

Application of Henri Fayol's managerial principles in Nigerian secondary schools: Stakeholders perceptions

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Abstract: *One of the major problems facing secondary school administration in Nigeria has been the absence of appropriate and efficient guidelines for effective management. Some of the administrative management strategies have been based on a variety factors. While some have be based on set goals with no adequate information, others have been characterized by a high level of ignorance of administrative processes on the part of the administrators. The falling standard in education in the country is partly attributable to this poor administration of the secondary schools due to lack of specialized personnel with in-depth administrative strategies. This study is therefore aimed at addressing the deficiencies in the administrative process in the secondary schools through the application of the Henri Fayol's managerial principles in the management of the secondary schools. A structured questionnaire was designed with the fourteen principles on which the opinion of the secondary schools stakeholders (Principals, Teachers, PTA and Educational Inspectors) was solicited. The tested instrument was then administered to a total of 3732 respondents selected through a stratified random sampling procedure across the six geopolitical zones of Nigeria. Data collected were statistically analyzed with the Statistical Package for the Social Sciences (SPSS) IBM version 23. Procedures adopted includes descriptive statistics ANOVA. A total of fourteen hypotheses structured along the 14 principles were tested in the study. Test for significance was determine at 0.05. Among the major findings were that, the stake holders were of the view that effective application of the managerial principles would enhance secondary school administration in the country. It was found that most administrators of secondary schools in the country do not effectively practice the managerial principles. It was concluded that stakeholders were of the view that the application of the managerial principles to management of secondary schools is a welcome development which would positively improve their teaching and learning. It was therefore recommended that the administrative policy should include effective application of the managerial principles in the guide lines for management of secondary schools in Nigeria among others.*

Key Words: *Managerial principles, dynamic organization,*

1. INTRODUCTION:

The importance of management arises because of the different individuals and their interests in an organization since organization is required for the accomplishment of goals or aims in a society. The reliance on group's effort is therefore to the benefits of the individuals and the society. The onerous task is therefore and always to manage the organization in such a way as to achieve the optimum level of achievement of the set goals. In educational institutions like the secondary schools, these set goals includes harmonious relationship in the hierarchical order and effective performance of the different echelon in the hierarchical order of the colleges. The effective management of these institutions therefore cannot be overemphasized. Different scholars have different approach to the definition of the term Management Meyer (2010). It will be suffice here to follow the definition of a group of scholar who defined management as 'guiding human and physical resources in a dynamic organization units that attain their objective to the satisfaction of those served and with the high degree of morale and sense of attainment on the part of those rendering services' Qaiser (2012). From this definition, management entails that the manager must equate the available human and material resources of the organization for the attainment of the set goals.

In effects, the organization must be dynamic to incorporate changes for effectiveness and attainment of objectives at the same time ensure that her members are satisfied in the performance of their respective duties in the accomplishment of the goals. Modern principles of management are traced to Henry Fayol considered as the father of modern management theory. Fayol identified fourteen principles that he described as flexible and usable regardless of changing conditions in organizations. Qaiser (2012) opined that the principles are grouped under three main heads: Structural, process and purpose. The structural principles include; division of work, unity of direction, centralization, authority and responsibility, and scalar chain which helps in describing the methods and guidelines of organizational structure. The process principles includes; equity, discipline, unity of command, remuneration, and subordination to general interest. These principles help in determining the ongoing activities of the organization while purpose principles includes; order, stability, initiative, unity of efforts, which are considered to be very important in explaining

the basic objectives and goals of organization. According to Fayol, to get things done effectively in the organization, the manager must indulge in performance of certain functions which are planning, organizing, staffing, leading, controlling to utilize available resources of human, physical, financial, natural and applies certain techniques like effective communication, leadership, motivation, in order to obtain set goals (Fells, 2000). In secondary schools Education, a proper implementation of Henry Fayol's management principles is expected to increase quality in academic output and enhance organizational performance.

There is however the criticism that principles such as Stability of jobs and positions and Division of labor could be seen as a product of the time. The argument here is that Fayol regarded an organization's size as the one differentiating factor and omitted variables such as culture or technology and that the focused is more on the issue of internal optimization than external adaptability because his experience originated in large, formal organizations that operated in slowly changing environments (Qaiser, 2012). Other principles such as the need to specialize, unity of command, clear reporting, relationships in a formal structure, and the need to coordinate activities among specialized groups, are considered relevant today. The effective application of the principles is considered to have a positive influence on the management of colleges of education. This study therefore investigate the perception of stakeholders on the impact of Henri Fayol's managerial principles on the management of secondary schools in Nigeria. Among others, the study is intended to find out the acceptance, the principles presently adopted among the administrative theory and suggest ways of improving performance of teachers and students at the secondary school level through effective managerial principles in the schools administration.

2. REVIEW OF LITERATURE:

Mohammad (2007) reported from a study of comparative analysis of the effect of managerial principles on academic performance of students in some selected private and public secondary schools in Kano metropolis that application of the Fayol's principles generally improve the students' performances. This study was however limited to Kano metropolis and did not solicit for perception of the educational stakeholders on the managerial principles. In analyzing the managerial principles by Fayol, Magama (2006) reported from a study that discipline the third factor of the managerial principles is probably the most difficult and unpleasant part of any educator's job. It is often a part of the core values of any organization and shows the extent of effectiveness of management. It reflect the base of good conduct and respectful interactions in the organization. In the study, Magama (2006) pointed out that communication a vital aspect of the managerial principles help to stoke discipline. It stated that 'when instructors effectively communicate rules, set high expectations and provided frequent feedback, the need for discipline will likely be infrequent and that the approach taken for disciplinary action often determines its effectiveness. Hellriegel, Slocum, and Woodman, (1983), reported that unity of command is being responsible to and receiving orders from only one superior and that it reflect the scalar principle which ensures a chain of command in a straight line from top to bottom. Hatzell (2006) from a study of the managerial principles reported that equity was linked with the essence of effectiveness of administration. In practice, employees are specialized in different areas and they have different skills. Different levels of expertise can be distinguished within the knowledge areas (from generalist to specialist). This is the actual practice in educating with different fields of specialization which clearly supports the first principle of division of work by Fayol (Van Vliet, 2009).

Getting goals accomplished requires authority and responsibility which Fayol opined gives the management the right to give orders to the subordinates. Such authority must come from one source at a time which denote the 'Unity of command' and the subordinates must deliver the same activities that can be linked to the same objectives such that there will be unity of direction in order to subordinate the individual interest to that of the organization. For such subordination of the individual's interest, the employee should be adequately compensated which Fayol calla remuneration (Bedeian, 2002). For effectiveness, there is need for centralization of decision making process in the organization. This aspect of the principles is often criticized because of the need to devolve power for effectiveness and inclusiveness in the organization and tended to contradict the principles of division of work and specialization. This is supported by the hierarchy of authority which allows each employee to have direct contact with his or her immediate superior in the hierarchy. It stoke order in the organization with equal treatment for the respective individuals in their hierarchies. The satisfaction of the employee should be seen to be vital by provision of employment stability which Fayol refer to as 'Stability of Tenure of personnel'. For advancing such individual interest, Fayol argued that room must be provided for initiative which could be sources of strength for the organization and last of the principles is the need for feeling of involvement and recognition by all "Esprit de Corps" which contributes to the development of the culture and creates an atmosphere of mutual trust and understanding among the employees in the organization (Hodge, 2002).

3. METHODOLOGY:

A researcher designed structured questionnaire was administered through survey method with a stratified random sampling procedure to stakeholders of secondary schools across the geopolitical zones of Nigeria. Information

solicited included demographic characteristics of respondents and perception on Henri Fayol’ 14 managerial principles of administration in the secondary schools. The stakeholders were Principals, Teachers, PTA and Education Inspectors. The main purpose of the study was to determine whether the stakeholders perceived the managerial principles as effective enough to be used for improving performances of teachers and students in the secondary schools in view of the deterioration in educational performances. The hypothesis is that the stakeholders did not differ significantly in their perception of the managerial principles application for enhancing performances in the secondary schools. A total sample of 4,200 questionnaires were issued out but three thousand, seven hundred and thirty two (3,732) made up of 598 principals, 827 PTA, 2,180 teachers and 127 inspectors were successfully completed and returned making a response rate of 88.9%. Their opinions were measured on a 5 point Likert scale with a midpoint average of 3.0 for decision on agreement and disagreement. The questionnaires were administered and collected through representative authorities in the respective schools and Education Boards. Data collected are analyzed with the Statistical Package for the Social Sciences (SPSS) IBM version 23. Statistical procedures used included frequencies, percentages, means and standard deviations. The MS-Excel was used to graph the mean perceptions by the stakeholders and one way analysis of variance was used to test significant difference at a fixed alpha level of 0.05 ($P \leq 0.05$). A post hoc test was performed on means where significant difference was observed with the Scheffe procedure.

4. RESULTS AND DISCUSSIONS

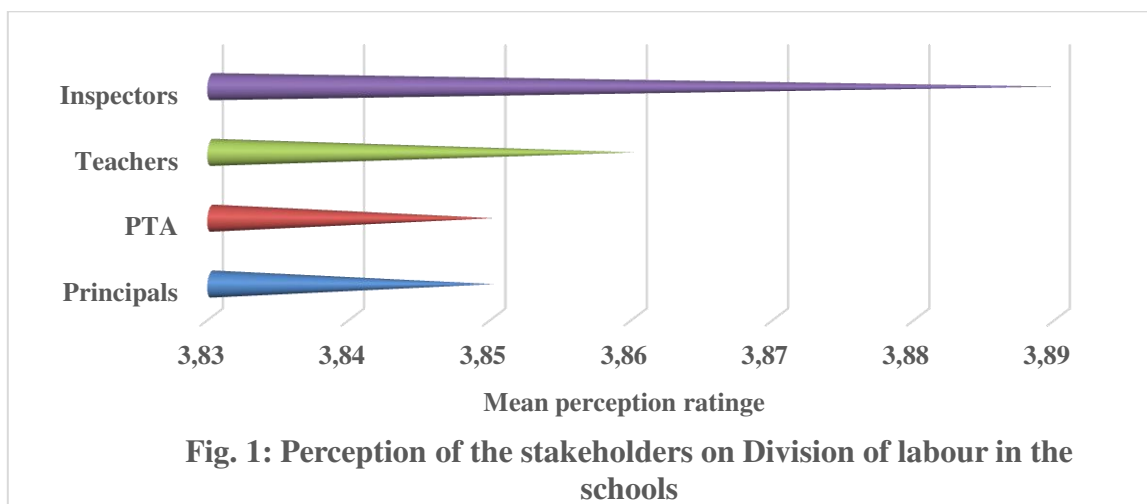
Of the total respondents, 1452(38.9%) were from rural areas of the geopolitical zones while 2280(61.1%) were from urban setting of the zones. A total of 661(17.7%) and 3071(82.3%) of the stakeholders were associated with Boarding and Day secondary schools respectively. The high representation of the stakeholders associated with Day secondary schools is due to the predominance of Day secondary schools in all the geopolitical zones of the Federation of Nigeria. Among the respondents, 1924(51.6%) of the total stakeholders were male while 1808 or 48.4% were female. By educational qualification, 1240(33.2%) have OND, NCE or HND. Those with First degree were 1696(45.4%) while those with Master degrees were 342(9.2%) and 44(1.2%) have Doctorate degrees. Only 410(11.0%) have other unspecified qualifications.

Each of the principles was assessed independently to determine differences in the stakeholders’ perception of their application in the secondary school management. The mean perceptions of the stakeholders on the principles’ application for the management of the secondary schools are summarized in Table 1. The managerial principles are division of labour, authority and responsibility, discipline, unity of command, unity of direction and subordination of individual interest to the general interest of the schools. Others were remuneration of staff, centralization of school management, scalar chain or hierarchical management of the schools, order, equity, stability of tenure of staff, initiative and en esprit de corp.

Table 1: Mean scores of the stakeholders’ perception of Henri Fayol’s managerial principles on the management of the secondary schools in Nigeria

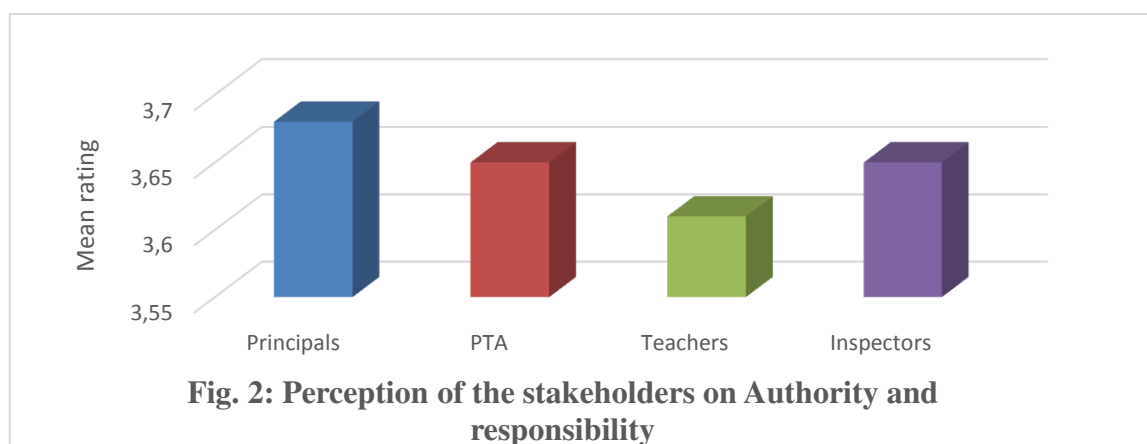
Henri Fayol’s managerial principles	Principals	PTA	Teachers	Inspectors
	$\bar{X} \pm SD$	$\bar{X} \pm SD$	$\bar{X} \pm SD$	$\bar{X} \pm SD$
Division of labour	3.85±0.405	3.85±0.394	3.86±0.337	3.89±0.293
Authority and responsibility	3.68±0.447	3.65±0.399	3.61±0.383	3.65±0.333
Discipline	4.26±0.539	4.27±0.464	4.22±0.396	4.26±0.384
Unity of command	3.66±0.562	3.64±0.524	3.78±0.495	3.85±0.435
Unity of direction	3.47±0.473	3.43±0.440	3.45±0.428	3.50±0.471
Subordination	3.37±0.504	3.40±0.433	3.43±0.391	3.46±0.367
Remuneration	3.38±0.539	3.49±0.471	3.44±0.443	3.53±0.419
Centralization	3.54±0.460	3.56±0.438	3.61±0.392	3.65±0.332
Scalar chain	3.66±0.455	3.75±0.423	3.76±0.368	3.80±0.312
Order	3.63±0.477	3.68±0.411	3.71±0.371	3.78±0.321
Equity	3.61±0.454	3.58±0.452	3.61±0.394	3.68±0.339
Stability of tenure	3.55±0.521	3.63±0.469	3.62±0.431	3.69±0.378
Initiatives	3.85±0.510	3.86±0.522	3.95±0.458	4.03±0.374
Esprit de corps	3.97±0.510	4.00±0.501	4.08±0.393	4.11±0.358

On division of labour as way of employees’ are specialization and increase in efficiency and thus increase in output, the Schools’ inspectors had a higher perception of its application and the attendant effects on the school management than the other groups of respondents. This is shown in horizontal bar chart in Figure 1.



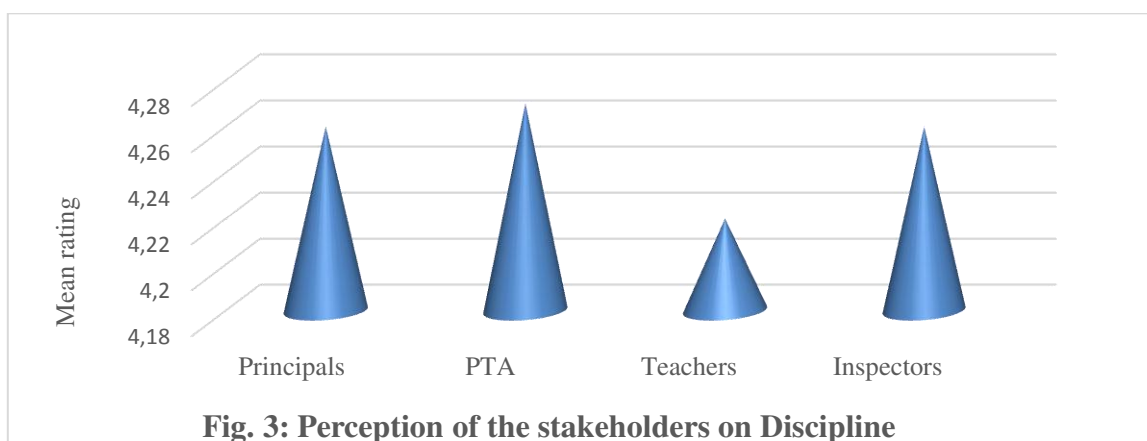
The principals and the PTA tended to have lower perception of the effectiveness of the principle in the management of the secondary schools than the teachers and the inspectors. But their mean scores as indicated in the table and the chart shows that all the groups were of the view that the application of division of labour would have major impact in enhancing the management of the secondary schools. Variability in mean perception is tested for significance in the hypothesis.

The perception of the application of Henri Fayol’s principle of authority and responsibility in the management of the secondary schools shows that the principals tended to lay more emphasis on its application that other groups of stakeholders involved in the study. As illustrated in Figure 2.



The teachers’ perception of the impact of the application was the least as shown in the table and the chart. The expressed perception of all the stakeholders clearly support the view that the administrative head of the school must have the authority to give orders, but she or she must also keep in mind that with authority comes responsibility.

The third principle which is discipline had clear support from the stakeholders. But the perception of the teachers was lower than any of the other stakeholders as shown in Figure 3.



There was general agreement that discipline must be upheld in secondary schools and by the mean scores, all the stakeholders view this principles very highly in the management of the secondary schools. The application of this principle is perceive to have major impact on the management of the secondary schools and would greatly improve their performances in efficient teaching and learning. Though there were differences in the mean ratings but none of the stakeholders disagreed with the impact of this principles in the management of the secondary schools.

Unity of command which imply that an employee should only have only one direct superior did not receive equal perception of the stakeholders on its application for the management of the secondary schools. This is clearly shown in Figure 4 as indicated by mean scores in Table 1 for the principles.

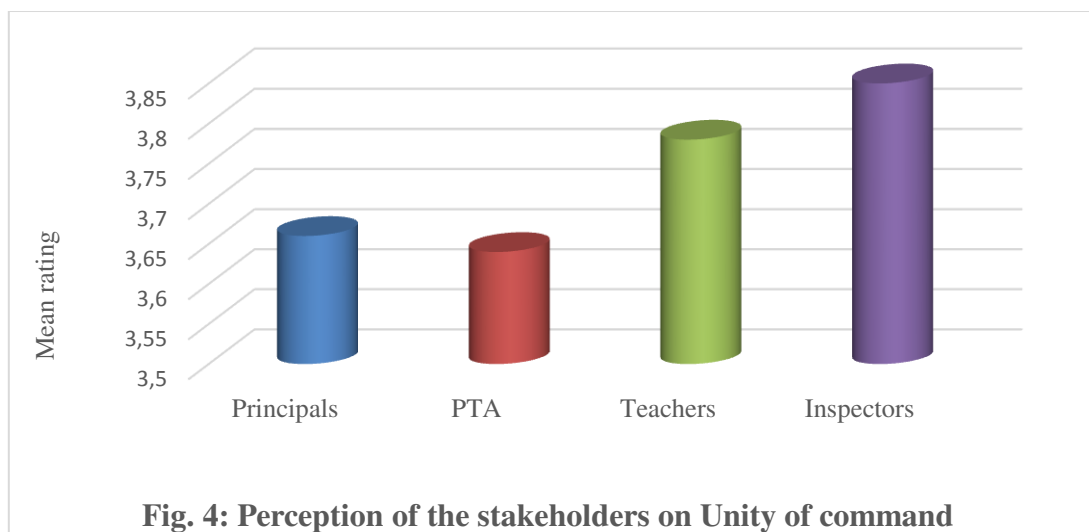


Fig. 4: Perception of the stakeholders on Unity of command

The PTA and principals did not have much high perception of the principle’s application in the management of the secondary schools. Compared with the teachers and school inspectors who were more in favour of the principle; the disparity here could rest on the fact that teachers are end users of such principles while the school inspectors could be seen as applying what they perceived ought to be the defacto principle. But all agreed that unity of command would impact positively on the school management and therefore improve performances.

The stakeholders’ perception of the application of Unity of direction which imply that individual personnel with the same objective should work under the direction of one head with one plan for effective coordination was not rated very high for the management of the schools. Though the stakeholders were of the opinion that its application could enhance management output but the level of perception was generally low. As illustrated in Figure 5.

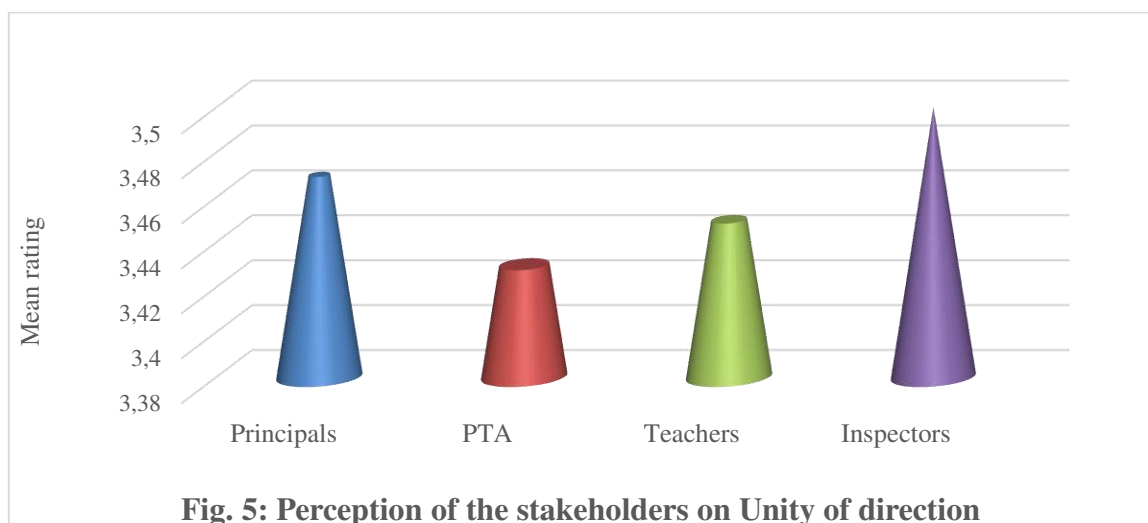
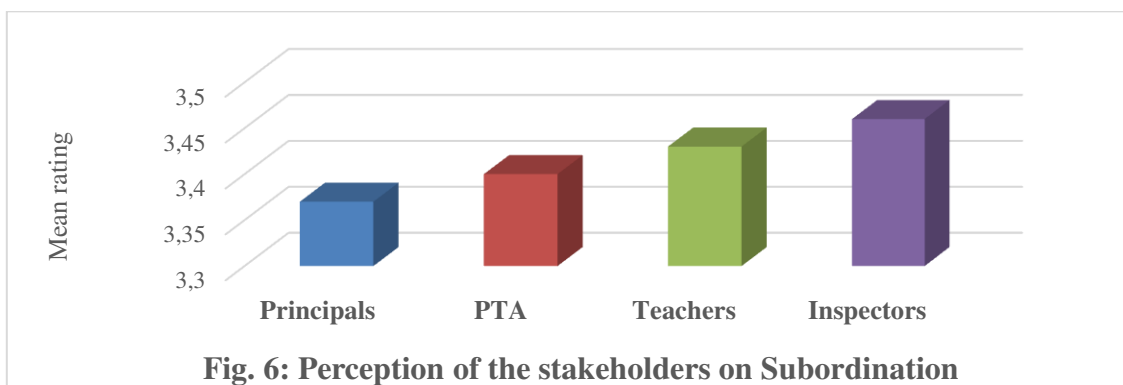


Fig. 5: Perception of the stakeholders on Unity of direction

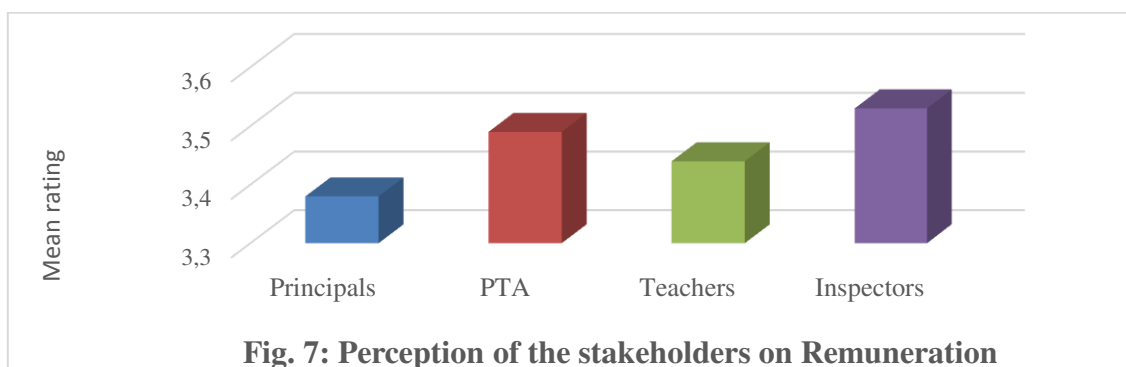
The perception of the Inspectors and the principals of the principle’s application were higher than that of the PTA and teachers. From the mean scores, it could be asserted that the application of unity of direction is perceived to have some impact on the management of the secondary schools.

The impact of principle of subordination’ application on the performance output of the secondary schools’ management had the least mean rating among the stakeholders. As shown in Table 1 and in Figure 6, respondents have less perception of its impact.



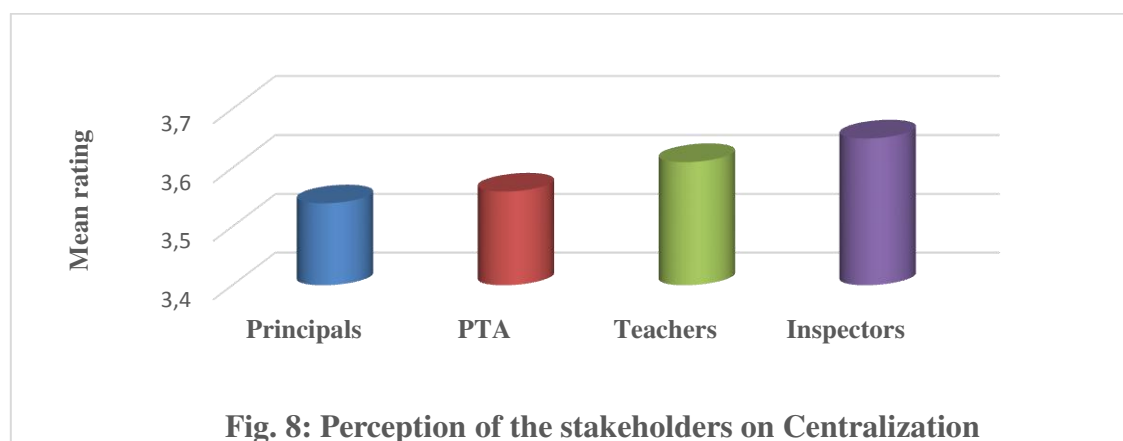
The essence of the principle is that the individual personnel’s interest should not be allow to become more important than that of the schools irrespective of her or his status. The inspector and teachers have relatively higher perception of it application in the school than the principles and PTA. This variability could be explain as motivational prospects and its applications in the schools to the individuals’ interests. The predominance of the organizational interest therefore did not mean that the individual interests should not be considered in the management of the secondary schools.

The principles of remuneration implies employee’s satisfaction with completion for his or her labour. The stakeholders agreed that application of this principle would enhance managerial output in the secondary schools but there was differences in the mean rating as shown in the table and Figure 7.



The PTA and schools inspectors have higher perception of this principles’ application than was observed among the teachers and principals. This low perception of the teachers and principals could not be divorced from the inadequacy in funding of secondary schools irrespective of the promises and monumental allocation which did not seems to trickle down for effective management of the schools as reflected in the poor condition of service by teachers. This would imply that though the principals and teachers agreed with the principles but they generally agreed that the teachers’ remuneration is not commensurate with their job in the secondary schools.

The application of the principle of centralization in the management of the secondary schools is considered to have major impact on the teaching and learning. The aim here is to ensure that employees are close to the decision-making process and if possible take part in it for a sense of inclusiveness. As shown in the mean scores for the stakeholders for the item and Figure 8, observed difference were not much.



The schools’ inspectors and teachers have relatively higher perception of the principle’s impact on the secondary school management than the principals and PTA. The general observation clearly shows that all the stakeholders agreed that centralization has the potential of improving teaching and learning in the secondary schools. This would mean that effective application of this principle is perceived to have positive impact on the management of the secondary schools.

The perceived impact of the managerial principle of scalar chain on the management of the secondary schools is generally agreed by the stakeholders to have positive impact on the management of the secondary schools. This entails the awareness of the employee position in the secondary schools’ managerial hierarchy. In the table and Figure 9, the opinions of the stakeholders are illustrated.

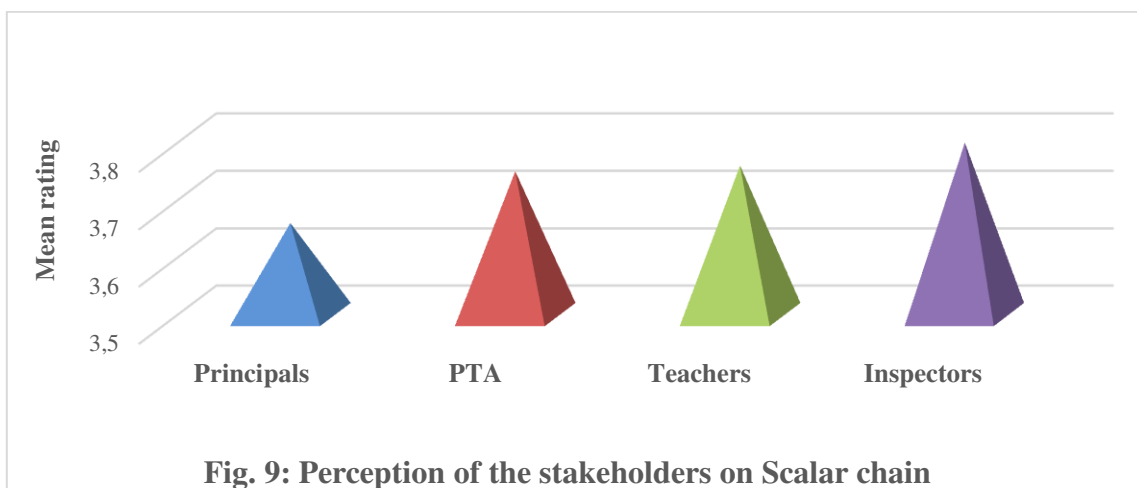


Fig. 9: Perception of the stakeholders on Scalar chain

The principals had the least perception of the impact of principle’s application while the inspectors have the highest. But the differences were relatively low and all the stakeholders agreed that the application of the principles could have positive impact on the management of the secondary schools.

The extent to which the application of Henri Fayol’s managerial principle enhanced order, in the management of the secondary was perceive to have major impact on the teaching and learning and thus output performance. As shown in the mean scores of he stakeholders and in Figure 10, there was complete agreement on the positive impact of the principles’ application.

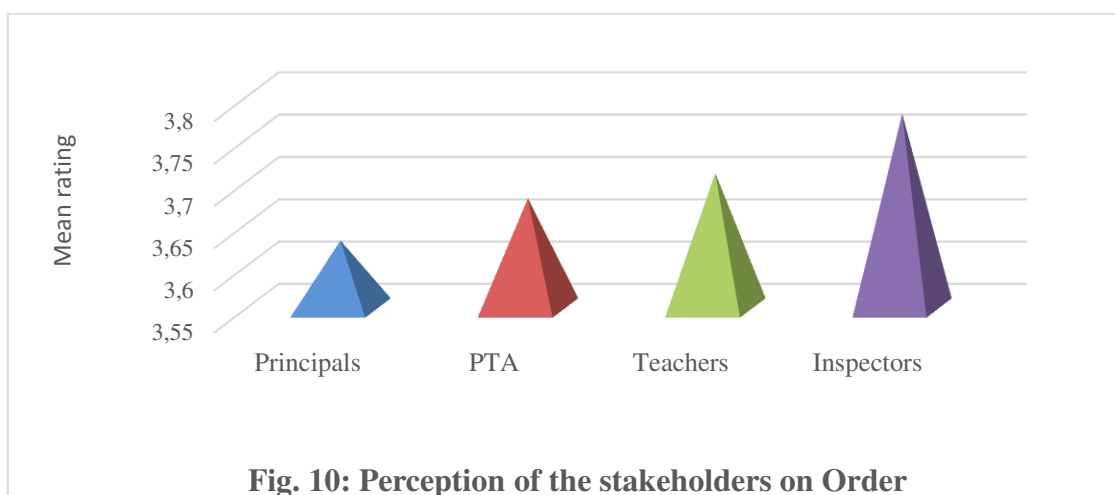


Fig. 10: Perception of the stakeholders on Order

Though the inspectors and teachers have relatively higher mean rating of the principle’s application on the management of the secondary schools, the mean scores agreed that the workplace facilities must be clean, tidy and safe for employee and that everything should have their proper placement. From the observation in the table and the chart, it could be said that the stakeholders were of the view that the application of the Henri Fayol’s principle of order could enhance the management of the secondary schools.

The principle of equity implies that the management of the school should be seen to be fair to staff at all times. The application entails the maintenance of discipline as necessary and acting with kindness where appropriate. The stakeholders agreed that the application of this principle would be beneficial to the management of the secondary schools. This is shown in with high mean scores in Table and illustrated in Figure 11.

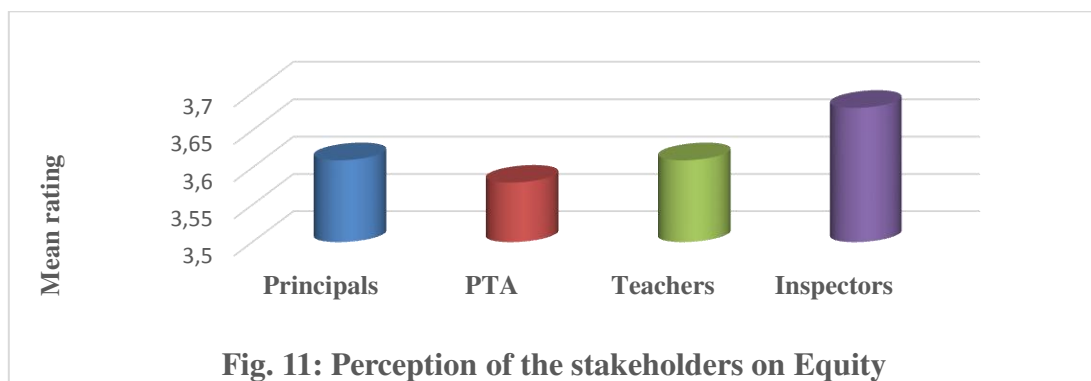


Fig. 11: Perception of the stakeholders on Equity

The stakeholders were in complete agreement with the managerial principle on equity in enhancing the management of the secondary schools. The stakeholders were of the view that effective application of the principle of equity helps to bring about good organizational climate in the school because fairness to all the member of staff in the schools is essential in the management of the secondary schools. From these observations, it could be concluded that the application of the managerial principle on equity has major impact on the management of the secondary schools.

The perceived impact of the managerial principle on stability of tenure of employee in the management of the secondary schools was considered a positive enhancement on teaching and learning. The principle here is that school management should strive to minimize employee turnover. Personnel planning should be a priority. The mean scores illustrated in Figure 12.

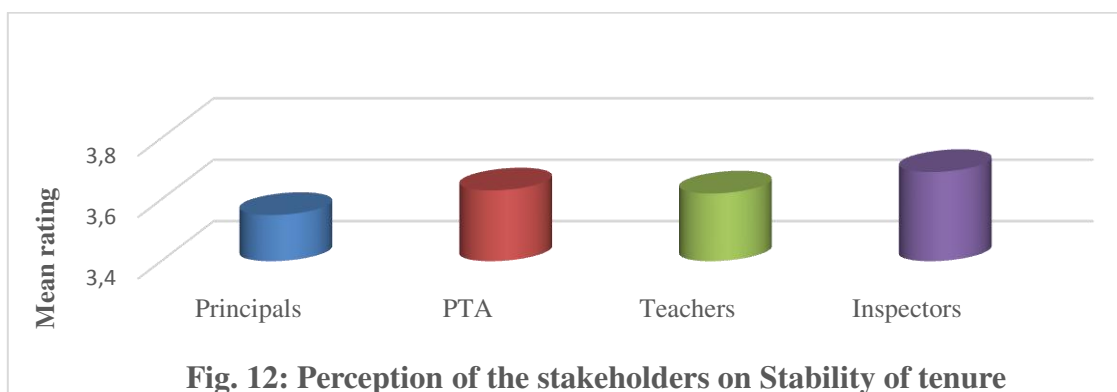


Fig. 12: Perception of the stakeholders on Stability of tenure

The stakeholders were in complete agreement with the positive impact of the application of the stability of staff tenure in enhancing the management of the secondary schools. They were of the opinion that constant transfer of staff in to different department within the institution does not give room for the achievement of efficiency and effectiveness in the management of school. They were therefore of the view that a staff can only become a specialist or authority in a particular field after many years of doing the same job over and over again. From these observations, it could be concluded that the stakeholders were of the view that the application of stability of tenure has major impact on the management of the secondary schools.

There was unanimous among the stakeholders on the application of the Henri Fayol’s managerial principle of initiative enhancement on the management of the secondary schools. This principles entails that employees should be given the necessary level of freedom to create and carry out plans within the schools set goals. The mean scores are illustrated in Figure 13.

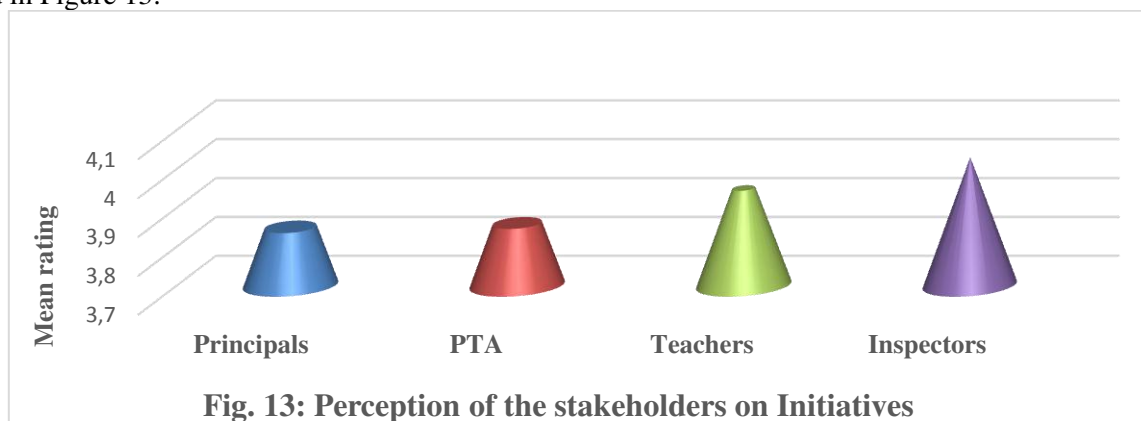


Fig. 13: Perception of the stakeholders on Initiatives

The stakeholders were in completed agreement with the impact of the application of the managerial principle on initiative in the enhancement of the schools’ management. The only observable difference where the inspectors and teachers have higher mean rating did not really imply a divergent opinion. The general opinion of the stakeholders as observed is that the application of the managerial principle of initiative would enhance the management of the secondary schools.

The last principle if esprit de corps was highly rated by the stakeholders as very important for the management of the secondary schools. This principles stipulates that the school should strive to promote team spirits and unity among employees. This is aimed at boosting morale and thus improve performance. The mean scores of the stakeholders on the principle are illustrated in Figure 14.

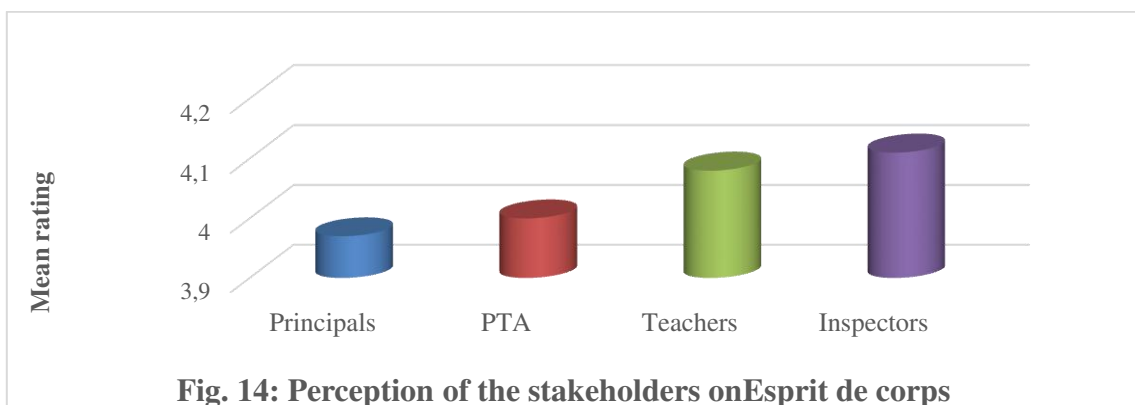


Fig. 14: Perception of the stakeholders on Esprit de corps

Though the principals had the least mean rating of the principle but they did not disagreed with its effective impact on the management of the secondary schools. The inspectors and teachers have higher perception of the impact more than the principals and PTA. But all agreed that its applications would enhance improved teaching and learning in the secondary schools.

5. COMPARISON OF STAKEHOLDERS’ PERCEPTION OF THE MANAGERIAL PRINCIPLES’ APPLICATION

The hypothesis was tested with the mean scores of the stakeholders on the principles independently. The result of the one way analysis of variance summarized in Table 2 shows the sum of squares between and within groups along with the degree of freedom, mean square, F-value and the level of significance obtained.

Table 2: Summary of ANOVA on the managerial principles on the secondary schools’ management

Managerial Principles	Source	Sum of Squares	DF	Mean Square	F	Sig.
Division of labour	Between Groups	.223	3	.074	.572	.633
	Within Groups	485.013	3728	.130		
Authority and responsibility	Between Groups	2.701	3	.900	5.747	.001
	Within Groups	584.011	3728	.157		
Discipline	Between groups	1.513	3	.504	2.598	.056
	Within groups	721.738	3728	.194		
Unity of command	Between Groups	17.069	3	5.690	21.804	.000
	Within Groups	972.794	3728	.261		
Unity of direction	Between Groups	.899	3	.300	1.549	.200
	Within Groups	721.048	3728	.193		
Subordination	Between Groups	2.352	3	.784	4.455	.004
	Within Groups	656.030	3728	.176		
Remuneration	Between Groups	4.558	3	1.519	7.022	.000
	Within Groups	806.669	3728	.216		
Centralization	Between Groups	3.850	3	1.283	7.552	.000
	Within Groups	633.467	3728	.170		
Scalar chain	Between Groups	5.389	3	1.796	11.563	.000
	Within Groups	579.126	3728	.155		
Order	Between Groups	4.559	3	1.520	9.635	.000

	Within Groups	587.968	3728	.158		
Equity	Between Groups	1.319	3	.440	2.545	.056
	Within Groups	644.054	3728	.173		
Stability of tenure	Between Groups	3.574	3	1.191	5.790	.001
	Within Groups	766.959	3728	.206		
Initiatives	Between Groups	9.758	3	3.253	14.171	.000
	Within Groups	855.697	3728	.230		
Esprit de corps	Between Groups	9.142	3	3.047	15.857	.000
	Within Groups	716.473	3728	.192		

From the result of the test in the table, the stakeholders did not differ significantly on the application of division of labour in the management of the secondary schools ($P > 0.05$). The finding here is that the groups were of the view that application of the principle will enhance performance in teaching and learning. This is consistent with the report of Mohammad (2007) from a study of comparative analysis of the effect of managerial principles on academic performance of students in some selected private and public secondary schools in Kano metropolis. Significant difference was obtained in their rating of the application of authority and responsibility ($P < 0.05$). From a post hoc test on the means, principals and PTA did not differ in their perception while the inspector and teachers did not differ by their mean scores but the two group were significantly different in their perception of the impact of the principles application on the management of the secondary schools. For discipline the opinions was generally the same ($P > 0.05$). But their rating of the application of Unity of command was significantly different ($P < 0.05$). From the post hoc test, the observed difference was found to be between the rating of the principals and Members of the PTA and between the principals and the Education Inspectors. No significant difference was observed in the stakeholders' ratings of the impact of the application of Unity of direction ($P > 0.05$). The finding here agrees with the report of d Magama (2006), where it was reported that discipline is probably the most difficult and unpleasant part of any educator's job. In the report it was opined that 'when instructors effectively communicate rules, set high expectations and provided frequent feedback, the need for discipline will likely be infrequent.

For subordination, Remuneration, Centralization, Scalar chain and Order, the variability in the mean score of the stakeholders was significant ($P < 0.05$) respectively. For subordination, the observed significant difference in the perceptions of the stakeholders was between the principals and teachers. And this was basically in their magnitude of ratings since there was no difference in their perception of the principles' impact on the schools' management. On remuneration, only the rating of the principals were significantly different from that of the teacher, PTA and Inspectors. From the application of Centralization principle, the principals were significantly different in their perceptual rating from the teachers and Education Inspectors. Between the PTA and the principals, no significant difference was observed and between the PTA and the Education Inspectors, no significant difference. But teachers were significantly different from the PTA and not from the Education Inspectors in their perceptions of the application. Only the principals' rating of the application of scalar chain was found to differ significantly from the rest of the stakeholders (Teachers, PTA and Education Inspectors). Between the rests of the stakeholders, no significant difference was observed. On the application of the managerial principle of Order, the principals were significantly different from the teachers and the Education inspectors in their perception. Between the teachers, PTA and Education Inspectors, no significant difference was observed in their perceptions

The result did not show any significant difference between the stakeholders in their perceived impact of the application of principle of equity on the management of the secondary schools ($P > 0.05$). The observed variability in the stakeholders' mean rating of stability of tenure, Initiative and Esprit de corps were all significant ($P < 0.05$). In the case of stability of tenure, the observed significant difference was between the principals and the remaining stakeholders (PTA, Teachers and the Education Inspectors). For imitative, the principals and members of the PTA were not significantly different in their perceptions. But their perceptions (PTA and Principals) was significantly different from those of the Teachers and the education Inspectors. Between the Teachers and the Education Inspectors, no significant difference was observed. The perceptions of the principals on application of Esprit de corps differed significantly from the teachers and Education Inspectors. The teachers did not differ significantly in their opinion from the Education Inspectors. Between the Education Inspectors and the PTA group significant difference was observed. The finding of this study is in line with the report of Qaiser (2012) where the managerial principles were found to be positively correlated with organizational performance from a study in Pakistan.

6. CONCLUSION:

From the findings of this investigation into the perception of stakeholders on the impact of the application of Henri Fayol's managerial principles on the management of Nigeria secondary schools, the following conclusion is drawn: Secondary school stakeholders were of the perception that effective application of the managerial principles

will significantly improve the performances of teachers and students. The stakeholders were of the view that application of the principles will enhance efficiency in the management of the secondary schools. There was no divergence of opinion on the application of the principles.

7. RECOMMENDATIONS:

Based on the findings from the analyzed data, the researcher would want to recommend as follows: Secondary school administrative personnel should be encouraged to make use of the Henri Fayol's managerial principles in their administrative process. Secondary school authorities should endeavor to assign tasks to personnel with along their skills. Stakeholders should ensure effective remuneration of staff in the schools. The principles of esprit de corps should be encouraged with effective principles of discipline in the schools.

8. LIMITATION OF THE STUDY:

The research was not able to recover all the questionnaire administered. Opinions expressed by stakeholders were not subject to any form of control. This would imply that they all had freedom of expression which may be valid or not.

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