

The Resources for the Implementation of Legal Standard for Effective Administration Public Senior Secondary Schools in Rivers State

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ABSTRACT

The study examined the resources for the implementation of legal standard for effective administration in Public Senior Secondary Schools in Rivers State. The descriptive survey design was adopted and the sample size of the study is 25 principals (10 male and 15 female) representatively 10% of the total population in public senior secondary schools in Rivers State. The simple random sampling technique was used to identify the subjects and questionnaire titled "Assessment of Resources for the Implementation of Legal Standard for Effective Administration Secondary School Education Questionnaire" ARILSEASSEQ. The instrument was validated by experts and reliability index of 0.87 was determined using Pearson's product moment of correlation coefficient. The four (4) research questions were analysed using mean score (\bar{X}), standard deviation (SD) and rank order, while the null hypotheses were tested with t-test statistical tools. The findings revealed that inadequate human, material and financial resources affects the implementation of legal standard in public senior secondary schools in Rivers State. Based on the data analysis and findings, it was concluded, that adequate attention has not been given to resources required for the implementation of legal standard in public senior schools in Rivers State. The following recommendations were made based on the findings and conclusions. – The government of Rivers State should engage the service of qualified professionals for the implementation of legal standard in public senior secondary schools in Rivers State. – Rivers State Ministry of Education should provide good instructional materials (resources) for the implementation of legal standard in public senior secondary schools in Rivers State.

Keywords: *Resources, Implementation, Legal standard, Effective administration, Public senior secondary schools*

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Background to the Study

The Federal Constitution of Nigeria is the basic law of the land that all elements within sovereignty must obey, Oloko (2014). It is therefore imperative to draw fundamental inspiration from the constitution as it affects education objectives, school administration and fundamental human right: *see 1999 Constitution of Federal Republic of Nigeria States: Section 36(1): Garba VS University of Maiduguri 1986 1 NWLR(Pt18) 550 and Abia State University VS Anyaise (1996) & NWLR Pt 439, P 646 CA*. The basic provision of the 1999 constitution replaces of Universal Declaration of Human Rights which embodies fundamental values in democratic institutions around the world.

Education in Nigeria is overseen by the Ministry of Education, Local Education Authorities and the responsibility for implementation policy for State-controlled public education and State schools at a regional level. The education system is divided into Kindergarten, primary education, secondary education and tertiary education, (Oloko, 2015). The National policy on Education (2004), has noble objectives relating to the due enforcement of educational law that would turn Nigeria to a first class country if well implemented, for instance, the TRCN Act aims to promote qualitative teaching of all levels of the education system and experts in educational matters in Nigeria have formulated this policy to guide the educational system of Nigeria. Education law also covers discrimination in the field of education, whether in the hiring process or in the process of educating students and it is important that there is a policy to guide regulates the operations of the system towards the achievements of set goals as well as the policy implementation.

Thus, law prevents a state of anarchy and provides the enabling environment for the stakeholders in the education industry to prove their best because the absence of these laws would mean anarchy, a state of lawlessness because the level of indiscipline amongst these stakeholders would be high;. Moreover; where there are no educational laws in secondary school teachers and students may not keep to their legal obligations. According to Akukure (2014), said that for schools to operate well, they need laws to guide their day to day smooth operations, these laws are adhered to if they are properly enforced because, it is important that there is a policy to guide and regulate the operations of the system towards the achievement of set goals, it is more important that this policy is well implemented. The implementation of this policy lies on the activities, some in the school community members – the principals, teachers, students because for these stakeholders to keep up to what the society expects from them, they need to work in a conducive atmosphere.

Thus, Asuru (2014), stated that educational activities, programmes and procedures can be adequately ordered and controlled by relevant education law because this is necessary for the timely elimination of unwanted acts of misconduct in the system and this vein infamous conducts, fraudulent registration of students, forgery munipulation of official documents, fighting, stealing, intimidation, sexual harassment, examination misconduct, illegal collection of money and disobedience can be checked and their impacts minimized, if not completely eradicated. Cowley (2014), explained that the governing body of a school is responsible for deciding on the disciplinary rules and procedures because the principal represents the schools' board of the secondary school.

Obemeata (2014) noted that in roles of the principal is to ensure that teachers are punctual at school, they are dedicated to duty and that they desire the success of the school. In line with maintaining discipline amongst the teaching staff, it is the duty of the principal to report teachers who fail in their duties: *Section II(1) of the Teachers Registration Council of Nigeria Decree (Act 31 of 1993)* place a mandate on the principal to make report thus, “it shall be the duty of the head of an educational institution to report any misconduct by a registered member to the panel. Adeyemi (2014), in his note on resources of the implementation of Educational law in most secondary schools in Lagos State, said that most of the secondary schools lack the needed resources (fund, material and human), for the implementation or the education law in Lagos State. According to Igwe (2013) notes that education laws border on a wide range of legal subjects including tort, constitutional law, contracts, property and other areas that affect the operation of schools; some laws that affect stakeholders in schools are as listed hereafter can be said to be education laws; *Child Right ACT 2003, Examination Malpractices (Degree No 3 of 1999). Act CAP. E15, LFN, 2004, Chapter 4, Constitution of the Federal Republic of Nigeria, CAP. C. 23, LFN, 2004.* Agabi and Ukala (2015), explained the need for teachers to be aware of education law because of the present rate of awareness of human right in society especially the fundamental right as citizen, this means that teachers need to operate in the bounds of law to protect them against litigations and great importance should be attached to educational law in order to make the school devoid of litigations that are capable of disrupting the school climate. Adeniyi (2014), stated that education law implementation activities, programme and procedures are not achieved due to numerous challenges and attitudes of government agencies toward educational law in most public senior secondary schools in Edo State.

According to Emiya (2012), for the effective administration of secondary schools in Rivers State, principals must see to the enforcement of educational laws so as to create the needed atmosphere for the actualization of the operational goals of the schools translated from the National Policy on Education, (2004). However, Nakpodia (2013), in a Latin maxim opined that “Ignorantia Juris est lata culpa” meaning ignorance of the law is not an excuse, is quite apt. many teachers are not aware of their right, duties, obligations and responsibilities under the law is not an excuse, is quite apt because many teachers are not aware of their rights, duties, obligations and responsibilities under the law and more especially actions on students and also they do not know the appreciate general principles and provisions of educational law as well as the regulations as they apply in hardly issues of order and students discipline in secondary schools.

Obemeata (2014), notes that in role performance, the principals is to ensure that teachers are regular and punctual of school, they are dedicated and that, they desire the success of the school. In line with maintaining discipline amongst the teaching staff, it is the duty of the principal to report teachers who fail in their duties. *Section 11(1) of the teachers Registration Council of Nigeria Decree (Act 31 of 1993)* place a mandate on the principal to make report thus, “it shall be the duty of the head of an educational institution to report any misconduct by registered member to the panel”. Abraham (2014), defines school administration as the coordination of the human and material within the school for the optimal achievement of the predetermined objectives of education as clearly stated in NPE (2004) and it was noted that

human resources management in education makes the following salient point which would be useful in effective administration of secondary schools in terms of enforcement of educational law. It is an undisputed fact that there is a growing legal standard awareness of the fundamental right of the stakeholders in the school system as result in students and teachers insisting on their rights in views of this, stakeholder in secondary schools ought to know the legal standard implications of their actions and in actions in the process of considering the resources like (financial, human, and materials) for the implementation of a legal standard as well as the eliminating negative behavioural patterns which have in most cases disrupted the smooth operation of the school, resulting to a number of avoidable litigation whose implications are very obvious to the principals as heads of secondary schools.

In recent times, it is not uncommon to hear, that Rivers State government have declared state of emergency in the secondary schools educational sectors considering their huge investment in the sector without any tangible achievement because the students perform poorly in their both internal and external examinations ie (WAECC & NECO) because the standard legal laid down by the state schools board are not being achieved by the principal which lead to poor achievement in the school system. Although, many factors likes inadequate resources likes, financial, human and materials are some of the prothems being found in the effective implementation for legal standard needed for effective and efficient administration of public senior secondary schools in Rivers State. The truth of the study, tends to investigate the assessment of resources for the implementation of legal standard for effective administration in public senior secondary schools in Rivers State.

Statement of the Problem

Rivers State Government is investing so high in the Senior Secondary School education, but despite this investment, the goals and objectives of the secondary schools have not achieved much. The standard laid down by the State Schools Board are not being adhered to the secondary school administrators, staff and students which have lead to poor administration of most of our Public Senior Secondary Schools in Rivers State. The legal standard and regularities are not functioning well to achieve the effective administration of the secondary schools goals due to inadequate funding, machines and personnel that will help to implement the legal standard required for effective and efficient administration of secondary schools. The study tends to investigate the assessment of resources for the implementation of legal standard for effective administration in public senior secondary schools in Rivers State.

Purpose of the Study

The main purpose of the study, is to assess the resources for the implementation of legal standard in public senior secondary schools in Rivers State. More specially, the objective are as follows:

1. To examine the human resources needed for the implementation of legal standard in public senior secondary schools in Rivers State;
2. To examine the financial resources needed for the implementation of legal standard in public senior secondary schools in Rivers State;
3. To investigate the material resources needed for the implementation of legal standard in public senior secondary schools in Rivers State;

4. To ascertain the challenges facing the implementation for legal standard in Public Senior Secondary Schools In Rivers State.

Research Questions

To achieve the objectives of the study, the following four (4) research questions were formulated to guide the study.

1. What are the human resources required for the implementation for legal standard in Public Senior Secondary Schools in Rivers State?
2. What are the financial resources required for the implementation for legal standard in Public Senior Secondary Schools in Rivers State?
3. What are the material resources required for the implementation for legal standard in Public Senior Secondary Schools in Rivers State?
4. What are the challenges facing the implementation for legal standard in Public Senior Secondary Schools in Rivers State?

Hypotheses

To address the research questions, the following four (4) null hypotheses were tested at 0.05 level of significance.

- H₀₁:** There is no significant difference between the mean rating of male and female principals on the human resources required for the implementation for legal standard in Public Senior Secondary Schools in Rivers State;
- H₀₂:** There is no significance difference between the mean rating of male and female principals on the financial resources required for the implementation for legal standard in Public Senior Secondary Schools in Rivers State;
- H₀₃:** There is no significant difference between the male and female principals on the material resources required for the implementation for legal standard in Public Senior Secondary Schools in Rivers State;
- H₀₄:** There is no significant difference between the male and female principals on the challenges facing the implementation of legal standard in Public Senior Secondary Schools in Rivers State;

Significance of the Study

There is no doubt that a peaceful and harmonious organizational climate is essential for the intellectual building and development of individual member of secondary schools, hence a study of this nature which raise concern of all the relevant stakeholders in the affair of secondary schools in Rivers State because the findings, conclusion and recommendations will be significant. The findings from the study will be significant to Rivers State Government on the need to spend their resources in processing legal standard which will help to improve on the school organizational climate. Secondly, the findings from the study will benefit the Public Senior Secondary Schools in Rivers State and Nigeria at large, the need to train and retrain of staff so that they will be efficient enough to impact on the students the required skills that will enable them to perform effectively after school. The staff (principal, teachers and non-teaching staff) will benefit from the study because it will offer them useful guidelines and suggestions on the need to be enthusiastic about the use of legal standard in order to arouse the ethical standards within the school organization system. The findings from the study will serve as reference point for further academic purposes, especially for researchers including staff and

students, in the same problem area. The information from the study can help to improve on the literature review, methodology and the results will enable them to improve on the existing research work, based on this, the reason that the study will be significant to the society at large.

Theoretical Classification

This work is hinged on Decision theory, by Simon (1957); propounded the bounded rationality model of decision making otherwise called the Administrative Model of Decision Making. The bounded rationality model recognizes the limit of rationale decision making. It sees the decision maker as an administrative man who must often make decision when the information he has is incomplete. It also recognizes that man has limited information processing ability. According to him, administrators make the most logical decisions they can, limited by inadequate information and their ability to utilize the information. Rather than making the best or ideal decisions, managers more realistically settle for decision that will adequately serve their purpose. Simon again (1976) identified three classes of factors which limit rationality from the individual point of view.

- i. His unconscious skills, habits and reflexes
- ii. His values and conception of purpose which may be diverse from the organizational goal
- iii. His knowledge and information

Hodgett and Altman in (1976) came up with steps in the bounded rationality model of decision making as:

- i. Identify the problem to be noted or goal to be achieved
- ii. Determine minimum standards that all acceptable alternatives must meet
- iii. Choose one feasible alternative
- iv. Appraise the acceptability of the alternative
- v. Where it is not acceptable, go through the evaluation process again

It is often impossible for decision makers to simultaneously consider all the information relevant to a decision even if they are all available to make an optimal decision. Thus, decision makers approach issues on the basis of their own definition of a situation. Looking at the constitutional provisions on students' rights, the administrator needs to be adequately informed about the implications so that he can apply them in decision making.

Law provides a framework for group relations and serves as a system for social control by its regulation of human activities for the purpose of harmony in the society. The aspect of law that concerns schools is education law. Igwe (2003) notes that 'education laws border on a wide range of legal subjects including tort, constitutional law, contracts, property and other areas that affect the operation of schools: Some laws that affect stakeholders in schools are as listed hereafter, such as Education laws; Child Rights Act 2003, Examination Malpractices (Degree No. 3 of 1999) Act, CAP. E15, LFN, 2004, chapter 4, Constitution of the Federal Republic of Nigeria, CAP. C 23, LFN, 2004. Peretomode (2001) sees Education Laws as those areas of jurisprudence which focus on educational activities in the institutions of learning. He quotes Alexander who noted education laws as 'a generic term covering 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 concludes that Education Law is more than educational edicts and

regulations. The constitution, common law, ordinances, conventions, statutes, education code, edicts and policies are sources of education laws in Nigeria. All these form the body of rules that guide the activities of people in a nation. It is the supreme law of the land. For example, the fundamental rights of the students and teachers are entrenched in the constitution. In a law court, cases are decided based on previous decision made in similar cases. Common laws take care of these cases. Common laws are laws based on the previous decisions in the court (Maduagwu, 2006). Education laws are made in recognition of these laws. Denotatively, ordinances are laws passed by the Nigerian Central Legislation before October 1, 1954 (Igwe 2003). Ordinances can also mean laws set up by principals and teachers to regulate the operation of school activities (Maduagwu, 2006). In order words, ordinances would refer to the rules and regulations of a school. The customs, traditions, behaviour and practice of a people can serve as a source of education law. Religious organizations use laws based on their beliefs to guide the behaviour of people in their educational institutions for example, mission schools. Decrees and Edicts are military enactments. Decrees are made at national level while edicts are made at State level. These can serve as sources of education laws too. Statues are one of the sources of education laws. Statues are laws made by the legislative arm of government this becomes a source of education laws especially where laws are made to affect education.

Methodology

The design for this study is descriptive survey which sought to determine the assessment of resources of the implementation of legal standard in Public Senior Secondary Schools in Rivers State. Four (4) Research Questions and null hypotheses test at 0.05 level of significance were used respectively. The Population of 245 which consists of 95 male and 150 female Public Senior Secondary School principals in Rivers State;

Source: Rivers State Senior Secondary Schools Board, Port Harcourt, Rivers State, 2015.

The sample size of the study is 25 principals (10 male and 15 female) representatively 10% of the total population of principals in Public Senior Secondary Schools in Rivers State. The simple random sampling technique was used to identify the subjects and the questionnaire titled “Assessment of Resource for the Implementation of Legal Standard for Effective Administration Secondary Schools Education Questionnaire” ARILSSEASEQ. The instrument was designed to collect information from the respondents and the questionnaire consists of two sections A and B. Section A consists of demographic variables while Section B consists of content variable that will provide answers to the four research questions. The instrument was validated by experts from the field of legal education in Faculty of Education, University of Ibadan, Ibadan, Oyo State while the reliability was determined using a sample of fifty (50) principals using Pearson's Product Moment of Correlation Coefficient, the reliability test yielded a reliability index of 0.87 which was not part of the sample size of the study; to collect the required information from the respondents, the researcher visited the various Public Senior Secondary School principals and copies of the questionnaire were administered by researcher assistants accompanied by the researcher with 100% rate of respondents. The research questions were analyzed using mean score (\bar{x}), Standard deviation (SD) and Rank $\frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$, with the following conditions: if the calculated average aggregate mean is above the criterion mean score we agree the research question but when the calculated average aggregate means score is below the criterion mean we disagree.

Data analysis and Interpretation

The results were derived from the answers on the analysis from the research questions and tested null hypotheses of 0.05 level of significance.

Research Question One

What are the human resources required for the implementation of legal standard in Public Senior Secondary Schools in Rivers State?

Table one: Showing the mean score (\bar{x}), standard deviation (SD) and rank order on the human resource required for the implementation of legal standard.

No.	Questionnaire items on human resources	Male		Female		$\frac{x_1 + x_2}{2}$	RO	Decision Rule
		\bar{x}	SD	\bar{x}	SD			
1	Do you have the staff that will implement the legal standard in your schools?	2.18	1.48	2.41	1.55	2.30	1 st	Disagreed
2	Do you involved in the implementation of legal standard in your schools?	2.32	1.52	2.27	1.51	2.29	2 nd	Disagreed
3	Do you have the qualified staff that will implement the legal standard in your school?	1.97	1.40	2.03	1.44	2.03	5 th	Disagreed
4	Training and retraining given to staffs involve implementation of legal standard in you school.	2.08	1.44	2.19	1.48	2.14	3 rd	Disagreed
5	Do you have the staff strength for the implementation of legal standard in your school?	2.10	1.45	2.12	1.46	2.11	4 th	Disagreed
	Aggregate Mean Scores	2.13		2.21		2.17		
	Average Aggregate Mean Scores	2.17						

N = 25

The results in table one revealed that all the items 1st (2.30)1st; 2nd(2.29)2nd; 3rd(2.03)5th; 4th (2.14)3rd and 5th (2.11)4th all have an average mean score (\bar{x}) below the criterion mean score of 2.50. conclusively, this implies that inadequate of human required affect the implementation of legal standard in public senior secondary school, in Rivers State. Since the average aggregate mean score 2.17 is less than the criterion mean score of 2.50.

Research Question two

What are the financial resources required for the implementation of legal standard in Public Senior Secondary Schools in Rivers State.

Table two: Showing the mean score (\bar{x}), standard deviation (SD) and rank order (ro) on the financial resources required for the implementation of legal standard in Public Senior Secondary Schools in Rivers State.

No.	Questionnaire items on human resources	Male		Female		$\frac{x_1 + x_2}{2}$	RO	Decision
		\bar{x}	SD	\bar{x}	SD			
1	The finding generated from PTA level help to implement the legal standard.	2.18	1.48	2.12	1.46	2.15	5 th	Disagreed
2	Availability of financial resources affects the implementation of legal standard.	2.32	1.52	2.06	1.44	2.19	4 th	Disagreed
3	Does delay in the budgetary allocation affect the implementation of legal standard?	2.24	1.49	2.34	1.53	2.29	1 st	Disagreed
4	Does the mismanagement of allocated financial resources affect the implementation of legal standard?	2.30	1.52	2.22	1.49	2.26	2 nd	Disagreed
5	Do external donors help in financing the implementation of legal standard?	2.28	1.51	2.14	1.46	2.21	3 rd	Disagreed
	Aggregate Means Score	2.28		2.12		2.20		
	Average Aggregate Means Score	2.20						

N = 25

The results in table two revealed that all the items in 6th (2.15)5th; 7th (2.19)4th; 8th(2.29)1st; 9th (2.28) 2nd and 10th(2.21)3rd all have an average mean score (\bar{x}) below the criterion mean score of 2.50. conclusively, this implies that inadequate financial resources required affected the implementation of the legal standard in public senior secondary schools in Rivers State. Since the average aggregate mean score 2.20 is less than the criterion mean score of 2.5

Research Question three

What are the material resources for the implementation of legal standard in Public Senior Secondary Schools in River State?

Table three: Showing the mean score (\bar{x}), standard deviation (SD) and rank order (Ro) on the material resources for implementation of legal standard in Public Senior Secondary Schools in Rivers State.

No.	Questionnaire items on human resources	Male		Female		$\sum \frac{x_1 x_2}{2}$	RO	Decision Rule
		\bar{x}	SD	\bar{x}	SD			
1	The school environment is conducive for the implementation of legal standards.	2.04	1.42	2.08	1.44	2.06	5 th	Disagreed
2	Is curriculum well articulated for the implementation of legal standard?	2.18	1.47	2.08	1.44	2.13	3 rd	Disagreed
3	Your school has the instructional material to implement legal standard.	2.09	1.45	2.08	1.44	2.09	4 th	Disagreed
4	Does your school have the legalitory frame work to implement legal standard.	2.11	1.45	2.23	1.49	2.17	4 th	Disagreed
5	Proper supervision is carried out by school board on the implementation of legal standard.	2.13	1.45	2.38	1.54	2.26	1 st	Disagreed
	Aggregate score means	2.11		2.16		2.14		
	Average Aggregate score means	2.14						

N = 25

The results in table three revealed that all the items in 11th (2.06)5th; 12th (2.13)3rd; 13th (2.09)4th; 14th (2.17)2nd and 15th (2.26)1st all have an average score (\bar{x}) below the criterion mean score of 2.50. Conclusively, the implied that inadequate material resources required affect the implementation of legal standard in public senior secondary schools in Rivers State. Since the average aggregate mean score 2.14 is less than the criterion mean score of 2.50.

Research Question Four

What are the challenges facing the implementation of legal standard in Public Senior Secondary Schools in Rivers State?

Table four: Showing the mean score (\bar{x}), standard deviation (SD) and rank order (Ro) on the challenges facing the implementation of legal standard in Public Senior Secondary Schools in Rivers

No.	Questionnaire items on human resources	Male		Female		$\sum \frac{x_1 x_2}{2}$	RO	Decision Rule
		\bar{x}	SD	\bar{x}	SD			
1	Insincerity of government in implementing legal standard.	3.14	1.77	3.28	1.81	3.21	4 th	Agreed
2	Mismanagement of fund voted for the implementation of legal standard	3.27	1.80	3.31	1.82	3.29	2 nd	Agreed
3	Inadequate supervision/monitoring of the implementing legal standard	3.53	1.88	3.63	1.91	3.58	1 st	Agreed
4	Inadequate skill and qualified personnel that help in implementation of legal standard.	3.07	1.75	3.38	1.84	3.23	3 rd	Agreed
5	Poor school organizational environment that will not help the implementation of legal standard.	2.83	1.68	3.09	1.75	2.96	5 th	Agreed
	Aggregate Mean Score	3.17		3.38		3.28		
	Average Aggregate mean score	3.28						

N = 25

The results in table four revealed that all the item 16th (3.21)4th; 17th (3.29)2nd; 18th (3.58)1st, 19th (3.23)3rd and 20th (2.96)5th all have an average mean score (\bar{x}) above the criterion mean score of 2.50. Conclusively, this implies that numerous challenges affects the smooth implementation of legal standard in most public senior secondary schools in Rivers State Since the average aggregate mean score 238 is greater than the criterion mean score of 2.50.

Hypotheses Tested

The following four (4) null hypotheses were tested with t-test statistical tool at 0.05 level of significance.

Hypotheses One

There is no significance difference between the mean rating on male and female principals on the human resources required for the implementation of legal standard in Public Senior Secondary Schools in Rivers State.

Table five: Showing the t-test for no significant difference between the mean rating on male and female principals on the human resources required for the implementation of legal standard in Public Senior Secondary Schools in Rivers State.

Items	N	X	SD	Df	Level of significance	t-cal	t-crit	Remark
Male	10	2.13	1.46					
Female	15	2.21	1.47	23	0.05	1.37	1.96	Accepted
Total	25	4.34	2.93					

The results in table five revealed that the calculated t-value 1.37, criteria t-value 1.96 of degree of freedom 23 at 0.05 level of significant of the hypothesis one was accepted, this implies that both the male and female principals in public secondary schools in Rivers State accepted that human resources required for the implementation of legal standard is grossly inadequate.

Hypotheses Two

There is no significant difference between the mean rating of male and female principals on the financial resources required for the implementation of legal standard in Public Senior Secondary Schools in Rivers State.

Table six: Showing the t-test for no significant difference between the mean rating on male and female principals on the financial resources required for the implementation of legal standard in Public Senior Secondary Schools in Rivers State.

Items	N	X	SD	Df	Level of significance	t-cal	t-crit	Remark
Male	10	2.28	1.51					
Female	15	2.21	1.46	23	0.05	1.71	1.96	Accepted
Total	25	4.40	2.97					

The results in table six revealed that the calculated t-value 1.71, criteria t-value 1.96 of degree of freedom 23 at 0.05 level of significant of the hypothesis two was accepted, this implies that both the male and female principals in public secondary schools in Rivers State accepted that financial resources required for the implementation of legal standard is grossly inadequate.

Hypotheses Three: There was no significant difference between the mean rating of male and female principal on the material resources for the implementation of legal standard in Public Senior Secondary Schools in Rivers State.

Table seven: Showing the t-test for no significant difference between the mean rating on male and female principal on the material resources for the implementation of legal standard in Public Senior Secondary Schools in Rivers State.

Items	N	X	SD	Df	Level of significance	t-cal	t-crit	Remark
Male	10	2.11	1.33					
Female	15	2.16	1.96	23	0.05	1.81	1.96	Accepted
Total	25	4.27	2.79					

The results in table seven revealed that the calculated t-value 1.81, criteria t-value 1.96 of degree of freedom 23 at 0.05 level of significant of the hypothesis three was accepted, this implies that both the male and female principals in public secondary schools in Rivers State accepted that material resources required for the implementation of legal standard is grossly inadequate.

Hypotheses Four

There is no significant difference between the male and female principals on the challenges facing the implementation of legal standard in Public Senior Secondary Schools in Rivers State.

Table eight: Showing the t-test for no significant difference between the mean rating on male and female principals on the challenges facing the implementation of legal standard in Public Senior Secondary Schools in Rivers State.

Items	N	X	SD	Df	Level of significance	t-cal	t-crit	Remark
Male	10	3.17	1.28	23	0.05	1.17	1.96	Accepted
Female	15	3.38	1.84					
Total	25	6.55	3.62					

The results in table eight revealed that the calculated t-value 1.17, criteria t-value 1.96 of degree of freedom 23 at 0.05 level of significant of the hypothesis four was accepted, this implies that both the male and female principals in public secondary schools in Rivers State accepted that there are numerous challenges facing the implementation of legal standard in most schools.

Discussions of the Findings

Firstly, the results in research question one revealed that inadequate skill personnel required affect the implementation of legal standard in most public senior secondary schools in Rivers State. The finding of the study by Afolabi (2014), is in line with the finding of this study though with different proportions of awareness level, revealed that most public secondary schools in Ondo State lack the necessary manpower of the enforcement of legal standard in most schools. This was noted by Yoloye (2014) who remarked that educational laws are of paramount importance in the operation of the education system of the country, yet most of those in the business of education know very little about the laws under which they operate and the null hypotheses one results revealed that there is no significant difference between the male and female principals on the human resources required for the implementation for legal standard in public senior secondary schools in Rivers State. This is in line with Okeke (2015), findings which revealed that an experience revealed skilled personnel/human resource affects the implementation of Educational law in public senior secondary schools in Rivers State and also one would have been inclined to think that principals who are more experienced and of the halin of school management affair would have more experienced personal educational law but the contrary is the case in most principals in Ondo State. It was also reported by Oloko (2014) that there was no relationship in the level of awareness of head teachers and class teachers of Ondo State on laws guiding the operation and management of students personnel services.

Secondly, the results in research question two reveals that grossly inadequate funding affects the implementation of legal standard in public senior secondary schools in Rivers State since government don't release fund to schools for developmental programme like conference, seminar and symposium that can help to improve on them completely with regards to the awareness of legal standard in their various schools and null hypotheses two tested at 0.05 level of significant revealed that there is no significant difference between the mean rating of male and female principals on the financial resources required for the implementation for legal standard in public senior secondary schools in Rivers State. The findings are in line with Adewale (2014) who revealed that most public secondary schools in Oyo State faced with the problem of financial constraints in the implementation of their legal standard in public senior secondary schools unlike Rivers State, also, In line with this, Egwuogu (2015), state that most principal that respects and regard the constitutional provisions in students right in school administration has a better opportunity to meet educational goal while those who do not are

not are not likely to fail in school administration, this because does of the successful principal knowledgeable on importances of education sponsor or finance themselves of the various development of programmes on educational laws. Conclusively, the findings in research questions three reveals that most public secondary schools lack necessary infrastructural facilities/resources (like educational law textbook, material that will hope in enhancing their knowledge that can be used for teachers to reading, no conducive atmosphere for teaching and learning of civil education part of the curriculum law legal studies in most secondary schools in Edo State. and null hypotheses three tested at 0.05 level of significant revealed that there is no significant difference between the mean rating of male and female principals on the material resources required for the implementation of legal standard in public senior secondary schools in Rivers State. But the finding of Akuye (2015) revealed that no public senior secondary school in Benue State had the necessary materials required for the implementation of legal standard in public senior secondary schools just as in Rivers State. On the contrary, Igwe (2014) reported that most principals role performance was significantly related to the legal implications of their instructional supervision and evaluation roles since most of the schools lack the needed instructional educational law materials needed in teaching and learning of some courses related to the educational laws.

Finally, the findings reveals that numerous challenges like awareness of educational laws, roles violation while performing staff appraisal, abuse of students fundamental right, inadequate resources (human, financial and material) and awareness of the legal implication of actions in quality management practices to mention but a few are some of the challenges affecting the implementations of legal standard in most public senior secondary schools in Rivers State and the null hypotheses four results tested at 0.05 level of significance revealed there is no significant difference between the mean rating of male and female principals on the challenges facing the implementation of legal standard in public senior secondary schools in Rivers State. Asijuju (2015) findings, revealed that numerous challenges affect the day to day enforcement of legal state standard in most public senior secondary schools in Rivers State. The findings of this study is in line with the findings of Uwagingba (2014) revealed that most public secondary school, failed to achieve their goal and objectives as stated in the National Policy on Education (2004) because most secondary school are not guided with the necessary educational law in their day to day operation of the schools.

Conclusion

Based on the data analysis and findings, it was concluded that there is not preparation and readiness for the implementation of legal standard in Public Senior Secondary Schools in Rivers State.

Recommendations

The following recommendations were derived from the data analyses, findings and conclusion from the study.

1. The government of Rivers State should engage the services of qualified professionals in the implementation of legal standard in Public Senior Secondary Schools in Rivers State.
2. The Rivers State House of Assembly should allocate specific amount of fund through their legislative functions to the implementation of legal standard in Public Senior Secondary Schools in Rivers State.

3. Conducive school organizational climate should be provided for the implementation of legal standard in Public Senior Secondary Schools in Rivers State.
4. Rivers State Ministry of Education should provide good instructional material resources for the implementation of legal standard in Public Senior Secondary Schools in Rivers State.

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