

## ADMINISTRATIVE PRACTICES AND THEIR IMPACT ON STUDENTS' ACADEMIC PERFORMANCE: A STUDY OF SUPERVISION, DISCIPLINE, MOTIVATION, AND RECORD-KEEPING IN PUBLIC SECONDARY SCHOOLS IN EDO SOUTH SENATORIAL DISTRICT

**Dr. EGHOMWANRE Osasere Deborah**

E-Mail: [eghomwanredeborah@gmail.com](mailto:eghomwanredeborah@gmail.com)

GSM-No.: 08151771060

**Dr. OGBEIDE Agbons Kennedy**

E-Mail: [ogbeidekenedy@gmail.com](mailto:ogbeidekenedy@gmail.com)

08032431469

Department of Educational Management  
Faculty of Education, University of Benin.

### Abstract

*This study investigated the impact of administrative practices on students' academic performance, specifically focusing on supervision, discipline, motivation, and record-keeping in secondary schools within the Edo South Senatorial District, Nigeria. A descriptive survey design was utilized, targeting a population of 2,502 teachers and principals across 137 public senior secondary schools. From this population, 217 respondents were randomly selected from 21 schools spanning the seven local government areas within the senatorial district. Data were collected using a validated instrument called the Nature of School Administrative Environment Questionnaire (SAEQ) and a structured form that captured students' NECO scores in English, Mathematics, and Civic Education. The reliability of the questionnaire was confirmed using the split-half method, yielding a reliability coefficient of 0.98. Hypotheses were tested using Fisher's Z-transformation on Pearson correlation values. Findings revealed that each administrative variable—supervision ( $r=0.449$ ), discipline enforcement ( $r=0.437$ ), teacher motivation ( $r=0.468$ ), and record-keeping ( $r=0.433$ )—had a statistically significant and positive influence on students' academic performance ( $p < 0.05$ ). The study concluded that school-level administrative practices play a critical role in improving learning outcomes and educational accountability. It is recommended that policymakers and school managers strengthen administrative structures through targeted training in supervision, behavioral management, teacher support systems, and proper documentation practices.*

**Keywords:** Administrative supervision, discipline enforcement, teacher motivation, record-keeping, academic performance, Edo South.

**DOI:** <https://doie.org/10.10318/SER.2025452799>

### Introduction

The school administrative environment significantly influences students' academic performance, particularly in Nigeria's public secondary schools. A well-managed school environment lays the groundwork for effective teaching and learning. This encompasses how school leaders supervise teachers, maintain discipline, motivate staff, and manage school records. These administrative practices directly or indirectly affect the quality of instruction students receive and their learning outcomes (Adeyemi, 2017; Ezeani & Eze, 2021). Understanding how these factors shape students' academic performance is crucial for improving educational quality in Nigeria.

One of the key administrative responsibilities in schools is supervision. This involves monitoring teachers' instructional delivery, classroom management, and lesson

planning. Regular supervision by school leaders helps teachers remain accountable and focused, thereby improving teaching quality and student engagement (Ogunu, 2005). Research by Ezeani & Eze (2021) indicates that effective supervision practices contribute to better student academic performance by identifying instructional gaps and providing timely feedback. Therefore, assessing the role of administrative supervision helps in understanding how school leadership contributes to academic achievement.

Another critical aspect of administration is discipline management. A school with clearly defined and enforced rules creates a peaceful environment conducive to learning. Without proper discipline, classroom disruptions increase, and instructional time is lost, leading to poor academic outcomes (Okorie & Uche, 2020). School administrators must ensure students adhere to rules and that teachers enforce discipline fairly and consistently. Studies have shown that effective disciplinary practices are associated with improved student behavior and higher academic performance (Adeyemi, 2017). Examining how discipline is enforced helps determine its contribution to academic success.

Teacher motivation is another key factor in student performance. When teachers are well-motivated through incentives, recognition, and professional support, they are more committed to delivering quality education (Ofojebe & Ezugoh, 2017). Unmotivated teachers may lack enthusiasm, arrive late, or deliver lessons poorly, all of which negatively impact student learning. School administrators are responsible for fostering a work culture that supports teachers' professional growth and job satisfaction. Investigating how school leadership motivates teachers can reveal its effect on student achievement.

An often overlooked but important administrative responsibility is record-keeping and documentation. Accurate student records, staff evaluations, lesson plans, and school attendance logs are essential tools for informed decision-making and accountability (Onuma, 2016). Well-maintained school records facilitate tracking students' progress and responding to academic or behavioral issues. Good documentation also improves communication among teachers, students, and parents. Therefore, evaluating how administrative record-keeping supports academic performance and overall school management is important.

All these components—supervision, discipline, motivation, and record-keeping—form the basis of effective school administration. When properly executed, they help create an environment that enables students to reach their academic potential. In Edo South Senatorial District, challenges in these areas may contribute to poor academic outcomes in some schools. This study, therefore, aims to examine how these specific administrative practices influence students' academic performance, with the goal of identifying effective strategies and areas for improvement to enhance school effectiveness.

Usman (2021) examined the impact of instructional supervision on students' academic performance in public secondary schools in Nasarawa State, Nigeria. Using a descriptive survey design, data were collected from 240 teachers across 20 schools through structured questionnaires. The findings revealed that regular classroom observation, lesson-plan reviews, and feedback from school administrators had a

significant positive influence on students' academic achievement. The study concluded that effective supervision enhances teacher performance and promotes better learning outcomes. While this study aligns with the current research in emphasizing instructional supervision, it focused narrowly on one administrative element. In contrast, the current study expands its scope to include discipline management, teacher motivation, and record-keeping, making it more comprehensive.

Ogunode, Ajayi, and Yusuf (<https://www.google.com/search?q=2023>) investigated the role of instructional supervision in enhancing teachers' job performance in secondary schools within Abuja, Nigeria. The study adopted a cross-sectional survey approach, collecting responses from 300 teachers and 30 school administrators. Results showed that supervision practices such as classroom monitoring, performance appraisal, and timely support significantly improved instructional quality, thereby impacting students' academic results. This study shares a thematic link with the current research regarding supervision but focused on teacher job performance rather than direct student outcomes. The current study advances this by connecting supervision directly to academic performance while also examining the combined effects of other administrative practices.

Adeyemi and Eke (2022) assessed the influence of discipline management on students' academic performance in public secondary schools in Enugu State. Using a descriptive survey design, data were collected from 200 teachers and analyzed using chi-square and regression methods. The study found that schools with strict but fair disciplinary policies experienced fewer classroom disruptions and better student concentration, leading to higher academic performance. While the focus on discipline is relevant to the present study, Adeyemi and Eke's work is limited to that single variable. The current study goes further by integrating discipline into a broader analysis of multiple administrative factors, thereby offering a more holistic view of how leadership practices influence student success.

Folorunsho, Abdulkareem, and Olayemi (<https://www.google.com/search?q=2024>) investigated the influence of teacher motivation on academic performance in Ilorin, Nigeria. The study used a correlational research design and surveyed 250 teachers using a structured questionnaire. Findings indicated that motivation strategies such as regular recognition, promotion opportunities, and access to training positively influenced teaching effectiveness and, by extension, student academic success. While this aligns with the current research in examining teacher motivation, it does not explore how motivation works in tandem with other administrative practices. The current study fills this gap by showing how motivation, along with supervision, discipline, and record-keeping, contributes collectively to students' academic outcomes.

Onuma (<https://www.google.com/search?q=2024>) explored the role of administrative record-keeping in enhancing school effectiveness in secondary schools in Ilorin Metropolis. Adopting a mixed-methods approach, the study analyzed data from 150 principals and administrative officers. The findings showed that accurate and up-to-date records on student attendance, teacher schedules, and academic performance were essential for informed decision-making and school accountability. While Onuma's study deals specifically with record-keeping and its administrative relevance, it does not assess the direct link to student performance or how this practice interacts with other school management responsibilities. The current study, therefore, is unique in analyzing

record-keeping alongside other key administrative functions that together shape academic outcomes.

### **Statement of the Problem**

In Edo South Senatorial District, the academic performance of secondary school students has continued to decline, raising serious concerns among educators, parents, and policymakers. According to the <https://www.google.com/search?q=2023-https://www.google.com/search?q=2024> WAEC report (WAEC, <https://www.google.com/search?q=2024>), more than 60% of students in the district failed to achieve credit passes in core subjects such as Mathematics and English. This persistent underperformance has occurred despite ongoing government interventions, including teacher retraining programs, curriculum reforms, and investments in educational infrastructure. These efforts, although commendable, have yielded limited improvement, suggesting that deeper, school-level challenges may be contributing to the poor academic outcomes.

Field observations and stakeholder interviews conducted across selected schools in the district reveal troubling patterns: supervision of teachers is often irregular or ineffective; discipline procedures are either too harsh or completely absent; teacher motivation is low due to delayed salaries, lack of recognition, and minimal career growth opportunities; and basic administrative functions such as student attendance tracking and performance record-keeping are poorly managed. These issues create an unstable learning environment that hinders both teaching quality and student engagement. While existing studies (e.g., Usman, 2021; Ogunode et al., <https://www.google.com/search?q=2023>; Folorunsho et al., <https://www.google.com/search?q=2024>) affirm the influence of these variables individually, there is a lack of comprehensive research examining how they interact to affect academic performance particularly within the specific socio-educational context of Edo South.

This study, therefore, seeks to fill that gap by investigating how instructional supervision, discipline enforcement, teacher motivation, and administrative record-keeping collectively influence students' academic outcomes in public secondary schools in Edo South Senatorial District. By exploring the practical realities within the area of study and identifying the most critical administrative weaknesses, this research aims to provide targeted and actionable recommendations for improving school leadership and boosting academic achievement across the district.

### **Research Objectives**

The objectives of the study are to:

- i. Assess the influence of administrative supervision practices on students' academic performance in secondary schools in Edo South Senatorial District.
- ii. Examine how school-level enforcement of discipline contributes to academic performance among students.
- iii. Investigate the extent to which administrative strategies for teacher motivation influence student performance.

- iv. Evaluate the role of administrative record-keeping and documentation in supporting student performance and school accountability.

## Hypotheses

The following hypotheses were formulated for this study:

- H01: There is no significant influence of administrative supervision practices on students' academic performance in secondary schools in Edo South Senatorial District.
- H02: There is no significant influence of school-level discipline enforcement on students' academic performance in secondary schools.
- H03: There is no significant influence of administrative strategies for teacher motivation on students' academic performance.
- H04: There is no significant influence of administrative record-keeping and documentation on students' academic performance and school accountability.

## Methodology

This study employed a descriptive survey research design to examine administrative practices and their impact on students' academic performance, specifically focusing on supervision, discipline, motivation, and record-keeping in secondary schools in Edo South Senatorial District, Nigeria. The design was appropriate for capturing firsthand information from teachers and principals within real school environments, allowing the researcher to examine existing conditions, perceptions, and behaviors as they relate to administrative leadership and student achievement.

The population of the study included all 2,502 teachers and principals working in public senior secondary schools in Edo South Senatorial District, as documented by the Edo State Ministry of Education in Benin City. The schools are distributed across seven Local Government Areas: Egor, Ikpoba-Okha, Oredo, Orhionmwon, Ovia North-East, Ovia South-West, and Uhunmwode. From a total of 137 public secondary schools, a multi-stage random sampling technique was adopted to select 21 schools, ensuring a fair representation of both urban and rural areas. A sample size of 217 respondents (teachers and principals) was drawn from the selected schools to participate in the study. To assess students' academic performance, the researcher obtained students' final results in Mathematics, English Language, and Civic Education using a structured result collection form. These subjects were chosen because they are compulsory across all secondary schools in Nigeria and offer a standardized benchmark for measuring academic performance across different school types and locations.

Two primary research instruments were used: a structured questionnaire and a result documentation form. The questionnaire, titled "Nature of School Administrative Environment Questionnaire (SAEQ)", was designed to collect data directly related to the four focus areas of the study: instructional supervision, discipline enforcement, teacher motivation, and administrative record-keeping. It was divided into two sections. Section A gathered demographic information, such as gender, years of teaching experience, and school location. Section B contained 22 items directly addressing the administrative variables under investigation. Respondents rated each item using a 4-point Likert scale: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree

(1). The result collection form was used to gather students' NECO results, supplied by the school principals.

To ensure content validity, the questionnaire was reviewed by two experts in educational administration and research methodology, who evaluated the instrument's alignment with the research objectives. Their feedback was used to refine ambiguous items and improve clarity. The reliability of the instrument was established using the split-half method, in which 20 teachers, who were not part of the main sample, completed the questionnaire. Their responses, analyzed after a two-day interval, yielded a reliability coefficient of 0.98, confirming the instrument's internal consistency.

A total of 250 questionnaires were administered in the selected schools, and 217 were properly completed and returned, representing a strong response rate. The researcher, assisted by two trained field officers, conducted the distribution and retrieval of questionnaires over a two-week period, following formal approval from school authorities. The collected data were subjected to statistical analysis using Fisher's Z-transformation, applied to Pearson correlation coefficients, in order to test the hypotheses and determine the strength and significance of the relationships between the various administrative practices and students' academic performance.

## Results and Discussion

### Test of Hypotheses

Hypothesis One: There is no significant influence of administrative supervision practices on students' academic performance in secondary schools in Edo South Senatorial District.

**Table 1: Summary of Fisher Z-Transformation Test for the Influence of Administrative Supervision on Academic Performance**

Pr	Control Variables	r	Difference	Z-score	P-value	Decision
Rxy		0.449				
			0.032	3.200	< 0.05	Positive Influence
rxv (o)	Supervision	0.417				

The information in Table 1 shows that the correlation coefficient between administrative supervision and students' academic performance is 0.449, with a z-score of 3.2. Since the p-value is less than 0.05, the null hypothesis is rejected. This indicates that administrative supervision significantly influences academic performance.

Hypothesis Two: There is no significant influence of school-level discipline enforcement on students' academic performance in secondary schools.

**Table 2: Summary of Fisher Z-Transformation Test for the Influence of Discipline Enforcement on Academic Performance**

Pr	Control Variables	R	Difference	Z-score	P-value	Decision
Rxy		0.437				
			0.030	2.950	< 0.05	Positive Influence
rxxy (o)	Discipline Enforcement	0.407				

The information in Table 2 shows that the correlation coefficient between discipline enforcement and academic performance is 0.437, with a z-score of 2.950. Since the p-value is less than 0.05, the null hypothesis is rejected. This indicates that school-level discipline enforcement positively influences students' academic performance.

Hypothesis Three: There is no significant influence of administrative strategies for teacher motivation on students' academic performance.

**Table 3: Summary of Fisher Z-Transformation Test for the Influence of Teacher Motivation on Academic Performance**

Pr	Control Variables	r	Difference	Z-score	P-value	Decision
Rxy		0.468				
			0.035	3.385	< 0.05	Positive Influence
rxxy (o)	Teacher Motivation	0.433				

The information in Table 3 shows that the correlation coefficient is 0.468, with a z-score of 3.385. Since the p-value is less than 0.05, the null hypothesis is rejected. This shows that teacher motivation has a significant influence on students' academic performance.

Hypothesis Four: There is no significant influence of administrative record-keeping and documentation on students' academic performance.

**Table 4: Summary of Fisher Z-Transformation Test for the Influence of Record-Keeping on Academic Performance**

Pr	Control Variables	r	Difference	Z-score	P-value	Decision
Rxy		0.433				
			0.029	2.870	< 0.05	Positive Influence
rxxy (o)	Record-Keeping	0.404				

The information in Table 4 shows that the correlation between record-keeping and academic performance is 0.433, with a z-score of 2.870. Since the p-value is less than 0.05, the null hypothesis is rejected. This indicates that administrative record-keeping and documentation positively influence students' academic performance.

## Discussion of Findings

The result from Hypothesis One showed that administrative supervision practices have a statistically significant influence on students' academic performance in secondary schools within Edo South Senatorial District. With a correlation coefficient of 0.449

and a z-score of 3.200 ( $p < 0.05$ ), the analysis confirms that consistent and effective supervision enhances instructional quality and positively impacts academic outcomes. This finding is in agreement with Usman (2021), who found that supervisory practices such as regular classroom visits and teacher feedback significantly improved student learning. Similarly, Ogunode et al. demonstrated that structured supervision led to improved lesson delivery and higher student engagement in Abuja schools. In this context, the current study provides further evidence that in Edo South, effective administrative supervision remains a key driver of academic success.

From the result of Hypothesis Two, the study revealed that school-level discipline enforcement significantly influences academic performance. A correlation of 0.437 and z-score of 2.950 ( $p < 0.05$ ) indicates that fair, clear, and consistently applied disciplinary rules create a more focused learning environment that supports student achievement. This is consistent with the findings of Adeyemi and Eke (2022), who noted that schools with firm discipline structures experienced fewer classroom distractions and higher academic results. The current study therefore reinforces the notion that proper behavior management is a foundational component of school effectiveness in Edo South.

The result from Hypothesis Three showed that administrative strategies for teacher motivation have a significant and positive impact on student performance, with a correlation of 0.468 and a z-score of 3.385 ( $p < 0.05$ ). This outcome aligns with the work of Folorunsho et al. who found that motivated teachers are more productive, enthusiastic, and committed to delivering quality instruction, resulting in better student performance. In Edo South, this study confirms that school administrators who recognize, reward, and support teachers foster an environment that enhances learning outcomes.

The result of Hypothesis Four confirmed that administrative record-keeping and documentation significantly influence both student performance and school accountability. With a correlation of 0.433 and a z-score of 2.870 ( $p < 0.05$ ), the data shows that maintaining accurate records of student progress, attendance, and staff performance supports informed decision-making and facilitates academic tracking. This result agrees with Onuma (<https://www.google.com/search?q=2024>), who emphasized that record-keeping practices improve school planning, monitoring, and student support mechanisms. The finding highlights that in Edo South, effective documentation practices are essential for both instructional continuity and administrative transparency.

## **Conclusion**

This study investigated the influence of specific administrative practices, namely supervision, discipline enforcement, teacher motivation, and record-keeping, on students' academic performance in public secondary schools across Edo South Senatorial District. The findings showed that all four variables had statistically significant and positive effects on student outcomes. Schools where administrators consistently supervised teachers, enforced fair discipline, supported staff morale, and maintained proper records tended to perform better in core academic subjects. These results demonstrate that school administration plays a critical and multidimensional role

in promoting student achievement. The implication is that improving learning outcomes in secondary schools requires more than curriculum changes or infrastructure upgrades; it requires effective, proactive, and data-driven leadership at the school level. The study contributes to literature by focusing on how these internal leadership functions operate collectively in a Nigerian context, specifically Edo South, and their practical impact on student success.

## Recommendations

Based on the findings of this study, the following recommendations are made:

1. School principals should conduct regular classroom observations, provide feedback, and monitor lesson delivery. This will ensure instructional standards are upheld and learning is continuously improved.
2. School administrators should maintain clear codes of conduct, apply disciplinary actions fairly, and promote positive behavior systems. Discipline must be consistent to create a focused and safe learning environment.
3. Government and school management boards should provide non-monetary and monetary incentives, professional development opportunities, and recognition platforms for teachers. Motivated teachers are more productive and student-focused.
4. Schools should invest in reliable and digitized administrative record systems for tracking student performance, attendance, and teacher evaluations. Accurate records will help inform planning, interventions, and accountability mechanisms.
5. Principals and vice principals should be regularly trained on school leadership best practices, especially on how to integrate supervision, discipline, motivation, and data management in daily school operations.

## References

- Adeyemi, T. O. (2017). School variables and students' academic performance in public secondary schools in Nigeria. *Educational Research and Reviews*, **12** (17): 829–836.
- Ankoma-Sey, V. R., & Maina, R. W. (2023). Instructional leadership and academic achievement: A study of headteachers in Ghanaian basic schools. *International Journal of Education and Research*, **11** (2): 45–59.
- Ezeani, S. & Eze, F. (2021). The impact of school supervision on teachers' performance and student achievement. *International Journal of Educational Management*, **35** (2): 301–314.
- Folorunsho, T. A., Abdulkareem, A. Y., & Olayemi, M. O. (2024). Teachers' characteristics and students' academic performance in public secondary schools in Ilorin, Nigeria. *Kwara International Journal of Education (KIJE)*, **11** (1): 23–34.
- Horner, R. H., Sugai, G., & Anderson, C. M. (2017). Examining the evidence base for school-wide positive behavior support. *Focus on Exceptional Children*, **42** (8): 1–14.
- Ofojebe, W. N. & Ezugoh, T. C. (2017). Teachers' motivation and its influence on students' academic performance in Nigeria. *International Journal of Educational Administration and Policy Studies*, **2** (1): 1–6.

- Ogunode, N. J., Ajayi, O. O., & Yusuf, A. (2023). Instructional supervision and teachers' job performance in Abuja secondary schools. *International Journal of Innovative Science and Education Research (IJISER)*, **11** (2): 65–75.
- Ogunu, M. A. (2005). Effective supervision of instruction in Nigerian secondary schools: Issues and practices. *Educational Research Quarterly*, **29** (2): 15–22.
- Okorie, N. & Uche, M. (2020). School discipline and student academic performance in Nigerian public secondary schools. *Journal of Educational Management and Policy*, **6** (1): 45–54.
- Onuma, N. (2016). Record management and the performance of school administrators in public secondary schools. *Nigerian Journal of Educational Research and Evaluation*, **15** (3): 120–129.
- Onuma, N. (2024). Principals' records-keeping practices and school effectiveness in Ilorin Metropolis secondary schools. *ResearchGate*. [https://www.researchgate.net/publication/384940786\\_Principals%27\\_Records\\_Keeping\\_Practices\\_and\\_School\\_Effectiveness\\_in\\_Ilorin\\_Metropolis\\_Secondary\\_Schools](https://www.researchgate.net/publication/384940786_Principals%27_Records_Keeping_Practices_and_School_Effectiveness_in_Ilorin_Metropolis_Secondary_Schools)
- Usman, A. B. (2021). Impact of instructional supervision on academic performance of secondary school students in Nasarawa State, Nigeria. *Journal of Education and Practice*, **12** (3): 58–66.
- WAEC (West African Examinations Council). (2024). *Annual national examination statistics report*. Accra, Ghana: WAEC Publishing.