

TEACHERS KNOWLEDGE OF EDUCATION LAWS AND THEIR IMPLEMENTATION IN SECONDARY SCHOOLS IN ANAMBRA STATE.

By

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Abstract

The study examined teachers' knowledge of education laws and their implementation in Anambra State Secondary Schools. The study adopted a description survey design. The population of the study consists of 6,987 teachers in the 253 secondary school in Anambra state. The sample comprised 1,468 teachers randomly drawn from the population. Data were collected by means of a structured questionnaire designed by the researcher and validated by experts in the area of educational management and measurement and evaluation. The reliability of the instrument was established using cronbach alpha and this yielded a coefficient of 0.73. The result of data analysis showed that while teachers might have considerable knowledge of education laws, their extent of implementation is quite low. There was no significant difference between the mean opinion scores of male and female teachers on their knowledge and implementation of education laws. In Anambra State secondary schools; it was recommended among other things that government should promote those teachers that display high level of knowledge in the implementation of education laws and penalize those that show gross ignorance of them. Again seminars should be organized regularly on the need for education laws and its implementation.

Keywords: Teachers, knowledge, Education Law, Implementation.

INTRODUCTION

For any society, organization or institution to function effectively, there is need for some laws to be observed. Education is not exempted more so due to its complex nature. Law is defined as rules and regulations made by either the individual, organization, society or governments to regulate the conduct of human beings. Ibe (2010) described law as rules of conduct of any organized society however simple or small that are enforced by threat of punishment if they are violated.

Education is the process of acquiring knowledge, skills, norms, values and aptitude which will enable the individual to be useful to himself and the society at large. Cermin (2008)

described education as the deliberate, systematic and sustained effort to transmit, evoke or acquire knowledge, attitudes and values, skills and sensibilities, and any learning that results from the effort, direct or indirect, intended or unintended.

According to Obi (2004) education law is a generic term that covers a wide range of legal subject matter, including the basic fields of contracts, property, torts, constitutional law and other areas of law which directly or indirectly affect the educational and administrative processes of the educational system. He further stressed that education law in Nigeria generally stipulate the areas in which policies or regulations can be made and executed; and in addition to education edict and regulations emanating from a state bureaucracy which it represents. The need for education law therefore cannot be overstressed. The activities of the teacher, students, parents and the various authorities that control education are guided by education law. It is the aspect of the political context within which the school operates, providing guide to the actions of school personnel.

Gender is the fact of being male or female. The influence of gender on the extent of teachers knowledge of education law and its implementation within the secondary school system needs to be considered at this juncture. By nature, women seem to be subservient due to their position in the society while the menfolk appear very assertive and domineering. An attempt is made in this study to ascertain whether being a man or woman will affect the views of individuals on the knowledge and implementation of education laws in secondary schools.

Education laws pervade all aspects of school administration involving staff, students and the host communities. The origin of education law in Nigeria will be traced to the colonial era when formal or western education was introduced in Nigeria as against traditional education that served the people prior to the advent of British colonists. Many ordinances saw the light of the day as the colonialist sought to legally control education at this point in time. There were ordinances promulgated in 1882, 1887, 1903, 1908, 1916, 1926 and 1948. This ordinance contributed to the growth and development of education at this period.

From the foregoing, the evolution of education laws in Nigeria could be traced to 1882. Soon after the Nigeria independence in 1960, other education laws followed which were improvements on the old education ordinances. These included among others, Local Government Education Authority Decree 3, 1991, Education Tax Decree, 1993, (Decree No.7), Public Education Edict, (1970). In addition, there are some regulatory guidelines like

Teachers Service Manual, Education handbook and Code of Ethics.

There is no gain saying the fact that certain education laws are put in place for effective functioning of Nigeria's education system. These laws are supposed to be religiously adhered to by all stakeholders to education. However, there is a genuine concern that teachers' knowledge and implementation of education laws may not be what it should be thus the appalling state of education presently in Nigeria. It is against this uncertainty that the present study was conceptualized to ascertain the knowledge level and extent of implementation of education laws in Anambra State Secondary Schools.

Statement of the Problem

The importance of law in regulating human conduct cannot be overstressed. The purpose of law is to ensure order, peaceful and conducive environment for productive existence and worthwhile living. Although laws exist in schools to regulate academic activities, but the awareness of such laws and its implementation by teachers is not guaranteed.

There are a lot of education edicts, handbooks on discipline, teachers manual, national policy on education university law, condition of service, education polices and proclamations introduced by the governments to ensure that there is order in our schools and colleges. Unfortunately, some of these laws and regulations are not religiously followed by the teachers possibly because they are not aware about their existence and may not have implemented them. Lack of knowledge about school rules by teachers and the implementation of such laws has adversely affected education. Some of studies on education law were carried out at the tertiary and primary school level involving teaching and non-teaching staff. There seem to be dearth of studies done in the study areas on teacher's knowledge about law and implementation of such laws in secondary schools in Anambra state. This development has created a gap in knowledge which the present study intends to fill.

In view of the foregoing, the problem of the present study is stated thus:
To what extent are teachers knowledgeable about education laws and their implementation in Anambra State Secondary Schools?

Purpose of the Study

The main purpose of the study is to find out the teachers knowledge level of education laws and the extent of their implementation in secondary schools. In Anambra State.

Specifically, the study sets out to:

1. Determine the extent of teacher's knowledge of education law.
2. Identify the extent to which teachers implement education laws affecting their professional conduct.
3. Find out the factors that inhibit teacher's knowledge and implementation of education laws.

Significance of the Study

The result of this study will be of immense benefit to teachers, parents, students and state ministry of education.

The outcome of this study will help teachers to be aware of the existing education laws in secondary schools, their implementation and implications for flouting them. The findings of the study will assist parents be aware of the education laws that protect the rights of their wards and how to safeguard them. To avoid abuse.

The result of this study will enable the students to be aware of their rights and privileges as enshrined in the education law. The knowledge of the education law will facilitate its implementation in schools.

The findings of this study will make the ministry of education to live up to their responsibility as far as the issue of teacher's knowledge or ignorance of education laws is concerned and their subsequent implementation in the course of their duties.

Finally, the findings of the study will act as a spring board for researchers who may want to carryout similar studies in future.

Scope of the Study

The scope of the study is delimited to teacher's knowledge of education laws and the extent of implementation of these laws in Anambra state secondary schools. The study also examined the factors that inhibit male and female teacher's knowledge and implementation of education laws.

Research Questions

The study was guided by the following research questions.

1. What is the level of teacher's knowledge of education laws in secondary schools in Anambra State?
2. To what extent do teachers implement education laws in Anambra State secondary schools?
3. What factors inhibit teacher's knowledge and implementation of education laws in secondary schools in Anambra State?

Hypotheses

The following hypotheses guided the conduct of the study.

1. There is no significant difference in the mean scores of male and female teachers on their knowledge of education laws.
2. There is no significant difference in the mean scores of male and female's teachers on the extent of their implementation of education laws.

Methodology

The procedures used in carrying out this study are discussed:

The study adopted a descriptive survey design aimed at determining the knowledge level of teacher's about education laws and their implementation in Anambra State secondary schools. This design was used because the study sought information on the opinions, beliefs and views of a cross section of the population.

The study was conducted among public secondary school teachers in Anambra State. The study examined the level of knowledge of teachers about education laws and their implementation.

The population of the study comprised 6,987 secondary school teachers in Anambra state public secondary schools. The sample of the study consisted of 1,468 teachers in the sampled public secondary schools in Anambra state. The proportionate stratified random sampling technique was used in the sampling. The stratification was based on education zones and gender.

The main instrument for data collection was 32 item structured questionnaire designed by the researchers. The instrument had four sections, A, B, C and D. Section A had four items designed to review personal information about the respondents such as gender, location, type of school and teaching experience. Section B had seven items focused on teacher's knowledge of education laws. Section C dwelt on the level of implementation of education laws by teachers and section D sought information on the factors that inhibit teacher's knowledge about education laws.

The response format adopted was a four point scale as follows:

Section B: Certainly No (4 points) probably No (3 points) probably Yes (3 points) and certainly yes (1 point)

Section C: Very often (4 points) Often (3 points) Sometimes (2 points) and rarely (1 point).

Section D: Strongly agree (4 points) Agree (3 points) Disagree (2 points) and strongly disagree (1 point).

The instrument was subjected to validation by three experts; two from the Department of Educational Management and one from the department of Educational Foundations in the Faculty of Education Enugu, State University of Science and Technology, Enugu. The validators made some observations which were considered and incorporated into the main work before it was employed to collect data.

The reliability of the instrument was also established using 20 secondary school teachers randomly sampled from Girls Secondary School Akwakuma in Imo State. This school was not part of the main study but shared similar characteristics in the area of human resources management practices of Anambra state. The instrument was distributed among the respondents to fill and the scores obtained were computed using cronbach alpha so as to determine the internal consistency of the instrument “TKELLISSQ”. The computation of the scores yielded a reliability coefficients of 0.84, 0.74 and 0.81 respectively. Cronbach alpha was deemed most appropriate to determining the reliability of the TKELLISQ because the items are polychotomous that is they do not lend themselves to Yes or No responses.

The researcher collected data from the respondents through the help of six trained research assistants. Out of the 1,668 questionnaires distributed, only 1,468 were completely completed while 200 questionnaires were not recovered. The data collected were statistically analyzed thus: The research questions were answered using mean and standard deviation whereas the null hypotheses were tested at 0.05 level of significance using t-test statistic.

RESULTS

The results of data analysis are presented in tables 1 to 5 in accordance with the research questions and hypotheses that guided the study.

Research question one: What is teachers’ knowledge of education laws in secondary schools in Anambra state. The answer to this research question is presented in table I.

Table 1: Mean and standard deviation responses of the teachers knowledge of education laws

S/No	Item Description	\bar{X}	Sd	Decision
1	A teacher has the right to mete out punishment on erring students without the permission of the principal	2.44	1.07	Disagree
2	A teacher has the right to use detention as a form of punishment in school	2.14	1.04	Disagree
3	A teacher has right to conduct lessons without the permission of the principal	2.49	1.10	Disagree
4	A teacher has right to slap a student for being insolent	2.56	1.08	Agree
5	A teacher has the right to expose colleagues for exhibiting act of professional misconduct	2.75	1.12	Agree

6	A teacher has the right to divulge a students privileged information to the public	2.39 2.46	1.08 1.3	Disagree
7	Teachers refuse students admission based on state of origin	2.45	1.14	Disagree
	Grand \bar{x} score	17.22	7.63	
	Average grand \bar{x} score	2.47	1.12	

Table 1 shows the level of knowledge of teachers about education laws. The data in table 1 showed an average grand mean score of 2.47 with standard deviation 1.12 were obtained for all the seven items indicating that the respondents generally exhibited low or poor knowledge of education laws.

Research Question Two

To what extent do teachers implement education laws in Anambra State Secondary Schools?

The data in table two provides answer to this research question.

Table 2: Mean and standard deviation responses of teachers level of implementation of education laws

S/No	Item Description	\bar{X}	Sd	Decision
8	Teachers use students to work in their personal farms	2.25	1.15	Low extent
9	Teachers hold more than one job in addition to their teaching job	2.51	0.78	Great extent
10	Teachers collect levies of all types from the students without permission	3.58	0.58	GE
11	Teacher mark students register in the staff room	2.15	0.66	LE
12	Teachers deny students admission on grounds of religious denomination	2.88	0.77	GE
13	Teachers engage in sexual relationship with their students	2.30	0.69	LE
14	Teacher deny students admission on account of place of origin	2.21	0.80	LE
15	Teachers hire out school premises to the members of LE the pubic without obtaining permission	2.32	1.05	LE
16	Teachers leave the school during classes without permission from the school authority	2.28	0.80	LE
17	Teachers expel students from school without following the rule	2.23	0.93	LE
18	Teachers encourage students to engage in examination malpractice	2.22	0.63	LE
19	Teachers patronize secret cut activities in school	2.46	0.63	LE
20	Teachers do not see themselves as parents of the students while in school	2.15	0.93	LE
21	Teachers absent themselves from school without permission	2.83	1.05	GE
22	Teachers delegate duties anyhow when absent	2.51	0.78	GE

23	Teachers send students on errand during classes	2.20	0.76	LE
24	Teachers administer corporal punishment on students who violate school rules and regulations	2.78	0.75	GE

Total Grand \bar{x} **41.96** **13.85**
Average Grand **x** **2.46** **0.81**

Table 2 x-rays the extent to which teachers’ implement education laws. A grand average mean score of 2.46 and standard deviation of 0.81 indicates that teachers to a great extent do not implement education laws.

Research Question Three:

What factors inhibit teacher’s knowledge and implementation of education laws in secondary schools in Anambra State?

S/No	Item Description	\bar{X}	Sd	Decision
25	Unavailability of text books on education laws inhibit teachers knowledge about them	2.81	1.10	Agree
26	Official duties of teachers prevent them from knowing about education laws	2.48	0.92	Agree
27	Teachers are not interested in knowing about education laws	2.37	1.00	Disagree
28	Teachers are lazy and hardly make out time to read about education law	1.62	0.81	Disagree
29	Education administrators hardly carryout sensitization campaign about the need for knowledge of education laws	3.12	0.88	Agree
30	Governments inability to discipline teachers who violate education law is an inhibitor	2.80	0.86	Agree
31	Parents ignorance of education law make teachers ignore knowledge of education law	2.57	0.99	Agree
32	Absence of publications on education laws in the school library adversely affects teachers knowledge of education laws	2.76	1.11	Agree

Grand x-score **20.53** **7.67**
Average Grand x score **2.57** **0.96**

The data in table 4 shows that high mean scores of 2.81, 3.12, 2.80, 2.51 and 2.76 were obtained by the respondents for items 25, 29,30,31 and 32 respectively indicating that they agreed with those items as factors militating against the implementation of education laws. On the other hand, low mean scores of 2.48, 2.37, and 1.62 were obtained for items 26, 28, and 29 respectively showing that the teachers disagreed with the items as constraints to their knowledge and implementation of education laws.

Nonetheless, a grand average mean score of 2.57 with a standard deviation of 0.96 were obtained for all the items (25-32) indicating that the respondents agreed with all the items as

factors militating against teachers knowledge and implementation of the education laws, in Anambra state secondary schools.

Testing of Hypotheses

This study was further guided by the following null hypotheses stated at 0.05 level of significance, thus:

HO₁: There is no significance difference between male and female teachers on their knowledge of education laws.

Table 4: T-test statistics on the male and female teachers’ knowledge of education law

Source of variation	N	X	Std_Deviation	Df	t-cal	t-crit	Decision
Male	719	2.51	1.07	1,466	1.57	1.96	HO ₁ accepted
Female	749	2.43	1.10				

Table 4 shows that the calculated t-value at 0.05 level of significance and 1,468 degree of freedom is 1.57 while the critical t-value under the same condition is 1.96. Since the calculated t-value (1.57) is less than the critical t-value (1.96), the null hypotheses is accepted. This means that there is no significance difference between male and female teachers on their knowledge of education laws.

HO₂: There is no significance difference between male and female teachers on their implementation of education laws.

Table 5: T-test statistics on the male and female teacher’s level of implementation of education laws

Source of variation	N	X	Std_Deviation	Df	t-cal	t-unit	Decision
Male	719	1.86	0.99	1,466	1.14	1.96	HO ₂ accepted
Female	749	1.72	0.76				

Table 5 shows that the calculated value of t at 0.05 level of significance and 1,466 degree of freedom is 1.14 while the critical t-value is 1.96. The null hypotheses is therefore accepted since the calculated t-value is less than the table value. This means that no significance difference exist in the mean ratings of male and female teachers regarding the extent to which they implement education laws in secondary schools in Anambra state.

Discussion

The findings of the study are discussed in line with the research questions and hypotheses that guided the study. The findings of the study with respect to research question one revealed that secondary teachers in Anambra state have poor knowledge of education laws that should guide their conduct as professionals in the education sector. The findings of this study are in conformity with Agaba (2010) who asserted that teachers are generally unaware of the education laws that guide their conduct as practitioners in the education industry. That teachers are generally unaware of education law is a negation of the advice by Ndu (1999) that teachers must recognize that they must operate within. Certain limit set by law and try to secure and study such laws and guidelines in order to function more effectively in the system. The result of research question two indicates that secondary school teachers do not implement education laws to a great extent in their schools. The outcome of this study agrees with Ocho (2009) who argued that teachers poor performance and students misbehaviours is as a result of teachers inability to implement education laws in secondary schools. This assertion has

shown the need for effective implementation of education laws so as to reduce indiscipline in schools.

The findings of the study as shown in table 3 highlighted the factors that inhibit secondary school teachers from implementing education laws. The study indicated that factors such as lack of interest, laziness, absence of publications in the area of school laws, and insensitivity of government are responsible for poor implementation of education laws. The findings of this study is in consonance with the views of Adesina in Ocho (2009) who stated that inadequate monitoring, lack of evaluation machineries at local, state and federal levels and lack of exemplary leadership among others hinder effective implementation of education laws in the school system.

The result of the hypothesis testing in table 4 shows that there is no significant difference between the mean scores of male and female teachers in Anambra state regarding their knowledge of education laws. The findings agree with that of Attoh (2012) that gender does not significantly affect ones knowledge in any particular field of study.

The result of hypothesis testing in table 5 shows that there is no significant difference between the mean scores of male and female teachers in Anambra state in their implementation of education laws. The findings agree with that of Bosah (2008) that ability to carry out any instruction does not depend on one's gender but on the willingness or enthusiasm on the part of the person.

Conclusion

The findings of the study shows that teachers' knowledge and implementation of education laws is negligible and quite low. This is not an encouraging development for the secondary education system because in the absence of strict adherence to education laws through adequate knowledge and implementations, the goals of that level of education may not be realized. The researchers' are of the view that educational administrators should step up efforts in order to ensure that serving teachers are not only conversant with education laws but carry out their implementation effectively.

Educational Implementations of the Study

The result of the present study has implications for educational administrators.

1. The findings shows that teachers have little knowledge of education laws but do not fully implement such knowledge in the course of their official duties. This has implications for peaceful and harmonious administration of the schools.
2. Lack of implementation of education laws can lead to costly litigation between and among students, teachers, parents and principals.
3. Poor knowledge and implementation of education laws in addition to undermining the administrative relevance of principals can bring about students unrest and disharmony in the system.

Limitations of the Law

In the course of carrying out this study, the researchers experienced the following limitations viz;

1. It was not possible for the researcher to give the instrument to all the secondary school teachers in Anambra state. If this was done, it could have increased the validity and reliability of the result of the study.
2. It was difficult for the researchers alone to gather data hence the need for the use of research assistants was inevitable. It is not certain that the

research assistants followed instructions to the letter and thereby created doubt on the reliability of the result.

Recommendations of the Study

The following recommendations are made based on the findings of the study.

1. Seminars on education laws should be organized regularly by the ministry of education in order to create more awareness among teachers on the subject.
2. Severe sanctions should be imposed on teachers who deliberately flout education laws in the course of their official duties.
3. Publications on education laws should be made available to schools for their libraries so that students and teachers can have access to them.
4. Promotions and commendations should be used to motivate teachers who are not only knowledgeable about education laws but amply demonstrate such laws at all times.
5. Monitoring and supervision of secondary schools should be intensified to reduce impurity by which some teachers flout education laws.

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