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THE INFLUENCE OF ADMINISTRATIVE PROCEDURES ON STUDENT ACADEMIC PERFORMANCE: A QUANTITATIVE ANALYSIS OF A PRIVATE SCHOOL IN NIGER

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ABSTRACT

The relationship between administrative procedures and student academic performance is often assumed but rarely empirically demonstrated. This article tests the hypothesis that inefficient administrative procedures negatively affect student academic performance. Drawing on organizational effectiveness theory, school improvement research, and the principles of educational administration, the study employs a quantitative research design combining document analysis, administrative data, and survey questionnaires at the CSP Bakaye private school in

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Niamey, Niger. The research operationalizes administrative procedures through indicators such as registration processes, file management, information circulation, task tracking, and disciplinary management. Student academic performance is measured through success rates, grade repetition rates, attendance rates, and student motivation. The findings reveal significant correlations between administrative inefficiencies and reduced academic performance. Registration procedures are non-uniform, 61 percent of student files are incomplete, disciplinary rules are applied inconsistently, and 57 percent of essential information for school steering is incomplete or delayed. Pearson correlations ($p < 0.01$) show that the standardization of administrative procedures is positively associated with file completeness, rule consistency, information timeliness, and, ultimately, student academic performance. The study concludes that inefficient administrative procedures negatively affect student academic performance. The article proposes that the formalization of administrative procedures through a standardized manual is essential for improving student performance by ensuring traceability, planning, and quality of pedagogical follow-up.

Keywords: Administrative procedures, student performance, academic outcomes, school management, Niger, private education.

RÉSUMÉ (FRENCH)

La relation entre les procédures administratives et la performance scolaire des élèves est souvent présumée mais rarement démontrée empiriquement. Cet article teste l'hypothèse selon laquelle des procédures administratives inefficaces affectent négativement le rendement scolaire des apprenants. S'appuyant sur la théorie de l'efficacité organisationnelle, la recherche sur l'amélioration des écoles et les principes de l'administration éducative, l'étude emploie un design de recherche quantitative combinant l'analyse documentaire, les données administratives et les questionnaires d'enquête au sein du complexe scolaire privé CSP Bakaye à Niamey, au Niger. La recherche opérationnalise les procédures administratives à travers des indicateurs tels que les processus d'inscription, la gestion des dossiers, la circulation de l'information, le suivi des tâches et la gestion disciplinaire. La performance scolaire des élèves est mesurée à travers les taux de réussite, les taux de redoublement, les taux d'assiduité et la motivation des élèves. Les résultats révèlent des corrélations significatives entre les inefficacités administratives et la réduction de la

performance scolaire. Les procédures d'inscription sont non uniformes, 61 pour cent des dossiers des élèves sont incomplets, les règles disciplinaires sont appliquées de manière incohérente, et 57 pour cent des informations essentielles pour le pilotage de l'école sont incomplètes ou retardées. Les corrélations de Pearson ($p < 0,01$) montrent que la standardisation des procédures administratives est positivement associée à l'exhaustivité des dossiers, à la cohérence des règles, à la rapidité de l'information et, finalement, à la performance scolaire des élèves. L'étude conclut que des procédures administratives inefficaces affectent négativement le rendement scolaire des apprenants. L'article propose que la formalisation des procédures administratives à travers un manuel standardisé est essentielle pour améliorer la performance des élèves en garantissant la traçabilité, la planification et la qualité du suivi pédagogique.

Mots-clés : Procédures administratives, performance des élèves, résultats académiques, gestion scolaire, Niger, éducation privée.

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1. INTRODUCTION

The ultimate purpose of educational institutions is to facilitate student learning and academic achievement. All administrative activities, from student registration to grade reporting, from disciplinary management to parent communication, are ultimately justified by their contribution to this core mission. Yet, the relationship between administrative procedures and student academic performance is often assumed rather than empirically demonstrated. This article tests a specific hypothesis derived from the educational administration literature: that inefficient administrative procedures negatively affect student academic performance.

The quality of school administration directly influences the conditions under which teaching and learning occur. When registration processes are chaotic, student files are incomplete, information circulation is delayed, and disciplinary rules are applied inconsistently, the learning environment

suffers. Teachers spend time on administrative tasks that should be streamlined. Students experience confusion and frustration. Parents lose confidence in the institution. Ultimately, academic performance declines.

The research is situated within the context of the CSP Bakaye private school in Niamey, Niger. This institution serves students from primary through secondary levels and employs a relatively qualified teaching staff. However, the absence of standardized administrative procedures has created inefficiencies in registration, file management, information circulation, task tracking, and disciplinary management. This study investigates whether these administrative inefficiencies are associated with reduced student academic performance.

2. THEORETICAL FRAMEWORK

2.1 Organizational Effectiveness Theory

Organizational effectiveness theory, as articulated by Cameron and Whetten (1983), holds that effective organizations achieve their stated goals through efficient use of resources. In educational contexts, the primary goal is student learning. Therefore, an effective school is one that achieves high levels of student academic performance. Administrative procedures contribute to organizational effectiveness by creating conditions conducive to teaching and learning.

Forestier (2001) emphasizes that the steering of educational institutions requires not only clear policies but also efficient administrative systems for implementation. Without such systems, even well-designed educational programs may fail to achieve their intended outcomes.

2.2 School Improvement Research

School improvement research has consistently identified effective school leadership and management as key factors in student achievement. Hallinger and Heck (1996) found that school leadership indirectly affects student outcomes through its influence on school conditions, including administrative procedures, teacher motivation, and instructional quality. Leithwood and Jantzi (2006) similarly found that transformational leadership practices, including the establishment of clear goals and efficient systems, are associated with improved student outcomes.

Gather Thurler (2000) emphasizes that the capacity of schools to improve depends not only on individual teachers but also on the organizational conditions within which they work. Efficient administrative procedures are among these conditions, enabling teachers to focus on instruction rather than administrative tasks.

2.3 Educational Administration Principles

The principles of educational administration emphasize the importance of formalized procedures for ensuring consistency, transparency, and efficiency. Registration procedures should be uniform to ensure complete and accurate student records. Information circulation should be structured to ensure timely communication. Disciplinary rules should be applied consistently to ensure fairness and maintain a positive school climate.

Fuku Sala (2015) argues that the professionalization of school heads and the adoption of new management tools are essential levers for achieving educational objectives and ensuring quality education for all. This includes the development and implementation of standardized administrative procedures.

3. METHODOLOGY

3.1 Research Design

The study employs a quantitative research design, combining document analysis, administrative data, and survey questionnaires. The research is descriptive and analytical, aiming to identify relationships between administrative procedures and student academic performance.

3.2 Data Collection

Document analysis included student registration forms, academic records, disciplinary registers, and internal communications from the CSP Bakaye school. Administrative data were collected on registration volumes, file completeness, grade repetition rates, and attendance rates.

Survey questionnaires were administered to teachers and administrative staff using five-point Likert scales. The survey measured perceptions of registration procedures, file management,

information circulation, task tracking, disciplinary management, and their effects on student learning.

3.3 Sample

The sample included 120 teachers and administrative staff from the CSP Bakaye school. Stratified sampling was used to ensure representation of all educational levels (preschool, primary, secondary) and all administrative functions.

3.4 Data Analysis

Quantitative data were analyzed using descriptive statistics, Pearson correlations, and multiple regression analysis using SPSS software. The primary independent variables were administrative procedure quality indicators: registration uniformity, file completeness, information timeliness, and disciplinary consistency. The primary dependent variables were student academic performance indicators: success rates, grade repetition rates, attendance rates, and student motivation.

4. RESULTS

4.1 Administrative Procedure Deficiencies

The analysis revealed significant deficiencies in administrative procedures at the CSP Bakaye school. Registration procedures were non-uniform, with different staff members using different forms and processes. Consequently, 61 percent of student files were incomplete, missing essential documents such as birth certificates, previous report cards, or payment receipts.

Information circulation was poorly structured, with no clear channels for communication between administration, teachers, and parents. Fifty-seven percent of essential information for school steering was reported as incomplete or delayed. Task tracking was insufficient, with no systematic mechanism for monitoring the completion of administrative tasks.

Disciplinary rules were applied inconsistently, with different sanctions for similar infractions depending on the teacher or administrator involved. There was no centralized disciplinary register, and incident documentation was limited.

4.2 The Relationship between Administrative Procedures and Student Performance

Pearson correlations revealed significant associations between administrative procedure quality and student academic performance. Registration uniformity was positively correlated with file completeness ($r = 0.58$, $p < 0.01$). File completeness was positively correlated with academic performance ($r = 0.49$, $p < 0.01$).

Information timeliness was positively correlated with teacher satisfaction ($r = 0.53$, $p < 0.01$) and with student attendance ($r = 0.41$, $p < 0.01$). Disciplinary consistency was positively correlated with student motivation ($r = 0.47$, $p < 0.01$) and negatively correlated with disciplinary incidents ($r = -0.52$, $p < 0.01$).

Multiple regression analysis indicated that administrative procedure quality explained approximately 35 percent of the variance in student academic performance ($R^2 = 0.35$, $F = 12.4$, $p < 0.001$). File completeness was the strongest predictor ($\beta = 0.42$, $p < 0.001$), followed by disciplinary consistency ($\beta = 0.31$, $p < 0.01$) and information timeliness ($\beta = 0.28$, $p < 0.05$).

4.3 Confirmation of the Hypothesis

The findings confirm the hypothesis that inefficient administrative procedures negatively affect student academic performance. Non-uniform registration procedures, incomplete student files, delayed information circulation, insufficient task tracking, and inconsistent disciplinary application all contribute to reduced academic performance.

5. DISCUSSION

5.1 The Chain of Administrative Effects on Student Performance

The findings reveal a chain of effects linking administrative procedures to student academic performance. Inefficient registration procedures lead to incomplete student files. Incomplete files make it difficult to track student progress, identify at-risk students, and communicate with parents. This, in turn, affects the quality of pedagogical follow-up and, ultimately, student performance.

Similarly, inconsistent disciplinary application creates an unstable school climate. Students who perceive rules as arbitrary may become disengaged, miss classes, or act out. Teachers who lack

clear disciplinary procedures may spend excessive time on behavior management rather than instruction.

5.2 The Importance of Information Systems

The finding that 57 percent of essential information for school steering is incomplete or delayed underscores the importance of information systems in educational administration. Schools generate vast amounts of data: student demographics, attendance records, grades, disciplinary incidents, parent contacts. Without efficient systems for collecting, storing, and retrieving this information, school heads cannot make informed decisions.

Van Zanten and Ball (2010) emphasize that school steering requires reliable information. When information is incomplete or delayed, decision-making is compromised, and school performance suffers. The standardization of information procedures through a manual is essential for ensuring information quality and timeliness.

5.3 Implications for Educational Policy

The findings have significant implications for educational policy in Niger and similar contexts. First, policies should require schools to maintain standardized registration procedures and complete student files. This would improve data quality for national education statistics and enable better tracking of student progress.

Second, teacher training programs should include modules on administrative procedures and their importance for student learning. Many teachers view administration as separate from teaching, but the findings show that the two are intimately connected.

Third, school inspection should include assessment of administrative procedures, not just pedagogical practices. Currently, inspectors focus primarily on teaching quality, but the findings suggest that administrative quality is equally important for student outcomes.

6. CONCLUSION

This article has tested the hypothesis that inefficient administrative procedures negatively affect student academic performance. The findings confirm the hypothesis, demonstrating significant

correlations between administrative inefficiencies and reduced academic performance. Non-uniform registration procedures, incomplete student files, delayed information circulation, insufficient task tracking, and inconsistent disciplinary application all contribute to lower success rates, higher repetition rates, reduced attendance, and decreased student motivation.

The study proposes that the formalization of administrative procedures through a standardized manual is essential for improving student performance. Such a manual would ensure traceability, planning, and quality of pedagogical follow-up. It would also enable school heads to make informed decisions based on reliable, timely information.

Future research should test the effectiveness of the proposed procedures manual through longitudinal studies measuring changes in student academic performance following implementation. Research should also examine the applicability of the standardized procedures model to other educational levels, including preschool and higher education, and to other national contexts.

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