IJAAR PUBLISHING®

West African Journal of Interdisciplinary Research | ISSN: 3027-1878
Volume 4, Issue 1 (2026) | www.ijaar.org

ADMINISTRATIVE STRATEGIES AND ACADEMIC ACHIEVEMENT OF PUBLIC PRIMARY SCHOOLS PUPILS IN DELTA AND EDO STATES.

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ABSTRACT
This study examined the relationship between administrative strategies and the academic achievement of public primary school pupils in Delta and Edo States. Five research questions and four hypotheses guided the study. An ex-post-facto research design was adopted, employing both correlational and descriptive approaches. The population comprised 112,436 teachers and Primary Five pupils from 2,125 public primary schools in the two states. Using a multi-stage sampling technique, 850 respondents (425 teachers and 425 pupils) were selected. Two instruments were used for data collection: the Administrative Strategies Questionnaire (ASQ) and the Academic Achievement Inventory (AAI). The instruments were validated by experts, and the ASQ reliability coefficient of 0.87 was established using the test-retest method. Out of 850 distributed questionnaires, 842 (421 from teachers and 421 from pupils), representing about 99%, were retrieved and used for analysis. Data were analyzed using mean, standard deviation, and Pearson Product Moment Correlation Coefficient at a 0.05 level of significance. Findings revealed that administrative strategies commonly adopted in public primary schools include motivation, participatory decision-making, delegation of authority, and monitoring of instruction. Results further showed that each of these strategies had a significant positive relationship with pupils' academic achievement in both Delta and Edo States. Based on the findings, it was recommended that the Universal Basic Education Board (UBEB) in the two states should organize annual school-based training programmes for head teachers and school administrators to enhance the effective use of administrative strategies that promote pupils' academic achievement.

Keywords: Administrative Strategies, Academic Achievement, Public Primary Schools

Ogwuazor, P. N., Akpotu, N. E. & Asiyai, R. I. (2026). Administrative Strategies and Academic Achievement of Public Primary Schools Pupils in Delta and Edo States. *West African Journal of Interdisciplinary Research, 4*(1), 23-41.

INTRODUCTION

Primary education is typically the first stage of formal education, coming after preschool or kindergarten and before secondary school. Primary education plays a key but complicated role in preparing children for secondary education and also provides the foundation upon which the talents of a nation's youth may grow. The major aims of primary education in Nigeria include inculcating permanent literacy, numeracy, and the ability to communicate effectively. Public schools are schools that get money from and are controlled by the government. According to Kober (2020), public primary schools are those that are either built and directly owned by government regulations or owned through grant-in-aid, in which case the government has a share in the administration of these schools. Public schools mainly depend on local and federal government funds. Since they are run by the government, whether federal, local, or public, schools are typically open to all children. Even if their children do not attend these classes, their taxes help to educate society's citizens. Children undergo significant developmental changes at the primary school level, ranging from logical reasoning to adaptable attention to sophisticated perspective growth to language and cognitive development. It coincides with the development of mental faculties and the need to attain better academic achievement, which is the main criterion for promoting pupils from one class to another and also admitting them to secondary school in Nigeria.

Academic achievement may be defined as the outcome of teaching and learning in schools. It is a measure of a pupil's success in school subjects. It is usually denoted by marks assigned by the teacher in the test or examination. Academic achievement could be high or low. High and low achievement account for academic success and failure, respectively. The importance of better academic achievement cannot be overemphasized. Academic achievement is important for the successful development of young people in society. Better academic achievement in primary school builds a solid foundation for future education. Children who excel in their early years are more likely to succeed in secondary school and beyond.

In recognition of the role better academic achievement plays in the lives of individual pupils and society, the government has put various policies in place with the aim of enhancing teaching and learning for better academic achievement in secondary schools. However, it is common knowledge that despite the various policies put in place by the Edo and Delta State governments promoting teaching and learning, there is still a low level of academic achievement among primary school pupils. primary school pupils. This situation has over the years informed so many research efforts that have been directed towards identifying the variables responsible for the persistence of low academic achievement and revealed that factors such as school climate, supervisory techniques, location, and gender, among others, determine the academic achievement of pupils. However, the researcher believes that factors like administrative strategies could also be affect academic achievement.

Administrative strategy is concerned with the way and manner in which an organisation shapes in the right direction towards achieving its goal. Administrative strategies refer to the school head's ability to effectively carry out administrative tasks related to instructional programming, staff personnel administration, physical resources, and school community relations in order to achieve school goals and objectives. There are a number of administrative strategies that, in one way or another, can assist the school head and teachers in discharging their daily activities. Failure to take cognisance may likely result in a problem of underachievement among pupils. Government, parents, and other stakeholders in education expect school heads to work effectively to enhance students' academic achievement. School heads as schools' chief executives, are therefore charged with the

daunting task of managing the school towards ensuring better health and academic achievement. Towards this end, the researcher presumes that pupils' academic achievement depends on administrative strategies adopted by the school's head. The researcher is also of the opinion from personal observation that the administrative strategies being employed by the school head and their influence on pupils' academic achievement in Delta and Edo states. There are various strategies that could be employed by school heads for school management. However, administrative strategies that in focus in this study include the motivation of teachers, participatory decision-making, delegation of authority, and monitoring of instruction.

Motivation is the driving force that initiates, directs, and sustains desirable behaviour in order to attain a goal. Motivated teachers could be delighted to carry out the duties and responsibilities assigned to them with uttermost dedication and commitment. The motivation The motivation of teachers makes them thirst for success, which is the benchmark for achieving the school objectives. objectives. They further added that motivation energizes teachers to be resilient, creative, and committed in their quest to enhance teaching and learning in the school. There are several strategies to motivate teachers in school. Motivation as an administrative strategy include recommending staff for promotion, maintaining positive interpersonal relationships with them, creating an atmosphere for teamwork, and rendering counselling services to staff, among others. Atakpo (2020) observed that there was poor motivation among staff in primary schools. This could be an explanation for teachers' misconduct and negative attitudes towards working in primary schools in Anambra State. The negative attitudes seem to adversely affect their job performance. It is on this basis that the present study was undertaken. Asogwa et al. (2020) concluded that motivation as an administrative strategy enables the administrator to inspire the employees to achieve their maximum potential productivity by making it possible for them to achieve it and by assisting them to grow and be recognised.

Participatory decision-making is the act of identifying and selecting a course of action based on an evaluation of the available alternatives. It is critical to involve staff in the school's decision-making process so that they feel appreciated and respected, thereby boosting overall motivation. Participatory decision-making allows teachers to benefit from each other's experiences, improving their teaching effectiveness through constructive suggestions and valuable feedback. Furthermore, teachers' participation in decision-making may give them the opportunity to voice their opinions and share their knowledge with school administrators and fellow teachers. It may provide opportunities for teachers to acquire new knowledge and insights. Besides, teachers' participation in decision-making may create an energetic atmosphere in school and strengthen teamwork. It appears that some secondary school teachers in Delta and Edo States are being excluded by head teachers in decision-making. Munna and Kalam (2021) found that some school heads do not involve subordinates in decision-making, even when it affects them. Shikokoti (2023) reported that teachers were grossly deprived of participation in decision-making in most schools. Furthermore, teachers' denial of the opportunity to participate in decision-making could be the root cause of most teachers' oppression, which in turn degenerates into a breakdown of laws and orders in schools. Involving teachers in decision-making could motivate them to perform their duties. The delegation of authority refers to the division of labour and decision-making responsibilities among individuals who report to a leader or manager. It is an organizational process in which a manager divides their own work among all of their employees.

Delegation of authority is the administrative strategy in which an individual manager or supervisor (principal) transfers part of his legitimate authority to a subordinate (teacher)

without passing on the ultimate responsibility that has been entrusted to him or her by his own superior (minister). Delegation of authority is the process of assigning duties to subordinates to enable them to act within the authority granted to them; it does not take away the ultimate accountability of the senior person (Kongnyuy, 2020). Delegation means the grant or conferment of authority by a superior to a subordinate for the accomplishment of a particular assignment. This study effort will be geared towards ascertaining the extent to which delegation is being used in primary school and how it influences pupils' academic achievement.

Monitoring instruction is an administrative strategy that allows the school head to assess and regulate the teaching and learning process in the school to ensure that goals and objectives are met. Monitoring instruction may enable the headmaster to achieve the set goals in the pursuit of high-quality instruction and pupils' academic achievement (Akporehe & Asiyai, 2021). In Edo and the Delta States, monitoring may assist the school head in driving effective curriculum delivery in the school. The school head may use this strategy as an appropriate measure to ensure that all teachers adhere to the established rules and regulations when carrying out their instructional responsibilities. This is not intended to persecute teachers; rather, it is intended to instill in them a sense of commitment, self-control, and goal-setting, as well as high expectations for their students.

On the relationship between Administrative strategies and the academic achievement Okoroma (2018) emphasized that effective school administration involves planning, organizing, directing, and monitoring the instructional process to improve educational outcomes. Adebayo and Osinubi, (2019) reported moderate academic achievement among pupils in public primary schools in Nigeria, often attributed to systemic constraints within the basic education sector. According to Olanrewaju et al. (2020), supportive learning conditions and welfare-oriented policies can positively influence pupils' academic achievement by improving attendance, concentration, and motivation. Adebayo and Ogunyinka (2021) found that participatory decision-making and delegation of authority among staff promote a sense of responsibility and teamwork in primary schools. Ijeoma and Igbokwe (2022) reported that motivation and instructional supervision are critical administrative strategies that support staff development and learner performance in Nigerian schools. Oyetunde (2024) noted that many school administrators in public primary schools still rely heavily on centralized decision-making and rarely practice delegation of duties, especially in rural areas.

Abubakar and Oluwatoyin (2017) emphasized that motivation is a crucial determinant of learning outcomes and academic performance. Motivated learners are more likely to engage with academic tasks, persevere through challenges, and achieve better results. Akomolafe and Adesua (2018) found that schools with well-structured motivational strategies like goal setting, feedback systems, and inclusive classroom practices—tend to produce pupils who are more academically successful.

Tanui, *et al.*, (2018) found that involving teachers in decision-making enhances their sense of responsibility and commitment to educational goals, which often translates into improved classroom delivery and, by extension, better pupil outcomes. Ebunu, (2020) observed that schools with inclusive decision-making structures experience higher levels of staff motivation and cohesion, which positively influence teaching quality and academic achievement. He argued that when school administrators consult and collaborate with staff, it creates a sense of ownership and alignment with the school's academic objectives.

Ndu, Ocho, and Okeke (2017) observed that delegation reduces administrative workload, enabling heads of schools to focus on strategic functions such as supervision and

instructional leadership, which directly impact academic achievement. They further argued that decentralizing decision-making to competent staff leads to faster responses to instructional and student-related issues. Olubadewo (2019) found that schools where authority was delegated to competent teachers and staff witnessed improved classroom coordination, better instructional delivery, and higher pupil outcomes. He concluded that delegation not only builds teacher confidence and initiative but also strengthens the administrative support system necessary for academic success. In a more recent study, Olagboye (2021) who found that systematic supervision and regular monitoring of teaching help ensure that teachers adhere to curriculum standards and instructional plans, thereby enhancing the quality of teaching and learning. He noted that instructional monitoring serves as a feedback mechanism for improving teacher performance and student engagement. Okendu (2022) found that schools with regular classroom supervision and instructional oversight showed better academic outcomes than those where instructional activities were rarely monitored. According to Okendu (2022) monitoring ensures accountability and encourages teachers to maintain high standards in lesson preparation, delivery, and assessment practices.

Statement of the Problem

Primary education is the type of education that prepares children for other levels of education. Public primary schools in Delta and Edo States face significant challenges that affect students' academic achievement. These challenges could stem from a combination of ineffective administrative strategies. Academic achievement, a critical measure of pupils' educational progress, could be influenced by administrative strategies creating a complex problem for the educational system in Delta and Edo States.

Recent visits by the researcher to primary schools in the state showed that there are poor administrative strategies that could lead to poor academic achievement among pupils. It is common to observe a lack of quality synergy between head teachers and teachers in the day-to-day administration of many public primary schools in Delta and Edo States. This disconnect in collaboration may result in disorganisation, a lack of clear instructional leadership, and inadequate support for teaching staff. This lack of coordination could lead to poor academic achievement among primary school pupils, as effective administration plays a crucial role in maintaining high educational standards and supporting pupil achievement.

Despite the importance of strong leadership and efficient school management in promoting academic achievement, it remains unclear to what extent administrative strategies are effectively implemented in these schools. A number of researchers have approached the question of academic achievement from the pupils' socio-economic background and have barely touched on school administrative strategies and their influence on academic achievement. This study therefore sought to find out the administrative strategies used by head teachers and their influence on academic achievement in public primary schools. Thus, the problem of this study in question form is: What is the relationship among administrative strategies and the academic achievement of public primary school pupils in Delta and Edo States?

Research Questions

1. What are the administrative strategies used by head teachers in public primary schools in Delta and Edo states?
2. What is the level of academic achievement of pupils in public primary schools in Delta and Edo states?

3. What is the relationship between motivation and academic achievement of public primary schools' pupils in Delta and Edo states?
4. What is the relationship between participatory decision making and academic achievement of public primary schools' pupils in Delta and Edo states?
5. What is the relationship between delegation of authority and academic achievement of public primary schools' pupils in Delta and Edo states?
6. What is the relationship between monitoring of instruction and academic achievement of public primary schools' pupils in Delta and Edo states?

Hypotheses

The following null hypotheses guided the study:

1. There is no significant relationship between motivation and academic achievement of public primary schools' pupils in Delta and Edo states.
2. There is no significant relationship between participatory decision making and academic achievement of public primary schools' pupils in Delta and Edo states.
3. There is no significant relationship between delegation of authority and academic achievement of public primary schools' pupils in Delta and Edo states.
4. There is no significant relationship between monitoring of instruction strategy and academic achievement of public primary schools' pupils in Delta and Edo states

Research Method

An *ex-post-facto* research design using correlational and descriptive methods is employed for this study. This design was considered appropriate since the study collected data from respondents to investigate the relationship between administrative strategies and academic achievement of public primary school pupils in Delta and Edo States.The population of this study consist 112436 teachers and primary five pupils in all the 2125 public primary schools in Delta and Edo states. The sample of this study consists of 850 public teachers and primary five pupils drawn from 85 public primary schools in Delta and Edo states. The 850 sample size comprises of 425 teachers and 425 primary pupils. Multi -stage sampling technique was adopted for the study.

Administrative Strategies Questionnaire and Academic Achievement Inventory (AAI) were used for data collection in this study. The ASQ was adapted from Abubakar and Fashiku (2017). The ASQwas divided into two sections—A and B. Section A of each instrument was designed to collect respondents' personal data such as sex, school location and state. Section B of the ASQ consisted of four subsections, each containing 10 items targeted at teachers. In the ASQ, respondents (teachers) were asked to indicate their opinions using a four-point Likert scale: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). Section C was the Academic Achievement Proforma, used to collect pupils' examination scores and grades for the same period. The face and content validity of the research instruments, the initial drafts were given to two experts who are educational administrators in the Department of Educational Management and Foundation Delta State University, Abraka..The instrument was then modified based on the suggestions given by the experts. The modified copy was then submitted to the project supervisor who confirmed face and content validity of the instrument. the reliability of the Administrative Strategies Questionnaire(ASQ) was determined using the test retest method. The two data obtained from the two separate administration of the instrument were collated and correlated using Pearson Product Moment Correlation Coefficient statistics. These tests yielded reliability coefficient values of 0.87 for the Administrative Strategies Questionnaire (ASQ) A total of 850 copies of the instrument were distribute 425 to teachers and 425 to primary school pupils.

Out of this number, 842 questionnaires (421 from teachers and 421 from pupils), representing approximately 99% of the total, were successfully retrieved and deemed valid for data analysis.Research questions 1-4 were answered using descriptive statistics (mean and standard deviation). Research question 5-6 were answered using Pearson Product Moment Correlation coefficient(r) and coefficient of determination (r^2). Hypotheses were tested using Pearson Product Moment Correlation coefficient. All hypotheses were tested at 0.05 level of significance.

Results and Discussions

Research Question One
What are the administrative strategies used by head teachers in public primary schools in Delta and Edo states?

Table 1 Mean and Standard Deviation(SD) ***Responses of Teachers on the administrative strategies used by head teachers in public primary schools in Delta and Edo states (N=421).***

S/N.	**Items**	Mean	SD	**Decision**
	Motivation Administrative Strategy	3.37	.542	Accepted
1	At my school, I am familiar with the concept of motivation as an administrative strategy.	3.14	.572	Accepted
2.	My school administrator uses motivation as an administrative strategy to foster a positive and motivating environment for teachers in my school.	3.07	.664	Accepted
3.	My school administrator often acknowledges teachers' efforts.	2.90	.723	Accepted
4.	My school administrator often rewards employees' efforts and achievements.	2.77	.649	Accepted
5.	My school administrator often sets clear and achievable goals for individuals to provide a sense of direction and purpose.	2.58	.802	Accepted
6.	My school administrator often offers opportunities for skill enhancement.	2.39	.804	Not Accepted
7.	My school administrator often invests in its employees' development.	2.68	.735	Accepted
8.	My school administrator often provides constructive feedback that helps employees understand their strengths and areas for improvement.	2.66	.703	Accepted
9.	My school administrator often assigns tasks that challenge employees' skills and abilities.	2.96	.673	Accepted
10.	My school administrator frequently uses motivational administrative strategies to improve students' behavior and engagement.	3.37	.542	Accepted
	Grand mean	2.85	.69	Accepted
	Participatory decision making administrative strategy			Accepted
11.	In my school, administrators involve all the stakeholders affected by the decision in decision making process	2.71	.75	Accepted
12.	In my school, administrators all stakeholders are given a	2.77	.72	Accepted

	chance to have a say in the running of the school			
13.	In my school, administrators encourage teachers to actively participate in decision-making discussions.	2.88	.68	Accepted
14.	I personally command great degree of influence in the decisions affecting me as a teacher in my school	2.51	.73	Accepted
15.	In each school term, my school head creating small groups of people who represent different perspectives and asking for their input on specific issues	2.43	.68	Not Accepted
16.	My views are directly sought by school head in school decisions	2.54	.74	Accepted
17.	In my school, administrators use participatory decision-making strategy to tap into the collective knowledge of those who are directly affected by a particular decision.	2.72	.68	Accepted
18.	In my school, administrators uses participatory decision-making strategy for effective performance of their administrative job	2.87	.68	Accepted
19.	In my school, administrators uses participatory decision-making strategy to positively affect the overall school environment	2.96	.68	Accepted
20.	In my school, administrators uses participatory decision-making strategy to positively affect the overall academic achievement of pupils	2.90	.69	Accepted
	Grand mean	2.73	.70	Accepted
	Monitoring of instruction Administrative Strategy			
21.	Monitoring instruction is an important administrative strategy in primary schools.	3.15	.59	Accepted
22.	In my school, administrators use the monitoring of instruction as an administrative strategy to ensure high-quality instruction in the schools.	3.06	.55	Accepted
23.	In my school, administrators use the monitoring of instruction as an administrative strategy to drive effective curriculum delivery in the school.	3.00	.66	Accepted
24.	The head teacher uses instructional monitoring as an administrative strategy to ensure that all teachers adhere to the established rules when carrying out their instructional responsibilities.	2.97	.64	Accepted
25.	The head teacher uses instructional monitoring as an administrative strategy to instill in teachers a sense of commitment.	2.92	.66	Accepted
26.	A head teacher uses the monitoring of instruction as an administrative strategy to instill in teachers a sense of high expectations for their pupils.	2.91	.74	Accepted
27.	Head teachers use the monitoring of instruction administrative strategy to ensure the effective implementation of educational plans.	2.91	.65	Accepted
28.	In my school, administrators employ monitoring instruction to ensure that the teaching methods align with the school's educational goals and standards.	2.97	.67	Accepted
29.	In my school, administrators employ monitoring	2.75	.74	Accepted

	instruction to identify struggling students and areas of concern early on.			
30.	In my school, administrators employ monitoring instruction to ensure that learning materials align with the school's educational goals.	3.01	.65	Accepted
	Grand mean	2.96	0.66	Accepted
	Delegation of Authority Administrative Strategy			
31.	In my school, administrators use delegation of authority as an administrative strategy to give subordinates the opportunity to acquire new leadership skills.	3.00	.621	Accepted
32.	In my school, administrators effectively delegate responsibilities to staff.	3.06	.617	Accepted
33.	Delegation enables the distribution of tasks based on employees' skills and expertise.	2.93	.616	Accepted
34.	In my school, the head teacher uses delegation as a strategy to nurture future leaders.	2.83	.675	Accepted
35.	When delegating tasks at my school, administrators provide clear instructions.	2.93	.696	Accepted
36.	Administrators trust staff to complete delegated tasks without constant supervision.	2.47	.744	Not Accepted
37.	The school head regularly follows up with staff on delegated tasks to ensure progress.	2.85	.736	Accepted
38.	The school head regularly uses the delegation of authority as an administrative strategy to ensure that work continues even if he or she is unavailable.	2.97	.732	Accepted
39.	The school's head uses delegation as an administrative strategy to increase transparency among the teaching staff.	2.76	.690	Accepted
40.	The head teacher in my school ensures teachers are given free hand to make decisions on delegated responsibility.	2.75	.741	Accepted
	Grand mean	2.86	0.69	Accepted

Bench Mark Mean:2. 50.

Table 1 presents the mean and standard deviation responses of teachers on the administrative strategies adopted by head teachers in public primary schools in Delta and Edo States. The results show that the administrative strategies considered in the study—motivation, participatory decision-making, monitoring of instruction, and delegation of authority—all have grand mean values higher than the benchmark mean of 2.50. This indicates that these strategies are consistently used by head teachers in the schools studied. The motivation administrative strategy has a grand mean of 2.85, indicating that head teachers frequently use motivational techniques such as acknowledging teachers' efforts, setting goals, and providing constructive feedback to enhance staff morale and performance. The participatory decision-making strategy has a grand mean of 2.73, showing that school administrators involve teachers and other stakeholders in the decision-making process, thereby fostering a collaborative school environment. The monitoring of instruction strategy recorded the highest grand mean of 2.96, suggesting that head teachers actively engage in supervising teaching and learning activities to ensure adherence to curriculum standards and to promote effective instructional delivery. The delegation of authority strategy has a grand mean of 2.86, implying that head teachers delegate tasks to staff as a way to build leadership

capacity, distribute responsibilities, and maintain operational efficiency in their absence. The data indicate that the head teachers in public primary schools in Delta and Edo States utilize a combination of administrative strategies—motivation, participatory decision-making, monitoring of instruction, and delegation of authority—in the management of their schools. Each of these strategies recorded a grand mean well above the benchmark of 2.50, implying that they are recognized and actively implemented administrative practices in the schools.

Research Question Four

What is the level of academic achievement of pupils in public primary schools in Delta and Edo states?

Table 2: ***the level of academic achievement of pupils in public primary schools in Delta and Edo states***

State	N	Mean	Std. Deviation	Decision
Delta State	246	63.31	14.33	
Edo State	175	60.99	10.12	Moderate level
Total	421			

Table 2 showed the academic achievement of pupils in public primary schools across Delta and Edo States. The findings show that pupils in Delta Staterecorded amean academic achievement score of 63.31with astandard deviation of 14.33**,** while pupils inEdo Statehad amean academic achievement score of 60.99with astandard deviation of 10.12**.** Although the academic achievement in both states is fairly comparable, the mean score for Delta State is slightly higher than that of Edo State. The standard deviation values also indicate that academic achievement in Delta State is more dispersed, suggesting a wider variation in performance, while academic achievement in Edo State is more consistent. The overall meanacademic achievement **score** for the two states combined is 62.35, which reflects a moderate level of academic achievement among pupils in public primary schools in both Delta and Edo States.

Research QuestionThree
What is the relationship between motivation and academic achievement of public primary schools' pupils in Delta and Edo states?

Table 3: ***Pearson Correlation (r) and Coefficient of Determination (r^2) of the Relationship between motivation and academic achievement of public primary schools' pupils in Delta and Edo states***

Variables	N	Mean	SD	**r**	**r^2**	**$r^{2\%}$**	**Decision**
Motivation Administrative Strategy	421	2.84	.69	654	0.428	42.8	Positive relationship
Academic achievement	421	65.86	15.62				

Source: Field Work, 2025.

In Table 3, the Pearson correlation coefficient (r) between motivation and academic achievement was 0.654, with a coefficient of determination (r^2) of 0.428, indicating that motivation accounts for 42.8% of the variance in pupils' academic achievement. Since the

relationship is positive and strong, it implies that higher motivation levels are associated with better academic performance among public primary school pupils in Delta and Edo States.

Research Question Four
What is the relationship between participatory decision making and academic achievement of public primary schools' pupils in Delta and Edo states?

Table 4: ***Pearson Correlation (r) and Coefficient of Determination (r^2) of the Relationship between participatory decision making and academic achievement of public primary schools' pupils in Delta and Edo states***

Variables	N	Mean	SD	**R**	**r^2**	**$r^{2\%}$**	**Decision**
Participatory decision making	421	2.73	.70	0.619	0.383	38.3	Positive relationship
Academic achievement	421	65.86	15.62				

Source: Field Work, 2025.

Table 4 reveals a Pearson correlation coefficient of 0.619 and an r^2 of 0.383, showing that participatory decision making explains 38.3% of the variation in academic achievement. This denotes a strong and positive relationship, suggesting that involving stakeholders in school decision-making processes contributes meaningfully to pupils' academic achievement.

Research Question Five
What is the relationship between delegation of authority and academic achievement of public primary schools' pupils in Delta and Edo states?

Table 5: Pearson Correlation (r) and Coefficient of Determination(r^2) of the Relationship between delegation of authority and academic achievement of public primary schools' pupils in Delta and Edo states

Variables	N	Mean	SD	**R**	**r^2**	**$r^{2\%}$**	**Decision**
Delegation of authority	421	2.96	0.68	.652	0.425	42.5	Positive relationship
Academic achievement	421	65.86	15.62				

Source: Field Work, 2025.

Table 5 shows the Pearson r value is 0.652, with an r^2 of 0.425. This means that delegation of authority explains 42.5% of the variation in academic achievement, demonstrating a strong and positive relationship. Therefore, schools that delegate responsibilities effectively tend to experience higher levels of pupils' academic achievement.

Research Question Six
What is the relationship between monitoring of instruction and academic achievement of public primary schools' pupils in Delta and Edo states?

Table 6: ***Pearson Correlation (r) and Coefficient of Determination (r^2) of the Relationship between Monitoring of Instruction and academic achievement of public primary schools' pupils in Delta and Edo states***

Variables	N	Mean	SD	**R**	**r^2**	**$r^{2\%}$**	**Decision**
Monitoring of instruction	421	2.96	0.69	.654	0.428	42.8	Positive relationship
Academic achievement	421	65.86	15.62				

Source: Field Work, 2025.

As shown in Table 6, the Pearson correlation coefficient between monitoring of instruction and academic achievement is 0.654, with an r^2 value of 0.428, indicating that 42.8% of the variation in academic performance is attributable to effective instructional monitoring. This highlights the importance of continuous supervision and feedback in improving pupils' learning outcomes.

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Testing of Hypotheses

Hypothesis One

There is no significant between motivation and academic achievement of public primary schools' pupils in Delta and Edo states.

Table 7

Pearson Correlation (r) and Coefficient of Determination (r^2) of the Relationship between motivation and academic achievement of public primary schools' pupils in Delta and Edo states

Variables	N	Mean	SD	**r**	**r^2**	**$r^{2\%}$**	**p-value**	**Decision**
Motivation Administrative Strategy	421	2.84	.69	654	0.428	42.8	0.000	Positive relationship
Academic achievement	421	65.86	15.62					

$p < 0.05$

Source: Field Work, 2025.

In Table 7, the researcher presented the result of a Pearson's correlation and coefficient of determination, which was used to examine the relationship between motivation as an administrative strategy and academic achievement of public primary schools' pupils in Delta and Edo States. The result shows that $r = 0.654$, $r^2 = 0.428$, $r^2\% = 42.8$, $p < 0.05$ level of significance. Hence, the null hypothesis is rejected, which means that there is a significant relationship between motivation and academic achievement. Motivation contributes 42.8% variability to pupils' academic achievement in Delta and Edo States**.**

Hypothesis Two

There is no significant relationship between participatory decision making and academic achievement of public primary schools' pupils in Delta and Edo states

Table 8: ***Pearson Correlation (r) and Coefficient of Determination (r^2) of the Relationship between participatory decision making and academic achievement of public primary schools' pupils in Delta and Edo states***

Variables	N	Mean	SD	**r**	**r^2**	**$r^{2\%}$**	**p-value**	**Decision**
Participatory decision making	421	2.73	.70	0.619	0.383	38.3	0.000	Positive relationship
Academic achievement	421	65.86	15.62					

p < 0.05

Source: Field Work, 2025

In Table 8, the researcher presented the result of a Pearson's correlation and coefficient of determination, which was used to examine the relationship between participatory decision making and academic achievement of public primary schools' pupils in Delta and Edo States. The result shows that r = 0.619, r^2 = 0.383, r^2% = 38.3, p < 0.05 level of significance. Hence, the null hypothesis is rejected, indicating a significant relationship between participatory decision making and academic achievement. Participatory decision making accounts for 38.3% of the variation in pupils' academic achievement.

Hypothesis Three
There is no significant relationship between delegation of authority and academic achievement of public primary schools' pupils in Delta and Edo states.

Table 9: Pearson Correlation (r) and Coefficient of Determination(r^2) of the Relationship between delegation of authority and academic achievement of public primary schools' pupils in Delta and Edo states

Variables	N	Mean	SD	**r**	**r^2**	**$r^{2\%}$**	**p-value**	**Decision**
Delegation of authority	421	2.96	0.68	.652	0.425	42.5	0.000	Positive relationship
Academic achievement	421	65.86	15.62					

p < 0.05

Source: Field Work, 2025.

In Table 9, the researcher presented the result of a Pearson's correlation and coefficient of determination, which was used to examine the relationship between delegation of authority and academic achievement of public primary schools' pupils in Delta and Edo States. The result shows that r = 0.652, r^2 = 0.425, r^2% = 42.5, p < 0.05 level of significance. Therefore, the null hypothesis is rejected, signifying a significant relationship between delegation of authority and academic achievement. Delegation of authority explains 42.5% of the variability in pupils' academic achievement

Hypothesis Four
There is no significant relationship between monitoring of instruction and academic achievement of public primary schools' pupils in Delta and Edo states?

Table 10: ***Pearson Correlation (r) and Coefficient of Determination (r^2) of the Relationship between monitoring of instruction and academic achievement of public primary schools' pupils in Delta and Edo states***

Variables	N	Mean	SD	**r**	**r^2**	**$r^{2\%}$**	**p-value**	**Decision**
Monitoring of instruction	421	2.96	0.69	.654	0.428	42.8	0.000	Positive relationship
Academic Achievement	421	65.86	15.62					

p < 0.05

Source: Field Work, 2025

In Table 10, the researcher presented the result of a Pearson's correlation and coefficient of determination, which was used to examine the relationship between monitoring of instruction and academic achievement of public primary schools' pupils in Delta and Edo States. The result shows that r = 0.654, r^2 = 0.428, r^2% = 42.8, p < 0.05 level of significance. Thus, the null hypothesis is rejected, implying a significant relationship between monitoring of instruction and academic achievement. Monitoring of instruction contributes 42.8% variability to academic achievement among pupils.

Discussion of Results

Administrative Strategies Adopted in Public Primary Schools in Delta and Edo States

The first research question ascertained the administrative strategies adopted in public primary schools in Delta and Edo States. It was found that the administrative strategies commonly adopted include motivation, participatory decision-making, delegation of authority, and monitoring of instruction. A possible reason for this finding may be that these strategies are perceived by head teachers and school administrators as effective mechanisms for improving school governance and enhancing teaching and learning outcomes. The use of motivation, for example, may help to encourage teacher and pupil performance through recognition, rewards, and the provision of enabling teaching conditions. Participatory decision-making could be seen as a means of fostering inclusion and ownership of school decisions among staff, thereby increasing commitment to the achievement of school goals. Delegation of authority may be implemented to distribute responsibilities and enhance efficiency, while monitoring of instruction helps ensure that teaching processes align with curriculum expectations and academic standards. This finding aligns with the position of Okoroma (2018), who emphasized that effective school administration involves planning, organizing, directing, and monitoring the instructional process to improve educational outcomes. Finding also aligns with Adebayo and Ogunyinka (2021) who found that participatory decision-making and delegation of authority among staff promote a sense of responsibility and teamwork in primary schools. The result also corroborates the findings of Ijeoma and Igbokwe (2022), who reported that motivation and instructional supervision are critical administrative strategies that support staff development and learner performance in Nigerian schools. However, this finding differs from that of Oyetunde (2024), who noted that many school administrators in public primary schools still rely heavily on centralized decision-making and rarely practice delegation of duties, especially in rural areas. In conclusion, the findings suggest that public primary schools in Delta and Edo States are gradually adopting contemporary administrative strategies that promote collaboration, accountability, and instructional effectiveness.

Level of Academic Achievement of Pupils in Public Primary Schools in Delta and Edo States

The second research question examined the level of academic achievement of pupils in public primary schools in Delta and Edo States. The finding revealed that the overall level of academic achievement among pupils was moderate, with pupils in Delta State performing slightly better than their counterparts in Edo State. This suggests that while pupils in both states demonstrate a fair level of mastery of prescribed learning objectives, their performance has not reached a level that could be described as high or optimal. A moderate level of academic achievement may indicate the presence of both enabling and constraining factors within the learning environment. One possible explanation for this finding is the varying quality of instructional delivery and learning resources available in public primary schools across the two states. This finding is consistent with earlier studies that have reported moderate academic achievement among pupils in public primary schools in Nigeria, often attributed to systemic constraints within the basic education sector (Adebayo & Osinubi, 2019). The slightly better performance observed among pupils in Delta State may be linked to differences in state-level educational support and complementary social interventions. For instance, Delta State has implemented programmes such as school feeding initiatives, teacher capacity-building efforts, and improved monitoring of primary education delivery in some local government areas. Such interventions may enhance pupils' readiness to learn, classroom engagement, and overall academic performance. According to Olanrewaju et al. (2020), supportive learning conditions and welfare-oriented policies can positively influence pupils' academic achievement by improving attendance, concentration, and motivation.

Motivation Administrative Strategy and Academic Achievement of Pupils in Public Primary Schools

The fifth research question and its corresponding hypothesis examined the relationship between motivation as an administrative strategy and the academic achievement of pupils in public primary schools in Delta and Edo States. The findings revealed a positive relationship between motivational strategies and pupils' academic performance. A possible reason for this outcome may be that when school administrators adopt motivational practices—such as teacher recognition, provision of teaching materials, and reward systems—it enhances teacher morale and commitment, which in turn positively impacts pupils' learning outcomes. Another explanation may be that motivated school personnel are more likely to create a supportive learning environment that fosters pupil engagement and academic success. This finding is supported by Abubakar and Oluwatoyin (2017), who emphasized that motivation is a crucial determinant of learning outcomes and academic performance. According to him, motivated learners are more likely to engage with academic tasks, persevere through challenges, and achieve better results. The finding also aligns with Akomolafe and Adesua (2018) who found that schools with well-structured motivational strategies—like goal setting, feedback systems, and inclusive classroom practices—tend to produce pupils who are more academically successful. They concluded that pupils' psychological needs for competence, autonomy, and relatedness are fundamental in promoting higher academic outcomes.

Participatory Decision-Making and Academic Achievement of Pupils in Public Primary Schools

The sixth research question and its corresponding hypothesis explored the relationship between participatory decision-making by school administrators and pupils' academic achievement in public primary schools in Delta and Edo States. The result revealed a

significant positive relationship, indicating that involving stakeholders—teachers, pupils, and sometimes parents—in school decision-making processes enhance pupils' academic performance. A possible reason for this finding may be that inclusive decision-making fosters a sense of ownership, accountability, and cooperation among staff and learners, leading to a more focused and supportive learning environment. Another explanation could be that when teachers and other stakeholders feel heard and valued, they are more committed to implementing policies and strategies that directly improve pupils' academic outcomes. This finding aligns with Tanui, *et al.,* (2018) who found that involving teachers in decision-making enhances their sense of responsibility and commitment to educational goals, which often translates into improved classroom delivery and, by extension, better pupil outcomes. The finding also aligns with Ebunu, (2020) observed that schools with inclusive decision-making structures experience higher levels of staff motivation and cohesion, which positively influence teaching quality and academic achievement. He argued that when school administrators consult and collaborate with staff, it creates a sense of ownership and alignment with the school's academic objectives.

Delegation of Authority and Academic Achievement of Pupils in Public Primary Schools

The seventh research question and corresponding hypothesis sought to determine the relationship between delegation of authority and pupils' academic achievement in public primary schools in Delta and Edo States. The result indicated a significant positive relationship, suggesting that when school administrators delegate authority appropriately, it contributes to better academic performance among pupils. A possible reason for this finding may be that delegation empowers teachers and other staff to make timely and context-specific decisions, thereby improving classroom management and instructional delivery. Another explanation could be that shared leadership enhances commitment and efficiency, which positively impacts pupils' academic experiences and outcomes. This finding is consistent with Ndu, Ocho, and Okeke (2017) who observed that delegation reduces administrative workload, enabling heads of schools to focus on strategic functions such as supervision and instructional leadership, which directly impact academic achievement. They further argued that decentralizing decision-making to competent staff leads to faster responses to instructional and student-related issues. Olubadewo (2019) found that schools where authority was delegated to competent teachers and staff witnessed improved classroom coordination, better instructional delivery, and higher pupil outcomes. He concluded that delegation not only builds teacher confidence and initiative but also strengthens the administrative support system necessary for academic success.

Monitoring of Instruction and Academic Achievement of Pupils in Public Primary Schools

The eighth research question and its corresponding hypothesis examined the relationship between monitoring of instruction and pupils' academic achievement in public primary schools in Delta and Edo States. The result showed a significant positive relationship, indicating that effective monitoring of instructional activities by school administrators is associated with improved academic performance among pupils. A possible reason for this finding may be that consistent supervision ensures adherence to curriculum standards, promotes teacher accountability, and enhances the quality of lesson delivery. Another explanation could be that instructional monitoring helps identify and address learning gaps early, leading to timely interventions that support better academic outcomes. This finding aligns with Olagboye (2021) who found that systematic supervision and regular monitoring of teaching help ensure that teachers adhere to curriculum standards and

instructional plans, thereby enhancing the quality of teaching and learning. He noted that instructional monitoring serves as a feedback mechanism for improving teacher performance and student engagement. This finding is also consistent with Okendu (2022) who found that schools with regular classroom supervision and instructional oversight showed better academic outcomes than those where instructional activities were rarely monitored. According to him, monitoring ensures accountability and encourages teachers to maintain high standards in lesson preparation, delivery, and assessment practices.

Conclusion

In line with the findings of this study, it is therefore concluded that the administrative strategies adopted by public primary school administrators in Delta and Edo States include motivation, participatory decision-making, delegation of authority, and monitoring of instruction. It is also concluded that the level of academic achievement of pupils in public primary schools in Delta and Edo States was moderate, with pupils in Delta State recording slightly higher academic achievement than their counterparts in Edo State. Furthermore, the study concluded that motivation and participatory decision-making as administrative strategies are significantly and positively related to the academic achievement of pupils. Similarly, delegation of authority and monitoring of instruction also showed a positive relationship with pupils' academic achievement in public primary schools in Delta and Edo States. Therefore, it can be concluded that effective adoption of administrative strategies in schools can positively influence academic achievement of pupils in public primary schools.

Recommendations

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

1. School heads in Delta and Edo States should be trained and encouraged to sustain and enhance strategies such as motivation, participatory decision-making, delegation of authority, and monitoring of instruction, as these have shown a positive impact on pupils' academic achievement.
2. School heads should target academic interventions such as remedial classes, personalized learning support, and teacher capacity development should be implemented to raise overall performance, particularly in Edo State.
3. Ministry of education should formalize effective delegation in school management practices to enhance efficiency, build staff capacity, and improve pupils' learning experiences.
4. Regular and effective monitoring of instructional activities by school heads should be institutionalized to ensure teaching quality and alignment with curriculum standards

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