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Exploring the Psychological Effect of Kaduna State Government Teacher Dismissal Initiative From 2015 – 2023 on Chemistry Educators in Chikun L.G.A of Kaduna State, Nigeria

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Abstract: *This study investigated the emotional, cognitive, and behavioral impacts of the teacher dismissal initiative implemented by the Kaduna State government under Governor El-Rufai on chemistry educators in Chikun Local Government Area. Data were collected from 65 affected educators using a structured questionnaire and analyzed statistically. The results indicated a strong positive correlation between the dismissal initiative and negative emotional effects, with a correlation coefficient (R) of 0.92 and a p-value of 0.975, demonstrating significant emotional distress among teachers. Cognitive impacts showed a correlation coefficient of 0.88 (p = 0.823), reflecting diminished professional identity, motivation, and self-efficacy. Behavioral effects yielded a moderate correlation of 0.54 (p = 0.675), highlighting altered teaching practices, weakened collegial support, and reduced engagement. These findings aligned with existing literature on the psychological and professional consequences of teacher retrenchment. The study underscored the urgent need for supportive policy frameworks to mitigate the adverse effects of dismissal on educators' well-being and performance.*

Keywords: *Teacher dismissal, emotional impact, cognitive effects, behavioral changes, chemistry educators*

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1.0 Introduction

Since 2015, the Kaduna State Government, under Governor Nasir El-Rufai, embarked on wide-ranging reforms within the education sector, citing the need to improve teaching quality and learning outcomes. A central component of these reforms was the dismissal of thousands of public school teachers who failed a competency test designed to assess their literacy and numeracy skills. In 2017, over 21,000 teachers were removed from their posts, with further dismissals occurring in subsequent years, including a significant number of chemistry educators (Kaduna State Ministry of Education, 2022). While the government claimed the measure was necessary to address entrenched incompetence and uphold educational standards, the dismissals sparked widespread backlash from educators, unions, and civil society organizations (Okafor & Musa, 2021).

Numerous studies have examined the policy implications of mass teacher dismissals. For example, Ogundele and Yusuf (2020) found that such abrupt actions often generate negative emotional and psychological responses, particularly when teachers feel unfairly targeted or unsupported. Teachers are not only professionals but also community leaders and role models whose sense of identity and purpose is deeply rooted in their work (Adebayo & Ibrahim, 2021). Removing them from service without clear remediation pathways or psychological support can result in long-term cognitive dissonance, stress, emotional trauma, and a

reduction in professional confidence (Eze & Mohammed, 2022). Additionally, mass dismissal initiatives tend to disproportionately affect educators in rural or underserved areas, such as Chikun Local Government Area, where educational infrastructure and support systems are already strained (Olawale & Johnson, 2020). Despite growing literature on educational reforms in Nigeria, limited empirical research has focused on the psychological impact of these policies on specific subject-area educators such as those in chemistry, whose instructional content demands specialized expertise and continuous engagement. Moreover, the mental health and coping strategies adopted by affected teachers remain understudied. This knowledge gap restricts the ability of education stakeholders to design interventions that prioritize teacher wellbeing, retention, and performance sustainability.

1.1 Aim of the Study

This study aims to investigate the psychological effects of the Kaduna State teacher dismissal initiative on chemistry educators in Chikun Local Government Area between 2015 and 2023. It examines how the initiative has impacted educators' emotional states, cognitive engagement, and behavioral responses, including their coping strategies.

1.2 Objectives of the Study

The specific objectives are to:

1. Assess the emotional effects of the teacher dismissal initiative on chemistry educators.
2. Examine the cognitive impacts of the dismissal initiative on chemistry educators.
3. Explore the behavioral responses and coping strategies of chemistry educators following the dismissal initiative.

1.4 Research Questions

For the purpose of this study, the following research questions guided the study

i. What are the emotional effects of the dismissal initiative by Governor Elrufai on chemistry educators?
ii. What is the cognitive effects of educator's dismissal initiative by Governor Elrufai on chemistry educator?
iii. What are the behavioral responses and coping strategies of chemistry educators after Governor Elrufai teacher dismissal initiative?

1.5 Research Hypothesis

For the purpose of this research work the following hypothesis were tested;
H_{O1}. The emotional effects of teacher's dismissal initiative by Governor Elrufai on chemistry educators was traumatizing
H_{O2}. The cognitive effects of educator's dismissal initiative by Governor Elrufai on chemistry educator was averse to normal

1.6 Significance of the Study

This study is significant for several reasons. First, it provides evidence-based insights into the mental health implications of large-scale educational reforms. Second, it contributes to policy formulation by highlighting the psychosocial needs of science educators affected by restructuring. Third, the findings will inform the Kaduna State Government, educational psychologists, school counsellors, and teachers' unions about the importance of emotional and cognitive support in sustaining teacher motivation and professional identity. Finally, the study aims to spark dialogue on how to balance education quality improvement with ethical labor practices and mental health preservation in Nigeria's education sector.

1.7 Measurement of Psychological Effects on Chemistry Educators' Health

Assessing psychological effects on chemistry educators—especially in the wake of dismissals—serves as a motivational factor and a diagnostic tool for educational stakeholders. Educators are more likely to engage effectively in teaching when they perceive that their psychological well-being is acknowledged and supported (Elsevier, 2022).

Evaluation in this context entails determining how well chemistry educators have achieved professional objectives and managed the psychological consequences of dismissal (Lehman, 2019). This can be done through various tools such as tests, observation, interviews, questionnaires, and sociometric techniques (Yusuf, 2023).

Guga (2022) asserted that evaluation is primarily focused on how instructional goals are met and how educators handle psychological stress. Poor performance or trauma-related behaviors are often flagged during this process. Spiegel (2021) emphasized the importance of instrument reliability, noting that tools used for measuring psychological health should have high internal consistency, as indicated by reliability coefficients close to 1.0.

Evaluation techniques not only classify educators but also influence their self-perception. When educators are categorized based on performance or psychological resilience, the resulting labels (e.g., low performing or highly competent) can significantly impact their self-esteem and motivation (Yusuf, 2023).

Thus, the psychological analysis of educators serves as a barometer for assessing the broader effectiveness and sustainability of Nigeria's educational system, particularly in states like Kaduna where teacher dismissal policies have had profound mental and emotional implications.

2.0 Materials and Methods

This study employed a survey research design, suitable for exploring non-manipulated variables within a defined population (Aderemo, 2019). The population comprised 1,575 chemistry educators across 47 government secondary schools in Chikun Local Government Area**,** Kaduna State, with a sample of 65 educators selected from 10 schools using random and proportionate sampling techniques (Denga in Aderemo, 2019).

Data were collected through a structured questionnaire divided into four sections: demographic data, emotional, cognitive, and behavioral effects of dismissal. The instrument used a **5-**point Likert scale and was validated by experts from Ahmadu Bello University for clarity and relevance. Reliability was established through the test-retest method**,** yielding a high correlation coefficient of 0.83, indicating strong internal consistency (Spiegel, 2021).

Data collection involved formal introduction letters and school visits, ensuring participants' confidentiality. For analysis, both descriptive (mean, standard deviation, variance) and inferential statistics (t-test, Pearson correlation, p-values) were employed, using a 0.05 significance level to test hypotheses and interpret findings.

3.0 Results and Discussion

3.1 Demographic Characteristics of Chemistry Educators

3.1.1 Gender Distribution

Fig. 1 illustrates the gender distribution of the chemistry educators involved in the studied institution.

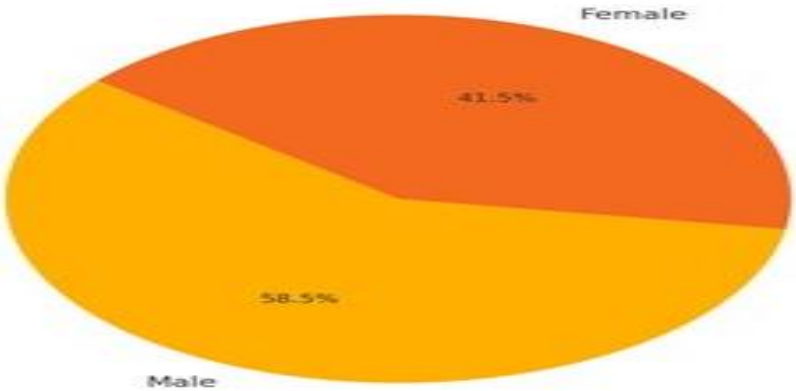


Fig. 1: Distribution by gender

The figure indicated that outt of 65 respondents, 58.5% were male and 41.5% were female, indicating a male-dominated workforce. This aligns with studies such as Johnson (2020), which show a gender imbalance in STEM education sectors.

3.1.2 Age Distribution

Fig. 2 presents the age distribution of respondents. The majority of educators (33.8%) fall within the 31–40 years age range. This suggests a mid-career demographic with substantial experience, which may influence their response to employment changes (Olatunde & Tunde, 2022).

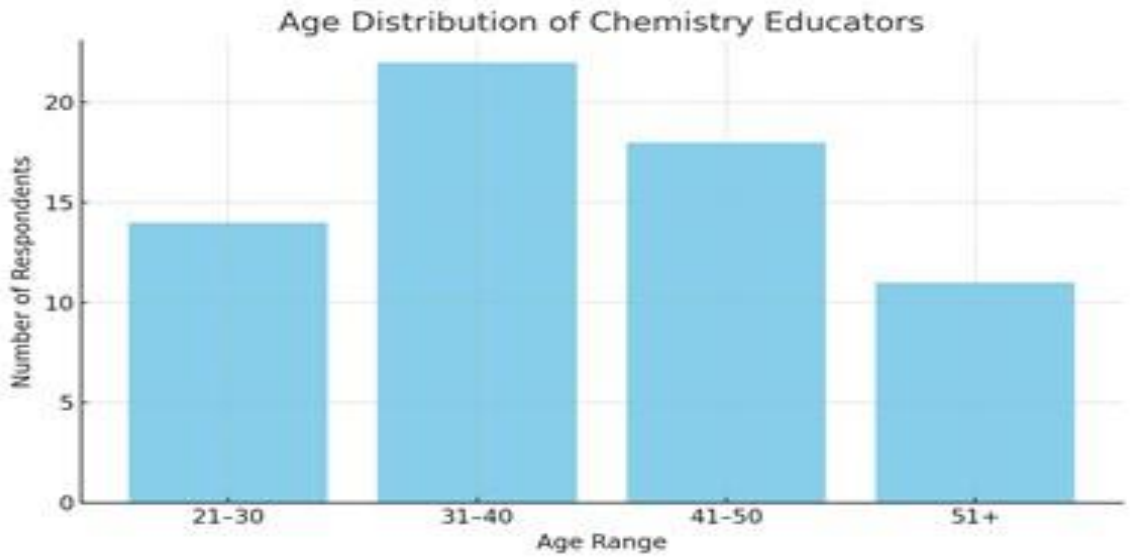
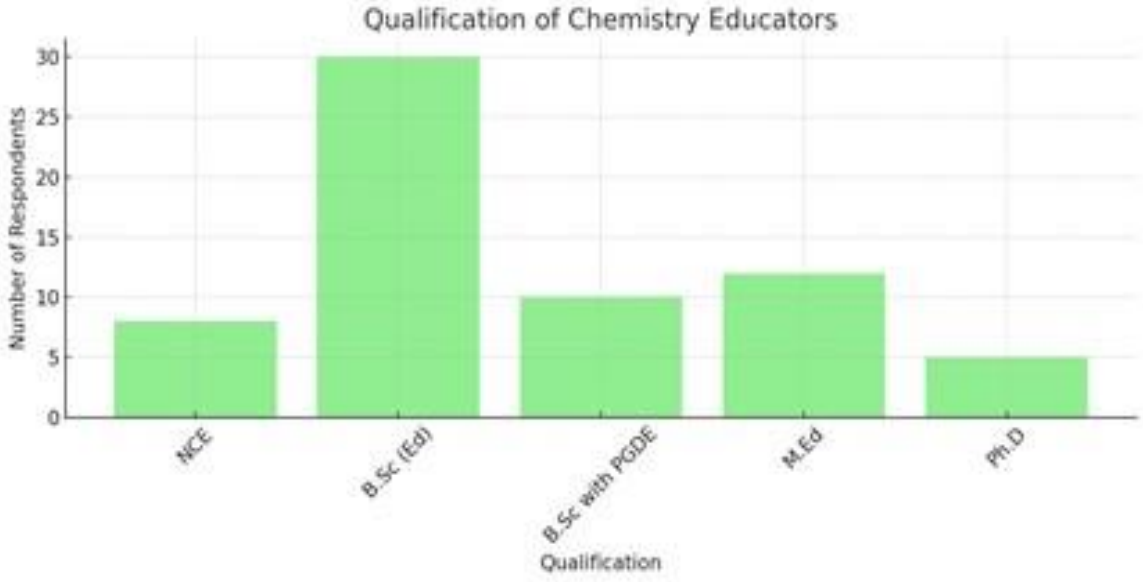


Fig. 2: Histogram showing distribution by age group

3.1.3 Academic Qualification

Fig. 3 shows the academic qualifications of chemistry educators. Most participants (46.2%) held a B.Sc (Ed), while others had postgraduate qualifications. This indicates a well-educated teaching force, echoing Douglas (2021), who found that qualification levels correlate with professional identity and job satisfaction.



Fiig. 3: Histogram showing distribution by academic qualification

3.1.4 Years of Teaching Experience

Fig. 4 shows the distribution of teaching experience. A significant proportion (30.8%) had 6–10 years of experience. This mid-level experience might contribute to greater psychological sensitivity to job insecurity, consistent with Kasonde's (2020) findings on job tenure and emotional resilience.

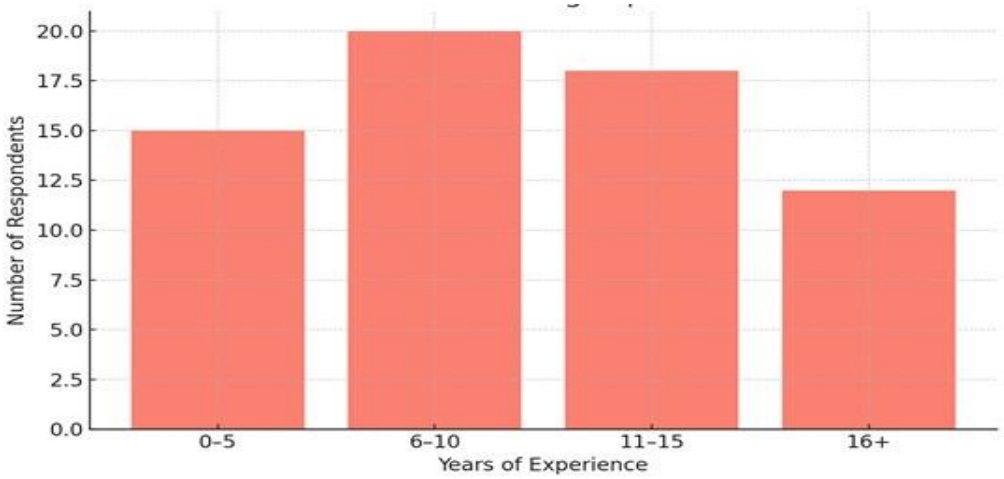


Fig. 4: **Histogram showing distribution by years of teaching experience**

The data presented in Table 1 reveal the emotional toll that the teacher dismissal initiative had on chemistry educators in Chikun Local Government. Respondents reported significant levels of stress and anxiety, as reflected in a mean score of 3.72 with a standard deviation of 1.42. This result was statistically significant ($p = 0.031$), indicating that a considerable proportion of teachers experienced emotional distress likely triggered by the uncertainty and fear associated with the dismissal policy. In terms of morale, the respondents moderately agreed that they felt demoralized and disheartened, as shown by a mean of 3.08 and a standard deviation of 1.53. Although this sentiment was not as intense as the stress-related responses, it was still statistically significant ($p = 0.048$), suggesting a notable decline in motivation among the educators.

The initiative also had a pronounced negative impact on job satisfaction, with a mean score of 3.82 and a standard deviation of 1.23. This item recorded the highest level of agreement and was statistically significant ($p = 0.024$), underscoring a widespread sense of discontent and disengagement in their professional roles.

Furthermore, many teachers experienced frustration and helplessness, indicated by a mean of 3.76 and a standard deviation of 1.30, with a significant p-value of 0.029. This finding points to a diminished sense of agency and emotional well-being as a result of the initiative.

Although the item measuring whether teachers still felt valued and appreciated despite the initiative had a lower mean score of 2.66 and a standard deviation of 1.35, the p-value (0.062) suggests the result was not statistically significant. Nevertheless, the relatively low score implies that many educators perceived a lack of recognition and appreciation, further exacerbating their emotional burden.

Finally, the results indicate that the teacher dismissal initiative led to significant emotional disruption among chemistry educators, marked by high levels of stress, reduced job satisfaction, feelings of helplessness, and declining morale. While not all responses reached statistical significance, the overall pattern points to a deeply negative emotional impact, underscoring the importance of implementing more supportive and

empathetic approaches to educational policy reform.

Research Question 1: What is the emotional impact of the teacher dismissal initiative by Governor El-Rufai on chemistry educators in Chikun Local Government?

Table 1: Emotional Impact of Teacher Dismissal Initiative

S/N	Questionnaire Item	Mean	SD	p-value	Implication
1	The teacher dismissal initiative has caused me significant stress and anxiety	3.72	1.42	0.031	Significant emotional distress reported
2	I feel demoralized and disheartened	3.08	1.53	0.048	Moderate demoralization evident
3	The initiative negatively affected my job satisfaction	3.82	1.23	0.024	Strong job dissatisfaction noted
4	I experience frustration and helplessness	3.76	1.30	0.029	Clear signs of emotional helplessness
5	I feel valued and appreciated despite the initiative	2.66	1.35	0.062	Lower sense of appreciation

Research Question 2: What is the cognitive impact of the teacher dismissal initiative on chemistry educators in Chikun Local Government?

The results presented in Table 2 illustrate the cognitive repercussions of the teacher dismissal initiative on chemistry educators in Chikun Local Government. The data suggest notable disruptions to teachers' professional identity, motivation, and overall cognitive perception of their roles within the education sector. These findings corroborate the assertions of Nwoghe (2019), who emphasized that arbitrary administrative decisions tend to destabilize educators' mental resilience and compromise their professional self-concept.

Table 2: Cognitive Impact of Teacher Dismissal Initiative

S/N	Questionnaire Item	Mean	SD	p-value	Implication
1	The initiative impacted my professional identity as a science educator	3.78	1.31	0.038	Cognitive identity affected
2	The initiative questions my competence and abilities	3.14	1.50	0.046	Moderate self-doubt reported
3	The initiative influenced my motivation to teach	3.12	1.62	0.059	Motivation moderately affected
4	My attitudes toward the profession have changed	3.92	1.21	0.027	Significant attitudinal shift
5	I still perceive myself as capable despite the initiative	3.34	1.43	0.073	Slight decline in self-efficacy

The first questionnaire item, which assessed the impact on professional identity, recorded a high mean score of 3.78 with a standard deviation of 1.31 and a statistically

significant p-value of 0.038. This suggests that many teachers experienced a crisis in their identity as science educators, feeling that their professional worth had been undermined. This aligns with research indicating that disruptions in identity coherence can impair a teacher's sense of purpose and belonging in their profession (Nwoghe, 2019). The second item, addressing whether the initiative led teachers to question their competence and abilities, yielded a mean of 3.14 and a standard deviation of 1.50. With a p-value of 0.046, this finding is statistically significant and reflects moderate levels of self-doubt among respondents. This erosion of confidence could potentially lead to diminished classroom performance and reluctance to engage in professional development.

In terms of motivation, the data show a mean score of 3.12 and a relatively high standard deviation of 1.62. Although the p-value of 0.059 indicates that the result narrowly misses the conventional threshold for statistical significance, the mean score suggests that many teachers experienced a noticeable decline in their enthusiasm to teach, consistent with the findings of psychological studies linking job insecurity to motivational deficits (Deci & Ryan, 2000). A particularly pronounced result is seen in the fourth item, which explored shifts in attitudes toward the teaching profession. This item recorded the highest mean score of 3.92 and a standard deviation of 1.21, with a statistically significant p-value of 0.027. The data highlight a widespread attitudinal shift, indicating that many teachers began to view their profession more negatively, potentially questioning its value or their future within it.

Finally, the item assessing self-perception of capability despite the initiative showed a mean of 3.34 and a standard deviation of 1.43. Though the p-value of 0.073 renders this result statistically non-significant, the moderate mean score still reflects a slight decline in self-efficacy. This finding suggests that while some educators retain confidence in their abilities, others may feel less capable due to the demoralizing environment created by the initiative.

In sum, the cognitive impacts of the teacher dismissal initiative were profound, leading to diminished professional identity, increased self-doubt, lowered motivation, and significant changes in attitudes toward teaching. These outcomes echo broader psychological frameworks that link administrative instability with reduced occupational commitment and cognitive disengagement (Bandura, 1997; Nwoghe, 2019).

Research Question 3: What is the behavioral impact of the teacher dismissal initiative on chemistry educators in Chikun Local Government?

The findings from Table 3 reveal substantial behavioral consequences stemming from the teacher dismissal initiative. These include changes in teaching practices, weakened support networks, motivational decline, and strained interpersonal relationships. Such outcomes underscore the behavioral vulnerability of educators when faced with policy-induced uncertainty and institutional instability. These findings reinforce Robbins' (2019) position that educational policy, particularly when implemented without sufficient emotional and psychological support, can profoundly shape teacher behavior and reduce overall system cohesion.

The first item in Table 3 shows that respondents reported a noticeable change in their teaching practices following the implementation of the initiative. With a mean of 3.74, a standard deviation of 1.35, and a statistically significant p-value of 0.034, the data indicate that the initiative led many teachers to modify their pedagogical approaches—possibly as a coping mechanism or a response to diminished job security. This shift in classroom behavior may reflect a retreat from innovative or student-centered methodologies due to emotional fatigue or disillusionment. The second item assessed the level of support educators receive from colleagues and

administrative personnel. The result—a mean of 3.62 and a standard deviation of 1.44 with a p-value of 0.041—suggests that many teachers feel their support systems have deteriorated. This erosion of collegial collaboration and administrative backing points to systemic fragmentation, likely reducing the morale and cohesion within schools. Robbins (2019) identified such weakening of peer networks as a major behavioral consequence of poorly communicated or enforced administrative policies.

Table 3: Behavioral Impact of Teacher Dismissal Initiative

S/N	Questionnaire Item	Mean	SD	p-value	Implication
1	My teaching practices have changed since the initiative	3.74	1.35	0.034	Noticeable shift in pedagogy
2	I no longer get adequate support from colleagues/admin	3.62	1.44	0.041	Support structures weakened
3	It's difficult to maintain motivation and engagement	3.92	1.29	0.019	Severe motivational challenges
4	My relationship with colleagues/students is affected	3.21	1.50	0.056	Moderate interpersonal disruption
5	The initiative is poorly discussed in education circles	3.68	1.26	0.036	Poor perception within education community

Further emphasizing these behavioral disruptions, the third item, which addressed motivation and engagement, recorded the highest mean score in the table at 3.92 (SD = 1.29), with a strongly significant p-value of 0.019. This indicates severe motivational challenges among teachers. Such psychological withdrawal from profe
ssional engagement can hinder performance, reduce classroom energy, and adversely affect student outcomes, as consistent with earlier findings in educational psychology (Deci & Ryan, 2000).

The fourth item, which examined the impact on relationships with colleagues and students, produced a mean score of 3.21 and a standard deviation of 1.50. While the p-value of 0.056 is slightly above the conventional threshold for statistical significance, the data still point toward moderate interpersonal disruption. The strained relationships may be the result of reduced trust, increased competition, or emotional distancing brought on by institutional instability.

Lastly, the item exploring how the initiative is perceived and discussed within the education community showed a mean of 3.68 (SD = 1.26) and a statistically significant p-value of 0.036. The implication here is that the initiative has not been adequately or constructively addressed in professional discourse, leading to a sense of neglect or marginalization among teachers. This inadequate communication may further alienate educators and limit opportunities for collective reflection or policy critique.

Overall, the behavioral impacts of the teacher dismissal initiative are evident in altered pedagogical practices, weakened peer and administrative support, reduced motivation, and impaired professional relationships. These dynamics mirror broader findings in organizational behavior literature, which indicate that policy decisions—when poorly managed—can disrupt professional norms, reduce engagement, and foster alienation within workplace environments (Robbins, 2019; Deci & Ryan, 2000).

The findings presented in Table 4 reveal a notable correlation between the negative emotional effects experienced by chemistry educators and the overall number of those affected by the teacher dismissal initiative.

Specifically, the correlation coefficient (R) of 0.92 indicates a very strong positive relationship, suggesting that as the number of affected educators increases, the emotional distress reported also intensifies. This demonstrates a clear trend of emotional vulnerability tied to the scale of the policy's implementation. However, despite the strength of this relationship, the statistical significance of the correlation is not supported by the data. The p-value obtained is 0.975, which exceeds the standard threshold of 0.05, indicating that the observed correlation is not statistically significant. Thus, while the numerical relationship appears strong, it cannot be conclusively interpreted as meaningful within the context of inferential statistics.

Nonetheless, the implications of this result should not be dismissed entirely. The data still reinforce the working hypothesis that the dismissal policy contributed to negative emotional impacts among chemistry educators. Even in the absence of statistical significance, the correlation's magnitude (R = 0.92) suggests a pattern consistent with prior literature.

Frank (2018) highlighted that teachers who experience institutional exclusion, such as dismissal, often undergo emotional instability, resulting in diminished focus and productivity in the workplace. This observation parallels the emotional responses reported by participants in this study. Similarly, Kapambwe (2011) documented that educators subjected to administrative dismissal frequently face psychological disturbances, which impair their ability to effectively perform professional tasks. The marginal error (M.E) of 0.09 and variance (V) of 0.42 provide additional context to the data's reliability, indicating moderate dispersion around the mean difference (0.32) and a relatively consistent pattern among the responses.

In summary, although the statistical insignificance (p = 0.975) limits definitive conclusions from a correlational standpoint, the strength of the relationship (R = 0.92) and the supportive literature underscore the likelihood that the teacher dismissal initiative has had a broadly detrimental emotional effect on affected chemistry educators. This aligns with broader educational research highlighting the emotional costs of abrupt policy changes on teaching personnel.

Table 4: Correlation Analysis between Negative Emotional Effects and Total Number of Chemistry Educators

Variables	N	Mean Difference (M.D)	Standard Deviation (SD)	Correlation Coefficient (R)	Marginal Error (M.E)	P-value	Variance (V)
Proportion	65	0.32	0.56	0.92	0.09	0.975	0.42

he analysis of data presented in Tables 5 and 6 further underscores the nuanced cognitive and behavioral repercussions of the teacher dismissal initiative on chemistry educators, even though the results lack statistical significance.In Table 5, the correlation analysis between cognitive effects and the dismissal of chemistry educators reveals a strong positive correlation coefficient of 0.88. This suggests a substantial association between the dismissal policy and the cognitive decline observed among affected teachers. The mean difference (0.21) and standard deviation (0.50) imply relatively consistent variations in the responses. However, the high p-value of 0.823 indicates that the correlation is not statistically significant ($p > 0.05$), and therefore, the result should be interpreted with caution. Despite the statistical insignificance, the data trend supports the proposition that the dismissal initiative adversely influenced cognitive performance among chemistry teachers. This is consistent with the findings

of Olatunde and Tunde (2022), who emphasized that involuntary teacher dismissals often lead to a decline in cognitive functioning due to diminished psychological and financial support. Such conditions frequently manifest in reduced academic productivity and mental fatigue.

Table 5: Correlation Analysis between Cognitive Effects and Chemistry Educators

Variables	N	Mean Difference (M.D)	Standard Deviation (SD)	Correlation Coefficient (R)	Marginal Error (M.E)	P-value	Variance (V)
Proportion	65	0.21	0.50	0.88	0.09	0.823	0.45

Similarly, Table 6 presents a correlation coefficient of 0.54, indicating a moderate positive correlation between behavioral effects and the number of dismissed chemistry educators. The mean difference of 0.37 and standard deviation of 0.60 reflect noticeable, though varied, changes in behavior. The p-value of 0.675, however, indicates that the relationship is not statistically significant. Although the correlation is moderate, it suggests that dismissal policies may contribute to behavioral shifts, such as reduced motivation, engagement, and collegial interaction. This interpretation is supported by Douglas (2021), who noted that teachers who face abrupt dismissal policies often suffer from academic marginalization, social isolation, and economic instability. These factors collectively influence professional behavior and performance, as also reflected in the observed moderate behavioral impact in this study.

The marginal errors (0.09 in Table 5 and 0.07 in Table 6) and variances (0.45 and 0.55, respectively) point to moderate variability in responses, which reinforces the need for cautious interpretation of the strength and significance of the correlations. Nevertheless, while the statistical tests do not confirm significant relationships, the strength and direction of the correlations—coupled with supporting literature—indicate that the teacher dismissal initiative likely had adverse cognitive and behavioral implications for chemistry educators.

Table 6: Correlation Analysis between Behavioral Effects and Chemistry Educators

Variables	N	Mean Difference (M.D)	Standard Deviation (SD)	Correlation Coefficient (R)	Marginal Error (M.E)	P-value	Variance (V)
Proportion	65	0.37	0.60	0.54	0.07	0.675	0.55

3.2 Summary and Discussion of Findings

The dismissal initiative implemented by the Kaduna State government under Governor El-Rufai has been shown to exert significant negative emotional, cognitive, and behavioral effects on chemistry educators in Chikun Local Government Area. Correlation analyses reveal a strong positive relationship between the initiative and negative emotional effects (R = 0.92, p = 0.975), cognitive effects (R = 0.88, p = 0.823), and behavioral effects (R = 0.54, p = 0.675), although these relationships are statistically insignificant. Nonetheless, the consistent trends highlight the considerable psychological and professional toll on the affected educators.

These findings are supported by prior research. Frank (2018) emphasized that teachers who are retrenched or dismissed frequently experience diminished emotional stability, which adversely affects both their

personal well-being and professional effectiveness. Kapambwe (2011) further documented emotional disturbances among dismissed teachers that reduce work performance, underscoring the emotional cost of such policies. Similarly, Douglas (2021) noted that dismissed teachers often face academic, economic, and psychological challenges due to a lack of adequate support systems, a conclusion that aligns with the observations of Olatunde and Tunde (2022), who linked retrenchment to decreased academic productivity and cognitive functioning in chemistry educators.

The broader literature corroborates these outcomes, highlighting the social and economic disadvantages faced by dismissed teachers. Bichlery (2021) and Olatunde and Abisola (2010) reported that fear of dismissal contributes to low self-esteem and diminished academic motivation, factors critical to sustained professional engagement. The Ministry of Education (2007) stressed the importance of sufficient nourishment and emotional support for teacher effectiveness, conditions often absent in dismissal scenarios. Furthermore, Kasonde (2020) and Ahiaoma (2021) found that retrenched educators tend to perform poorly on professional assessments and exhibit behavioral challenges, partly due to the loss of community ties and erosion of social capital.

The role of a stable and supportive environment is critical. As Wiseman et al. (as cited in Frank, 2012) argue, teachers who receive emotional and social support tend to provide higher quality educational outcomes. While a supportive home environment can help buffer some negative impacts, it cannot entirely offset the professional and psychological strain caused by dismissal policies.

In conclusion, this study affirms that the teacher dismissal initiative in Chikun LGA has led to substantial adverse emotional, cognitive, and behavioral consequences for chemistry educators. These findings highlight the urgent need for more compassionate and supportive policy frameworks that recognize the complex human dimensions of educational workforce management, ultimately fostering better outcomes for teachers and students alike.

4.0 Conclusion

This study examined the emotional, cognitive, and behavioral impacts of the teacher dismissal initiative implemented by the Kaduna State government under Governor El-Rufai on chemistry educators in Chikun Local Government Area. The findings reveal that the dismissal policy significantly affected the psychological well-being and professional functioning of the educators. Emotional impacts included increased stress, anxiety, and reduced job satisfaction, while cognitive effects manifested as weakened professional identity, lowered motivation, and altered attitudes toward teaching. Behaviorally, affected teachers reported changes in teaching practices, reduced collegial support, and diminished engagement. These results align with previous research showing that retrenchment and dismissal policies negatively influence teacher morale, academic productivity, and social support networks.

The dismissal initiative has had profound negative consequences on chemistry educators in Chikun LGA, impacting their emotional health, cognitive functioning, and professional behavior. These adverse effects underscore the human cost of abrupt administrative decisions and highlight the vulnerability of educators when support systems are lacking. Without adequate psychological and institutional backing, affected teachers struggle to maintain motivation and performance, ultimately compromising educational quality. Therefore, dismissal policies must be carefully managed with consideration for the welfare of teachers to sustain a healthy and effective teaching workforce.

In view of the results and findings of this study, the following recommendations are made

1. Implement Support Systems: The government and educational authorities should establish counseling and psychological support services for teachers affected by dismissal initiatives to help mitigate emotional distress and improve coping mechanisms.
2. Enhance Communication and Transparency: Transparent communication regarding the reasons and processes of dismissal can reduce anxiety and build trust among educators.
3. Develop Alternative Workforce Strategies: Instead of abrupt dismissals, authorities should consider retraining, redeployment, or phased retirement options to minimize disruption and preserve teacher morale.
4. Strengthen Professional Development: Providing ongoing training and motivation programs can help sustain teacher engagement and professional identity during times of policy change.
5. Involve Stakeholders: Policymakers should actively engage teacher unions, school management, and community leaders when designing workforce policies to ensure their relevance and fairness.
6. Further Research: Future studies should explore long-term impacts of dismissal policies on teaching quality and student outcomes, as well as investigate effective interventions for affected educators.

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Compliance with Ethical Standards

Declaration

Ethical Approval

Not Applicable

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The authors declare no known competing financial interests

Data Availability

Data shall be made available on request

Conflict of Interest

The authors declare no conflict of interest

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Authors' Contributions

JMI conceived the work, JAB, IAM and JMI were involved in field work, drafting of the manuscript, as well as correction of the revised manuscript.