



## INSTRUCTIONAL SUPERVISION AS PREDICTOR OF JOB COMMITMENT: A STUDY OF PUBLIC SECONDARY SCHOOL TEACHERS IN CALABAR EDUCATION ZONE



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### **Abstract**

*This study examined instructional supervision as a predictor of job commitment among teachers in public secondary schools in Calabar Education Zone, Cross River State. A correlational research design was adopted. The study population comprised 1,744 teachers across 95 public secondary schools in seven local government areas. Using stratified and simple random sampling techniques, a sample of 349 teachers (20% of the population) was selected. Data were collected using a 16-item, four-point Likert scale questionnaire titled Instructional Supervision and Teachers' Job Commitment Questionnaire (ISTJQC). The instrument's validity was confirmed by experts in Educational Management and Measurement and Evaluation at the University of Calabar, while its reliability yielded Cronbach Alpha indices of .85 and .88. Descriptive statistics and Simple Linear Regression were used to answer the research questions. Hypotheses were tested using ANOVA and regression coefficients at the 0.05 significance level. Findings revealed that instructional supervision significantly predicts teachers' job commitment in public secondary schools. The regression coefficient ( $R = .856$ ) and coefficient of determination ( $R^2 = .733$ ) indicated that instructional supervision accounts for 73.3% of the variance in teachers' job commitment. The study concluded that instructional supervision is a strong determinant of teachers' professional commitment. It emphasized the need for structured, consistent supervision practices to enhance teaching effectiveness and educational outcomes. It was recommended that school administrators formalize instructional supervision policies with clear schedules, documentation, and follow-up processes to foster sustained improvement in teachers' job commitment.*

**Keywords:** Instructional Supervision, Teachers', Job Commitment

### **Introduction**

The complexities and demands of 21st-century education underscore the urgent need for dedicated and committed educators within the school system, particularly at the secondary level. Secondary education occupies a critical position as it serves as a bridge between primary education and tertiary institutions. Beyond preparing students for higher education, secondary schools are expected to equip learners with essential knowledge, values, and practical skills that foster personal development, employability, and meaningful societal contributions (FRN, 2013; Osha, Onafowope, & Egbo, 2025; Etor, Obeten, & Obona, 2019; Obona, Udokpan, & Bepeh, 2024). Achieving these broad and multifaceted goals requires the unwavering commitment of teachers, who are the core human resource driving the effective functioning of Nigeria's secondary education system (Obona & Etete, 2019). Thus, teachers' job commitment remains a critical factor in enhancing school effectiveness and student achievement.



Teachers play a fundamental role in shaping students' academic experiences and in actualizing educational objectives (Ekpoh & Eze, 2015). As noted by Sule, Ameh, and Egbai (2015), they are instrumental in determining the extent to which educational goals are realized. Within the context of this study, teachers' job commitment refers to the extent of their emotional attachment to their schools' mission, their awareness of the consequences of leaving, and their moral obligation to contribute meaningfully to educational outcomes. Onukwu (2020), as cited in Obona et al. (2024), defines it as the willingness of educators to work diligently towards the academic success of their students. Meyer and Allen (1990) conceptualized job commitment through three dimensions: affective, continuance, and normative commitment. Affective commitment involves a teacher's emotional attachment to the school, which encourages active involvement and a sense of belonging. Continuance commitment is based on the perception that alternative opportunities are limited, leading educators to stay in the profession more out of necessity than desire. Normative commitment arises from a moral sense of duty, whereby teachers feel obligated to remain in service and contribute to institutional development. According to Obona et al. (2024), these three dimensions collectively shape teacher behavior and significantly influence the achievement of secondary school goals.

Teachers' commitment directly supports the realization of educational objectives. It can be assessed through indicators such as punctuality, lesson planning and delivery, active participation in staff meetings, conduct of school assemblies, classroom management, and involvement in student discipline. Obasi (2018) noted that teacher commitment is reflected in their effective handling of both instructional and administrative responsibilities. Additional signs of commitment include diligence, timeliness in task execution, and enthusiasm for professional development. Likewise, goal attainment in schools is evidenced by high-quality teaching and learning, effective student discipline, improved academic achievement, and the development of practical or vocational competencies (Madukwe, Obioma, Obona, & Akwu, 2024).

Despite its importance, teacher commitment remains a pressing challenge in the Nigerian education system. High turnover and attrition rates among educators negatively impact school performance and undermine educational quality (Pitsoe & Machaisa, 2012). Low levels of commitment and poor goal attainment continue to plague the secondary education sector (Madukwe et al., 2024; Ofoha, 2011; Obona et al., 2024; Arop, Owan, & Ekpang, 2018; Amuche et al., 2014). Teacher attrition, declining effectiveness, and inconsistent instructional practices are now recognized as global challenges (Pretorius, 2012; Xaba, 2003, as cited in Madriaga, 2014).

Observations and reports indicate that many teachers, especially in public secondary schools within the Calabar Education Zone of Cross River State, demonstrate unprofessional behavior such as absenteeism and a lack of commitment to instructional responsibilities. These issues have led to a noticeable decline in student performance in both internal and external examinations. Alarming, some students now resort to examination malpractice as a shortcut to academic success. Supporting this concern, Fehintola (2015) observed that students' academic outcomes often fall short of expectations, despite significant investments by both the government and parents. Madukwe et al. (2024) also reported that many youths remain unemployed due to the absence of marketable skills, with some turning to social vices out of frustration. The persistence of negative teacher attitudes, low commitment levels, and declining academic performance calls for urgent and targeted intervention. These issues undermine educational objectives, compromise students' learning outcomes, and degrade the overall quality of education. Instructional supervision presents a viable strategy, offering a supportive and collaborative means of enhancing teaching effectiveness and fostering greater teacher commitment.

Supervision is one of the most effective and flexible tools available to educational administrators for providing instructional leadership and enhancing quality teaching and learning. Instructional supervision entails structured guidance, support, and performance monitoring by school heads and supervisors. It is a systematic process through which educational leaders provide guidance, support, and evaluative feedback to teachers either individually or in groups with the aim of fostering their professional growth and optimizing the teaching learning process to meet instructional objectives (Othman & Mydin, 2022; Mwakajitu & Lekule, 2022). Obilade (1989) in Ekundayo et al. (2013) referred to it as a helping relationship whereby the supervisor guides and assists the teachers to meet the set



targets. This definition described instructional supervision from the point of establishing the relationship with stakeholders in school system for the purpose of achieving the set objectives. It helps school principals to proficiently manage school resources, personnel, and operations to enhance performance and fulfill educational objectives (Osha et al., 2024). Although instructional supervision requires substantial time and effort, it has been shown to significantly enhance teachers' instructional performance (Thomas, 2008, as cited in Veloo et al., 2013).

### **Instructional Supervision and Teachers' Job Commitment**

In today's educational landscape, characterized by increasing demands for academic excellence and effective pedagogy, instructional supervision emerges as a crucial factor influencing teachers' job commitment. Instructional supervision, implemented through methods such as clinical supervision, peer observation, and systematic feedback, has been empirically linked to improvements in teaching quality. These improvements, in turn, foster emotional and professional commitment among teachers (Owusu-Addo, Yeboah, & Addai-Amoah, 2022). Furthermore, effective supervision cultivates a supportive work environment where teachers feel respected and valued, thereby strengthening their dedication to professional responsibilities (Berhanu, 2024). Therefore, examining the relationship between instructional supervision and teachers' job commitment is essential for promoting sustained motivation and engagement, which ultimately enhances educational quality.

Numerous studies affirm the positive impact of instructional supervision on school performance. Madriaga (2014) posited that instructional supervision plays a pivotal role in addressing systemic challenges such as underachievement in student assessments and deficiencies in teaching effectiveness. Yego, Amimo, and Mendoza-Role (2020) also found that teachers who receive effective instructional supervision demonstrate higher job satisfaction, increased motivation, and stronger commitment to their professional roles. Similarly, Sergiovanni and Starratt (2002, as cited in Madriaga, 2014) emphasized that collaborative engagement between supervisors and teachers in improving instructional practices significantly enhances educational quality and contributes to the professional growth of both parties. Charles, Kimutai, and Zachariah (2012) likewise underscored the urgent need to strengthen instructional supervision for improved teacher performance.

Ofuase, Daka, and Mbaba (2021) noted that when teachers are effectively supervised by school principals, they tend to trust their leaders and show greater commitment to their duties. This trust fosters motivation and confidence to undertake new challenges, irrespective of their level of experience. However, Nzabonimpa (2011), in a study on the influence of head teachers' supervisory practices in secondary schools, found that some teachers reported a lack of supervision, despite having taught for over a decade. The study revealed a moderate correlation between head teachers' supervisory activities and teachers' job performance, indicating that supervision, even when inconsistently applied, still influences teacher effectiveness.

In another investigation, Okendu (2012) examined the impact of instructional supervision on students' academic performance in secondary schools in Degema Local Government Area of Rivers State, Nigeria. Using a sample of 77 secondary school teachers and employing independent t-tests and Pearson correlation analysis, the study revealed that regular instructional supervision significantly improved students' academic outcomes. The research also found significant correlations between instructional supervision and both teaching practices and instructional challenges, highlighting the crucial role of supervision in shaping classroom methodologies and outcomes.

Similarly, Mwambo and Epah (2022) studied the relationship between instructional supervision and school effectiveness in public nursery and primary schools in the Fako Division of Cameroon's South West Region. Using a survey research design, data were collected from 406 teachers and 62 head teachers across 23 schools through questionnaires and semi-structured interviews. The findings revealed a statistically significant, positive, and moderate correlation between instructional supervision and school effectiveness ( $p = 0.000$ ). The study concluded that implementing sound instructional supervision practices is instrumental in enhancing the overall effectiveness of schools.

Previous research has shown that instructional supervision positively enhances teachers' job commitment. However, most of these studies were conducted outside Calabar Education Zone, Cross



River State, meaning their findings may not be applicable to this specific region due to its unique ethnic and geographical context. No existing study has examined how instructional supervision impacts teachers' job commitment. This study therefore seeks to fill that gap and contribute new insights to the field.

### **Statement of the Problem**

Teachers' job commitment in public secondary schools is often reflected through key indicators such as regular attendance and punctuality, as well as the consistent delivery of quality instructional content. These are fundamental expectations held by stakeholders such as parents, guardians, and policymakers in ensuring the academic success of students and the efficient functioning of public schools. In the Calabar Education Zone of Cross River State, Nigeria, however, the reality on ground suggests that many teachers are not living up to these expectations. Based on the researcher's observations, as well as persistent reports from concerned parents and guardians, a significant number of teachers frequently exhibit absenteeism, come late to school, or leave the classroom unsupervised. In some instances, teachers appear disengaged from their duties, show minimal interest in lesson planning, and fail to adopt innovative teaching practices necessary for effective curriculum delivery.

This evident decline in teachers' job commitment has had far-reaching implications. Schools in the zone are experiencing a gradual drop in instructional quality, resulting in students' poor academic performance, waning interest in learning, and increased behavioral issues. For the broader society, the consequence is the production of school leavers who are ill-equipped academically and morally, posing a threat to the human capital development goals of the state and nation at large.

In response to this growing concern, various strategies have been introduced by both school management and the Cross River State Government. These include periodic teacher training and re-training programs, performance appraisal systems, and motivational incentives such as payment of salaries, recognition awards and welfare packages. Despite these interventions, the challenge of low job commitment among teachers in public secondary schools remains a persistent issue. This suggests that the root causes may not have been adequately addressed by these strategies. Given the urgency of the situation, therefore, this study is designed to investigate whether effective instructional supervision can serve as a viable solution to the problem of dwindling job commitment among teachers in the region.

### **Purpose of the study**

The study assessed instructional supervision as predictor of job commitment among teachers in public secondary schools in Calabar Education Zone. In specific terms, the study sought to determine whether: Instructional supervision predicts teachers' job commitment in public secondary schools in Calabar Education Zone.

### **Research question**

These research questions guided the study: To what extent does instructional supervision predict teachers' job commitment in public secondary schools in Calabar Education Zone, Cross River State?

### **Hypotheses**

The following hypotheses guided the study: Instructional supervision does not significantly predict teachers' job commitment in public secondary schools in Calabar Education Zone, Cross River State.

### **Methodology**

The study employed a correlational research design. It was conducted in the Ikom Education Zone of Cross River State, comprising six local government areas: Akamkpa, Akpabuyo, Bakassi, Biase, Calabar Municipality, Calabar South, and Odukpani. The study population included all 1,744 teachers in 95 public secondary schools within the Calabar Education Zone (Secondary Education Board, Cross River State, 2024). A stratified sampling technique was used to group schools into seven



strata based on the local government areas. The simple random sampling technique was used to select a sample of 349 teachers which is (20%) of the total population of 1,744 teachers in the study area.

Data was collected using a 16-items questionnaire designed by the researcher on a four-point modified Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree) titled "Instructional Supervision and Teachers Job Commitment Questionnaire (ISTJCQ)." A cover letter explaining the study preceded the questionnaire. The instrument was divided into three sections: Section A (demographic data), Section B (independent variable), and Section C (dependent variable). The questionnaire items were reviewed by three experts in Educational Management and Measurement and Evaluation at the University of Calabar. Irrelevant items were either dropped or modified for the study. The instrument's reliability was established through a trial test with 50 teachers from schools outside the study area. Using the Cronbach alpha formula, reliability coefficient of .85 and .88 were obtained, indicating the instrument's reliability.

The researcher and seven trained research assistants administered the questionnaire after obtaining permission from school authorities. Additionally, 190 senior secondary school students (2 from each school) were purposively selected to assess teachers' job commitment. The data collection was completed in three working days, and all 349 copies of the questionnaire were successfully retrieved, resulting in a 100% response rate. The questionnaires were organized by variable, with positively worded items scored on a 4-point scale (Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1), and negatively worded items scored in reverse. The scores were then transferred to statistical packages for analysis. The descriptive statistics output of the Simple Linear Regression Analysis was used to answer the research questions, while the ANOVA and relative coefficient output of Simple Linear Regression Analysis was used to test the hypotheses at 0.05 level of significance.

## Results

### Research question

To what extent does instructional supervision predict teachers' job commitment in public secondary schools in Calabar Education Zone, Cross River State? To determine the extent to which instructional supervision predicts teachers' job commitment in public secondary schools in Calabar Education Zone, 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 public secondary schools in Calabar Education Zone, Cross River State.

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of Estimate	Decision
1	.856 <sup>a</sup>	.733	.607	1.607	High Extent

a. Predictors: (Constant), Instructional supervision  
Test of Hypotheses

Instructional supervision does not significantly predict teachers' job commitment in public secondary schools in Calabar Education Zone, Cross River State. The result is presented in Table 2. The analysis showed that instructional supervision significantly predicts teachers' job commitment in public secondary schools in Calabar Education Zone, Cross River State. 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 is a significant and substantial predictor of teachers' job commitment in public secondary schools in Calabar Education Zone, Cross River State.

**Table 2**

Summary of simple linear regression analysis on the impact of instructional supervision does not significantly predicts teachers' job commitment in public secondary schools in Calabar Education Zone, Cross River State

Anova<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.	Decision
1	Regression	2459.629	1	2459.629	952.534	.000 <sup>b</sup>	Rejected
	Residual	896.022	347	2.582			
	Total	3355.650	348				

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

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	7.717	.387		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 hypothesis one revealed that instructional supervision statistically predicts teachers' job commitment in public secondary schools in Calabar Education Zone, Cross River State. This finding is possible given the fact that effective supervision provides teachers with the necessary support, guidance, and feedback that enhance their sense of responsibility, motivation, and commitment to duty. In the sampled schools, teachers receive regular, constructive supervision that aligns with school goals, thus helping them to remain committed to their duties. The implication of this result is that the more school administrators prioritize and strengthen supervision practices the better they will improve teachers' job commitment in public secondary schools in the study area.

The study finding aligns with conclusion of Berhanu (2024) that effective supervision cultivates a supportive work environment where teachers feel respected and valued, thereby strengthening their dedication to professional responsibilities. It supports that of Yego, Amimo, and Mendoza-Role (2020) who found that teachers who receive effective instructional supervision demonstrate higher job



satisfaction, increased motivation, and stronger commitment to their professional roles. The finding is similar to that of Ofuase, Daka, and Mbaba (2021), who reported that teachers supervised by their principals tend to develop trust in their leadership, which in turn enhances their commitment to work. Such trust fosters a supportive environment where teachers feel confident that they can rely on their principals for guidance and assistance when needed. This sense of support inspires enthusiasm and motivates teachers to embrace various challenges and responsibilities, regardless of their level of experience. Similarly, the finding corroborates that of Nzabonimpa (2011) found a moderate correlation between secondary school head teachers' general and instructional supervisory practices and teachers' work performance, highlighting the influence of effective supervision on teacher output. Furthermore, the finding tallies with the findings of Mwambo and Epah (2022), who revealed a statistically significant, positive, and moderate correlation between instructional supervision and school effectiveness, further emphasizing the pivotal role of supervision in enhancing educational outcomes.

### Conclusion

Arising from the findings, the study concludes that instructional supervision is a substantial predictor of teachers' job commitment in public secondary schools in Calabar Education Zone, Cross River State. The results underscore the importance of structured and supportive supervision in fostering teachers' job commitment. The study affirms that when school administrators prioritize instructional supervision, teachers are more likely to demonstrate higher levels of professional commitment, improved instructional delivery, and greater attainment of educational goals.

### Recommendations

The study recommended thus:

Since instructional supervision significantly affects job commitment, public secondary school administrators should formally integrate instructional supervision into their school management policies. This includes setting clear supervision schedules, documentation procedures, and follow-up mechanisms to ensure sustained improvement in teachers' job commitment.

Administrators should be more aware of their supervisory responsibilities especially on the teaching and learning practices of teachers. Future researchers could replicate this study using variables not covered by this study.

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