APPLICATION OF HENRI FAYOL'S PRINCIPLE OF DISCIPLINE TO THE ADMINISTRATION OF SECONDARY SCHOOLS IN NIGER STATE, NIGERIA

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DECLARATION

I declare that the work in this thesis entitled "APPLICATION OF HENRI FAYOL'S PRINCIPLE OF DISCIPLINE ON THE ADMINISTRATION OF SECONDARY SCHOOLS IN NIGER STATE – NIGERIA" has been carried out by me in the Department of EDUCATIONAL FOUNDATIONS AND CURRICULUM. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any institution.

_____ _____

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CERTIFICATION

This thesis entitled, **"**APPLICATION OF HENRI FAYOL'S PRINCIPLE OF DISCIPLINE ON THE ADMINISTRATION OF SECONDARY SCHOOLS IN NIGER STATE – NIGERIA" by Safyah Bala SAMBO meets the regulations governing the award of Masters, degree in Administration and Planning of the Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This thesis is dedicated to my Lovely Parents, Mr. and Mrs. Abdullahi Bala Sambo. Brothers and sisters of Bashamaj Ltd. Friends and well wishers.

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All praises are due to Allah the Most Gracious and Most Merciful for His guidance and protection over me and for giving me the strength, good health, wisdom, and opportunity to reach this stage in life.

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OPERATIONAL DEFINITION OF TERMS

Administration: This is the act of coordinating the affairs of students and staff members, as well as managing the material and financial resources of an institution to achieve predetermined goals in line with the national Philosophy of Education.

Henri Fayols Principles: These are principles that are used in an organization to guide and conduct the people and resources within the organization which enhance the attainment of organizational goals.

Public School: Is a school owned by the governments

Private School: Is a school owned by individual

ABSTRACT

This study is aimed at to examines the respondence opinion on the application of Henri Fayol's principle of discipline to the administration of Secondary Schools in Niger State, Nigeria. The study consist of five research objectives, research questions and hypotheses respectively. The study also specifically concentrate on the aspect of discipline as one of the administrative principles of Fayol's and covered the following area as communication, decision making process, maintenance of facilities, staff development, and administration of examination, inspection and supervision. The study involves the use of questionnaire techniques to solicit responses from staffs in public and private secondary school of the study area in which timely lasted for five weeks. The study adopted descriptive survey design to assess the opinions of secondary school principals and teachers on the application of Henri Fayol's principle of discipline from the population of 585 principals and 6595 teachers in Niger State. A sample of 50 principals and 660 teachers from 50 public and private secondary schools of the study area were randomly drawn. The instrument used for the collection of data was tagged "application of Fayol's discipline principles Questionnaire AFDPQ)". However research question were five sections in which range at ten (10) for each. Instrument was developed using five points scale questionnaire (strongly agreed, agreed, undecided, disagree and strongly disagree). The instrument were validated by three qualified PHD's experts in admin and planning unit of Ahmadu Bello University, Zaria. However, research questions were subjected to descriptive statistics involving tabular form and percentages while hypotheses were tested using inferential statistics of t-test at 0.05 level of significance. It was found that opinion of public and private secondary school staff did not differ significantly on application of Henri Fayol's principle of discipline on communication, decision making process, maintenance of facilities and administration of examination, inspection and supervision. However, respondents' opinions in public and private secondary schools on the application of Henri Fayol's principle of discipline to staff development differed significantly. The researcher recommended among others that the Federal Government of Nigeria, through Federal and State Ministry of Education, should organise seminars, workshops and conferences for teachers on the use of Henri Fayol's principles of discipline for effective managemment and administration of schools. Principals and teachers in secondary schools should establish effective creteria in improving communication through periodic meetings, forming press commitees and delegation of authority among other actions.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In Nigeria, goals are set against the backdrop of other National Philosophy of Education (Federal Government of Nigeria, FGN 2004). The dynamic nature of educational system is due to the changes in contemporary world. To understand the changes, one requires constant appraisal of the different administrative strategies employed by the educational institutions with a view to attaining predetermined goals. However, an effective administration is a condition for the creation of a successful education system. This is precisely why many renowned scholars of the science of administration such as Frederick Winslow Taylor and Henri Fayol, have taken the pains to propound theories and approaches to administration, reviewing previous literature observation and experience of what worked well on the subject in order to provide suggestion on how good and useful administration ought to be run properly.

Perhaps, in democratic government, the secondary school education system should be geared towards social and personal needs to create awareness in the recipients, such awareness that promotes national thinking (Federal Government of Nigeria 2008). Thus, the philosophy of secondary education should be aimed at promoting habits of discipline, industry and truthfulness as means of improving standard of living in any school environment. However, discipline is described as obey essential for the smooth running of a business or firm and without it standards consistency of action could prosper. Fayol's (1916) described discipline in an essence. "As obedience, application, energy, behavior and out cared marks of respect is observed in accordance with standing agreements between firms and its employees". Fayol's was a key figure in the turn of the

century school of management theory; he saw a management job as planning, organizing. Commanding, co-ordinating activities, contrarily performances; however, Fayol's further noticed that most of the activities are very task oriented rather than people oriented, ideas have influenced organizational work or activities.

Fayol's described and classified administrative management roles and process. Writing and exploring administration and work about the same time as Frederick (1911) Fayol in (1916). Even though both theorists have task forces their approaches are quite different. Fayol's was particularly interested in authority and its implementation while Taylor concentrated on work organization (e.g efficiency). Fayol advocated a consistent set of principles that all organizations would need to run efficiently and effectively for a goal or a target to be achieved.

Accordingly Fayols laid down the following fourteen principles of organization, also known as principles of management they are: Division of work, Authority and responsibility, discipline, unity of command, unity of direction, subordination of individual interest to common interest, remunerations, centralization, scalar chain, order, equity, stability of tenure personnel, expirit de corps, and initiative respectively.

Emphasize out of the fourteen principles of management "discipline" on the administration of an organization as a concept is the interrelationship between management and the personnel. The concepts of discipline are broadly based on identifying aspect of administration such as communication, decision making process, staffs development, maintenance of facilities, and administration of examinations, inspection and supervision. It is against this background that the researcher examines Henri Fayol's principles regarding discipline as an aspect of administration.

Discipline as one of the aspects of administrative practices in many Nigeria secondary schools have frequently been based on a variety of factors borne either out of professional and informed perceptions of the goals set for the different levels of education or out of uninformed and unprofessional outlook or approaches. In spite of the many challenges facing the administration of schools in Nigeria, many heads of the educational institutions have had to grope in the lark for appropriate disciplinary guidelines in order to carry out their duties in line with the National philosophy of education (FGN, 2008) the guidelines necessary for the efficient administration of schools should contain, appropriate and relevant theoretical framework for directing the institutions affairs; unfortunately, such relevant theoretical framework would probably remain a far cry for untrained administrators.

1.2 Statement of the Problem

At the time of this study it was observed that many school principals like GGSS, GDSS, Decs College and Hill Crest College lacked adequate training on discipline as prerequisite to administrative task. Such problems can be identified as follows:

1. Certain aspects of administration like discipline, decision making, placement of teachers, communication as well as delegation of authority are not being properly handled by principals. Conversely the effectiveness and efficiency of the school system in achieving educational goals is affected. Adeyemi (2008)

2. In Nigeria today, stakeholders of schools invest a lot of money on the material aspects of the school such as machines and buildings with the hope of maximizing profit without given consideration to staff welfare. In the pursuits for profit, they tend

to forget that their workers should be happy at work and must have other right attitude, values and zeal to work. Aglenta J.A. 1984

3. The poor remuneration of teachers and other support staff members in the school system making the teaching profession unattractive and leading to sectional brain drain. Many factors that enhance staff motivation are absent in schools. This leads to low morale amongst the teachers which ultimately affects staff productivity. Algboje C.D (2007).

4. Conflicts among staff members arising from lack of clarity of disciplinary poor delegation and improper application of administrative functions within the school system. Ahmed T.M. (2003).

5. The complexity of the human nature and the precarious work culture in Nigeria in which many people show laissez –faire attitude to public service and the ministry of education and other educational agencies concerned with the recruitment and placement of teachers having no reference to the principals of receiving schools. Adeyemi (2008)

In view of the need to develop appropriate management theories and techniques which are relevant to the Nigeria situation and capable of addressing the problems outlined above and even other problems that can be further identified in the educational system: this research was set to assess the application of Henri Fayol's principles of discipline in the administration of Nigerian secondary schools system.

1.3 Objectives of the Study

The objectives of this study are to:

1. To examine the difference in the opinions of public and private secondary schools principals and teachers on the application of Henri Fayol's principle of discipline on communication.
2. to determine the difference in the opinions of public and private secondary schools principal and teachers on the application of Henri Fayol's principle of discipline on decision making process.
3. to find out the difference in the opinions of public and private secondary schools principal and teachers on the application of Henri Fayol's principle of discipline on maintenance of facilities.
4. to examine the difference in the responses of public and private secondary schools principals and teachers on the application of Henri Fayol's principle of discipline on staff development.
5. to ascertain the difference in responses of the of public and private secondary schools principal and teachers on the application of Henri Fayol's principle of discipline on administration of examinations, inspection and supervisions.

1.4 Research Questions

The following research questions guide the study:

1. What is the difference between the opinions of public and private secondary school principals and teachers on the application of Henri Fayol's principle of discipline on communication?
2. What is the difference between the opinions of public and private secondary school principals and teachers on the application of Henri Fayol's principle of discipline on decision making process?

3. How does the opinions of public and private secondary school principals and teachers perception on the application of Henri Fayol's principle of discipline on maintenance of facilities?
4. What is the difference in the responses of public and private secondary school principals and teachers differs on the application of Henri Fayol's principle of discipline on staff development?
5. Is there difference in the response of public and private secondary school principals and teachers differs on the application of Henri Fayol's principle of discipline on the administration of examinations, inspection and supervision?

1.5 Hypotheses

The following null hypotheses were formulated and verified at 0.05 level of significance:

H_{01}: There is no significant difference in the opinions of public and private secondary school principals and teachers on the application of Henri Fayol's principle of discipline on communication.

H_{02}: There is no significant difference in the opinions of public and private secondary school principals and teachers on the application of Henri Fayol's principle of discipline on decision making process.

Ho3: There is no significant difference in the opinions of public and private secondary school principals and teachers on the application of Henri Fayol's principle of discipline on maintenance of facilities.

H_{04}: There is no significant difference in the responses of principals and teachers in public and private secondary schools on the application of Henri Fayol's principle of discipline on staff development.

H_{05}: There is no significant difference in the responses of public and private secondary school's principals and teachers on the application of Henri Fayol's principle of discipline on administration of examinations, inspection and supervisions.

1.6 Basic Assumptions

In carrying out this study, it is assumed basically that:

1. Henri Fayol's principle of discipline is relevant to our present day system of school administration.
2. All the principals and teachers who form the subjects have been exposed to the management theirs; including Fayol's principle of discipline during their training as educators.
3. Trained administrators perform effectively than the untrained administrators.
4. Majority of Nigerian secondary schools are governed by non-specialist educational administrators.
5. Henri Fayol's principle of discipline is the basic rudiment guiding administrative task of secondary school principals and teachers.

1.7 Significance of the Study

It is hoped that school administrators who have access to the research work will apply it to their work to enhance effective administration of the schools. These may be useful in the area of effective communication and decision making process. This will

consequently improve the standard of education in the country. The research will hopefully assist the policy makers in education in formulating appropriate and relevant administrative policies that will facilitate effective running of schools in the area of staffs development and maintenance of school facilities. Thereby accelerates the attainment of the national goals of education.

It should also provide machinery for effective discipline criteria in the area of administration of examination, inception and school supervision. The addition, the study should popularize Fayol's widely used principle of discipline for effective running of schools. Conversely the study wills hopeful draw a good criterion for imposing discipline in facilities and funds maintenance.

The study will further extent the frontiers of knowledge in the area of discipline in management of school and more also the study will hopefully benefit curriculum planner and textbook publishers in designing appropriate programs in cooperating discipline among school administrators and teachers as whole.

1.8 Scope of the Study

This study examined Henri Fayol's principle of discipline in administration of secondary schools in Nigeria. The study covered all senior secondary school's principals and teachers who are believed to be school administrators in Niger State Nigeria. The study specifically concentrated on the aspect of discipline as one of the administrative principles of Fayol's and covered the following areas as:

- Communication
- Decision making process
- Staffs development

- Maintenance of facilities
- Administration of examination, inspection and supervision.

The study involved the use of questionnaire technique to solicit responses from all principals and teachers in both public and private secondary schools of the study area. The time extant for the study lasted for five weeks.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This study examines the application of Henri Fayol's principle of discipline to the administration of secondary schools in Niger State. The reviews are made under the following sub-headings.

1. Conceptual Framework of the study;
2. Meaning of Application;
3. Meaning of Discipline;
4. Meaning of Administration;
5. Application of Discipline to Communication;
6. Application of Discipline to decision making process;
7. Application of Discipline to Maintenance of facilities;
8. Application of Discipline to staffs development;
9. Application of Discipline to Administration of examination, inspection and supervision;
10. Empirical studies; and
11. Summary.

2.1 Conceptual Framework of the Study

The discipline Principle under study was propounded by Henri Fayol, a French engineer and director of mining, lived between 1841 – 1925 and was a key figure in the turn – of – the Century Class School of management theory. According to Heinz (1993), Henri Fayol was perhaps the real fathe. modern management theory. His work showed that he was one of the most influential contributors to modern concepts of management. He was little known outside France until the late 40s when Constance stores published her translation of Fayol's 6 "Administration Industrially et Generale" (General and Industrial Management). This is an extraordinary little book of management principles that offers the first theory of general management statement.

Fayol's career began as a mining engineer. He then moves into research geology and in 1888 joined Comambauit as Director. Comambauit was in difficulty but Fayol turned the operation round. On retirement he published his work – a comprehensive theory of administration – described and classified administrative roles. Fayol believed management theories could be developed, then taught. His processes then became recognized and referenced by others in the growing discourse about management.

Although there is little evidence that management scholars, either in England or in the United States, paid much heed to Fayol's work or knew much about it until the 1920s or even years later, as claimed by Heinz, (1993). Fayol's principles have continued to be relevant in the present day administrative strategy and its effectiveness in achieving organizational goals has been proven by many authors.

Fayol fund that activities of an industries could be divided into six groups:

1. Technical (production);
2. Commercial (buying, selling and exchanging);
3. Financial (search for, and optimum use of, Capital);
4. Security (protection of property and persons);
5. Accounting including statistics; and
6. Managerial.

The various theories of management are geared towards getting the best from workers, in the area of productivity. According to Babalola and Atanda (2006), submissions of these management theories suggest two major concerns; some others concern themselves with people motivation (institutional goal) while some others concern themselves with people motivation (individual goal). Some, on the other hand, combine both individual and institutional dimensions by focusing on improvement of productivity and people. It is important for management to be able to clearly define their expectations of workers and the workers too should seek to know what they expect from the organization. Sources; lee D. parker and Philip A. Ritson (2005.16)

Organization theorists are interested in three main aspects of the system. Babalola and Atanda (2006) described these as the physiology, the anatomy and the external environment. According to these researchers, the Anatomy (i.e. the structure of the organization) relates to the relatively stable aspects such as organizational chart, the hierarchy of authority, the purpose of the organization, the established rules and procedures, its principal activities, its technology, and its operations policies.

In addition, the physiology (i.e the process or the functioning of the organization, which are more unpredictable and fluid than the structure) relates to the events that culminates in decisions, the interpersonal relations tied to the input – process out – put cycle, the organizational conflicts and politics, and the process innovate, live or die. This physiological aspect of an organization deals with individual related processes (processes within individuals such as attitudes perception and motivation), group – related processes (processes within groups such as communication, influence and norms) and organizational –related processes (such as organizational culture, values, structure and politics). Management theorists, therefore, show interest in how organization structure and process influence employees' behavior and how the needs, motivations and perceptions of individuals shape organizational structure and process.

Similarly, the external environment (technological, economic, political and social forces) Organization theories are also interested in how these external factors influences the anatomy and physiology of the organization. They are interested in explaining the interplay of these processes. At times the explanation could be in favor of individuals (i.e employees) or organization (i.e management) or both. Sources; mildred golden pryor and Sonia taneja (2010.16)

It is evident from the above explanation that the development of management theories has followed an evolutionary pathway as one theory builds on the strengths, weaknesses, characters and features of preceding ones.

The scholar noted that the ideas of each contributor to management thought reflect the assumptions; knowledge and experience of the individuals or group, and that management theory classify and synthesize these ideas into a coherent perspective. Evolution is a gradual process of change. In that process, new and superior ideas are

absorbed into existing framework of knowledge while those ideas that are considered inadequate are discarded. He further declared that evolution of ideas may be revolution which is a dramatic and major shift and those that are considered inadequate are discarded from existing framework and assumptions. Such a revolution according to Kuhn (1970) in inegbeneoor is referred to as a paradigm shift. Since evolution is not a linear process of growth, ideas may evolve in different directions simultaneously and conflicting ideas may co-exist which Koontz (1961) in Inegbenebor described as a "Jungle".

The ideas on management have been grouped roughly according to the group the different management historical periods based on their perspectives. Inegbenebor cited the example of Bodeian (1986) who sued a roughly chronological perspective to group management ideas into pre-scientific (1776 – 1886), scientific (1898 – present), administrative management (1916 – present) and modern management which incorporates systems approach and contingency approach. He also referred to Weihrich and Koontz (1988) classificatory scheme as behavioral approach, decision theory approach, management science approach etc. in addition Babalola and Atanda (2006) identified three building bridges in this growth as Pre-classical theories at the base, classical at the middle and human relations and social theories at the top.

Inegbencobor reiterated that the classificatory scheme that seems to have gained wide acceptance groups management ideas into classical theory, neoclassical theory and modern management theory. Classical management theory incorporates pre-scientific, scientific management, the administrative management theory of Henri Fayol and Max Webers theory of bureaucracy. Neo-classical management though includes human Relations School and the behaviorisms' perspective while modern management thought spans the system and contingency theories.

2.1.1 Pre –Scientific Management Theory

This covers the period from the early times of human history up to and including the period of industrial revolution in the western world. During the 17th and 18th centuries there were great advances in learning (Renaissance). After this period of enlightenment the world went through a series of revolutions among which was the industrial revolution that started in England. One major characteristic of this period was that the industrial revolution replaced existing methods of production (the crafts, the pulling – out system) with mass production through the utilization of machines, entrepreneurs, and wage earners. With this development came the need for a better management approach which will take cognizance of the changes taking place in the industrial world. People, especially managers, sought ways of improving on their performances for effective productivity. Among prominent management thinkers of that period as identified by Babalola and Atanda (2006) are Adam Smith (1723 – 1790) Robert Owen (1771 – 1858), Charles Babbage (1792 – 1871).

Babalola and Atanda (2006) also asserted that Adam Smith wrote to consider labour to be the true sources of wealth and recommends that organizations could make labour more productive through specialization. In their option, free competition and free trade (as different from slave traders or forced trade) would lead to social harmony and justice. Robert Owen on the other band fought for the improvement in the working and living conditions of workers, about one hundred years before the abolition of slave trade in 1833. He stressed on the importance of the human element in production by improving

the working and living conditions of his workers. Some aspects of his reform programmed included:

a. Abolition of child labour

b. Establishment of schools near factories to baby sit workers children.

c. Health and sanitation facilities near factories,

d. Building of houses for workers, (especially near factories).

e. Reducing hours of work. (Inegbenebor, 2005: 17; Babalola and Atanda, 2006:20).

Inegbenebor concluded that as a result of Robert Owne's experiment in his cotton mill many industrialists came to realize the positive correlation between workers' better lifestyle and productivity. He further asserted that Charles Babbage was another contributor to the development of management thought in the pre-scientific management theory period. He advocated division of labour as a means of improving workers' productivity and efficiency and linked wages to profit produced by the factory. As a mathematician, his major concern was how could use work specialization to the mastering of work skills (mental skills). Charles Babbage is also credited with the ideas that ultimately led to the construction of computers. Inegbenedor also noted that Henry Town on his part pioneered the call for the development of management principles. This was based on his observation during his time that the management of work was unorganized. He then suggested the need to study management as a subject.

2.1.2 Scientific Management School

The period of Scientific Management thoughts coincided with the period of rapid industrial expansion and shortage of skilled labour in the United States of America in the

19th century. Babalola and Atanda (2006:21) described the period as the age of imperialism (dominance by superior power) and a period when natural selection or survival of the fittest propounded by Charles Darwin in 1859 permeated the society. Consequently industrial theories and practice reflected mass production, hierarchical dominance and survival of the fit lest among workers. It was at this time that the labour movement emerged and grew in size and strength, as a means of protecting the personhood of labour.

In the opinion of Babalola and Atanda Frederick Winslow Taylor (1856 – 1917) is often referred to as the father of the scientific management movement probably because of his early fundamental contribution to the development of the industry (starting as an apprentice in steel works and rose to be Chief Engineers) Provided an experiential basis for his essential ideas about scientific management. His ideals include the planning of work in advance, selecting the best men for particular jobs, and timing of jobs determination of standard times for performance of different pieces of work, standardization of tools, using the right motions and elimination of unnecessary movements and division of work according to functions. Babalola and Atanda (2006).

Taylor was concerned about the level of inefficiency in industrial establishments at the time and sought to show that the remedy for the inefficiency was systematic management rather than searching for an extra-ordinary human being to do the work. This approach was based on a set of principles known as the principles of scientific management. He believed that to achieve success with the principles, there was need for a complete mental revolution on the part of both management and workers.

The principles of scientific management as analyzed by Taylor in Babalola and Atanda (2006).

a. The development of a true science of management. This involves a systematic study of work in order to discover the best method of performing the job. In the same way, this form of management would lead to finding the most efficient method of controlling workers. The replacement of traditional methods of work (rule of thumb) with scientifically developed techniques would result in a vast increase in efficiency. The resulting prosperity of the business would benefit all since the business could afford to pay higher wages. (pugh et al. 1971).

b. Scientific selection of workers, workers should be scientifically selected on the basis of physical and intellectual attributes and each worker should be given responsibility for the job which he/she is best suited.

c. Scientific education and development of workers. Workers should be systematically trained to use the best method which was determined by management.

d. Constant and intimate cooperation of management should specialize in planning and workers on execution. However, there should be cooperation between them.

Weithrich and Koontz, (1992) are neither of the opinion that these basic precepts of Taylor's are not far from the fundamental beliefs of the modern manager. These principles however have some mechanical aspect. To determine what a fair day's work was and to help in finding the one best way of doing any given job, the careful study of time and motion was widely applied. Likewise, various pay plans based on output were sued in an attempt to increase the "surplus", to make sure that workers who produced were paid according to their productivity, and to give workers an incentive for performance. These techniques were necessary to make Taylor's philosophy work based as it was on improving productivity, on giving people their best opportunity to be

productive, and on rewarding workers for individual productivity without providing ample reward, adequate training or managerial help.

Based on the above renationalization, cities of Taylor's scientific management theory find it too mechanistic with little consideration for the human element in the production process. Weithrich and Koontz (1993) stated clearly that this was not Taylor's idea. On the contrary he believed that workers should be carefully selected and trained and that they should be given the work they were able to do best. He has perhaps an idealist's notion that the interests of workers, managers, and owners and should be harmonized. They concluded that as Taylor spoke of management he never overlooked the fact that the relations between employers and employees form without question the most important part of this art.

Koontz (1961) among the immediate disciples of Taylor were Henry L Gannt, Frank and Lilain Gilbreth, Gvannt, and associate of Taylkor, modified Taylor's incentive system to enhance its motivational impact on the worker and the supervision Giant emphasized the need for developing a maturity of interest between management and labour, a harmonious cooperation. He reiterated that "in all problems of management the human element is the most important one" (weihrich and Koontz:34). Gannt's most notable contribution to scientific management was the introduction of a system of recording individual workers progress by using bar chart. He also developed the famous Gannt Chart which is in wide use today and was the forerunner of such modern techniques as the program Evaluation and Review Technique (PERT).

Frank and Lilian Gilbreth in Weithrich and Koontz (1993) supported Taylor's ideas by focusing on the one best way of doing work and elimination of waste as a process of maximizing the potential of workers. As an apprentice bricklayer, Frankd

Gilbreth observed that workers engaged in several unnecessary motions in performing their tasks believing that the most efficient sequence of motions required to performing their tasks believing that the most efficient sequence of motions required to performing their tasks believing that the most efficient sequence of motions required to perform the task could be found by reducing the unnecessary motives. Lilian Gilbreth's interest in the human aspects of work and her husband's interest in efficiency was a rare combination of talents. Gilbreth emphasized that in applying scientific management principles; we must look at workers first and understand their personalities and needs. The Gilbreths came to the conclusion that it is not the monotony of work that cause so much workers dissatisfaction but, rather, management's lack of interest in workers.

One of the major criticisms of scientific management was that it emphasized the mechanical aspects of production while ignoring the human side. This sentence could have originated from the situation of many "efficiency experts" who misused the techniques of scientific management. It was said that the techniques of scientific management resulted in excessive work, fatigue, rate cutting and unemployment.

Another criticism was that scientific management concentrated on shop-floor2.7 operations and neglected the problems of management at the higher levels of the organization.

2.1.3 Organizational Theory:

Henri Fayol is a renowned classical management theories. Heinz (1993) noted that Fayol is perhaps the real father of modern management. His contribution to the development of management though was the fruit of long study and experience. Cole (2005) asserted that Fayol was the first to achieve a genuine theory of management based on a number of principles which could be passed on to others. According to him many of

these principles have been absorbed by later followers of the classical school, such as urwick and Breech. Cole (2005) viewed Fayol's principles form the present day perspective in the following comments.

1. The references to division of work, scalar chain, unity of command and centralization, for example, are descriptive of the kind of formal organization that has come to be known as bureaucracy. Fayol, in true classical fashion, was emphasizing the structural nature of organizations.

2. Issues such as individual versus general interests, remuneration and equity were considered very much from the point of view of a paternalistic management. Today, questions concerning fairness, or the bona fide conflict of interests between groups, have to be worked out jointly between management and organized labour, often with third party involvement by the state.

3. Although emphasizing the hierarchical aspects of the business enterprise, Fadyol was well aware of the need to avoid and excessively mechanistic approach towards employees. Thus references to initiative and spirit de corps indicated his sensitivity to people's needs as individuals and as groups. Such issues are of major interest to theorists today; the key difference being that whereas Fayol saw the issues in the context of a rational organization structure, the modern organization development specialist sees them in terms of adapting structures and changing people's behavior to achieve the best fit between the organization and its customers.

2.2 Meaning of Application

According to Macmillan on-line dictionary, administration is the action of putting something into action. The document further sees administration as:

- Written request for a job or place at a college or university.
- Particular use that something has
- Process of putting substance such as paint, glue on the surface of something.

Application can be described as the act of putting something such as law or theory to a special use or purpose (dictionary.reference.com).

Merriam Webster dictionary define application as:

- An act of applying
- An act of putting to use such as application of new technique
- An act of administering or supervising
- Assiduous attention

Application is therefore the action of putting something into action. In this regard, putting Henri Fayol's discipline's principle into action in an organization.

2.3 Meaning of Discipline

Discipline is the existence of obedience, application, activity, behavior, and outward marks of respect, all in accordance with the prevailing conventions in an organization Gazendam,(1993). Fayol, defines discipline as relative to established conventions: Fayol observes that public opinion sees discipline as essential for the smooth running of an organization, especially military organizations, and that without discipline, no enterprise can prosper. In this way, he implicitly brings forward his own hypothesis that discipline is necessary for a good performance of organizations. His argument takes an original turn when he states that lack of discipline in most cases should not be blamed on the undisciplined nature of those who are commanded, but

instead originates from bad leadership. Qaiser Aman, Saleem, Mehmood,Irfan, Imran, and Hameed (2012).

In an analysis of the conditions for discipline, Fayol (1956) concludes that the most effective way to reach and maintain discipline is to provide for (1) good leadership at all levels of the organization, (2) remuneration rules that are as equitable as possible, and (3) judiciously applied sanctions for undisciplined behavior. Gazendam,(1993).

The generalization about disciplines is that discipline is essential for the smooth running of a business and without it standards, consistency of action, adherence to rules and values – o enterprise could prosper. This means that obedience behavior and outward marks of respect are observed in accordance with standing agreements between firms and its employees. Kochhar (2002: 323) opined that discipline is the most vital aspect of the secondary school administration. In his assertion, "discipline consists in the submission of one's impulses and powers to a regulation which imposes form upon chaos and brings efficiency and economy where there would otherwise be ineffectiveness and waste". He then offered some reason why discipline is needed in a school as follows:

1. Discipline is essential for helping the child in the growth of individual personality, for giving him the feeling of security, a sense of confidence and the knowledge of the boundaries of his freedom.

2. Discipline is essential for the teacher also. Before he can teach his children, there must be the proper conditions to do so. For good teaching, good conditions are as necessary as good ideas and good teachers.

3. Disciple is necessary condition of good administration, if the administration is interpreted as all those things administrators to for the purpose of creating a

situation favorable to learning, it become evident that marinating discipline is one of his major tasks.

4. Disciple in a school is also the requirement of society. Whiteout constructive and proper discipline, aims and aspirations of society cannot be realized.

2.4 Meaning of Administration

According to oxford dictionary, administration is the process or activity of running a business, firm or organization. In the discipline of law, administration is the management and disposition of the property of a deceased person, debtor or insolvent company.

In education therefore, administration is the process of carefully and systematically running the activity of school. It is the act of systematic planning, coordinating, commanding, controlling, etc of an organization (school) for the purpose of realizing its set objectives.

According to Fayol's theory, administration involves planning. Edem (2006:7) defined planning as a process of studying the future and arranging the planned for action. It involves deciding the objectives or goals of the organization and preparing how to meet them.

Planning is an integral aspect of the function of administrator as it provides a solid foundation for other activities in the institution as well as providing a frame of reference for all concerned. In the secondary school system, planning will take into consideration the national philosophy of education and the goal of education for level of education. Proper planning ensures effectiveness in other activities that will be carried out in the school. It involves, for instance, the size of the school (student's population),

staff recruitment in the right quantity and quality, planning for school plants and facilities for instruction, making funds available for educational purposes, providing accurate census figures over a period of time, planning for school projects both on short term and long term.

Fayol's argued that administration has to do with Organizing which involves determining activities and allocating responsibilities for the achievement of plans and according activities and responsibilities into an appropriate structure. For instance, Edem (2006) referred to a study conducted to discover the adequacy or otherwise of resources as it affected the quality of the students' performances in the West African School Certificate Examinations (WASC) in Oyo State. He reiterated the researcher's finding that there were positive relationships between these elements and the students' performances schools which ranked high in resources tended to rank equality high in the students' performances in the WASC Examinations. Consequently, it is expedient for administrators to efficiently manage resources in the school to ensure the successful attainment of the goals of education in the institution.

In defining administration, the term commanding is important. Fayol saw commanding as a means of making the staff work. This entails employing legitimate authority reposed in the principal to ensure compliance on the part of the staff members.

The history of administration is as old the history of man. The concept began with employee managers when man first employed others to work for him. According to Babalola (2006), "the beginning of management, employer – employee relationship was that of master –servant, or landlord and serf, when workers were treated as property, belongings, wealth, goods or assets and motivation was based on the simple principle of "work and eat". Some experts who lived during this early stage criticized this form of

relationship. They began to view management from a different perspective that people work better if given the opportunity for a better lifestyle.

Administration began as far back as when human beings began to collaborate together in achieving a particular goal in the society. It is based on this assertion that Eghe (2006:1), referred to administration as the oldest of professions. Management thought, (which is the ideas and opinions of how best to utilize resources to achieve goals) at different times in the history of management also has been focused on "the problematic issues, that were perceived to constrain the achievement of work, goals, productivity and efficiency" (Inegbenebor, 2005).

2.5 Application of Discipline to Communication in Schools

Adequate flow of information is the concern of Henri Fayol discipline's principle. The principle believes that effective communication enhances the abilities of individuals in the organization to adequately carry out their responsibilities.

According to the management theory of Fayol, management must be certain that personnel work together in a cooperative fashion. It entails bringing together all the activities of all workers in an organization with the aim of achieving a coherent outcome. This separate function of the administrator is regarded as "the essence of administration" (Hatzell, 2006) in order to attain further so many of individual effort towards the accomplishment of group goals, Hatzell further asserted that the best coordination occurs when individuals see how their jobs contribute to the dominant goals of the enterprise. This implies knowledge and understanding of its objectives, not just on the part of a few members at the top but by everyone in the organization.

In the school system where all the activities of teachers are interrelated and interdependent, the principal in expected to employ appropriate mechanisms for effective coordination. This calls for clarity of roles on the part of every staff members.

Edem (2006) identified three major areas of an effective mechanism of coordination as through:

- Provision for an effective exchange of information, through teachers' hand books, annual induction programmed memos and circulars, internal communication, network etc.
- Management by committee technique in which responsibilities for certain policies are allocated, and the activities of each committee are coordinated by designated leader.
- Principal's paying regular visits to the various departments, units or classes in order to ensure that all the units are working together towards the same goal.

The school system consists of people of diverse skills, talents and abilities to meet the needs of the school curricula. Jobs are often allocated according to skill and competence of individual member of the school. This stems from the concept of Division of Labour and specialization. There is need also for members of the school community to appreciate the uniqueness of each person and the contribution that brings to the common goal of the establishment. The principal ensure that teachers perform their assignments efficiently.

Effective communication is an integral aspect of coordinating in an organization. Cole (2005) defined communication as the process of creating, transmitting and interpreting ideas, facts, opinions and feelings. It is a process that is essentially a sharing one – a mutual interchange between two or more persons. The preferred communication

network is the all –channel network which relies on decentralized channels will shared leadership. It implies that all the members of the institution are in the picture of the operational processes within the school system. Apart from the vertical form of communication which is hierarchical, there exists a free flow of communication network among staff within the same department or unit and with others outside their unit.

The school administrators and other staff members have the responsibility of maintaining effective communication through discipline in school system. In order to effectively perform this duty, the administrator needs to be exemplar in showing integrity and honor in his conduct. This translates into good conduct among his/her subordinates consequently enabling the staff members to in turn, instill discipline in the students. It is believed that the teachers and administrators should regard themselves in-loco-parentis that is they stand in the shoes of parents in relation to their pupils and wards.

In his assertion Fayokun (2006:308) in Babalola et al (2006:308), reiterated that the basic rule is that a classroom teacher welds the power of discipline and control over pupils under his charge, and may exercise such powers of control, restraint and correction over them as may be reasonably necessary to enable him to properly perform his duties as a teacher and to accomplish the purpose of education.

This implies that the aim of maintaining discipline in an organization on the part of both learners and teachers is to achieve the goals of education at that particular level. Otherwise the aim of instilling discipline will be defeated. It also presupposes that whatever disciplinary measures are meted against students need to be within the stipulated regulations by the relevant educational authorities. The principals should be converse and with the guiding principles on punishments to avoid litigations. They need to also be aware of the fact that students have their constitutional rights as contained in the constitution of the Federal Republic of Nigeria 1999, such rights include, right to life

(section 33), right to the dignity of the human person (section 34), right to personal library (section 35), right to fair hearing (section 36) etc. there is need to also bear in mind that Universal Declaration of Human Rights General Assembly of the United Nations as complied by Lowne, (2007) especially articles 5 which states that "no one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment".

2.6 Application of Discipline to Decision Making Process in Schools

The educational system expects very much from its operators (academic and non – academic personnel). Each individual in the system has an obligation to perform the functions assigned to him to the best of his ability and in accordance with stated objectives.

Decision making is an important function of educational administrators. Necessary decisions must be made on scarce educational resources. A reasonable sense of responsibility must necessarily be demonstrated in making such decisions. Since decisions are usually implemented cooperatively those whose responsibility it is to participate in the implementation programme need to be adequately considered and if possible encouraged to make some inputs. With such a disposition implementation challenges are usually easier to overcome. The commitment to implementation responsibilities by individuals becomes enhanced.

It is in consideration of the importance of responsibility in decision making that the following principles have been proposed.

The Humanitarian Principle: this principle considers three elements namely; Democracy, Justice, and Human relations as critical in any decision making venture. Cole (2006)

i. Democracy: - this element recognizes individual worth. Since education is a social organization the democratic principle advocates the inclusion of all affected interests in the factors that ultimately influence decisions.

ii. **Justice**: - in educational management the principle of Justice implies adherence to established rules and regulations without victimization, the emphasis of justice on equity, fair play and absence of favoritisms.

iii. Human Relations: - this principle lays emphasis on the diverse dispositions of the individuals in an organization. It considers their various backgrounds, needs, expectations, emotions and interests and urges the administrator to find ways to getting the best out of such people. The principle recognizes the importance of dealing with organization's members with respect, courtesy, kindness, consideration, confidence, trust, open-mindedness and sincerity. Responsibility and Authority: - this principle demands that all responsibilities assigned to any staff must be accompanied with commensurate authority to exercise it. This implies that every staff to whom some responsibilities has been assigned to must be appropriately supported with the means to carry out such responsibilities successfully. In order to avoid a situation of non-performance this principle emphasizes that responsibilities and authority must be commensurate.

a. Loyalty: - loyalty is seen as very essential for the existence and achievement of the goals of an organization. According to this principle employee loyalty can better be achieved if organizational objectives and goals are clearly defined to remove any doubts as to the organization.

b. **The Fundamental Principles**: this principle is also referred to as "the universal principle" of administration. Its concern is on the following elements; responsibility, delegation of authority, and Controlling.

c. Responsibility: - this principle states that at all times and at all levels of the organization, each person in his own area and capacity must act responsibly. Furthermore, each person in the organization must recognize his sphere of influence and act within it, performing dutifully and with a sense of seriousness the tasks of the individual's position and responsibilities. The principle also requires every person to consider the positions and responsibilities of others above and below him/her in the organizational structure so as to avoid conflict with the functions of others while performing their duties.

d. **Delegations of Authority:** This principle recognizes that no one person can operate effectively in a complex organization such as the school. The principle of delegation therefore demands that departmental functions be entrusted to a person, or group of person on the basis of location, expertise, position or roles. Delegation of authority reduces the negative effects of centralization and enhances efficiency.

The final controlling activity, according to Fayol, is for the manager to evaluate and ensure that personnel follow management commands. Controlling means that every activity or process in an organization is carried out in accordance with established rules and regulations. In administration, this involves regulating all activities and checking the excesses of individuals.

Controlling involves monitoring and evaluating activities and providing corrective mechanism. The control function in management according to Cole (2006) rounds off the Planning organizing motivating and controlling (POMC) process. He

grouped management activities as POMC. He summarized the basic elements of control as:

I. Establishing standards of performance
II. Measure performance
III. Compare actual results against standards.

In the secondary school, the Principle exercise control over the staff members and students through the school rules and regulations or discipline. The relevant education authority in turn controls the administration of schools through education laws. These guide the heads of institutions in exercising their tasks as administrators.

In any educational institutions, the human elements are very crucial in an effective running of the system they control, manipulate and make possible the effective use of non-human (material) resources. The personnel in terms of teaching and non-teaching staff provide labour which is one of the factors of production. The elements mentioned above bear a lot on the human aspect of administration.

2.7 Application of Discipline to Maintenance of Facilities in Schools

In school systems, there is need to apply discipline to maintain all the facilities that are put into use. This will enhance the durability of facilities and their effectiveness (security). This may include constant renovation of buildings, equipment items and other facilities, insurance, etc. Facilities available in school include; school records, physical environment, classes and school plant.

School Records: Education laws generally require that certain statutory records be maintained in every educational institution. School records provide permanent evidence of a person's transactions while in the school. Since every educational institution school

records provide permanent evidence of a person's transactions while in the school. Since every educational institution must serve as a permanent reference point from which information can be obtained on individuals, record keeping consequently becomes an important function of the educational administrator.

It is to be noted that both statutory records are usually kept in schools because of their relevance in providing useful information for both the school and interested members of the general public. A good records system serves as an invaluable information bank from which many benefit as long as they are reliable. Okeke et al (1985) opine that records must be honestly and faithfully kept in order to make them reliable and serve as a mean of diagnosing individual student's problems and recording his achievements.

Importance of School Record Keeping

The following are some of the reasons why school records arc necessary:

- Record keeping is one of the most important aspects of school administration;
- School records provide useful information to employers of labour who may want to recruit graduates for jobs;
- The provide information to parents on the general performance of their children;
- School records are required by the Inspectors of Education to enable them make objective assessments of pupils and staff performances; and
- School records are useful when data about available human and material resources are required perhaps for planning. Okeke Bs, Nosin C.P, Elele J.D, Ozurumba NM. Igwe S.O (1985)

Types of School Records

The following are among the statutory records required in every educational institution:

I. **Admission Register**: this is a record of all the pupils/students enrolled into the institution each year. It usually contains the following information;.(i) admission number, (ii) name of pupil (iii) date of birth , (iv) date of Enrollment, (v) name of parent guardian, (vi) address of parent/guardian (vii) previous school attended, (viii) date of leaving (ix) reason for leaving, and (x) occupation after leaving.

2. **Attendance Register**: it shows daily class attendance. Each class normally has a register where the names of students are recorded

3. **If Time Table**: This is the daily guide for the school.' It shows the subject taught in each class, the time allotted to each subject per period, the number of period per day and the extracurricular activities.

4. **Weekly Diary**: The school diary has two parts, namely: (i) scheme of work, and (ii) Record of work

5. **Scheme of Work:** This is usually drawn from the school syllabus and indicates the mapped out themes that are to be covered in each subject area.

6. **Record of Work**: This records the work already done on a weekly basis. It is different from the scheme of work which shows the work to be done on a weekly basis.

7. **Visitors Book**: All the very important visitors received in the school must be recorded in the visitor's book

8. **Corporal Punishment Book**: a corporal punishment is the punishment of last result and must therefore be recorded each time it is melted out.

Other school records include academic records of students, continuous assessment records, inventory records, health book minute's book, the school syllabus, the teachers' service manual etc. These records help to strengthen the performance of a school and its administrator.

Technology is an important school facility. Technology according to Oyedeji and Fasasi (2006) is the sum of the methods and material used for executing programs. In the school setting, this is synonymous with the curriculum and the materials resources of the school. The material resources are further grouped into school plants and instruments. These technical features, also called the production aspects, are crucial in the teaching.

Adequate facilities are necessary for the effective functioning of every educational system. The educational manager has an important function of sourcing or procuring facilities. In this regard, fund is needed. A sizeable percentage of such funds are provided by Government which has an exclusive duty to finance education, especially at the basic level.

To ensure discipline in management of facilities, it has to do with all stakeholders. This function recognizes the fact that a school is a social organization with an open system. The school can only thrive well by maintaining effective interrelations with its immediate communities and external agencies. This is important because every school is a part of a society and created by the society for its continued existence. Consequently, the school needs the society for a healthy existence (Okoroma, 2007). Such agencies include NUC, NBTE, WACE, NECO, UNESCO, etc.

2.8 Application of Discipline to Staff Development in Schools

Harris (1980), define staff development as that aspect of an administration, which implies the training of an individual in organization to enhance his performance. Adesina (1980), added that Staff development is the ways and means by which staff performance needs are recognised and the extent to which leaders ensure that these needs are met.
To ensure this, Henri Fayol suggest the application of discipline for effective administration.

In his principles, Taylor argued that managers need to actually know about the work before asking employees to do the work (Replacing rule of thumb by science), the employees/workers need to be paid as per their production capacity (Differential payment system), there needs to be harmony in group activity (Cooperation not individualism), the development of the organization is only possible with the development of the employee (Training and development of employee) and both employees and employer need to have positive attitude towards each other (Complete mental revolution) (Taylor, 1967).

These principles also act as instructional tools in the field of management (Rodrigues, 2001). With regard to discipline principle, Fullan (1991) asserts that the role of the principal has been in a state of transition, progressing from the principal as an instructional leader or master teacher, to the principal as a transactional leader and, most recently, to the role of transformational leader. The duties of principals extend beyond that of instructional leaders to one that is administrative and managerial. The principal's day is filled with activities of management – scheduling, reporting, and handling

relations with parents and community, dealing with multiple crisis and special situations that are inevitable in schools including staff development (Fink & Resnick, 2001).

The main purpose of Educational Management is to ensure that the objectives of education are achieved through a good educational system. One of the ways of ensuring this is through the function of Procurement and Development of Personnel. This function enables educational managers to identify and meet the staff needs of schools in the educational system. Various agencies of education such as the schools boards and Ministries of Education facilitate the procurement of various school personnel.

Next to this is Curriculum Development for staff to effectively function. This function involves the development of appropriate curricula or school activities. The function covers the selection of appropriate subjects, text books, work scheduling, use of teaching aids and facilities, teaching methods as well as methods for evaluating school and student progress.

Effective staff development can be achieved through discipline. Thus, programme such as seminars, conference, and workshop, in-service training should be well design for teachers to attend with appropriate discipline measure.

2.9 Application of Discipline to Administration of examination Inspection and Supervision in Schools

In school system, examination is very important aspect of evaluating learning outcomes. However, students and teachers sometime are found guilty in what we called examination malpractice. In this regard, punishment is reserve for such category of teachers or students.

An aspect of punishment that has generated much controversy, in the education sector is the use of physical chastisement towards students called corporal punishment. Its desirability and effectiveness have been called to critical analysis with divergent opinions by all stakeholders in the educational sector. It is the opinion of some that "sparing the rod will spoil the child's (Proverbs 22:15, 23:12 -14). Educationists or parents who belong to this school of thought are often very "generous" in the use of corporal punishment to discipline a child.

However the evolutionary trend in the area of discipline in schools, has called for a more productive way of disciplining students found guilty in examination malpractice. Instead of corporal punishment, for instance, the use of positive reinforcement has been found to be useful in bringing about a positive change in attitude of learners in examination. It can be used to achieve the same purpose, if not better, as corporal punishment serves. Therefore a school Principal needs to properly coordinate all disciplinary aspects of the school in a way that will lead to a stable and effective school climate conductive to learning.

2.10 Empirical Studies

Henri Fayol, popularly known as the founder of administrative management, developed his theory on the basis of his practical experience in the field of management (Fells, 2000; Pryor & Taneja, 2010). Although Fayol began to formulate his administrative theory ideas as early as 1900, his ideas became popular after its English translation in1949. Henri Fayol (1949) divided the activities of an enterprise into six different categories:

i) Technical activities related to production, manufacture and adaptation

ii) Commercial activities such as buying, selling and exchange

iii) Security activities which include protection of property and persons

iv) Accounting activities related to stock taking, balance sheets, costs and statistics

v) Financial activities which includes collection and proper utilization of capital

vi) Managerial activities such as planning, organization, command, co-ordination and control.

On analyzing these six groups of activities, Fayol found that the first five activities were well known during his time and the sixth activity, i.e. managerial activities was the most neglected one. Thus, Fayol concentrated his work on further development of managerial activities.

Poudyal, (2013), ascertained that 14 general principles of management is being used and found effective in schools. These are; Division of work; Authority and Responsibility: Discipline; Unity of command**;** Unity of direction: Subordination of individual interest to common interest: Remuneration; Centralization: Scalar chain; Order: Equity; Stability of tenure personnel: Security of job for an employee in an organization is very important and pre-requisite condition. Retaining productive employee should always a higher priority of management; Esprit de corps; and; Initiative. According to Fayol, these principles of management can be used to guide proper implementation of management processes such as planning, organizing, commanding, coordinating and controlling (Fells, 2000). Fayol is often compared with twentieth century management experts such as Taylor, Follet, Urwich and Weber (Parker & Ritson, 2005). However, Taylor is the management expert with whom Fayol is most commonly associated (Wren, 1995).

Research conducted by Bush and Heystek (2006: 68) revealed that South African principals are mainly concerned with financial and human resource management, and policy issues. The management of teaching and learning was ranked seventh of ten

leadership activities in a survey taken with more than 500 Gauteng principals. Chisholm (2005) agrees that principals' time is largely consumed by managerial and administrative activities.

The expectations of principals have moved from demands of management and control to the demands of an educational leader who can foster staff development, parental involvement, community support and student growth (Mestry,1999). Blasé, Blasé and Phillips (2010) concur with Mestry and argue that new responsibilities and activities have been added on to the principal's role but the old responsibilities and activities have remained. This, they add, has resulted in the role of the principal being composed of a multitude of conflicting demands (Blasé 2010:).

According to Kruger (2003), many school principals lack the time for and an understanding of their instructional leadership function. The scholars noted that a major challenge for principals was balancing their administrative role with their instructional functions. They thus queried whether one person could do all the job of a principal, and suggested the need for empowering others to exercise leadership. There is a belief in educational circles that principals can make a difference to the teaching and learning environment by creating conducive conditions for improved instruction (Alig-Mielcaric, 2003; Copeland, 2003; Yu, 2009:; McKewan, 1998).

According to Tsoho, Barnett and Tooms (2012), the professional lives of school principals have increasingly impinged on their personal well-being, and resources have continued to shrink, it is crucial to understand how principals share and divide their energy, ideas, and time within the school day. It is therefore worthy to explore the rarely examined experiences of principals and how they are to become effective instructional leaders. By understanding their experiences, one would be able to determine what

aspects of leadership preparation are useful and what aspects need to be reconceptualised and changed. (Mestry.(2013)

The position of the head is very essential in ensuring that a school achieves its objects. Ozigi in Makoju (2007) contrasted the organization, administration instruction, spirit and purpose of a school with the personality of the administrator and his staff. The school work revolves round the administrator, the school reputation depends on him, and he can make or mar a school.

"Also, Peters (1976) in Makoju (2007) supported this view by stating in his submission that "the head should personify the values of the school and should exercise some kind of wisdom and moral leadership". Edem (2006) quoting form Trusting (1971) observed that People who have mild or more serious fears tend to do several things, distrust the people being led, filter the data that are given to the followers and develop strategies for such filtering and programming of data dissemination, attempt to control and manipulate the motivations of the followers and their behavior.

Nwadibia (2005) opined scholars in leadership studies have asserted that particular leadership style could be seen surpassing the others in terms of success. The type of style adopted by any leader sometimes might depend greatly upon situation and problems confronting him at a particular time.

Shepherd Advisors, A consulting firm founded by Lock McCabe in 2000 (internet) for instance, prides itself in taking Fayol's theory and applying it to business. SDI International Management Consultants also tackle Fayol's theory from the perspective of project management and planning. It must be emphasized that appropriate application of these principles feed to be considered if they will assist in ensuring the

achievement of educational goals. As it is with other principles, administrators should exhibit high level of discretion and skill in drawing organizational strength from them.

2.11 Summary

The focus of this chapter is to review some relevant literature on Henri Fayol's elements and principles of management. The first part of the review provided an historical overview of management theories and their evolution. Some important scholars in management were given special mention in the discourse. An attempt was made also to briefly relate Henri Fayol's work with that of the Father of Scientific Management. Fredrick W. Taylor before an extensive discussion was done on the elements and principles of Henri Fayol.

Since the principles are being applied in relationship to Secondary School Principals in Nigeria, the development of secondary education was traced back to the missionary activities as well as the trends of development in the sectors. The chapter elucidated some basic challenges of administrators in view of the current development in secondary education. Even though most of the literature reviewed in this study applauded Fayol's Principle as being very effective in educational administration, few criticisms from some managers were also mentioned.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the methodology for this study under the following:

1. Research design;
2. Population;
3. Sample and sampling procedure;
4. Instrumentation;
5. Validity of the research instrument;
6. Pilot study;
7. Reliability of the research instrument;
8. Method of data collection; and
9. Methods of Data analysis

3.1 Research Design

This study adopted descriptive survey method to assess the opinions of school principals and teachers on application of Fayol's principle of discipline to the administration of secondary schools in Niger state. The choice of this design is based on the fact that it allows for the collection of data from heterogeneous groups through which inferences and generalizations can be made on the entire population where data are collected. In this situation, the population is clearly and carefully chosen to cover public school principals of 443 and private schools principals of 142 while the teachers in public schools of 4946 and teacher of private schools of 1649 in Niger State.

3.2 Population of the Study

The population of the study covered all principals and teachers of public and private Senior Secondary Schools in Niger state. According to Niger state Ministry of Education, there are total number of 585 principals and 6595 teachers in public and private secondary schools of the study area. Detail of the population of this study is presented in table 3.1 below:

Table 3.1: Study Population

VARIABLES	NO.OF PRINCIPALS	NO. OF TEACHERS	TOTAL
1.Public Schools	443	4946	5389
2.Private Schools	142	1649	1791
Total	585	6595	7180

Source: (Niger State Ministry of Education, 2013)

3.3 Sample and Sampling Technique

The sample for this study covered a total number of 50 principals and 660 teachers from 50 public and private secondary schools of the study area. The researcher used the following procedures for the selection of the sample for the study: The names of secondary schools in the state were collected and stratified according to the nature of schools (public and private). The sample of principals and teachers was randomly selected from each stratum to ensure that all members have equal chance of participating in the study. The choice of this sample size is inline with the recommendation of Krejcie and Moregan (1970) as presented in Ofo (1994) who proposed that a sample size of 10% of the population is a fair representation of such population. Roscoe (1975) and Adetoro (1986) also affirmed that the sample size should be adequate in order to ensure an acceptable representation of the population. Therefore stratified random sampling techniques was employed and the table 3.2 below presented the above statement.

Table 3.2: Sample of the Study

VARIABLES	NO.OF PRINCIPALS	NO.OF TEACHERS	TOTAL
1.Public Schools	35	510	545
2.Private Schools	15	150	165
Total	50	660	710

3.4 Research Instrumentation

The instrument for the collection of data was tagged "Application of Fayol's Discipline Principles Questionnaire (AFDPQ)". The instrument was developed using the Likert's five points scale questionnaire (Strongly Agreed, Agreed, Undecided, Disagree and Strongly Disagree). The questionnaire was designed by the researcher to solicit responses from the subjects in the study area.

The questionnaire consists of two parts: A and B. Part A seeks the demographic information of 710 the respondents, while Section B asked questions on the opinions of respondents regarding the applicability of Henri Fayol discipline Principles on communication, Decision making process, Staffs development, Maintenance of facilities, and Administration of examination, inspection and supervision.

The 5 point Likert scale allowed respondents to freely rated themselves on each statement. In positive responses, SA – carried 5marks, A –carried 4marks, U – carried 3marks, D – carried 2marks and SD– carried 1mark. The reverse is the case in negative responses.

3.5 Validity of the Instrument

To ensure validity of the instrument, copies of developed instrument was presented to a panel of three qualified experts, with qualifications of PhD and rank of senior lecturers in admin and planning unit, Ahmadu Bello University, Zaria. This method was supported by scholars such as Gay (1976) and Kerlinger (1986). Who hold the view that the validation of the content of the research instrument by experts is an important and acceptable technique. Thus, the consensus of the experts on the instrument is regarded as valid for this study.

3.6 Pilot Study

To validate and ensure reliability of the instrument used for data collection, a pilot study was conducted on study subjects using a set of five sectioned questionnaires on assessment of the application of Henri Fayol's discipline principles on the administration of secondary schools. Application of Fayol's Discipline Principles Questionnaire (AFDPQ) was administered to twenty teachers and 4 principals in four Secondary Schools namely GGSS, GDSS, HILCREST international and DECS College that formed population but not sample of the study. The pilot testing involved administering the instrument once to a group of testee; employing split half method. Spearman rank order correlation was used to test for instrument reliability.

The essence of pilot testing was to ensure reliability of the instrument; determine the facility and discrimination indices as well as to examine the time extent taken for the respondent to respond to the instrument. Based on the result of pilot testing, it was discovered that it takes the respondents 50 minutes averagely to respond to the items of questionnaire.

3.7 Reliability of the Research Instrument

Result of pilot study conducted using test and retest method give the reliability of the instrument. An analysis of split half method using odd and even numbers and with the aid of Spearman rank order correlation found that the correlation coefficient of Application of Fayol's Discipline Principles Questionnaire (AFDPQ was 0.78. This implies that the instrument used is reliable for the study.

3.8 Method of Data Collection

The researcher administered the Application of Fayol's Discipline Principles Questionnaire (AFDPQ) with the aid of three research assistants. This was through visit to the selected secondary schools, interviewing the selected principals and teachers for further assessment of their understanding of the principles under study. Each research assistant was trained in the area of research and hence administered the questionnaire to the study subject. This was facilitated by an introductory letter by the department of educational Foundation and Curriculum Faculty of Education Ahmadu Bello University, Zaria.

3.9 Method of Data Analysis

The data on the assessment of the application of Henri Fayol's principle, of discipline on administration of secondary schools in Niger State among principals and teachers were collected and subjected to both descriptive inferential statistics. Descriptive statistics involved the tabular form of means, percentages and frequencies. The research questions in chapter one were answered by the means and the over all frequencies for each of the categories of respondents from all the institutions on a given item in the instrument were computed and shown in tables of chapter four (4)

specifically for percentages analyses. The inferential statistics employed to analyze each of the five hypotheses was t-test. The inferential statistics were raised at 0.05 level of significance.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter focused on data presentation, analysis and discussion of results obtained from the study subjects on the assessment of application of Henri fayol's principle of discipline to the administration of Secondary Schools in Niger State. Data were collected using questionnaire instrument from a total number of 710 respondents (545 in public schools and 165 in private schools). The results were tabulated and analyzed with the aid of SPSS. Research questions were answered using descriptive statistics, while research hypotheses formulated were tested using inferential statistics (t-test) at 0.05 level of significance.

4.2 Data Presentation, Analysis and Results

This section presents the results obtained from the respondents and answers research questions and tests the hypotheses formulated.

Tables are sub-divided into A and B of public and private secondary schools principals and teachers, respectively and the ten items were analysed using frequency counts and percentages.

4.2.1

Table 4.1A: Opinions of Respondents on the Application on Henri Fayol's Principle of Discipline on Communication in Public Schools in Niger state.

SN	Items	SA	%	A	%	U	%	D	%	SD	%	Total	%
1	Administrators are firm in passing information in secondary schools.	150	27	150	27	25	4	155	31	65	11	545	100
2	Communication can be sustain by the administration through democratic process	250	46	150	27	25	4	70	14	40	9	545	100
3	Trained administrators communicate better than the untrained ones	200	36	150	27	30	7	100	19	65	11	545	100
4	School administrators ensure discipline in the use of communication network	150	27	250	46	70	14	50	9	25	4	545	100
5	Principal alone gives instruction to the staff	155	31	200	36	25	4	90	16	75	13	545	100
6	Effective communication enhance discipline among staff	150	27	200	36	30	7	90	16	75	13	545	100
7	There is indiscipline among staff because principal hide important official information from them	250	46	150	27	25	4	70	14	50	9	545	100
8	Access to circular governing school system enhance discipline on communication	100	19	150	27	50	9	145	26	100	19	545	100
9	There will be indiscipline in the school if principal failed to communication important comes to the staff.	240	44	160	29	25	4	58	11	62	12	545	100
10	Understanding of hierarchical structure in the school system enhances discipline among staffs	200	36	95	17	20	3	180	35	50	9	545	100

Table 4.1B: Opinions of Respondents on the Application on Henri Fayol's Principle of Discipline on Communication in Private Schools in Niger state.

SN	Items	SA	%	A	%	U	%	D	%	SD	%	Total	%
1	Administrators are firm in passing information in secondary schools.	40	24	44	27	12	7	35	21	25	15	165	100
2	Communication can be sustain by the administration through democratic process	38	23	50	30	20	12	30	18	27	17	165	100
3	Trained administrators communicate better than the untrained ones	55	33	40	24	38	23	12	7	20	18	165	100
4	School administrators ensure discipline in the use of communication network	50	30	45	28	50	30	10	6	10	6	165	100
5	Principal alone gives instruction to the staff	10	6	70	42	30	18	40	24	15	10	165	100
6	Effective communication enhance discipline among staff	38	23	50	30	20	12	30	18	27	17	165	100
7	There is indiscipline among staff because principal hide important official information from them	10	6	70	42	30	18	40	24	15	10	165	100
8	Access to circular governing school system enhance discipline on communication	50	30	10	6	50	30	45	28	10	6	165	100
9	There will be indiscipline in the school if principal failed to communicate important comes to the staff.	40	24	44	27	12	7	35	21	25	15	165	100
10	Understanding of hierarchical structure in the school system enhances discipline among staffs	38	23	50	30	20	12	30	18	27	17	165	100

The table 4.1 (A&B) above presented information on opinion of respondents on the application on Henri Fayol's principle of discipline on communication in public and private schools in Niger state. Item 1 detailed the respondents opinion on the statement that Administrators are firm in passing information in secondary schools. From the result, 54% of the respondent in public schools were strongly agreed and agreed with the notion and 51% of the respondents were sharing the same opinion with public school. On the other hand, the percentage of respondents in public school who were Undicided is 4%, Disagreed is 31%, Strongly disagreed was 11% and Undicided is 7%, Disagreed is 21%, Strongly disagreed was 15% in private schools. Item 2 of the same table presented information on respondents opinion on the statement 'Communication can be sustain by the administration through democratic process'. The result obtained shows that 46% respondents in public schools responded strongly agreed, 27% agreed, 4% undecided, 14% disagreed and 9% strongly disagreed. In private schools, the result shows that 23% respondents in responded strongly agreed, 30% agreed, 12% undecided, 30% agreed and 12% strongly disagreed.

Item 3 is an opinion of teachers in public and private schools on disperity between trained and untrained administrators interms of communication. However, majority of respondents (73% in public schools and 76% in private schools) agreed that trained administrators communicate better than the untrained ones. In item 4, 73% of the respondents in public schools and 58% in private schools agreed that school administrators ensure discipline in the use of communication network. From the result in item 5, 67% of the respondents in public schools and 48% in private schools agreed that principal alone gives instruction to the staff without delegating it to others. The item 6 of the same table revealed that in the public schools 27% strongly agreed, 36% agreed, 4%, undecided, 16% disagreed and 13% strongly agreed on the response that effective

communication enhance discipline among staff. On the other hand, in private schools 23% strongly agreed, 30% agreed, 18%, undecided, 12% disagreed and 17% strongly agreed on the same item.

Item 7 stated that there is indiscipline among staff because principal hide important official information from them. For this, 46% strongly agreed, 27% agreed, 4%, undecided, 14% disagreed and 9% strongly agreed in public schools while in private schools 6% strongly agreed, 42% agreed, 18%, undecided, 24% disagreed and 10% strongly disagreed. Item 8 stated that access to circular governing school system enhance discipline on communication attracted a responses of 19% strongly agreed, 27% agreed, 9%, undecided, 26% disagreed and 24% strongly agreed in public schools and 24% strongly agreed, 27% agreed, 7%, undecided, 21% disagreed and 15% strongly agreed in private schools. Item 9 of the same table revealed that in the public schools 44% strongly agreed, 29% agreed, 4%, undecided, 11% disagreed and 12% strongly disagreed on the response that there will be indiscipline in the school if principal failed to communicate important imformation to the staff. On the other hand, in private schools 23% strongly agreed, 30% agreed, 18%, undecided, 12% disagreed and 17% strongly agreed on the same item. From the item 10 of the same table, understanding of hierarchical structure in the school system enhances discipline among staffs attracted the following responses: In the public schools, 36% strongly agreed, 17% agreed, 3%, undecided, 35% disagreed and 9% strongly disagreed on the response. Furthermore, in private schools 23% strongly agreed, 30% agreed, 18%, undecided, 12% disagreed and 17% strongly disagreed on the same item.

Based on the above, the percentages of responses obtained in both public and private schools revealed no difference in their opinion regarding the application of Henri Fayol's principle of discipline on communication

4.2.2

Table 4.2A: Opinions of Respondents on the Application on Henri Fayol's Principle of Discipline on Decision Making in Public schools in Niger state.

S/N	Items	SA	%	A	%	U	%	D	%	SD	%	Total	%
11	Non involvement of staffs in decision making in the school lead to indiscipline	250	46	150	27	25	4	70	14	50	9	545	100
12	Rigid Decision making lead to indiscipline	90	16	75	13	25	4	155	31	200	36	545	100
13	Available of rules and regulation promote decision making process in the school	200	36	150	27	30	7	100	19	65	11	545	100
14	Group decision making in the school promote indiscipline.	90	16	75	13	25	4	155	31	200	36	545	100
15	Delegation of duty without associated authority lead to indiscipline of staffs	200	36	150	27	30	7	100	19	65	11	545	100
16	Unfavorable conducive environment for decision making process lead to indiscipline	150	27	200	36	30	7	90	16	75	13	545	100
17	Group decision making attract indiscipline behaviors	150	27	100	19	50	9	145	26	100	19	545	100
18	Decision making on the principles of discipline is more relevant in schools	155	31	200	36	25	4	90	16	75	13	545	100
19	Integral aspect of school administration encourage in disciple	145	26	150	27	50	9	100	19	100	19	545	100
20	Principal of school employ administrative theories and practices in decision making process												

Table 4.2B: Opinions of Respondents on the Application on Henri Fayol's Principle of Discipline on Decision Making in Private Schools in Niger state.

S/N	Items	SA	%	A	%	U	%	D	%	SD	%	Total	%
11	Non involvement of staffs in decision making in the school lead to indiscipline	10	6	70	42	30	18	40	24	15	10	165	100
12	Rigid Decision making lead to indiscipline	50	30	10	6	50	30	45	28	10	6	165	100
13	Available of rules and regulation promote decision making process in the school	40	24	44	27	12	7	35	21	25	15	165	100
14	Group decision making in the school promote indiscipline.	50	30	10	6	50	30	45	28	10	6	165	100
15	Delegation of duty without associated authority lead to indiscipline of staffs	38	23	50	30	20	12	30	18	27	17	165	100
16	Unfavorable conducive environment for decision making process lead to indiscipline	40	24	44	27	12	7	35	21	25	15	165	100
17	Group decision making attract indiscipline behaviors	50	30	10	6	50	30	45	28	10	6	165	100
18	Decision making on the principles of discipline is more relevant in schools	55	33	40	24	38	23	12	7	20	18	545	100
19	Integral aspect of school administration encourage in disciple	10	6	70	42	30	18	40	24	15	10	165	100
20	Principal of school employ administrative theories and practices in decision making process	50	30	10	6	50	30	45	28	10	6	165	100

The result presented in Item 11 stated that non involvement of staffs in decision making in the school lead to indiscipline. In public schools, 46% strongly agreed, 27% agreed, 4% undecided, 14% disagreed, and 9% strongly disagreed. In private schools, 6% strongly agreed, 42% agreed, 18% undecided, 24% disagreed, and 10% strongly disagreed. Item 12 shows that in public schools, 23% strongly agreed, 30% agreed, 12% undecided, 18% disagreed, and 17% strongly disagreed on the item that stated that rigid decision making lead to indiscipline as against30% strongly agreed, 6% agreed, 30% undecided, 28% disagreed, and 6% strongly disagreed in private schools. Item 13 seeks to examine that available of rules and regulation promote decision making process in the school. From this, respondents in in public schools shows that 23% strongly agreed, 30% agreed, 12% undecided, 18% disagreed, and 17% strongly disagreed while in private schools, 24% strongly agreed, 27% agreed, 7% undecided, 21% disagreed, and 15% strongly disagreed. From item 14, respondents in public schools attracted 16% strongly agreed, 13% agreed, 4% undecided, 31% disagreed, and 36% strongly disagreed on the statement that Group decision making in the school promote indiscipline. While in private school, 30% strongly agreed, 6% agreed, 30% undecided, 28% disagreed, and 6% strongly disagreed.

Item 15 opined that delegation of duty without associated authority lead to indiscipline of staffs which attracted responses of 36% strongly agreed, 27% agreed, 7% undecided, 19% disagreed, and 11% strongly disagreed in public schools while in private school, 23% strongly agreed, 30% agreed, 12% undecided, 18% disagreed, and 17% strongly disagreed. From the responses in item 16, respondents (in public schools 27% strongly agreed, 19% agreed, 9% undecided, 26% disagreed, and 13% strongly disagreed and in private schools 23% strongly agreed, 30% agreed, 12% undecided, 18% disagreed, and 17% strongly disagreed) stated that unfavorable environment for decision

making process lead to indiscipline. Item 17 examined that in public schools 27% strongly agreed, 19% agreed, 9% undecided, 26% disagreed, and 13% strongly disagreed while in private schools 30% strongly agreed, 6% agreed, 30% undecided, 28% disagreed, and 6% strongly disagreed on the statement that group decision making attract indiscipline behaviors. Item 18 opined that decision making on the principles of discipline is more relevant in schools have, in public schools, 31% strongly agreed, 36% agreed, 4% undecided, 16% disagreed, and 13% strongly disagreed. Private schools on the other hand have 33% strongly agreed, 24% agreed, 23% undecided, 7% disagreed, and 18% strongly disagreed. Item 19 indicated that integral aspect of school administration encourage indiscipline. From the responses obtained in public schools 26% strongly agreed, 27% agreed, 9% undecided, 19% disagreed, and 19% strongly disagreed. In private schools, 6% strongly agreed, 42% agreed, 18% undecided, 24% disagreed, and 10% strongly disagreed. Item 20 examined that principals of school employ administrative theories and practices in decision making process as opined by public school teachers (23% strongly agreed, 30% agreed, 12% undecided, 18% disagreed, and 17% strongly disagreed) and private school teachers (30% strongly agreed, 6% agreed, 30% undecided, 28% disagreed, and 6% strongly disagreed).

4.2.4

Table 4.3A: Opinions of Respondents on the Application on Henri Fayol's Principle of Discipline in Maintenance of Facilities Public Schools in Niger State.

S/N	Items	SA	%	A	%	U	%	D	%	SD	%	Total	%
21	Principal enforce discipline in management of facilities through preparation of mini budget in school.	190	35	110	20	50	9	135	24	60	11	545	100
22	Principal ensure discipline on staff who mismanage school fund and facilities through punishment	153	27	20	36	32	7	97	19	68	11	545	100
23	Principal and staff who misappropriate school funds must refund it to ensure discipline in school	195	35	150	31	20	3	100	19	75	12	545	100
24	To maintain discipline in funds management there must be established criteria by the principal	90	16	75	13	25	4	155	31	200	36	545	100
25	To ensure discipline in funds management, the main sources of educational function are taxation endowment and school fees	145	26	150	27	50	9	145	26	100	19	545	100
26	To attain educational goals through discipline, principle ensures a systematic way of relating expenditure	155	31	200	36	25	4	90	16	75	13	545	100
27	Funds and facilities management and discipline serves as an objective method of appraisal for the school principal.	160	32	145	26	20	3	100	19	120	20	545	100
28	To ensure discipline, adequate facilities in school provides protection for the image and reputation of the school	150	27	100	19	50	9	145	26	100	19	545	100
29	Fayol' discipline principal of funds management is very essential in meeting the legal requirement for reporting basic information in school	145	26	150	27	20	3	130	25	100	19	545	100
30	Keeping proper account of expenditure of school by principal and teachers is not effective way of maintaining funds and facilities discipline	119	20	101	19	22	3	158	32	145	26	545	100

Table 4.3B: Opinions of Respondents on the Application on Henri Fayol's Principle of Discipline in Maintenance of Facilities Private Schools in Niger State.

S/N	Items	SA	%	A	%	U	%	D	%	SD	%	Total	%
21	Principal enforce discipline in management of facilities through preparation of mini budget in school.	10	6	45	28	50	30	50	30	10	6	165	100
22	Principal ensure discipline on staff who mismanage school fund and facilities through punishment	25	15	40	24	44	27	12	7	35	21	165	100
23	Principal and staff who misappropriate school funds must refund it to ensure discipline in school	50	30	10	6	50	30	45	28	10	6	165	100
24	To maintain discipline in funds management there must be established criteria by the principal	10	6	10	6	50	30	50	30	45	28	165	100
25	To ensure discipline in funds management, the main sources of educational function are taxation endowment and school fees	50	30	10	6	50	30	45	28	10	6	165	100
26	To attain educational goals through discipline, principal ensures a systematic way of relating expenditure	10	6	45	28	50	30	50	30	10	6	165	100
27	Funds and facilities management and discipline serves as an objective method of appraisal for the school principal.	40	24	44	27	12	7	35	21	25	15	165	100
28	To ensure discipline, adequate facilities in school provides protection for the image and reputation of the school	25	15	40	24	44	27	12	7	35	21	165	100
29	Fayol' discipline principal of funds management is very essential in meeting the legal requirement for reporting basic information in school	50	30	10	6	50	30	45	28	10	6	165	100
30	Keeping proper account of expenditure of school by principal and teachers is not effective way of maintaining funds and facilities discipline	38	23	50	30	20	12	30	18	27	17	165	100

Table 4.3 (A&B), presented differences in the perception of public and private secondary schools' staff on application of Henri Fayol's discipline principle on

maintenance of facilities. Item 21 is on the opinion of respondents on the statement that principal enforce discipline in management of facilities through preparation of mini budget in school. From the result obtained, public school teachers has 35% strongly agreed, 20% agreed, 9% undecided, 24% disagreed, and 11% strongly disagreed while private schools has 6% strongly agreed, 28% agreed, 30% undecided, 30% disagreed, and 6% strongly disagreed. item 22 is on respondents'opinion on the statement that principal ensure discipline on staff who mismanagement of school fund and facilities through punishment of cuprit. Public school attracted a responses of 27% strongly agreed, 36% agreed, 7% undecided, 19% disagreed, and 11% strongly disagreed in public schools; and 15% strongly agreed, 24% agreed, 27% undecided, 7% disagreed, and 21% strongly disagreed in private schools. Item 23 suggested that Principal and staff who misappropriate school funds must refund it to ensure discipline in school as opined by public school teachers (35% strongly agreed, 31% agreed, 3% undecided, 19% disagreed, and 12% strongly disagreed) and private school teachers (30% strongly agreed, 6% agreed, 30% undecided, 28% disagreed, and 6% strongly disagreed).

In the same table, item 24 presented the opinion of respondents on application of Henri Fayols discipline principle in funds management through provision of established criteria by the principal. The respondents in public schools scored a responses of 16% strongly agreed, 13% agreed, 4% undecided, 31% disagreed, and 36% strongly disagreed. In private schools, the responses are 6% each for strongly agreed, and agreed, 30% undecided, 30% disagreed, and 28% strongly disagreed. In the item number 25 the respondents (26% strongly agreed, 27% agreed, 9% undecided, 26% disagreed, and 19% strongly disagreed in public schools; 30% strongly agreed, 6% agreed, 30% undecided, 28% disagreed, and 6% strongly disagreed in private school) opined that to ensure discipline in funds management, the main sources of educational function are taxation

endowment and school fees. Item number 26 examined that to attain educational goals through discipline, principal ensures a systematic way of relating expenditure as opined by public and private school teachers (31% strongly agreed, 36% agreed, 4% undecided, 16% disagreed, and 13% strongly disagreed in public schools; 6% strongly agreed, 28% agreed, 30% undecided, 30% disagreed, and 6% strongly disagreed in private school).

The item 27 was on funds and facilities management and discipline to serves as an objective method of appraisal for the school principal. From the result obtained, 32% of the respondents in public schools strongly agreed, 26% agreed, 3% undecided, 19% disagreed, and 20% strongly disagreed. In private schools; 24% strongly agreed, 27% agreed, 7% undecided, 21% disagreed, and 15% strongly disagreed. Item 28 is on respondents'opinion on ways of ensuring discipline. To ensure discipline, adequate facilities in school provides protection for the image and reputation of the school. The greatest percentage of the respondents in public schools (45%) agreed with the notion while 39% in private schools agreed with the same notion. In the item number 29, respondents (in public schools 26% strongly agreed, 27% agreed, 9% undecided, 26% disagreed, and 19% strongly disagreed and in private schools, 30% strongly agreed, 6% agreed, 30% undecided, 28% disagreed, and 6% strongly disagreed) opined that Fayol's discipline principal of funds management is very essential in meeting the legal requirement for reporting basic information in school. In the relationship between fund management and discipline principles, the respondents (in public schools 20% strongly agreed, 19% agreed, 3% undecided, 32% disagreed, and 26% strongly disagreed and in private schools, 23% strongly agreed, 30% agreed, 12% undecided, 18% disagreed, and 17% strongly disagreed) 10 Keeping proper account of expenditure of school by principal and teachers is not effective way of maintaining funds and facilities discipline

4.2.4

Table 4.4A: Opinions of Respondents on the Application on Henri Fayol's Principle of Discipline on Staff Development in Public Schools in Niger State.

S/N	Items	SA	%	A	%	U	%	D	%	SD	%	Total	%
31	In maintaining school discipline, principal ensure that the genuineness of each staff qualification is ascertain	200	36	100	19	50	9	130	24	45	11	545	100
32	Promotion of staff in school is base on hard working experience and qualification for discipline.	250	46	150	27	25	4	70	14	50	9	545	100
33	To enhance discipline in school interest of teachers in schools is always considered first	150	27	145	26	50	9	100	19	100	19	545	100
34	Discipline approach in relating to staff matters aid effective school administration by the principal	150	27	100	19	50	9	145	26	100	19	545	100
35	Recruitment of teacher in school based on area of specialization enhance discipline	200	36	150	27	30	7	100	19	65	11	545	100
36	All principled should be appointed based on year of experience to ensure discipline	120	20	100	19	20	3	160	32	145	26	545	100
37	Periodic staff development programme such as seminars, workshop, conference and symposia enhances discipline among members of staff	145	26	150	27	50	9	110	20	90	18	545	100
38	Best performing and well discipline teachers are considered first in compensation leave grant and gratuity.	200	36	250	46	20	3	45	9	30	6	545	100
39	Teachers are encourage to acquire discipline skills through educative programme such as distance learning education	143	26	150	27	52	9	105	20	95	18	545	100
40	To ensure disciple in staff development teachers need to be taken adequate time to study and adopt to be school employment	160	28	120	21	30	7	130	23	115	21	545	100

Table 4.4B: Opinions of Respondents on the Application on Henri Fayol's Principle of Discipline on Staff Development in Private Schools in Niger State.

S/N	Items	SA	%	A	%	U	%	D	%	SD	%	Total	%
31	In maintaining school discipline, principal ensure that the genuineness of each staff qualification is ascertain	50	30	10	6	50	30	45	28	10	6	165	100
32	Promotion of staff in school is base on hard working experience and qualification for discipline.	10	6	45	28	50	30	50	30	10	6	165	100
33	To enhance discipline in school interest of teachers in schools is always considered first	50	30	10	6	50	30	45	28	10	6	165	100
34	Discipline approach in relating to staff matters aid effective school administration by the principal	38	23	50	30	20	12	30	18	27	17	165	100
35	Recruitment of teacher in school based on area of specialization enhance discipline	40	24	44	27	12	7	35	21	25	15	165	100
36	All principals should be appointed based on year of experience to ensure discipline	50	30	10	6	50	30	45	28	10	6	165	100
37	Periodic staff development programme such as seminars, workshop, conference and symposia enhances discipline among members of staff	55	33	40	24	38	23	12	7	20	18	545	100
38	Best performing and well discipline teachers are considered first in compensation, leave grant and gratuity.	10	6	70	42	30	18	40	24	15	10	165	100
39	Teachers are encourage to acquire discipline skills through educative programme such as distance learning education	55	33	40	24	38	23	12	7	20	18	165	100
40	To ensure discipline in staff development teachers need to be given adequate time to study and adopt to the school environment	50	30	10	6	50	30	45	30	10	6	165	100

Table 4.4 (A&B) answered the research question that stated 'how do staff in public and private secondary schools differs in their responses on application of Henri Fayol's discipline principle on staff development'. Item 31 shows that in maintaining school discipline, principal ensure that the genuineness of each staff qualification is ascertain (36% strongly agreed, 19% agreed, 9% undecided, 24% disagreed, and 11% strongly disagreed in public schools; 30% strongly agreed, 6% agreed, 30% undecided, 28% disagreed, and 6% strongly disagreed). Item 32 was on Promotion of staff in school based on hard working experience and qualification for enhancing discipline. Majority of the respondents in public and private schools agreed with this opinion. Item 33 shows that, 27% of the respondents in public schools strongly agreed that 2 to enhance discipline in school interest of teachers in schools is always considered, 6% agreed, 9% undecided, 19% disagreed, and 19% strongly disagreed. In public schools, 30% strongly agreed, 6% agreed, 30% undecided, 28% disagreed, and 6% strongly disagreed.

Item 34 revealed the opinion of respondents on the statement that discipline approach in relating to staff matters aid effective school administration by the principal. Here, 61% of the respondents in public schools agreed and 36% in private schools agreed with the notion. Item 35 revealed that recruitment of teachers in school based on area of specialization enhance discipline. Item number 36 shows that 20% of the respondents strongly agreed that all principals should be appointed based on year of experience to ensure discipline, 19% agreed, 3% undecided, 32% disagreed, and 26% strongly disagreed in public schools; while in private schools, 30% strongly agreed, 6% agreed, 30% undecided, 28% disagreed, and 6% strongly disagreed. Item 37 is on the opinion that periodic staff development programme such as seminars, workshop, conference and symposia enhances discipline among members of staff with 6% strongly agreed, 27% agreed, 9% undecided, 26% disagreed, and 19% strongly disagreed in

public schools, 33% strongly agreed, 24% agreed, 23% undecided, 7% disagreed, and 18% strongly disagreed. In item 38, the respondents opined that best performing and well discipline teachers are considered first in compensation, leave grant and gratuity. Item number 39 revealed that teachers are encourage to acquire discipline skills through educative programme such as distance learning education as 53% of the respondents in public schools agreed while57% of the respondents in private schools agreed with the same notion. Item number 40 stated that to ensure discipline in staff development teachers need to be given adequate time to study and adopt to the school environment as 68% of the respondents in public schools agreed in public schools and in private schools, 30% strongly agreed, 6% agreed, 30% undecided, 28% disagreed, and 6% strongly disagreed.

4.2.5

Table 4.5A: Opinions of Respondents on the Application on Henri Fayol's Principle of Discipline on the Administration of Examinations, Inspection and Supervision in public Schools in Niger State.

S/N	Items	SA	%	A	%	U	%	D	%	SD	%	Total	%
41	Maintaining discipline in the examination inspection and supervision of school organization lead to its effectiveness	200	36	150	27	30	7	100	19	65	11	545	100
42	Imposing discipline in the examination, inspection and supervision ensure school accountability	155	31	200	36	25	4	90	16	75	13	545	100
43	Principal used strategies of supervision, auditing, communication and dynamic leadership in maintaining discipline in school accountability	150	30	200	36	30	5	90	16	75	13	545	100
44	Discipline in the examination, inspection and supervision does not improve better goal and achievement of school	80	14	75	14	205	38	155	28	30	6	545	100
45	Discipline and accountability can be enhances through supervision and inspection in school	115	20	150	27	50	9	130	25	100	19	545	100
46	School principal identify the mission and vision of school via examination inspection and supervision involving discipline.	155	31	200	36	25	4	90	16	75	13	545	100
47	To enhance discipline in school only principal examine, inspect and supervise instructional activities	145	26	140	26	60	10	90	18	110	20	545	100
48	Activities of the school are evaluated periodically for discipline purpose and adjustment against, future plan	155	31	200	36	25	4	90	16	75	13	545	100
49	To maintain discipline in examination inspection and supervision of school members of the community are always involved.	150	27	200	36	30	7	90	16	75	13	545	100
50	In order to ensure discipline only teachers tackled the school problem arisen from examination, inspection and supervision without involving principal	150	27	145	26	50	8	105	20	100	19	545	100

Table 4.5B: opinions of respondents on the application on Henri Fayol's principle of discipline on the administration of examinations, inspection and supervision in private schools in Niger state.

S/N	Items	SA	%	A	%	U	%	D	%	SD	%	Total	%
41	Maintaining discipline in the examination inspection and supervision of school organization lead to its effectiveness	55	33	40	24	38	23	12	7	20	18	165	100
42	Imposing discipline in the examination, inspection and supervision ensure school accountability	55	33	40	24	38	23	12	7	20	18	165	100
43	Principal used strategies of supervision, auditing, communication and dynamic leadership in maintaining discipline in school accountability	38	23	50	30	20	12	30	18	27	17	165	100
44	Discipline in the examination, inspection and supervision does not improve better goal and achievement of school	10	6	10	6	50	30	50	30	45	28	165	100
45	Discipline and accountability can be enhances through supervision and inspection in school	55	33	40	24	38	23	12	7	20	18	165	100
46	School principal identify the mission and vision of school via examination inspection and supervision involving discipline.	38	23	50	30	20	12	30	18	27	17	165	100
47	To enhance discipline in school only principal examine, inspect and supervise instructional activities	10	6	10	6	50	30	50	30	45	28	165	100
48	Activities of the school are evaluated periodically for discipline purpose and adjustment against, future plan	40	24	44	27	12	7	35	21	25	15	165	100
49	To maintain discipline in examination inspection and supervision of school members of the community are always involved.	50	30	10	6	50	30	45	28	10	6	165	100
50	In order to ensure discipline only teachers tackled the school problem arisen from examination, inspection and supervision without involving principal	10	6	10	6	50	30	50	30	45	28	165	100

The table 4.5 (A&B) above presented the difference in the response of staff in public and private secondary schools on Henri Fayol's discipline principle on the administration of examinations, inspection and supervisions. Item 41 stated that maintaining discipline in the examination inspection and supervision of school organization lead to its effectiveness (36% strongly agreed, 27% agreed, 7% undecided, 19% disagreed, and 11% strongly disagreed in public schools, 33% strongly agreed, 24% agreed, 23% undecided, 7% disagreed, and 18% strongly disagreed). Item 42 stated that imposing discipline in the examination, inspection and supervision ensure school accountability with responses in public schools attracting 31% strongly agreed, 36% agreed, 4% undecided, 16% disagreed, and 13% strongly disagreed and in private schools, 23% strongly agreed, 30% agreed, 12% undecided, 18% disagreed, and 17% strongly disagreed.

Item number 43 posits that principal used strategies of supervision, auditing, communication and dynamic leadership in maintaining discipline in school accountability with 30% strongly agreed, 36% agreed, 5% undecided, 16% disagreed, and 13% strongly disagreed in public schools, 33% strongly agreed, 24% agreed, 23% undecided, 7% disagreed, and 18% strongly disagreed in private schools. From the item number 44, respondents in public school opined that 14% strongly agreed, 14% agreed, 38% undecided, 28% disagreed, and 6% strongly disagreed and 66% sagreed in the private schools discipline in the examination, inspection and supervision does not improve better goal and achievement of school. Item 45 stated that discipline and accountability can be enhances through supervision and inspection in school as 47% of the respondents in public schools opined and agreed the notion while 59% in public schools share the same opinion.

From the same table, item 46 represents the opinion of teachers on the statement 'School principal identify the mission and vision of school via examination inspection and supervision involving discipline'with public schools having 31% strongly agreed, 36% agreed, 4% undecided, 16% disagreed, and 13% strongly disagreed and in private schools, 23% of the respondents strongly agreed, 30% agreed, 12% undecided, 18% disagreed, and 17% strongly disagreed. Item 47 revealed that to enhance discipline in school only principal examine, inspect and supervise instructional activities (26% strongly agreed, 26% agreed, 10% undecided, 18% disagreed, and 20% strongly disagreed in public schools. While in private 6% strongly agreed, 6% agreed, 30% undecided, 30% disagreed, and 28% strongly disagreed). Item 48 suggested that activities of the school are evaluated periodically for discipline purpose and adjustment against, future plan (31% strongly agreed, 36% agreed, 4% undecided, 16% disagreed, and 13% strongly disagreed in public schools and 24% strongly agreed, 27% agreed, 7% undecided, 21% disagreed, and 15% strongly disagreed in private schools).

From the item number 49, 27% of the respondents in public schools strongly agreed that to maintain discipline in examination inspection and supervision of school members of the community are always involved, 36% agreed, 4% undecided, 16% disagreed, and 13% strongly disagreed while in private schools, 30% strongly agreed, 6% agreed, 30% undecided, 28% disagreed, and 6% strongly disagreed. Item 50 represent the opinion of the respondents that in order to ensure discipline only teachers tackled the school problem arisen from examination, inspection and supervision without involving principal. 27% of the respondents in public schools strongly agreed with the notion, 36% agreed, 4% undecided, 16% disagreed, and 13% strongly disagreed while in private schools, 6% strongly agreed, 6% agreed, 30% undecided, 30% disagreed, and 28% strongly disagreed

4.3 Hypotheses Testing

The five null hypotheses raised in this study were aimed at assessing the possible significant difference between the opinions of principals and teacher in application of Henri Fayol's principle of discipline to the administration of secondary schools in Niger State tested using t-test statistic at 0.05 level of significance.

Null hypothesis 1

H_{01}: There is no significant difference in the opinions of public and private secondary school principals and teachers to the application of Henri Fayol's principle of discipline on communication

Table 4.6: T-Test Analysis of The Opinions of Respondents Regarding the Application on Henri Fayol's Principle of Discipline on Communication in Public and Private Schools In Niger State.

Variable	N	Mean	S. D	Df	t-value	t-crit	P	Alpha	Decision
Public school	545	43.14	9.04						
				708	14.39	1.98	0.06	0.05	Not sig.
Private school	165	44.33	9.40						

*not Significant at $p \geq 0.05$ level

From the result in table 4.6 above, it is observed that the t-value of 14.39 is obtained and the p-value observed is 0.06 at the degree of freedom of 708. The critical p-value of 0.06 is greater than the alpha value of 0.05. This shows that there is no significant difference. A no significant difference implies retaining of null hypothesis and rejecting alternate hypothesis. Null hypothesis that stated that there is no significant difference in the opinion of teachers regarding the application on Henri Fayol's principle of discipline on communication in public and private schools in Niger state.

Null hypothesis 2

H_{02}: There is no significant difference in the opinions of public and private secondary school principals and teachers to the application of Henri Fayol's principle of discipline on decision making process

Table 4.7: t-test Analysis of the Opinions of Respondents Regarding the Application on Henri Fayol's Principle of discipline on Decision making in Public and Private Schools in Niger State.

Variable	N	Mean	S. D	Df	t-value	t-crit	P	Alpha	Decision
Public school	545	43.14	9.04						
				708	14.39	1.98	0.06	0.05	Not sig.
Private school	165	44.33	9.40						

*not Significant at $p \geq 0.05$ level

From the result in table 4.7, it is observed that the t-value of 14.39 is obtained and the p-value observed is 0.06 at the degree of freedom of 708. The critical p-value of 0.06 is greater than the alpha value of 0.05. A no significant difference implies retaining of null hypothesis and rejecting alternate hypothesis. Accordingly, null hypothesis that stated that There is no significant difference in the opinion of teachers regarding the application on Henri Fayol's principle of discipline on the administration of examinations, inspection and supervision in public and private schools in Niger state was retained.

Null hypothesis 3

Ho3: There is no significant difference in the opinions of public and private secondary school principals and teachers to the application of Henri Fayol's principle of discipline on maintenance of facilities

Table 4.8: t-test Analysis of the Opinion of Respondents Regarding The Application on Henri Fayol's Principle Of Discipline On Maintenance Of Facilities In Public And Private Schools In Niger State.

Variable	N	Mean	S. D	Df	t-value	t-crit	P	Alpha	Decision
Public school	545	43.14	9.04						
				708	14.39	1.98	0.51	0.05	Not sig.
Private school	165	44.33	9.40						

*Significant at $p \leq 0.05$ level

From the result obtained in Table 4.8 above, it is observed that the t-value of 14.39 is obtained and the p-value observed is 0.00 at the degree of freedom of 114. The critical p-value of 0.00 is less than the alpha value of 0.05. This shows that there was no significant difference. A significant difference implies rejection of null hypothesis and retaining alternate hypothesis. Therefore, null hypothesis that stated, there is no significant difference in the perception of public and private secondary school staff on application of Henri Fayol's discipline principle in maintenance of facilities is retained

Null hypothesis 4

H_{04}: There is no significant difference in the responses of principals and teachers in public and private secondary schools to the application of Henri Fayol's principle of discipline on staff development

Table 4.9: t-test Analysis of The Opinions of Respondents Regarding The Application on Henri Fayol's Principle Of Discipline On Staff Development In Public And Private Schools In Niger State.

Variable	N	Mean	S. D	Df	t-value	t-crit	P	Alpha	Decision
Public school	545	43.14	9.04						
				708	14.39	1.98	0.00	0.05	Sig.
Private school	165	44.33	9.40						

* Significant at $p \geq 0.05$ level

From the result obtained in Table 4.6 above, it is observed that the t-value of 14.39 is obtained and the p-value observed is 0.00 at the degree of freedom of 114. The critical p-value of 0.00 is less than the alpha value of 0.05. This shows that there was a significant difference. A significant difference implies rejection of null hypothesis and retaining alternate hypothesis. Therefore, null hypothesis that stated, there is no significant difference between the responses of staff in public and private secondary schools on the application of Henri Fayol's discipline principle in staff's development. The significant difference is in favor of public schook teachers.

Null hypothesis 5

H_{05}: There is no significant difference in the response of public and private secondary school's principals and teachers to the application of Henri Fayol's principle of discipline on administration of examination, inspection and supervision

Table 4.10: t-test Analysis of the Opinions of Respondents Regarding the Application on Henri Fayol's Principle of Discipline on the Administration of Examinations, Inspection and Supervision in Public and Private Schools in Niger state.

Variable	N	Mean	S. D	Df	t-value	t-crit	P	Alpha	Decision
Public school	545	43.14	9.04						
				708	14.39	1.98	0.052	0.05	Not sig.
Private school	165	44.33	9.40						

*not Significant at $p \geq 0.05$ level

From the result in table 4.10 above, it is observed that the t-value of 14.39 is obtained and the p-value observed is 0.06 at the degree of freedom of 708. The critical p-value of 0.052 is greater than the alpha value of 0.05. This shows that there is no significant difference. A no significant difference implies retaining of null hypothesis and rejecting alternate hypothesis. Accordingly, null hypothesis that stated that there is no significant difference in the opinion of teachers regarding the application on Henri Fayol's principle of discipline on the administration of examinations, inspection and supervision in public and private schools in Niger state was retained.

4.3 Summary of Findings

The study investigated the perceptions of teachers in public and private schools on the application of Henri Fayol's discipline principles in the administration of schools in Niger state. From the result, the following can be deduced:

1. Public and private secondary school staffs did not differ significantly on application of Henri Fayol's principle of discipline to communication. The principle is being applied in both public and private schools to enhance effective communiation.
2. There is no significant difference between the opinion of public and private secondary schools staff on application of Henri Fayol's principle of discipline to decision making process.
3. There is also no significant difference in the perception of public and private secondary school staff on application of Henri Fayol's discipline principle to maintenance of facilities.
4. Respondent opinion in public and private secondary schools on the application of Henri Fayol's discipline principle in staff development differs significantly.
5. There is no significant difference between the response of public and private secondary schools' staff on application of Henri Fayol's principles of discipline to administration of examination, inspection and supervision.

4.4 Discussion of the Findings

The results of findings in table 4.1 (A&B) above presented information on opinion of respondents on the application on Henri Fayol's principle of discipline on communication in public and private schools in Niger state. Ten items were presented and analysed. From the result, it was revealed that respondents in both public and private schools did not differ in their opinion on the statement that Administrators are firm in passing information in secondary schools. Similar results were also found on the subsequent statements such as Communication can be sustain by the administration through democratic process; trained administrators communicate better than the untrained ones; school administrators ensure discipline in the use of communication network; there is indiscipline among staff because principal hide important official information from them; access to circular governing school system enhance discipline on communication; there is indiscipline in the school if principal failed to communicate important imformation to the staff;and understanding of hierarchical structure in the school system enhances discipline. This therefored answered the first research question which seeks to examine if there is difference in the opinion of public and private secondary schools' staff regarding the application of Henri Fayol's principle of discipline on communication. When t-test analysis was run, the result of finding revealed no significant differnce statistically in the perceptions of the teachers.

The result presented in Tble 4.2 revealed that non involvement of staffs in decision making in the school as well as rigid decision making lead to indiscipline and therefore application of discipline using available rules and regulation promote decision making process in the school. Application of decipline principles can be enhances through delegation of duty to staffs. Other circumstances leading to indiscipline as revealed from the responses of respondents are unfavorable environment for decision

making process; group decision making attract indiscipline behaviors; decision making on the principles of discipline is more relevant in schools; integral aspect of school administration encourage indiscipline. and that principals of school employ administrative theories and practices in decision making process.

Table 4.3 (A&B), presented differences in the perception of public and private secondary schools' staff on application of Henri Fayol's discipline principle on maintenance of facilities. Respondents on the statement that principal enforce discipline in management of facilities through preparation of mini budget in school. Also, principal ensure. Item 23 suggested that Principal and staff who misappropriate school funds must refund it to ensure discipline in school as opined by public and private school teachers.

In the same table, item 24 presented the opinion of respondents on application of Henri Fayols discipline principle in funds management through provision of established criteria by the principal. In the item number 25 the respondents (26% strongly agreed, 27% agreed, 9% undecided, 26% disagreed, and 19% strongly disagreed in public schools; 30% strongly agreed, 6% agreed, 30% undecided, 28% disagreed, and 6% strongly disagreed in private school) opined that to ensure discipline in funds management, the main sources of educational function are taxation endowment and school fees. To attain educational goals through discipline, principal ensures a systematic way of relating expenditure as opined by public and private school teachers. Funds and facilities management and discipline to serves as an objective method of appraisal for the school principal. To ensure discipline, adequate facilities in school provides protection for the image and reputation of the school. Fayol's discipline principal of funds management is very essential in meeting the legal requirement for reporting basic information in school. In the relationship between fund management and discipline

principles, and Keeping proper account of expenditure of school by principal and teachers is not effective way of maintaining funds and facilities discipline

Table 4.4 (A&B) answered the research question that stated 'how do staff in public and private secondary schools differs in their responses on application of Henri Fayol's discipline principle on staff development'. Results shows that in maintaining school discipline, principal ensure that the genuineness of each staff qualification is ascertain; Promotion of staff in school based on hard working experience and qualification for enhancing discipline majority of the respondents in public and private schools agreed with this opinion. To enhance discipline in school interest of teachers in schools is always considered. Item 44 revealed the opinion of respondents on the statement that discipline approach in relating to staff matters aid effective school administration by the principal. Rerecruitment of teachers in school based on area of specialization enhance discipline. Respondents strongly agreed that all principals should be appointed based on year of experience to ensure discipline. Item is on the opinion that periodic staff development programme such as seminars, workshop, conference and symposia enhances discipline among members of staff. Respondents opined that best performing and well discipline teachers are considered first in compensation, leave grant and gratuity and greatest number of respondents revealed that teachers are encourage to acquire discipline skills through educative programme such as distance learning education. To ensure discipline in staff development teachers need to be given adequate time to study and adopt to the school environment.

The table 4.5 (A&B) presented the difference in the response of staff in public and private secondary schools on Henri Fayol's discipline principle on the administration of examinations, inspection and supervisions. Item 41 stated that maintaining discipline in the examination inspection and supervision of school organization lead to its

effectiveness. In addition, imposing discipline in the examination, inspection and supervision ensure school accountability. Respondents posits that principal used strategies of supervision, auditing, communication and dynamic leadership in maintaining discipline in school accountability. From the item number 44, respondents opined that discipline in the examination, inspection and supervision does not improve better goal and achievement of school. Item 45 stated that discipline and accountability can be enhances through supervision and inspection in school. School principal identify the mission and vision of school via examination inspection and supervision involving discipline' attracted responses of respondents. To enhance discipline in school only principal examine, inspect and supervise instructional activities gained little agreement. Activities of the school are evaluated periodically for discipline purpose and adjustment against, future plan and to maintain discipline in examination inspection and supervision of school members of the community are always involved. Item 50 represent the opinion of the respondents that in order to ensure discipline only teachers tackled the school problem arisen from examination, inspection and supervision without involving principal does not attracts the responses of overwhelming majority. The findings of this study is in congruance with other research findings of Mestry, (2013), Ekemizie (2007), and Poudyal (2013) who opined that activities of school can be enhances through application of certain basic principles including delegation of duty, chain of authority, discipline among others.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, conclusion and recommendation of research findings on application of Henri Fayol's principle of discipline to the administration of secondary schools in Niger State. Perhaps suggested area for this study has focused on application of Henri Fayol's discipline principles on the administration of secondary schools in Niger State.

5.1 Summary

Chapter one of this research provided the background to the study, the statement of the problem. The study has five research objectives, research questions and hypotheses. Some basic assumptions and significance of the study were presented. The study is delimited to the examination of respondents' opinions on application of Henri Fayol's principle of discipline to administration of Secondary Schools in Niger State. The study covered all Senior Secondary School principals and teachers who are believed to be school administrators in Niger State, Nigeria. The study specifically concentrates on the aspect of discipline as one of the administrative principles of Fayol's and covered the following areas:- Communication; Decision making process; Staffs development; Maintenance of facilities; and Administration of examination, inspection and supervision. The study involves the use of questionnaire technique to solicit responses from staffs in public and private secondary schools of the study area. The time extent for the study lasted for five weeks.

In chapter two, relevant literature were discussed based on; Conceptual Framework of the study; Meaning of Application; Meaning of Discipline; Meaning of Administration; Henri Fayol's Principles of Administration; Application of Discipline on Communication; Application of Discipline on decision making process; Application of Discipline on staffs development; Application of Discipline on Maintenance of facilities; Application of Discipline on Administration of examination, inspection and supervision; Application of Discipline on staffing; Empirical studies among others.

The chapter three of this study presented the methodology of the study. The study adopt descriptive survey design to assess the opinions of school principals and teachers on applicability of Fayol's discipline principles. The population of the study covered 443 principals and 5115 teachers from which a sample of 50 principals and 660 teachers from 50 public and private secondary schools of the study area were drawn.The instrument for the collection of data was tagged "Application of Fayol's Discipline Principles Questionnaire (AFDPQ)". The instrument was developed using the Likert's five points scale questionnaire (Strongly Agreed, Agreed, Undecided, Disagree and Strongly Disagree). The instrument were validited by three qualified experts, with qualifications of PhD and rank of senior lecturers in admin and planning unit, Ahmadu Bello University, Zaria. Research questions were subjected to Descriptive Statistics involving tabular form and percentages while hypotheses were verified using Inferential Statistics of t-test at 0.05 level of significance.

The chapter four focused on data analysis, presentation and discussion of results obtained from the study subjects on the assessment of application of Henri fayol's discipline principles on the administration of secondary schools in Niger state. While chafter five presents the summary, conclusion and recommendation of research findings on application of Henri Fayols discipline principles.

In summary therefore the following findings were made as:

1. The opinions of public and private secondary school staffs did not differ significantly on application of Henri Fayol's principle of discipline in communication. The principle is being applied in both public and private schools to enhance effective communication.

2. There is no significant difference between the opinion of public and private secondary schools staff on application of Henri Fayol's principle of discipline in decision making process.

3. There is also no significant difference in the perception of public and private secondary school staff on application of Henri Fayol's discipline principle in maintenance of facilities.

4. Respondent opinion in public and private secondary schools on the application of Henri Fayol's discipline principle in staff's development differ significantly.

5. There is no significant difference between the response of public and private secondary school's staffs on application of Henri Fayol's principles of discipline in administration of examination, inspection and supervision.

5.2 Conclusions

On the bases of major findings, the study concludes that

1. The public and private secondary school staffs were appreciated and fully awared on the Henri Fayol's principle of discipline on communication enhance effectively in their schools administration.

2. It was concluded that both public and private secondary schools staff realize that decision making process on administrative principle of discipline has no

differences on their activities despite they have no fully knowledge on the principle.

3. It was however concluded that the public and private secondary schools staff emphasized the adequate principle of discipline on maintenance of facilities are integral aspects of good administration and it is important parameter for judging and quality of the school.
4. The study also concluded that the public and private secondary schools staff do not have full knowledge of principle of discipline on staff development of Henri Fayol's, even though they employ them in their administration.
5. Finally another conclusion was made that the ministry of education emerges both public and private secondary schools staff as a result of adaptation on the application of Henri Fayol's principles of discipline in administration of examination, inspection, and supervision.

5.3 Recommendations

Based on the findings of the study the researcher recommended among others that;

1. The Federal Government of Nigeria through Federal and state ministry of education should organise seminars, workshops and conferences for teachers on the use of Henri Fayol's discipline principles for effective managemment and administration of schools. Henri Fayol's principle of discipline in communication and decision making process is considered very significant in the administration of schools. Principals and teachers in secondary schools should established effective creteria in improving communication. This can be achieved through periodic meetings, forming press commitee and delegation of authority.
2. The Federal and state governments should encourage administraators of schools and teachers to undergo compulsory training in the Universities on effective

administration using discipline principles. Principals and teachers in shools should adhere to Henri Fayol's discipline principle in maintenance of facilities for effective runing of schools.

3. There is a need for degree awarding and other tertiary institutions in Nigeria to introduces courses to students irrespective of their area of specialisation on discipline principles. Such courses should form part of general studies.
4. There is a need by the ministry of educations in the 36 states to compose a body that will oversee the activities of public and private secondary school's staffs on application of Henri Fayol's principles of discipline in administration of examination, inspection and supervision.
5. There is a need for curriculum development bodies such as NERDC to incorporate programmes and activities in its curriculum that will promote adherence to Henri Fayol's discipline principles in all aspects of school aadministration.

5.4 Suggestions for Further Studies

The researcher suggested that further studies should be conducted on:

1. Assessment of Henri Fayol's principle of discipline on male and female academic staff job satisfactionin tertiary institution.
2. Impact of Henri Fayol discipline principles on the attitude and interest of junior and senior staff in Nigerian Universities.
3. Efficiency of Henri Fayol discipline principles on the performance and motivation of staff in junior and senior secondary schools.

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APPENDIX A

APPLICATION OF FAYOL'S DISCIPLINE PRINCIPLES QUESTIONNAIRE (AFDPQ)

Department of Admin and Planning,
Faculty of Education
Ahmadu Bello University, zaria

Dear Respondents,

The bearer of this instrument is a postgraduate student in the above addressed department conducting a research on APPLICATION OF HENRI FAYOL'S PRINCIPLE OF DISCIPLINE ON THE ADMINISTRATION OF SECONDARY SCHOOLS IN NIGER STATE – NIGERIA

The researcher is for academic academic purpose only. You are therefore requested to study the instrument and respond appropriately to the items. Be informed that information provided will be treated with utmost confidentiality.

SN	Items	SA	A	U	D	SD
A	**Application of Henri Fayol's Principle of Discipline on communication in the Administration of Secondary Schools In Niger State**					
1	Administrators are firm in passing information in secondary schools.					
2	Communication can be sustain by the administration through democratic process					
3	Trained administrators communicate better than the untrained ones					
4	School administrators ensure discipline in the use of communication network					
5	Principal alone gives instruction to the staff					
6	Effective communication enhance discipline among staff					
7	There is indiscipline among staff because principal hide important official information from them					
8	Access to circular governing school system enhance discipline on communication					

9	There will be indiscipline in the school if principal failed to communication important comes to the staff.					
10	Understanding of hierarchical structure in the school system enhances discipline among staffs					
B	**Application of Henri Fayol's Principle of Discipline on Decision Making inThe Administration of Secondary Schools In Niger State**					
11	Non involvement of staffs in decision making in the school lead to indiscipline					
12	Rigid Decision making lead to indiscipline					
13	Available of rules and regulation promote decision making process in the school					
14	Group decision making in the school promote indiscipline.					
15	Delegation of duty without associated authority lead to indiscipline of staffs					
16	Unfavorable conducive environment for decision making process lead to indiscipline					
17	Group decision making attract indiscipline behaviors					
18	Decision making on the principles of discipline is more relevant in schools					
19	Integral aspect of school administration encourage in disciple					
20	Principal of school employ administrative theories and practices in decision making process					
C	**Application of Henri Fayol's Principle of Discipline on management of facilities in the Administration of Secondary Schools In Niger State**					
21	Principal enforce discipline in management of facilities through preparation of mini budget in school.					
22	Principal ensure discipline on staff who mismanage school fund and facilities through punishment.					

23	Principal and staff who misappropriate school funds must refund it to ensure discipline in school					
24	To maintain discipline in funds management there must be established criteria by the principal					
25	To ensure discipline in funds management, the main sources of educational function are taxation endowment and school fees					
26	To attain educational goals through discipline, principle ensures a systematic way of relating expenditure					
27	Funds and facilities management and discipline serves as an objective method of appraisal for the school principal.					
28	To ensure discipline, adequate facilities in school provides protection for the image and reputation of the school					
29	Fayol' discipline principal of funds management is very essential in meeting the legal requirement for reporting basic information in school					
30	Keeping proper account of expenditure of school by principal and teachers is not effective way of maintaining funds and facilities discipline					
D	**Application of Henri Fayol's Principle of Discipline on staff development the Administration of Secondary Schools In Niger State**					
31	In maintaining school discipline, principal ensure that the genuineness of each staff qualification is ascertain					
32	Promotion of staff in school is base on hard working experience and qualification for discipline.					
33	To enhance discipline in school interest of teachers in schools is always considered first					
34	Discipline approach in relating to staff matters aid effective school administration by the principal					
35	Recruitment of teacher in school based on area of specialization enhance discipline					

36	All principled should be appointed based on year of experience to ensure discipline					
37	Periodic staff development programme such as seminars, workshop, conference and symposia enhances discipline among members of staff					
38	Best performing and well discipline teachers are considered first in compensation, leave grant and gratuity.					
39	Teachers are encourage to acquire discipline skills through educative programme such as distance learning education					
40	To ensure discipline in staff development teachers need to be given adequate time to study and adopt to the school environment					
E	**Application of Henri Fayol's Principle of Discipline on examination inspection and supervision of school organization The Administration of Secondary Schools In Niger State**					
41	Maintaining discipline in the examination inspection and supervision of school organization lead to its effectiveness					
42	Imposing discipline in the examination, inspection and supervision ensure school accountability					
43	Principal used strategies of supervision, auditing, communication and dynamic leadership in maintaining discipline in school accountability					
44	Discipline in the examination, inspection and supervision does not improve better goal and achievement of school					
45	Discipline and accountability can be enhances through supervision and inspection in school					
46	School principal identify the mission and vision of school via examination inspection and supervision involving discipline.					
47	To enhance discipline in school only principal examine, inspect and supervise instructional activities					

48	Activities of the school are evaluated periodically for discipline purpose and adjustment against, future plan					
49	To maintain discipline in examination inspection and supervision of school members of the community are always involved.					
50	In order to ensure discipline only teachers tackled the school problem arisen from examination, inspection and supervision without involving principal					