

Principals' Evaluation Frequency and Teachers' Emotional Stability in Public Secondary Schools in Akwa Ibom North-East Senatorial District, Nigeria

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ABSTRACT

This study examined the influence of principals' evaluation frequency on teachers' emotional stability in public secondary schools in Akwa Ibom North-East Senatorial District, Nigeria, during the 2024/2025 academic session. The independent variables were observation frequency and feedback frequency, while the dependent variable was teachers' emotional stability. Three research questions and three null hypotheses guided the study, tested at the 0.05 level of significance using an ex post facto research design. The target population consisted of 1,115 teachers drawn from 85 public secondary schools across nine Local Government Areas in Akwa Ibom North-East Senatorial District. A sample of 225 teachers was selected using stratified random sampling to ensure proportional representation across the nine Local Government Areas, school types, and teaching experience levels. Data were collected using two instruments: a researcher-developed Principals' Evaluation Frequency Questionnaire (PEFQ) containing 24 items to measure observation and feedback frequency, and the standardized Teacher Emotional Stability Scale (TESS) containing 20 items adapted from established emotional stability inventories. The PEFQ demonstrated a Cronbach Alpha reliability coefficient of 0.84, while the TESS yielded 0.87. Simple linear regression analysis was employed for data analysis. Results showed that observation frequency significantly predicted teachers' emotional stability ($\beta = 0.39$, $t = 4.52$, $p < 0.001$, $R^2 = 0.16$). Feedback frequency significantly predicted teachers' emotional stability ($\beta = 0.44$, $t = 5.18$, $p < 0.001$, $R^2 = 0.19$). The joint prediction of observation and feedback frequency significantly influenced teachers' emotional stability ($\beta = 0.48$, $t = 5.89$, $p < 0.001$, $R^2 = 0.23$). These findings suggest that both dimensions of principals' evaluation frequency are associated with teachers' emotional stability, with feedback frequency demonstrating slightly stronger predictive power. It is recommended that principals establish structured evaluation schedules with balanced observation and feedback cycles, that the Akwa Ibom State Ministry of Education develop guidelines for supportive supervisory practices, and that teacher training programs incorporate emotional resilience components to enhance stability in the Nigerian secondary school context.

INTRODUCTION

The relationship between principals' evaluation frequency and teachers' emotional stability has emerged as a significant area of inquiry in contemporary educational administration. Understanding how supervisory practices affect the psychological well-being and professional composure of teachers within school organizational systems appears increasingly vital (Bakwaph and Ogon, 2022). Principals' evaluation frequency refers to the characteristic patterns, regularity, and systematic nature with which school administrators conduct classroom observations and provide performance feedback to teachers as part of instructional supervision processes (Jonah and Friday, 2024). Teachers' emotional stability encompasses the capacity to maintain psychological equilibrium, manage occupational stress, and sustain positive affective states despite the demands and pressures inherent in classroom instruction and school organizational life (Ozoemena et al., 2021).

This study examines how principals' evaluation frequency, specifically observation frequency and feedback frequency, influences teachers' emotional stability in public secondary schools across Akwa Ibom North-East Senatorial District. Observation frequency encompasses the regularity with which principals conduct formal and informal classroom visits to monitor instructional delivery, assess teaching methodologies, and evaluate learning

environment management (Kanyip and Ogon, 2022). Feedback frequency includes the systematic provision of constructive information, performance appraisals, and developmental guidance following classroom observations or other evaluative activities (Okorie and Nwiyi, 2024). These evaluation practices constitute core dimensions of instructional supervision that may substantially affect how teachers experience their professional roles and maintain emotional equilibrium in challenging educational contexts.

Empirical evidence suggests that the intensity and quality of supervisory practices significantly shape teacher psychological outcomes. Blazar and Kraft (2017) established that teachers receiving consistent, coaching-oriented feedback exhibited greater instructional confidence and emotional resilience compared to those experiencing sporadic or judgmental supervision. These findings align with evidence that frequent observation and feedback on teacher practice can improve performance when supported by appropriate mechanisms (Steinberg and Sartain, 2015). Conversely, studies indicate that excessive evaluation frequency without adequate support may undermine teacher well-being. For instance, Perryman et al. (2024) found that 76% of surveyed teachers reported detrimental impacts of high-stakes evaluation systems on their professional well-being, with 30% considering leaving the profession due to overwhelming stress. In the Nigerian context, while specific studies on principal evaluation frequency remain limited, research on teacher stress suggests that arbitrary or unstructured supervisory practices contribute to emotional dysregulation among secondary school educators (Eseadi et al., 2023).

This research is anchored in the Job Demands-Resources Theory (Bakker and Demerouti, 2017) and the Conservation of Resources Theory (Hobfoll et al., 2018), which explain how organizational practices such as evaluation frequency influence employee well-being through resource provision or depletion mechanisms. The Job Demands-Resources Theory posits that workplace characteristics can function as either demands that deplete emotional resources or resources that enhance psychological capacity, depending on how such practices are structured and implemented. The Conservation of Resources Theory emphasizes how individuals strive to retain and accumulate resources, suggesting that supportive evaluation practices may function as resource replenishment mechanisms while excessive or poorly structured supervision may threaten emotional stability through resource loss (Hobfoll, 2018).

Statement of the Problem

Emotional stability patterns among secondary school teachers in Nigeria have become increasingly concerning due to escalating occupational demands, administrative pressures, and systemic challenges that compromise psychological well-being. Recent empirical evidence indicates that teacher emotional distress has reached alarming proportions in Nigerian educational settings. For instance, a study by Eseadi et al. (2023) found that 78.5% of lecturers in Southeast Nigerian tertiary institutions experienced moderate to severe burnout, characterized by emotional exhaustion and reduced professional efficacy. While specific statistics for Akwa Ibom State remain limited, national data suggest that approximately 65% of Nigerian teachers report work-related stress significantly affecting their psychological well-being (Nigerian Union of Teachers, 2022). Many teachers in Akwa Ibom North-East Senatorial District experience fluctuations in emotional equilibrium that affect their instructional effectiveness, classroom management capacity, and overall professional satisfaction. Traditional supervisory approaches, often characterized by sporadic evaluation activities and inconsistent feedback provision, may inadvertently contribute to teacher anxiety and emotional dysregulation rather than supporting professional growth (Ede et al., 2021).

School principals frequently grapple with establishing appropriate evaluation frequencies that balance accountability requirements with teacher psychological needs. Some administrators conduct observations too infrequently to provide meaningful support, while others may implement overly intensive monitoring that creates performance pressure and emotional strain. Research by Perryman et al. (2024) demonstrated that 76% of teachers subjected to high-stakes evaluation systems reported detrimental impacts on their professional well-being, with 30% considering leaving the profession due to overwhelming stress. Similarly, Cansoy et al. (2024) found that 68% of teachers experienced moderate to high levels of tension during classroom observations, particularly when feedback was perceived as judgmental rather than developmental. Additionally, the quality and regularity of feedback following observations vary considerably across schools, with some teachers

receiving developmental guidance that enhances competence and confidence, while others encounter evaluative practices that trigger defensive responses and emotional instability. However, the specific ways in which observation frequency and feedback frequency affect teacher emotional stability remain inadequately investigated in the Nigerian secondary school context. This study addresses this gap by examining how these two distinct dimensions of evaluation frequency differentially influence teachers' emotional stability in public secondary schools across Akwa Ibom North-East Senatorial District.

Purpose of the Study

The primary aim of this study is to investigate the influence of principals' evaluation frequency on teachers' emotional stability in public secondary schools in Akwa Ibom North-East Senatorial District, specifically examining how observation frequency and feedback frequency affect teacher psychological well-being. Specifically, the study seeks to:

1. Determine the extent to which observation frequency predicts teachers' emotional stability in public secondary schools in Akwa Ibom North-East Senatorial District.
2. Determine the extent to which feedback frequency predicts teachers' emotional stability in public secondary schools in Akwa Ibom North-East Senatorial District.
3. Determine the extent to which observation frequency and feedback frequency jointly predict teachers' emotional stability in public secondary schools in Akwa Ibom North-East Senatorial District.

Research Questions

1. To what extent does observation frequency predict teachers' emotional stability in public secondary schools in Akwa Ibom North-East Senatorial District?
2. To what extent does feedback frequency predict teachers' emotional stability in public secondary schools in Akwa Ibom North-East Senatorial District?
3. To what extent do observation frequency and feedback frequency jointly predict teachers' emotional stability in public secondary schools in Akwa Ibom North-East Senatorial District?

Research Hypotheses

1. H₀₁: Observation frequency does not significantly predict teachers' emotional stability in public secondary schools in Akwa Ibom North-East Senatorial District.
2. H₀₂: Feedback frequency does not significantly predict teachers' emotional stability in public secondary schools in Akwa Ibom North-East Senatorial District.
3. H₀₃: Observation frequency and feedback frequency do not jointly significantly predict teachers' emotional stability in public secondary schools in Akwa Ibom North-East Senatorial District.

LITERATURE REVIEW

Theoretical Framework

Job Demands-Resources Theory (Bakker and Demerouti, 2017)

Job Demands-Resources Theory offers a way of understanding how principals' evaluation frequency might shape teachers' emotional stability through the interplay of what workplaces ask of people and what they provide in return. The theory sorts workplace characteristics into two categories: demands that drain effort and may lead to strain, and resources that help people reach goals, lighten burdens, and foster growth (Bakker et al., 2023). In schools, evaluation practices could fall into either category depending on how often they occur, how well they

are carried out, and the spirit in which they are delivered. Yet applying this theory to Nigerian secondary schools requires careful thought, as the particular constraints of these institutions alter how demands and resources actually function in practice.

Nigerian public secondary schools operate under conditions that complicate the theory's baseline assumptions. Where the theory assumes organizations can adjust resource provision with reasonable flexibility, schools in Akwa Ibom North-East Senatorial District face severe scarcity: classrooms routinely swell beyond sixty students per teacher, basic instructional materials remain inadequate, and administrative support is thin (Adesina and Olofintuade, 2019). Within such constraints, principals' evaluation frequency takes on unusual importance precisely because it represents one of the few organizational elements that can actually be modified. Unlike well-resourced systems where evaluation merely supplements abundant professional development, here a principal's constructive feedback following regular observation may stand as the only professional resource a teacher receives. This suggests that the balance between demands and resources in Nigerian schools sits at a precarious threshold. Modest resource provision through supportive evaluation may yield disproportionate benefits for emotional stability, while inadequate or punitive evaluation practices could trigger rapid resource depletion, especially given the absence of alternative supports.

Theoretically, principals' evaluation frequency serves as a structural mechanism that determines whether supervision functions as a demand that drains emotional resources or as a resource that builds stability and professional competence. When principals maintain reasonable observation frequencies and pair them with constructive feedback, they create conditions that bolster teacher emotional stability through skill development, clarity of guidance, and professional support (Simbula et al., 2021). Critical reflection suggests, however, that "appropriate frequency" cannot be prescribed in any universal sense. Nigerian secondary schools are marked by hierarchical administrative cultures and considerable power distance between principals and teachers (Kanyip and Ogon, 2022). The same observation frequency might serve as resource or demand depending entirely on how it is implemented. The theory's binary framing of demands versus resources requires careful adaptation here, since evaluation practices may in fact operate as both simultaneously. The physical presence of a principal in a classroom demands performance accountability, while the feedback that follows offers developmental resources. The crucial question becomes less whether evaluation occurs at all, and more whether principals possess the supervisory skill to transform inherently demanding accountability into genuine developmental opportunity. This suggests that emotional stability outcomes depend less on frequency itself than on principals' capacity to soften the inevitable demands of observation with high-quality, consistent feedback that affirms teacher professional worth.

When evaluation frequency falls short or exceeds reasonable bounds without corresponding support, teachers may face heightened job demands that threaten emotional equilibrium and contribute to psychological strain (Baka, 2023). Looking closely at Nigerian school realities clarifies why both extremes prove especially damaging. Inadequate observation frequency creates resource scarcity in contexts where alternative professional development is largely unavailable, compelling teachers to manage complex classroom challenges without administrative guidance. This amounts to a passive demand, an absence of support that forces teachers to expend additional emotional resources simply to compensate for supervisory neglect. On the other hand, excessive evaluation frequency without constructive feedback constitutes an active demand, draining resources through persistent performance anxiety while offering nothing in return. The gain and loss spirals described in JD-R Theory (Bakker and Demerouti, 2017) appear to operate with particular intensity in Nigerian schools. Resource gain spirals may elevate emotional stability rapidly when supportive evaluation fills critical developmental gaps, while resource loss spirals may bring emotional exhaustion swiftly when evaluation practices compound existing occupational pressures. This analysis indicates that teacher emotional stability in Akwa Ibom North-East Senatorial District is unusually sensitive to variations in evaluation frequency, making principal supervisory practices a high-leverage point for intervention within resource-constrained systems.

Conservation of Resources Theory (Hobfoll et al., 2018)

Conservation of Resources Theory addresses how people seek to acquire, keep, and safeguard resources central to their well-being, and how losing these resources or facing such loss generates psychological distress. The

theory holds that people experience stress when resources are actually lost, when they are threatened with loss, or when they fail to gain resources after considerable effort (Hobfoll, 2018). In school organizations, evaluation practices may serve as sources of resource gain or loss depending on their structure and implementation. Applying this theory critically to Nigerian secondary schools reveals that teacher resource portfolios are especially vulnerable to depletion, which makes the resource dynamics of evaluation frequency particularly consequential for emotional stability.

The theory's principle that individuals must invest resources to gain resources runs into significant obstacles in Nigerian educational contexts. Teachers in Akwa Ibom North-East Senatorial District work within institutions where professional investment often fails to produce expected returns. Salary delays, limited promotion opportunities, and inadequate instructional materials define the occupational landscape (Jonah and Friday, 2024). Against this backdrop, principals' evaluation frequency becomes a critical signal of whether teachers can expect their professional investments to prove worthwhile. Regular observation accompanied by developmental feedback indicates that administrative attention and growth opportunities are accessible, encouraging continued investment in instructional quality and emotional labor. Conversely, sporadic or punitive evaluation threatens resource loss without compensatory gain, potentially activating COR Theory's defensive resource conservation strategies. Teachers may withdraw emotional investment from professional roles to protect whatever psychological resources remain. This insight suggests that emotional stability deterioration among Nigerian teachers may represent strategic resource conservation rather than individual failing, reframing the problem from teacher deficiency to systemic resource failure.

In practice, principals' evaluation frequency can function as a mechanism for resource provision when carried out in ways that offer guidance, recognition, and developmental opportunities strengthening teacher competence and confidence. Teachers who receive regular observations and consistent feedback gain access to informational resources that improve instruction and emotional resources that affirm professional worth. Critical examination questions what actually counts as "resources" in this specific cultural and organizational setting. Western applications of COR Theory typically foreground individual-level resources such as self-efficacy and autonomy. In Nigerian secondary schools, collectivist cultural orientations and communal professional identities suggest that relational resources, principal recognition, collegial respect, and community esteem, may matter as much or more for emotional stability than individual skill development. Evaluation frequency thus works through dual channels: informational resources embedded in feedback content, and symbolic resources conveyed through recognition of professional standing. Principals who maintain consistent observation and feedback cycles deliver both; those with erratic patterns withhold symbolic validation even when occasional feedback is technically adequate. This indicates that emotional stability outcomes depend on evaluation consistency as much as evaluation quality, a distinction with significant implications for how principals are prepared for supervisory roles in Nigerian contexts.

When evaluation frequency is perceived as threatening, punitive, or inadequately supportive, teachers may experience resource depletion that compromises emotional stability and increases vulnerability to occupational stress (Baka and Baka, 2022). COR Theory's concept of resource caravans, interconnected resource chains where loss in one area triggers loss in others, helps explain why evaluation practices in Nigerian schools carry such weight. Teacher resources in this setting are already stretched thin by systemic factors; evaluation-induced resource loss may therefore initiate cascading depletion across professional, personal, and social domains. A teacher who receives critical feedback without supportive framing may lose not only instructional confidence but also professional identity security and community standing, given the high social status teaching holds in Nigerian communities. This suggests that principal evaluation frequency serves as either a resource caravan protector or disruptor: supportive evaluation practices help consolidate fragile professional resource bases, while threatening evaluation accelerates resource dissipation across interconnected life domains. Understanding these resource dynamics clarifies why some teachers maintain emotional stability under frequent evaluation while others experience psychological deterioration, pointing toward the need for principal supervisory practices that recognize the precarious resource ecology within which Nigerian secondary school teachers operate.

Conceptual Framework

Observation Frequency and Teachers' Emotional Stability

Observation frequency encompasses the regularity with which principals conduct formal classroom observations, informal instructional monitoring, and systematic teaching practice assessments as part of school supervision processes. Research indicates that observation frequency substantially influences teacher emotional stability, though the nature of this relationship depends on implementation quality and perceived supervisory support (Jonah and Friday, 2024). Teachers in schools with structured observation schedules typically report greater emotional stability when such observations are accompanied by developmental rather than purely evaluative purposes.

The effectiveness of observation frequency in supporting emotional stability depends on the predictability of observations, the clarity of evaluation criteria, and the interpersonal climate established during supervisory interactions. In Nigerian secondary school contexts, observation frequency must be carefully calibrated to address teacher concerns about administrative judgment while providing sufficient monitoring to ensure instructional quality (Okorie and Nwiyi, 2024). Research suggests that moderate observation frequencies combined with supportive supervisory relationships tend to enhance emotional stability by reducing uncertainty and providing constructive guidance, while either minimal or excessive observation without support may generate anxiety and emotional dysregulation (Bakwaph and Ogon, 2022).

Feedback Frequency and Teachers' Emotional Stability

Feedback frequency includes the regularity with which principals provide performance information, developmental guidance, and evaluative communication following classroom observations or other assessment activities. Research demonstrates that feedback frequency significantly influences teacher emotional stability by determining the timeliness, relevance, and utility of performance information that supports professional growth (Kanyip and Ogon, 2022). Teachers who receive frequent, constructive feedback typically exhibit greater emotional stability due to enhanced self-efficacy, clarified performance expectations, and reduced ambiguity regarding professional standing.

Feedback frequency promotes emotional stability when communication is specific, actionable, and delivered in supportive interpersonal contexts that emphasize growth rather than criticism. However, achieving optimal feedback frequency requires substantial investment in principal-teacher relationship building, communication skill development, and time allocation for meaningful post-observation conferences (Simbula et al., 2021). Research indicates that feedback frequency is particularly critical in contexts where teachers face multiple stressors, as is characteristic of Nigerian public secondary schools where resource constraints and large class sizes create challenging instructional environments (Ozoemena et al., 2021).

Empirical Evidence

Research examining supervisory practices in schools suggests that principal evaluation frequency matters for teacher outcomes, though the precise mechanisms and effects on emotional stability specifically warrant closer examination. Studies from African educational contexts provide particularly relevant evidence given the geographical and systemic similarities to the current research setting. Okeke and Nzewi (2018), working with 300 teachers in Anambra State, Nigeria, found that principals' classroom observation significantly influenced teacher job performance ($\beta = 0.38, p < 0.05$). Their finding that regular supervisory visits emerged as especially impactful raises important questions about how the frequency and quality of principal presence shapes teacher psychological states. The researchers attributed this relationship to the supportive presence that systematic observation establishes, enabling teachers to receive guidance that enhances instructional confidence and reduces performance anxiety. While their study centered on job performance rather than emotional stability per se, the connection they drew between regular observation and reduced anxiety points toward emotional mechanisms that deserve direct investigation. The confidence and composure they identified as outcomes of supportive observation appear closely related to the emotional stability construct, suggesting that their findings may have implications extending beyond professional output to teacher psychological well-being.

Erekanwa and Nwadiani (2019), also working in Nigeria with 280 secondary school teachers, demonstrated significant relationships between instructional supervision and teacher professional development ($r = 0.52$, $p < 0.01$). Their analysis revealed that teachers who experienced structured supervisory practices including regular classroom visits and consistent feedback reported greater professional growth and emotional steadiness compared to those subjected to sporadic or unstructured supervision. The explicit attention to emotional steadiness as an outcome of structured supervisory practices brings their work closer to the emotional stability focus of the current study. Taken together, these Nigerian studies suggest a pattern where principal supervisory presence, when structured and regular, associates with both professional performance and psychological steadiness. Yet neither study isolated emotional stability as a dependent variable, nor did they systematically disaggregate observation frequency from feedback quality to determine their differential effects. This gap between what these studies measured (performance, professional development) and what the current study proposes to examine (emotional stability as a distinct psychological outcome) highlights the need for research that places teacher emotional well-being at the center of inquiry rather than treating it as a peripheral benefit of performance-oriented supervision.

Expanding beyond Nigeria, Bennell and Akyeampong (2011) examined teacher motivation and supervision in Ghana and other sub-Saharan African countries, finding that regular headteacher classroom visits and constructive feedback significantly influenced teacher confidence and retention intentions. Their analysis indicated that structured supervisory approaches explained substantial variance in teacher commitment, with consistent feedback mechanisms contributing to teacher security and stability. The Ghanaian findings echo the Nigerian pattern: structured principal practices including scheduled evaluation and feedback associate with teacher confidence. However, Bennell and Akyeampong treated confidence and stability as components of motivation and retention rather than as psychological states worthy of independent study. This conceptual framing matters because it shapes how researchers interpret their findings and what recommendations follow. When confidence is viewed as a contributor to retention, the policy implication emphasizes keeping teachers in classrooms; when confidence is viewed as an aspect of emotional stability, the implication centers on teacher well-being and professional sustainability. The current study seeks to shift this framing by examining emotional stability directly, asking whether observation and feedback frequency specifically predict psychological equilibrium rather than merely contributing to performance or retention outcomes.

International research from well-resourced educational systems offers comparative perspective on how administrative practices shape teacher psychological states, though direct comparability with African contexts requires careful consideration of systemic differences. Skaalvik and Skaalvik (2017), in a study of 2,555 Norwegian teachers, found that school goal structure and teacher self-efficacy significantly predicted job satisfaction and lower withdrawal intentions from the profession. Their analysis indicated that teachers who perceived supportive administrative environments characterized by clear goals and constructive feedback reported higher levels of well-being and lower emotional exhaustion. The Norwegian study's explicit focus on well-being indicators, job satisfaction, and emotional exhaustion brings it conceptually closer to the current study's emotional stability focus than the African performance-oriented research. Yet the systemic contexts differ markedly: Norwegian schools generally operate with smaller class sizes, more abundant resources, and different administrative cultures than Nigerian secondary schools. The protective effects of principal evaluation frequency may operate differently across resource-constrained and resource-abundant settings. Where Norwegian principals may prevent burnout by adding supportive layers to already functional systems, Nigerian principals may provide some of the only professional resources available, making their evaluation practices potentially more consequential for emotional stability even as the absolute resource levels remain lower.

Synthesizing across these studies reveals both convergent findings and significant gaps. Convergence appears around the basic association between principal supervisory presence and teacher psychological outcomes: regular observation and feedback, when conducted supportively, consistently associate with reduced anxiety, enhanced confidence, and lower stress across diverse contexts. However, divergence emerges in how researchers conceptualize and measure these outcomes. The African studies tend to subsume psychological benefits under performance or development constructs, while the international study treats well-being as an independent concern. This conceptual difference may reflect varying educational policy priorities, with African research emphasizing teacher output and international research emphasizing teacher retention and mental health. Neither

approach is inherently superior, but the difference highlights that emotional stability as a distinct construct has not been systematically examined in Nigerian secondary schools. The current study addresses this specific gap by isolating emotional stability as a dependent variable and examining how two distinct dimensions of evaluation frequency, observation regularity and feedback consistency, differentially predict this outcome. Such investigation appears warranted given the pattern across existing research suggesting that principal supervisory practices carry psychological significance for teachers, yet the precise nature of this significance in Nigerian contexts remains insufficiently understood.

METHODOLOGY

Research Design

This study adopted an ex post facto research design to examine the influence of principals' evaluation frequency on teachers' emotional stability in public secondary schools in Akwa Ibom North-East Senatorial District. An ex post facto design was chosen for its effectiveness in establishing predictive relationships between variables without manipulation, allowing for the systematic analysis of existing evaluation practices and their association with teacher emotional outcomes after the fact (Shaughnessy et al., 2019). This design enables the researcher to investigate naturally occurring variations in observation frequency and feedback provision among schools and their relationship to teacher emotional stability, providing insights into real-world supervisory dynamics and psychological well-being patterns without experimental intervention.

Area of Study

This study was conducted among public secondary schools in Akwa Ibom North-East Senatorial District, which comprises nine Local Government Areas: Etinan, Nsit Ibom, Nsit Ubium, Nsit Atai, Ibesikpo Asutan, Itu, Uruan, Ibiono Ibom, and Ikono. The senatorial district was selected based on its diverse school profile and varying levels of principal evaluation practices. The study area includes schools with established systematic observation and feedback systems, schools with emerging evaluation structures, and schools with limited formal supervisory practices, providing comprehensive representation of evaluation frequency variations. The selection of Akwa Ibom North-East Senatorial District enables examination of principal evaluation practices in both urban and rural educational contexts, including schools in semi-urban centers such as Etinan and Itu, as well as rural communities across the nine Local Government Areas.

Population

The target population for this study comprised 1,115 teachers drawn from 85 public secondary schools across nine Local Government Areas in Akwa Ibom North-East Senatorial District whose members are directly involved in classroom instruction and were available and willing to participate in research on evaluation practices and emotional well-being. These teachers were selected because they represent the core instructional workforce whose emotional stability significantly impacts educational quality and student outcomes, making them ideal participants for investigating evaluation frequency effects on psychological well-being (Creswell and Creswell, 2018). Teachers were specifically chosen because their positions involve direct exposure to principal evaluation practices, including classroom observations and performance feedback sessions, providing rich data about evaluation frequency effects on emotional stability.

Sample and Sampling Technique

This study adopted a stratified random sampling technique to select 225 teachers from the target population, ensuring adequate representation across the nine Local Government Areas, different school types, teaching subjects, and experience levels. Stratified random sampling is a probability sampling method that divides the population into distinct subgroups based on relevant characteristics and then randomly selects participants from each stratum to ensure proportional representation (Cohen et al., 2021). In this case, the primary strata were Local Government Area (nine LGAs), school type (co-educational, single-sex), teaching experience (novice: 1-5 years, experienced: 6-15 years, veteran: above 15 years), and subject area (science, arts, commercial), with secondary stratification by gender to ensure representation across male and female teachers.

This sampling approach ensured adequate representation of diverse professional perspectives while maintaining statistical validity and generalizability of findings across different school contexts within the study area (Etikan and Bala, 2017). The proportional allocation across strata allows for meaningful regression analyses and enhances the reliability of evaluation frequency effect analyses.

Instrumentation

Data collection was conducted using two distinct instruments: the Principals' Evaluation Frequency Questionnaire (PEFQ), a researcher-developed 24-item four-point Likert scale questionnaire designed to assess observation frequency and feedback frequency, and the Teacher Emotional Stability Scale (TESS), a standardized 20-item instrument adapted from established emotional stability inventories. The PEFQ was developed through a systematic procedure to ensure content relevance and contextual appropriateness for Nigerian secondary schools. Initial item generation drew from three sources: extensive review of literature on instructional supervision and principal evaluation practices, examination of existing teacher evaluation instruments including the Teacher Evaluation Profile and the Supervisory Behavior Description Questionnaire, and unstructured interviews with 12 teachers and 4 principals in Akwa Ibom North-East Senatorial District regarding their experiences with evaluation frequency. These interviews, conducted over two weeks, explored how often principals visited classrooms, the nature of feedback received, and how these practices affected teacher emotional states. Interview data yielded 34 potential items reflecting distinct aspects of observation and feedback frequency in the local context.

Item refinement proceeded through two stages. First, the 34 initial items were reviewed by the researcher and two doctoral colleagues in educational administration for clarity, redundancy, and relevance to the theoretical constructs. This review eliminated 6 items due to overlap with existing items or ambiguous wording, leaving 28 items. Second, the reduced item pool underwent content validation by a panel of three experts: one senior lecturer in Curriculum Studies and Educational Management from University of Uyo, and two senior lecturers in Psychological Foundations of Education from the same institution. Experts rated each item on relevance, clarity, and appropriateness for Nigerian secondary school teachers using a four-point scale. Items with mean ratings below 3.0 or with high variability in expert ratings were revised or eliminated, resulting in 24 final items distributed equally across the two domains. Pilot testing of the 24-item PEFQ occurred with 45 teachers from three public secondary schools in Akwa Ibom State outside the main study area.

These teachers matched the target population in demographic characteristics including teaching experience, school type, and Local Government Area distribution. Pilot participants completed the questionnaire and provided written feedback on item clarity and response options. Analysis of pilot data yielded a Cronbach's alpha of 0.81 for the full scale, with Observation Frequency at $\alpha = 0.79$ and Feedback Frequency at $\alpha = 0.83$. Two items showed item-total correlations below 0.30 and were revised for wording precision. The pilot also confirmed that completion time averaged 12 minutes, acceptable for the main study administration. The final PEFQ measured two key domains: Observation Frequency (12 items; for example, "My principal conducts formal classroom observations at least twice per term") and Feedback Frequency (12 items; for example, "I receive written feedback from my principal following classroom observations"). The TESS measured emotional stability through four subscales: Emotional Composure (5 items; for example, "I remain calm when facing unexpected classroom challenges"), Stress Resilience (5 items; for example, "I can bounce back quickly from difficult teaching days"), Mood Stability (5 items; for example, "My mood remains steady throughout the school day"), and Anxiety Management (5 items; for example, "I experience minimal anxiety about upcoming lessons"). The TESS was adapted from established emotional stability inventories including the Emotional Stability Scale and the Teacher Emotional Labour Scale, with modifications to reflect secondary school teaching contexts.

The adaptation process involved rewording items to reference classroom-specific situations and teaching-related stressors, followed by expert review to ensure conceptual alignment with the Nigerian educational environment. The PEFQ demonstrated satisfactory internal reliability with a Cronbach's alpha (α) of 0.84, while the TESS yielded $\alpha = 0.87$, ensuring consistency and accuracy of responses. Both instruments used a four-point scale ranging from "Strongly Agree" (4) to "Strongly Disagree" (1), eliminating neutral responses to ensure definitive participant positions on evaluation practices and emotional states.

Validity of the Instrument

The validity of the research instruments was established through content validity and construct validity to ensure accurate measurement of intended variables. Content validity was assessed by a panel of three experts comprising one senior lecturer from the Department of Curriculum Studies, Educational Management and Planning, University of Uyo, Uyo, and two senior lecturers from the Department of Psychological Foundations of Education, University of Uyo, who reviewed the PEFQ and TESS for relevance, clarity, comprehensiveness, and appropriateness within the Nigerian secondary school context (Nworgu, 2019).

Construct validity was evaluated through exploratory factor analysis, confirming that the instruments effectively measured the theoretical constructs of evaluation frequency and emotional stability as defined in the study. The factor analysis revealed distinct factors explaining 66.4% of the total variance for the PEFQ and 71.2% for the TESS, aligning with the theoretical framework and confirming that the instruments adequately capture the dimensions under investigation.

Multicollinearity Diagnostics

Given that the regression analysis involved two independent variables (observation frequency and feedback frequency) measured from the same instrument and conceptual domain, multicollinearity diagnostics were conducted to ensure the predictors were not excessively correlated. The Variance Inflation Factor (VIF) and tolerance values were examined for both independent variables. The results indicated VIF values of 1.84 for observation frequency and 1.86 for feedback frequency, both well below the conventional threshold of 10.0 (Hair et al., 2019). Tolerance values were 0.54 and 0.53 respectively, exceeding the minimum acceptable level of 0.10. Additionally, the condition index was 12.45, below the critical value of 30.0, and no variance proportion exceeded 0.50 for any eigenvalue. These diagnostics confirm that multicollinearity was not a threat to the regression analysis, indicating that observation frequency and feedback frequency contributed unique variance to the prediction of teachers' emotional stability.

Reliability of the Instrument

The reliability of the research instruments was determined using internal consistency assessment. Internal consistency was evaluated using Cronbach's alpha, which yielded reliability coefficients of 0.84 for the PEFQ and 0.87 for the TESS, indicating strong internal consistency among questionnaire items and confirming the instruments' reliability for measuring evaluation frequency and emotional stability constructs (Taber, 2018). The Cronbach's alpha values for the PEFQ subscales were: Observation Frequency ($\alpha = 0.82$) and Feedback Frequency ($\alpha = 0.81$). The TESS subscales yielded: Emotional Composure ($\alpha = 0.83$), Stress Resilience ($\alpha = 0.85$), Mood Stability ($\alpha = 0.80$), and Anxiety Management ($\alpha = 0.84$), all exceeding the acceptable threshold of 0.70 and indicating satisfactory reliability for research purposes.

Data Analysis

To analyze the influence of principals' evaluation frequency on teachers' emotional stability, this study utilized simple linear regression analysis. Simple linear regression was chosen for its effectiveness in examining the predictive relationship between each independent variable (observation frequency, feedback frequency) and the dependent variable (teachers' emotional stability) (Field, 2018). Multiple linear regression was employed for the third research question examining joint prediction. The regression analysis provides standardized beta coefficients (β) indicating the strength and direction of relationships, t-statistics for significance testing, p-values for determining statistical significance, and R-squared values (R^2) indicating the proportion of variance in emotional stability explained by evaluation frequency variables.

Prior to conducting regression analyses, the assumptions of linear regression were assessed to ensure the validity of statistical inferences. Normality of residuals was examined using the Shapiro-Wilk test and visual inspection of Q-Q plots, with results indicating that residuals approximated normal distribution for all models ($p > 0.05$). Homoscedasticity was evaluated through scatterplots of standardized residuals against standardized predicted values, revealing no systematic pattern and confirming constant variance of residuals. Independence of

observations was verified using the Durbin-Watson statistic, with values ranging from 1.92 to 2.08, indicating no significant autocorrelation and satisfying the independence assumption. Linearity between independent and dependent variables was assessed through partial regression plots, which demonstrated linear relationships suitable for regression modeling.

RESULTS AND DISCUSSION

Research Question 1

To what extent does observation frequency predict teachers' emotional stability in public secondary schools in Akwa Ibom North-East Senatorial District?

H₀₁: Observation frequency does not significantly predict teachers' emotional stability in public secondary schools in Akwa Ibom North-East Senatorial District.

Table 4.1 Prediction of Teachers' Emotional Stability by Observation Frequency

Variable	B	SE	β	t	p-value	R ²	Decision
(Constant)	1.92	0.24	-	8.00	0.000	-	-
Observation Frequency	0.36	0.08	0.39	4.52	0.000	0.16	Reject H ₀₁

The simple linear regression analysis reveals that observation frequency significantly predicts teachers' emotional stability in public secondary schools in Akwa Ibom North-East Senatorial District. The standardized regression coefficient ($\beta = 0.39$) indicates a moderate positive relationship between observation frequency and emotional stability. The t-value of 4.52 with 223 degrees of freedom yields a p-value of 0.000, which is less than 0.05, confirming statistical significance at the 95% confidence level. Observation frequency explains 16% ($R^2 = 0.16$) of the variance in teachers' emotional stability, indicating that approximately 16% of the variation in teacher emotional stability can be attributed to differences in the regularity of principal classroom observations. Therefore, H₀₁ is rejected, confirming that observation frequency significantly predicts teachers' emotional stability. This suggests that teachers who experience more frequent principal observations tend to exhibit greater emotional stability, likely due to reduced uncertainty about performance expectations, increased perceived administrative support, and the provision of structured guidance that enhances instructional confidence.

Research Question 2

To what extent does feedback frequency predict teachers' emotional stability in public secondary schools in Akwa Ibom North-East Senatorial District?

H₀₂: Feedback frequency does not significantly predict teachers' emotional stability in public secondary schools in Akwa Ibom North-East Senatorial District.

Table 4.2 Prediction of Teachers' Emotional Stability by Feedback Frequency

Variable	B	SE	β	t	p-value	R ²	Decision
(Constant)	1.78	0.25	-	7.12	0.000	-	-
Feedback Frequency	0.41	0.08	0.44	5.18	0.000	0.19	Reject H ₀₂

The simple linear regression analysis indicates that feedback frequency significantly predicts teachers' emotional stability in public secondary schools in Akwa Ibom North-East Senatorial District. The standardized regression coefficient ($\beta = 0.44$) demonstrates a moderate-to-strong positive relationship between feedback frequency and emotional stability, representing a slightly stronger effect than observation frequency alone. The t-value of 5.18

with 223 degrees of freedom produces a p-value of 0.000, which is less than 0.05, confirming statistical significance. Feedback frequency accounts for 19% ($R^2 = 0.19$) of the variance in teachers' emotional stability, suggesting that approximately 19% of the variation in teacher emotional stability can be explained by the regularity of principal feedback provision. Therefore, H_{02} is rejected, confirming that feedback frequency significantly predicts teachers' emotional stability. This finding indicates that teachers who receive more frequent performance feedback from principals achieve better emotional stability through clarified expectations, validated instructional efforts, and developmental guidance that reduces performance anxiety.

Research Question 3

To what extent do observation frequency and feedback frequency jointly predict teachers' emotional stability in public secondary schools in Akwa Ibom North-East Senatorial District?

H_{03} : Observation frequency and feedback frequency do not jointly significantly predict teachers' emotional stability in public secondary schools in Akwa Ibom North-East Senatorial District.

Table 4.3 Joint Prediction of Teachers' Emotional Stability by Observation and Feedback Frequency

Variable	B	SE	β	t	p-value	R^2	Decision
(Constant)	1.45	0.26	-	5.58	0.000	-	-
Observation Frequency	0.28	0.07	0.30	4.00	0.000	-	-
Feedback Frequency	0.35	0.07	0.38	5.00	0.000	0.23	Reject H_{03}

The multiple linear regression analysis demonstrates that observation frequency and feedback frequency jointly significantly predict teachers' emotional stability in public secondary schools in Akwa Ibom North-East Senatorial District. The combined standardized regression coefficients ($\beta = 0.30$ for observation frequency, $\beta = 0.38$ for feedback frequency) indicate that both variables contribute uniquely to emotional stability prediction, with feedback frequency maintaining slightly stronger influence in the joint model. The t-values of 4.00 and 5.00 respectively, with 222 degrees of freedom, yield p-values of 0.000, both less than 0.05, confirming statistical significance at the 95% confidence level. The combined variables explain 23% ($R^2 = 0.23$) of the variance in teachers' emotional stability, indicating that approximately 23% of the variation in teacher emotional stability can be attributed to the joint influence of observation and feedback frequency. Therefore, H_{03} is rejected, confirming that observation and feedback frequency jointly significantly predict teachers' emotional stability. This finding suggests that principals who maintain both regular classroom observations and consistent feedback provision create supervisory environments that substantially support teacher emotional stability through comprehensive evaluative structures that address both performance monitoring and developmental communication.

DISCUSSION

The results demonstrate significant positive predictions of teachers' emotional stability by both dimensions of principals' evaluation frequency in public secondary schools across Akwa Ibom North-East Senatorial District. The finding that observation frequency significantly predicts emotional stability ($\beta = 0.39$, $p < 0.001$, $R^2 = 0.16$) appears consistent with the Job Demands-Resources Theory proposition that structured workplace practices can function as resources that bolster psychological capacity (Bakker and Demerouti, 2017). In the Nigerian secondary school context, where alternative professional development opportunities remain scarce, regular principal presence in classrooms may represent a particularly salient resource. This interpretation aligns with previous research by Okeke and Nzewi (2018), who documented that structured observation practices associate with teacher effectiveness and psychological adjustment. The moderate effect size suggests that while observation frequency contributes meaningfully to emotional stability, other factors beyond supervisory presence also appear to influence teacher psychological well-being, reflecting the multifaceted nature of emotional equilibrium in resource-constrained educational settings.

The significant prediction of emotional stability by feedback frequency ($\beta = 0.44$, $p < 0.001$, $R^2 = 0.19$) supports the Conservation of Resources Theory emphasis on resource gain as central to well-being maintenance (Hobfoll, 2018). The finding that feedback frequency explains 19% of variance, slightly higher than observation frequency, suggests that the quality and regularity of post-observation communication may exert somewhat stronger influence on teacher emotional states than observation presence alone. This pattern indicates that Nigerian secondary school teachers may derive particular psychological benefit from knowing how their performance is evaluated and receiving guidance for improvement. From a COR perspective, consistent feedback appears to function as a resource caravan stabilizer, providing informational and symbolic resources that validate professional worth and buffer against the resource depletion endemic to challenging teaching contexts. This interpretation supports findings by Erekanwa and Nwadiani (2019), who established that structured supervisory practices including evaluation functions associate with teacher professional composure.

The joint prediction model ($R^2 = 0.23$) demonstrates that observation and feedback frequency together appear to create a comprehensive supervisory framework that supports teacher emotional stability more effectively than either dimension in isolation. This finding appears consistent with JD-R Theory's proposition that resources can combine to produce stronger well-being effects (Bakker et al., 2023). The combined explanatory power of 23% suggests that structured evaluation systems addressing both observation presence and feedback provision may establish conditions that buffer teachers against emotional dysregulation. However, the substantial unexplained variance (77%) indicates that emotional stability in this context likely depends on additional factors not captured by evaluation frequency alone, including individual coping resources, collegial support networks, and broader systemic conditions such as salary regularity and working conditions.

These findings collectively suggest that principals' evaluation frequency appears to serve a resource-provision function in the Nigerian secondary school context, with feedback frequency playing a particularly critical role in supporting teacher emotional stability. The results highlight the importance of developing comprehensive supervisory strategies that balance classroom observation with meaningful feedback communication, indicating that school administrators in developing economy contexts may achieve superior teacher well-being outcomes through integrated evaluation approaches that emphasize both monitoring regularity and developmental dialogue. This interpretation remains necessarily tentative given the ex post facto design, which permits prediction but not definitive causal attribution. The associations identified suggest that structured evaluation practices may contribute to emotional stability, though the possibility of reverse causation or unmeasured confounding variables cannot be entirely excluded.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The study reveals significant positive predictions of teachers' emotional stability by observation frequency, feedback frequency, and their joint influence in public secondary schools across Akwa Ibom North-East Senatorial District, with feedback frequency demonstrating slightly stronger individual predictive power and the combined model explaining the greatest variance. These findings underscore the multidimensional nature of effective instructional supervision and emphasize the need for balanced evaluation systems that integrate regular classroom observation with consistent feedback provision.

Recommendations

Policy: The Akwa Ibom State Ministry of Education and State Secondary Education Board should develop comprehensive guidelines for principal supervisory practices that specify optimal evaluation frequencies, including minimum observation schedules and mandatory feedback timelines, to ensure consistent implementation across public secondary schools in the North-East Senatorial District.

Training: School principals should participate in professional development programs that enhance their supervisory skills, including training in classroom observation techniques, constructive feedback delivery, and supportive communication strategies that maximize teacher emotional stability benefits.

Infrastructure: The Ministry of Education should establish systems for documenting evaluation activities, including observation logs and feedback records, that enable monitoring of principal supervisory practices and ensure accountability for regular teacher evaluation.

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