
INSTRUCTIONAL SUPERVISION AS CORRELATE OF TEACHERS JOB COMMITMENT IN PRIVATE SECONDARY SCHOOLS IN IKEM EDUCATION ZONE

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Abstract

This study investigated the relationship between instructional supervision and teachers' job commitment in private secondary schools within the Ikom Education Zone of Cross River State. A correlational research design was adopted to determine how instructional supervision predicts teachers' commitment to duty. The study population comprised 1,224 teachers from 248 private secondary schools in the Ikom Education Zone, from which a purposive sample of 350 teachers was drawn. Data were collected using a structured questionnaire titled Instructional Supervision and Teachers' Job Commitment Questionnaire (ISTJCQ), developed by the researcher and organized on a four-point modified Likert scale. The instrument included three sections covering demographic information, instructional supervision, and job commitment. Its face and content

validity were confirmed by experts in Educational Management and Measurement and Evaluation at the University of Calabar, while reliability was established through a pilot test that yielded Cronbach Alpha coefficients of 0.81 and 0.87. Data were analyzed using descriptive statistics and simple linear regression, while hypotheses were tested at a 0.05 significance level. Findings indicated that instructional supervision significantly predicts teachers' job commitment in private secondary schools within the Ikom Education Zone. The result underscores the importance of consistent and supportive supervision in improving teachers' professional engagement and instructional delivery. The study concludes that effective instructional supervision enhances teachers' motivation and commitment, thereby contributing to overall educational goal attainment.

Keywords: Instructional Supervision, Job Commitment, Teachers', Private Secondary Schools

Introduction

A teacher is a professionally trained and certified educator responsible for transmitting knowledge, skills, and values to students through well-structured instructional processes. In the secondary school system, teachers play a pivotal role in shaping students' intellectual, moral, and social development, while serving as mentors and role models. They translate educational goals into engaging learning experiences, stimulate critical thinking, and prepare learners for higher education and responsible citizenship. Beyond classroom instruction, teachers actively participate in curriculum implementation, student assessment, and character formation—functions that make them indispensable to achieving educational objectives and sustaining the effectiveness of the school system.

The complexities of 21st-century education highlight the need for committed and competent teachers, especially at the secondary level, which serves as the crucial

link between primary and tertiary education. Teachers constitute the backbone of Nigeria's secondary education system (Obona & Etete, 2019). They significantly influence students' academic outcomes and the attainment of national educational goals (Ekpoh & Eze, 2015; Sule, Ameh, & Egbai, 2015). As outlined in the National Policy on Education (FRN, 2013) and supported by recent studies (Osha, Onafowope, & Egbo, 2025; Etor, Obeten, & Obona, 2019; Obona, Udokpan, & Bepeh, 2024), secondary schools are expected to equip learners with the knowledge, values, and practical skills essential for personal development, employability, and societal advancement. Achieving these broad goals depends largely on the dedication and job commitment of teachers.

In the context of this study, teachers' job commitment refers to the degree of their emotional attachment to the goals and values of their schools, their understanding of the implications of leaving the profession or

institution, and their sense of moral responsibility to contribute meaningfully toward achieving educational objectives and improved learning outcomes. Meyer and Allen (1990) conceptualized job commitment as a multidimensional construct comprising affective, continuance, and normative components. Affective commitment reflects a teacher's emotional attachment to the school, fostering enthusiasm, loyalty, and a strong sense of belonging. Continuance commitment, on the other hand, is driven by the recognition that alternative job opportunities may be limited, causing teachers to remain in their positions primarily due to perceived costs of leaving. Normative commitment stems from a moral obligation, where teachers feel a sense of duty to continue serving and contributing to the growth and success of their institutions. As emphasized by Obona et al. (2024), these three dimensions collectively shape teachers' attitudes, behaviors, and performance, thereby influencing the overall attainment of secondary school objectives. Similarly, Onukwu (2020), as cited in Obona et al. (2024), describes teachers' job commitment as the willingness of educators to work conscientiously toward ensuring students' academic success.

Ideally, teachers' commitment can be evaluated through observable indicators such as punctuality, thorough lesson planning and delivery, active participation in staff meetings, effective classroom management, conduct of school assemblies, and involvement in maintaining student discipline. According to Obasi (2018), a

teacher's commitment is demonstrated through the efficient handling of both instructional and administrative duties. Other expressions of commitment include diligence, timeliness in completing assigned tasks, and enthusiasm for continuous professional development. Similarly, school goal attainment is reflected in high-quality teaching and learning, effective student discipline, improved academic performance, and the acquisition of practical or vocational skills (Madukwe et al., 2024). Such commitment is essential in the school system because it ensures consistent instructional effectiveness, fosters a positive learning environment, and drives the overall realization of educational objectives.

Despite its critical role in achieving educational objectives, teachers' commitment remains a significant challenge in Nigeria's education system. High rates of teacher turnover, low morale, and declining instructional effectiveness continue to undermine school performance and educational quality (Pitsoe & Machaisa, 2012; Madukwe et al., 2024; Obona et al., 2024). Studies reveal that despite substantial government and parental investment, students' academic outcomes often fall below expectations, while the lack of practical skills among graduates contributes to youth unemployment and social vices (Fehintola, 2015; Madukwe et al., 2024). The persistence of negative teacher attitudes and low commitment levels has become a major barrier to achieving quality education. Field observations further indicate that many teachers in public secondary schools within

the Ikom Education Zone of Cross River State display some unprofessional behaviors such as absenteeism and poor dedication to instructional duties, resulting in declining student performance and increased examination malpractice. These trends threaten educational goals and diminish the overall standard of schooling. Strengthening instructional supervision therefore offers a promising and collaborative approach to improving teaching effectiveness, enhancing accountability, and promoting sustained teacher commitment for better educational outcomes.

Instructional supervision involves a structured process of guidance, support, and performance monitoring carried out by school heads and supervisors. It is a deliberate and systematic approach through which educational leaders provide professional assistance and evaluative feedback to teachers, either individually or collectively, with the goal of enhancing their professional competence and improving the teaching-learning process to achieve instructional goals (Othman & Mydin, 2022; Mwakajitu & Lekule, 2022). According to Obilade (1989), as cited in Ekundayo et al. (2013), instructional supervision is a supportive relationship in which supervisors guide and assist teachers in attaining set educational targets. This perspective underscores the importance of collaboration and partnership among stakeholders in the school system toward the realization of institutional objectives. Moreover, effective instructional supervision enables school principals to efficiently manage human and

material resources, strengthen instructional delivery, and ultimately enhance school performance and the attainment of educational goals (Osha et al., 2024).

In today's education system, where expectations for academic excellence and effective pedagogy are increasingly high, instructional supervision stands out as a key determinant of teachers' job commitment. Although it demands considerable time and effort, instructional supervision has been proven to significantly improve teachers' instructional performance (Thomas, 2008, as cited in Veloo et al., 2013). Implemented through approaches such as clinical supervision, peer observation, and constructive feedback, it enhances teaching quality and fosters both emotional and professional commitment among teachers (Owusu-Addo, et al., 2022). Moreover, effective supervision nurtures a supportive work climate where teachers feel appreciated and empowered, reinforcing their dedication to professional duties (Berhanu, 2024). Thus, exploring the relationship between instructional supervision and teachers' job commitment is crucial for sustaining motivation, improving engagement, and advancing overall educational quality.

Empirical research consistently demonstrates the significant positive impact of instructional supervision on school performance and teacher effectiveness. Difoni et al. (2025) established a strong relationship between principals' instructional supervisory strategies and teachers' job performance, while Obona et al. (2025)

emphasized that ethical leadership among principals fosters teacher commitment and promotes institutional goal attainment. Similarly, Charles et al. (2012) underscored the urgent need to strengthen instructional supervision as a means of improving teacher performance and achieving educational excellence. In a related study, Difoni et al. (2025) also revealed that enhanced supervisory practices among head teachers significantly improved teachers' professional effectiveness in private primary schools within the Ikom Education Zone of Cross River State. Madriaga (2014) further noted that effective supervision helps to address key educational challenges, including poor student performance and weak instructional delivery.

In another empirical investigation, Okendu (2012) examined the effect of instructional supervision on students' academic achievement in secondary schools in Degema Local Government Area of Rivers State, Nigeria. Using data from 77 teachers and applying independent t-tests and Pearson correlation, the study found that consistent instructional supervision significantly improved student outcomes and strengthened teaching practices. Likewise, Mwambo and Epah (2022), in a study conducted among 406 teachers and 62 head teachers across 23 schools in Cameroon's South West Region, reported a statistically significant positive relationship between instructional supervision and school effectiveness ($p = 0.000$).

Supporting these findings, Obona et al. (2024) found a significant link between innovative administrative strategies and teachers' job commitment in secondary schools in Calabar Municipality, while Obona et al. (2021) highlighted the role of performance feedback in enhancing teachers' commitment. Similarly, Yego, Amimo, and Mendoza-Role (2020) reported that constructive supervision enhances teachers' motivation, satisfaction, and professional commitment. Sergiovanni and Starratt (2002, as cited in Madriaga, 2014) also affirmed that collaborative supervision promotes mutual professional growth and improves instructional quality. Furthermore, Ofuase, Daka, and Mbaba (2021) observed that teachers who receive effective supervision develop trust in their leaders, display greater motivation, and demonstrate higher commitment to their duties. However, Nzabonimpa (2011) found that some teachers reported limited supervision despite years of service, though a moderate positive correlation still existed between supervisory practices and teacher performance, underscoring the enduring influence of supervision on educational effectiveness.

Previous studies have established that instructional supervision has a positive influence on teachers' job commitment. However, the majority of these studies were conducted in public secondary schools outside the Ikom Education Zone of Cross River State, and their findings may not fully apply to this region due to its distinct socio-cultural, ethnic, and geographical characteristics. To date, there is a lack of

empirical research specifically examining how instructional supervision influences teachers' job commitment in private secondary schools within this context. Therefore, this study seeks to address this gap by investigating the relationship between instructional supervision and teachers' job commitment in private secondary schools in Ikom Education Zone, thereby contributing valuable insights to the existing body of educational research.

Statement of the Problem

Teachers in secondary schools are expected to demonstrate full dedication to their professional responsibilities by reporting to school on time, preparing lesson notes, delivering lessons effectively, and assessing students' performance both during and at the end of each term. They are duty-bound to show commitment to the work for which they were employed and are remunerated. Unfortunately, teachers' job commitment has become a growing concern among parents and other educational stakeholders. Instances of absenteeism, habitual lateness, unauthorized movement from duty posts, and other forms of misconduct have been frequently observed among some teachers. Such unprofessional behaviors can hinder the attainment of educational goals and compromise the overall effectiveness of the secondary school system. It appears that many teachers are neither emotionally attached to nor morally obligated toward the values and expectations of the school system and the teaching profession.

Although the Government of Cross River State has made commendable efforts by investing in school infrastructure, providing teacher training, ensuring regular payment of salaries, and employing additional teachers, these initiatives have not produced the desired improvement in teachers' commitment. This indicates that the fundamental causes of the problem may not have been adequately addressed. Consequently, this study seeks to assess the relationship between instructional supervision and teachers' job commitment in private secondary schools within the Ikom Education Zone.

Purpose of the study

The study specifically **assessed** the relationship between **instructional supervision and teachers job commitment in private secondary schools in Ikom Education Zone**.

Research question: To what extent does instructional supervision relates to teachers' job commitment in private secondary schools in Ikom Education Zone?

Hypotheses: **Instructional supervision does not significantly predict teachers' job commitment** in private secondary schools in **Ikom Education Zone**, Cross River State.

Methodology

The study adopted a correlational research design to determine the relationship between instructional supervision and teachers' job commitment in private secondary schools within the Ikom Education Zone of Cross

River State. The population of the study comprised 1,224 teachers across 248 private secondary schools in the Ikom Education Zone (Planning, Research, and Statistics Department, Cross River State Secondary Education Board, Calabar, 2025). From this population, a sample of 350 teachers was selected using a purposive sampling technique. Data were collected using a researcher-developed questionnaire titled Instructional Supervision and Teachers' Job Commitment Questionnaire (ISTJCQ), structured on a four-point modified Likert scale (Strongly Agree, Agree, Disagree, and Strongly Disagree). The instrument consisted of three sections: Section A covered respondents' demographic information, Section B contained items measuring Instructional Supervision (independent variable), and Section C focused on Teachers' Job Commitment (dependent variable). The instrument was subjected to face and content validation by three experts in Educational Management and Measurement and Evaluation at the University of Calabar, and based on their feedback, ambiguous and irrelevant items were revised or eliminated.

To establish reliability, the instrument was pilot-tested with 50 teachers from private secondary schools in the Calabar Education Zone. Using the Cronbach Alpha method, reliability coefficients of 0.81 and 0.87 were obtained for instructional supervision and teachers' job commitment, respectively, indicating a high level of internal consistency. The researchers, assisted by ten trained research assistants, administered the

questionnaire after securing permission from the relevant school authorities, and all copies of the questionnaire were retrieved, yielding a 100% response rate. Responses were coded, with positively worded items scored from 4 (Strongly Agree) to 1 (Strongly Disagree), while negatively worded items were reverse-scored. The data were analyzed using Simple Linear Regression Analysis, with descriptive statistics used to answer the research question, while the ANOVA and regression coefficients were employed to test the hypothesis at the 0.05 level of significance.

Results

Research question

To what extent does instructional supervision relate to teachers' job commitment in private secondary schools in Ikom Education Zone? To determine the extent to which instructional supervision predicts teachers' job commitment, a simple linear regression analysis was conducted. The result presented in Table 1 shows a regression coefficient (R) of .856, indicating a strong positive relationship between instructional supervision and teachers' job commitment. The coefficient of determination ($R^2 = .733$) reveals that instructional supervision explains approximately 73.3% of the variance in teachers' job commitment. This means that instructional supervision is a substantial predictor of teachers' job commitment, while the remaining 26.7% of the variance may be attributed to other factors not included in the model.

Furthermore, the F-change value of 952.534 suggests that the model is statistically significant, indicating that the predictive

relationship between instructional supervision and teachers' job commitment is unlikely to have occurred by chance.

Table 1: Summary of simple linear regression analysis showing the extent to which instructional supervision predicts teachers' job commitment in private secondary schools in Ikom Education Zone, Cross River State.

Model Summary

Mode 1	R	R Square	Square Adjusted R	Std. Error of Estimate	Decision
	.856 ^a	.733	.732	1.607	High Extent

a. Predictors: (Constant), **Instructional supervision**

Test of Hypotheses

Instructional supervision does not significantly predict teachers' job commitment in private secondary schools in Ikom Education Zone, Cross River State. The result is presented in Table 2. The analysis showed that instructional supervision significantly predicts teachers' job commitment. This is indicated by the simple linear regression coefficient (R) of .856 and a coefficient of determination (R^2) of .733. The R^2 value implies that instructional supervision accounts for approximately 73.3% of the variance in teachers' job commitment, while the remaining 26.7% may be explained by other variables not included in the model. The F-change value of 952.534, with a p-value of .000 ($p < .05$), indicates that the model is statistically significant. Furthermore, the unstandardized regression coefficient (B) for instructional supervision is .607. This means that for every one-unit increase in instructional supervision, teachers' job commitment increases by .607 units, as measured by the questionnaire. Based on these results, the null hypothesis which stated that instructional supervision does not significantly predict teachers' job commitment was rejected, while the alternative hypothesis was accepted. This confirms that instructional supervision significantly predict teachers' job commitment in private secondary schools in Ikom Education Zone, Cross River State.

Table 2: Summary of Simple Linear Regression Analysis on the Extent to Which Instructional Supervision Predicts Teachers' Job Commitment in Private Secondary Schools in Ikom Education Zone, Cross River State

Anova^a

Model		Sum of Squares	Df	Mean Square	F	Sig.	Decision
1	Regression	2459.629	1	2459.629	952.534	.000 ^b	Rejected
	Residual	896.023	348	2.582			
	Total	3355.650	349				

*Significant $p < .05$; $R = .856$; $R^2 = .733$; Adj. $R^2 = .732$

Coefficients^a

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	7.717	.388		19.956	.000
	Instructional supervision	.607	.020	.856	30.863	.000

a. Dependent Variable: Teachers Job Commitment

b. Predictors: (Constant), **Instructional supervision**

Discussion of findings

The finding of this study revealed that instructional supervision statistically predicts teachers' job commitment in private secondary schools in Ikom Education Zone, Cross River State. The result is not surprising because in the study area, principals and school proprietors often maintain close

instructional oversight to ensure adherence to teaching standards and accountability. This finding aligns with the results of Difoni et al. (2025), who established a strong relationship between principals' instructional supervisory strategies and teachers' job performance, suggesting that effective supervision enhances teachers' sense of responsibility and professional dedication. Similarly,

Obona et al. (2025) emphasized that ethical and supportive leadership among principals fosters teacher commitment and promotes institutional goal attainment, reinforcing the idea that supervision grounded in fairness and professional ethics drives staff motivation. In the same vein, Charles et al. (2012) underscored the need to strengthen instructional supervision as a critical tool for improving teacher performance and achieving educational excellence, a perspective that resonates with the current study's outcome. Furthermore, Madriaga (2014) noted that effective supervision helps address major educational challenges such as weak instructional delivery and low student achievement, which further explains why consistent and supportive supervisory practices within private secondary schools in Ikom Education Zone have translated into higher levels of teacher commitment. The implication of this finding is that sustained and structured instructional supervision serves as a key determinant of teachers' commitment, as it provides professional guidance, enhances accountability, and promotes effective teaching practices that contribute to overall school improvement.

Conclusion

The study specifically examined instructional supervision as a correlate of teachers' job commitment in private secondary schools within the Ikom Education Zone. Based on the findings, it was concluded that instructional supervision significantly

predicts teachers' job commitment in private secondary schools in the Ikom Education Zone of Cross River State. The results highlight the crucial role of structured and supportive supervision in promoting teachers' dedication to their professional duties. The study affirms that when school administrators give priority to effective instructional supervision, teachers tend to exhibit higher levels of professional commitment, improved instructional delivery, and enhanced contribution toward the achievement of educational goals.

Recommendations

The study recommended thus:

1. School administrators should strengthen instructional supervision practices by conducting regular classroom visits, providing constructive feedback, and organizing professional development sessions to enhance teachers' instructional skills and sustain their commitment to duty.
2. Private school proprietors and education authorities should institutionalize supportive supervisory frameworks that emphasize mentorship, collaboration, and continuous assessment. These approaches will foster teachers' motivation, accountability, and long-term professional commitment.

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