



Inspirational Motivation, Intellectual Stimulation and Lecturers' Job Commitment

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DOI: 10.5281/zenodo.20414782

Submission Date: 03 April 2026 | Published Date: 27 May 2026

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Abstract

The leadership provided by an academic administrator of any institution plays significant roles in fostering the attainment of quality delivery of academic activities and accomplishment of stated goals. This study investigated the relationship among academic administrators' inspirational motivation, intellectual stimulation and lecturers' job commitment in Colleges of Education, Polytechnics, and Universities in Delta State. Two questions and two hypotheses guided the investigation. The study employed a correlational research design, with a population of 2,877 lecturers of twenty tertiary institutions in Delta State. A sample of 424 lecturers, was selected using a stratified random sampling technique to ensure proportional representation across the institutions. The instrument used for data collection was tagged: Academic Administrators' Transformational Leadership and (AATLJCQ). The instruments were validated by experts, and their reliability coefficients were established using Cronbach's Alpha, yielding 0.86. Data collected were analyzed using Pearson Product Moment Correlation Coefficient and linear regression at a 0.05 level of significance. Findings revealed that (i) academic administrators' inspirational motivation and intellectual stimulation positively predicted lecturers' job commitment. There was a significant positive relationship between academic administrators' inspirational motivation and intellectual stimulation and lecturers' job commitment. Based on these findings, the study concluded that academic administrators' transformational leadership, notably inspiration motivation and intellectual stimulation are significantly associated with lecturers' job commitment in tertiary institutions in Delta State, Nigeria. It was recommended, among others, that tertiary institution managements in Delta State should strengthen transformational leadership practices that promote inspirational motivation and intellectual stimulation, for professional growth and improved commitment of lecturers to their job.

Keywords: Academic administrators, lecturers, job commitment, intellectual stimulation, inspirational motivation.

INTRODUCTION

Tertiary institutions play a crucial role in the education system by providing advanced education and training. They are essential for fostering research, innovation, and the development of a skilled workforce. The importance of these institutions has been underscored by the increasing demand for higher education globally, driven by economic changes and technological advancements. Many tertiary institutions are at the forefront of research and development. They contribute to scientific advancements and technological innovations that can address societal challenges, such as climate change and public health crises. The attainment of the goals of tertiary institutions is largely dependent on the academic administrators that are saddled with the responsibility of the day to day running of these institutions.

Academic administrators are professionals responsible for overseeing various aspects of educational institutions, such as colleges, polytechnics and universities among others (Knight, 2022). These academic administrators include the Vice Chancellor, Rector, Provost, Dean of faculties, Dean of student affairs, Registrar, Director of Admission, Head of Departments, and Academic Coordinator among others, saddled with the academic administration of tertiary institutions.

The effectiveness of academic administrators is crucial for fostering an environment conducive to learning and teaching. Their decisions regarding resource allocation, policy implementation, and strategic planning significantly impact the overall functioning of educational institutions.

The academic administrators in tertiary institutions face numerous challenges, including inadequate funding, infrastructural deficits, and a lack of qualified personnel. These challenges necessitate strong leadership and innovative approaches to ensure that institutions can meet their educational mandates. Effective academic administration is characterized by clear communication, strategic vision, and the ability to inspire and motivate lecturers and students alike. According to Kauffman *et al.* (2021), academic administration encompasses the organizational structures, policies, and practices that govern the academic functions of an institution. It plays a crucial role in ensuring that educational programmes are delivered effectively and that institutional goals are met. Effective academic administration involves strategic planning, resource allocation, faculty development, and the implementation of academic policies that align with the institution's mission.

Recent studies highlight the importance of academic administrators in promoting academic excellence and institutional accountability. Kauffman *et al.* (2021) emphasizes that strong academic leadership is essential for navigating the complexities of higher education, particularly in times of crisis. The authors argued that effective academic administration could lead to improved student engagement and retention rates.

Kahn *et al.* (2021) stressed that transparent communication and participatory decision-making in academic administration significantly enhance faculty or staff members' commitment. This is because lecturers feel more involved in the institution's goals and are more likely to align their personal objectives with those of the institution. Academic administrators could adopt transformational leadership practices in the course of carrying out their administrative duties.

Transformational leadership is a leadership style that emphasizes inspiration, motivation, and the development of followers (Wang, Zhang & Chen, 2022). In the context of academic institutions, transformational leaders are those who seek to create a shared vision, foster a positive organizational culture, and encourage personal and professional growth among faculty members and students. This leadership style is particularly relevant in Nigeria, where educational institutions are striving to improve their performance and adapt to changing societal needs. Research has shown that transformational leadership can lead to increased job satisfaction, enhanced organizational commitment, and improved academic performance among faculty and students (Wang *et al.*, 2022). Generally, the adoption of transformational leadership practices by academic administrators could play a significant role in addressing the challenges faced by educational institutions and fostering a culture of excellence.

Transformational leadership is a leadership style that inspires and motivates followers to achieve exceptional outcomes and fosters an environment of innovation and change. Two major components of transformational leadership are inspirational motivation and intellectual stimulation (Bass & Riggio, 2016). Inspirational motivation refers to the ability of a leader to articulate a compelling vision of the future, to inspire and motivate followers to commit to that vision, and to foster an environment of enthusiasm and optimism. Leaders who exhibit inspirational motivation communicate high expectations and demonstrate commitment to the goals of the organization, which can lead to increased follower engagement and performance. On the other hand, intellectual stimulation involves encouraging followers to think critically and creatively, to challenge the status quo, and to explore new ways of doing things. Leaders who practice intellectual stimulation foster an environment where innovation is encouraged, and followers feel safe to express their ideas and take risks. This component is essential for fostering a culture of continuous improvement and adaptability within organizations.

Transformational leadership is characterized by leaders who inspire and motivate their followers to exceed their own self-interests for the sake of the organization. In the context of tertiary education, transformational leaders foster an environment of trust, collaboration, and innovation, which could significantly influence lecturers' job commitment. According to a study by Wang *et al.*, (2022), transformational leadership in academic settings is positively correlated with lecturers' job commitment. The authors argue that transformational leaders encourage professional growth and provide intellectual stimulation, which enhances lecturers' engagement and commitment to their work. Furthermore, transformational leaders often act as role models through mentorship programmes, demonstrating commitment and passion for their work, which can inspire similar attitudes among staff members.

Understanding the factors that influence lecturers' job commitment is essential for academic administrators seeking to create a supportive and motivating work environment in tertiary institutions in Delta State. Lecturers' job commitment is affected by several factors including academic administrators' transformational leadership and mentorship programmes (Baker, 2019). The interplay between academic administrators' transformational leadership and could create a synergistic effect on lecturers' job commitment. This informed the investigation.

RESEARCH QUESTIONS

This study was guided by two questions.

1. What is the relationship between inspirational motivation and lecturers' job commitment in Colleges of Education, Polytechnics and Universities in Delta State?
2. What is the relationship between intellectual stimulation and lecturers' job commitment in Colleges of Education, Polytechnics and Universities in Delta State?

HYPOTHESES

Two null hypotheses were tested in this study.

1. Academic administrators' inspirational motivation will not significantly predict lecturers' job commitment in Colleges of Education, Polytechnics and Universities in Delta State.
2. Academic administrators' intellectual stimulation will not significantly predict lecturers' job commitment in Colleges of Education, Polytechnics and Universities in Delta State.

Conceptual Clarification and Theoretical Framework

The study is hinged on two theories, Transformational Leadership Theory and Self-Determination Theory. Using two theories to anchor a study on academic administrators' transformational leadership, mentorship programmes and lecturers' job commitment could provide a comprehensive framework for understanding the complex interactions and dynamics at play. Particularly, each theory anchor one independent variable against the dependent variable.

Transformational Leadership Theory was primarily developed by James MacGregor Burns, an American political scientist and leadership expert in 1978. His research focused on the dynamics of leadership and the relationship between leaders and followers, emphasizing the importance of moral and ethical dimensions in leadership. Burns distinguished between transactional and transformational leadership, arguing that transformational leaders inspire and motivate their followers to achieve higher levels of performance and personal development. Following Burns, other scholars, notably Bernard M. Bass, expanded on the theory, providing a more structured framework for understanding transformational leadership and its impact on organizations (Bass, 1985).

Transformational Leadership Theory posits that leaders can inspire and motivate followers to exceed their own self-interests for the sake of the organization or a greater cause. This type of leadership is characterized by four key components, often referred to as the "Four I's":

Idealized Influence: Transformational leaders serve as role models for their followers. They exhibit behaviours that inspire admiration, respect, and trust. Followers are more likely to emulate these leaders, leading to a strong sense of loyalty and commitment.

Inspirational Motivation: Transformational leaders articulate a compelling vision of the future, providing followers with a sense of purpose and direction. They use motivational language and symbols to inspire enthusiasm and commitment among their followers.

Intellectual Stimulation: Transformational leaders encourage creativity and innovation by challenging the status quo and promoting critical thinking. They foster an environment where followers feel safe to express their ideas and take risks, leading to personal and organizational growth.

Individualized Consideration: Transformational leaders pay attention to the individual needs and development of their followers. They act as mentors or coaches, providing support and encouragement to help followers achieve their personal and professional goals.

In education, transformational leaders have been shown to improve teacher motivation and student outcomes (Leithwood & Jantzi, 2020). Transformational leadership is closely linked to employee engagement and retention. Leaders who inspire and motivate their teams create a positive work environment that fosters loyalty and commitment. In times of organizational change, transformational leaders play a crucial role in guiding their teams through transitions. They can effectively communicate the vision for change, address concerns, and inspire commitment to new initiatives (Kotter, 2016). By leveraging transformational leadership during change management processes, organizations can navigate challenges more effectively and achieve successful outcomes.

Intellectual stimulation plays a vital role in transformational leadership by promoting a culture of learning and innovation. Research has shown that leaders who engage in intellectually stimulating behaviours can significantly impact their followers' creativity and problem-solving abilities. For instance, a study by Zhang and Bartol (2020) found that leaders who encourage open dialogue and critical thinking foster a climate of psychological safety, which in turn enhances employees' creative performance. Moreover, intellectual stimulation is linked to increased job satisfaction and organizational commitment. A study by Goh and Ryan (2024) demonstrated that employees who perceive their leaders as intellectually stimulating are more likely to report higher levels of job satisfaction and commitment to the organization.

This finding suggests that intellectual stimulation not only enhances individual performance but also contributes to overall organizational effectiveness. As highlighted by Li *et al.*, (2021), leaders who prioritize intellectual stimulation foster a culture of learning that supports employee development, leading to higher levels of job satisfaction and commitment. For lecturers, opportunities to engage in cutting-edge research, attend academic conferences, or experiment with new pedagogical techniques can significantly enhance their dedication to their roles.

Intellectual stimulation also contributes to creating a collaborative and inclusive organizational culture, which is vital for lecturers' job commitment. Academic administrators who encourage open dialogue and value diverse perspectives promote a sense of belonging and community among lecturers. This inclusivity fosters mutual respect and trust, which are foundational to job satisfaction and commitment. As pointed out by Nguyen *et al.*, (2022), intellectual stimulation involves not only challenging individuals but also creating an environment where collaboration and collective problem-solving are prioritized.

Inspirational motivation is another component of transformational leadership. It involves articulating a clear, compelling vision that inspires and motivates subordinates to put extra efforts so that they can achieve organizational goals more than expected. Administrators who practice inspirational motivation use enthusiasm, meaningful communication and optimism to foster a sense of purpose and direction among their team members (Northouse, 2024). Inspirational leaders articulate goals in ways that align with lecturers' own values and aspirations, making them feel that their daily tasks contribute to something greater than themselves. According to Owolabi & Afolabi (2022), through inspirational motivation leaders align personal and organizational goals which energizes lecturers to invest more time and energy toward effective delivery of services.

METHODOLOGY

This study adopted correlational research design. A correlation design help to ascertain the relationship between one variable and the other without manipulation of any variable (Egirigi, Asiyai & Biokoro, 2024). The target population comprised 2,877 lecturers of twenty tertiary institutions in Delta State, Nigeria. Taro Yamane (1967) formula was employed to select a sample size of 424. A questionnaire titled Academic Administrators' Inspirational Motivation Intellectual Stimulation and Lecturers' Job Commitment Questionnaire (IMISLJCQ) was used for collection of data for the study. Inspirational Motivation and Intellectual Stimulation Questionnaire was adapted from Cahyono *et al.*, (2020), while the Lecturers' Job Commitment Questionnaire (LJCQ) adapted from Ofuokwu *et al.*, (2024).

It was structured along a four-point rating scale ranging from strongly agree to strongly disagree. The reliability of the instruments was ascertained using internal consistency reliability method. A trial study was conducted with a sample of 30 lecturers from two different tertiary institution in Edo State, a state that was not included in the main study. The Cronbach alpha reliability coefficient for IMISLQ was 0.80 and 0.82 for LJCQ. The research questions were answered using coefficient of determination but the hypotheses were tested using linear regression at 0.05 level of significance.

RESULTS

The results of the study are thus presented.

1. What is the relationship between inspirational motivation and lecturers' job commitment in Colleges of Education, Polytechnics and Universities in Delta State?

Table 1: Pearson Correlation inspirational motivation and lecturers' job commitment

Variables	N	Mean	SD	r	r ²	r ² %	Decision
Inspirational Motivation	424	3.06	.36	.594	.353	35.3	Moderate positive relationship
Lecturers' Job Commitment	424	2.98	.58				

Data in Table 1 shows the relationship between inspirational motivation and lecturers' job commitment in Colleges of Education, Polytechnics and Universities in Delta State. The correlation coefficient (r) was .594. The coefficient of determination (r²) of .353, indicating that transformational leadership accounted for 35.3% of the variance in lecturers' job commitment. It was concluded that there was a moderate positive relationship between inspirational motivation and lecturers' job commitment in Colleges of Education, Polytechnics and Universities in Delta State.

2. What is the relationship between intellectual simulation and lecturers' job commitment in Colleges of Education, Polytechnics and Universities in Delta State?

Table 2: Pearson Correlation between intellectual simulation and lecturers' job commitment

Variables	N	Mean	SD	R	r ²	r ² %	Decision
Intellectual Simulation	424	3.17	.38	.479	0.229	22.9	Low positive relationship
Lecturers' Job Commitment	424	2.98	.56				

Data in Table 2 shows the relationship between intellectual stimulation and lecturers' job commitment in Colleges of Education, Polytechnics and Universities in Delta State. The correlation coefficient (r) was .479. The coefficient of determination (r^2) of .229, indicating that intellectual stimulation accounted for 22.9% of the variance in lecturers' job commitment. It was concluded that there was a low positive relationship between intellectual stimulation and lecturers' job commitment in Colleges of Education, Polytechnics and Universities in Delta State.

Hypotheses Testing

There is no significant relationship between inspirational motivation and lecturers' job commitment in Colleges of Education, Polytechnics and Universities in Delta State?

Table 3: Linear Regression Analysis of the Relationship between Inspirational Motivation and Lecturers' Job Commitment in Colleges of Education, Polytechnics and Universities in Delta State

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	92.165	1	92.165	446.910	.000 ^b
	Residual	169.106	420	.206		
	Total	261.271	421			

Decision: Null hypothesis rejected

Data in Table 3 show the linear regression analysis of the relationship between inspirational motivation and lecturers' job commitment in Colleges of Education, Polytechnics and Universities in Delta State. The F-value of 446.910 is significant at $p < 0.05$. Since the p-value associated with the F-statistic is less than 0.05, the null hypothesis is rejected. Therefore, there is a significant relationship between inspirational motivation and lecturers' job commitment in Colleges of Education, Polytechnics and Universities in Delta State.

Hypothesis Two

There is no significant between intellectual stimulation and lecturers' job commitment in Colleges of Education, Polytechnics and Universities in Delta State?

Table 4: Linear Regression Analysis of the Relationship between Intellectual Stimulation and Lecturers' Job Commitment in Colleges of Education, Polytechnics and Universities in Delta State

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	59.922	1	59.922	244.036	.000 ^b
	Residual	201.349	420	.246		
	Total	261.271	421			

Decision: Null hypothesis rejected

Data in Table 4 show the linear regression analysis of the relationship between intellectual stimulation and lecturers' job commitment in Colleges of Education, Polytechnics and Universities in Delta State. The F-value of 244.036 is significant at $p < 0.05$. Since the p-value associated with the F-statistic is less than 0.05, the null hypothesis is rejected. Therefore, there is a significant relationship between intellectual stimulation and lecturers' job commitment in Colleges of Education, Polytechnics and Universities in Delta State.

DISCUSSION

Inspirational Motivation and Lecturers' Job Commitment in Colleges of Education, Polytechnics, and Universities in Delta State

The first research question examined the relationship between inspirational motivation and lecturers' job commitment in Colleges of Education, Polytechnics, and Universities in Delta State. The findings revealed a significant positive relationship between inspirational motivation and lecturers' job commitment. This indicates that lecturers who perceive their administrators as inspiring, encouraging, and capable of communicating a clear vision for institutional success tend to demonstrate higher levels of dedication, enthusiasm, and professional commitment. A possible reason for this finding may be that inspirational motivation provides lecturers with a sense of purpose and confidence in their roles. When academic administrators articulate a compelling vision and show genuine belief in the lecturers' capacity to achieve it, it fosters intrinsic motivation and organizational loyalty. Another explanation could be that inspirationally motivated leaders cultivate a culture of optimism, teamwork, and shared values, which enhances morale and reduces job

disengagement. This finding supports the work of Adebayo and Olanrewaju (2018), who found that inspirational motivation by school leaders enhances teachers' morale, job satisfaction, and commitment. Similarly, Eze and Okafor (2020) reported that when leaders use inspirational communication to instill confidence and enthusiasm, it significantly strengthens teachers' sense of belonging and professional responsibility. In the same vein, Omorogiuwa and Nwokolo (2022) established that inspirational motivation encourages educators to align their personal goals with institutional objectives, thereby improving their work commitment and performance. Additionally, this finding lends credence with Asiyai (2017) who reported that the motivation provided by transformational leaders inspired more engagement and better job performance among staff.

Intellectual Stimulation and Lecturers' Job Commitment in Colleges of Education, Polytechnics, and Universities in Delta State

The second research question examined the relationship between intellectual stimulation and lecturers' job commitment in Colleges of Education, Polytechnics, and Universities in Delta State. The findings revealed a significant positive relationship between intellectual stimulation and lecturers' job commitment. This implies that when academic administrators encourage creativity, innovation, and critical thinking among lecturers, it enhances their sense of professional fulfillment, engagement, and loyalty to their institutions. A possible reason for this finding may be that intellectual stimulation challenges lecturers to think independently, explore new pedagogical approaches, and contribute to institutional growth. When administrators support open dialogue, research innovation, and collaborative problem-solving, lecturers are more likely to feel valued and intellectually empowered. Another explanation could be that such stimulation reduces work monotony, increases job satisfaction, and strengthens lecturers' emotional attachment to their institutions. This finding agrees with the study of Okonkwo and Ede (2019), who found that lecturers are more committed when they are intellectually challenged and encouraged to think creatively. Similarly, Ezeani and Uche (2021) observed that transformational leaders who stimulate innovative thinking tend to foster higher teacher motivation, adaptability, and organizational commitment. Furthermore, Agu and Nwosu (2023) reported that intellectual stimulation enhances lecturers' professional competence and drives continuous improvement in teaching and research output.

CONCLUSION AND RECOMMENDATIONS

The study concluded that academic administrators' transformational leadership (inspirational motivation and intellectual stimulation) has a significant and positive relationship with lecturers' job commitment across the three categories of tertiary institutions. These elements (inspirational motivation, intellectual stimulation) of transformational leadership encourage lecturers to embrace institutional goals and maintain a sense of belonging within their work environment.

Therefore, the study recommended that:

Academic administrators should adopt transformational leadership styles that inspire and motivate lecturers through vision sharing, open communication, intellectual stimulation, and individualized support.

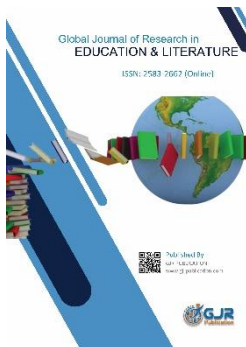
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CITATION

Emenena, O. F., Asiyai, R. I., & Akporehe, D. A. (2026). Inspirational Motivation, Intellectual Stimulation and Lecturers' Job Commitment. In *Global Journal of Research in Education & Literature* (Vol. 6, Number 3, pp. 1-7). <https://doi.org/10.5281/zenodo.20414782>



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