



Psychological School Climate as Correlate of Teachers' Job Performance in Senior Secondary Schools in Yobe State, Nigeria

Ahmed Chiroma Aminu and Waziri Garba El-jajah*

Madibbo Adama University of Technology Yola, Adamawa State, Nigeria.

*Corresponding Author

Abstract: *The purpose of this study was to investigate the psychological school climate as correlate of teachers' job performance in senior secondary schools in Yobe State, Nigeria. Three research questions and one null hypothesis guided the study. The area of the study was Yobe State. The population of the study was 5,322 participants include principals and teachers. The sample of the study was 359 calculated using Taro Yamane's method. This study adopted a correlation survey design. Two research instrument was used to collect relevant data from the subjects, psychological school climate (PSC) and teachers' job performance questionnaire (TJPQ). The data collected was analyzed using mean and standard deviation and the null hypothesis was analyzed using Pearson product moment correlation. The findings of this study revealed that there is statistically significant positive correlation between psychological school climate and teachers' job performance ($r = 0.056$). This study concluded that, teachers' motivation is high with the grand mean of 3.59, schools' safety is moderate with the grand mean of 2.79 and teachers' job performance is high in Senior Secondary schools in Yobe State with the grand mean of 4.41. This study also recommended that YobeState government should maintain hope of total security through employment of security personnel and install surveillance cameras and motivate teachers, by providing incentive, adequate instructional material, in-service training, organize workshops for teachers and encourage students and establish safety in all schools in order to facilitate teachers' job performance in schools.*

Keywords: *Psychological, climate, Motivation, Safety, Teachers', Job and Performance.*

INTRODUCTION

Education is regarded as an important and indispensable social service and the main source of personal and social progress obtained for individual and national growth and development. Federal Republic of Nigeria (FRN, 2009) recognized that the quality of education in every level is guaranteed by teachers' performance and conduciveness of the school climate where a stable psychological climate plays a paramount role in assuring administrators, teachers, students and parents' safety in schools. This implies that the quality of a nation's educational sector depends considerably on teachers as well as the collective interactions of the internal and external forces that intervene in the fulfillment of the purpose for setting up schools. Teachers are important members of the school who play pivotal roles in educating the students. However, where the psychological school climate becomes unfavorable, that is, where the school and physical environments are not safe, the principal leadership is autocratic; this can affect teachers' job performance and student's learning outcome. The teachers' job performance and stability of the schools is mostly based on their psychological school climate, school safety and the satisfaction of teachers. This implies that psychological school climate refers to the level of motivation and safety that conceived by teachers, students and parents in school. Garba, Luka and Mohammed (2018) confirmed that, today, all

levels of education across the country are rethinking for the way aimed at increasing overall teachers' job performance and teachers' effectiveness and improving student outcomes and making school climate (Administrative climate, social climate, supervisory climate, psychological climate and safety climate) conducive for learning. Teachers' job performance depends on the Professional accountability of the teachers where an individual teacher's performance is monitored by the principal or educational authorities of varying levels of hierarchy. Teachers in the globe are considered as moral agents of change and not merely technicians imparting knowledge.

Background of the Study

McGregor (1960) developed the theory of job performance in his 'X' and 'Y' theories. Theory 'X' postulates that a negative attitude brings low performance, while theory 'Y' predicts that positive attributes results in high performance. The theory that a teacher exhibits influences his or her level of performance (Adeyemi, 2004). In this regard, teachers' job performance could be measured through a rating of his or her activities in terms of performance in teaching, lesson preparation, lesson presentation, actual teaching and teacher commitment to job, extra-curricular activities, supervision, effective leadership, motivation and morale among others. High performance organizations achieve superior results by clarifying their strategy, streamlining their design (processes, systems and structure) and making each member of the school a contributing partner to the business. Employees understand the business, are committed to getting results, and are organized into units or teams that take full responsibility for making decisions, solving problems, and continuously improving the quality of their work (Adejumobi and Ojikutu, 2013). Garba(2018) considered teachers' job performance and effectiveness the same as a matter of the degree to which a teacher achieves the desired upon students and at the extent to which the teacher possesses the requisite knowledge and skills, teacher performance and the way goal and objectives in the process of teaching are achieved and as a measure of the extent of realization of the instructional objectives and it is a net growth in intellectual aptitude and skills as measured by students' achievements. For the attainment of a high level of efficiency, secondary school teachers are expected to participate regularly in school development activities. These activities may be intended to help teachers to learn new teaching methods, broaden their subject matter content knowledge, or stay informed of changing policies. Garba (2018)added that for teachers to perform their teaching job efficiently, teacher should use appropriate teaching methods, develops and maintains pupil's interest in learning process evaluates pupil's progress using various evaluation techniques and constantly strives to engage students in learning. Adejumobi (2013) stated that teachers' job performance could mean a focus on teachers' subject matter content or the teaching methods they employ, teachers' training, teachers' motivation and teachers' concentration on classroom activity format that is integrated into the daily work of teachers.

Garba (2018) reported six criteria of teachers' job performance summarized thus. Teachers' personal attributes; he should be regularly, punctual to duty, teaching Principle and skill; he should write clearly, be audible, logical and involve students and use instructional materials and prepare well, mastery of subject matter; explains well, teaches all topics, use more than one book and is confident, knowledge of the learner; seeks to understand students, uses increasing activities, gives clear instructions and is available to students, interpersonal relations; Objective in marking, rewards and punishment concerned with students poor performance, sympathetic, approachable, extra - curricular activities: involving students in outside activities, eg, games and sports tests regularly, tests only matter taught; fair in grading. Teachers' effectiveness depends largely on the psychological climate of the school which is the mind-sets of the members of the staff in schools where they feel safe and work in total freedom and free from fear of harm. Psychological school climate constitutes intrinsic motivation, emotional dimension of teachers' and safety of the members of staff.

The National School Climate Center (NSC, 2009) defined school climate as, the quality and character of school life as it relates to norms and values, interpersonal relations and social interactions, and

organizational processes and structures of the school which include, psychological climate. Therefore, the need for effective management of psychological school climate becomes imperative because, the efficiency of a psychological climate of school system depends largely on the extent of how human resource is motivated and effectively utilized and safe within a conducive environment to enhance teachers' job performance. (Emu and Nwannunu, 2018). Evidence from the report of Ejiogu (2015) shows that students' performance in English language and Mathematics in NECO was reduced by 45 percent between 2012 and 2014 while students' performance in English Language on the account of the forgone argument or scenario, it is obvious that the way psychological school climate is managed has a significant role on teacher's job performance which in turn may have a negative or positive impact on students' academic performance.

Psychological School Climate (Motivation and School Safety) and Teachers' Job Performance

Savas and Toprak, (2014) classified psychological climate of school as the positive or negative mind set perceived by the person and relationship with the organization in relations to administrator, teachers and students and the environment of the school which may have a great impact on teachers' job performance in school. Kara et al. (2013) stated that, psychological climate as an individual's cognitive representation of situational conditions and expressed in terms that reflects the mind sets of members of staff and meaningful interpretations of the situation where psychological climate is measured at the individual and group levels of mindset of members of staff, this implies that when the mindset of the teachers is stable then there will be good job performance in school. Gillet et al.(2013) considered psychological climate as a judgment by the individual about the degree to which the work environment is safe and beneficial to their sense of well-being and how stable or unstable the state of the workers' mind which may have positive or negative influence on teachers' job performance in school. According to Carless (2004) psychological school climate is affected by the leadership style employed in an organization and schools and felt by each unique worker or teacher where teachers performed better if a democratic leader operates. It is in line with the opinion of Savas (2014) who stressed that, psychological school climate has to do with fairness, support, pressure, autonomy, trust, cohesion, innovation, recognition which created a return for rewards and payments received from an organization by employees which make employee or teachers as the case may be to performed better. Savas (2014) demonstrated that psychological school climate has a positive correlation with give and take, which refers to the fact that when an individual teacher is supported and feels valued and recognized in an school, he or she will pay back in return with his or her energy, contributing to the better job performance in that particular school. This implies that, three stages of commitment; adaptation of the individual to the organization, identification of individual with organization and identification of organizational values of an individual as a result of the creation of congruence between individual and organizational values can contributes greatly to teachers' job performance in school.

Tamika (2013) believed that psychological school climate is best described in respect to the quality of teacher-student relationships and student-student relationships and the safety of the physical school environment which if conducive better teachers' job performance in school. Niwa, Way and Hughes, (2014) stated that if teachers and students do not feel safe at school, do not feel welcomed at school, do not receive respect and are not given opportunities to learn, cannot connect with others or engage in conversations and feel safe and secure, they will not meet their social and academic potential. By implication both students and teachers could be defeated of better job performance and academic achievement in school. Loukas (2007) believed that for the development of healthy psychological school climate with specific focus on teachers' job performance, it is recommended that teachers' lack of motivation be investigated in schools for the improvement of learner achievement that motivation be stimulated, and that educator training on the impact of educator expectations on learner achievement be developed. The importance that timing can have in psychological school climate interventions cannot be overstated. Psychological climate, for instance, may be most effective when administered at times of educational domain; it could also prove worthwhile to administer interventions at times of academic

transition, such as the transitions into middle school, high school, or college. These are times when the teachers' job performance is standard and students are expected to meet shift upward. (Heckman, 2006). Niwa(2014) opined that perception of psychological school climate is important because they may have a positive or negative impact on the implementation of change in schools, and to the teachers' job performance, motivation, productivity and well-being in general, as well on learners' motivation and ability to achieve educational goal and objectives in school. Russell, Horn, Kosciw and Saewyc, (2010) suggested that, psychological school climate vary greatly whereas some schools feel friendly, inviting, and supportive, others feel exclusionary, and even unsafe. Russell, et al (2010) concluded that if students feel isolated in the school environment, where the psychological school climate does not encourage positive teacher and student interaction where bullying and intimidation exist, the student may frequently complain and may ask parents to be transferred to another school. This negative motivation–persistence is often related to a negative psychological school climate. For example. Hawke (2015) stressed that, extreme cases of conflicts and persistence fear, frustration, and perhaps even anger, can create a hostile psychological school climate and can affect the teachers' job performance. According to Ceden, Elias, Kelly and Chu, (2010), psychological school climate is an experientially based description of what people see and feel is happening with them in school situation in relation to school practices, policies, procedures, routines, norms, interactions, and consequences. Ceden (2010) stressed that the school with high suspension rates, poor student and staff attendance, low parent participation, little community involvement, and which are both unclean and unsafe are schools with poor psychological climate and this hinder teachers' job performance.

Psychological school climate was seriously deteriorated as a result of persistent attacks by Boko Haram on Education. The reactions to Boko Haram attacks are not restricted to students in school that have actually been attacked, as an attack on one school leads to fear that any school in the area might be attacked. Boko Haram's repeated attacks on schools in the northeast of Nigeria have insurmountable obstacles to learning for large number of pupils'. The psychosocial impact will affect children's ability to learn, and where the threat of attacks persists may lead to pupils/students being kept at home from school, even if the school remains open. Such obstacles to access to education can result in severe developmental problems. Children run the risk of never being able to return to school or completing their education, thus diminishing the potential contribution they can make to society (Brenda, 2010). Brenda (2010) stated that teachers may also experience psychological effects that are overcome by grief at the loss or maiming of their colleagues and students or are distracted by threats to colleagues, making it difficult for them to support their students or perform their job to the highest standards. If they are visibly anxious, this may heighten the fears of their own students. Fear may cause teachers to stay away from school for long period of time, forcing their closure or preventing their resumption after attacks which may have a resinous impact on achievement of teachers' job performance in schools.

Adepelumi (2018) believed that persistent attack on schools by the Boko Haram insurgents severely undermine the students' school enrollment, students' school attendance and level of school infrastructure and educational outcomes of children in northeastern Nigeria in general which undermined the psychological climate of schools which also result in poor teachers' job performance. Adepelumi (2018) also believed that psychological climate of school was damaged by boko haram's attacks on schools where teachers and students reported with perpetual fear, anxiety and loss of concentration in class among others while principals reported on delayed in processing administrative duties, diminished staff punctuality, delayed graduation, disruption of academic calendars and voluntary withdrawal of students leading to reduction in teachers' job performance in school. Sahara reporters (2018) stated that after the head count in Government Girls College Dapchi, it was discovered that at least 94 of the girls were still missing. The school was immediately closed down while education authorities and security forces in the state began efforts to locate the missing students which later affected the psychological climate of that school because students refused to go back to the school and parents had daughter on the extent of the safety of their wards, by implication where there are no students there will be no work for the teachers

and their job performance will really decline. According to Mohammed, Ibrahim and Suleiman (2017) the emergence of the Boko Haram sect, whose objectives or ideology is to introduce their ideology on the people through bombings, slaughtering, and abduction of human beings, including school students, creating fear and a sense of insecurity in the society has distorted achievement of educational goal and objectives in all levels of education in Yobe State and course damage on psychological climate of the schools and teachers' job performance where reference could be made with the scenario which occurred in the Federal Government College Buni Yadi which is a coeducational institution located some 55 kilometers south of Damaturu the Yobe State capital which was attacked and many students killed and many were reported missing. Channels Television (2014) also confirmed that the spokesman of the 3 Special Operation Battalion, Damaturu, Capt Eli Lazarus, who confirmed the assault on the innocent students said the casualty figure is yet to be confirmed because of the destruction of telecom masts in Buni- Yadi by the sect.Channels television (2014) confirmed that witnesses said the students in Federal Government College Buni Yadi were attacked in their hostels at night and slain by the hoodlums instead of the usual gun to avoid the attention of security men within the town. However, the Hausa Service of the British Broadcasting Corporation (BBC 2014) reported that about 29 students were slain during the attack while an unknown number burnt to ashes and the attack finally burnt down many schools in Yobe State, Nigeria. This act is totally inhuman and is totally condemned, which has set Yobe State psychological school climate unfavorable and teachers' job performance affected.

Chioma and Igbokwe (2015) explained that poorly-educated young men and boys, mostly from extremely poor homes, initially embraced membership of the group voluntarily in exchange for financial rewards and the promise of paradise in the afterlife, This caliber of people engaged in killing and burning of schools physical environment as the result the psychological climate of the school was seriously distorted and affected the teachers' job performance. Chioma (2015) further confirmed that teenage boys in 2013 helped Boko Haram to burn schools which resulted in a reduction in students' attendance, enrollment and destruction of school facilities because they might have been paid the equivalent of some money where teachers, parents developed fear for staying in the premises which affected the teachers' job performance in Yobe State.

Statement of the problem

Education in all parts of Yobe State has suffered from years of neglect, and perpetual fear of insecurity. Which made the literacy rate very low, significant percentage of the teaching staff are not motivated and there is always fear of uncertainty, The researcher also considered psychological trauma caused by frequent attack by Boko Haram Terrorist, lack of safety generally hindered teachers' job performance resulting in students' poor academic achievement. These observed problems if not taken care of will not only affect the students' academic performances and achievement, but will have a negative bearing on the development of the State. It is against this background that this study intends to provide a possible solution to the psychological school climate to improve teachers' job performance in senior secondary school in Yobe State, Nigeria.

Purpose of the Study

This study investigated the psychological school climate (motivation and safety) as correlate of teachers' job performance in Senior Secondary Schools in Yobe State, Nigeria.

Research Questions

1. What is the extent of teachers' motivation in senior secondary schools in Yobe state, Nigeria?
2. What is the extent of schools' safety in senior secondary schools in Yobe state, Nigeria?
3. What is the extent of teachers' job performance in senior secondary schools in Yobe state, Nigeria?

Hypotheses

HO₁: There is no significant correlation between psychological climate (motivation and safety) and teachers' job performance in Senior Secondary Schools in Yobe State, Nigeria.

Methodology

A correlational survey design was adopted for this study.

Area of the Study

The area of the study is Yobe State. It is located in the North – eastern part of Nigeria. It Shares boundary with Borno State in the East, Bauchi state in the West, Gombe state in the South, Jigawa state in the North West and the Republic of Niger in the North. Latitude 12.1871° E and Longitude 11.7068° N. National Geospatial-Intelligence Agency, Bethesda, MD, USA (2004) the state has seventeen (17) local Government Areas and three (3) education zones. Damaturu zone, Potiskum and Nguru zone (Directorate for planning, research and statistics, 2017).

Population of the Study

The population of this study is 3,522 principals and teachers in all the public senior secondary schools in Yobe State. (Directorate for planning, research and statistics, 2017).

Sample and Sampling Technique

The sample for this study is 359 subjects comprising Principals and Teachers computed using Taro Yamane's formula. The three educational zones was used as strata. Hence, stratified simple random sampling method by lucky dip was used to select two education zones for this study

Instrument for Data Collection

In order to generate primary data from the field, two questionnaires were used by the researcher. The Psychological School Climate Questionnaire (PSCQ) and Teachers' Effectiveness Questionnaire (TJPQ) which has close ended format response mode using five likert format rating scale: Very High Extent (VHE) =5, High Extent (HE) =4 Moderate Extent (ME) =3, Low Extent (LE) =2, and Very Low Extent (VLE) =1

Method of Data Collection

The primary data was collected by administering closed ended questionnaire with a five Likert format response scale to the school administrators and teachers with the aid of two research assistants selected from each education Zone in Yobe State who helped to identify the respondents. The instrument was administered to the respondents by the research assistants and retrieved at a sport after getting permission from the appropriate authorities of senior secondary schools in Yobe State, Nigeria.

Method of Data Analysis

The research questions were answered using descriptive statistics (mean and standard deviation).The decision rule for analyses of research questions was that a mean score of: 4.50 Very High Extent, 3.50, High Extent, 2.50, Moderately Extent, 1.50 ,Low Extent, 1.00 Very Low Extents and the hypothesis was analyzed using Pearson product moment correlation. The decision rule is that if the r cal is less than the p value reject the null hypothesis and if r cal is greater than p value, do not reject the null hypothesis

Result and Discussion

Research Question 1 What is the extent of teachers' motivation in senior secondary schools in Yobe State, Nigeria?.

Psychological school climate

(Motivation)

S/N ITEMS	n=359	Mean	Sd.	R
1 Administrator stimulates teachers in the school		3.51	0.99	M
2 Administrator allows teacher for in-service training		3.87	1.02	H
3 Administrator improvises instructional materials for teachers		3.81	0.94	H
4 Administrator organizes workshops for teachers		3.35	1.08	M
5 Administrator delegates authority to teachers		3.70	1.06	H
6 Administrator involves teachers in planning school activities		3.77	1.14	H
7 Administrator manages school plant properly in this school		3.70	0.93	H
8 Administrator formulates policies in the school		3.88	1.08	H
9 Administrator keeps records properly in the school		3.94	1.01	H
10 Administrator evaluates teachers regularly in the school		3.86	1.05	H
Grand mean		3.59		H

Key: n= sample size, mean= average, SD= standard deviation, H=high, M= moderate and R= remark

Table 1, shows that motivation is high in senior secondary schools in Yobe State with the grand mean of 3.59.

Research Question 2: What is the extent of schools’ safety in senior secondary schools in Yobe state?

School safety

S/N ITEMS School safety	n=359	Mean	SD	R
1 Our school environment is safe for learning		3.01	0.99	M
2 Administrator allows teacher to go round the for protection		3.57	1.02	H
3 Administrator provides security patrol team around the school		3.82	0.94	H
4 Administrator organizes workshops on security matters		3.35	1.08	M
5 Students attend school every day during the insecurity		3.30	1.06	M
6 Students stop attending school due to frequent attack		3.47	1.14	M
7 Teachers abscond from school due to uncertainty		3.70	0.93	H
8 Administrator formulates policies to guarantee schools’ security		3.88	1.08	H
9 Government provides surveillance camera in the school		2.94	1.01	H
10 Administrator closes school for safety		3.86	1.05	H
Grand mean		2.79		M

Key: n= sample size, mean= average, SD= standard deviation, H=high, M= moderate and R= remark

Table 2, shows that safety in senior secondary schools in Yobe State is moderate with grand mean of 3.59.

Research Question 3. What is the extent of teachers’ job performance in senior secondary schools in Yobe state. Nigeria.

Teachers’ job performance

S/N	ITEM	n=359	Mean	SD	R
1	Motivating teachers in school facilitate teachers' initiatives		3.52	1.17	H
2	In-service training provides teachers mastery of subject matter		4.10	.096	H
3	Provision of instructional material improves teacher’s lesson presentation		4.20	.098	H
4	Organizing workshop enhances teachers' new discovery		3.96	0.97	H
5	Delegation of authority to teachers improves teachers decision making		4.08	0.99	H
6	Involving teachers in planning improve teachers' lesson planning		3.96	0.57	H
7	Management of school plant improves teachers use instructional material		4.48	0.50	H
8	Formulation of policy promotes teacher’s participation in staff meeting		3.90	0.99	H
9	Administrator record keeping enhances teachers update students’ weekly records		4.04	0.73	H
10	Evaluating teachers promote teachers' teaching delivery		3.90	0.81	H
11	Safe school environment facilitates learning		4.60	0.49	H
12	Teacher going round the school encourage students stay calm		4.30	0.58	H
13	Security patrol team around the school facilitate learning in school		4.94	5.68	H
14	Workshop on security matters broaden teachers’ knowledge		3.56	1.09	H
15	Students’ regular attendance motive teachers punctuality in school		4.12	0.33	H
16	Motivating teachers in school facilitate teachers' initiatives		4.09	0.48	H
17	Allowing for in-service training provides mastery of subject matter		4.48	0.50	H
18	Provision of instructional material improves teacher’s lesson presentation		3.38	1.17	M
19	Surveillance camera facilitate teachers’ punctualities in school		3.94	0.79	H
20	closing school for safety destabilize teachers ‘ planning school calendar		4.22	0.55	H
	GRANT MEAN		4.14		H

Key: n= sample size, mean= average, SD= standard deviation, H=high, M= moderate and R= remark

Table 3, shows that teachers’ effectiveness is high in senior secondary schools in Yobe State with the grand mean of 3.50.

H₀₁: There is no significant correlation between psychological climate and teachers’ job performance in Senior Secondary Schools in Yobe State, Nigeria.

Table 4: Correlation Analysis on psychological climate and Teachers’ Job performance

Variables	N	\bar{X}	SD	df	r	Sig.	Remark
Psychological climate	359	3.64	0.17		0..056		Rejected
Teachers’ Job Performance	359	4.06	0.36				

Key: \bar{X} = Mean, SD = Standard Deviation, r = level of significance which shows relationship

Table 4 shows that the psychological climate has a positive correlation to teachers’ job performance as r = 0.056. Therefore, the null hypothesis is rejected. This implies that there is a significant positive correlation between psychological climate and teachers’ job performance in Senior Secondary Schools in Yobe State, Nigeria.

Findings

This study revealed that there is statistically significant positive correlation between psychological school climate and teachers' job performance ($r = 0.056$).

Conclusion

This study also established that teachers' motivation is high with the grand mean of 3.59, schools' school safety is moderate with the grand mean of 2.79 and teachers' job performance is high in Senior Secondary schools in Yobe State with the grand mean of 4.41.

Recommendations

1. Yobe state government should motivate teachers by providing incentive, adequate infrastructure; provide in-service training and scholarship to teachers in Senior Secondary Schools in Yobe State.
2. Yobe state government should increase more security personnel around the school premises, install surveillance cameras, organize workshops/seminar on security matter with security agencies and relate cordially with members of the staff.
3. Yobe state government should maintain the high teachers' job performance in senior secondary schools in the state Nigeria.

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