Motivational Strategies on Basic Literacy Instructors Performance: Empirical Analysis

Tijjani Kalli[1]

Abubakar Abba Aji[1] abubakarabbaaji75@gmail.com

Aisha Sakir[1]

Abbas Sani Dahiru[2]

[1]Faculty of Education, Department of Continuing Education and Extension Services, University of Maiduguri, P.M.B. 1069 Maiduguri, Nigeria

[2]Faculty of Humanities and Education, Department of Educational Foundations, Federal University Gusau, Nigeria

Abstract

This article investigated the motivational Strategies used on instructors by administrators of Basic Literacy programme in Borno state. The research adopted survey design with total sample of 354 instructors in literacy centres in Borno state. Data was collected through questionnaire and was analyzed using descriptive statistics. The findings of the study indicated that motivational strategies used by the administrators have significantly enhances the instructor's performance in the basic literacy centres. It was further highlighted that, administrators often used promotion, security, treat with respect and recognition as motivators as compared to reward, professional growth and working environment. Thus, it has been largely discovered that Motivation of instructors has greatly increased the input of instructors in Borno state Literacy Centers.
Keywords: Motivation, Instructors, Administrators, Adult Basic Literacy, Performance.

Introduction

Adult education is now more than ever before appreciated as preconditions geared towards, competitiveness, healthy wellbeing, active citizenship and sustainability in achieving wholesome development of adults in our communities. Therefore, provision of Adult Basic literacy which is a fundamental constituent of adult education could be seen as critical step and indispensable mechanism for growth and development of societies in this 21st century. Olagunju, (2009) cited in Alkali (2014) describe as worrisome the Nigerian escalating illiteracy challenges and is much more a compulsion now than a choice fighting this menace, since no nation could attained national prosperity with high illiteracy rate. Government at all level have realized the need to offer basic literacy to all, in response a national mass education commission (NMEC) was established at the federal level while states including Borno establishes agency for mass literacy which have also establish literacy centers across the state to provide unhindered access for many adults. Inspite

293

massive mobilization, the basic literacy programmes was said to have suffered a setback, the programme was characterized by infrastructural deficits, irrelevant, unsuitable materials and programme schedules, unqualified and low instructors morale that likely affects their performances, resulting in low learner participation which rendered most literacy centers nonfunctional (Kalli,2014). These scenarios suggest that the available instructors are often ill motivated, and could also be attributed to several constituent of production and not limited to motivational strategies, work environment, leadership styles, job security, compensation design and management, condition of service, nature of work and work load. According to Kazeem (1999) working environment, reward and opportunities for growth are important determining factor in teacher motivation. Literature overview on motivational strategies and instructors' performance depicts that inadvertently, not much is empirically known on developing countries basic literacy centres, ever since it does receive little researchers' consideration. In other words there is a theoretical gap in literature as regards to the Motivational Strategies and Basic Literacy programme Instructors Performance. Most of the related existing researches focused on the relationship between motivational Strategies and teacher effectiveness in formal school setting, and so far to the knowledge of the researchers none of the researches focused on the motivational strategies and Basic Literacy programme Instructors Performance in Borno State and Nigeria as whole. In view of the foregoing, it is not out of context to provide more insight on this paradigm since there is dearth in knowledge on motivational factors influencing instructors' performance which is critical to the achievement of the basic literacy centers goals. Therefore, this paper investigates the motivational Strategies used on instructors by administrators of Basic Literacy programme in Borno state. The study had two objectives; to determine the usage of motivators by adult basic literacy administrators and describe Instructors ratings of motivators used by administrators of adult basic literacy programme to enhance their performance.

Adults' education administrators have a unique role in fulfilling instructors needs, performance as well as organizational effectiveness which is to a large extent, depends, on administrators' leadership role particularly on motivational strategies used. Moreover, Olobode (2004) observes that most carefully developed curricula and most up-to-date teaching methods are not enough to ensure that teaching will occur when the instructor lacks the motivation to teach. Therefore, this is logical because instructors' performance is their ability to integrate the experience, teaching method, instructional material, knowledge and skills in delivering subject matters to learners in the literacy centers. In this respects, instructor's performance connotes the instructor's role of teaching adult learners in the Literacy canters. Oxford Advanced Learners Dictionary defines performance as "the act or process of carrying out something or execution of an action or implementation". Instructor's performance in this study will be measured by plan of the lesson, teaching methods, instructors personality and execution of the instructions and general punctuality among others. Nakpodia, (2011) describe job performance as an individual level phenomenon, thus performance is what a single person does. Accordingly Sonnentag & Frese,

Tijjani, K., Abubakar, A. A., Aisha, S. & Abbas, S. D.

(2002) describe worker performance as an individual's measurable behavior that is suitable and relevant to organizational goals and objectives. Performance is a multifaceted and multidimensional phenomenon whose elements among others include effectiveness, efficiency, economy, productivity, quality output and positive workplace behavior. In order words administrators can motivate followers toward extra effort, increase their job satisfaction, improve their performance beyond expectation and cultivate creativity and innovation in organization justifying the level of motivation. Moreover, Administrators transformational approaches and behaviour can direct their organization toward effectiveness and productivity (Pihie, Sadeghi., & Elias, 2011).

According to Grabner and Speckbacher (2009) motivation is the corner stone to the development of permanent interest in teaching, to the appreciation of the value of education and to the zeal for teaching and learning the skills. Motivation is a very important element in teaching and learning but it appears to be the most important and useful in adult education programme. This is so because highly motivated adult instructor will surmounts every obstacle to ensure that they achieve the objectives for which they were employed. Hence, Instructors performance is a concern of everybody in the adult basic literacy programme. Moreover, Hu, H., Gu, Q., & Chen, J. (2013) opine that using inspirational motivation behavior, leaders motivate their followers by preparing challenges and offer meaning for followers' task. They focus on ambitious goals, speak hopefully about achieving future goals, and inspire followers to achieve an optimal level of performance.

According to Gbollie and Keamu (2017), motivation is extrinsic as well as intrinsic, and some psychologists stress the importance of extrinsic motivation. Working for externally determined rewards is extrinsically motivated behaviour while people's desire to learn for satisfying their curiosity and feel competent is intrinsic motivation. Both intrinsic and extrinsic motivations are important for teaching and learning to take place (Daramola, & Agbonna,2011). Instructors must balance intrinsic and extrinsic motivation, especially when there is little immediate satisfaction in the teaching and learning situation. Intrinsic motivation can't sustain all activities. On the other hand extrinsic motivation is often necessary for persistence of motivated behaviour. In other words, motivation can be considered as internal or external. Internal motivators are inside the individual. These are things that make him want to do a good job for his own reasons such as pride of accomplishment, a desire to live up to the expectations of a respected individual etc. external motivators are things outside the individual that cause him to work such as salary and wages, the desire to avoid discipline from the boss and so on.

Therefore, resulting in differences level of achievement among different adult instructors appear to relate to differences in level of motivation with high achievers having higher level of motivation. This assertion was in agreement with the position of Newman & Sheikh (2012) which opine that extrinsic rewards, intrinsic rewards and social rewards plays a significant role in encouraging the employees and subsequently promote employee commitment which eventually leads to performance.

Tijjani, K., Abubakar, A. A., Aisha, S. & Abbas, S. D.

Also corroborating Reeve (2001) earlier stated that motivation can come from two sources, the extrinsic and intrinsic. People may be motivated by factors in the external environment such as pay, supervision, benefits, security, promotion, working environment, recognition, reward, professional growth, treat with respect etc. This referred to as extrinsic motivation. They may also be motivated by the relationship between worker and the task which called intrinsic motivation. To recapitulate, the following motivators are elucidated in this study security, promotion, working environment, recognition, reward, professional growth and treat with respect.
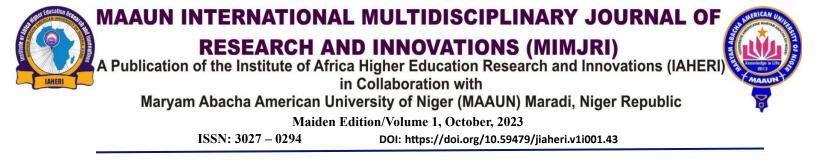
Working Environment

Supportive work environment is no longer seen as simply an attractive option. It is an indispensable requirement to successes (Permarupan, Mamun, Saufi, Binti Zainol, 2013). Administrator should provide an attractive work place where instructors and adult learners can work in a safe and healthy setting and where instructors, adult learners consider the working environment positive. Deci and Ryan (2000) argue that social environments can facilitate or forestall intrinsic motivation by supporting or thwarting people's innate psychological needs. The above view was further strengthened by Carrel and Gregory (2010) where they opine that organizational productivity is contingent on various factors which embrace personal (motivation, job satisfaction, good health and safety and productivity-oriented skills) and organizational climate (leadership styles, job security, compensation design and management, condition of service, nature of work and work load).

In other words, productivity is often being sum up as the ratio of in-put and out-put and that organizational environment and job satisfaction tend to be related, so also performance. Therefore, managers' ability to create a positive organizational environment affects workers' morale and their efficiency. It is against this backdrop we could state that ability of administrators to control many of the exigencies in the work environment serve as rein forcers for the instructors to function effectively, since it is critical in stimulating work behaviour, also are the keys to enhancing morale of the workers due to the sense of motivation and eventually their performance.

Treating Employees with Respect

Respect has great importance in everyday life. As children we are taught to respect our parents, teachers and elders, school rules and traffic laws. Administrators should deal with instructors and staff without any discrimination on account of religion, gender, origin, and marital status, physical or mental disability (Akinwumi,2002). Administrator must create an environment free of hostility, harassment, discrimination and intimidation (Gopal et al, 2014). All instructors must be given the same treatment and there must not be any favoritism involved. Administrator has to make decisions based on reality and implement it fairly and consistently. If any new ideas or changes are made in already defined policies, then the instructors must be taken in confidence and they should be provided with the details and reasoning (Akintayo, 2012). This will make them

Tijjani, K., Abubakar, A. A., Aisha, S. & Abbas, S. D.

feel administrators regards their views and opinion, thus increase their performance in the instructional delivery process.

Recognition and Praise

Recognition is one of the most fundamental and effective incentives for improved performance. It is the most common and powerful tool that is being used in the organization to drive employee involvement (Sun, 2013). Recognizing the self-motivated, self-managed and highly productive instructor will encourage and help the continuation and development of the instructor which will eventually set an example for others to follow. Danish and Usman (2010) affirm that when rewards and recognition are properly implemented, a good working atmosphere is provided that motivates employees to achieve high performance. Recognition from the respective administrator will result in improving the instructor status as to what value and position he give to the recognition of the administrator (Alasad, 2017). Recognition could include public praise, increase of a job appraisal or special attention.

Promotion

Promotion is always the dream of an employee in any firm. Some workers succeed in fulfillment of their dream where as others do not, the reason behind this success or failure is their performance (Kreitner ,1995; Bibire,2015). Promotions to higher jobs are extrinsic rewards, since they too are administered by external sources. Administrators should promote their staff's grades especially instructors on the basis of their performance making right evaluation, this not only provides them with satisfaction but also encourages a healthy competition among the instructors, which eventually improves the performance of the learners benefiting the adult education programme and making it distinguished among the competitors.

Security

It is commonly understood that when employees perceived that their jobs are secured, they will want to increase their performance by cooperating with the organizations otherwise they tend to withdraw from their responsibilities (Ahmed and Akthar 2012). It is mainly important in the context of improved performance (Luthans, 1995). Therefore, security in employment of instructors is one of the major administrators' responsibilities in the actualization of basic literacy programme. Be as it may instructors job security in the literacy programme plays a significant role in harmonizing their interests with that of the administrators not only in the literacy centers, but for a sustain long-term mutual commitment and relationship. Thus, instructors job security is also one of the motivational factors often determines how employee's performance in the work settings (Ricks et al, 1995).

Rewards and Incentives

An organization's reward system consists of the formal and informal mechanisms by which instructors' performance is defined, evaluated and rewarded. Instructors tend to work harder to

earn the rewards, if the rewards are based on actual performance (Akintayo, 2012). The reward system is an important tool that administrators can use to channel instructor motivation in desired ways. The organizational reward system and the performance evaluation system are the major links in the exchange process between instructor and his/her organization (Ogunbanjo,2010). Rewards may be primary reward as well as secondary reward. Primary rewards are those associated with physiological needs such as food, water, sleep, these rewards are simply associated with physical comfort and survival, while secondary rewards are those associated with social needs such as money, recognition and pride (Abdullah & Wan, 2013). On the other hand administrators need to recognize the power of motivation on instructors performance.

Professional growth

Professional growth of employees are of importance to the organization in order to ensure achievement of organizational goals (Adenike,2011). Professional development simply means formal and informal training provided to workers in line with his/ her job requirements (Muller 1996). In other words, it is form of staff development provided by administrators in organizations through continuing liberal education of the whole person to develop his or her potential fully. Instructors with necessary expertise and skills in the provision of literacy skill to the learners will no doubt perform well when compared to the once without the skills, because of the necessary skills acquired he/she will channeled such skills in solving job related problems and could take better decisions whenever and wherever necessary. Therefore, there is need for administrators in the basic literacy programme are to ascertain instructors professional development needs in accordance with the basic literacy programme needs. In view of the above administrators should ensure that professional development of staff does not take place at unit level and staff members should be encouraged to share information with each other. This will promote personal and professional growth. Staff development will increase employee's ability to perform in their current job as well as in their future jobs. Moreover, Adenike, (2011) opine that managers have the responsibility to ensure that the employees are trained to promote the quality of their lives, their prospects of work and labour mobility to improve productivity in the workplace and to provide employees with the opportunities to acquire new skills.

Instructor's Performance

In the field of adult education, the increasing emphasis on demonstrating learner outcomes has renewed interest in the quality of instruction provided (Alkali, 2014). There is limited research sharing direct correlation between specific instructional procedures and adult learning, there are a number of instructional practices and instructors performance recognized as broadly effective by practioners, administrators and adult learner (Galbraith and Gilley, 1992; Daramola and Agbonna, 2011). the focus of this study is not to describe the types of instructional practices/ method or effectiveness of such practices but to emphasizes how motivational strategies deployed by administrators in literacy centers enhances instructors performance and subsequently impact

positively on instructional outcome. From the preceding review and empirical justification we could appreciate the fact that motivational strategies deployed by administrators in basic literacy centers serve as reinforcer and eventually enhances instructors performances. Moreover, Herzberg (1957) described task as intrinsically motivating when they are characterized by key "motivators" such as responsibility, achievement and advancement opportunity.

Methodology
Participants
The population of the study consisted of all the serving adult basic literacy instructors working with Borno state Agency for Mass Literacy. Therefore, the total population made available stood at 354 adult basic literacy instructors. Hence the whole population was used in the study as sample respondents, since it is manageable.
Instrumentation
A set of questionnaires called Motivators usage questionnaire (MUSQ) made up of forty-items (40) with response scale ranging from mostly used (MU) weighted (4) points, Often used (OU) weighted (3) points, Just used (JU) weighted (2) Not used (NU), weighted (1) points was developed by the researchers to measure the variables in this study. The MUSQ comprises three sections: A, B and C. Section A contains items on demographic information of the respondents and section 'B' reflects items on administrators' motivational strategies and section C consist of items on instructors ratings of motivators used by administrators. The instrument is having a Cronbach's alpha value of 0.79 which indicates that the instrument is reliable to be used in this study.

Data Analysis and Findings
The data was analyzed using descriptive statistics of frequency counts and percentages. The results and discussions of the objectives of the study are based on the Tables shown below.

Table 1: Frequency and Percentage of motivators' usage by Administrators on instructors of Adult Basic Literacy

Motivational Strategies	Frequency of Usage	Percentage of Usage		Comment
Promotion	101	28.53%	1st	Mostly
Security	96	27.12%	2nd	Mostly
Recognition	55	15.54%	3rd	Sometimes
Treat with respect	48	13.56%	4th	Mostly
Reward	25	7.06%	5th	Often
Professional growth	16	4.52%	7th	Not
Working Environment	13	3.67%	6th	Not

Tijjani, K., Abubakar, A. A., Aisha, S. & Abbas, S. D.

Table 1 above describes motivators' usage by administrators on instructors of adult basic literacy programme. Promotion ranks first with 28.53% followed by security with 27.12%, Recognition with 15.54%, treat with respect with 13.56%, reward 7.06%, Professional growth with 4.52%, and working Environment with 3.67%. This result suggests that in all cases, promotion and security are the most used by motivators.

Discussion

The first finding of this study on the role of motivational strategies, reveals that seven (7) strategies were identified which are; Promotion, security, reward, recognition, professional growth, working environment and treat with respect. Although only three (3) (Promotion, security reward and recognition) were fully functional, while the remaining four were not fully in use particularly treat with respect, Professional growth and working environment because it was shown to be the strategies that have a little consideration by the administrators. This finding confirms Kazeem (1999) assertion that the working environment, reward and opportunities for growth are important determining factor in teacher motivation. Kazeem reported that, greater attention should be given to improving work related condition of teachers to improve the quality of education. In particular, there should be motivation to enhance teacher performance. The finding points out that motivation should be the determining factor in putting in place necessary training for these instructors to prepare them to put in their best to handle teaching and learning more effectively in the state basic literacy programme. Similarly, This work also agreed with Herzberg (1957) states that motivation are of two types, extrinsic and intrinsic motivation. Extrinsic motivation refers to needs that must be satisfied by external reinforcers such as salary, fringe benefits, security, promotions and conditions of work while the intrinsic motivation refers to as an emotional preference for a task that gives pleasure and enjoyment which are satisfied by internal reinforcers such as achievement, positive recognition. Meeting these factors will increase motivation by creating a satisfying work environment (Newman & Sheikh (2012). This is further supported by Daramola, & Agbonna,(2011) who state that both intrinsic and extrinsic motivations are important for teaching and learning to take place. In similar vein, Gbollie and Keamu (2017) recently upheald the above researcher's position, thus extrinsic and intrinsic motivation plays a significant role in encouraging the instructors and consequently promote their commitment and eventually leads to performance.

The finding of this study on the usage of motivators on instructors of adult basic literacy learners of Agency for Mass Literacy in Borno state reveals that seven (7) motivators used by administrators which are promotion, security, reward, recognition, profession growth, working environment and treat with respect. Although only four (4) promotion, security, treat with respect and recognition were fully in used, while the remaining three (3) were not fully in used particularly reward, professional growth and working environment because it was shown to be the motivators that have little consideration by the administers. The first finding which is mostly used motivator was promotion. Promotions were timely, and promotions were given to deserving ones in place of the underserving instructors, this lead to happiness among instructors and their happiness often has

Tijjani, K., Abubakar, A. A., Aisha, S. & Abbas, S. D.

a positive impact on their performance. This finding confirms Kreitner (1995) assertion which stated that a timely promotion to deserving employees without any favoritisms leads to good working behaviour. It is also in agreement with the assertion made by Gopal et al., (2014) and Bibire (2015) where they maintained that administrator must create culture free of hostility, harassment, discrimination and intimidation and treat their workers fairly, especially in promotion exercises.
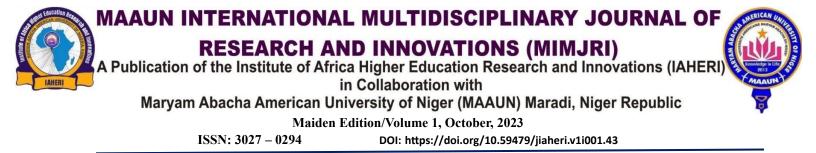
The finding on the security revealed that most of the instructors showed that job security is well catered for in order to enhance performance. Job security is one of the top goals that motivate instructors. Administrators need to communicate and clarify organizational policy and discuss job security to their employee. This finding, confirms Luthans (1995)., which assert that greater attention should be given to job security of instructors to enhance instructors performance and putting in place training for these instructors to prepare them to put in their best. He also asserts that job security is important because performance of their components may provide each reward that meet instructors needs. Corroborating this position, Ahmed and Akthar (2012) disclosed that when employees perceived that their jobs are secured they will want to increase their performance by cooperating with the organizations otherwise they tend to withdraw from their responsibilities. Therefore, Administrators needs to know what aspects of a security provide motivation as well as how to compensate for routine task that has little inherent satisfaction.

The finding on treat with respect also revealed that instructors are motivated by administrators by way of respecting and treating them well. This finding is in agreement with Akinwumi (2002) assertion that all instructors must be given the same treatment and there must not be any favoritism involved. Similarly it upheld the standpoint of Akintayo, (2012) where administrators are expected to take the instructors in confidence when there is any new ideas or changes to be made in existing policies and activities in the literacy centres, this will spur the instructors to feel part of decision making and will eventually heightens their performance. Therefore, administrators have to make decisions based on reality and implement if fairly and consistently.

The finding on recognition and praise revealed that, recognition and praise were offered by administrators, in order to enhance instructors performance. This finding confirms that of Kumar, (1995) asserts that recognition are generalized secondary reinforcers that have to be used extensively to influence instructors performance. Recognition could include public praise, expansion of job appraisal, special attention, and also its effectiveness to motivation depends upon the instructor as to what value and position be gives to the recognition of the administrators.

Conclusion and Recommendations

This article examines the role of motivational Strategies used on instructors by administrators of Basic Literacy programme in Borno state. The result depicts that, the motivational strategies used by the administrators have significantly enhances the instructors performance in the basic literacy centres. It was further highlighted that, administrators frequently

Tijjani, K., Abubakar, A. A., Aisha, S. & Abbas, S. D.

used promotion, security, treat with respect and recognition more than reward, professional growth and working environment as motivators, because it was shown to be the motivators that have little consideration by the administers based on the instructors rating, in the light of these, this article emphasizes on the need for administrators to continue to use the most suitable motivational strategies in the basic literacy centres to enhance instructors performance. Impliedly, findings depicts that achieving basic literacy objectives in the state demands administrators to deploy the use of motivational strategies, since in any educational programme, the gap between developed standard of performance and the actual performance have to be close for the programme to yield desired results for the realization of the programme objectives. The Agency for mass literacy, ministry of education, relevant policy makers and all stakeholders also have a responsibility of not only planning and formulating policies and programs that would facilitate the use of motivational strategies in the literacy centres, but efforts should be made to ensure the application of the relevant motivators by adult education administrators on instructors of adult learners in Borno state with a view to enhance instructors performance in the discharge of their responsibilities effectively. While this study provides an insight on the role of motivational strategies and instructors performance, it was limited to basic literacy centers of Borno state agency for mass literacy, hence it cannot be generalized to Nigeria and future research in these variables is also recommended to focus in other states of Nigeria.

References

Akinwunmi, F.S (2000). "Impact of motivation and supervision on teacher productivity in secondary schools in Oyo state Nigeria". An unpublished Ph.D Thesis.

Avolio, B. J., Zhu, W., Koh, W., & Bhatia, P. (2004). Transformational leadership and organizational commitment: Mediating role of psychological empowerment and moderating role of structural distance. *Journal of organizational behavior*, *25* (8), 951-968

C. O. Daramola, & S. A. Agbonna, Job Motivation as Correlate of JobSatisfaction among Academic Staff of Higher Institutions in KwaraState, Nigeria. *Journal of Research in Education* 2011 (1), P 36-41.

Deci, E.L. (1993). Extrinsic Rewards and Instrinsic Motivation in Education. Plenum press. New York, USA. P. 147

Duchett, W. (1982) "Students Motivation". Finding the missing link" Adult Education NIAE Vol. 47, No. 6.

Fagbamiye, E.O. (2000) Education and Productivity in Nigeria, "Teacher Renumerations conditions of service, Job satisfaction, Attitude to work and job performance in selected secondary Schools in Lagos State"

Filak, V.F. & Sheldon, K.M. (2003). Student Psychological Need Satisfaction and College Teacher Course Evaluation. Educational Psychology, 23 (3), 235-247.

Tijjani, K., Abubakar, A. A., Aisha, S. & Abbas, S. D.

Hu, H., Gu, Q., & Chen, J. (2013). How and when does transformational leadership affect organizational creativity and innovation? Critical review and future directions. *Nankai Business Review International*, *4* (2), 147-166.

Kazeem, S. O. (1999). Correlates of job motivation of workers in selected public and private secondary schools in Ife-Ijeshazone, Osun State, Nigeria. Master of Arts in Education thesis unpublished Obafemi Owolowo University, Ile-Ife

Kreitner, R. (1995), Administration, 6th ed. Houghton Mifflin Company, New York, USA pp. 466-507

Kumar, V.K. (1995). A study of Attitude of Teacher Trainees Towards Teaching Profession. Unpublished M.Ed Dissertation, University of Kerala.

Luthans, F. (1995). Administration and Organizational Behavior, *London Pitman Publishing London. UK. P. 154.*

Maslow, A. (1954). A theory of Human motivation. Review, Harper and Row Publisher, New York, U.S.A p. 370

Newman, A., & Sheikh, A. Z. (2012). Organizational commitment in Chinese small-and mediumsized enterprises: The role of extrinsic, intrinsic and social rewards. *The International Journal of Human Resource Management*, *23* (2), 349-367.

Ololube, N.P. (2004). Professionalism: An Institutional Approach to Teachers Job Effectiveness in Nigerian schools. Paper presented at the seventy international LL in E conference, September 23-25, 2004.

Pihie, Z. A. L., Sadeghi, A., & Elias, H. (2011). Analysis of head of departments leadership styles: Implication for improving research university management practices. *Procedia-Social and Behavioral Sciences*, *29*, 1081-1090.

Reeve, J. (2001). Understanding motivation and emotion. 3rd ed. Harcourt College Publishers New York, USA p. 95

Ricks, B.R. (1995) Contemporary supervision, managing people and technology, McGraw Hill Inc. New York, USA

Yang, Chung-Wen. (2008). The relationships among leadership styles, entrepreneurial orientation, and business performance. *Managing Global Transitions*, *6* (3), 257.

Zembylas, M., & Papanastasiou, E. C. (2005). Modeling teacher empowerment: The role of job satisfaction. *Educational Research and Evaluation, 11* (5), 433-459.

Tijjani, K., Abubakar, A. A., Aisha, S. & Abbas, S. D.