



**ETHICAL INSTRUCTIONAL SUPERVISION AND TEACHERS' JOB
COMMITMENT: AN EMPIRICAL REVIEW OF PUBLIC SECONDARY SCHOOLS IN
AKPABUYO LOCAL GOVERNMENT AREA**

By

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Abstract

This study investigated the relationship between ethical instructional supervision and teachers' job commitment in public secondary schools in Akpabuyo Local Government Area, Cross River State, Nigeria. A survey research design was adopted, involving a census of 118 teachers (46 males and 72 females) from seven public secondary schools within the area. Data were collected using a structured 14-item questionnaire titled *Ethical Instructional Supervision and Teachers' Job Commitment Questionnaire (EISTJCQ)*. The instrument's validity was ascertained by experts in Educational Management and Measurement and Evaluation at the University of Calabar, while its reliability was confirmed with Cronbach Alpha coefficients of .82 and .79. Descriptive statistics and Simple Linear Regression were employed to answer the research questions, while hypotheses were tested using ANOVA and regression analysis at the 0.05 significance level. Findings revealed that ethical instructional supervision significantly predicts teachers' job commitment, with a regression coefficient of $R = .502$ and a coefficient of determination $R^2 = .252$, indicating that ethical supervision explains 25.2% of the variation in teachers' job commitment. The study concludes that ethical supervision—characterized by fairness, transparency, respect, and integrity—plays a vital role in promoting teacher commitment in the studied context. These findings underscore the need for school leaders to cultivate ethically grounded supervisory practices as a means of fostering teacher engagement and institutional goal attainment. The study recommends the training and sensitization of school leaders on ethical supervisory principles to help build a supportive and committed teaching workforce within secondary schools in the region.

Keywords: Ethical, Instructional Supervision, Teachers', Job Commitment, Secondary School



Introduction

Secondary education represents a crucial stage in the formal education system, positioned between primary and tertiary levels, and typically serving students aged 11 to 18. It serves as the bridge between primary and tertiary education (Hassan et al., 2024). This phase is not only a preparatory ground for higher education but also a formative period in which learners acquire the knowledge, skills, and values essential for personal growth, employability, and active participation in society (FRN, 2013; Osha et al., 2025; Etor, 2019; Obona et al., 2024). It is a pivotal platform for shaping students' future academic and career trajectories. The realization of the multifaceted objectives of secondary education is highly contingent upon the dedication, competence, and effectiveness of teachers, who represent the most critical human resource within the educational system (Obona & Etete, 2019). Teachers play a central role in the learning process, functioning not only as facilitators of instruction but also as mentors in character development and promoters of academic and moral excellence. Their level of professional commitment significantly influences student outcomes and the overall performance of the school system. As highlighted by Sule, Ameh, and Egbai (2015), the achievement of educational goals is largely dependent on the dedication and performance of teachers.

Teachers' job commitment encompasses their emotional and professional investment in their institutions, their awareness of the implications of abandoning the profession,

and a moral sense of responsibility toward contributing positively to educational outcomes. Onukwu (2020, as cited in Obona et al., 2024) defines this commitment as a willingness on the part of educators to diligently pursue students' academic success. Meyer and Allen (1990) conceptualized job commitment in three dimensions: affective, continuance, and normative commitment. Affective commitment refers to an emotional attachment to the school, which fosters a strong sense of belonging and active engagement. Continuance commitment is based on the recognition of limited alternative opportunities, leading teachers to remain in their positions due to necessity. Normative commitment, on the other hand, is rooted in moral obligation, whereby teachers feel a duty to contribute to the growth and development of their institutions. Together, these dimensions shape teacher behavior and play a decisive role in achieving the goals of secondary education (Obona et al., 2024).

Within educational systems, teachers are rightly regarded as foundational pillars; without their consistent presence and effort, student learning suffers significantly (Zhang, 2022). The extent to which teachers are committed to their profession has been found to be a crucial factor in educational effectiveness (Yu et al., 2021). Committed teachers are invaluable assets in the school system, as their devotion enhances both teaching quality and student achievement. Such teachers consistently deliver well-prepared lessons, provide personalized academic support, and cultivate positive classroom environments that foster



intellectual growth. Their loyalty to their institutions contributes to staff stability and continuity in instructional practices, while their involvement in school development initiatives strengthens institutional effectiveness.

Highlighting the importance of professional commitment, Moses et al. (2017) assert that the degree to which teachers devote themselves to their careers strongly determines their instructional effectiveness. Committed teachers also serve as role models, shaping students' academic progress and character formation. Their passion for education propels them toward continuous professional development, making them indispensable to the realization of institutional goals. In agreement, Wang et al. (2021) affirm that teachers' professional success is largely influenced by their commitment. They argue that psychologically engaged educators are more likely to achieve excellence in their profession. Similarly, Altun (2017) emphasizes that committed teachers are more devoted to fulfilling their job responsibilities, which leads to improved student learning outcomes. Collectively, these studies suggest that teacher commitment directly contributes to instructional quality (Moses et al., 2017), teaching effectiveness (Altun, 2017), and student achievement (Wang et al., 2021). Obasi (2018) further notes that teacher commitment is evident in their effective execution of instructional and administrative duties, as well as in their diligence, punctuality, and enthusiasm for self-improvement. It is also reflected in

improved student discipline, academic performance, and the development of vocational competencies (Madukwe et al., 2024).

Nonetheless, teacher commitment remains a persistent challenge in many educational systems. High attrition and turnover rates negatively affect school performance and compromise educational quality (Pitsoe & Machaisa, 2012). Several studies have identified low levels of teacher commitment as a contributing factor to poor goal attainment in secondary schools (Madukwe et al., 2024; Ofoha, 2011; Obona et al., 2024; Arop, Owan, & Ekpang, 2018; Amuche et al., 2014). Globally, issues such as teacher burnout, inconsistent instructional practices, and declining professional engagement are increasingly prevalent (Pretorius, 2012; Xaba, 2003, as cited in Madriaga, 2014).

In the context of Akpabuyo Local Government Area of Cross River State, close observations and reports indicate a significant lack of teacher commitment in public secondary schools. Notable examples include chronic absenteeism and lateness, where teachers often arrive late or miss classes without justifiable reasons. There are also reports of insufficient lesson preparation, continued reliance on outdated instructional approaches, and delayed student assessments. Many educators show minimal involvement in extracurricular activities and school development efforts, demonstrating a limited sense of professional engagement. This trend has far-reaching consequences, including declining



educational quality, poor student academic performance, and slow progress toward educational objectives. As Fehintola (2015) observed, despite substantial investments from both government and parents, student outcomes remain below expectations. Furthermore, Madukwe et al. (2024) highlight that the lack of commitment has led to a growing number of youths lacking employable skills, with some turning to antisocial behavior due to frustration. These challenges underscore the urgent need for interventions without which, the attainment of secondary educational goals in Akpabuyo are likely to continue declining.

In the secondary school system, several factors influence teachers job commitment. One of such factors is ethical instructional supervision. Ethical instructional supervision refers to a reflective, collaborative process that emphasizes integrity, fairness, and respect in guiding teachers toward professional growth and improved instructional practices. This approach transcends mere compliance with policies, focusing instead on fostering trust, mutual respect, and a commitment to ethical principles within the supervisory relationship. According to Maisyaroh et al. (2018), effective instructional supervision should be constructive, democratic, objective, professional, and purposeful, ensuring that supervisors support teachers in a manner that promotes both personal and professional development.

Effective supervision serves as a mechanism that educational administrators can employ to ensure the delivery of quality teaching

and learning. School supervision serves as a strategic tool for shaping behavior and fostering improvement within schools (Okafor et al, 2024). Ethical supervision, in particular, emphasizes the importance of transparency, integrity, and impartiality on the part of supervisors—qualities essential for cultivating trust and fostering productive dialogue within the school environment (Schoepp, 2011). As a structured process, instructional supervision enables educational leaders to offer purposeful guidance, professional support, and evaluative feedback to teachers, either individually or collectively, with the overarching goal of enhancing their professional development and aligning instructional practices with established educational objectives (Othman & Mydin, 2022; Mwakajitu & Lekule, 2022). Obilade (1989), as cited in Ekundayo et al. (2013), conceptualizes supervision as a supportive relationship in which the supervisor assists teachers in achieving predetermined goals. This perspective underscores the collaborative nature of supervision, aimed at fostering relationships among stakeholders within the school system to attain shared educational outcomes.

Effective instructional supervision empowers school principals to manage resources, personnel, and administrative tasks efficiently, thereby improving overall school performance and advancing institutional goals (Osha et al., 2024). Although the process demands significant time and commitment, research has consistently demonstrated its positive impact on teachers' instructional effectiveness



(Thomas, 2008, as cited in Veloo et al., 2013). By integrating ethical considerations into supervisory practices, educational leaders can create environments that not only enhance teaching commitment but also uphold the moral and ethical standards essential for fostering student success and well-being. Schoepp (2011) emphasizes the necessity of establishing ethical guidelines to support both supervisors and supervisees (teachers) in fostering productive and professional working relationships. Building on this premise, the present study seeks to examine the extent to which ethical instructional supervision predicts teachers' job commitment in public secondary schools in Akpabuyo Local Government Area of Cross River State, Nigeria.

Review of Related Literature

Ethical instructional supervision plays a vital role in strengthening teachers' job commitment, particularly in the context of growing demands for academic excellence and effective teaching practices. It establishes an environment that not only enhances instructional quality but also promotes the moral and ethical values necessary for advancing student achievement and well-being (Schoepp, 2011). Moreover, ethical supervision has been shown to foster both emotional and professional commitment among teachers (Owusu-Addo, Yeboah, & Addai-Amoah, 2022), while simultaneously cultivating a supportive workplace culture in which educators feel respected, valued, and motivated to fulfill their professional obligations (Berhanu, 2024).

A number of empirical research underscores the significant role of ethical instructional supervision in enhancing teachers' job commitment across diverse educational settings. These studies collectively highlight how supervisory practices—particularly those grounded in ethical principles—can foster professional dedication, improve instructional quality, and support teacher retention. In a study conducted, Ngene et al. (2025) explored the relationship between ethical leadership and job commitment among non-teaching staff at the University of Calabar. The study employed a correlational research design and involved 123 staff members from the Registry, Bursary, and Library units, selected through convenience sampling. Data were collected using a 16-item researcher-developed instrument titled *Ethical School Leadership and Staff Job Commitment Questionnaire (ESLSJCQ)*, based on a four-point Likert scale. The instrument underwent face and content validation by three experts from the University of Calabar and was piloted among 50 non-teaching staff at UNICROSS. Reliability coefficients ranged from 0.88 to 0.92, confirming the instrument's internal consistency. Data analysis was conducted using SPSS (Versions 21 and 27), employing descriptive statistics, simple linear regression, ANOVA, and regression coefficients to test hypotheses at a 0.05 significance level. The findings revealed a significant positive relationship between ethical leadership and job commitment. The study concluded that ethical leadership plays a crucial role in enhancing the job commitment of non-teaching staff,



highlighting the importance of ethical practices in university administration.

In another study, Akinwale and Okotoni (2019) evaluated the level of job commitment among secondary school teachers. The findings revealed a generally low degree of commitment, which was largely attributed to inadequate teaching resources and ineffective supervisory practices. To address these issues, the authors proposed several strategies, including timely promotion of teachers, prompt remuneration, and the strengthening of teacher-principal relationships, as essential for improving teachers' professional commitment. Similarly, Okeke and Okaforcha (2019) examined the adequacy of principals' support services and their influence on teachers' job commitment in both public and private secondary schools in Anambra State. Their study concluded that the absence of sufficient administrative support significantly diminished teacher commitment. They advocated for the implementation of comprehensive policies aimed at improving workplace conditions and providing the requisite support to facilitate teacher engagement and retention.

Hoque et al. (2020) conducted a study in Malaysia to assess the relationship between supervision and teachers' performance and attitude. Their research demonstrated that directive supervision, when implemented ethically, had a positive and significant relationship with teachers' performance and attitude. This highlights the universal applicability of ethical supervisory practices in promoting teacher commitment across

different cultural contexts. Similarly, Egboka and Nwosu (2023) examined the correlation between principals' instructional supervision strategies and teachers' job performance in public secondary schools in Zamfara State, Nigeria. Their findings indicated a strong positive relationship between direct assistance supervision and teachers' job performance. This suggests that when principals engage directly and ethically with teachers through supervision, it not only improves instructional practices but also bolsters teachers' commitment to their roles. Berhanu (2023), in a study, explored the correlation between pedagogical leadership and teachers' job performance, positioning organizational commitment as a mediating variable. The results demonstrated that effective pedagogical leadership significantly enhances teachers' commitment, which in turn positively impacts their performance. These findings underscore the relevance of ethically grounded leadership practices in cultivating a committed teaching workforce.

In another study, Nsengumuremyi and Imaniriho (2023) investigated the influence of head teachers' instructional supervision on the development of competencies in lesson preparation among science and elementary technology teachers. The study revealed that effective instructional supervision, particularly when it includes pre-observation conferences and constructive feedback, significantly enhances teachers' competencies and commitment to lesson planning. This finding reinforces the critical role of ethical supervision in supporting teachers'



professional growth and commitment. Furthermore, Berhanu et al. (2023) assessed the impact of psychological empowerment on teachers' organizational commitment in the Turkish education system. The study found a strong positive relationship between teachers' sense of empowerment and their level of organizational commitment. It suggested that empowering teachers through participatory decision-making processes and sustained professional development opportunities is vital for promoting greater job commitment within educational institutions.

Collectively, these studies affirm that ethical instructional supervision is a pivotal factor in enhancing teachers' job commitment. By fostering transparent, supportive, and collaborative supervisory relationships, educational leaders can significantly influence teachers' dedication to their professional roles, ultimately leading to improved educational outcomes. However, most of these studies were conducted outside the context of the current study area which is Akpabuyo Local Government Area, 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 been found to which examined the relationship between ethical instructional supervision and teachers' job commitment. This study therefore seeks to fill that gap and contribute new insights to the field.

Statement of the Problem

The realization of the goals of secondary education is highly dependent upon the job commitment of teachers. This in public secondary schools is commonly demonstrated through indicators such as consistent attendance, punctuality, and the effective delivery of instructional content. These elements are essential expectations of key stakeholders—including parents, guardians, and policymakers—as they are critical to students' academic achievement and the overall efficiency of the public education system. However, in Akpabuyo Local Government Area of Cross River State, Nigeria, observation reveals a decline in teachers' adherence to these professional standards. Also, persistent complaints from parents and guardians, points to a troubling trend where a considerable number of teachers are often absent from school, report late for duty, or leave classrooms unattended. Additionally, there are instances where teachers demonstrate low levels of engagement, show limited enthusiasm for lesson preparation, and fail to employ innovative instructional strategies essential for effective curriculum implementation.

This apparent lack of job commitment has profound implications. The quality of instruction in schools within the region is deteriorating, which in turn contributes to poor student academic outcomes, diminished enthusiasm for learning, and an increase in behavioral problems among students. From a societal perspective, this pattern undermines the development of academically and morally sound school graduates, thereby threatening the human



capital development objectives of both the state and the nation.

In response to this concern, several initiatives have been implemented by school authorities, local government bodies, and the Cross River State Government. These efforts include the provision of teaching materials, timely payment of salaries, introduction of reward and recognition systems, and the implementation of various teacher welfare programs. Nevertheless, these interventions have yielded limited success, as the problem of low teacher commitment persist. This enduring challenge suggests that underlying factors contributing to the issue may not have been effectively addressed. Given the urgency and significance of this problem, the present study seeks to explore whether ethical instructional supervision can offer a sustainable and impactful solution to the observed decline in teacher commitment.

Purpose of the study

The study **assessed ethical instructional supervision and teachers job commitment in public secondary schools in Akpabuyo Local Government Area, Cross River State.**

Specifically, the study sought to determine the extent to which **ethical instructional supervision predicts teachers' job commitment in public secondary schools in Akpabuyo Local Government Area, Cross River State.**

Research question

These research questions guided the study:
To what extent does ethical **instructional supervision** predict **teachers' job commitment** in public secondary schools in **Akpabuyo Local Government Area, Cross River State?**

Hypotheses

Ethical instructional supervision does not significantly predict teachers' job commitment in public secondary schools in Akpabuyo Local Government Area, Cross River State.

Methodology

A survey research design was employed for this study. This design was considered suitable as it facilitates the evaluation and comparison of existing conditions and enables the collection of factual data through the administration of questionnaires. The study population consisted of 118 teachers (46 males and 72 females) drawn from seven public secondary schools in Akpabuyo Local Government Area of Cross River State, Nigeria. A census approach was adopted, allowing the inclusion of the entire population of 118 male and female teachers in the study.

Data were collected using a structured questionnaire comprising three sections. Section A sought demographic information such as gender, age, teaching experience, and academic qualifications. Section B featured the *Ethical Instructional Supervision Questionnaire (EISQ)*, developed by the researcher, which included



six items measuring various dimensions of ethical supervision. Section C contained the *Teachers' Job Commitment Scale (TJCS)*, adapted from Meyer, Allen, and Smith (1993), and comprised eight items. All questionnaire items were rated using a 5-point Likert scale ranging from *Very Satisfied*, *Satisfied*, *Moderately Satisfied*, *Dissatisfied*, to *Very Dissatisfied*.

To ensure content validity, the questionnaire was reviewed by three experts in Educational Management and Measurement and Evaluation from the University of Calabar. Based on their feedback, irrelevant items were eliminated, and necessary modifications were made. The instrument was subsequently pilot-tested on 40 teachers who were not part of the study sample. Reliability was assessed using the Cronbach's Alpha method. The EISQ yielded a reliability coefficient of 0.82, while the adapted TJCS returned a coefficient of 0.79, indicating good internal consistency.

The finalized instruments were personally administered by the researchers across the selected schools. Of the 118 questionnaires distributed, 113 were properly completed and returned, resulting in a response rate of 95.76%. The retrieved questionnaires were sorted and coded, and the data were analyzed using statistical software. Descriptive statistics and Simple Linear Regression Analysis were employed to answer the research questions, while

ANOVA and regression coefficients from the same analysis were used to test the formulated hypotheses at a 0.05 level of significance.

Results

Research question

To what extent does ethical **instructional supervision** predict **teachers' job commitment** in public secondary schools in **Akpabuyo Local Government Area**, Cross River State? To determine the extent to which ethical 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 .502, indicating a strong positive relationship between ethical instructional supervision and teachers' job commitment. The coefficient of determination ($R^2 = .252$) reveals that ethical instructional supervision explains approximately 25.2% of the variance in teachers' job commitment. This means that ethical instructional supervision is a substantial predictor of teachers' job commitment, while the remaining 74.8% of the variance may be attributed to other factors not included in the model.

Furthermore, the F-change value of 37.427 suggests that the model is statistically significant, indicating that the predictive relationship between ethical 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 ethical **instructional supervision** predicts **teachers' job commitment** in public secondary schools in **Akpabuyo Local Government Area**, Cross River State.

Model Summary					
Mode 1	R	R Square	Square Adjusted R	Std. Error of Estimate	Decision
	.502 ^a	.252	.245	2.487	High Extent

a. Predictors: (Constant), Ethical **instructional supervision**

Test of Hypotheses

Ethical instructional supervision does not significantly predict teachers' job commitment in public secondary schools in Akpabuyo Local Government Area, Cross River State. The result is presented in Table 2. The analysis showed that ethical instructional supervision significantly predicts teachers' job commitment. This is indicated by the simple linear regression coefficient (R) of .502 and a coefficient of determination (R²) of .252. The R² value implies that ethical instructional supervision accounts for approximately 25.2% of the variance in teachers' job commitment, while the remaining 74.8% may be explained by other variables not included in the model. The F-change value of 37.427, 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 .469. This means that for every one-unit increase in ethical instructional supervision, teachers' job commitment increases by .469 units, as measured by the questionnaire. Based on these results, the null hypothesis which stated that ethical instructional supervision does not significantly predict teachers' job commitment was rejected, while the alternative hypothesis was accepted. This indicates that ethical instructional supervision is a significant and substantial predictor of teachers' job commitment in public secondary schools in **Akpabuyo Local Government Area**, Cross River State.

Table 2

Summary of simple linear regression analysis on the impact of ethical **instructional supervision does not significantly predicts teachers' job commitment** in public secondary schools in **Akpabuyo Local Government Area**, Cross River State



Anova^a

Model		Sum of Squares	Df	Mean Square	F	Sig.	Decision
1	Regression	231.515	1	231.515	37.427	.000 ^b	Rejected
	Residual	686.627	111	6.186			
	Total	918.142	112				

*Significant $p < .05$; $R = .502$; $R^2 = .252$; Adj. $R^2 = .245$

Coefficients^a

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	T	Sig.
1	(Constant)	10.234	1.538		6.655	.000
	Ethical instructional supervision	.469	.077	.502	6.118	.000

a. Dependent Variable: Teachers Job Commitment

b. Predictors: (Constant), Ethical instructional supervision

Discussion of findings

The finding of the study revealed that ethical instructional supervision statistically predicts teachers' job commitment in public secondary schools in Akpabuyo Local Government Area, Cross River State. The possible explanation for this result is that ethical instructional supervision promotes a professional environment where teachers feel respected, fairly treated, and supported in their work. In Akpabuyo Local Government Area, the presence of supervisors who demonstrate ethical behavior—such as honesty, impartiality, and respect for teachers' dignity significantly boost teachers' morale and sense of belonging. When teachers perceive that their

supervisors act with integrity and prioritize their professional growth without bias or intimidation, they are more inclined to reciprocate with higher levels of job commitment. The implication of this finding within the study context is that ethical supervision serves as a critical mechanism for strengthening teacher engagement and loyalty, which are essential for improving the quality and stability of public secondary education in the area.

The significant contribution of ethical instructional supervision to teachers' job commitment corroborates the findings of Hoque et al. (2020), who demonstrated that directive supervision, when conducted ethically, has a positive and significant



relationship with teachers' performance and attitudes. This reinforces the broader relevance of ethical supervisory practices in fostering teacher commitment across diverse educational and cultural settings. In a similar vein, Egboka and Nwosu (2023) found a strong positive association between direct assistance supervision and teachers' job performance, suggesting that when school leaders engage ethically and directly with teachers, it not only enhances instructional delivery but also strengthens teachers' dedication to their professional responsibilities. Conversely, the current finding diverges from that of Akinwale and Okotoni (2019), who reported a generally low level of teacher commitment, attributing it to inadequate teaching resources and ineffective supervisory approaches. Their study emphasized the importance of timely promotion, prompt remuneration, and improved teacher-principal relations as key strategies to foster professional commitment. Nonetheless, the result aligns with the work of Berhanu (2023), who affirmed that effective pedagogical leadership significantly boosts teacher commitment, which subsequently enhances overall teacher performance. Collectively, these findings underscore the critical role of ethically grounded supervision in cultivating a committed and professionally driven teaching workforce.

Conclusion

This study investigated the extent to which ethical instructional supervision predicts teachers' job commitment in public secondary schools in Akpabuyo Local

Government Area, Cross River State. Based on the findings, the study concludes that ethical instructional supervision serves as a significant predictor of teachers' job commitment within the study area. The results underscore the importance of fostering supervisory practices rooted in fairness, transparency, respect, and professional integrity as key drivers of teacher engagement and dedication. By establishing a culture of ethical supervision, school leaders can create an enabling environment that not only enhances teachers' sense of purpose and belonging but also strengthens their commitment to achieving educational goals. Ultimately, promoting ethically sound supervisory relationships holds the potential to transform school communities into vibrant, motivated, and high-performing institutions.

Recommendations

Based on the findings of the study, the following recommendations are proposed:

1. Principals and other instructional leaders should be trained and sensitized on the principles of ethical supervision, including fairness, respect for teachers' professional autonomy, transparency in feedback, and consistent support for instructional improvement. This will help foster a school climate where teachers feel valued and are more likely to remain committed to their duties.
2. The Ministry of Education and relevant supervisory agencies should



institutionalize ethical standards in supervision policies and practices, ensuring that school-based supervision is not only performance-oriented but also grounded in ethical conduct. This will enhance trust between supervisors and teachers, thereby promoting greater job commitment and professional satisfaction among teaching staff.

Study Limitation and Further Research

One notable limitation of this study is its focus on a specific geographical location—Akpabuyo Local Government Area of Cross River State—which may limit the generalizability of the findings to other regions with different administrative structures, cultural dynamics, or educational

challenges. Additionally, the study utilized a quantitative research design, which, although useful for identifying statistical relationships, may not adequately reflect the detailed experiences and personal perceptions of teachers concerning ethical instructional supervision.

Further research could expand the scope to include multiple local government areas or states to allow for broader generalization of findings. Moreover, adopting a mixed-methods approach that combines quantitative data with qualitative insights—such as interviews or focus group discussions—would provide a more comprehensive understanding of how ethical supervisory practices influence teacher commitment.

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