



ASSESSING THE IMPACT OF CLINICAL INSTRUCTIONAL SUPERVISION ON TEACHERS' JOB COMMITMENT AND GOALS ATTAINMENT IN PUBLIC SECONDARY SCHOOLS: IMPLICATION FOR SUSTAINABLE NATIONAL DEVELOPMENT



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Abstract

Schools, like all organizations, are established to achieve specific objectives. Effective supervision remains a crucial mechanism for realizing these goals within the educational system. This study assessed the impact of clinical instructional supervision on teachers' job commitment and goals attainment in public secondary schools, with implications for sustainable national development. Two research questions and two corresponding hypotheses guided the study. A correlational research design was adopted. The study was carried out in Biase Local Government Area of Cross River State. The population comprised 172 teachers across 18 public secondary schools in the area. A census approach was employed, involving all teachers from the selected schools. Data were collected using a researcher-designed 24-item questionnaire titled "Clinical Instructional Supervision, Teachers' Job Commitment, and Secondary Education Goals Attainment Questionnaire" (CISTJCSEGAQ). The instrument was divided into two sections: Section A captured demographic information, while Section B focused on clinical instructional supervision and its influence on teachers' commitment and goal attainment. The questionnaire was based on a four-point Likert scale. Its content validity was reviewed and approved by experts in Educational Management and Measurement and Evaluation at the University of Calabar. Reliability was ensured through a pilot test involving 40 teachers outside the study area, using the Cronbach Alpha method, which produced reliability indices ranging from 0.89 to 0.92. Descriptive statistics and Simple Linear Regression Analysis were employed to answer the research questions, while the hypotheses were tested using ANOVA and the regression coefficients at a 0.05 level of significance. The findings revealed that clinical instructional supervision has a statistically significant impact on teachers' job commitment and goal attainment in public secondary schools in Biase Local Government Area. The study concluded that clinical supervision is a vital tool for enhancing educational effectiveness. The findings emphasize the importance of structured, supportive, and reflective supervisory practices in promoting teacher commitment and facilitating the achievement of institutional goals. Schools that prioritize effective clinical supervision are more likely to attain their educational objectives. Based on these findings, it was recommended that the Ministry of Education should encourage secondary school authorities to organize regular training programs and workshops for school administrators and instructional supervisors. These initiatives should focus on effective clinical supervision techniques to equip stakeholders with the skills needed to offer constructive feedback, foster reflective teaching practices, and improve teacher commitment and performance.



Keywords: *Clinical Instructional Supervision, Teachers' Job Commitment, Goals Attainment, Sustainable National Development*

Introduction

Secondary education is the level of schooling that students receive after completing primary school and before entering tertiary institutions. The Federal Republic of Nigeria (FRN, 2013) established secondary schools to develop sound and intelligent minds capable of meeting the demands of the twenty-first century. Thus, in addition to preparing individuals for higher education, secondary education is expected to ready school leavers for the world of work, build human capital, and promote useful living within society by equipping them with the necessary skills (FRN, 2013; Etor, Obeten, & Obona, 2019; Obona, Udokpan, & Bepeh, 2024). Achieving these broad goals as stated by Ndem and Egbai (2016) is not possible without committed teachers, who represent the key human resources essential for the effective functioning of Nigeria's secondary education system (Obona & Etete, 2019). Therefore, teachers' job commitment is crucial to realizing the goals of the secondary education. Teachers' job commitment refers to the degree to which educators are emotionally connected to their school's mission, recognize the personal and professional implications of leaving, and feel a strong moral obligation to contribute meaningfully to educational objectives. Onukwu (2020), as cited in Obona et al. (2024), describes it as the willingness of teachers to work towards the academic success of their students. Meyer and Allen (1990) conceptualized job commitment through three key dimensions: *affective*, *continuance*, and *normative* commitment. Affective commitment involves a teacher's emotional attachment to the school, fostering active participation and a sense of belonging. Continuance commitment is driven by the perceived lack of better alternatives, prompting a teacher to remain in the profession due to necessity rather than satisfaction. Normative commitment arises from a sense of obligation, where teachers feel morally bound to remain in service and contribute to school development.

Teachers play a pivotal role in shaping students' learning experiences and achieving educational objectives (Ekpoh & Eze, 2015). According to Sule, Ameh, and Egbai (2015), they are instrumental in determining whether the set goals of education are met. As Obona et al. (2024) assert, these three dimensions of commitment work together to influence teachers' behavior, which in turn, significantly drives the attainment of secondary school goals.

Goals are fundamental to every organization, including schools, as they provide a clear sense of direction, enhance the strategic use of resources, motivate stakeholders, and serve as benchmarks for evaluating progress and effectiveness. In the context of this study, goal attainment is defined as the successful realization of planned educational objectives within a specified timeframe, ensuring that both individual and institutional efforts yield measurable outcomes. Etor et al. (2019) identified three key aspects of school goal attainment: access to higher education, knowledge acquisition, and effective teaching and learning outcomes. Thus, students are expected to acquire sufficient knowledge and skills by the time they graduate from secondary school, making them eligible for admission into tertiary institutions or employable in the job market.

Similarly, the Federal Republic of Nigeria (2004), as cited in Ndem and Egbai (2016), outlines the broader aims of secondary education, which include preparing individuals for meaningful living in society and for higher education. According to Ebete and Ejims (2020), the achievement of school goals is oriented towards producing quality graduates who meet set standards. Obona et al. (2024) further highlight that goal attainment in secondary schools encompasses academic excellence, students' personal development, preparedness for future educational pursuits or careers, and alignment with the institution's overall vision and mission.

Teachers' commitment can be evaluated through various indicators, including punctuality, lesson preparation and delivery, active participation in meetings, conduct of school assemblies, classroom management, and involvement in students' discipline. Obasi (2018) emphasized that teacher commitment is evident when teachers diligently perform both administrative duties and teaching responsibilities. Additional indicators include their dedication to duty, timeliness in task execution, and



willingness to pursue professional development. Likewise, goal attainment can be measured by the quality of teaching and learning, effective student discipline, high academic achievement, and the acquisition of practical or vocational skills (Madukwe, Obioma, Obona, & Akwu, 2024).

Despite its importance, poor teacher commitment and ineffective goal attainment remain persistent concerns in Nigerian secondary education (Madukwe et al., 2024; Ofoha, 2011; Obona et al., 2024; Arop, Owan, & Ekpang, 2018; Amuche et al., 2014). Observations and reports suggest that the situation is particularly critical in public secondary schools in Biase Local Government Area of Cross River State. Many teachers exhibit unprofessional behavior, such as absenteeism and a lack of dedication to instructional duties, which undermines the quality of teaching and learning. Consequently, student performance has declined in both internal and external examinations. Alarming, some students now resort to examination malpractice as a shortcut to obtaining the required credits for tertiary admission. Madukwe et al. (2024) noted that the goals of secondary education have not been fully achieved in Nigeria, with many youths remaining unemployed due to a lack of marketable skills, and others engaging in social vices out of frustration. Supporting this concern, Fehintola (2015) observed that students' academic outcomes often fall below expectations, despite significant investments by government and parents.

The problems of ineffective teaching practices, low teacher commitment, and poor academic performance require urgent intervention because they directly hinder the attainment of educational goals, reduce students' learning outcomes, and compromise the overall quality of education. These issues, if not addressed promptly, can lead to long-term consequences such as increased dropout rates, loss of public confidence in the school system, and the production of underprepared graduates. Clinical instructional supervision offers a potential solution as it can provide a supportive and collaborative approach to improving teaching and learning thus enhancing job commitment and educational outcomes.

Clinical instructional supervision is a structured, collaborative process between a supervisor and a teacher that focuses on improving classroom instruction through pre-observation, observation, and post-observation conferences. Goldhammer, Ander, and Krajewski (1993) outlined five key stages in the clinical supervision process: the pre-supervision conference, the actual supervision, analysis and strategy development, the post-supervision conference, and post-supervision analysis. Clinical supervision strategy is a comprehensive approach that fosters a collaborative relationship between the supervisor and the teacher, aimed at enhancing instructional performance and achieving educational objectives (Offu et al., 2024). Powell and Brodsky (2004) describe clinical supervision as a structured, mentoring process that translates theoretical principles into practical classroom skills, with four key interrelated dimensions: administrative, evaluative, clinical, and supportive. It also offers professionals a reflective framework for analyzing their teaching experiences. According to Tustin (2022), clinical supervision serves as a coaching mechanism designed to guide novice teachers in developing effective classroom teaching practices. Similarly, Okafor (2024) highlights clinical supervision as a supportive interaction that strengthens the professional bond between the supervisor and the teacher. Sule et al. (2020) further assert that when clinical supervision is effectively implemented, it enhances teachers' perceptions of administrative support and fosters greater commitment to the school's mission and goals. Through clinical supervision, educational leaders systematically guide, support, and evaluate teachers with the goal to enhance the quality of teaching and learning in schools. It involves observing classroom teaching and learning with a view to offering constructive feedback to teachers, and fostering continuous professional development. Obilade (1989) in Ekundayo et al. (2013) opined that it is a helping relationship whereby the supervisor guides and assists the teachers to meet the set targets. This definition described instructional supervision from the point of establishing the relationship with stakeholders in school system for the purpose of achieving the set objectives.

Although implementing clinical supervision effectively requires considerable time and effort, it has been shown to significantly enhance teachers' instructional performance (Thomas, 2008, as cited in Veloo et al., 2013). Consequently, clinical supervision serves as a valuable tool for improving teaching quality, ultimately leading to better learning outcomes for students. Overall, clinical

supervision in education involves a teacher receiving constructive feedback from a colleague, supervisor, or school leader who has observed their teaching, acting as both a reflective partner and advisor to help the teacher critically assess and improve their instructional practices.

Clinical Instructional Supervision and Job Commitment

Supervision serves as one of the most effective and flexible tools available to educational administrators for providing instructional leadership and enhancing teaching quality. Ofuase, Daka and Mbaba (2021) opined that teachers who are supervised by principals develop trust for their principal and improve their commitment to work as they know that they can count on their principals for direction and assistance, when in need. This creates an enthusiasm that motivates them to take different challenges and tasks, no matter their level of experience. Nzabonimpa (2011) in his study examined the influence of secondary school head teachers' general and instructional supervisory practices on teachers' work performance. The study findings revealed that to some teacher participants, supervision Ekundayo is non-existent in secondary schools. Some of them have been teaching for more than a decade, but they have never been supervised by the head teacher in the classroom. The research findings likewise indicate a moderate correlation between secondary school head teacher's supervisory practices and teacher's work performance.

In another study, Okendu (2012) investigated the impact of instructional processes and supervision on the academic performance of secondary school students in Degema (Delga) Local Government Area, Rivers State, Nigeria. To guide the research, four research questions and three null hypotheses were formulated. A structured questionnaire was used to collect data from a sample of seventy-seven (77) secondary school teachers in the area. The data were analyzed using independent t-tests (for both pooled and unpooled variances) and the Pearson Product-Moment Correlation Coefficient. Findings from the analysis revealed that consistent instructional supervision significantly influences students' academic performance. The study also found strong correlations between instructional supervision and instructional practices, as well as between instructional challenges and supervision. Moreover, variations in teachers' classroom instructional methods were shown to significantly affect students' academic achievement.

Veloo, Komuji, and Khalid (2013) emphasized that when clinical instructional supervision is effectively implemented, it significantly enhances teachers' instructional practices. Similarly, in a study, Sule et al. (2020) examined the impact of clinical instructional supervision on teachers' professional efficiency in secondary schools within the Calabar Education Zone, Nigeria. The study revealed that components of clinical supervision such as pre-observation conferences, classroom observation, post-observation conferences, and follow-up strategies had a statistically significant influence on teachers' professional efficiency.

Mwambo and Epah (2022) conducted a study on the relationship between instructional supervision and school effectiveness in public nursery and primary schools within Fako Division, South West Region of Cameroon. The study emphasized that effective supervision—covering administrative, instructional, and curricular aspects—is crucial to achieving school effectiveness. Utilizing a survey research design, data were gathered from 406 teachers and 62 head teachers across 23 accessible nursery and primary schools. The researchers employed questionnaires and semi-structured interview guides containing both closed and open-ended questions. Findings revealed a statistically significant, positive, and moderate correlation between instructional supervision and school effectiveness ($P = 0.000$, which is significantly below the 0.05 threshold). Based on these results, the study concluded that the effectiveness of schools is likely to improve with the implementation of sound instructional supervision practices.

Clinical Instructional Supervision and School Goals Attainment

In present-day Nigeria, instructional supervision is seen as a means of promoting teachers' professional development, strengthening the curriculum, and enhancing classroom instruction through collaborative and democratic engagement between supervisors and teachers (Okendu, 2012). Ndem and Egbai (2016) examined the relationship between educational managers' supervisory roles and goal attainment in secondary schools within Calabar Metropolis, Cross River State. Using an ex post facto design, the study selected 32 schools purposively and 150 teachers through simple random sampling. Data were collected with a researcher-developed instrument titled Educational Managers' Supervisory Role and Secondary School Goal Attainment Questionnaire (EMSRGAQ), validated through face validity and tested for reliability using the test-retest method. Two hypotheses were tested using Pearson Product Moment Correlation at a 0.05 significance level. The results showed a significant positive relationship between supervisory roles of educational managers and goal attainment, indicating that increased supervisory efforts lead to higher school goal achievement.

In another study, Khaef and Jarimnia (2021) explored the implementation of the Clinical Supervision Model (CSM) and its impact on supervisors' teaching philosophies in both theoretical and practical contexts. The study employed a qualitative case study design, involving two experienced supervisors. Data were gathered through two phases of classroom observation and semi-structured interviews. The results indicated that clinical supervision encouraged critical reflection, enhanced the quality of feedback during post-observation meetings, and improved instructional effectiveness for both supervisors and teachers, thereby positively affecting the teaching-learning process and goal achievement.

Chaula (2023) investigated the clinical supervision practices of school heads and their influence on teachers' emotional responses in Tanzanian secondary schools. Using a mixed-method, multiple cross-sectional case study design, the study engaged 94 participants through questionnaires and an additional 28 through semi-structured interviews and focus group discussions. Quantitative data were analyzed using SPSS version 25, while qualitative data underwent content analysis. The findings highlighted that effective communication and collaboration between supervisors and teachers were key factors contributing to successful clinical supervision in schools.

Offu et al. (2024) conducted a survey study in Cross River State to examine how innovative management strategies relate to goal attainment in public secondary schools. Using data from 132 principals and vice principals selected through stratified and simple random sampling, the study found that clinical supervision, knowledge management, and ICT practices significantly influenced school goal attainment.

Previous research has shown that clinical instructional supervision positively affects teachers' job commitment and the attainment of school goals. However, most of these studies were conducted outside Biase Local Government Area in Cross River State, meaning their findings may not be applicable to this specific region due to its unique ethnic and geographical context. No existing study has examined how clinical instructional supervision impacts teachers' job commitment and secondary education goal achievement with implications for sustainable national development using the same sub-variables as the present research. This study therefore seeks to fill that gap and contribute new insights to the field.

Statement of the Problem

Secondary education is structured around specific goals and objectives, which cannot be achieved without the active commitment of teachers. In secondary schools, teachers are expected to report to school on time, prepare lesson notes, deliver lessons effectively, and assess students' performance both during and at the end of each term. They are also expected to demonstrate full dedication to the responsibilities associated with the teaching profession for which they are employed and remunerated.

Unfortunately, teacher commitment has become a significant concern among parents and other stakeholders. Instances of absenteeism, chronic lateness, irregular and unauthorized absence from duty posts, as well as other forms of professional misconduct, have been observed among some teachers. These behaviours severely hinder the achievement of educational goals in secondary schools. Several indicators point to the poor attainment of secondary education goals in the study area. These include low academic performance among students which is linked to overcrowded classrooms and a shortage of qualified teachers, as well as high dropout rates resulting from inadequate facilities, limited incentives, and an uncondusive learning environment. Observations reveal that many teachers lack emotional attachment and moral commitment to the values and expectations of the school system, let alone to the noble ideals of the teaching profession. These challenges pose serious threats to the quality of education and the successful realization of secondary education goals in the region. Without timely and effective intervention, these issues could continue to undermine educational development.

In response, the Government of Cross River State has invested substantially in the provision of basic infrastructure, teacher training, and timely payment of salaries. Furthermore, additional secondary school teachers have been recruited through the M-Power scheme. Despite these efforts, achieving the desired outcomes in secondary education remains a persistent challenge. It is against this backdrop that the present study assessed the impact of clinical instructional supervision on teachers' job commitment and goals attainment in public secondary schools.

Purpose of the study

The study **Assessed** the impact of clinical instructional supervision on teachers' job commitment and goals attainment in public secondary schools in Biase Local Government Area, Cross River State, Nigeria as well as the **implication** for sustainable national development. In specific terms, the study sought to assess:

The impact of clinical instructional supervision on teachers' job commitment in public secondary schools in Biase Local Government Area, Cross River State.

The impact of clinical instructional supervision on goals attainment in public secondary schools in Biase Local Government Area, Cross River State.

Research question

These research questions guided the study

To what extent does clinical instructional supervision impact teachers' job commitment in public secondary schools in Biase Local Government Area, Cross River State?

What is the impact of clinical instructional supervision **on** goals attainment in public secondary schools in Biase Local Government Area, Cross River State?

Hypotheses

The following hypotheses guided the study and were tested at 0.05 level of significance:

Clinical instructional supervision does not significantly impact teachers' job commitment in public secondary schools in Biase Local Government Area, Cross River State.

There is no significant impact of clinical instructional supervision **on** goals attainment in public secondary schools in Biase Local Government Area, Cross River State.

Methodology

The study adopted correlation design. The research area is Biase Local Government Area. It is one of the 18 local government areas in Cross River State, Nigeria. Population of the study was 172 teachers in 18 public secondary schools in Biase Local Government Area. A census method was adopted to involve all the teachers in all the schools within the study area in the study. The instrument

used for data collection was a 24 items questionnaire designed by the researcher. Titled “Clinical Instructional Supervision,” “Teachers’ Job Commitment,” and “Secondary Education Goals Attainment.” Questionnaire (CISTJCSEGAQ). The questionnaires were responded to by the teachers on a four point modified Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) and these responses were scored 1,2,3,4, as their weights. The questionnaire was face and content validated by three research experts from the department of Educational Management, and from Measurement and Evaluation, faculty of Educational Foundation Studies, University of Calabar.

To establish the reliability of the research instrument, a trial test was first carried out on 40 teachers selected from three secondary schools outside the study area. The reliability was determined through Cronbach alpha technique and the index ranges from .89 - .92. Statistically, the instruments were considered reliable for data collection. The researchers and five trained research assistants engaged in the administration of the questionnaire. The 181 copies of the questionnaire were administered but only 172 copies of the questionnaire copies were correctly filled, retrieved and used for data analysis. Questionnaires copies that were not properly filled or not retrieved were treated as attrition in the study. The descriptive statistics output of the Simple Linear Regression Analysis was used to answer the research questions, while the ANOVA and relative coefficient output of Simple Linear Regression Analysis was used to test the hypotheses at 0.05 level of significance.

Results

Research questions one:

To what extent does clinical instructional supervision impact teachers’ job commitment in public secondary schools in Biase Local Government Area, Cross River State? The result is presented in Table 1.

The result in table 1 showed that regression coefficient (R) of .874 and a coefficient of determination (R^2) of .764 were obtained. The R^2 ($R^2=.764$) meant that the variable of clinical instructional supervision contributed 76.4% of the total variance in teachers’ job commitment in public secondary schools in Biase Local Government Area of Cross River State while the remaining percentage score 23.6% was predicted by other external factors outside clinical instructional supervision.

Table 1

Summary of simple linear regression analysis showing the extent to which clinical instructional supervision impact teachers’ job commitment in public secondary schools in Biase Local Government Area of Cross River State

Model Summary

Mode 1	R	R Square	Square Adjusted R	Std. Error of Estimate	Decision
	.874 ^a	.764	.763	1.424	High Extent

Dependent Variable: Teachers Job Commitment

Predictors: (Constant), Clinical Instructional Supervision

Research question two

What is the impact of clinical instructional supervision on goals attainment in public secondary schools in Biase Local Government Area, Cross River State? The result is presented in Table 2. The result in table 2 showed that regression coefficient (R) of .905 and a coefficient of determination (R^2) of .820 were obtained. The R^2 ($R^2=.820$) meant that the variable of clinical instructional supervision contributed 82% of the total variance in goals attainment in public secondary schools in Biase Local Government Area of Cross River State while the remaining percentage score (18%) was predicted by other external factors outside clinical instructional supervision.

Table 2



Summary of simple linear regression analysis showing the impact of clinical instructional supervision on goals attainment in public secondary schools in Biase Local Government Area of Cross River State.

Model Summary

Mode 1	R	R Square	Square Adjusted R	Std. Error of Estimate	Decision
	.905 ^a	.820	.819	1.244	High Impact

Dependent Variable: Goals attainment

Predictors: (Constant), **Clinical Instructional Supervision**

Test of Hypotheses

Hypothesis one

Clinical instructional supervision does not significantly impact teachers' job commitment in public secondary schools in Biase Local Government Area, Cross River State. The result is presented in

Table 3. The result in table 3 showed that clinical instructional supervision have a significant impact on teachers' job commitment in public secondary schools in Biase Local Government Area of Cross River State as shown by the simple linear regression coefficient (R) of .874 and a coefficient of determination (R^2) of .764 obtained. The R^2 ($R^2=.764$) meant that clinical instructional supervision contributed 76.4% of the total variance in teachers' job commitment while the remaining percentage score 23.6% was predicted by other external factors outside clinical instructional supervision. This showed that the independent variable (clinical instructional supervision) have significant impact on the dependent variable (teachers' job commitment), $F 583.253$, $p (.000) < .05$. Referring to the coefficients in table 3, the unstandardized coefficient for clinical instructional supervision is .854. This meant that for every point increase in teachers' job commitment, there is .854 increase in clinical instructional supervision scores from the questionnaire instrument used. Based on this result, the null hypothesis which stated that clinical instructional supervision does not significantly impact teachers' job commitment in public secondary schools in Biase Local Government Area of Cross River State was rejected while the alternate hypothesis accepted. This showed that clinical instructional supervision have statistically significantly impact on teachers' job commitment in public secondary schools in Biase Local Government Area of Cross River State.

Table 3

Summary of simple linear regression analysis on the impact of clinical instructional supervision on teachers' job commitment in public secondary schools in Biase Local Government Area of Cross River State

Anova^a

Model		Sum of Squares	df	Mean Square	F	Sig.	Decision
1	Regression	1182.163	1	1182.163	583.253	.000 ^b	Rejected
	Residual	364.832	170	2.027			
	Total	1546.995	171				

*Significant $p < .05$; $R = .874$; $R^2 = .764$; Adj. $R^2 = .763$

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	2.159	.542			3.984	.000
	Clinical instructional supervision	.854	.035	.874		24.151	.000

a. Dependent Variable: Teachers Job Commitment

b. Predictors: (Constant), **Clinical instructional supervision****Hypothesis two**

There is no significant impact of clinical instructional supervision on goals attainment in public secondary schools in Biase Local Government Area, Cross River State. The result is presented in Table 4. The result in table 4 showed that clinical instructional supervision on goals attainment in public secondary schools in Biase Local Government Area of Cross River State as shown by the simple linear regression coefficient (R) of .905 and a coefficient of determination (R^2) of .820 obtained. The R^2 ($R^2=.820$) meant that the variable of clinical instructional supervision contributed 82% of the total variance in goals attainment, while the remaining percentage score (18%) was predicted by other external factors outside clinical instructional supervision. This showed that the independent variable (clinical instructional supervision) have significant impact on the dependent variable (goals attainment), $F 819.028, p (.000) < .05$. Referring to the coefficients in table 4, the unstandardized coefficient for clinical instructional supervision is .909. This meant that for every point increase in goals attainment, there is .909 increase in clinical instructional supervision scores from the questionnaire instrument used. Based on this result, the null hypothesis which stated that there is no significant impact of clinical instructional supervision on goals attainment in public secondary schools in Biase Local Government Area of Cross River State, was rejected while the alternate hypothesis accepted. This showed that clinical instructional supervision have statistically significantly impact on goals attainment in public secondary schools in Biase Local Government Area of Cross River State.

Table 4

Summary of simple linear regression analysis on the impact of clinical instructional supervision on **goals attainment** in public secondary schools in Biase Local Government Area of Cross River State

Model		Sum of Squares	df	Mean Square	F	Sig.	Decision
1	Regression	1268.264	1	1268.264	819.028	.000 ^b	Rejected
	Residual	278.730	170	1.549			
	Total	1546.995	171				

*Significant $p < .05$; $R = .905$; $R^2 = .820$; Adj. $R^2 = .819$

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	1.278	.488		2.619	.000
	Clinical instructional supervision	.909	.032	.905	28.619	.000

a. Dependent Variable: **Goals attainment**

b. Predictors: (Constant), **Clinical Instructional Supervision**

Discussion of findings

The finding of hypothesis one revealed that clinical instructional supervision has statistically significantly impact on teachers' job commitment in public secondary schools in Biase Local Government Area of Cross River State. This finding is not surprising, as effective instructional supervision often provides teachers with the necessary support, guidance, and feedback that enhance their sense of responsibility, motivation, and professional growth. When teachers receive regular, constructive supervision, they are more likely to align with school goals, adhere to professional expectations, and remain committed to their duties. The implication of this result is that school administrators should prioritize and strengthen clinical instructional supervision practices as a strategic tool for improving teacher commitment in secondary schools in the region.

This finding aligns with that of Ofuase, Daka, and Mbaba (2021), who reported that teachers supervised by their principals tend to develop trust in their leadership, which in turn enhances their commitment to work. Such trust fosters a supportive environment where teachers feel confident that they can rely on their principals for guidance and assistance when needed. This sense of support inspires enthusiasm and motivates teachers to embrace various challenges and responsibilities, regardless of their level of experience. Similarly, the study by Nzabonimpa (2011) found a moderate correlation between secondary school head teachers' general and instructional supervisory practices and teachers' work performance, highlighting the influence of effective supervision on teacher output. Furthermore, the result corroborates the findings of Mwambo and Epah (2022), who investigated the relationship between instructional supervision and school effectiveness in public nursery and primary schools in the Fako Division of the South West Region of Cameroon. Their study revealed a statistically significant, positive, and moderate correlation between instructional supervision and school effectiveness, further emphasizing the pivotal role of supervision in enhancing educational outcomes.

The finding of hypothesis two revealed that clinical instructional supervision has a statistically significant impact on goals attainment in public secondary schools in Biase Local Government Area of Cross River State. This result is not surprising because clinical supervision provides structured support and continuous professional guidance to teachers, which enhances instructional effectiveness, classroom management, and adherence to curriculum objectives all of which are essential for achieving school goals. When teachers are regularly supervised and mentored, they are more likely to implement best teaching practices that contribute to improved student performance and overall school effectiveness. The implication of this finding is that educational authorities and school administrators should prioritize and institutionalize clinical instructional supervision as a key strategy to drive the successful achievement of secondary education goals in the region.

The finding of the present study is consistent with those of Ndem and Egbai (2016), who investigated the relationship between educational managers' supervisory roles and goal attainment in secondary schools within Calabar Metropolis, Cross River State. Their study revealed a significant positive correlation, suggesting that enhanced supervisory efforts by educational managers contribute to higher levels of school goal achievement. Similarly, the findings align with those of Khaef and Jarimnia (2021), who examined the implementation of the Clinical Supervision Model (CSM) and its influence on supervisors' teaching philosophies in both theoretical and practical dimensions. Their results indicated that clinical supervision fosters critical reflection, improves the quality of feedback during post-observation discussions, and enhances instructional effectiveness for both supervisors and teachers, thereby promoting the teaching-learning process and the realization of school goals. Furthermore, the findings corroborate those of Offu et al. (2024), who conducted a survey in Cross River State to explore the relationship between innovative management strategies and goal attainment in public secondary schools. Drawing data from 132 principals and vice principals selected through stratified and simple random sampling techniques, the study demonstrated that clinical supervision, knowledge management, and ICT practices significantly contribute to the achievement of school goals.

The impact of clinical instructional supervision on teachers' job commitment and goals attainment:

Implication for sustainable national development

The findings from the study have significant implications for sustainable national development. Education is a foundational pillar for national progress, and the quality of secondary education plays a crucial role in shaping the future workforce and responsible citizenship. When clinical instructional supervision is effectively implemented, it enhances teachers' commitment, improves instructional quality, and promotes the attainment of educational goals. Committed teachers are more likely to deliver student-centered learning, foster discipline, and nurture creativity among learners which of course are factors that are essential for producing skilled, innovative, and productive individuals.

Therefore, by strengthening supervision practices in secondary schools, the government can enhance the performance of the education sector, reduce dropout rates, and increase students' academic

success, thereby laying a solid foundation for economic growth, social equity, and human capital development. Thus, investing in effective clinical supervision is not only beneficial for immediate educational outcomes but also for achieving long-term national development goals which aligned with the Sustainable Development Goals (SDGs), particularly Goal 4: Quality Education.

Conclusion

Arising from the findings, the study concludes that clinical supervision is a vital tool for enhancing educational effectiveness. The results underscore the importance of structured, supportive, and reflective supervisory practices in fostering teachers' dedication to their duties and in driving the realization of institutional goals. The study affirms that when school administrators adopt clinical instructional supervision techniques such as pre-observation conferences, classroom observations, and post-observation feedback sessions, teachers are more likely to demonstrate higher levels of professional commitment, improved instructional delivery, and greater alignment with school objectives. Consequently, schools that prioritize the implementation of clinical supervision are better positioned to achieve their educational goals.

Recommendations

The following recommendations are made:

The Ministry of Education should motivate secondary school authorities to organize regular training and workshops for school administrators and instructional supervisors on the effective use of clinical supervision techniques. This will equip them with the necessary skills to provide constructive feedback, foster reflective teaching practices, and enhance teacher commitment and performance.

Public secondary schools in Biase Local Government Area should formally integrate clinical instructional supervision into their school management policies. This includes setting clear supervision schedules, documentation procedures, and follow-up mechanisms to ensure consistency, accountability, and sustained improvement in both teacher performance and goal attainment.

Limitations and Future Researches: The study is also limited due to its narrow scope on a single local government area (Biase) in Cross River State, Nigeria. Therefore, a large-scale future study on related areas should be conducted to validate and supplement this study's findings.

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