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Innovative Management Strategies on Public Secondary School Goal Attainment in Calabar Education Zone of Cross River State

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Abstract

This paper explores the extent to which innovative management strategies relate to secondary school goal attainment in Cross River State. A survey research design was adopted for the study, and three research questions and hypotheses guided the study. The population comprised all 87 public secondary schools in the area. 132 respondents (principals and vice) were selected using stratified and simple sampling techniques. Data collection was done using a questionnaire titled: Innovative Management Strategies and Goal Attainment Questionnaire (IMSGAQ) developed by the researchers and validated by experts in Measurement and Evaluation. The reliability value of $r = 0.81$ was obtained using Cronbach's alpha method. Pearson Product Moment Correlation analysis was used for data analysis. The result revealed that clinical supervision, knowledge management, and ICT significantly relate to goal attainment in secondary schools. It was therefore recommended among others that school administrators be encouraged to utilize clinical supervisory strategy to create a feeling of trust and common purpose between supervisors and teachers. As well as build skills in teachers for monitoring classroom behaviors and enhancing their productivity.

Keywords: Innovation, Management, Strategies, Goal, Attainment

Introduction

Education is the most vital element for the evolution of any nation. It is a tool that provides citizens with knowledge, skill, technique, and information to become useful to themselves and the world at large. Education ensures citizens with the ability to solve problems. This establishes that if the goals of secondary school in Nigeria are being attained, the pace of National development of the nation will be heightened, and students will be braced for functional living.

To attain these goals, school administrators must ensure that teaching and learning processes are effectively carried out, as well as extracurricular activities. According to the National Policy on Education (2014), secondary education is the education children receive after primary education and before tertiary education. Secondary education is expected to achieve the goals of preparing individuals for useful living within the society and for higher education, as well as equipping secondary school-leavers with required skills. School goals are the desired outcome of educational institutions. It is what the school organization strives to accomplish, and it must involve a conscious effort. Goals are targets to be reached and act as guides or blueprints to be followed. Thus, goals are the sources of the organizational standard of performance, it is the overall purpose of the organization.

Unfortunately, the attainment of secondary school goals despite it seeming to be of its utmost importance in education seems to be a mirage in public secondary schools in Calabar Education Zone. Hence, many school-leavers complete this level of education without acquiring life skills, and they become a nuisance as they cannot add value to themselves and the society. Some are given to crime since they lack skills to improve their socio-economic situation. It has been observed that many secondary school-leavers in Calabar Education Zone cannot contribute meaningfully to the economic development of our country and they find it difficult to gain admission into higher institutions of learning (Akeke, Mbon & Osim, 2015).

The attainment of these goals calls for innovative approaches or strategies in the management of secondary schools. The principal has to engage in activities that would work and bring out the desired outcome.

Innovative management strategies in a school setting are the new models, approaches, procedures, and practices adopted by school administrators. They ensure effective teaching and learning processes for the smooth attainment of the goals and objectives of the school system. Scholars have affirmed that creativity and innovation signify the principal's ability to devise methods and ideas that can receive optimal responsiveness of stakeholders. This motivates the principal to invest their abilities and their talents to achieve the organizational goals of educational institutions (Asuquo, 2016; Ekpoh & Asuquo, 2016) 2014). Ategwu, Igbinovia and Adie (2022), express concern about the laxity of administrators in performing their roles. They attribute the blame to administrators lack of skills and experience, and negligent of duties to the detriment of effective supervision; furthermore, as a result of these

menaces, there are public outcries, reports, and comments in print and media alleging the fallen standards of education.

It is glaring that innovative management strategies such as clinical supervision strategy, knowledge management, and information and communication technology integration have implications for the goal attainment of public secondary schools.

In spite of several measures by the government as well as other educational stakeholders such as the provision of ICT facilities, and organizing seminars, workshops, and conferences to foster goal attainment among others. The issue of public secondary schools reaching their goals still persists.

It is based on this aforementioned that the study on innovative management strategies and goal attainment of public secondary schools is embarked upon, with the view of addressing the problems identified above and making recommendations towards solving them.

Statement of the problem

It has been observed that the goals of public secondary schools in the Calabar education zone have not been effectively attained. This is evidenced in the poor academic performance of students in examinations. Public secondary school teachers seem to possess a laissez-faire attitude to work, lack of skills in key areas that would bring about innovations and goal attainments like information and communication technology and poor discipline among students and staff among others. It is against this backdrop that some members of the public and educators have blamed this on poor management strategies exhibited by school principals.

The effect of the problem is that it has led to poor academic performance by students in both internal and external examinations like the West African Examination Council (WAEC) National Examination Council (NECO) Joint Admission and Matriculation Board (JAMB) and post-UTME examinations. There is also an increase in examination malpractice among some students after spending years in secondary school. Lack of knowledge on various subjects, lack of employability skills, low technological development, death in moral values, societal increased crime rates, poor study habits among students, and get-rich-quick mentality among students. Secondary school students are not left out in cybercrimes among others.

In spite of numerous efforts put in place by the government such as giving teachers opportunities to further their studies in higher institutions, and organizing seminars and

workshops for principals. Like the All Nigerian Confederation of Principals of Secondary Schools (ANCOPSS), this problem persists. The researcher is worried.

Based on the aforementioned concerns, the researcher seeks to find out whether innovative management strategies influence secondary school goal attainment in the Calabar Education Zone.

Purpose of the study

The purpose of the study was to examine the relationship between innovative management strategies on public secondary school goal attainment in Calabar Education Zone of Cross River State. Specifically, the study sought to find out whether:

1. Clinical supervision strategy relates to public secondary school goal attainment
2. Knowledge management relates to public secondary school goal attainment
3. Information and communication technology (ICT) integration relates to public secondary school goal attainment.

Research questions

The following research questions were posed to guide the study:

1. How do clinical supervision strategies relate to public secondary school goal attainment?
2. To what extent does knowledge management relate to public secondary school goal attainment?
3. To what extent does information and communication technology management relate to public secondary school goal attainment?

Statement of hypotheses

The following hypotheses were formulated to direct this study:

1. There is no significant relationship between clinical supervision strategy and public secondary school goal attainment.
2. There is no significant relationship between knowledge management and public secondary school goal attainment.
3. There is no significant relationship between information and communication technology (ICT) integration and public secondary school goal attainment.

Literature Review

Clinical supervision strategy and school goal attainment

Clinical supervising strategy is a thorough supervision skill that establishes the relationship between the supervisor and the teacher and improves teaching performance for school objectives to be reached. Effective clinical supervision may increase teachers'

perceptions of the school management support and improve their commitment to the school's vision and goals (Sule, Okpa, Igbineweka and Sule (2020). Powell & Brodsky (2004) defined Clinical supervision as a disciplined, tutorial process wherein principles are transformed into practical skills, with four overlapping foci: administrative, evaluative, clinical, and supportive. It is the process that enables you as a professional to reflect on your experiences in practice.

Tustin (2022) views clinical supervision strategy as a term used to describe the process of coaching inexperienced teachers to improve their ability to teach in a classroom setting. According to Okafor (2024) clinical supervision brings the supervisor and the teacher into a close, "helping relationship". Essentially, clinical supervision strategy in education involves a teacher receiving information from a colleague, supervisor, or school head who has observed the teacher's performance. This person serves as both a mirror and a sounding board to enable the teacher to critically examine and possibly alter his/her professional practice.

Veloo, Komuji, and Khalid (2013) affirmed that clinical instructional supervision strategy when effectively administered helps in improving teachers' teaching practice. Sule, et al (2020) investigated the influence of clinical instructional supervisory practices on teachers' professional efficiency in secondary schools in Calabar Education Zone, Nigeria. The survey research design was adopted for the study. Four null hypotheses were formulated to guide the study. The population was all the 1,259 teachers and 200 teachers were drawn as sample using the stratified and simple random sampling technique. The result revealed that pre-observation conference, observation, post-observation conference analysis, and strategies, significantly influence teachers' professional efficiency in secondary schools in Calabar Education Zone, Nigeria.

Khaef and Jarimnia (2021) carried out a study on the effects of implementing a clinical supervision model (CSM) on supervisors' philosophy of teaching, in both theory and practice two highly experienced supervisors were recruited.

Data were collected by conducting two distinct phases of classroom observations, accompanied by semi-structured interviews qualitative case study research design was used. The results of the study indicated that clinical supervision can be potentially effective in encouraging critical thinking, providing more constructive feedback in post-observation meetings, and improving the teaching quality of both teachers and supervisors. Clinical supervision strategy can impact the teaching/learning process for goal attainment.

Chaula (2023) researched the school head's clinical supervision practices and emerging teacher emotions in Tanzania secondary schools. A mixed method and multiple cross-sectional case research design was used. Ninety-four (94) participants responded to the questionnaires and twenty-eight (28) participated in the semi-structured interviews and focus group discussion (FGD). SPSS version 25 supported the analysis of quantitative data while content analysis was used for qualitative data. The study found that effective communication and cooperation were positive factors influencing effective clinical supervision in schools.

Knowledge management and school goal attainment

Knowledge is commonly defined as the information, understanding, and skills that are gained through education or experience. Hence, knowledge management (KM) is the collection of methods relating to creating, sharing, using, and managing the knowledge and information of an organization. Knowledge management is making the best use of knowledge to achieve organizational goals. Knowledge is tied to organizational objectives and functions primarily to ensure the achievement of the specific goals of the organization and lead to improved performance. it enables the creation, communication, and application of knowledge of all kinds to achieve goals (tiwana , 2011).

Tom Davenport in Pradeep a Somasundaram (2023) sees knowledge management as the process of capturing, distributing, and effectively using knowledge. Chi Nie (2021) understudied the concept of knowledge management, a study of effective management of tacit knowledge. Qualitative research approach was used. Specifically, semi-structured interviews were used for data collection. 50 face-to-face interviews with 50 managers from 15 areas including education were conducted. A mixed-method research design was used for data analysis. The study suggested that information should be effectively shared and knowledge transferred within the organization can improve both the performance of employees as well as the productivity of the organization.

The organization is there to learn and share knowledge and performance in a way that leads to positive outcomes. Alsheshri (2020) states that the education sector has always been recognized as a focal point of various knowledge processes, that is the creation, dissemination, and learning of knowledge. Knowledge management fosters organizational innovation as information has to do with the provision of new knowledge.

Saceed, Tofiq, Qadir, and Faraj (2020) conducted a study on the role of knowledge management in higher institutions. The study adopted a qualitative research design. Data was collected from reports, academic journals, books, and interviews with teachers and students.

It was discovered that knowledge management practices have a significant impact on higher education institutions. K. M. is a vital tool for development, strengthening regulations, and increasing the efficiency and effectiveness of higher institutions. Also, KM can pave the way for a better learning process.

Nyuyen and Ales (2018) on the impacts of knowledge management on innovation in higher education institutions. Empirical evidence from Vietnam. The population of the study was drawn from 30 public universities and a survey research design was used. Structural equation modeling was used to test the hypothesis. The study revealed that KM has significant impacts on innovation and KM enhances performance.

Suknunan and Maharai (2009) carried out a study on the role of KM in institutional strategy development and competitiveness at leading African universities. The population of the study was drawn from 20 leading African universities. A mixed method of qualitative and quantitative approaches was adopted. It was suggested that KM could play a crucial role in a university's success and competitiveness.

Information and Communication Technology Integration and School Goal Attainment

The adoption of ICT reinforces the teaching-learning process, but it also facilitates administrative transactions. Administration and management ICT applications are currently popular in schools due to their capabilities in facilitating administration activities from data storage to management and decision-making. It ensures proper and timely result production, record keeping, school supervision, and scheduling. It also aimed to assist managers and operating personnel to produce timely and accurate information not only to decide on present and future operations but also to pinpoint potential problems that need to be rectified (Obi, 2003). Despite this, most secondary schools are still deprived of the benefits of ICT.

Information and Communication Technology (ICT) can be defined as the technologies used for processing, storing, and communicating information. This includes facilities and gadgets such as computers, projectors, printers, scanners, cameras, tapes, radios, television, satellite, cell phones, internet among others. Hence, Information and Communication Technology (ICT) management refers to the planning, implementation, and maintenance of ICT systems and services to support organizational goals and objectives. Urida (2016) submitted that ICT management could facilitate educational outcomes in terms of the decision-making process, networking, data warehouse, and day-to-day running in the office.

Owan and Enene (2020) state that effective management of ICT can provide quality educational services to users. Simon and Wan (2016) carried out a study on teaching. Effectiveness of ICT integration in schools. A survey research design was used, a questionnaire was used for data collection, and was distributed randomly to a total of 101 teachers from 10 public secondary schools in Kuala Lumpur Malaysia. The data for this qualitative research were analyzed for both descriptive and inferential statistics using SPSS (version 21) software. The results indicated that ICT integration has great effectiveness for both teachers and students.

Ategwu, Amos. and Uyimse (2022), examined the relationship between teachers' information and communication technology usage and their job effectiveness among Secondary schools in the Ogoja education zone. Two research questions as well as research hypotheses were formulated to direct this study. The literature reviewed was based on the sub-variables used; a survey research design was adopted for the study. A sample of one hundred (100) teachers was drawn from ten (10) public secondary schools using a simple random sampling technique. A questionnaire titled, Teachers Information and Communication Technology Usage and their Job Effectiveness Questionnaire (TICTUPSSTJEQ) was the instrument for data collection. The instrument was validated by research experts in the Measurement and Evaluation and Educational Management Department. It was recommended that School administrators should provide ICT Lab for teachers and students to enhance teaching and learning among others.

Etor, Mbon, and Ekanem,(2019) conducted a study on the management of information and communication technology (ICT) and teachers' work performance in secondary schools in Cross River State, Nigeria. A survey research design was adopted for the study. The population of the study comprised 5288 teachers drawn from all 271 public secondary schools in Cross River State, Nigeria. A sample of 800 teachers was drawn using stratified and simple random sampling techniques. The questionnaire was used as the instrument for data collection. Data was analyzed using Pearson Product Moment Correlation.

The judgment revealed that there should be an adequate supply of ICT facilities to secondary schools for effective utilization by teachers and students for quality teaching and learning. Aloysius, Ifreke, and Mag (2014) researched the utilization of ICT for record-keeping as a strategy for effectiveness in school management in Akwa Ibom State. One hundred and forty-five (145) school principals out of two hundred and twenty-eight (228)

principals were selected to respond to the questionnaire. The data obtained was scrutinized via simple percentage and frequency counts. The judgments reveal that ICT usage in record preservation was low, ICT usage in school management helps school managers to promote information explosion, handling, and processing of data with greater speed and precision. It was therefore acclaimed that Akwa Ibom State should arrange for ICT facilities to all colleges in the state as well as principals and teaching staff in using ICT resources in e-record keeping.

Methodology

A survey research design was adopted for the study. This study was carried out in the Calabar Education Zone of Cross River State, Nigeria. Calabar Education Zone comprises of seven (7) Local Government Areas which includes Akamkpa, Akpabuyo, Bakassi, Biase, Calabar-Municipality, Calabar-South, and Odukpani respectively. The population of this study comprised all 87 public secondary schools with eighty-seven (87) principals. The stratified and simple random sampling technique was used eighty-seven sample of 132 respondents for the study. This number represented 50% of the entire population. Data was collected using a questionnaire titled: Innovative Management Strategies and Goal Attainment (IMSGAQ) validated by experts developed by the researchers and validated by experts in Measurement and Evaluation. The instrument had two sections. Section A elicited information on demographic variables. Section B contained 18 items on a four-point Likert scale of Strongly Agreed (SA), Agreed(A), Disagreed(D), and Strongly Disagreed(SD). Cronbach Alpha method of reliability was used to determine the reliability of the instrument. A reliability coefficient of 0.81 was obtained. The instrument was administered at the selected schools with the help of two research assistants. All copies of the research instruments administered were retrieved and found valid for analysis. A return rate of 100 percent was therefore achieved. Descriptive statistics (means and standard deviation) were used to analyze and answer the research questions. An item with a mean score of 2.50 and above was high or accepted, while an item with a mean score of less than 2.50 was not accepted. Pearson Product Moment Correlation coefficient was used to analyze the hypotheses.

Results

Hypothesis one

There is no significant relationship between clinical supervision and secondary school goal attainment in the Calabar Education Zone of Cross River State.

Table 1: Pearson Product Moment Correlation Analysis of the relationship between clinical supervision and goal attainment(N=132)

Variable	x	SD	r-value	Sig.
Clinical supervision	17.6138	1.6188	.778	.000
Secondary school Goal attainment	36.1333	3.12859	.	

*significant at.05, p-value = .000, df =131

The result of the analysis in Table 1 above revealed that the calculated r-value of clinical supervision of .778 is higher than the p-value of 1.98 at .05 level of significance and 131 degrees of freedom. With this result, the null hypothesis that there is no significant relationship between clinical supervision and school goal attainment was rejected. This implies that there is a significant relationship between clinical supervision and secondary school goal attainment. The positive r-value implied that the higher the quality of clinical supervision the higher the goal attainment and vice versa.

Hypothesis two

There is no significant relationship between knowledge management school goal attainment and teachers in secondary schools in the Calabar Education Zone of Cross River State.

Table 2: Pearson Product Moment Correlation Analysis of the relationship between knowledge management and goal attainment (N=132)

Variable	x	SD	r-value	Sig.
Knowledge management	17.5704	1.63698		
			.817	.000
Secondary school Goal attainment	36.1333	3.12859		

*significant at.05, p-value = .000, df =131

The result of the analysis in Table 1 above revealed that the calculated r-value of knowledge management of .817 is higher than the p-value of 1.98 at .05 level of significance and 131 degrees of freedom. With this result, the null hypothesis that there is no significant relationship between knowledge management and school goal attainment was rejected. This implies that there is a significant relationship between knowledge management and secondary school goal attainment. The positive r-value implied that the higher the quality of knowledge management provided the higher the goal attainment and vice versa.

Hypothesis three

There is no significant relationship between the integration of ICT and school goal attainment in secondary schools in the Calabar Education Zone of Cross River State.

Table 3: Pearson Product Moment Correlation Analysis of the relationship between ICT integration and goal attainment (N=132)

variable	x	SD	r-value	Sig.
ICT integration	17.4667	2.23206		
			.676	.000
Secondary school Goal attainment	36.1333	3.12859		

*significant at .05, p-value = .000, df = 131

The result of the analysis in Table 1 above revealed that the calculated r-value of ICT Integration of .676 is higher than the p-value of 1.98 at .05 level of significance and 131 degrees of freedom. With this result, the null hypothesis that there is no significant relationship between ICT integration and school goal attainment was rejected. This implies that there is a significant relationship between ICT and secondary school goal attainment. The positive r-value implied that the higher the quality of ICT integrated into school management the higher the goal attainment and vice versa.

Discussion

The result of hypothesis one showed that there is a significant positive relationship between clinical supervision strategy and goal attainment in secondary school. This result agrees with the findings of Okpa, Igbineweka and Sule (2019), Tustin (2022), Veloo, Komuji, and Khalid (2013) which maintained that clinical supervision may increase teachers' commitment to the school's vision and goals, Powell & Brodsky (2004) defined Clinical

supervision as a disciplined, improve their ability to teach in a classroom setting and helps in improving teachers' professional practice and efficiency. The result further corroborates with Khaef and Jarimnia (2021) that implementing a clinical supervision model on supervisors brings about the attainment of school goals.

The result of hypothesis two revealed that there is a significant relationship between knowledge management and school goal attainment in secondary schools. This result agrees with the findings of Saceed, Tofiq, Qadir, and Faraj (2020) discovered that knowledge management practices have a significant impact on strengthening regulations and increasing the efficiency and effectiveness of higher institutions for better learning processes. It further agrees with Nyuyen and Ales (2018) and Suknunan and Maharai (2009) who found that knowledge management has a significant impact on innovation, enhances performance, and plays a crucial role in the success and competitiveness of a school.

The finding of hypothesis three revealed that there is a significant positive relationship between information and Communication Technology (ICT) integration and goal attainment. The finding is consonant with Simon and Wan (2016) which indicated that ICT integration has great effectiveness for both teachers and students. It also corroborated with the result obtained by Etor, Mbon, and Ekanem (2019) which revealed that there significant positive relationship between the integration of ICT facilities in secondary schools and quality teaching and learning. Also, it agrees with Aloysius, Ifreke, and Mag's (2014) study which revealed that ICT usage in school management helps school managers to enhance record management and effective decision-making.

Conclusion

The analysis and interpretation of data indicate that innovative strategies at the level of management may represent a valid solution for the secondary school system. It has shown that the administrator of secondary schools needs to apply good strategies for the growth of staff and students in order to attain the school goals. This means that goal attainment largely depends on the effective implementation of innovative strategies in secondary schools.

Recommendations

It was recommended that:

1. School administrators be encouraged to use clinical supervisory strategy as it not only creates a feeling of trust and common purpose between supervisor and teacher but also builds skills in teachers, which, in turn, allows them to monitor their own classroom behaviors and that of fellow teachers for better productivity.

2. The principals should ensure that students are exposed to knowledge and a learning environment that will enable them to practice what is learned for economic value and sustainable development of society.
3. The government should encourage school principals to acquire the right ICT skills through workshops, conferences, and seminars so that this will be reflected in their school management, thus resulting in better academic performance and teachers' effectiveness.

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