

The Enforcement of Educational Law for Effective Administration of Public Senior Secondary Schools in Rivers State

Oloko, Oladele Olaitan

*Rivers State Senior Secondary Schools Board,
Port Harcourt, Rivers State*

Abstract

This study examined the enforcement of education laws 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 males and 15 females) representing 10% of the total population in public senior secondary school principals in Rivers State. The simple random sampling technique was used to identify the subjects and the instrument was a questionnaire item titled "Enforcement of Education Law of Effective Administration Questionnaire" (EELEAQ) and was validated by experts while the reliability index of 0.84 was determined using Pearson's Product Moment of Correlation Coefficient (r). The four (4) Research Questions were analysed using Mean Score (\bar{x}), Standard Deviation (SD) and Rank Order while the null hypotheses was tested with t-test statistical tool at 0.05 level of significance. The findings revealed that numerous challenges like inadequate funding, unconducive regulatory framework environment and unprofessional skill personnel that will enforce the educational law for effective administration in public senior secondary schools in Rivers State are lacking. Based on the data analysis and findings, it was concluded that adequate attention was not been given to the enforcement of education law for effective administration in public senior secondary schools in Rivers State. The following recommendations were made based on the data analysis, findings and conclusion from the study. (i) Rivers State Ministry of Education should employ professional/ qualified staff that will help in the enforcement of educational law for effective administration of public senior secondary schools in Rivers State. (ii) Specific amount of fund should be allocated from the budget for the enforcement of educational law for effective administration in public senior secondary schools in Rivers State. (iii) The Rivers State Ministry of Education should conduct development programmes to all the stakeholders in the affairs on enforcement of educational laws for effective administration of public senior secondary schools in Rivers State.

Keywords: *Enforcement, Educational law, Effective administration, Public senior secondary schools*

Corresponding Author: Oloko, Oladele Olaitan

Background to the Study

The schools whether private or public is a public institution established by law and certain prescribed functions of legal consideration, they are public institutions in the sense that they are established to serve the public and can be sue or sued since there is a law establishing it as a cooperate organization with the aim of carrying out specific duties in line with the rules and regulations as embodied in the various states and Federal Government Education Laws, codes, ordinances, Decrees and Edicts; (Oloko, 2014). Schools are structures set up in the society to inculcate desirable values in education and for schools to operate well, they need laws to guide their operations while these laws are adhered to if they are properly enforced. This is because in Nigeria today parents and guardians are better informed, enlightened, curious and inquisitive about what happens to their children and wards in their various schools.

Quite often, they express their curiosity by asking their children questions about the activities of their teachers and school administrations, Oloko, (2015); commented that “it should be realized that students are yet in their formative stage, no matter at what level of education”. The educational administrators serve as their parents and so schools guide them so that their youthful exuberance does not mislead them. *SEE WILLIAM VS EADY (1893) 10 TLR 41 CA*. He also revealed that most teachers and principals have never read the Nigeria constitution nor even the secondary school ethnical law that guided their operational and administrative day to day functioning. Educational law especially on the consequences or implications of their actions in their day to day activities within the school system, by, buttressing further on the school management ignorance of the educational law, Yoloje (2014), lamented that educational law are of paramount importance in the operations of the school system in Rivers State and beyond. Thus, principals as the heads of the secondary schools have roles to play in their enforcement since they are responsible and accountable for everything that is expected to create a conducive environment for teaching and learning. The National Policy on Education (2004) has noble objectives relating to the due enforcement of education laws that would turn Nigeria to a first class country if well implemented.

Oloko (2015) said that education laws are simply those laws that have been enacted specifically for the organization, administration and control of the education system and those who operate in the education enterprise are citizens governed by the laws of the land, criminal or civil as the case may be, they are also expected to comply with laws designed exclusively to regulate what can do or not do in the process of teaching, learning and management. The education laws are necessary because educational establishment or institution is a social organization with many individuals and groups as stakeholders. There are many comple aims and objectives to achieve and numerous diverse interests, aspirations and expectations to satisfy. The need to regulate social interaction and behaviour appars obvious or imperative. Education laws have been promulgated as Ordinances during the colonial era, but during military regimes, the education laws were released as Decrees if made by the Federal democratic civil rule, parliaments enact laws in the form of Acts. It is important for all concerned with the management of the education system to be conversant with education laws and how these govern our activities and programmes. Education law is one aspect of the vastly complex system of social control and it may be defined as those areas of jurisprudence which focus on educational activities the operation of public and private elementary, secondary and tertiary institutions.

However, Nakpodia (2014) in a “Latin maxim” opined that “ignorantia juris est lala culpa” meaning ignorance of the law is not an excuse, is quite apt. Many teachers are not aware of the right, duties, obligations and responsibilities under the law and more especially actions on students. Also, they do not know and appreciate the general principles and provisions of law and regulation as they apply in handling issues of order and students discipline in school. The constitution of the Federal Republic of Nigeria forms the basis law of the country, since all the education laws of various state and the federal education laws are made in accordance with the provisions and the constitution of the Federal Republic of Nigeria, this article/paper on enforcement of educational law will remain virtually incomplete without discussing the fundamental right of students under the right of fair lawing. See 1999 constitution of federal republic of Nigeria states: (section 36(1) see Garba vs University of Maiduguri 1986 1 nwlr (pe 18) 550, ranch VS Muroc Joint Unified School, District, U.S.A. In January, 1997. Source: website: www.voltz/emplour/cases/randi.htm, Abia State University VS Anyaibe (1996) 8 NWLR pt 439, p646 CA.

Akukeide (2014) said that educational law in the area of law that relates to school teachers and the right of Nigeria to a public education as well as standards for those students who attend private schools. The Nigeria educational law mandated every child be given the opportunity to education because each state in the federation has its own school system and as a result, there are very different educational law among the various states with regard to management of school teachers and funding of public education. The Federal Ministry of Education formulated an educational law that all Nigeria children should be given equal education opportunities Act of 1974 provides that no State can deny an equal opportunity to education of any individual on the bases of race, color, sex, or nationality origin, see: Judgement by Supreme Court from United States of America of Fundamental Human Right of the students on discrimination in their various schools: Korematsu VS USA (1944), Shelley VS Kraemer (1948), Brown VS Board of Education (1954), Baihey VS Paherson (1962), Loving VS Virginia (1967) and University of California Regents VS Bakke (1978). Similarly, for children with disabilities, or the individuals with disabilities the Education Act establishes a process for evaluating students' needs and providing for an education program tailored to that individual. No wonder Peretomode (2004) remarked: that “it is necessary that education officials and teachers constantly examine their actions and in actions in the light of these fundamental right so they do not infringe on or violate them”. Amirize (2014) conditioned that the growing complexity of the Nigeria society, couple with the increasing cases of litigations involving secondary schools and their students demand that students disciplinary cases should be handled with much care since the fundamental right of both the school management and students is now a global challenge. Thus, the law prevents a state of anarchy and provides the enabling environment for the stakeholder in the education industry to thrive. The absence of these laws would mean anarchy, a state of lawlessness issues because the level of indiscipline amongst these stakeholders would be high. Moreover, where there are no laws in schools, teachers and students may not keep to their legal obligations.

Oyebode (2015) suggested that most secondary schools in Ekiti State lack the professional management staff that will help in enforcing the appropriate educational law in are various secondary schools in the state because fund are not always provided for the supervisors,

principals and other staff (teaching and non teaching staff) for the implementation of educational law in most of the secondary schools in the state. Secondly, the Ekiti State most primary schools board hardly release fund for training, seminar, conference, or other developmental programmes related to educational law in the State. See Alhaji F. Awojobi, Madam A. Otilojo, & Yinka Bakere VS The principal, Ijebu-ode Grammar School (Mr Kehinde), S.O. Adelaja, Chief Inspector of Education and Commission of Education, Ogun State. Source: Ijebu Ode High Court, Odunsi J. 22/6/83 as cited in Peretomode (2004:239). Thus, Asure (2014), stated that educational activities programmes and procedures can be adequately ordered and controlled by relevant laws and The awareness and appreciation of human rights by the ever increasing literate citizenry, the carnegies council as cited in Koko (2014), on policing studies in secondary education observation that “the courts is particular have been moving further and further into the classroom” will fast becoming a reality in most of our public secondary schools in Delta State, it was based on these ascension that the researchers were inspired to carry out the study on the enforcement of education laws of effective administration of public senior secondary schools in Rivers State.

Statement of the Problem

For the achievement of secondary school educational goal and objectives, it is important to maintain a conducive atmosphere in the system. Education law and the rule of law are important and indispensable tools necessary for the maintenance of such conducive environment and health organization school climate between the principals, teachers, students and other stakeholders in the affair of senior secondary schools in Rivers State but the Rivers State Senior Secondary Schools Board that are responsible for the formulation and implementation of the educational law failed to live up to expectation because the needed resources required for the enforcement of educational law, disciplinary law and fundamental right of the students is lacking in most of our secondary schools adequate funding are not released for these purpose and the required secondary school administrators needed for the enforcement of this educational law do not have the necessary skills to function and the State Schools Board refused to address the problem undermining the importance in improving good organizational climate for both the school management, teachers, students and other stakeholders in the affair of the management of secondary school system . But, in recent development in the society in which individuals and other stakeholders seem to become more aware of what they consider as their fundamental human right and privileges in igniting a misunderstanding between the students, teachers and secondary schools management because all schools be it private or public are established by an Edit or Act which most have rules and regulations guiding the day to day smooth running of the schools in according to the constitution of the federal republic of Nigeria and the rule of law. The truth of the article focused on the enforcement of educational law for effective administration of public senior school in Rivers State.

Purpose of the Study

The main purpose of the study is to investigate the enforcement of Education Law for effective administration of Public Senior Secondary Schools in Rivers State. More especially, the following objectives are to be achieved;

1. To examine availability of personal required for the enforcement of education law for effective administration in Public Senior Secondary Schools in Rivers State;
2. To investigate the availability of fund required for the enforcement of Education Law for effective administration in Public Senior Secondary Schools in Rivers State;

3. To examine various challenges facing the enforcement of Education Law for effective administration in Public Senior Secondary Schools in Rivers State;
4. To ascertain the strategies put in place by the state school board for the enforcement of Education Law for effective administration in Public Senior Secondary Schools in Rivers State;

Research Questions

To achieve the objective of the study, the following four (4) Research Questions are in vertically used as a guide for the study;

1. What are the personnel required for the enforcement of Education Law for effective administration in Public Senior Secondary Schools in Rivers State?
2. What are the funds required for the enforcement of education law for effective administration in Public Senior Secondary Schools in Rivers State?
3. What are the challenges facing the enforcement of education law for effective administration in Public Senior Secondary Schools in Rivers State?
4. What are the strategies put in place by the state school board for the enforcement of education law for effective administration in Public Senior Secondary Schools in Rivers State?

Hypotheses

To achieve the objectives of research questions, the following four (4) null hypotheses were formulated to guide the study 0.05 level of significance.

- Ho₁: There is no significant difference between the mean rating of male and female principals on the personal required for the enforcement of education law for effective administration in Public Senior Secondary Schools in Rivers State;
- Ho₂: There is no significant difference between the mean rating of male and female principals on the of fund required for the enforcement of education law for effective administration in Public Senior Secondary Schools in Rivers State;
- Ho₃: There is no significant difference between the mean rating of male and female principals on the challenges facing the enforcement of education law for effective administration in Public Senior Secondary Schools in Rivers State;
- Ho₄: There is no significant difference between the mean rating of male and female principals on strategies put in place by the state schools board for education law for effective administration in Public Senior Secondary Schools in Rivers State;

Significance of the Study

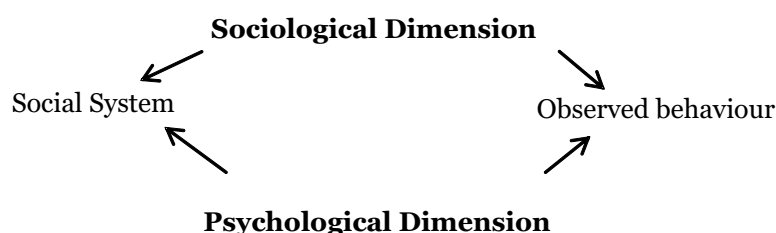
The study will be of significance to educational policy makers since the findings, conclusion and recommendations will be of benefit to numerous stakeholders in the educational sector in Rivers State Senior Secondary Schools, the senior secondary schools board will gain from the study since the recommendations will enable them formulate policies and programmes that will enable them enforce functional educational law in our various Public Senior Secondary Schools in the State.

The senior Secondary School administration staff (teaching and non-teaching) will help benefit immensely from the study because it will help in the enforcement of functional educational law as stated in the policies and programmes of the Rivers State Ministry of

Education concerning enforcement of educational laws. The Senior Secondary Schools students will also be of great benefit from the study since the findings and recommendations will enable them that will enable them know the ethical standard within the school system. Finally, the findings from the study can be a reference point for other researchers that might like to carry out work on similar study. Based on the numerous significances the researcher viewed that the study will be of high significance to the society at large.

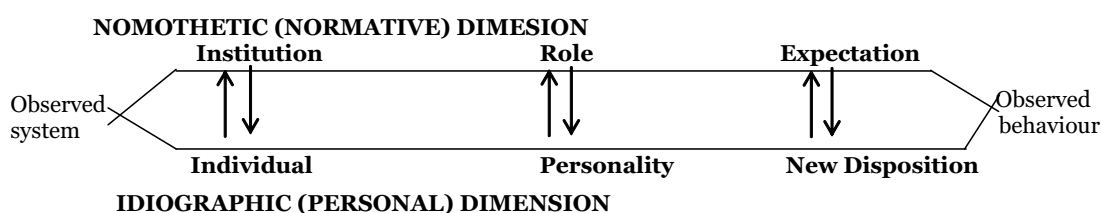
Theoreticalization and conceptualization of the study

The secondary school is a social system which is comprised of purposeful and mutually interacting elements that are collectively geared to the achievement of secondary schools goals as started in the National Policy on Education 2004, in order to achieve all the goals and objectives the dependents on meeting the needs of the individuals and the expectation of the school system. The social system theory postulated by Getzels and Guba in 1957 that a system in which the components are people within or out of the organizational system and each individual behaviour within the social system in shaped by his psychological uniqueness and sociological attributes. See: the diagram below for further understanding.



Source: Lunenburg fred C & Onistem, Allen C (2004)

Getzel and Guba (1957) conceived of the school as a social system involving two classes of phenomena that are independent and the same interactive of nomothetic and idiographic dimensions. The nomothetic dimension consist of three interrelated conceptual elements namely, institutions, role and expectations.



Source: Adapted from J.W. Gelzets and E.G Guba, 'Fond Behaviour and administration process'; school review, 65 (1957, p420)

The idiographic dimension also known as personal dimension is often considered on the psychological level of analysis of social system which considered the individual, personality and need dispositions. Getzel and Guba (1957) believe that to understand, predict or control behaviour in a social system, such as the school, one must have better understanding of the nature of interaction of the element of the nomothetic and idiographic dimensions.

Methodology

The descriptive survey was adopted for the study as such, answers were sought to the four research questions raised and null hypotheses respectively. The population of 245 which consists of 95 male and 150 female public senior secondary school principals in Rivers State. The sample size of the study is 25 principals (10 males and 15 females) representing 10% of the total population in Public Senior Secondary Schools in Rivers State and simple random sampling technique was used to identify the sample size of the study with balloting method was used to identify the sample size of the study. The data were gathered using a 4-point instrument designed after the modified Likert Scale Mode of Strongly Agree (SA) = 4, Agree (A) = 3, Strongly Disagree (SD) = 2, Disagree (D) = 1 tagged “*Enforcement of Educational Laws for Effective Administration Questionnaire*” (EELAQ) designed by the researchers and was validated by experts from the field in the department of Educational Management, Faculty of Education, University of Port Harcourt, Choba, Rivers State while the reliability was determined using the coefficient (r) 0.84 with the aids of a pivot study of 50 samples from the population which was not included in the sample size. The questionnaire item has 27 items scale which was divided into the sections A and B. Section A sought for demographic information with 7 items scales while section B elicited information on the research questions on the enforcement of educational laws for effective administration in Public Senior Secondary Schools in Rivers State with 20 items scale. The research questions were analyzed using the Mean Scores (\bar{x}), Standard Deviation (SD) and Rank Order (RO) while the null hypotheses was tested with t-tested statistical tool at 0.05 level of significance with the following conditions as the criteria mean score; criterion mean score = $\frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$, his mean that when the calculated mean score is greater than the criterion mean score we agree that questionnaire item, but when the calculated mean score is less than the criterion mean score, we disagree the questionnaire items.

The results were derived from the answers from the analyses of the research questions and test null hypotheses of 0.05 level of significance.

Research question One

What are the personnel required for the enforcement of educational laws for effective administration in Public Senior Secondary Schools in Rivers State?

Table One: Showing the Mean Score (\bar{x}), Standard Deviation (SD) and Rank Order (RO) on the personnel required for the enforcement of educational laws for effective administration in Public Senior Secondary Schools in Rivers State.

No.	Questionnaire items on personnel required	Male		Female		$\sum \frac{x_1 x_2}{2}$	RO	Decision Rules
		\bar{x}	SD	\bar{x}	SD			
1	Does the school have qualified staff that will help in enforcement of education law in your school?	2.4 7	1.57	1.97	1.40	2.22	3 rd	Disagreed
2	Training and retraining are given to staff involved in the enforcement of educational law in your school?	2.3 8	1.54	2.2 2	1.49	2.30	1 st	Disagreed
3	Does your school have enough professional/trained staffs that will enforce educational law in your school?	2.19	1.48	2.19	1.48	2.19	4 th	Disagreed
4	Are you involved in the recruitment of staff that will enforce the educational law in your school?	2.31	1.52	2.17	1.47	2.24	2 nd	Disagreed
5	Do teachers teach educational law in your schools to the students?	2.2 5	1.5	2.11	1.45	2.18	5 th	Disagreed
	Aggregate Mean Scores	2.32		2.13		2.23		
	Average Aggregate Mean Scores	2.23						

N = 25

The results in table one revealed that questionnaire items on personnel required as items, 1st (2.22) 3rd; 2nd (2.30) 1st; 3rd (2.19) 4th; 4th (2.24) 2nd & 5th (2.18) 5th all scored the average aggregate mean score (\bar{x}) (2.23) is less than the criterion mean score (\bar{x}) (2.50), this implies that there are inadequate professional trained personal that will enforced the educational law for effective administration in public senior secondary schools in Rivers State.

Research Question Two

What are the funds required for the enforcement of educational law for effective administration 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 funds required for enforcement of educational laws for effective administration in Public Senior Secondary Schools in Rivers State.

No.	Questionnaire items on fund required	Male		Female		$\sum \frac{x_1 x_2}{2}$	RO	Decision Rules
		\bar{x}	SD	\bar{x}	SD			
1	Does availability of fund affects the enforcement of educational law in your school?	2.5	1.59	2.18	1.48	2.34	1 st	Disagreed
2	Does delay in budget from schools' board affects the enforcement of Educational law in your school?	2.17	1.48	2.0	1.45	2.13	3 rd	Disagreed
3	Does mismanagement of allocated fund affect the enforcement of educational law in your school?	2.14	1.46	2.0	1.42	2.11	4 th	Disagreed
4	Does the fund from P.T.A help in enforcement of educational law in your school?	1.98	1.39	1.34	1.17	1.66	5 th	Disagreed
5	Does donations from private sector help in enforcement of educational law in your school?	2.17	1.47	2.2	1.50	2.23	2 nd	Disagreed
	Aggregate Mean Scores	2.20		2.00		2.10		
	Average Aggregate Mean Scores	2.10						

N = 25

The results in table two revealed that questionnaire items on fund required as items 6th (2.34) 1st; 7th (2.13) 3rd; 8th (2.11) 4th; 9th (1.66) 5th and 10th (2.33) 2nd all scored the average aggregate score (\bar{x}) (2.10) less than the criterion mean score (\bar{x}), this implies that there are lack of fund required for the enforcement of educational law for effective administration in public senior secondary schools in Rivers State.

Research question Three

What are the challenges facing the enforcement of educational laws for effective administration in public senior secondary schools in Rivers State?

Table Three: Showing the Mean Score (\bar{x}) Standard Deviation (SD) and Rank Order (RO) on the challenges facing the enforcement of educational laws for effective administration in Public Senior Secondary Schools in Rivers State.

No	Questionnaire items on challenges issues	Male		Female		$\sum \frac{x_1 x_2}{2}$	RO	Decision Rules
		\bar{x}	SD	\bar{x}	SD			
1	Schools didn't have facilities for the enforcement of educational laws in your schools.	3.18	1.78	3.2	1.79	3.20	5 th	Agreed
2	There isn't adequate manpower for the enforcement of educational laws in your schools.	3.7	1.93	3.81	1.95	3.78	2 nd	Agreed
3	Government is not showing commitment for the enforcement of educational law in your schools.	3.81	1.95	3.8	1.96	3.85	1 st	Agreed
4	School community members have negative attitude towards enforcement of educational laws in your schools.	3.55	1.8	3.6	1.91	3.60	3 rd	Agreed
5	Inadequate funding affects the enforcement of educational law in your schools.	3.21	1.79	3.2	1.81	3.25	4 th	Agreed
	Aggregate Mean Scores	3.49		3.57		3.53		
	Average Aggregate Mean Scores					3.53		

N = 25

The results in table three revealed that questionnaire items on challenges issues as items 11th (3.20) 5th; 12th (3.78) 2nd; 13th (3.85) 1st; 14th (3.60) 3rd and 15th (3.25) 4th all scores the average aggregate mean score (\bar{x}) 3.35 greater than the criterion mean score (\bar{x}) of (2.50), this implies that there numerous challenges facing the enforcement of educational always of effective administration in public senior secondary schools in Rivers State.

Research Question Four

What are the strategies put in place by the state schools board for the enforcement of educational law for effective administration 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 strategies put in place by the state schools board for the enforcement of educational laws for effective administration in Public Senior Secondary Schools in Rivers State.

No.	Questionnaire items on strategic issues	Male		Female		$\sum \frac{x_1 x_2}{2}$	RO	Decision Rule
		\bar{x}	SD	\bar{x}	SD			
1	Government provides adequate funds for the enforcement of educational law in your schools.	2.27	1.52	2.13	1.46	2.20	1 st	Disagreed
2	Well qualified staff are employed for the enforcement of educational law in your schools.	2.13	1.46	2.0 9	1.44	2.11	2 nd	Disagreed
3	Training and retraining were provided for the staffs on enforcement of educational law in your schools.	2.09	1.44	1.97	1.40	2.03	3 rd	Disagreed
4	Government formulates policies and programmes that will encourage the enforcement of educational law in your schools.	1.97	1.40	1.83	1.35	1.90	4 th	Disagreed
5	Necessary instructional materials were provided in teaching and learning of educational law in your schools.	1.83	1.35	1.79	1.33	1.81	5 th	Disagreed
	Aggregate Mean Scores	2.06		1.96		2.01		
	Average Aggregate Mean Scores	2.01						

N = 25

The results in table four reveals that questionnaire items on strategies issues as items 16th (2.01)1st; 17th (2.11)2nd; 18th (2.03)3rd; 19th (1.90) 4th and 20th (1.81) 5th all scores the average aggregate mean score (\bar{x}) 2.01 less than criterion mean score (\bar{x}) of (2.50), this implies that strategies are not put in place by the State School Board on the strategies for the enforcement of educational laws for effective administration in public senior secondary schools in Rivers State.

Hypotheses Tested

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

Hypotheses One

There is no significant difference between the mean rating on male and female principals on the personnel required for the enforcement of educational law for effective administration 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 personnel required for the enforcement of educational law for effective administration in public senior secondary schools in Rivers State.

Items	N	\bar{X}	SD	df	Level of significance	t-cal	t-crit	Remark
Male	10	2.32	1.52					
Female	15	2.13	1.46	23	0.05	1.83	1.96	Accepted
Total	25	4.45	2.98					

The results in table five revealed that the calculated t-value of (1.83) while criterion t-value (1.96) at of degree of freedom 23 of 0.05 level of significance, this implies that both male and female principals in public senior secondary schools in Rivers State accepted that there is no adequate personnel that will help in enforcement of educational law in our various secondary schools.

Hypotheses Two: There is no significant difference between the mean rating of male and female principals of the fund required of the enforcement of educational law for effective administration in public senior secondary schools in Rivers State.

Table Six: Showing the t-test of no significant difference between the mean rating of male and female principals of the fund required for the enforcement of educational laws for effective administration in public senior secondary schools in Rivers State.

Items	N	\bar{X}	SD	df	Level of significance	t-cal	t-crit	Remark
Male	10	2.20	1.48					
Female	15	2.00	1.41	23	0.05	1.77	1.96	Accepted
Total	25	4.20	2.89					

The result in table six revealed that the calculated t-value was (1.77) and criterion t-value (1.96) at degree of freedom 23 of 0.05 level of significance, this implies that both the male and female principals in public senior secondary schools in Rivers State accepted that inadequate funding affects the enforcement of educational laws in most of the various secondary schools.

Hypotheses Three

There is no significant difference between the male and female principals on the challenges facing the educational laws for effective administration in public senior secondary schools in Rivers State.

Table Seven: Showing the t-test on no significant difference between the male and female principals on the challenges facing the educational laws for effective administration in public senior secondary schools in Rivers State.

Items	N	\bar{X}	SD	df	Level of significance	t-cal	t-crit	Remark
Male	10	3.49	1.87					
Female	15	3.57	1.89	23	0.05	1.57	1.96	Accepted
Total	25	7.06	1.88					

The results in table seven revealed that the calculated t-value was (1.57) while the criterion t-value (1.96) at degree of freedom 23 of 0.05 level of significance, this implies that both male and female principals in public senior secondary schools in Rivers State accepted that numerous challenges are facing the enforcement of educational law in most secondary schools.

Hypotheses Four

There is no significant difference between the mean rating of male and female principals on the strategies put in place by the state school board for the enforcement of educational laws for effective administration in public senior secondary schools in Rivers State.

Table Eight: Showing the t-testing on no significant difference between the mean rating of male and female principals on the strategies put in place by the state school board for the enforcement of educational laws for effective administration in public senior secondary schools in Rivers State.

Items	N	\bar{X}	SD	df	Level of significance	t-cal	t-crit	Remark
Male	10	2.06	1.44					
Female	15	1.96	1.40	23	0.05	1.17	1.96	Accepted
Total	25	4.02	2.84					

The results in table eight revealed that the calculated t-value was 1.83 while criterion t-value stood at (1.96) at degree of freedom 23 of 0.05 level of significance, this implies that both male and female principals in public secondary schools in Rivers State accepted that adequate strategy and proper enforcement of educational law were not put in place in most secondary schools in Rivers State.

Discussion of Findings

The findings from the research question one and hypothesis one revealed that there is no availability of personnel for the enforcement of education laws for effective administration in public senior secondary schools in Rivers State. This is in line with Nwagwu (2014) findings that most public secondary schools in Rivers State lack the necessary skilled personnel that can enforce educational law in most of the secondary schools. Peteromode (1992) remarked “it is necessary that education officials constantly, examine their action and inaction in the light of these fundamental rights so they do not infringe on or violate them. The study of Oloko (2014) is in support of the above finding as the highlighted the fact that both male and female teachers infringed up the right of the students while administering disciplinary measures. His study also revealed that there is no significant difference between male and female principals on their perception in the availability of

professional skill manpower their will help in enforcement of educational laws in Nigeria. Secondly, the research question two and hypothesis two revealed that Rivers State Government has not been allocating adequate funds for the enforcement of educational law in most public senior secondary schools in Rivers State. To support the study, Okeke (2016) said that inadequate funding is the major reason why most public senior secondary schools in Enugu State cannot enforced education laws. This is in line with the findings of Ayodele (2015) who reported that there was no significant difference between the opinion of male and female principals on the availability of fund for the enforcement of education laws in the administration of universal basic education in Lagos State. Udeozor (2015) also reported that most public secondary schools principals in Enugu State are handicap of the enforcement of education laws because of inadequate funding for the implementation. On the contrary, Igwe (2014) report that the principals role performance on the enforcement of the educational laws due to fund availability. Finally, the research question and hypothesis three respectively revealed numerous challenges facing the enforcement of educational law in Rivers State public secondary schools. This is in line with Adudede (2014), findings, that numerous challenges like gross misconduct and fraudulent registration in the system as well as, forgery of official documents, fighting, stealing and sexual harassment are some of the causes of students' misconduct which can either be treated in the school or as a criminal matter in the law court. The findings of the study by Afolabi (2014) is in line with the finding of this study through which different proportions of awareness level. In his work, he found that both head teachers (96.25%) and class teachers (32.5%) had low awareness of education laws guiding schools management. This was noted by Yoloye (2014) who remarked that educational laws are of paramount importance in the operation of the education system in the country, yet most of those in the business of education know very little about the laws which they operate. It was also reported by Afolabi (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 the students personal service.

Conclusively, in the research question four and hypothesis four it was revealed that adequate strategies are not put in place by the Rivers State government for the enforcement of educational laws in most public senior secondary schools in the State. The finding of Peretomode (2014) revealed that most secondary schools in Delta State cannot implement its educational laws as a result of inadequate strategies put in place for its enforcement in most of the public senior secondary schools in Delta State. The findings of this study is in line with the findings of Igwe (2014) that; the principals role performance was significantly related to the enforcement since most of them have knowledge about the ethical guide line in the operations of the secondary schools system, secondly, the principal perception of their delegation of duties to their teachers on discriminatory increase on the students should be well addressed since both the teachers and students have enable educational laws guiding the conduct in schools.

Conclusion

Based on the data analyses and findings, it was concluded that numerous challenges due to availabilities of professional skills personnel and fund not released by the State School Board stand as an impediment for the enforcement of educational laws for effective administration in public senior secondary schools in Rivers State.

Recommendations

The following recommendations were derived from the data analysis, findings, and conclusion of the study that;

1. Rivers State Ministry of Education should employ professional staff that will help in the enforcement of educational law for effective administration of public senior secondary schools in Rivers State;
2. Specific amount of funds should be allocated from the budget for the enforcement of educational laws for effective administration in public senior secondary schools in Rivers State;
3. The Rives State Ministry of Education should conduct orientation programmes for all the stakeholders on the enforcement of educational laws as renece for effective administration of public senior secondary schools in Rivers State;
4. Conducive environment should be provided by the State Schools Board for effective and efficient enforcement of educational laws for effective administration in public senior secondary schools in Rivers State.

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