

Article

Assessment Of The Impact Of Human Relationship On School Performance In Senior Secondary Schools In Katsina State, Nigeria

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Abstract: The research is assessment of the impact of Human Relationship on School Performance in Senior Secondary Schools in Katsina state. The population consisted of three thousand, seven hundred teachers (3700), one hundred and sixty one (161) principals and ninety (90) quality assurance staff. Using the Research Advisors (2006) sampling table, three hundred and fifty seven teachers (357) with 320 returned, eighty, quality assurance staff with seventy five (75) returned and 132 principals with 130 returned. Five objectives were used to guide the study leading to the development of five research questions and one null hypothesis focusing on the impact of human relation on school performance. A four fingered Likert scale questionnaire was developed and used to seek for respondents' opinions on the issues raised. Descriptive statistics were used to analyze the data showing lesser variation in the respondents' opinions. The findings revealed the cumulative aggregate scores in all the five research questions to contain positive disposition of the respondents opinions on the issue raised in the research question. Additionally, the high mean scores of 2.74, 2.98, 2.55, 2.77 and 2.67 as well as the standard variation shows lesser variability in the opinions expressed by the respondents to imply that there is close relationship. The study therefore suggests, among other things tailored motivational strategies to go abreast with students need fostering positive human relationship.

Keywords: Human Relationship, School Performance, School Administration

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1. Introduction

School is an organization deliberately formed by the society in order to attain societal goals. It is a social system consisting of different individuals behaving differently but interacting together to attain set goals. Peretermode (1999) sees a social system as "a plurality of individual actors interacting with each other to achieve a common goal/purpose. As a social system or organization it consists of other sub-organization working and interacting in vision under the same umbrella, leadership, common boundaries and guided by the same goals and directions[1]–[3].

The complex nature of school organization requires an effective form of organization that will bring together the various existing elements to interact in the best way possible for the purpose of attaining the school goals[4]–[6]. Several factors existing within and outside the school environment could serve as propellers for this reality. It is the administrator's disposition to use his/her professionalism and competence to arrive at an acceptable style of administration that could lead to positive school performance. Katsina state is an area ravaged by banditry, poverty, illiteracy and a host of other social menace.

Education remains the only source for social upliftment. School administrators in the state require the use of Human Relation approach as a style of leadership to encourage and motivate teachers and students to interact together to achieve the goals of education. As a style of administration, the approach considers human psychology as very significant in organizational administration[7]–[9].

In social organization where many people converge as schools, hospitals and banks for specific goals, the managers must seek to imbibe human relation approaches as style of leadership because of its relative significance. Human relation approach is the most desirable in educational institution to address different segments of people as students, teachers and administrators. In literature, Peretermode (1999) contended that the Human Relation Approach theory emerged from a discovery by Elton Mayo in an industrial engineering project. The result of the theory indicated that productivity of workers depends heavily on their satisfaction and those emotional factors. Furthermore, it was discovered that employee behaviour is heavily influenced through interaction in social groups[10], [11].

In social administration, human relation approach results when the school adopts a positive relationship between members of organization. This will create a school environment where teachers are enthusiastic about coming to work every day. This will lead to high morale of teachers. The human relation approach also creates the need to work in uniform to attain school goals. Newman (1977) states that success in life depends upon the support and help of other people as no one makes it alone.

Problem Statement/ Justification

Human resources management is a vital component of every organization. One of the ways of arriving at this is through proper consideration of their psychological as well as physiological needs. In senior secondary schools, both teachers and students require the application of this administrative style to attain better school performance. The apparent condition of most public secondary schools in Katsina state is pathetic. This is because the schools are characterized with dilapidated structures, broken furniture, and over-crowded classrooms propelled by ever increasing social demand for education by parents and students coupled with low manpower to take care of the high enrolment figures. The environment, in most schools despite some renovations is not conducive or favorable for learning. This therefore necessitates the need for a study of how human relation could be used in the senior secondary schools to attain better school performance in the state.

Objective(s) of the study

The research focuses on the following objectives:

1. To ascertain whether motivation is used in senior secondary schools in Katsina state to attain school performance;
2. To determine the level of human relationship in senior secondary schools in Katsina to achieve school performance;
3. To find out whether staff and students welfare is used to facilitate school performance in senior secondary schools in Katsina state.
4. To find out whether teacher-students relationship leads to better school performance in senior secondary schools in Katsina state; and
5. To find out whether staff development could lead to better school performance in senior secondary schools in Katsina state.

Research Questions

The research is built on the following research questions:

1. How is motivation used in senior secondary schools in Katsina to attain school performance?

2. What is the level of human relationship in senior secondary schools in Katsina state to achieve school performance?
3. To what extent is staff and students welfare used to facilitate school performance in senior secondary schools in Katsina state?
4. How does teacher-students relationship leads to better school performance in senior secondary schools in Katsina state?
5. How could staff development lead to better school performance in senior secondary schools in Katsina state?

Literature Review

The literature focuses on the existing synergy between human relation, as an administrative approach and secondary school performances. This is on the premise that productivity of people within a social organization is hinged on the way administrators explores their relative psychology.

Senior secondary school is a stage in the Nigerian structure of education that is aimed at preparing students to transit to higher education. According to NPE (2004) it is intended to prepare individuals for useful living within the society and higher education. In the specific goals of secondary education, the NPE (2004) states that the training shall be to offer diversified curriculum to cater for the difference in talents, opportunities and future roles among others.

These broad and specific goals of secondary education could only be attained through purposeful and goal directed administration. The task of the school administrator lies in his ability and capacity to select and use an administrative approach that could lead to the attainment of the goals. This research therefore proposes the use of human relationship approach as an effective administrative style because of its significance in motivating and compelling both students and teachers to work together to attain better school performance.

Human relations approach, according to Peretemode (1999), and Pearson (1991) emerged from a theory discovered by Elton Mayo and his team of researchers in an industrial engineering project. The theory holds that productivity of workers depend upon the satisfaction of the employee in their work situation. The researchers discovered that satisfaction of workers emotional factors are necessary conditions for increasing productivity.

In school administration, the approach, if used could lead to management focus towards employees' enthusiasm, morale rather than just productivity, alone. This is essential as the goals of the school cannot be met if teachers are disenchanted with the leadership of the school.

A school in which the principal adopts human relation approach is one in which the staff work freely as a team without manipulation, fault finding and tyranny. The approach creates a school environment that is humane, considers human psychology as basic administrative principles. It helps to facilitate an atmosphere for evolving and developing positive relationship among teacher and students leading to high school performances.

School Performance

This concept is a multifaceted encompassing various dimension of educational success and efficiency. It basically refers to the academic achievement of students which are measured through grades test scored etc. It is the extent to which students, teachers or institutions have attained their short or long term educational goals.

Emmery, (2022) states that there are five indicators of school performance and they include:-

- i) Students achievement
- ii) Discipline

- iii) Attendance rate
- iv) Graduation rate
- v) Teacher satisfaction

According to Emmery (2022) students achievement is an important key to school performance. Low achievement in schools increases anxiety, loss of motivation and teachers become frustrated if its attained, it is celebrated everywhere both in the campus and the community as well as parent teacher association.

Another key indicators is discipline. This has a serious effect on school performance. A school that is discipline oriented will surely attain its targets as the existing rules and regulations in the schools will be upheld which will direct members to proper goal attainment. If a school loses discipline, the entire precious school period will be lost or devoted to student attitude, thereby affecting school performance.

The third indicator has to do with the rate of attendance. Attendance greatly affects school performance. If students' attendance is low their rate of learning can be grossly affected, if on the other hand students attend class, teachers will have the opportunity to teach and drill them which will eventually lead to school performance.

The fourth indicators is graduation rate. This factor is a determinant of school performance as high graduation rate indicates high school performance and low graduation rate that emanates from drop out, low attendance, indiscipline e.t.c leads to low school performance. Low graduation has high attendance consequence on both students and the community as students may not be prepared for post-secondary schools, jobs and other opportunities. This could also lead to increase in crime rate and loss of societal values.

The fifth factor is teachers' satisfaction which comes as a result of high school performance. The high school performance makes teachers excited and motivated and are always ready to put in their maximum effort to help students to progress.

2. Materials and Methods

Survey research design (a quantitative data collection method) will be adopted. The population of the study comprised of principals, teachers and Ministry of Education officials in Katsina Zonal Education Quality Assurance. A stratified sampling technique was used for the selection of the study subjects/respondents. The instruments for data collection was a structured questionnaire. Descriptive statistics was used in analyzing the respondents' demographic information and answering the research questions.

3. Results and Discussion

Research Question 1: How is motivation used in senior secondary schools in Katsina to attain school performance?

Table 1: Motivation as used in secondary schools in Katsina to attain school performance

SN	Items	SA	A(%)	D(%)	SD(%)	Mean	Std.dev
		(%)					
1	Administrators motivate teachers and students always.	230 (43.8)	128 (24.4)	40 (7.6)	127 (24.2)	2.88	1.212
2	Teachers motivates students always.	281 (53.5)	100 (19.0)	80 (15.2)	64 (12.2)	3.14	1.076

3	Students are easily motivated.	96 (18.3)	176 (33.5)	154 (29.3)	99 (18.9)	2.51	0.997
4	Teachers are properly remunerated.	67 (12.8)	84 (16.0)	217 (41.3)	157 (29.9)	2.12	0.979
5	Teachers perform their duties always.	225 (42.9)	153 (29.1)	93 (17.7)	54 (10.3)	3.05	1.008
	Cumulative aggregate	899 (34.2)	641 (24.4)	584 (22.2)	501 (19.1)	2.74	1.054

The results in table 1 examine the role of motivation in senior secondary schools in Katsina and its impact on school performance. The data reflects responses from various stakeholders, including administrators, teachers, and quality assurance staff, regarding the effectiveness of motivational strategies employed in these schools. A significant portion of respondents (43.8%) strongly agreed that administrators consistently motivate both teachers and students. However, 24.2% disagreed, indicating a divide in perception. The mean score of 2.88 suggests a moderate level of agreement, with a standard deviation of 1.212 indicating variability in responses. A higher percentage (53.5%) strongly agreed that teachers motivate students consistently, with a mean score of 3.14. This reflects a positive view of teacher engagement in motivating students, although 12.2% disagreed, indicating some inconsistency in experiences among students. Only 18.3% strongly agreed that students are easily motivated, with a mean score of 2.51, suggesting a perception that student motivation is a challenge. This is further supported by the relatively high percentage (29.3%) of respondents who disagreed, highlighting a significant concern regarding student engagement. The perception of teacher remuneration is notably low, with only 12.8% strongly agreeing that teachers are properly compensated. The mean score of 2.12 indicates a general dissatisfaction with remuneration, which may affect teachers' motivation and, consequently, student performance. A substantial 42.9% of respondents strongly agreed that teachers perform their duties consistently, with a mean of 3.05. This suggests that when motivated, teachers are likely to fulfill their roles effectively, although 10.3% disagreed.

The cumulative aggregate scores indicate that motivation is perceived as a significant factor in school performance, with an overall mean of 2.74. The standard deviation of 1.054 shows that there is some variability in how motivation is experienced across different respondents. The findings suggest that while there is a recognition of the importance of motivation in enhancing school performance, several areas require attention. The low satisfaction regarding teacher remuneration could hinder their motivation, which is crucial for fostering a productive learning environment. The difficulties in motivating students highlight a need for tailored motivational strategies that resonate with students' interests and needs. The positive feedback regarding teachers' and administrators' roles in motivation indicates that these figures are pivotal in creating an encouraging school atmosphere, but their efforts must be supported by adequate resources and recognition. Thus, enhancing motivation through better remuneration, targeted strategies for student engagement, and supportive administrative practices could lead to improved academic performance in Katsina's secondary schools.

Research Question 2: What is the level of human relationship in senior secondary schools in Katsina to achieve school performance?

Table 2: Level of human relationship in senior secondary schools in Katsina to achieve school performance

SN	Items	SA (%)	A (%)	D (%)	SD (%)	Mean	Std.dev
1	Administrators relate with everybody in school.	157 (29.9)	133 (25.3)	155 (29.5)	80 (15.2)	2.70	1.056
2	Teachers maintain cordial relationship with students.	199 (46.8)	106 (24.9)	77 (18.1)	43 (10.1)	3.26	0.989
3	School atmosphere is always good.	193 (36.8)	123 (23.4)	117 (22.3)	92 (17.5)	2.79	1.119
4	Relationship is always positive in school.	228 (43.4)	127 (24.2)	122 (23.2)	48 (9.1)	3.02	1.017
5	There is democratic style of relationship in school.	252 (48.0)	125 (23.8)	104 (19.8)	44 (8.4)	3.11	1.001
	Cumulative aggregate	1029 (40.8)	614 (24.3)	575 (22.8)	307 (12.2)	2.98	1.036

The results from table 2 assess the level of human relationships in senior secondary schools in Katsina and their impact on achieving school performance. The responses reflect perceptions from various stakeholders regarding interpersonal dynamics within the school environment. Only 29.9% of respondents strongly agreed that administrators relate well with everyone in the school, while 29.5% disagreed. The mean score of 2.70 indicates a somewhat neutral perception, with a standard deviation of 1.056 suggesting variability in responses. A significant 46.8% strongly agreed that teachers maintain cordial relationships with students, resulting in a mean score of 3.26. This indicates a positive perception of teacher-student interactions, with a standard deviation of 0.989 reflecting relatively consistent views among respondents. The perception of a good school atmosphere received a mean score of 2.79, with 36.8% strongly agreeing. However, 22.3% disagreed, indicating mixed feelings about the overall environment within schools. A majority (43.4%) strongly agreed that relationships within the school are generally positive, leading to a mean score of 3.02. This suggests that while there are positive interactions, there are still notable concerns, as 23.2% disagreed. The highest level of agreement was found regarding the presence of a democratic style of relationship in schools, with 48.0% strongly agreeing. The mean score of 3.11 indicates a favorable view of inclusive practices, with a standard deviation of 1.001 suggesting a consistent perception.

The cumulative aggregate results show that 40.8% of respondents strongly agreed with the positive aspects of human relationships in schools, resulting in an overall mean of 2.98. The standard deviation of 1.036 indicates a moderate level of agreement with some variability in perceptions. The findings highlight several key points regarding human relationships in Katsina's senior secondary schools. The relatively low agreement on administrators' relationships with staff and students suggests a need for improvement in leadership practices to foster a more inclusive and supportive environment. The positive feedback regarding teacher-student relationships indicates that teachers are generally effective in building rapport with students, which is crucial for enhancing student engagement and performance. The mixed responses regarding the school atmosphere

suggest that while there are positive relationships, there may be underlying issues affecting the overall environment that need to be addressed. The general agreement on positive relationships within the school indicates a supportive culture, which is essential for achieving academic success. The recognition of a democratic style of relationship suggests that stakeholders appreciate participatory approaches in school governance, which can enhance collaboration and commitment among staff and students. Thus, fostering positive human relationships through improved administrative practices, maintaining strong teacher-student interactions, and enhancing the school atmosphere will be vital for achieving better school performance in Katsina's senior secondary schools.

Research Question 3: To what extent is staff and students welfare used to facilitate school performance in senior secondary schools in Katsina State?

Table 3: Extent of staff and students welfare used to facilitate school performance in senior secondary schools in Katsina state

SN	Items	SA (%)	A (%)	D (%)	SD (%)	Mean	Std.dev
1	Teachers and students complaints are attended by school heads.	77 (14.7)	116 (22.1)	176 (33.5)	156 (29.7)	2.22	1.029
2	Teachers are encouraged to proceed on study leave.	230 (43.8)	111 (21.1)	136 (25.9)	48 (9.1)	3.00	1.032
3	Teachers are remunerated promptly.	87 (16.6)	241 (45.9)	133 (25.3)	64 (12.2)	2.67	0.894
4	Teachers are promoted properly.	123 (23.8)	84 (16.0)	163 (31.0)	155 (29.5)	2.33	1.133
5	The school environment is secure.	125 (23.8)	187 (35.6)	129 (24.6)	84 (16.0)	2.67	1.009
	Cumulative aggregate	642 (24.5)	739 (28.1)	737 (28.1)	507 (19.3)	2.58	1.009

The results in provided in table 3 evaluate the extent to which staff and student welfare contribute to facilitating school performance in senior secondary schools in Katsina State. The responses reflect perceptions regarding various welfare aspects and their impact on the educational environment. Only 14.7% of respondents strongly agreed that teachers' and students' complaints are adequately addressed by school heads, with a mean score of 2.22. This low score indicates significant dissatisfaction, as 29.7% disagreed. The standard deviation of 1.029 suggests variability in experiences regarding complaint resolution. A notable 43.8% strongly agreed that teachers are encouraged to take study leave, leading to a mean score of 3.00. This indicates a positive perception of professional development opportunities, with a standard deviation of 1.032 reflecting a consistent view among respondents. The perception of prompt remuneration for teachers is moderate, with 16.6% strongly agreeing and a mean score of 2.67. This suggests that while some teachers feel adequately compensated, a significant number (25.3%) disagree, indicating potential issues with timely salary payments. The perception of proper promotion practices is low, with only 23.8% strongly agreeing that teachers are promoted appropriately. The mean score of 2.33 indicates dissatisfaction with promotion processes, as 29.5% disagreed, highlighting concerns about career advancement opportunities for teachers. The perception of a secure school environment received a mean score of 2.67, with 23.8% strongly agreeing. This indicates a mixed view on safety, as 24.6% disagreed, suggesting that security concerns may affect the overall welfare of staff and students.

The cumulative aggregate results show that 24.5% of respondents strongly agreed with the positive aspects of staff and student welfare, resulting in an overall mean of 2.58. The standard deviation of 1.009 indicates moderate variability in perceptions regarding welfare and its impact on school performance. The findings reveal several critical points regarding staff and student welfare in Katsina's senior secondary schools. The low level of agreement regarding the handling of complaints suggests a significant gap in administrative responsiveness, which may hinder both teacher and student morale and, consequently, school performance. The positive feedback on encouragement for study

leave indicates that there is some recognition of the importance of professional growth, which can enhance teaching quality and, in turn, student performance. The moderate perceptions of timely remuneration and proper promotion practices highlight potential areas of dissatisfaction among teachers. These factors are crucial for maintaining motivation and job satisfaction, which directly impact their performance and commitment. The concerns regarding the school environment's security suggest that safety issues may need to be addressed to create a conducive learning atmosphere. Thus, improving complaint resolution processes, ensuring timely remuneration and fair promotion practices, and addressing security concerns are essential steps to enhance staff and student welfare, thereby facilitating better school performance in Katsina's senior secondary schools.

Research Question 4: How does teacher-students relationship leads to better school performance in senior secondary schools in Katsina State?

Table 4: Teacher-students relationship leads to better school performance in senior secondary schools in Katsina state

SN	Items	SA (%)	A (%)	D (%)	SD (%)	Mean	Std.dev
1	Teachers are always democratic which promotes academic development.	105 (20.0)	224 (42.7)	144 (27.4)	52 (9.9)	2.73	0.893
2	Students are allowed to relate with their teachers always.	283 (53.9)	113 (21.5)	84 (16.0)	45 (8.6)	3.21	1.000
3	Teacher-student relationship makes school atmosphere active and healthy.	183 (34.9)	122 (23.2)	98 (18.7)	122 (23.2)	2.70	1.173
4	The relationship promotes better academic progress.	125 (23.8)	193 (36.8)	116 (22.1)	91 (17.3)	2.67	1.023
5	It makes teachers to be highly responsible and committed to their work.	90 (17.1)	187 (35.6)	155 (29.5)	93 (17.7)	2.52	0.974
	Cumulative aggregate	786 (29.9)	839 (32.0)	597 (22.7)	403 (15.4)	2.77	1.013

The results presented in the table 4 analyze how teacher-student relationships contribute to better school performance in senior secondary schools in Katsina State. The responses reflect perceptions regarding the dynamics of these relationships and their influence on academic outcomes. Only 20.0% of respondents strongly agreed that teachers are always democratic, which promotes academic development. The mean score of 2.73 indicates a moderate perception, with 27.4% disagreeing. The standard deviation of 0.893 suggests some consistency in responses, but also highlights that many feel there is room for improvement in democratic practices. A significant 53.9% of respondents strongly agreed that students are allowed to relate with their teachers freely, leading to a mean score of 3.21. This indicates a positive perception of the accessibility of teachers, which is crucial for fostering supportive relationships. The standard deviation of 1.000 shows a balanced view among respondents. The perception that teacher-student relationships create an active and healthy school atmosphere received a mean score of 2.70, with 34.9% strongly agreeing. However, 23.2% disagreed, indicating mixed feelings about the overall impact of these relationships on the school environment. The mean score of 2.67 regarding the relationship promoting better academic progress reflects a moderate level of agreement, with 23.8% strongly agreeing. This suggests that while some see a positive correlation, a significant portion remains skeptical, as 22.1% disagreed. Only 17.1% strongly agreed that positive teacher-student relationships lead to teachers being more responsible and committed. The mean score of 2.52 indicates a lack of confidence in this aspect, with 29.5% disagreeing. This suggests that while relationships are important, they may not be sufficient to enhance teacher commitment.

The cumulative aggregate shows that 29.9% of respondents strongly agreed with the positive aspects of teacher-student relationships, resulting in an overall mean of 2.77. The standard deviation of 1.013 indicates moderate variability in perceptions. The findings highlight several key aspects regarding the influence of teacher-student relationships on school performance in Katsina. The relatively low agreement on democratic teaching practices suggests that many teachers may not be fully engaging students in decision-making processes, which is essential for fostering a collaborative learning environment. The strong agreement that students can relate freely with teachers indicates a supportive environment that can enhance learning and academic performance. This accessibility is crucial for building trust and encouraging student participation. The moderate scores regarding the impact of relationships on the school atmosphere and academic progress suggest that while there are positive aspects, significant improvements are needed to realize the full benefits of these relationships. The low perception of increased teacher responsibility and commitment due to positive relationships indicates that other factors may also play critical roles in motivating teachers, such as working conditions, remuneration, and professional development opportunities. Thus, fostering strong teacher-student relationships through democratic practices, enhancing accessibility, and addressing factors that influence teacher commitment can lead to improved school performance in Katsina's senior secondary schools.

Research Question 5: How could staff development lead to better school performance in senior secondary schools in Katsina State?

Table 5: Staff development lead to better school performance in senior secondary schools in Katsian state

SN	Items	SA (%)	A (%)	D (%)	SD (%)	Mean	Std.dev
1	Experience teachers acquire could lead to higher school performance.	102 (19.4)	176 (33.5)	167 (31.8)	80 (15.2)	2.57	0.970
2	Teachers with high qualifications always perform better.	110 (21.0)	142 (27.0)	240 (45.7)	33 (6.3)	2.63	0.883
3	Teaching require continuous professional development.	310 (59.0)	74 (14.1)	75 (14.3)	66 (12.6)	3.20	1.095
4	School with qualified teachers always excel academically.	124 (23.6)	168 (32.0)	116 (22.1)	117 (22.3)	2.57	1.080
5	Students perform better when their teachers are highly qualified.	80 (15.2)	175 (33.3)	144 (27.4)	126 (24.0)	2.40	1.013
	Cumulative aggregate	726 (27.7)	735 (28.0)	742 (28.3)	422 (16.1)	2.67	1.008

The results in the provided table 5 explore how staff development influences better school performance in senior secondary schools in Katsina State. The responses reflect perceptions regarding various aspects of staff development and its impact on educational outcomes. Only 19.4% of respondents strongly agreed that the experience teachers acquire leads to higher school performance, resulting in a mean score of 2.57. This indicates a moderate perception of the impact of teacher experience, with 31.8% disagreeing. The standard deviation of 0.970 suggests variability in opinions regarding the role of experience. A slightly higher percentage (21.0%) strongly agreed that teachers with high qualifications always perform better, with a mean score of 2.63. This reflects a somewhat positive view, but 45.7% disagreed, indicating skepticism about the direct correlation between qualifications and performance. A significant majority (59.0%) strongly agreed that teaching requires continuous professional development, resulting in a mean score of 3.20. This highlights a strong consensus on the necessity of ongoing training for teachers, with a standard deviation of 1.095 indicating consistent agreement among respondents. The perception that schools with qualified teachers excel academically received a mean score of 2.57, with 23.6% strongly agreeing. However, 22.3% disagreed, suggesting mixed

feelings about the effectiveness of qualifications alone in ensuring academic success. Only 15.2% strongly agreed that students perform better when their teachers are highly qualified, leading to a mean score of 2.40. This low score indicates significant skepticism, as 27.4% disagreed, suggesting that many do not see a direct link between teacher qualifications and student performance.

The cumulative aggregate results show that 27.7% of respondents strongly agreed with the positive aspects of staff development, resulting in an overall mean of 2.67. The standard deviation of 1.008 indicates moderate variability in perceptions. The findings reveal several critical points regarding the role of staff development in enhancing school performance in Katsina. The low levels of agreement regarding the importance of teacher experience and qualifications suggest that many respondents may not perceive these factors as directly linked to improved school performance. This could indicate a need for further exploration of what constitutes effective teaching beyond formal qualifications. The overwhelming agreement on the necessity of continuous professional development underscores its recognized importance in equipping teachers with the latest pedagogical skills and knowledge. This is crucial for adapting to evolving educational demands and improving teaching effectiveness. The moderate perceptions regarding the relationship between qualified teachers and academic excellence suggest that while qualifications are valued, they may not be sufficient on their own to guarantee high performance. Other factors, such as teaching methods, school resources, and student engagement, may also play significant roles. The skepticism regarding the impact of teacher qualifications on student performance indicates that stakeholders may believe that other elements, such as student motivation and learning environments, are equally or more important in determining academic success. Thus, enhancing staff development through continuous professional training, while also addressing the broader context of teaching effectiveness and student engagement, will be essential for improving school performance in Katsina's senior secondary schools.

Summary of findings

The major findings from the five research questions are:

1. Administrators and teachers are seen as motivating, but student motivation is a challenge. Teacher remuneration is perceived as inadequate.
2. Teacher-student relationships are positive, but concerns exist about administrative relationships and school atmosphere. Democratic practices are recognized.
3. Complaint handling is inadequate. Professional development is encouraged, but remuneration and promotion issues persist. Security concerns affect welfare.
4. Democratic teaching practices need improvement. Positive interactions promote active school atmosphere, but impact on academic progress and teacher commitment is mixed.
5. Experience and qualifications are not seen as directly linked to performance. Strong support exists for continuous professional development, but qualifications alone are not perceived as ensuring excellence or better student performance.

In summary, while positive aspects exist, significant areas for improvement include enhancing motivation, fostering positive relationships, improving welfare, and effectively implementing staff development to facilitate better school performance in Katsina's senior secondary schools.

4. Conclusion

Senior secondary school is a bridge between Basic Education and Tertiary or higher education. It occupies a very important ladder in the educational development of a Nigerian child. Its goal attainment is therefore very crucial for overall national growth and development. It is therefore very expedient for secondary school administrators to recognize this fact and adopt human relationship as an important administrative strategy

in order to attain the goals of secondary schools as enshrined in the National Policy on Education.

In Katsina state the rising social demand for education by students and parents is blocked by dilapidated structures, insufficient manpower and other cultural factors. Those negative trends require purposeful administrative skills by school administrators to encourage harmonious working relationship between teachers and students. This will cultivate a good working atmosphere that could lead to goal attainment.

In consonance with the findings of the research as well as the research questions and hypothesis, the following recommendations are considered: (1) There is the need for a tailored motivational strategies to go abreast with the need and interest of the learners. (2) Principals in senior secondary schools should improve on their leadership practices to foster for a more inclusive and supportive learning environment as well as enhancing the school atmosphere is vital for better school performance. (3) There is the need to address security and safety atmosphere. This is a necessary requirement for creating a conducive atmosphere for learning and performance. (4) School administrators should work to foster strong teacher-students relationship through building democratic culture in schools, enhancing accessibility and facilitating a friendly atmosphere with students. (5) Staff development that is blended with other administrative effort are required to foster better school performance. That while staff development is crucial in improving school performance in Katsina state, teachers' mastery of social matter, use of appropriate techniques and strategies are equally essential in enhancing school performance.

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