take notes on the board. There is a need to solicit further information on whether school heads monitor the teaching and learning process through the use of classroom visits and observation. Thus very little if not none, is known regarding the role of school heads' informal classroom visits and observation in delivery of quality instruction particularly in Biharamulo district, hence, the need for the present study. That is, to examine the role of secondary school heads' classroom visits in delivery of quality instruction in Biharamulo district. Specifically, the aims of this study were to:

- (i) Explore secondary school teachers' perceptions toward school heads' classroom visits in Biharamulo district.

- (ii) Assess whether secondary school heads' classroom visits improve teachers' ability to deliver quality instruction in Biharamulo district.
- (iii) Find out the challenges facing secondary school heads' classroom visit practice in Biharamulo district.

1.1 Significance of the Study

This study is expected to contribute to the literature in three distinct ways, that is, theoretically, practically and to policy. First, theoretically, the study will first contribute to the literature and policy makers. To the literature it will contribute by adding to the new knowledge in teaching and learning profession by linking the process of heads of schools' classroom visits and the possibility of teachers to deliver quality instructions in classrooms. That is, highlighting the importance of heads of schools' informal classroom visits and teachers' delivery of quality instructions with the aim to improve teaching and learning environment. That is, the study findings will ultimately improve teachers' commitment and being loyal in using allocated time in teaching and learning processes. Second, to policy, the study will help the policy makers to apply effectively the Attribution theory on achievement in education settings to see what could be done in order to improve pupils' performance. Particularly by setting environment under which the attribution theory stages such as behavior must be observed; behavior must be determined to be intentional and; behavior must be attributed to internal or external causes so as to improve the teaching and learning process.

Third, practically, the findings will contribute to the field of education training and development by providing a guide to the Ministry of Education, Science and Technology to organize classroom observation based trainings in a more profession way and thereby improving secondary school heads' practices in supervising instructions in classroom, allocating time for visits and make it more official rather than ad hoc, surprise and being seen as witch hunting exercise. This in turn will create trustworthy and safe environment, reduce tension to teachers, improves visits and observation practices and hence good performance for both employees and students.

2. LITERATURE REVIEW

2.1 Theoretical Framework

This study was guided by Attribution theory developed by Weiner (1972). Weiner's attribution theory assumes that people try to determine why people do what they do. That is, interpret causes to an event or behavior and make attributes. This theory holds that attributions for these behaviors and outcomes ultimately help to shape emotional and behavioral responses. Weiner focused his attribution theory on achievement and at last identified ability, effort, task difficulty, and luck as the most important factors affecting attributions for achievement. The attribution theory involve three stages namely: behavior must be observed; behavior must be determined to be intentional and; behavior must be attributed to internal or external causes.

For the purpose of this study, heads of schools must observe teachers' teaching ability, effort, commitments as well as subject mastery. School heads must interpret the causes behind the ways teachers teach their students with intent of making necessary attributions for improved delivery of instruction. In this case, the use of classroom visits is vital for effective monitoring of teachers' class attendance, teaching ability as well as personal efforts in delivery of quality instruction.

2.2 The Concept of Quality Instruction

Overtime, quality instruction has been noted to embrace the soundness of all teaching and learning processes in the classroom. According to Sogunro (2017), quality instruction is defined as the degree to which an instruction is adequately delivered, meets students' learning needs, learning styles, interests, expectations, and is well aligned to standards. To mention a few, quality instruction includes: andragogical competency, adequate preparation and effective organizational skills; currency of knowledge of content; technological competency, resourcefulness, and teachers' dispositional attributes. Also, quality instruction manifests itself in the use of appropriate instructional strategies to evoke long-term learning. To this end, Walberg (1995) found that delivery of quality instruction by teachers is premised on several aspects of classroom instruction such as conducting daily reviews, presenting new material, conducting guided practice, providing feedback and correctives, conducting independent practice, and conducting weekly and monthly reviews.

2.3 Teachers' Perceptions toward School Heads' Classroom Visits

In Zimbabwe, proponents such as Sibanda, Maphosa and Mutopa (2011) investigated teachers' perceptions on the way school heads undertake lesson observations. The findings revealed that perceptions of teachers about lesson observations by their heads were largely negative as heads tended to base their lesson observations on the dominant models of supervision. The same study indicated few exceptions where teachers' perceptions revealed clinical and collaborative supervisory practices in lesson observation. The study concluded that school heads

could be lagging behind in embracing collaborative and democratic approaches in classroom observation. To the contrary, Wairimu (2016) found that teachers in Kenya perceive their school heads as experts in making efforts towards embracing collaborative and democratic approaches in supervision. The observed contradiction in the literatures reveals an information gap that requires further studies to be addressed. Moreover, some related literatures (Sheal, 1989; Lawson, 2011) indicated that most of teachers perceive the school heads' classroom visits to end up with positive feedback that improve the overall effectiveness of the teaching and learning process. However, in Tanzania Siamoo (2013) found that teachers had negative perception and disliked

classroom evaluation because it was too authoritative, threatening and traditionally done by heads of schools. The aforementioned literatures are not in liaison to each other thus demanding further studies on teachers' perceptions toward school heads' classroom visits.

2.4 School Heads' Classroom Visits and Quality Instruction

School heads must visit every classroom as often as possible, and provide teachers with guidance and feedback after every visit (Marzano & Toth, 2014). That is, without strong instructional leadership from school heads, schools tend to stagnate and fail to provide all students with the high quality instruction they deserve.

A study conducted by Garret and Steinberg (2015) on teacher effectiveness due to school heads' classroom visits revealed the improved teachers' work performance which increased students' academic performance as well. In addition, Steins, Behnke and Haep (2016) carried out a study on classroom observation as an instrument for school development. The findings indicated that classroom visits and observation acted as a feedback tool which enhanced improvement in delivery of quality instruction. However, some other proponents revealed that school heads' classroom visits and observations inadequately improved teachers' ability to deliver instruction to students (Gitomer, Bell, Qi, McCaffrey, Hamrey & Pianta, 2014; Ing, 2010). The contradiction in reviewed literatures necessitated the commencement of this study.

2.5 Challenges Facing School Heads' Classroom Visit Practice

Heads of schools are expected to fulfill their roles and responsibilities as instructional supervisors. However, in South Africa, Kyahurwa (2013) conducted a study on challenges facing school heads. Findings revealed that lack of knowledge and heavy workload hinder school heads from carrying out daily classroom visits and observation. In addition, McEwan (2003) found that a lack of skills and training, lack of teacher cooperation, lack of time, lack of support from the various stakeholders such as superintendents and, lack of confidence in that inexperienced school heads tend to be hesitant to talk with veteran teachers about teaching. The lack of teacher-cooperation in schools was portrayed by Marzano and Toth (2014) in contending that classroom visits are necessary but annoying. That is, nobody really enjoys classroom visits. However, Mwesiga's (2018) study findings revealed that Tanzanian heads of schools had negligible challenges to an extent of being effective in terms of supervising, guiding, observing and evaluating the teaching and learning process in and outside classrooms. An information gap between reviewed literatures prompted the need of this study.

2.6 The Conceptual Framework

Heads of schools' instructional practices including classroom visits and visibility cannot be undermined as they influence the way teachers deliver quality instruction. Classroom visits make teachers more active in schools. That is, in a good understanding that are regularly being observed, teachers seem to: be well prepared, effectively deliver new materials with well prepared lesson notes, engage students in the teaching and learning process, effectively use the teaching and learning materials, conduct daily and monthly reviews and, give feedback and make corrections to students' assignments. However, aforementioned instructional practices are impinged by teachers' perceptions toward school heads' classroom visits. Figure 1 shows the conceptual framework with related study variables.

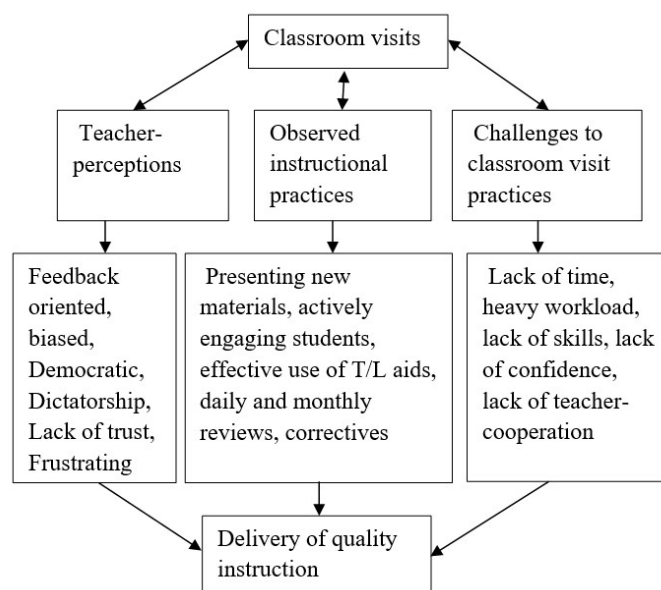


Figure 1: A conceptual framework (Adapted and modified from Oduor, 2011)

The feelings that school heads' classroom visits are frustrating and or authoritative render heads of schools to end up with negative cooperation from teachers thus poor delivery of instruction. On the other hand, the feeling that school heads' classroom visits are democratic and feedback oriented may at stance result into teachers' cooperation and hard working thus improved instruction delivery. In addition, school heads' classroom visits seem to be affected by school heads' personal behaviors such as lack of observational skills, poor content mastery, lack of confidence and, other factors such as lack of time due to heavy workload and lack of teacher cooperation. For regular classroom visits, the aforementioned challenges must be addressed.

3. METHODOLOGY

3.1 The Study Area

The study was conducted in Biharamulo district located at Latitude $2^{\circ}30'00''S$ and Longitude $31^{\circ}20'00''E$. Out of eight districts in Kagera region, Biharamulo district has been noted to have the highest academic performance. For instance, regarding form four national examination results (2015), Biharamulo district ranked 1/8 in the region (NECTA, 2015). The highest academic performance seems to be caused by school heads' classroom visits and day to day visibility. This might have increased teachers' commitments in the teaching and learning process and delivery of quality instructions as a whole.

3.2 The Study Approach and Design

The study employed a mixed methods approach. With this approach, the elements of qualitative and quantitative methods were combined in a single study for the purposes of breadth and depth of understanding and corroboration (Johnson, Onwuegbuzie & Turner, 2007).

The researcher chose mixed methods approach because it gives him an opportunity of collecting, analyzing, integrating the findings and drawing inferences using both qualitative and quantitative methods in a single study (Tashakkori & Creswell, 2007).

Moreover, the study used a descriptive survey design with the aim of describing the role of heads of schools' classroom visits on the delivery of quality instruction in secondary schools. A descriptive survey design was employed because of the need to blend both qualitative and quantitative findings. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone (Darlington & Scott, 2002).

3.3 Target Population, Sampling and Procedures

The target population for the study was 648 respondents consisting of 18 heads of schools and, 630 teachers. Systematic random sampling technique was used to select 63 teachers whereby every tenth teacher in the list was selected. Purposive sampling technique was used to select 10 heads of schools. School heads from selected schools came to one point in time after being requested and contacted through researchers' cell phones. The response of contacted school heads was at one hundred percent (100%). Data from school heads was gathered in a one day meeting. Moreover, authors handled data collection tools direct to teachers in selected schools. Selected teachers filled the questionnaires in time whereas the return rate was one hundred percent (100%).

3.4 Data Collection Methods and Instruments

Both questionnaire administration and Focus Group Discussions (FGDs) were methods used to collect data from teachers and school heads respectively. The main tools for data collection were a three point Likert-type questionnaire ranging from disagree to agree for teachers and Focus Group Discussions (FGDs) guide for heads of schools. The questionnaires were used because they collect required information within a shortest period of time. The duly filled questionnaires were collected from teachers followed by the FGDs meeting with school heads. However, the prior preparation of the FGDs guide was done in two days before the meeting date. The prepared FGDs guide had essential elements of each objective and, helped researchers to stay focused during the meeting.

3.5 Data Coding and Analysis Procedures

Code labels were directly assigned to data. Quantitative data from each objective were analyzed by using statistical package for social sciences (SPSS-version 16) through descriptive statistical (frequencies and percentages) measures. After analysis of all quantitative elements, the findings were presented in tabular form. Regarding qualitative data analysis, a copy-and-paste function in the Word software made it possible to copy portions of text obtained from the FGDs into new data document which was analyzed using thematic techniques. Thematic analysis is a method of identifying, analyzing and reporting patterns (or themes) within data (Braun & Clarke, 2006). The themes obtained were: perceptions toward school heads' classroom visits; roles of school heads' classroom visits and, challenges facing school heads' classroom visit practice. Moreover, the sub-themes which emanated from the main themes were described and analyzed in the context of issues raised in each objective. After analysis of all qualitative elements, the results were presented in text form.

4. RESULTS AND DISCUSSION

4.1 Teachers' Perceptions toward School Heads' Classroom Visits

The first objective of this study was to explore secondary school teachers' perceptions toward school heads' classroom visits in Biharamulo district. Teachers were requested to provide their views by indicating levels of agreement with each item. Findings are presented in Table 1.

Table 1: Teachers' Perceptions toward School Heads' Classroom Visits

Item	Level of Agreement		
	Disagree	Neutral	Agree
Feedback oriented	2(3.2%)	1(1.6%)	60(95.2%)
Democratic	8(12.6%)	2(3.2%)	53(84.2%)
Dictatorship	57(90.5%)	2(3.2%)	4(6.3%)
Teachers are not trusted	10(15.8%)	0(0.0%)	53(84.2%)
Frustrating	55(87.3%)	1(1.6%)	7(11.1%)

Field data, 2019

Table 1 indicates that majority 60(95.2%) of teachers perceive school heads' classroom visits to be feedback oriented. The study finding concurs with the argument from Marzano and Toth (2014) who asserted that school administrators absolutely must visit every classroom as often as possible, and provide teachers with guidance and feedback after every visit.

Classroom visits and observation provide teachers with useful feedback that might not be revealed by other assessment methods (Zaare, 2013). Results from the focus group discussion with school heads indicated that classroom visits are often accompanied by relevant feedback to sharpen teachers' teaching abilities. For instance, one of heads of schools narrated:

Regardless of being overburdened, I have been at least using some minutes visiting my teachers in classrooms. I do make some attributes to respective teachers after every visit, and this has been a practice to improve the way teachers teach their students. Apart from that, the feedback given to teachers has improved teachers' punctuality and class attendance. (School head 9).

This implies that teachers received feedback from their school heads after every visit. The result in Table 1 shows that majority 53(84.2%) of teachers perceive school heads' classroom visits to be democratic. This finding corroborates with Wairimu's (2016) findings which revealed that teachers perceive school heads' classroom supervision to embrace collaborative and democratic approaches. However, the study finding contradicts with the findings from the study conducted by Sibanda, Maphosa and Mutopa (2011) which revealed that most of teachers had negative perceptions toward school heads' classroom visits such that the lesson observation was based on the dominant models of supervision. Results from the FGDs showed that school heads employ a friendly talk to respective teachers after every classroom visit. For instance, one of school heads said that:

"I do use two-way communication skills. That is, a teacher receives my suggestion for instruction delivery improvement whereas on the other hand, he/she tells me whatever he/she wants me to be informed of" (School

head 2).

That is, majority 57(90.5%) of teachers considered school heads' classroom visits as non authoritative. To the contrary, this finding does not corroborate with Siamoo's (2013) study findings which revealed that teachers had negative perception and, disliked classroom evaluation because it was too authoritative, threatening and traditionally done by heads of schools.

Furthermore, Table 1 shows that a good number 53(84.2%) of teachers had a negative perception in that school heads conduct daily classroom visits because they do not trust their teachers. The finding concurs with Manaseh's (2016) findings which revealed that teachers perceive their school heads to lack trust in them. A sufficient number 55(87.3%) of teachers pointed out that school heads' classroom visits are not frustrating them. However, the finding contradicts with Harrison's (1968) study findings which revealed that tension in teachers tends to increase by very presence of school head in the classroom. The results from the focus group discussion indicated that novice teachers do not like classroom visits. For instance, one of school heads was quoted:

I usually conduct both formal and informal classroom visits when teachers are teaching. Unfortunately, newly employed teachers seem to do not like this practice at all. During the visit, they feel more nervous than before and lose control. I think, these newly employed teachers lack confidence in the presence of school heads during the teaching and learning process. (Head of school 6).

Classroom visits exerted more tension in novice teachers than veteran teachers. School heads as classroom observers need to act as peers and not evaluators in order to reduce teacher frustrations.

4.2 School Heads' Classroom Visits and Quality Instruction

The second objective sought to assess whether secondary school heads' classroom visits improve teachers' ability to deliver quality instruction in Biharamulo district. Respondents were requested to indicate their agreement levels regarding the influence of school heads' classroom visits on delivery of quality instruction. The results are presented in Table 2.

Table 2: School Heads' Classroom Visits and Quality Instructions

Item	Level of Agreement		
	Disagree	Neutral	Agree
Presenting new material	0(0.0%)	0(0.0%)	63(100.0%)
Actively engaging students	2(3.2%)	0(0.0%)	61(96.8%)
Conducting daily and monthly review	3(4.8%)	0(0.0%)	60(95.2%)
Effective use of teaching and learning aids	11(17.5%)	2(3.2%)	50(79.3%)
Classroom visits improve teachers' teaching abilities	2(3.2%)	1(1.6%)	60(95.2%)

Field data, 2019

Results in Table 2 indicates that a greater number 60(95.2%) of teachers agreed that school heads' classroom visits improve teachers' teaching abilities. This finding is consistent with that of Steins, Behnke and Haep (2016) who revealed that classroom visits and observation acted as a feedback tool which enhanced improvement in delivery of quality instruction. Upon using the FGDs, the results showed that the delivery of quality instruction improved as much as heads of schools conducted classroom visits. For instance, one of school heads said that:

"At my school, teachers have improved their teaching approaches after frequently conducted classroom visits. Often, most of teachers show a sense of accountability after feeling a close supervision of school head or any authoritative figure" (School head 8).

Furthermore, Table 2 shows that mere presence of school heads in classrooms made teachers to present new materials (100%); actively engage students (96.8%); conduct daily and monthly reviews (95.2%) and; effectively use the teaching and learning aids (79.3%). This finding concurs with Walberg's (1995) study which revealed that the delivery of quality instruction embraces various aspects of classroom instruction such as conducting daily reviews, presenting new material, conducting guided practice, providing feedback and correctives, conducting independent practice, and conducting weekly and monthly reviews. Teachers present new materials by increasing complex and real world relevant tasks whereas students are encouraged to develop their own solutions to problems. Moreover, teachers engage students through careful task selection that have relevance to students' interests and real world applications (Blackburn, 2008). Active engagement of students has long considered as one of markers of instructional quality (Deci, Rogge & Early, 2014). The result from the FGDs indicated that teachers reveal a sense of accountability and commitment in a very presence of school head. For instance, one school head was quoted:

What I have experienced is that most teachers seem to carry out and facilitate various teaching activities when I'm present in classroom. These activities include presenting prepared materials, guiding students in group discussions, giving assignments, on time marking of tests,

and guiding students to make necessary corrections. For sure these activities cease when I'm away. (School head 5).

For quality instruction, classroom visits by school heads remain fundamental for teachers to have maximum effort in the teaching and learning process. Moreover, teachers' teaching activities are inadequately done when school heads are away from classrooms.

4.3 Challenges Facing School Heads' Classroom Visit Practice

The third objective was to find out the challenges facing secondary school heads' classroom visit practice in Biharamulo district. Respondents were requested to indicate the level of their agreement regarding the challenges facing school heads from practicing classroom visits. The results are displayed in Table 3.

Table 3: Challenges Facing the School Heads' Classroom Visit Practice

Item	Level of Agreement		
	Disagree	Neutral	Agree
Lack of skills	10(15.9%)	3(4.8%)	50(79.3%)
Heavy workload	7(11.1%)	1(1.6%)	55(87.3%)
Lack of confidence	54(85.6%)	0(0.0%)	9(14.4%)
Lack of teacher cooperation	60(95.2%)	1(1.6%)	2(3.2%)

Field data, 2019

Table 3 shows that majority 50(79.3%) of teachers pointed the lack of skills to hinder the school heads' classroom visit practice. These findings concur with those of Kyahurwa (2013) who revealed that the lack of knowledge hindered school heads from carrying daily classroom visits. Practicing classroom visits and observation requires a specific skill (National Education Association, 2010). Results from the FGDs indicated that school heads lack requisites regarding classroom observation. For instance, one of school heads said that:

"Frankly speaking, I do visit classrooms in few occasions. However, really, I don't know what constitute the classroom observation that is why I do not use even a single observation checklist" (School head 9).

School heads lack standardized observation checklists. Prior classroom observation skills are necessary for preparation of observation checklists. Thus in-service training is a necessary entity for heads of schools to clearly know what is expected to be observed and why.

Furthermore, Table 3 shows that majority 55(87.3%) of teachers pointed out a common challenge hindering school heads from conducting daily classroom visits to include heavy workload. The finding is in line with McEwan's (2003) study findings which indicated that lack of time is one of barriers to school heads' classroom visits. The results from the FGDs indicated that a pile of activities in school heads' office prohibits school heads from carrying out classroom visits and observation. For instance, one of school heads said:

"At the school, I have a lot of tasks to be done. These tasks range from personal to administrative ones including settling of financial issues" (School head 1).

In addition, the findings in Table 3 indicate that the lack of teacher cooperation (95.2%) and lack of school heads' confidences (85.6%) have negligible hindrance to school heads' classroom visits and observation. However, the finding is not affirmed with McEwan's (2003) study findings which revealed that lack of teacher cooperation together with lack of school heads' confidence prohibited school heads from observing veteran teachers in classrooms. Moreover, one of school heads during the FGDs uttered:

"What I know is that observing others is simple than being observed. Therefore, with confidence, I have been observing teachers in classrooms during the teaching and learning process" (School head 7).

That is, school heads are inadequately challenged with the lack of teacher cooperation and lack of school heads' confidence.

5. Conclusions

Considering the findings of this study, it is concluded that: Firstly, teachers are given the meaningful feedback from heads of schools thus they perceive the school heads' classroom visits to be feedback oriented and more democratic than authoritative. Moreover, most teachers feel not trusted by their school heads when daily classroom visits are conducted. This brought some frustrations to teachers or teaching under pressure. Secondly, in the presence of heads of schools' classroom visits and visibility, most of teachers teach new materials based on national standards, actively engage students during a lesson, effectively use the teaching and learning aids during the teaching and learning process. Thus school heads' classroom visits improve the delivery of quality instructions. Lastly, at most, the reported challenges facing classroom visit practice include lack of time due to heavy workload and lack of observational skills and training. In few cases, lack of teacher cooperation as well as lack of school heads' confidences happen to hinder school heads from carrying daily classroom visits.

6. Recommendations

Based on the findings of this study, it is therefore recommended that:

- (i) Teachers should neither feel un-trusted nor frustrated when heads of schools keep on monitoring the teaching and learning process through classroom visits and observation.
- (ii) The Ministry of Education, Science and Technology should initiate concerted efforts of providing in-service training to equip school heads with necessary classroom observational skills that will improve the delivery of quality instructions.
- (iii) The classroom visit and observation practice should not be taken for granted by heads of schools rather should be considered as a fundamental entity in monitoring the teaching and learning process at school level.

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