

PRINCIPALS' LEADERSHIP STYLES AS DETERMINANTS OF BUSINESS STUDIES TEACHERS' JOB PERFORMANCE IN JUNIOR SECONDARY SCHOOLS IN EDO STATE, NIGERIA

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ABSTRACT: *The study focused on principals' leadership styles as determinants of business studies teachers' job performance in Junior Secondary Schools in Egor Local Government Area (L.G.A.) of Edo State. Four research questions were raised and answered. Descriptive survey design was adopted for the study. The population comprised 46 business studies teachers (34 females and 12 males) from thirteen junior secondary schools in Egor L.G.A. All the population was used as sample for the study since the population was manageable. A 21-item structured questionnaire was used to collect data. A 4 point rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) with assigned values of 4, 3, 2, and 1 respectively were adopted. The instrument was subjected to face validity by three experts. A reliability coefficient of 0.76 was obtained using Cronbach alpha statistics. The research questions were answered using mean and standard deviation. The study revealed that business studies teachers' job performance in Egor L.G.A. is low. It was recommended among others, that principals should employ and vary diverse leadership styles to suit different situations, as the needs arise, use appropriate leadership styles to influence the government for provision of instructional facilities/materials for the teaching of Business studies subjects which is practically oriented instead of teaching it theoretically; that business studies teachers should be given opportunity to undergo in-service training to enable them acquire new knowledge and skills for effective performance of their jobs, among others.*

KEY WORDS: leadership styles, determinants, job, performance

INTRODUCTION

The emergence of Vocational and Technical Education (VTE) programme (an umbrella body covering business studies) in Nigeria appears to have been born out of the needs for a functional education programme that would prepare the nation's workforce for the challenges of the rapidly changing global economy. This is based on the conviction that a nation with increased number of self-sustained and self-dependant skilled graduates will record less number of unemployed citizens. Accordingly, Nigeria government through its educational policies reiterated that its education programmes should be focused more on skills and competency related programmes such as business studies.

Business studies is a subject offered by students at the junior secondary school level. It is a programme of study structured toward imparting on trainees, knowledge and skill competencies for gainful employment. This is why Okoli, (2010) posited that business studies is an important part of general education which emphasizes skills and competencies acquisition for use in offices and business related occupations. In the same vein, Okute (2010) asserted that business studies is the fundamental subject which has to do with acquisition, conservation and expedition of wealth. In the context of this study, business studies is defined as part of general education meant to equip the trainees with basic skill competencies, knowledge and attitudes that are relevant to themselves and the society in which they live. In other words, business studies afford students the opportunity to acquire employable and self-reliance skills and endow them with the ability to excel in life for the development of economic well-being of individuals and the nation in general. Aliyu (2007) opined that Business education, (business studies inclusive), is the intellectual and vocational preparation for earning a living in a contemporary industrial and business environment. Therefore, the more the number of young graduates that are able to be self-dependent and self-employed the more unemployment and poverty are eradicated and the faster the nation moves towards self-sufficiency.

The Nigeria Education Research Council (NERC) (2009) enumerated the objectives of Business studies as:

1. enables students acquire basic knowledge of business studies;
2. develops the basic skills in office occupation;
3. prepares for further training in business studies;
4. has basic skills with which to start life of work;
5. has basic skills for personal use in future; and
6. relates the knowledge and skills they have acquired to the national economy.

From the foregoing, Okorie (2014) opined that business studies is indeed necessitated by the need to provide the society with a form of education that promotes life-long learning needs of the community, innovation, employability and self-reliance. If a society is to promote life-long learning needs, there must be good leaders with good leadership styles who could motivate business studies teachers to perform their duties optimally for effective programme implementation and meet up with the needs of the learners and that of the society. This is where the principal stand out.

The principal is the head of the secondary school system with the greatest responsibility for the school management. The principal, at the apex of secondary education level is an important resource in the administrative process. The principals set the pace of learning in the classrooms through directives and establish relationship and general mood between teachers and students. They are equally expected to identify the basic areas of staff needs and attend to them accordingly to attain the staff performance targets through motivation and inspiration as well as allowing the involvement of staff in the school administration process. The actions taken by the principals who are at the helm of affairs at the secondary education programme may either make or mar any

educational system in the society through their method of administration. This implies that the action of the school principal could determine the staff activities directly or indirectly and accounts for teachers' job performance.

Job performance involves what the staff of a given establishment or organization do at the organization which is aimed at either improving the organizational goal and the society generally. The staff behaviour and general activities are measured by giving standard to assess the staff activities in the organization. Job performance according to Okafor (2001), is the overall expected value from employees' behaviour carried out over the course of a given period of time under the head's leadership style.

Leadership in the view of Ciulla (2004) is the inspiration on mobilization of others to undertake collective action in pursuit of common goals. In the same vein, Adewella (2014) stated that leadership is the operational tool influencing people to strive willingly and enthusiastically towards the achievement of the organizational goals. Leadership in its inherent function involves a critical factor as the success or failure of any programme objectives is widely dependent on the head's leadership style (principal). In every organization, be it private or governmental such as school settings, the importance of leadership cannot be over-emphasized. The affairs of the organization or establishment must be properly directed by a leader to ensure that outcomes conform with set objectives or goals of the organization in question. The leader coordinates human and material resources (such as the necessary machineries) or arrangements put in place so that two or more people or groups of people can work together properly and harmoniously. Clark (2000) put forward that leadership style is the manner and approach in which a leader provides direction, implements plans and motivates people so as to meet organizational goals. Thus, a principal synchronizes school resources, instructional facilities, coordinates schedules and subordinates under his or her jurisdiction of authority/control for optimal goal achievement. Whether the secondary school principals' kind of leadership is actually influencing the business teachers under their control to work enthusiastically for optimal performance of their duties towards business studies programme goal achievements, is a question this study seeks to examine through the following leadership styles.

Leadership styles as identified by various scholars include: autocratic, democratic, laissez-faire, transactional, and transformational (Krugel, 2016); Lewin, 2014); Bass, 2004); James, 2008); Leithwood, 2000); Daft, 2015); Bass & Avolio, 2000) & Yukil, 2009). However, leadership styles to be considered in this study are autocratic, democratic, laissez faire, and transformational leadership styles.

One of the leadership styles that could influence the job performance of business studies teachers is Democratic Leadership Style. Democratic leadership style involves participative leadership values, team building and input of team members and peers, but the responsibility of making the final decision rests with the participative leader. This style of leadership boosts employees' morale because they make contributions to the decision making process. Democratic leadership may also be known as participative leadership is generally the most effective leadership style. This is

because the democratic leaders tend to make the followers part of decision making process which helps foster commitment to the goals of the group. This is quite different from the autocratic leadership style which can also influence the subordinates' job performance in dissimilar dimension.

The autocratic leadership style is another style of leadership that could influence employees' job performance if adopted by the principal (leader). The autocratic leadership style is that in which the leader takes decisions unilaterally without the input of the followers. The leader independently exercises absolute authority and imposes decisions on the subordinates. Autocratic leader provides clear expectations for what needs to be done, when it should be done, and how it should be done. This style of leadership is strongly focused on both commands by the leader and control of the followers. It stresses obedience, loyalty, strict adherence to rules. Powerful autocratic leaders throughout history have often been praised for the ability to develop reliable and devoted followers and acts as prime authority figure in establishing and maintaining order. The autocratic style may show great result in a short time period. However, excessive use of authority will distort productivity in the long run. Bass and Bass (2008), stressed that autocratic cluster encompasses being arbitrary, controlling, power-oriented, coercive, punitive, and close-minded. The cluster has often been described in pejorative or uncomplimentary terms.

Furthermore, the 'laissez-faire' is another leadership style that could be adopted by any leader, such as school principal. This leadership style is also known as 'reliance on expectation' leadership style. Many researchers have established that subordinates or employees under this leadership were less productive. The laissez-faire leadership allows subordinates to make demands on the leader, shows little cooperation and employees are unable to work independently. While this style can be effective in situations where group members are highly qualified in an area of expertise, it often leads to poorly defined roles and lack of motivation. Laissez-faire leadership tends to lead group that lack direction, where members blame each other for mistakes, refuse to accept responsibility and produce lack of progress and work. On the other hand, transformational leadership style is another type of leadership that can also be adopted by many leaders to influence staff job performance.

Transformational leadership style is a visionary leadership, in which the leaders motivate their employees to exceed certain expectations (Geijsel, 1999). A transformational leader is a charismatic person who inspires people through vision and charisma. The leaders also foster harmonious relationship with employees and this can result to increased motivation and morality among them. Koontz et al (2014) found out that transformational leaders modify the beliefs and attributes of the employees by inspiring them; provide them a vision and motivate them in achieving particular goals. Similarly, James (2008) explained that transformational leaders help their followers to accomplish the organizational goals and mission by working with them and through them to achieve predetermined goals. Transformational leadership focuses in helping every member of the group to succeed which can inspire positive changes in the employees such as Business Studies teachers.

These leadership styles in their unique ways therefore, are capable of affecting teachers' job performance positively or negatively. However, any leadership style adopted by school principals in their administration, has a far reaching effect on the business teachers' job performance and in turn on the needed skills, competencies and knowledge expected to be acquired by business studies students through business studies teachers.

Business studies teachers are those who facilitate young ones to understand the dynamic environment in which business operates and impart the necessary skills and knowledge that will assist the trainees (students) for everyday life. These vital skills if acquired by the students will play fundamental role in their future development, either as they progress towards apprenticeships, further education, entering a profession or starting up their own business for employability or self-reliance.

Unfortunately however, business studies teachers who are supposed to put in their best to ensure effective implementation of business studies programme are over the years seem to have been faced with problem of job dissatisfaction which often leads to de-motivation. Reyes and Shin (1995) pointed out that teachers' job satisfaction is a determinant of teachers' job performance and that it must be present before the individual develops organizational commitment. In the comment of Flipp (2016), training and development programmes are practices of providing learning opportunities to employees to inspire, challenge and motivate them to perform the functions of their positions to the best of their ability with all satisfaction. Decision making maybe a continual management function which plays an important factor in the organizational process and it is vital to all the cyclical management functions. Ideally, principals are expected to exercise their leadership styles not only to guide the teachers in carrying out their work schedules but to also strive to influence appropriate authority to make provision of school facilities and good condition of service towards teachers' satisfaction and effective job performance. Thus, job satisfaction is a determinant of staff job performance which must be realistic to ensure individuals' commitment in an organization. When business teachers are de-motivated due to dissatisfaction in the performance of their duties, it will in no small measure affect the system and standard of education including skill acquisition and competencies, and in particular business studies programme.

Statement of the Problem

In any educational institution, leaders such as school principals are inevitability because they play significant roles in the effectiveness of a school programme. Principals are therefore expected to adopt a leadership style that will influence the needs of their subordinates (the teachers), motivate them to work, employ and vary diverse leadership styles to suit different situations, as the needs arise and considering the effects on the followers. How the principals are effectively playing these roles has been a matter of concern to many educational stake holders.

A look at the Nigerian junior secondary schools today portrays that business studies programme no doubt seems to be ineffective. Either as a result of principals being unresponsive to teachers by not carrying them along or principals not forceful enough to influence the government to provide teaching materials and modern equipment to teach the subjects especially in the area of practical.

Consequently, the goal of business studies programme at present is as good as fantasy as achieved. On the other hand, observations in the junior secondary schools also revealed that business studies teachers over the years are not given concession to undergo in-service training or sponsored to seminar and workshops as well as none involvement and input in crucial decision making processes on issues that concern business studies programme among others; are the numerous dissatisfactory conditions under which business studies teachers carry out their duties. This state of dissatisfaction could be attributed to the various teachers' pessimistic behaviours which they exhibit towards their jobs. During the researchers periodic visits to some secondary schools, it was observed that teachers come late to school, shun responsibilities, exhibit lackadaisical attitudes towards work or none commitment to their jobs, play truancy, poor principal and teachers relationship among others which seem to be negatively affecting their job performance. The foregoing therefore, formed the researchers urge to find out if the leadership styles adopted by principals in their various schools could be responsible for business studies teachers' seemingly negative attitudes to jobs; which if not checked would apparently mar the objectives of business studies programme considering its sustainability nature to the national economic development.

The main purpose of this study therefore, is to examine the extent to which principals' leadership styles could determine business studies teachers' job performance in Junior Secondary Schools in Egor Local Government Area of Edo State.

Research Questions:

1. To what extent does principal's democratic leadership style influence business studies teachers' job performances?
2. To what extent does principal's autocratic leadership style influence business studies teachers' job performances?
3. To what extent does principal's laissez-faire leadership style influence business studies teachers' job performances?
4. To what extent does principal's transformational leadership style influence business studies teachers' job performances?

METHODOLOGY

Descriptive research design was adopted for this study. The study was carried out using thirteen (13) public Junior Secondary schools in Egor Local Government Area (L.G.A.) of Edo State. The population was made up of 46 teachers (34 females and 12 males) from the thirteen public secondary schools. All the population was used as sample for the study since the population was manageable. The instrument for data collection was a structured questionnaire divided into two parts – A and B. Part A sought information on the respondents' bio-data, while part B sought information on Principals' Leadership styles as determinants of business studies teachers' job

performance in Junior Secondary Schools in Egor L.G.A. of Edo State. The instrument used was a four-point response option with 21 item-statements. The ratings, Very High Extent (VHE); High Extent (HE); Low Extent (LE) and Very Low Extent (VLE) with assigned numerical values of 4, 3, 2 and 1 respectively were adopted. The instrument was subjected to face validity by three experts. A reliability coefficient of 0.76 was obtained using Cronbach alpha statistics. The instrument was personally administered by the researcher with the help of one research assistant – a teacher in each of the schools in the Local Government Area. Data were collected within two weeks. Mean and standard deviation were used to answer the research questions. Any item with mean value less than 2.50 was regarded as low extent, while any item with mean value from 2.50 and above was regarded as High Extent.

RESULTS

The results of the study are presented in tables 1 - 5

Table 1: Mean and Standard deviation on principals' leadership style

S/N	Variables	Mean	SD	Remarks
1	Democratic Leadership Style	2.68	1.23	HE
2	Autocratic Leadership Style	2.43	1.12	LE
3	Laissez-faire Leadership Style	2.25	0.95	LE
4	Transformation Leadership Style	2.34	1.11	LE
	Grand Mean	2.43	1.10	LE

Source: Researchers' field work (2021)

The data on table 1 above shows that Business Studies teachers rated Democratic leadership style highest as it determines their job performance with a mean rating of 2.68, Autocratic leadership style ranked second with a mean of 2.43. Third was Transformation Leadership style having a mean of 2.34, while Laissez-faire leadership style has the least rating determinants of business teachers' job performances with a mean of 2.25. This was established by the ground mean of 2.43 and standard deviation of 1.10 implying that on the average, the various principal leadership styles examined in this study influenced business teachers' job performance to a low extent.

Question 1: To what extent does principal's democratic leadership style influence business studies teachers' job performances in Egor L.G.A. of Edo State?

Table 2: Mean rating and Standard deviation on the extent to which Principal’s Democratic Leadership style influences business studies teachers’ job performance.

S/N	Principal’s Democratic Leadership Style	Mean	SD	Remarks
1	Principal inspiring business teachers by ensuring that adequate facilities and equipment are made available for teaching and learning of business studies subjects for effective performance.	2.44	1.18	LE
2	Involving business studies teachers in decision making process.	3.20	1.30	VHE
3	Getting the opinions and input of business studies teachers before taking some strategic decisions.	2.55	1.21	HE
4	Provides avenue for business studies teachers to attend training programme that would enable them to improve their competencies.	2.57	1.22	HE
5	Fostering harmonious working relationship among teachers to inspire them for effective job performance.	2.63	1.24	HE
	Grand Mean	2.68	1.23	HE

Source: Researchers’ field work (2021)

The data shown in Table 2 above, with regards to Research Question 1 revealed the mean responses and standard deviation as determined by Principal’s Democratic Leadership style on business studies teachers’ job performance. The value of the mean responses ranging from 2.44 to 3.20 revealed that the respondents agreed that Principal’s democratic leadership style determines business studies teachers’ job performance to a high extent. The value of the standard deviation which ranges from 1.18 to 1.30 further revealed that the responses were relatively in consensus with the mean values. The grand mean of 2.68 conclusively showed that the respondents agreed that principal’s democratic leadership style influences teachers’ job performance to a high extent.

Question 2: To what extent does principal’s autocratic leadership style influence business studies teachers’ job performances in Egor L.G.A. of Edo State?

Table 3: Mean rating and Standard deviation on the extent to which Principal’s Autocratic Leadership style influences business studies teachers’ job performance.

S/N	Principal’s Autocratic Leadership style	Mean	SD	Remarks
6	Setting deadlines for task accomplishment	2.70	1.24	LE
7	Consults business teachers on critical issues relating to their jobs before arriving at decisions.	2.44	1.14	LE
8	Allows business studies teachers’ opportunities to undergo training and development programmes.	2.32	1.09	LE
9	Cares for Business teachers’ welfare on the job.	2.18	0.93	LE
10	Forcefulness in the provision of teaching and learning facilities/equipment that would stimulate Business studies teachers to perform their work actively.	2.50	1.20	HE
	Grand Mean	2.43	1.12	LE

Source: Researchers’ field work (2021)

The data shown in Table 3 above with regards to Research Question 2 revealed the mean responses and standard deviation as determined by Principal’s Autocratic Leadership style on business studies teachers’ job performance. The value of the mean responses ranging from 2.18 to 2.70 revealed that the respondents agreed that Principal’s Autocratic leadership style determines business studies teachers’ job performance to a low extent. The value of the standard deviation which ranges from 0.93 to 1.24 further revealed that the responses were relatively in consonant with the mean values. The grand mean of 2.43 convincingly showed that the respondents agreed that principal’s autocratic leadership style influences teachers’ job performance to a low extent

Question 3: To what extent does laissez-faire principal’s leadership style influence business studies teachers’ job performance?

Table 4: Mean rating and Standard deviation on the extent to which Principal’s Laissez-faire leadership style influence business studies teachers’ job performance.

S/N	Laissez-faire Leadership style Principals	Mean	SD	Remarks
11	Principal guides teachers to achieve school set goals on job performance.	2.16	0.92	LE
12	Principal gives tasks to perform with clear directives.	2.30	1.08	LE
13	Principal shows much concern on issues that bother on Business studies teachers’ welfare.	2.54	1.21	HE
14	Principal promptness to vital administrative issues that would enable business studies teachers perform their jobs enthusiastically	2.23	1.05	LE
15	Principal’s sensitivity towards provision of instructional facilities and equipment for business teachers’ utilization.	2.38	1.12	LE
16	Principal disinclination to delegate decision making to teachers.	1.90	0.33	LE
Grand Mean		2.25	0.95	LE

Source: Researcher’s field work (2020)

The data shown in Table 4 above, with regards to Research Question 3 revealed the mean responses and standard deviation as determined by Principal’s laissez-faire leadership style on business studies teachers’ job performance. The value of the mean responses ranging from 1.90 to 2.54 revealed that the respondents agreed that Principal’s laissez-faire leadership style determines business studies teachers’ job performance to a low extent. The value of the standard deviation which ranges from 0.33 to 1.21 further revealed that the responses were relatively in agreement with the mean values. The grand mean of 2.25 conclusively showed that the respondents agreed that principal’s laissez-faire leadership style influences teachers’ job performance to a very low extent.

Question 4: To what extent does principal’s transformation leadership style influence business studies teachers’ job performance?

Table 5: Mean rating and Standard deviation on the extent to which Principal’s Transformation leadership style influence business studies teachers’ job performance.

S/N	Transformation Leadership style Principals	Mean	SD	Remarks
17	Principal helps business studies teachers to develop skills and competency through training programmes.	2.26	1.06	LE
18	Principal’s promptness in addressing important staff issues to achieve performance.	2.18	1.03	LE
19	Creates good administrative atmosphere for team work among business studies teachers.	2.50	1.20	HE
20	Principal adopts strategies to encourage business studies teachers’ towards job commitment.	2.52	1.21	HE
21	Principal ensures that resources and facilities are made available to inspire business studies teachers for effective job performance.	2.24	1.05	LE
Grand Mean		2.34	1.11	LE

Source: Researchers’ field work (2021)

The data shown in Table 5 above, with regards to Research Question 4 revealed the mean responses and standard deviation as determined by Principal’s Transformation Leadership style on business studies teachers’ job performance. The value of the mean responses ranging from 2.18 to 2.52 revealed that the respondents agreed that Principal’s Transformation Leadership style determines business studies teachers’ job performance to a very low extent. The value of the standard deviation which ranges from 1.03 to 1.21 further revealed that the responses were comparatively in agreement with the mean values. The grand mean of 2.34 conclusively showed that the respondents agreed that principal’s transformation leadership style influences teachers’ job performance to a very low extent.

Discussion of Findings

The first finding of the study in Table 2 shows that respondents agreed that democratic principal’s leadership style influenced teachers’ job performance to a high extent by involving business studies teachers in decision making process, promotes team work, cordial relationship amid

teachers among others. This is in consonance with Kirega (2006) who stated that this style of leadership focuses on using the skills, experience, and ideas of others. This leadership style improves the performance of workers in both short term and long term and can be used for any type of work project. Corroborating this statement, Cherry (2017) affirmed that democratic leadership is a type of leadership style in which members of the group take more participative role in the decision-making process to encourage people to perform their duties.

The second concern of the study was focused on the autocratic Leadership style of principals. The result showed that autocratic principal's leadership style influenced business teachers' job performance to a low extent. This finding correlates with the assertion of Dawson (2002) who maintained that excessive use of authority will distort productivity in the long term; adding that people either get bored and dissatisfied and leave or fall into a malaise of human drum repetitive tasks without creativity and innovation and in short become unmotivated. In the same vein, Owenbiugie (2017) affirmed that the autocratic leader has full control of those around him and believed to have the complete authority to treat them as he wants which can cause the followers to be dissatisfied.

With respect to research question three on laissez-faire principal leadership style, results showed that teachers, job performances were based on their initiatives, and are usually given tasks to execute with or without directives. Therefore, much concern is not shown about issues which boarder on business studies teachers' welfare, insensitivities towards provision of instructional facilities and equipment for teachers' utilization in teaching and learning business studies subjects. There was also lack of promptness of the principals in taking crucial administrative issues that would enable teachers perform their jobs willingly. This finding implies that business studies teachers are not in any way coordinated and motivated to do their jobs, resulting in low level of achievements. When teachers are left unmotivated, low job performance will certainly come to play. Lipham (2001) in his view emphatically stated that leadership styles influence people's job satisfaction and can further lead to their level of performance or achievement which can be either low or high. Corroborating this, Ciulla (1998) stated that leadership is the inspiration on mobilization of others to undertake collective action in pursuit of common goals.

The findings transformational leadership principals influence teachers' job performance to a very low extent. This is in contrast to the views of Geijsel (199), Koontz et al (2014), and James 2018) who believed that transformational leadership principals inspire people through vision and charisma, help and motivate the followers in accomplishing their organizational set goals and mission.

CONCLUSION

The study noted that each leadership styles adopted by various principals in different secondary schools influence business teachers' job performance in diverse ways. On the average the study revealed that business teachers' job performance that would lead to the achievement of business studies objectives at JSS level by imparting positively on students for employment and self-

reliance is far below expectation. This is revealed in the study, is attributed to many factors such as lack of motivation that would enable business studies teachers perform their jobs readily and lack of provision of learning facilities and modern equipment to teach practical subjects.

Recommendations

Based on findings of the study, it is recommended that.

- (1) Principals should not strictly adhere to one particular leadership style in the course of their administrative process but to apply them as situations and circumstances arise. This is because each leadership style has their significant effects on teacher's job performance (positively or negatively).
- (2) There should be periodic on-the-job training such as in-service training/seminars and workshops for business studies teachers to enable them be abreast with and acquire modern skill competencies for effective utilization and impartation of such skills as digital office skills to boost teachers satisfaction and increase their job performance.
- (3) School principals should always intensify action to influence Government to make available, adequate provision of instructional facilities and equipment for teaching practical skill subjects instead of sticking to the long age time theoretical method of teaching business subjects in the programme.
- (4) Principals should employ and vary diverse leadership styles to suit different situations, as the needs arise
- (5) School principals should be forceful and be constant in reminding the State Ministry of education for supply of instructional facilities and practical equipment for use in Junior secondary schools because that is the only way the needed (facilities and equipment) can be provided to boost teachers' job performance.

Contribution to Knowledge

The study has empirically established that Principals' leadership styles are great determinants in the performance of teachers in the school system.

Implication of the Findings.

The teaching –learning environment may be uncomfortable if the principals' administrative styles are not concomitant with the laid down rules and regulations of the school system. If teaching and non-academic staff are not governed fairly enough to ensure democratic norms, this will go a long way in making teachers to seek for transfer to other institutions. This will in the long run affect students' academic performance.

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