



Management of School Climate and Teachers' Job Effectiveness in Secondary Schools of Yakurr Local Government, Cross River State

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Abstract

This research investigated the relationship between management of school climate and teachers' job effectiveness in secondary schools of Yakurr Local Government, Cross River State, Nigeria. The study adopted correlational research design, and all the 16 public secondary of the study area was the population of the study. The 16 principals and 32 vice principals made up the 48 respondents of the study. Data was collected using questionnaire while the hypotheses were tested using Pearson product moment correlation analysis and Multiple Regression Analysis. Findings indicated that there is a significant relationship between management of school climate variables and teachers' job effectiveness. The findings also showed that management of school climate significantly predict teachers' job effectiveness in the study area. The interpretation of the Multiple Regression Analysis indicated that affective school climate made the highest contributions to teachers' job effectiveness ($\beta = .306$; $p < .05$). The second in the rank of relative contributions is management of safety school climate ($\beta = .291$; $p < .05$), while the third in the rank of relative contributions is management of social school climate ($\beta = .268$; $p < .05$), these three variables made contributions which were found to be significant. The interpretation however shows that management of cognitive school climate made the lowest in the order of magnitude of contributions ($\beta = -.072$; $p > .05$) and this is not significant. Based on these findings, it was among other things suggested that principals always use participative leadership style and make effort to foster warm, supportive and collaborative school climate. Ministry of Education should organize regular workshops for principals and managers of schools on Organizational Behaviour and Behavioral Psychology to understand and manage the emotional and social aspect of teachers and students in schools; and should also organize regular and mandatory workshops and seminar for teachers to focus on modern teaching techniques and use of digital instructional materials for better job effectiveness.

Index Terms: School Climate: Safety, Social, Cognitive and Affective School Climate, Teachers' Job Effectiveness



Introduction

Education plays a critical role in the development and sustainability of nations, and teachers' role in the education system is pivotal in ensuring its effectiveness. It is indeed a point of ongoing debate as to whether formal education is possible without teachers. The duties of teachers and how they perform them play a crucial role in students learning process, their academic performance and what they eventually become in the future. However, it is noteworthy that the ambience within which teachers perform in schools is closely connected with the effectiveness of their performance. It is difficult to imagine teachers teaching well in schools that are chaotic, where teachers and students do not feel safe or in an atmosphere of distrust and suspicion. A situation where there is absence of amicable and intimate relationship between students and teachers and caring relationship promoted by management means there is something wrong with the school climate or the general working environment of the school. The prevailing psychological, social and emotional relationship need to be well managed and balanced for teachers to effectively engage in result producing activities in schools (Xu, *et al* 2026; Dou, *et al* 2026) .

Effectiveness has come to mean the degree to which a task is successfully done to the extent that it produces the desired or expected result. For example an effective medical treatment is a situation in which a patient is attended to by the doctor and he or she gets well after taking the treatment prescribed by the doctor. Boadi-Sarpong *et al* (2023) envisioned job effectiveness to mean a situation which requires using foresight to determine where resources in the workplace should be invested for the best results or the investment of time and energy where their impact will be greatest and immediate. Teacher's job effectiveness according to Arop, Owan and Ekpang (2018) refers to the degree of which teachers' carryout their primary duties of teaching as well as their general attitudes towards the teaching profession. This source further suggest that for a teacher to be certified effective, such teacher must be necessarily imbibe habit of punctuality to school, have good knowledge of his or her subject area, have good and effective communication skills, and should posses satisfactory manners of inter-personal relationship with both staffs and students. IZA World of Labor (2019) suggest that teacher effectiveness could be correlated with years of teaching experience, the teacher's own educational achievement and background, in addition to teacher training or certification which forms the major route into teaching.

Schools need atmosphere of peace and tranquility to function effectively. The peaceful and serene environment that permit teaching and learning is called school climate and it is a difficult term to be captured in a single definition. Tableman (2004) defined the concept, school climate as the physical and psychological conditioning in school that are dynamic in nature, which provide



the ambience necessary for effective teaching and learning. It is the liking or disliking attitude expressed by students, parents and staff about the prevailing atmosphere in school as held by the source. National School Climate (2021) on the other hand gives the definition of school climate as the quality and character of school life which is based on patterns of how staff, students and parents experience the school and the impression they have about such school. This source went on to state that school climate grows out of and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures prevalent in schools.

School climate according to Adeleke, (2015) is the orderly environment in which the quality of buildings, the cleanliness of the grounds, the friendliness of students and staff make the place attractive and welcoming to students and teachers to beneficially engage in teaching and learning. Schools therefore, as a sort of family, becomes something of a second home to students, teachers and other workers where they feels valued and can pursue teaching and learning free from concerns about disruptions and safety.

Though there is no agreement among scholars on the composition of school climate, the following are considered the main components of school climate according to Tableman (2004): The physical climate, the Social climate, the affective climate and the Cognitive climate. National School Climate (2021) presents its list of components of school climate as: Safety, Interpersonal Relationships, Social Media, Teaching and Learning and the Institutional environment. By way of comparing the two lists, it is obvious that to a large extent they agree with each other although with some variations: while the former has physical climate in the list, the later has safety, and while the former has

For the purpose of this research, school climate refers to the general working environment of the school in which teachers perform their daily duties. It is pertinent to note that the school climate determines whether a teacher's job effectiveness will be low or high. Factors like the safety school climate, social school climate, cognitive school climate, affective school climate, among others can influence the task of the teacher which benefit the students, who are in turn products of the school organization (Badu, 2013). The principal can encourage effective job performance of teacher by identifying their needs and trying to meet them (Adeyemi 2010). This encouragement in turn, has a significant effect on teacher's job effectiveness and performance. Both principal's behaviour and teachers have roles to play in school climate and teacher job effectiveness.



Literature Review

A review of opinions and research findings that are related to management of school climate and teachers' job effectiveness according to the variables was carried out as follows:

Management of safety school climate and teachers' job effectiveness

School safety climate refers to the feelings of being physically and emotionally free from harassment, and having clear and consistent rules to maintain order and discipline as held by Ukpabio, Ochang and Aniah. The traditional view of a safe school has been one in which there is little or no violence on campus, and teachers have a sense of belonging, are valued, and much value is placed on security of the overall school climate (Trump, 2010). Teachers' safety has a huge impact on their ability to teach and to modify students' behaviour. Research found that the impact of violence on teachers increases the need for disciplinary action and the lowers teachers' job effectiveness (Stilwell *et al* 2025). Bosworth, et al (2011) stated that violence or unsafe school environment is a unique public problem because it primarily affects teachers' and students, and the negative consequences undermine the primary purposes of education. The presence of even the threat of school violence significantly inhibits teaching and learning. Schools need to work with the local community to help create environments where teachers' feel safe. School safety affects teachers' teaching effectiveness, and schools and government need to find ways to reduce the safety issues in order to increase teachers' job performance. Thapa, Cohen, Higgins-D'Alessandro, and Guffey (2012) stated that in order for teachers to do the best job possible and for students to be able to be the best learners possible, both groups need to feel the school is a safe environment.

Management of social school climate and teachers' job effectiveness

Social school climate is defined as the ability of people to relate freely with one another in the school environment without deliberately offending themselves consciously. A growing literature has documented ways in which socialization experiences and social encounters in school are related to teachers' job effectiveness. Kalin, and Peklaj, (2019) conducted a study to examine social school climate and how it relates to teachers' job effectiveness in Primary and Secondary Schools in Ljubljana, Slovenia. The ex-post-facto research design was adopted for this study, and data were elicited through the school climate variables and teachers' job effectiveness questionnaire (SCVTJEQ). A population of 907 comprising of teachers and principals were involved in the study; out of which 461 were chosen for the sample using the Yarrow Yamen's formula. The data were analyzed using the Z-test statistic, means and simple percentages. Results showed that there are correlations between teachers' social behaviours and their job effectiveness



in secondary school. The finding also revealed that the strongest predictor of teachers' job effectiveness was their social behaviour in the school. The study recommend that government, school psychologists and administrators should consider social climate as potential intervention targets when trying to promote teachers' job effectiveness. Wentzel, K. R. (1994) suggested that teachers who pursue social goals that promote group cohesion and positive interpersonal interaction will most likely be those teachers who also feel an integral partnership of the social group.

Management of cognitive school climate and teachers' job effectiveness.

Cognitive school climate dwells on the shared, ever-present perceptions and attitudes among educators and workers regarding schools' intellectual environment, instructional values, academic expectations, and policies as they support teaching and learning (Matić, et al 2025). Several studies have empirically examined school cognitive climate and its connection or relationship with teachers' work effectiveness. For instance, Lusweti, Kweni, and Mondoh (2018), investigated the influence of cognitive climate on teachers' work performance in in selected national secondary schools in Kenya. A sample of 200 respondents was randomly selected through the simple random sampling technique. The study made use of questionnaire as the main instrument for data collection. The Chi-square (X^2) test analysis was employed to test the hypotheses at 0.05 level of significance. The results of the analysis revealed that cognitive climate were statistically significant to teachers' work performance in the area. Empirical studies based on structural equation modeling (SEM) shows that intellectually supportive school climate directly impacts schoolteacher-efficacy and personal belief in their capacity to successfully execute instructional tasks. According to Zhou et al (2026), When a school clearly communicates high academic expectations and provides conceptual order, teachers feel more confident handling complex classroom dynamics.

Management of affective school climate and teachers' job effectiveness

Affective school climate deals with the emotional and relational issues that are prevalent in schools. It refers to the felt, socio-psychological environment anchored on patterns of people's experiences and emotional awareness of school life. Tubbs, and Garner (2008) include the following as forming part of the basic components of affective school climate: norms, values, goals, interpersonal trust, mutual respect, safety, among students, teachers, and administrators. Current scholarly works such as that of Paloniemi, (2026) shows that a warm, positive affective school climate is not just a "nice-to-have" condition, but a critical psychological resource that directly and indirectly dictates teachers' job effectiveness (Nilsen et al, 2022; Nwoko et al, 2023).



Effective management of social, safety, cognitive and affective climatic conditions in schools as seen in the literature directly affect teachers' job effectiveness. The principal's ability to establish school environment according the literature reviewed that brings feelings of being physically and emotionally free from harm and harassment by having clear and consistent rules to maintain order and discipline; the management of emotional and relationship life of teachers and students; the manager's skills in bringing forth a school environment where people engage freely with one another in the school environment without consciously offending themselves, and finally the cognitive aspect of school climate where attitudes and perceptions regarding schools' intellectual environment, instructional values, academic expectations and other supports are leveraged to enhance learning are all factors that influence teachers' job effectiveness. While many of the works cited came from Nigeria and outside of Nigeria, none of the work cited was carried out in Yakurr Local Government Area of Cross River State.

Statement of the Problem

The sustainability of the secondary school system depends on the effectiveness of teachers. It requires that teachers engage in result oriented activities with regards to their jobs. Teacher need to prepare their lesson notes properly, engage in student assessment as prescribed by law, use appropriate teaching methods and other job specifications. It is noticed that many teachers acquit themselves remarkably while others are found wanting. It is also an accepted fact that teachers cannot be effective in an atmosphere of chaos, conflict and distrust. School principals and their collaborators have the duty of managing relationship outcome in schools to the extent that peace and tranquility reign for successful teaching/learning encounter.

Thus, the atmosphere of trust, friendship, cooperation and self-esteem need to be cultivated by principals. The problem of this research is to establish if there is a relationship between management of school climate and teachers' job effectiveness in secondary school of Yakurr Local Government Area of Cross-River State, Nigeria.

Objective of the Study

The purpose of this study was generally to investigate the relationship between management of school climate and teachers' job effectiveness of secondary schools in Yakurr Local Government of Cross River State. Specifically, the study sought to:

1. Determine how does management of social school climate relates to teachers' job effectiveness.



2. Determine how does management of safety school climate relates to teachers' job effectiveness.
3. Determine how does management of cognitive school climate relates to teachers' job effectiveness.
4. Determine how does management of affective school climate relates to teachers' job effectiveness.
5. Determine how does management of social climate, safety climate, cognitive climate and affective climate significantly influence teachers' job effectiveness.

Research Hypotheses

The following hypotheses were formulated to guide the study:

1. There is no significant relationship between management social school climate and teachers' job effectiveness.
2. There is no significant relationship between management of safety school climate and teachers' job effectiveness.
3. There is no significant relationship between management of cognitive school climate and teachers' job effectiveness.
4. There is no significant relationship between management of affective school climate and teachers' job effectiveness.
5. Management of school climate (social climate, safety climate, cognitive climate and affective climate) do not significantly predict teachers' job effectiveness.

Methodology

The design adopted in conducting this study was the correlational research method which ensured making of inference about the population under study, using the sample drawn from that population. The population of the study comprised all teachers in in Yakurr Local Government Area of Cross-River State, Nigeria. The simple random sampling method was used to select 458 teachers for the study. The instrument used for data collection was the questionnaire titled "Management of School Climate and Secondary School Teachers' Job Effectiveness questionnaire (MSCSSTJEQ). The Cronbach Alpha reliability method was used to establish the reliability of the instrument which had a coefficient range of 0.68 - 0.91 which certified the instrument reliable for use in the study. Data collection was carried out by the researcher. The data collected were



analyzed statistically using Pearson Product Moment Correlation Analysis and Multiple Regression Analysis.

Results:

Hypothesis 1: There is no significant relationship between management of social school climate and teachers' job effectiveness. The Hypothesis was tested using Pearson Product Moment Correlation Analysis. The result of the analysis is presented in Table 1.

Table 1: Correlation Analysis of Social School Climate and Teachers' Job Effectiveness.

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r-cal
Social School Climate (X)	14480	474626		
Teachers' Job Effectiveness (Y)	14959	501195	479643	0.46

Significance at .05, $df = 456$; critical $r = 0.087$; calculated $r = 0.46$

The result in Table 1, shows that the calculated r – value of 0.46 was found to be greater than the critical r – value of 0.087 when tested at 0.05 level of significance with 456 degree of freedom. This implies that the result is significant. The result of the analysis thereby reveals that there is a significant relationship between management of social school climate and teachers' job effectiveness, thus the null hypothesis is rejected while the alternative is accepted.

Hypothesis 2: There is no significant relationship between management of safety school climate and teachers' job effectiveness. The Hypothesis was tested using Pearson Product Moment Correlation Analysis. The result of the analysis is presented in Table 2.

Table 2: Correlation Analysis of Safety School Climate and Teachers' Job Effectiveness.

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r-cal
Safety School Climate (X)	15725	551513		
Teachers' Job Effectiveness (Y)	14959	501195	520346	0.55

Significance at .05, $df = 456$; critical $r = 0.139$; calculated $r = 0.55$

The result in Table 2 shows that the calculated r – value of 0.55 was found to be greater than the critical r – value of 0.087 when tested at 0.05 level of significance with 456 degree of



freedom. This implies that the result is significant. The result of the analysis thereby reveals that there is a significant relationship between management of safety school climate and teachers' job effectiveness, thus the null hypothesis is rejected while the alternative is accepted.

Hypothesis 3: There is no significant relationship between management of cognitive school climate and teachers' job effectiveness. The Hypothesis was tested using Pearson Product Moment Correlation Analysis. The result of the analysis is presented in Table 3.

Table 3: Correlation Analysis of Cognitive School Climate and Teachers' Job Effectiveness.

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r-cal
Cognitive School Climate (X)	13718	439356		
			452197	0.21
Teachers' Job Effectiveness (Y)	14959	501195		

Significance at .05, $df = 456$; critical $r = 0.139$; calculated $r = 0.21$

The result in Table 3, shows that the calculated r – value of 0.21 was found to be greater than the critical r – value of 0.087 when tested at 0.05 level of significance with 456 degree of freedom. This implies that the result is significant. The result of the analysis thereby reveals that there is a significant relationship between management of cognitive school climate and teachers' job effectiveness, thus the null hypothesis is rejected while the alternative is accepted.

Null Hypothesis 4: There is no significant relationship between management of affective school climate and teachers' job effectiveness. The Hypothesis was tested using Pearson Product Moment Correlation Analysis. The result of the analysis is presented in Table 4.

Table 4: Correlation Analysis of Affective School Climate and Teachers' Job Effectiveness.

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r-cal
Affective School Climate (X)	15212	521876		
			504591	0.53
Teachers' Job Effectiveness (Y)	14959	501195		

Significance at .05, $df = 456$; critical $r = 0.087$; calculated $r = 0.53$



The result in Table 4, shows that the calculated r – value of 0.53 was found to be greater than the critical r – value of 0.087 when tested at 0.05 level of significance with 456 degree of freedom. This implies that the result is significant. The result of the analysis thereby reveals that there is a significant relationship between management of affective school climate and teachers' job effectiveness, thus the null hypothesis is rejected while the alternative is accepted.

Hypothesis 5: Management of school climate (social climate, safety climate, cognitive climate and affective climate) does not significantly predict teachers' job effectiveness.

In order to answer Hypothesis 5, multiple regression analysis was used to determine the extent to which the management of school climate (social climate, safety climate, cognitive climate and affective climate) significantly predicts teachers' job effectiveness. The F-value and the coefficient of determination/ multiple correlation square (R^2) value are shown on Table 5

Table 5: Multiple Regression Analysis of the Management of School Climate (Social Climate, Safety Climate, Cognitive Climate and Affective Climate) as Predictor Teachers' Job Effectiveness.

Model	R	R square	Adjusted R square	Std. error of the estimate		
1	0.658	0.433	0.428	3.971		

ANOVA						
Model	Sum of squares	Df	Mean square	F	P	Remarks
Regression	5465.563	4	1366.391	86.631	0.000	Significant
Residual	7144.981	453	15.773			
Total	12610.544	457				

Variables	B	S.E	B	t	Sig
(Constant)	7.493	1.427		5.251	.000
Social School Climate	.232	.033	.268	6.915	.000
Safety School Climate	.303	.048	.291	6.360	.000
Cognitive School Climate	-.048	.027	-.072	-1.745	.082
Affective School Climate	.267	.043	.306	6.164	.000

$P < 0.05$; critical $F(4, 453) = 86.631$; critical $t = 5.25$

Table 5 shows the values of the parameters of the multiple regression analysis between the independence variables (social school climate X_1 , safety school climate X_2 , cognitive school climate X_3 and affective school climate) and the teachers' job effectiveness. The prediction equation for the regression line is $Y = 7.493 + .232X_1 + .303X_2 - .048X_3 + .267X_4$.



$= 7.493 + .232X_1 + .303X_2 - .048X_3 + .267X_4$. From the Table, the management of school climate variables when taken against the teachers' job effectiveness yielded a coefficient of multiple correlations (R) of 0.658 and the multiple correlation square (R^2) of 0.433. The R^2 value indicates that 43.3% of the total variance in the teachers job effectiveness is predicted by the management of school climate variables. Also the F-value of 86.631 is significant at an alpha level of 0.05 ($F = 86.631, df = 4, 453; P < 0.05$). The result of the analysis revealed that the management of school climate variables (social climate, safety climate, cognitive climate and affective climate) significantly predicts teachers' job effectiveness. From the Table, management of affective school climate made the highest contributions to the teachers' job effectiveness ($\beta = .306; p < .05$). The second in the rank of relative contributions is management of safety school climate ($\beta = .291; p < .05$). The third in the rank of relative contributions is management of social school climate ($\beta = .268; p < .05$), these three variables made contributions which were found to be significant. Also, the Table shows that management of cognitive school climate made the fourth and the lowest in the order of magnitude of contributions ($\beta = -.072; p > .05$) and this is not significant. These imply that management of affective school climate predicts teachers' job effectiveness more than safety and social school climate. However the management of cognitive school climate does not significantly predict teachers' job effectiveness.

Discussion of the Findings

Safety School Climate and Secondary School Teachers Job Effectiveness

The result revealed that there is a significant relationship between safety school climate and secondary school teachers' job effectiveness in Yakurr Local Government Area, Cross River State. The null hypothesis of no significance relationship was rejected and the alternate hypothesis upheld. This finding is in agreement with Stilwell et al (2025) whose research revealed that the impact of violence on teachers increases the need for disciplinary action and the lowers teachers' job effectiveness and vice versa. Thapa et al (2012) also supports this finding in stating that in order for teachers to do the best job possible and for students to be able to be the best learners possible, both groups need to feel the school as a safe environment.

Social School Climate and Secondary School Teachers Job Effectiveness

The result for hypothesis one revealed that there is a significant relationship between social school climate and secondary school teachers job effectiveness in Yakurr Local Government Area, Cross River State. This led to the rejection of the null hypothesis and the acceptance of alternate



hypothesis. This is in agreement with the findings of Kalin, and Peklaj, (2019) who revealed that the strongest predictor of teachers' job effectiveness was their social behaviour in the school. Connell and Wellborn (1991; Ford, 1992) also suggested that a sense of social relatedness contributes to the adoption of goals promoted by social groups or institution, whereas a lack of relatedness or disaffection can lead to a rejection of such goals

Cognitive School Climate and Secondary School Teachers Job Effectiveness

The result for hypothesis three revealed that there is a significant relationship between cognitive school climate and secondary school teachers' job effectiveness in Yakurr Local Government Area, Cross River State. The null hypothesis of no significance relationship was rejected. The result is in support of the findings of Zhou *et al* (2026) who held that intellectually supportive school climate directly impacts schoolteacher-efficacy. Furthermore, (Matić, et al 2025) asserted that schools' intellectual environment, instructional values, academic expectations, and policies support teaching and learning and personal belief of teachers.

Affective School Climate and Secondary School Teachers Job Effectiveness

The result for hypothesis four revealed that there is a significant relationship between affective school climate and secondary school teachers' job effectiveness in Yakurr Local Government Area, Cross River State. The null hypothesis of no significance relationship was rejected. The findings of the hypothesis reveal that social school climate tremendously influence the performance of teachers. This position is supported by Paloniemi, (2026) who asserted that warm, positive affective school climate does not only provide a "nice-to-have" environment, but also a critical psychological resource that directly and indirectly dictates teachers' job effectiveness (Nwoko *et al*, 2023; Nilsen *et al*, 2022;).

Conclusion.

Principals and school managers need the skills of handling the affective, cognitive, safety, and social climate dimensions in schools because these climatic conditioning directly influences student achievement, teacher job effectiveness, satisfaction and retention. They also affect the overall institutional safety and health. When teachers in schools feel safe, trusted, respected and loved, environment can potentially be transformed into an ecosystem primed total success in teaching and learning. Teachers are motivated to do their best and students are inspired to take academic risks for optimum performance. This happens when managers have the right diagnostic tools to measure school's current climate, develop specific actionable steps to upgrade low teacher morale and craft policy templates to improve overall school climate



Recommendations

- 1 Principals should adopt democratic or participatory leadership styles to boost teacher morale and commitment. They should also engage in activities that recognizes and reward hard work among teachers to encourage dedication.
- 2 Principals should foster a warm, supportive, and collaborative school climate, and hold regular staff forums to allow teachers voice challenges and collaboratively find solutions.
- 3 The Ministry of Education and the State Secondary Education Board should organize regular and mandatory workshops and seminar for teachers to focus on modern teaching techniques and use of instructional digital materials
- 4 The Ministry of Education and the State Secondary Education Board should organize regular workshops for principals and managers of schools on organizational behaviour and behavioral psychology to understand and manage the emotional and social aspect of teachers and students in schools

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