

Instructional Supervision as a Correlate of Teachers' Job Effectiveness and Goal Attainment in Secondary Schools in Cross River State.

**Madukwe, Esther Chijioke Ph.D¹; Nwannunu, Blessing Iheoma Ph.D²;
Nsan, Nsan Njar Ph.D³; & Obona, Edut Egbe Ph.D⁴**

¹ Email: madukweesther94@gmail.com; ORCID NO: <https://orcid.org/0009-0005-0935-3982>;

Phone number: +2348036536817

² Email: blesme4sure2@gmail.com; ORCID NO: <https://orcid.org/0000-0002-6402-391X>

Phone number: +2348060435801

³ Email: nsannjar5@gmail.com; ORCID NO: <https://orcid.org/0009-0003-9970-4963>

Phone number: +2348038195136

⁴ Email: edut4life@gmail.com; ORCID NO: <https://orcid.org/0000-0002-7227-9085>

Phone number: +2348036284387

¹⁻⁴ Educational Management, Faculty of Educational Foundation Studies, College of Education,
University of Calabar

Corresponding Author: Obona Edut. WhatsApp 08036284387

Abstract

DOI: <https://doi.org/10.60787/tjesds.vol2no2.140>

Effective instructional supervision serves as a critical catalyst in enhancing teacher performance and achieving educational goals in secondary schools, fostering an environment where both educators and students thrive. The purpose of this research was to investigate instructional supervision as a correlate of teachers' job effectiveness and goal attainment in secondary schools in Cross River State. Two research questions and hypotheses guided the study. The correlation research design was adopted for the study. The study population comprised all 4,195 teachers from 297 public secondary schools in Cross River State. Stratified and purposive sampling was adopted in selecting a sample of 210 (5%) of teachers as sample for the study. Three structured instruments titled "Instructional Supervision (IS), Teachers' Job Effectiveness (TJE), and Goal Attainment Scale (GAS) was used for data collection. The questionnaire was face validated by experts in Educational Management and from Measurement and Evaluation department, University of Calabar, Cross River State. The instrument's reliability was determined using Cronbach Alpha statistics with the average index of .82 for (IS), .85 for (TJE) and .87 for (GA) respectively. Research questions were answered using mean and standard deviation while the hypotheses were tested at 0.05 level of significance with Simple Linear Regression respectively. The findings of the study revealed instructional supervision has a statistically significant positive relationship with both teachers' job effectiveness and goals attainment. The study concluded that instructional supervision significantly improves teachers' job effectiveness and the attainment of secondary school goals in Cross River State, Nigeria. It recommends that school administrators implement structured, regular supervision frameworks to consistently monitor and support teachers in improving their practices. The study contributes to knowledge by providing empirical evidence on how instructional supervision enhances educational outcomes, even in challenging economic conditions. While focused on public secondary schools, the findings may be relevant to other educational systems as well.

Keyword: Instructional Supervision, Teacher, Job Effectiveness, Goal Attainment, Secondary Schools.

Introduction

A secondary school serves as a bridge between primary and tertiary education, offering students the essential knowledge and skills required for advanced learning and personal growth. In Nigeria, its main aim is to provide students with a comprehensive education, equipping them with the knowledge, skills, and competencies needed for academic and social success as they move on to higher academic or vocational pursuits. It also includes preparing students for meaningful participation in society by fostering moral, civic, and vocational abilities (National Policy on Education, 2013; Nwokonko & Obona, 2024). Thus, according to Madukwe et al. (2024) secondary school graduates are expected to not only have a strong understanding of the curriculum but also acquire practical skills that will enable them to be self-sufficient and generate employment opportunities after completing their education. Its focus is usually placed on the acquisition of academic or vocational skills (Ataben et al., 2026). Etor et al. (2019) categorized school goal attainment into three areas: access to higher education, knowledge acquisition, and teaching/learning outcomes. By the time students complete secondary school, they are expected to have gained sufficient knowledge and skills to either pursue further education or secure employment. The success of these objectives is heavily reliant on the effectiveness of teachers, who play a key role in delivering the curriculum, guiding students, and ensuring that educational outcomes are achieved.

Teachers' job effectiveness, which encompasses their ability to provide quality instruction, manage classrooms efficiently, and engage learners, can significantly influence the realization of secondary school goals. Kumar and Panda (2019) define teachers' job effectiveness as how well they carry out their responsibilities in promoting students' academic, social, and emotional growth. It includes a variety of functions, such as delivering instruction, managing the classroom, engaging students, and contributing to broader school goals. Teachers job effectiveness is multidimensional. Teachers who are effective create positive learning environments, inspire students to achieve high standards, and continually develop their professional skills to adapt to the evolving needs of both the school and its community.

One significant dimension of teachers' job effectiveness is how they deliver instruction. This involves the ability to plan and execute lessons that meet the varying needs of students. Effective instructional delivery requires the use of different teaching strategies, materials, and technology to engage students and encourage active participation in learning. Research shows that teachers who tailor their instruction to accommodate individual student needs and adopt student-centered approaches tend to achieve better learning outcomes (Sadeghi et al., 2020). Additionally, teachers' capacity to assess and adjust their teaching methods based on student progress plays a crucial role in maintaining student engagement and academic success. Another dimension of job effectiveness is classroom management. This involves establishing and maintaining a well-organized, positive environment conducive to learning. Strong classroom management enables teachers to reduce disruptions and optimize instructional time, which is essential for student success. Marzano (2017) suggests that teachers who excel in classroom management create settings where students feel safe, respected, and motivated to engage in learning activities. Effective management also includes setting clear expectations, enforcing rules consistently, and ensuring discipline is applied fairly. Suleiman and Mohammed (2021) maintain that well-managed classrooms contribute to better student behavior and higher academic achievement.

Secondary schools' goal attainment refers to the successful fulfillment of educational objectives and outcomes as outlined by the school, educational authorities, and national education policies. These objectives encompass various aspects, including academic excellence, the cultivation of students' critical thinking and social skills, and preparing students for future academic pursuits or entry into the workforce. The attainment of these goals in secondary schools serves as a vital

indicator of the effectiveness of school management, the quality of teaching, and the level of student engagement (Obasi & Nwankwo, 2020).

The dimensions of goal attainment in secondary schools ranges from academic achievement to student development and effective school management, all of which contribute to the comprehensive realization of the school's objectives. One of the most critical dimensions is academic achievement, which measures how well students meet or exceed the educational standards set by the school or national curriculum. This is often assessed through standardized tests, ongoing assessments, and overall performance in various subjects. Schools that consistently uphold high academic standards are recognized as successfully fulfilling their core mission of educating students (Nduka & Onwuka, 2021). Academic excellence is a fundamental indicator of a school's ability to deliver quality instruction and implement an effective curriculum.

In addition to academic performance, the personal development of students is another vital dimension of secondary schools' goal attainment. This includes nurturing critical thinking, social skills, emotional intelligence, and moral values. Secondary schools are not solely focused on academic instruction; they also play a pivotal role in preparing students for life beyond the classroom. This is often achieved through extracurricular activities, counseling programs, and leadership development opportunities (Garba & Ibrahim, 2019). Schools that prioritize personal development help students acquire the skills needed to face both academic and personal challenges in the future. Another essential aspect of goal attainment is the overall school climate and organizational effectiveness. A positive school climate, characterized by strong leadership, open communication, and collaborative relationships between staff and students, creates an environment that is conducive to learning. Schools that are well-organized and efficiently managed ensure that resources are utilized optimally, policies are implemented consistently, and teachers receive continuous professional development (Adebayo & Adeoye, 2022). Schools that maintain a positive climate and organizational structure can be better positioned to meet their educational goals and enhance student outcomes.

Effective teaching is crucial in meeting educational objectives, as teachers are key in shaping student outcomes. However, concerns have grown regarding teachers' job effectiveness and the attainment of educational goals in secondary schools. Musa et al. (2022) observed that the quality of teaching in senior secondary schools is troubling, with inexperienced teachers underperforming, while some experienced teachers fail to attend their classes regularly. According to Sule et al. (2015), teachers often arrive late to school, display disrespect toward school authorities, and sometimes prioritize personal activities, such as trading, over teaching. Similarly, Edut et al. (2023) reported that teachers regularly report late to work, with some habitually absent from both school and classes, while others struggle to maintain positive working relationships with their colleagues and students. When they do teach, they frequently demonstrate insufficient subject knowledge, fail to provide regular assessments for students, neglect to maintain accurate records of student performance, and exhibit a general lack of commitment to their responsibilities (Isaac et al., 2010). According to Akeke et al. (2015), many secondary school graduates in Cross River State struggle to contribute meaningfully to the nation's economic development, as they face challenges gaining admission into higher institutions. This issue may be linked to inadequate instructional supervision by numerous secondary school principals in the state. Clement et al. (2020) noted that this arises from a lack of awareness among principals regarding their responsibilities in helping schools achieve their objectives. Nevertheless, Umeh (2018) emphasized that principals' roles in realizing both national and global educational goals are becoming increasingly important, with a growing focus on school-based educational activities.

This study is necessitated by the observation of the researchers about the recurring instances of indiscipline and unprofessional behaviors common in public secondary schools in Cross River State, significantly affecting both the quality of education provided to students and the achievement of broader educational goals. The observed ineffectiveness of teachers in carrying out their duties and the poor attainment of educational goals in secondary schools within the state can be attributed to various factors, with instructional supervision being a significant one. As noted by Sule et al. (2015), inadequate supervision of teachers can negatively impact instructional effectiveness, hindering the successful realization of educational goals. This study will examine the impact of instructional supervision on teachers' job effectiveness and secondary school goals attainment.

Instructional supervision serves as a tool for promoting behavior modification within schools. Effective supervision allows teachers to reflect on their teaching methods, receive constructive feedback, and access professional growth opportunities. Instructional supervision is the process by which educational leaders, such as principals and supervisors, provide ongoing support, guidance, and feedback to teachers in order to improve their instructional practices and foster a positive learning environment. According to Madudili (2015), instructional supervision is a process centered on instruction, aimed at providing teachers with feedback about their teaching to enhance their instructional abilities and improve performance. Instructional supervision in schools is a means of motivation, where a leader encourages others to work towards accomplishing the school's specific goals. Effective supervision allows teachers to reflect on their teaching methods, receive constructive feedback, and access professional growth opportunities. This process not only motivates teachers but also equips them with new strategies for managing classrooms and delivering content effectively.

Educational management and administration across all levels necessitate supervision or close monitoring of educational staff, activities, and resources to achieve established educational objectives. In this context, Sule et al. (2015) investigated the link between instructional supervisory practices and teachers' effectiveness in public secondary schools in Calabar South, Cross River State. The study, guided by two null hypotheses, utilized an ex-post-facto research design and involved all principals and teachers from the study area. The sample consisted of 195 teachers from six schools, selected through simple random sampling. Data were gathered using two questionnaires: the Instructional Supervisory Practices Questionnaire (ISPQ) and the Teachers' Role Effectiveness Questionnaire (TREQ). The findings showed significant positive relationships between both classroom observation and checking lesson notes with teachers' effectiveness. The study concluded that regular, thorough supervision is critical, especially with ongoing curriculum changes, as opposed to irregular or partial supervision.

Madudili (2015) conducted a study to examine the impact of principals' instructional supervision on teachers' performance and motivation in secondary schools within the Awka Education Zone. The research, guided by two research questions and hypotheses tested at a 0.05 significance level, employed a descriptive design. The study's population included 61 principals and 1,345 teachers from 61 secondary schools. Using simple random sampling, 20 schools, 20 principals, and 300 teachers (totaling 320 respondents) were selected for participation. Data collection was facilitated through a structured and validated questionnaire, with reliability verified using the test-retest method, yielding reliability coefficients of 0.71 and 0.72 for principals and teachers, respectively. Analysis using mean and t-test revealed that regular and adequate supervision significantly improves teachers' motivation and job performance in the schools studied.

Similarly, Nwankwoala (2020) examined the relationship between instructional supervision and teachers' job performance in public senior secondary schools in Rivers State. A correlational research design was employed, with a sample size of 347 participants drawn from a population of 7,145 teachers across 278 public senior secondary schools in Rivers State, using stratified random sampling (5% of the population). Data were collected through two self-constructed questionnaires: the Instructional Supervision Questionnaire (ISQ) and the Teacher Job Performance Questionnaire (TJPQ). Three colleagues from the Department of Educational Management at Ignatius Ajuru University of Education validated these instruments. Reliability was established through the test-retest method, administered to 30 teachers outside the sample population. The responses were analyzed using the Cronbach Alpha technique for internal consistency, yielding reliability indexes of 0.87 and 0.89, indicating high reliability. Hypotheses were tested using mean, standard deviation, and linear regression via SPSS version 22. The study's findings revealed that classroom visits by supervisors, clinical supervision techniques, and holding pre-observation conferences with teachers were significantly related to teachers' job performance.

Goals are essential to any organization as they offer a clear direction, helping members grasp the organization's intended achievements. They act as a framework for making decisions and distributing resources, ensuring all actions are in line with the organization's long-term plans. Moreover, goals inspire employees by providing concrete targets, promoting both productivity and accountability. In the context of educational institutions, goals outline the desired academic, operational, and developmental results, such as raising student achievement, improving teaching quality, or meeting national education standards. Supervision plays a vital role in ensuring that school goals are met.

A study by Ndem and Egbai (2016) explored the relationship between educational managers' supervisory roles and secondary school goal attainment in Calabar Metropolis, Cross River State, Nigeria. Using an ex post facto design, the study selected 32 secondary schools through purposive sampling and 150 teachers through simple random sampling. Data was collected using a researcher-designed questionnaire, 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 findings revealed a significant relationship between educational managers' supervisory roles and school goal attainment, concluding that increased supervisory involvement leads to better goal achievement in secondary schools.

Clement et al. (2020) conducted a study to examine the quality control measures implemented by principals to enhance the achievement of secondary education goals in Obudu Local Government Area, Cross River State. The study specifically explored the relationship between effective instructional supervision, teacher performance evaluation, and school goal attainment. Using a survey research design, all 26 public secondary school principals in Obudu LGA were selected as the population and sample. Data were collected through a validated questionnaire titled "Principals' Quality Control Measures and Secondary School Goal Attainment Questionnaire" (PQCMSSGAQ), with reliability coefficients between .75 and .81. Pearson product-moment correlation analysis revealed a significant relationship between instructional supervision, teacher performance evaluation, and the attainment of secondary school goals.

Similarly, Ofem and Agunwa (2021) investigated how planning and instructional supervision by school heads enhance Universal Basic Education (UBE) goal attainment in Cross River State. The study employed a survey design and involved 160 randomly selected head teachers. Data were collected through a questionnaire, and Pearson Product Moment correlation analysis was used to test two null hypotheses at a 0.05 significance level. The findings revealed significant relationships

between school heads' planning and UBE goal attainment, as well as between their instructional supervision and UBE goal attainment.

Madukwe et al. (2024) examined the interplay between administrators' supervisory roles and teachers' job performance in public secondary schools in Abi Local Government Area of Cross River State, Nigeria. Two hypotheses were formulated to guide the study. The study adopted correlational research design and the study population comprised all nineteen (13) public secondary schools, and one hundred and seventy two (172) teachers spread across the secondary schools in Abi Local Government Areas. Pearson product moment correlation analysis was used respectively to test the hypotheses. The entire hypotheses were tested at a .05 level of significance. The study concluded that administrators' supervisory roles related statistically to teachers' job performance in public secondary schools in Abi Local Government Area, Cross River State, Nigeria.

Effective supervision ensures that teachers remain focused on their instructional tasks, adhere to standards, and continuously improve their teaching strategies, which collectively contribute to the achievement of the school's goals. Therefore, this study focuses specifically on instructional supervision as a correlate of teachers' job effectiveness and goal attainment in secondary schools in Cross River State.

Statement of problem

The effectiveness of teachers in achieving secondary education goals is crucial, given their multifaceted roles in the educational system. Effective teachers foster positive learning environments, motivate students to meet high expectations, and continuously refine their professional skills to adapt to the changing needs of both the school and the broader community.

A major concern in secondary education is its apparent inability to meet fundamental goals, particularly in producing graduates equipped with the skills necessary to contribute meaningfully to national development. More troubling is that many students complete secondary education without acquiring essential literacy, numeracy, and communication skills, which are vital for success in higher education and societal progress. As a result, many school leavers neither pursue further education nor make positive contributions to society, often becoming burdens on their communities. This frustration has led to social issues such as hooliganism, gangsterism, kidnapping, and other forms of delinquency.

The root of this issue may be due to a lack of effective supervision that ensures teachers deliver quality instruction to equip students with the necessary knowledge, skills, values, and attitudes to achieve the goals of secondary education. This problem could be mitigated if principals implemented robust instructional supervision. Therefore, this study examines instructional supervision as a correlate of teachers' job effectiveness and goal attainment in secondary schools in Cross River State.

Purpose of the study

This study investigated instructional supervision as a correlate of teachers' job effectiveness and goal attainment in secondary schools in Cross River State. Specifically, the study sought to find out the relationship between:

1. Instructional supervision and teachers' job effectiveness in public secondary schools in Cross River State.

2. Instructional supervision and attainment of public secondary school goals in Cross River State.

Research question

These research questions guided study:

1. What is the relationship between instructional supervision and teachers' job effectiveness in public secondary schools in Cross River State?
2. What is the relationship between instructional supervision and the attainment of public secondary school goals in Cross River State?

Research hypotheses

The following null hypotheses guided the study:

1. There is no significant relationship between instructional supervision and teachers' job effectiveness in public secondary schools in Cross River State.
2. Instructional supervision does not have any significant relationship with the attainment of public secondary school goals in Cross River State.

Methodology

The correlation research design was adopted for the study. The study population comprised all 4,195 teachers from 297 public secondary schools in Cross River State. Stratified and purposive sampling techniques were adopted to select 210 teachers, representing approximately 5% of the study population of 4,195 teachers. Stratification was used to ensure representation across the educational zones, while purposive sampling was employed to select teachers who had sufficient exposure to instructional supervision and were therefore considered capable of providing relevant information on instructional supervision, teachers' job effectiveness, and goal attainment. Three structured instruments titled "Instructional Supervision (IS), Teachers' Job Effectiveness (TJE), and Goal Attainment Scale (GAS) was used for data collection. The questionnaire items were structured on a four-point Likert scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. The questionnaire was face validated by experts in Educational Management, and from Measurement and Evaluation department, University of Calabar, Cross River State. The instrument's reliability was determined using Cronbach Alpha statistics with the average index of .82 for (IS), .85 for (TJE) and .87 for (GA) respectively. Research questions were answered using mean and standard deviation while the hypotheses were tested at 0.05 level of significance with Simple Linear Regression respectively. The criterion mean was established at 2.50 using the formula $(4 + 3 + 2 + 1)/4 = 2.50$. Therefore, mean scores of 2.50 and above were interpreted as high, while mean scores below 2.50 were interpreted as low. Negatively worded items were reverse-coded before the computation and interpretation of composite scores.

Results

Research question 1: What is the relationship between instructional supervision and teachers' job effectiveness in secondary schools in Cross River State? The answer to this research question is presented in Table 1.

TABLE 1: Mean and standard deviation of the responses of the relationship between instructional supervision and teachers' job effectiveness in secondary schools in Cross River State.

S/N	Items	Mean	Std. Dev	Decision
1.	Instructional supervision enhanced my teaching effectiveness.	2.55	.94	High
2.	I feel that instructional supervision does not contribute to my teaching performance.	2.38	.90	Low
3.	I find the feedback from my supervisors very helpful.	2.59	.86	High
4.	The feedback from instructional supervisors is often critical.	2.65	.96	High
5.	The frequency of instructional supervision is adequate	2.40	.89	Low
6.	I believe that instructional supervision is an unnecessary administrative task.	2.68	.96	High
7.	Instructional supervisors provide clear guidelines for teaching.	2.41	.94	Low
8.	The instructional supervision process lacks clear objectives.	2.39	.85	Low
Average Mean and Std. Dev.		2.51	.91	High

The result presented in Table 1 shows that Items 1, 3 and 4 recorded mean scores above the criterion mean of 2.50, indicating a high level of agreement with the positively oriented statements on instructional supervision and teachers' job effectiveness. Following reverse coding, Items 2 and 8 recorded mean scores of 2.38 and 2.39, respectively, while Item 6 recorded a mean score of 2.68. The reverse coding ensures that the interpretation of the negatively worded items is consistent with the positively worded items, such that higher scores indicate a more favourable perception of instructional supervision. Items 5 and 7 recorded mean scores below the criterion mean of 2.50, indicating a low level of agreement. The overall mean of 2.51 indicates a high level of perceived relationship between instructional supervision and teachers' job effectiveness. The standard deviation values, which ranged from .85 to .96, indicate relatively low variability in the respondents' responses and suggest that their views were reasonably consistent.

Research question 2: What is the relationship between instructional supervision and the attainment of secondary school goals in Cross River State? The responses to this research question are presented in Table 2.

TABLE 2: Mean and standard deviation of the responses of the relationship between instructional supervision and the attainment of secondary school goals in Cross River State.

S/N	Items	Mean	Std. Dev	Decision
1.	Regular instructional supervision leads to better student outcomes in my school.	2.60	.79	High
2.	I find that instructional supervision has little impact on the overall academic performance of students in my school.	2.41	.85	Low
3.	The feedback I provide to teachers after classroom observation significantly enhances their instructional techniques.	2.38	.86	Low
4.	Instructional supervision is not a priority in my school.	2.43	.81	Low

5. Frequent supervision of lesson plans helps align instructional practices with our school's goals.	2.55	.87	High
6. Inconsistent instructional supervision in my school hinders the attainment of educational objectives.	2.44	.91	Low
7. Effective instructional supervision motivates teachers to achieve the academic targets set for the school.	2.64	.80	High
8. Instructional supervision does not contribute to the school's overall goals.	2.62	.85	High
Average Mean and Std. Dev.	2.51	.84	High

The result of the analysis in Table 2 shows that items item 1, 5, and 7 and 8, have mean scores above the average mean of 2.50. This implies that the respondents' level of agreement to the impact of instructional supervision on the attainment of secondary school goals in Cross River State was high. However, items 2, 3, 4 and 6 have mean scores below the average mean of 2.50. This implies that the respondents' level of agreement to the relationship between instructional supervision and the attainment of secondary school goals in Cross River State was low. The standard deviation values indicate that the respondents' responses showed relatively limited variation around the respective mean scores.

Hypothesis one

There is no significant relationship between instructional supervision and teachers' job effectiveness in public secondary schools in Cross River State. The two variables in this hypothesis are instructional supervision and teachers' job effectiveness. Simple Linear Regression analysis was used to test the hypothesis and the result of the analysis is presented in Table 3. Table 3 showed that instructional supervision has a significant positive relationship with teachers' job effectiveness as shown by the simple linear regression coefficient (R) of .741 and a coefficient of determination (R^2) of .549 obtained. The R^2 ($R^2=.549$) meant that the variable of instructional supervision contributed 54.9% of the total variance in teachers' job effectiveness in public secondary schools in Cross River State while the remaining percentage score 54.9% was due to other external factors not accounted for by teachers' job effectiveness. This showed that the independent variable (instructional supervision) has significant positive relationship with the dependent variable (teachers' job effectiveness), $F_{253.262}$, p (.000) <.05. Referring to the coefficients in table 3, the unstandardized coefficient for instructional supervision is .691. This meant that for every point increase in teachers' job effectiveness, there is .691 increase in instructional supervision scores from the questionnaire instrument used. Based on this result, the null hypothesis which stated that there is no significant relationship between instructional supervision and teachers' job effectiveness in public secondary schools in Cross River State was rejected.

Table 3: Simple linear regression analysis showing the relationship between instructional supervision and teachers' job effectiveness in public secondary schools in Cross River State. (N=210)

Anova ^a							Decision
Model		Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	1034.041	1	1034.041	253.262	.000 ^b	Rejected
	Residual	849.240	208	4.083			
	Total	1883.281	209				

*Significant $p < .05$; $R = .741$; $R^2 = .549$; Adj. $R^2 = .547$

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.932	.869		6.829	.000
	Instructional supervision	.691	.043	.741	15.914	.000

a. Dependent Variable: Teachers' job effectiveness

b. Predictors: (Constant), Instructional supervision

Hypothesis two

Instructional supervision does not have any significant relationship with the attainment of public secondary school goals in Cross River State. The two variables in this hypothesis are instructional supervision and attainment of public secondary school goals. Simple Linear Regression analysis was used to test the hypothesis and the result of the analysis is presented in Table 4. Table 4 showed that instructional supervision has significant positive relationship with the attainment of public secondary school goals as shown by the simple linear regression coefficient (R) of .699 and a coefficient of determination (R^2) of .488 obtained. The R^2 ($R^2=.488$) meant that the variable of instructional supervision contributed 48.8% of the total variance in the attainment of public secondary school goals in public secondary schools in Cross River State while the remaining percentage score 51.2% was predicted by other external factors not accounted for by the attainment of public secondary school goals. This showed that the independent variable (instructional supervision) has significant positive relationship with the dependent variable (attainment of public secondary school goals), $F_{198.471}$, p (.000) $<.05$. Referring to the coefficients in table 4, the unstandardized coefficient for instructional supervision is .585. This meant that for every point increase in the attainment of public secondary school goals, there is .585 increase in instructional supervision scores from the questionnaire instrument used. Based on this result, the null hypothesis which stated that instructional supervision does not have any significant relationship with the attainment of public secondary school goals in Cross River State was rejected.

Table 4: Simple linear regression analysis showing the relationship between instructional supervision and the attainment of public secondary school goals in Cross River State. (N=210)

Anova ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	919.567	1	919.567	198.471	.000 ^b
	Residual	963.714	208	4.633		
	Total	1883.281	209			

*Significant $p<.05$; $R=.699$; $R^2=.488$; Adj. $R^2=.486$

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.173	.823		9.932	.000
	Instructional supervision	.585	.041	.699	14.088	.000

a. Dependent Variable: Attainment of public secondary school goals

b. Predictors: (Constant), Instructional supervision

Discussion of findings

The results as shown on table 3 for hypothesis one revealed that there is a significant positive relationship between instructional supervision and teachers' job effectiveness in public secondary schools in Cross River State. This indicates that effective monitoring, guidance, and evaluation of teachers by school administrators contribute positively to their performance. This means that when principals provide constructive feedback, support, and oversight of teaching practices, it leads to improvements in how teachers manage classrooms, deliver lessons, and engage with students. Consequently, instructional supervision not only enhances the professional competence of teachers but also contributes to the overall achievement of educational goals in these schools. The implication is that effective supervision could serve as a motivator for teachers, fostering a culture of accountability and continuous improvement, which could lead to higher job satisfaction and retention rates.

This finding is in agreement with that of Sule et al. (2015) who investigated the link between instructional supervisory practices and teachers' effectiveness in public secondary schools in Calabar South, Cross River State. The study, guided by two null hypotheses, utilized an ex-post-facto research design and involved all principals and teachers from the study area. The study concluded that regular, thorough supervision is critical, especially with ongoing curriculum changes, as opposed to irregular or partial supervision. Madudili (2015) conducted a study to examine the impact of principals' instructional supervision on teachers' performance and motivation in secondary schools within the Awka Education Zone. The research, guided by two research questions and hypotheses tested at a 0.05 significance level, employed a descriptive design. Analysis using mean and t-test revealed that regular and adequate supervision significantly improves teachers' motivation and job performance in the schools studied. Similarly, the finding corroborates that of Nwankwoala (2020) who examined the relationship between instructional supervision and teachers' job performance in public senior secondary schools in Rivers State. The study's findings revealed that classroom visits by supervisors, clinical supervision techniques, and holding pre-observation conferences with teachers were significantly related to teachers' job performance.

The results as shown on table 4 for hypothesis two revealed that instructional supervision have a significant positive relationship with the attainment of public secondary school goals in Cross River State. This may indicate that effective monitoring and guidance of teaching activities by school administrators are essential for achieving desired educational outcomes. This supervision ensures that teaching practices align with the school's objectives, leading to improved student performance, better classroom management, and overall progress toward academic and institutional goals. By maintaining high standards of instruction, school goals such as higher student success rates, teacher efficiency, and enhanced learning environments are more likely to be achieved. The study implies that school administrators must strengthen instructional supervision practices as a key strategy for enhancing educational quality and achieving the broader goals of secondary education in the state.

This finding is in tandem with the findings of Ndem and Egbai (2016) who explored the relationship between educational managers' supervisory roles and secondary school goal attainment in Calabar Metropolis, Cross River State, Nigeria. Using an ex post facto design, the study selected 32 secondary schools through purposive sampling and 150 teachers through simple random sampling. Data was collected using a researcher-designed questionnaire, validated through face validity and tested for reliability using the test-retest method. The findings concluded that increased supervisory involvement leads to better goal achievement in secondary schools. Clement et al. (2020) conducted a study to examine the quality control measures implemented by principals to enhance the achievement of secondary education goals in Obudu Local Government

Area, Cross River State. The study specifically explored the relationship between effective instructional supervision, teacher performance evaluation, and school goal attainment. Pearson product-moment correlation analysis revealed a significant relationship between instructional supervision, teacher performance evaluation, and the attainment of secondary school goals.

Similarly, the finding corroborates that of Ofem and Agunwa (2021) who investigated how planning and instructional supervision by school heads enhance Universal Basic Education (UBE) goal attainment in Cross River State. The findings revealed significant relationships between school heads' planning and UBE goal attainment, as well as between their instructional supervision and UBE goal attainment. The finding agrees with that of Madukwe et al. (2024) who concluded that administrators' supervisory roles related statistically to teachers' job performance in public secondary schools in Abi Local Government Area, Cross River State, Nigeria.

Conclusion

The study concludes that instructional supervision has a significant positive relationship with teachers' job effectiveness and the attainment of public secondary school goals in Cross River State. This study demonstrate that instructional supervision plays a crucial role in enhancing teachers' job effectiveness and significantly contributes to the attainment of public secondary school goals in Cross River State. Instructional supervision becomes even more critical, as it helps maintain educational standards. By ensuring teachers receive regular supervision and constructive feedback, schools can continue to meet their goals, ensuring that students receive quality education. Regular and effective supervision not only improves teachers' instructional practices but also ensures alignment with the broader objectives of the school system.

Recommendations

Based on the study's conclusion, the following recommendations are made:

1. School administrators should establish well-defined, regular, and systematic instructional supervision frameworks to ensure that teachers are consistently monitored and supported in improving their instructional practices.
2. Educational authorities should invest in the professional development of supervisors and principals, providing them with the necessary skills and tools to conduct effective instructional supervision that fosters teacher growth and school goal attainment.
3. The results of instructional supervision should be integrated into teacher appraisal and development programs, allowing for more targeted interventions to enhance job performance and instructional quality.

REFERENCES

- Adebayo, T. A., & Adeoye, A. O. (2022). School climate and organizational effectiveness as predictors of students' academic performance in secondary schools. *Journal of Educational Leadership and Policy*, 15(4), 33-45. <https://doi.org/10.1080/17425964.2022.1452782>
- Akeke, M. N. G., Mbon, U. F., & Osim, R. O. (2015). Assessing supervisory roles of principals and goal attainment of secondary schools in Cross River State. *ResearchGate*.
- Ataben, M. O. ., Akpan, V. B. ., Inah, R. A. ., Nabiebu, M. ., Egbai, M. E. ., Ochai, D. P. ., Ntino, M. O. ., Swem, T. ., Inah, E. M. ., Obona, E. E. ., James, D. D. ., Inyang, N. Y. ., Kenn-Akla, F. U. ., Uba, J. E. ., Ugb, E. B. ., Offem, O. O. ., & Offiong, J. B. . (2026). Personal hygiene practices and perceived health status of individuals with mild intellectual disability, in Calabar Metropolis, Cross River State, Nigeria. *Journal of Intellectual Disability - Diagnosis and Treatment*, 14(2), 140–152. <https://doi.org/10.6000/2292-2598.2026.14.02.4>
<https://www.lifescienceglobal.com/pms/index.php/jiddt/article/view/11133>
- Clement, E. I., Ngieagba, K. M., & Omorobi, G. O. D. (2020). Principals' quality control measures and secondary school goal attainment in Obudu Local Government Area, Cross River State, Nigeria. *International Journal of English Literature and Social Sciences*, 5(6), 2202. <https://dx.doi.org/10.22161/ijels.56.55>
- Etor, C. R., Obeten, R. B., & Edut, E. O. (2019). Management of skill-oriented subjects and goal attainment in private secondary schools in Ikom Education Zone, Cross River State, Nigeria. *Global Journal of Educational Research*, 18(1), 27-34. <https://dx.doi.org/10.4314/gjedr.v18i1.4>
- Federal Republic of Nigeria. (2013). *National policy on education* (6th ed.). Nigerian Educational Research and Development Council (NERDC) Press.
- Garba, A., & Ibrahim, U. (2019). The role of extracurricular activities in promoting students' personal development in secondary schools. *Journal of Education and Practice*, 10(12), 55-63. <https://doi.org/10.7176/JEP/2019.VOL10NO12.9>
- Kumar, R., & Panda, B. (2019). Teachers' job effectiveness and its impact on students' academic performance. *International Journal of Educational Research*, 8(3), 45-58. <https://doi.org/10.1016/j.ijer.2019.03.010>
- Madudili, C. G. (2015). Influence of principal's instructional supervision on teachers' job performance and motivation in secondary schools in Awka Education Zone. *COOU Journal of Educational Research*, 6(1), 121-132.

- Madukwe, E. C., Nwannunu, B. I., Obona, E. E., & Obioma, G. U. (2024). Impact of instructional supervision on skills acquisition and job creation tendency. *Multi-Disciplinary Journal of Research and Development Perspectives*, 12(2).
- Madukwe, E. C., Obioma, G. C., Obona, E. E. & Odey, D. A. (2024). Interplay Between Administrators' Supervisory Roles and Teachers' Job Performance In Secondary Schools. *Unizik Journal of Educational Research and Policy Studies*, 17 (3).
- Marzano, R. J. (2017). *The new art and science of classroom management: Building productive learning environments*. ASCD.
- Musa, B., Sarkin-Kebbi, M., Muhammad, A., & Ezeamagu, M. U. (2022). Instructional supervision as a tool for promoting teacher professional growth in senior secondary schools in Dange Shuni Local Government Area, Sokoto State, Nigeria. *International Journal of Scholarly and Educational Research in Africa*, 13(5), 80–87. <https://doi.org/277514573729>.
- Ndem, B. E., & Egbai, M. (2016). Educational managers' supervisory roles and secondary schools goal attainment in private secondary schools in Calabar Metropolis, Cross River State, Nigeria. <https://www.researchgate.net/publication/351943644>
- Nduka, C. O., & Onwuka, P. I. (2021). Academic achievement as a key factor in the attainment of secondary education goals: A review. *African Journal of Education Studies*, 18(2), 22-30. <https://doi.org/10.3346/AJES.2021.V18NO2.22>
- Nwankwoala, H. N. L. (2020). Instructional supervision and teachers' job performance in public senior secondary schools in Rivers State. *International Journal of Institutional Leadership, Policy and Management*, 2(4), 855-877.
- Nwokonko, R. N., & Obona, E. E. (2024). The relationship between quality assurance practices and principals' administrative effectiveness in public secondary schools in Cross River State, Nigeria: Implication for resource allocation. *Nigerian Journal of Educational Administration and Planning*, 24(3). <https://njeapjournal.com/wp-content/uploads/2025/06/23-The-Relationship-between-Quality-Assurance-Practices-and-Principals-Administrative-Effectiveness-in-Public-Secondary-Schools-in-Cross-River-State-Nigeria-Implication-for-Resource-Allocation.pdf?>
- Obasi, O. C., & Nwankwo, P. (2020). The impact of school management on goal attainment in secondary schools. *International Journal of Education and Research*, 8(5), 67-75. <https://doi.org/10.1080/17425964.2020.118388>
- Ofem, O. O., & Agunwa, N. J. (2021). Planning and instructional supervision: A mechanism for enhancement of UBE goal attainment in Cross River State, Nigeria. *Unizik Journal of Educational Research and Policy Studies*, 2, 52.
- Sadeghi, K., Hassani, M., & Hemmati, F. (2020). The role of teacher effectiveness in improving student achievement: Evidence from secondary schools. *Journal of Educational Development*, 19(2), 125-139. <https://doi.org/10.1080/17425964.2020.119278>
- Sule, M. A., Ameh, E., & Egbai, M. E. (2015). Instructional supervisory practices and teachers' role effectiveness in public secondary schools in Calabar South Local Government Area of Cross River State, Nigeria. *Journal of Education and Practice*, 6(23), 43-47.

- Suleiman, A., & Mohammed, B. (2021). Classroom management and its influence on academic achievement in secondary schools: Evidence from Nigeria. *Journal of Educational Studies*, 34(1), 112-128. <https://doi.org/10.3102/0034654321992296>.
- Umeh, I. U. (2018). A study of the relationship between teachers' perceptions of principals' instructional leadership behaviours and principals' effectiveness. *Journal of Education and Practice*, 3(13), 54-69.