



IMPACT OF ETHICAL SUPERVISION ON POST PRIMARY SCHOOL TEACHERS PERFORMANCE FOR SUSTAINABLE NATIONAL DEVELOPMENT IN NORTH WEST SENATORIAL OF BENUE STATE



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Abstract

The study examines impact of ethical supervision on post primary school teachers' performance for sustainable national development in Benue State. Two research questions were raised and answered with two hypotheses developed and tested at 0.05 alpha level. The study which adopted Survey research design was conducted in Benue North-west senatorial zone of the state. The study had a population of 2481 with sample size of 1,242 purposively sampled among respondents comprising teachers of post primary schools in the study area. A 14 – item questionnaire whose reliability co-efficient is 0.84 was used for data collection. Findings for the study show that the respondents agreed to all the research questions while all the null hypotheses were rejected. Based on the findings, the study concludes that, Considering the findings of the study, ethical consideration could lead to effective school supervision. This is evident in the findings of the study which indicated establishment of rules and regulation to guide both staff and students, observation of school policies and professional knowledge on ethical standards. However, a reliable and valid result lies on teachers' commitment to students' learning. It has been observed teacher commitment could be a reason for poor state of educational development in the state. The findings have left the researchers to conclude that, this ethical supervision is significantly related to effective school supervision in Benue state. Based on the findings of the study, the following recommendations were made bearing in mind the importance of ethics in school supervision. Teacher Registration Council of Nigeria should ensure that teachers all over the country comply with the teachers' professional code of conducts in schools. This will ensure sustainable standards in school supervision. Benue State Examination Board should spell out standards for school supervisors to clearly ensure compliance. This will guide the conduct of both teachers and students in schools in Benue State.

Introduction

Education is an instrument for self- reliance, self sufficiency and National Development. Education is acknowledge as a potential for sustaining national devevelopment. Education equips the personnel to uphold the sectors in the economy transmitting in them the required knowledge needed to make them stand in the areas of their chosen career. For the forgoing, it follows that education is very essential to any society. So a good and quality educational management should be the desire of any society that aimed at sustainable development (Elechi, 2015).

Ethics as a systematic study is concerned with the nature of good and bad, right and wrong , justice and injustice , duty and obligation. These ethical issues surafcing in the educational process verifies the kind of education that can be regarded as good or bad education, right or wrong method of teaching or impacting knowledge to the learners. It also seek to know the students, teachers and parents

are being managed and their level of relationship so as to enhance or achieve optimum result in the educational process (Amaele and Damie, 2016).

Ethics deals with such universal issues such as human right , justice , human equity, human dignity and human freedom, this is because of what we have been able to be embedded with ethical ingredients, such ethical issues must be analysed in our educational system to achieve a better process in raising a useful individual in our society. For when we question the moral desirability of what is to be imparted to the children in the way it should, the principles of fairness, freedom and respects for persons come to play.

Ethical issues in education according to Shapiro and Stefkovich (2016), contain basic principles, procedure and behavior patterns based on commitment to core values that are deeply rooted in education. Ethical standard enables educators, students and administrators to maintain and promote quality education. Ethical issues in school should be aimed at establishing a disciplined and purposeful school environment (all activities within the school environment are in accord with the vision of the school) dedicated to the improvement and maintenance of the quality of the learning process. Schools have an important task to teach children to differentiate between acceptable and unacceptable behavior. Opportunity must be given for the development of insight and learning. Shapiro and Stefkovich (2016), reviews that in a positive school situation a breaking of school rules is therefore viewed as not only a negative action towards the school but also a negative action toward fellow learners and teachers and the disruption of mutual relationship. In a positive school climate, school rules are instrumental to the development of a learner. Any ethical policy must therefore evolve out of the school's mission and values. It must also be consistent with and work alongside existing ethics related documents.

School supervision according to IGI (2021), a systematic process aimed at improving the quality of teaching and learning within an educational institution. It involves guiding, supporting and evaluating teachers and other students to enhance professional development and ensure effective classroom practices. Supervision is not about faulty finding but rather about fostering a culture of continuous improvement and collaboration. The role of a supervisor includes observing classroom instruction, providing constructive feedback, identifying training needs and helping teachers implement innovative teaching strategies. Supervision also ensures that educational goals aligned with national standards and policies are being effectively implemented (Shapiro and Stefkovich 2016). Ultimately, the goal of school supervision is to improve standard learning outcomes by enhancing the quality of teaching. According to Binniga (2017), it is a dynamic and outgoing process that adapts to the changing needs of the school and its stakeholders. When done ethically and professionally, supervision strengthens the overall performance of both teachers and the school as a whole.

Generally, ethical principles guide how people should behave especially in professional or social setting. They help distinguish right from wrong and ensure fairness, honesty and respect in our actions and decisions. Examples of ethical standards include integrity- Being honest and having strong moral principles Confidentiality- Respecting privacy and keeping sensitive information secure, Accountability- Taking responsibility for your actions, Fairness -Treating people equally without bias or favoritism, Respect- Valuing others rights, feelings and dignity (Altun 2017).

In school system, ethical standards in school supervision are crucial for promoting integrity, accountability and fairness in education of all which contribute to sustainable national development. Here are key ethical standard that guide school supervision in this context, professional competence, accountability, respect for right and dignity, commitment to student learning, sustainability and innovation (Mwesiga and Okendo 2018).

The effectiveness and success of any education system of a sustainable national development largely depend on the competence of its teachers. Teacher professional competence encompass a wide range of knowledge; skills, attitudes and behaviors that enable teacher to perform their roles effectively in and beyond the classroom. Teachers' professional competence according to Adikwu (2021) refers to the amalgamation of professional knowledge, pedagogical skills, ethical values and the ability to apply them in diverse educational contexts. It goes beyond academic qualification or subjects matter expertise. It is a holistic conception that include cognitive, emotional, social and reflective capacities

essential for effective teaching and professional development. According to the organization for economic cooperation and development (OECD), professional competence encompasses content knowledge, pedagogical knowledge, technological competence, interpersonal and communication skills, assessment and evaluation skills, reflective practices, ethical and professional values (Wea et al, 2020).

Professional competence also encompasses adherence to ethical standards, commitment to students welfare, collaboration with colleagues and upholding the dignity of teaching profession. This includes integrity, fairness, confidentiality and respect for cultural and individual diversity. Teacher professional competence enhances student learning outcomes. Numerous studies have established strong correlation between teacher competence and student achievement. Competent teachers can adapt instruction to students needs, foster critical thinking and create supportive learning environment leading to improved academic performance and holistic development. Teachers' with high professional competence are better equipped to address the need of diverse learners including student with disabilities, marginalized groups and those from different linguistic or cultural backgrounds. Competence helps ensure inclusive and equitable education for all. Professional competence enhances the status and credibility of the teaching profession. When teachers demonstrate expertise, ethical behaviour, commitment, they earn the respect of students, parents and the society at large. To ensure consistent development and assessment of teachers competence many countries and organization have established professional standards. Some prominent framework include; Teaching And Learning International Survey (TALIS) by OECD.

The UNESCO Teachers Competence Framework.

This framework typically outlines the expectation in areas such as content mastery, instructional planning, assessment, classroom management and professional growth. They serve as guides for teacher education programmes, certification processes and professional development (Lu, 2021).

Teacher commitment to student learning according to International Journal (2017) is a critical pillar in the foundation of effective education. This dedication not only influences the academic performance of the students but also shapes their attitude toward learning, their confidence, and their long term success. A committed teacher goes beyond the basic requirement of the profession, embodying a passion for education and a belief in every student's potential. Teachers' commitment can be viewed as the psychological attachment and educational investment that educators have toward their profession, students and the mission of the education. It is demonstrated through actions, attitudes and perseverance in promoting student growth even in the face of challenges. Commitment is not limited to punctuality or lesson delivery; it encompasses a deep responsibility for ensuring that every student learns and thrives (Kalai et al, 2021).

In the view of Somech and Bogler (2022), a committed teacher believes that all students can learn regardless of their background, socio-economic status or learning abilities. Teachers' who are committed are constantly seeking ways to improve their teaching, adapt to students' need, and foster a supportive learning environment. Teacher commitment can be examined from several interrelated dimensions ranging from commitment to students, commitment to profession, commitment to the school, commitment to the community, commitment to equity and social justice. Research consistently shows that the teachers' commitment is a determinant of students' success. Committed teachers invest their time and energy to prepare effective lessons, assess learning outcomes and provide timely feedback. They set high expectations and work tirelessly to ensure students improve in their academic performance, increase confidence, spark students' motivation, enhance classroom management and reduce dropout rates as students feel supported and are less likely to disengage from the education system (Mwesiga and Okendo 2018).

Teachers' commitment to student learning as one of the ethical standards is essential for the success of the educational system. It is rooted in a deep sense of purpose and manifest in dedication, innovation and relentless focus on students' success. When teachers are committed, students don't just benefit academically but emotionally and socially as well. Fostering this commitment is not the

responsibility of the individual educators but of schools communities and government that value education as the cornerstone of just and prosperous society. By nurturing teacher commitment we invest in the future of every student and by extension the future of our world. Against this background that the researchers deem it fit to investigate the impact of ethical supervision in post primary schools on teachers performance for a sustainable national development of schools in North-west senatorial district of Benue State as the study specifically aims at finding out ethical supervision on teachers professional competence, commitment to students learning in post primary schools .

Statement of the Problem

The enormous increase of unethical conduct in school administration has been observed by many educationists. This has negative consequences on moral development, societal value, conducts of examination and academic performance of the learners. The increase rate of indecent dressing, examination malpractices, school drop-out, lackadaisical attitude to work, extortion of cash, sexual harassment and secret cult activities are unethical activities in public primary schools in Benue State. Since students, parents, and teachers have continued to decry this poor state of school administration, the study is a response to this challenge by striving to investigate ethical supervision in post primary school on teachers performance for sustainable national development in Benue State. Purpose of the Study

The purpose of the study is to investigate ethical supervision on teachers' performance in post primary school for sustainable national development in Benue State, specifically, the study intends to:

1. find out if ethical supervision on teacher professional competence in post primary schools in Benue State.
2. ascertain ethical supervision on commitment to student' learning in post primary schools in Benue State.

Researcher Questions

The following researcher questions guided the study.

1. What are the ethical supervision on teacher professional competence in post primary schools in Benue State?
2. What are the ethical supervision on commitment to student' learning in post primary schools in Benue State?

Hypotheses

The following hypotheses were formulated at 0.05 level of significance.

1. Ethical supervision has no significance on teacher professional competence in Benue State.
2. Ethical supervision has no significance on commitment to student' learning in post primary schools in Benue State.

Literature review

This section deals with the conceptual, theoretical frame work and empirical studies.

Ethical

The word used in our discussion refers to a system of moral principles, rules, rights and wrongs in human conduct. According to Shapiro and Stefkovich (2016), ethical issues in education contains basic principles, procedure and behavior pattern based on commitment to core values that are deeply rooted in education. Epunam (2019) viewed professional ethics as the general principles of rights and wrong conduct as applied to a specific profession. This presupposed that every profession is bound to have written code of conduct which members must observe, failure of which must cost such members their membership and practice of the occupation. In collaboration with the above views, ethicals are essentially a question of morality and it plays a very important role in any given organization and its governed by norms which have both moral and legal implications.

School supervision

The effectiveness of supervision in education is one of the key factors that determine the quality of teaching and student learning outcomes. Ochai (2016) defines supervision as a professional activity concerned with the development, maintenance and improvement of a school instructional programmes, especially its curriculum and teaching personnel. Idoko (2015) refers to school supervision as the process of guiding and supporting teachers to improve instructional practice, foster professional development and enhance students outcomes. In a similar view Ama (2019), sees supervision as that process by which head- teachers and head of departments facilitate teaching and learning in the school by monitoring teachers work.

Teachers' performance

In Wea et al. (2020), teachers' performance could be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals. Kalai et al, (2021), define teachers' performance as the ability of teacher to combine relevant inputs for the enhancement of teaching and learning processes. Teachers' performance could also be considered as how well or badly a teacher does his or her work in the school.

Theoretical framework

Here the study make use of scientific management theory;

The study of scientific management is a monograph published by Fredrick Winston Taylor in 1911. His approach is often referred to as Taylors principles. According to Taylor scientific management means knowing what exactly an individual or employer wants the employee to do and seeing that they do it in the best and cheapest way. Taylors scientific management objective is to provide trained and efficient workforce and standardize method of work. The principle proves that institutions such as school should rest upon clearly defines laws, rules, principles and foundation. This could help the individual worker to do the highest class of work for which his or her natural abilities fit him or her. The theory further show the fundamental principles of management are applicable to all kinds of human activities as relevant to school supervision and teacher performance. Taylors scientific management principle is relevant to the discuss as implementing his frame work of division of his work. According to Taylor the objective of division of work is better to produce more and better work with the same effort. Work should be divided effort and attention are focused on special portion of the task, presenting work specialization as the best way to use human resources of the organization as applied to supervision on teachers performance for sustainable national development.

The Review of Related Empirical Studies;

This section review related literatures in the study :

Essien, Akpan, Eden and Obot (2016) carried out a study to examine the influence of in-service training seminar and workshop attendance by social studies teachers on students academic performance in Cross Rivers State, Nigeria. The purpose of the study was to examine the influence of in- service training seminar and workshop attendance by social studies teachers on students academic performance. One research question and hypothesis was formulated to guide the study. Ex-post facto research design was adopted for the study. The population of the study is 1324 teachers. A sample of five hundred Social Studies teachers (500) and students were randomly selected for the study. Pearson product moment correlation and analysis was adopted to test the hypothesis at 0.05 level of significance. The result of the analysis revealed that there exists a positive relationship between the frequency of teachers' attendance at in- service training, seminar and workshop and students' academic performance in social studies. The study is related to the present study because it examined the impact of seminar and workshop attendance by social studies teachers on student academic performance in Cross River State, Nigeria. Whereas the present study investigated the impact of ethical supervision on teacher performance for sustainable national development in Benue State. The both studies differ in terms of research design as the study under review adopted Ex- post factor research design while the present design study adopted survey research design. The study under review was carried out in Cross River State while the present study is carried out in Benue State .

Eloziowa, (2012) carried out a study on the impact of staff training and development on work attitudes a study of local government areas in Orlu senatorial zone on Imo State. The survey design was adopted for the study. The population of the study comprised about 1365 teachers. Simple percentage was used to present raw data while Spearman's rank order correlation was applied to analyse the discrete scale data. The hypothesis formula was tested with the Z test because the sample population of this study was greater than (50). The findings showed that staff in-service training is sine qua non to staff development. Employees perform effectively, efficiently and competently after undergoing training and development exercise. The study is related to the present study because it examined the impact of staff training and development on work attitude a study of local government areas in Orlu Senatorial Zone of Imo State, Nigeria. Whereas the present study investigated impact of ethical supervision on teacher performance for Sustainable National Development in Benue State. The both studies differ in their specific objectives. The study under review was carried out in Imo State while the present study is carried out in Benue State.

Methodology

The research is a survey design aimed at ascertaining ethical supervision on teacher performance in post primary schools in Benue State. Benue state has three Senatorial District Zone A, B and C). The study was carried out in Zone B Northwest Senatorial District. Zone B has seven local government areas.

The population of the study consist 4,281 of post primary teachers. The respondents were chosen in order to ensure that those used for the study were sufficiently knowledgeable on the variables used and could supply useful information on the research instrument. The sample of the study comprises 1,242 from post primary school teachers which were purposively sampled from the study population. The instrument for data collection was a researcher's developed questionnaire titled: Ethical supervision Questionnaire. A fourteen item survey questionnaire was structured on a 4-point rating scale of Strongly Agreed, Agree, Disagree and Strongly Disagree.

The items on the questionnaire were developed based on information obtained from the literature reviewed and was based on the two research questions that guided the study. The items on the questionnaire elicit information on ethical supervision in post primary school administration in Benue State. The research instrument was validated by experts from Joseph Sarwuan Tarka University Makurdi, Benue State. The validated instrument was trial-test with teachers that possess the same characteristics with post primary school teachers in Zone B Senatorial District of Benue State. This was done to ensure the reliability of the instrument. The validated instrument was analyzed using Cronbach alpha method. The reliability co-efficient was 0.84, this indicated that the instrument is reliable and can measure what is expected. Two research assistants were instructed and employed in the distribution and collection of the questionnaire.

This was done to ensure that the entire questionnaire were duly completed and returned. Data collected were analyzed using mean and standard deviation. The t-test statistic was used to answer the two null hypotheses formulated for the study. The level of significance was set at 0.05 alpha level.

Results

The results are presented in table 1-4 according to the research questions and hypotheses that guided the study.

Researcher Question 1: What are the ethical supervision on professional competence in schools in Benue State?



Table 1: Responses on Ethical supervision in professional competence in schools

S/N	Item	Mean	Sd	Decision
1	The teacher demonstrates deep knowledge of the subject matter.	3.17	0.716	Agree
2	The teacher uses effective teaching strategies to enhance understanding.	3.16	0.778	Agree
3	The teacher integrates technology appropriately to support learning.	3.21	0.812	Agree
4	The teacher is well-prepared and organized for each class session.	3.17	0.766	Agree
5	The teacher uses assessment data to improve instruction.	2.99	0.888	Agree
6	The teacher adapts teaching methods to meet diverse student needs.	3.29	0.697	Agree
7	The teacher maintains professional ethics and behavior at all times	3.30	0.676	Agree
	Grand Total	3.18	0.76	Agree

Source: researcher's survey, 2025

Table 1 reveals the responses of teachers on ethical supervision on professional competence in school. A look at the table indicates that both primary and post primary school teachers agreed to meeting up with teacher professional competence as part of the ethical standards for school supervision in Benue State.

Research Question 2: What are the ethical supervision on commitment to students' learning in Benue State?

Table 2: Responses on Ethical supervision on commitment to students' learning

S/N	Item	Mean	Sd	Decision
8	The teacher shows genuine concern for each student's academic progress.	3.24	0.672	Agree
9	The teacher provides timely and constructive feedback on student work.	3.29	0.705	Agree
10	The teacher encourages students to take ownership of their learning.	3.35	0.705	Agree
11	The teacher supports struggling students with additional help.	3.19	0.632	Agree
12	The teacher sets high but achievable expectations for all students.	3.22	0.788	Agree
13	The teacher celebrates student success and improvement.	3.25	0.642	Agree
14	The teacher fosters a positive and inclusive classroom environment.	3.17	0.766	Agree
	Grand Total	3.24	0.70	Agree

Source: researcher's survey, 2025



Table 2 indicates the views of teachers on ethical supervision on commitment to students' learning in schools. The mean response of teachers are above the criterion mean of 2.50. Therefore, teachers both primary and post primary agreed to all the items on the table as meeting the ethical supervision on commitment to students' learning schools in Benue state.

Hypothesis 1: Ethical supervision has no significance on professional competence in schools in Benue State.

		Df	Sig	Decision
Chi-square	158.71			
No. of valid cases	180	3	0.00	Significant

Source: researcher's survey, 2023

($P < 0.05$)

Result on table 3 shows that the P-(sig) value, 0.000 is less than alpha-value of 0.05 ($P < 0.05$) at $df = 3$ with chi-square value of 158.71. This implies that the result is statistically significant. Therefore, the hypothesis is not accepted.

Hypothesis 2: Ethical supervision has no significance on commitment to students' learning in schools.

		Df	Sig	Decision
Chi-Square	196.71			
No of valid cases	180	3	0.00	Significant

Source: researcher's survey, 2025

($P < 0.05$)

Result on table 5 shows that the P-(sig) value, 0.000 is less than alpha-value of 0.05 ($P < 0.05$) at $df = 3$ with chi-square value of 196.71. This implies that the result is statistically significant. Therefore, the hypothesis is rejected.

Discussion

From the result of the analysis made, it is obvious that there are similarities between the responses of all the teachers. The result of research question one indicated that ethical supervision on teacher professional competence include, rules and regulations to guide staff and students, observe academic work, professional knowledge on ethical issues and strong stand on ethical issues. The finding is in line with Essien, Akpan, Eden and Obot (2016), who observed that teacher professional competence is a prevailing problem affecting school not only in Nigeria but across many nations in the world. Staff and students misconduct in the classroom interferes with teaching and the learning process. Thus, it takes teacher professional competence to arrest such situation. Misbehavior is thought to be precursor to school drop-out and similar negative social outcomes among teachers and students. The result from the respondents disagrees with the hypothesis made that ethical supervision has no significance on teacher professional competence school. The result of the analytical finding is in supportive in rejecting the null hypothesis stated above. Therefore, ethical supervision has significance on teacher professional competence in Benue state.

The finding on ethical supervision on commitment to students' learning which indicates zero tolerance to examination malpractices, test construction centered on level of learner, obedience to examination rules and regulations and punctuality to examination venues since teachers are committed to students' learning. The finding is in agreement with Eloziwa (2012), who revealed that ethical principle guide the management of examinations whether at the formal or informal level of education. Article 39 of Teacher Registration Council of Nigeria Code of Conduct states that teacher should keep all examination records with absolute secrecy and should not in any manner whatsoever aid and abet examination malpractice. So, this is done with high sense of commitment to students' learning on the

side of the teacher. The result from the respondents disagrees with the second hypothesis which stated that ethical consideration on commitment to learning has no significance in School in Benue state.

Conclusion

Considering the findings of the study, it was concluded that ethical supervision could lead to effective school supervision. This evidence in the findings of the study which indicated establishment of rules and regulation to guide both staff and students, observation of school policies and professional knowledge on ethical standards.

However, a reliable and valid result lies on teachers' commitment to students' learning. It has been observed the teacher commitment could be a reason for poor state of educational development in the state. The findings have left the researchers to conclude that, this ethical supervision is significantly related to effective school supervision in Benue state.

Recommendations

Based on the findings of the study the following recommendations were made bearing in mind the importance of ethics in school supervision.

1. Teacher Registration Council of Nigeria should ensure that teachers all over the country comply with the teachers' professional code of conducts in schools. This will ensure sustainable standards in school supervision.
2. Benue State Examination Board should spell out ethical standards for school supervisors clearly to ensure compliance. This will guide the conduct of both teachers and students in schools in Benue State.

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- International Journal of Social Science and Educational Studies ISSN 2520- 0968 (online) ISSN 2409-1294 (Print) March 2017 vol4. No 3



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