



EXTENT OF THE IMPLEMENTATION OF NIGERIAN EDUCATION RULES AND REGULATIONS BY THE OPERATORS OF PUBLIC SECONDARY SCHOOLS IN EBONYI STATE

¹Udensi E.O., Ph. D and ²Sylvia L.C. G. Nnamoko, Ph. D

¹Agricultural Education Programme, Technology and Vocational Education Department
Enugu State University, Enugu;

²Department of Education Foundation, Ebonyi State University, Abakaliki;

Abstract: *This study was conducted to ascertain the extent of implementation of Nigerian education rules and regulations among the urban and rural operators of public secondary schools in Ebonyi State. Two research questions and two null hypotheses guided the study. Descriptive survey design was adopted for the study. Population of the study consisted of 1316 operators of public secondary schools. Using “Taro Yamane” formula the sample for the study was 308 respondents comprising 44 principals and 264 teachers (representing the operators) within the three Education Zones in the State. Structured questionnaire was used as the instrument for data collection. The instrument was validated by 2 experts from Educational Foundations department and one expert from Measurement and Evaluations and the reliability obtained using Cronbach alpha co-efficient was 0.80. A 4 point scale of Very Great Extent, Great Extent, Little Extent and Very Little Extent were used. The data collected were analyzed using mean and standard deviation to answer the research questions while t-test was used to test the null hypotheses formulated for the study. The finding revealed that majority of the principals and teachers did not implement Nigerian education rules and regulations to Great Extent. The findings also showed that majority of operators (principals and form teachers) did not have interest to study Nigerian education rules and regulations. Based on the finding of this study, it was recommended that Ebonyi State Ministry of education should make available Service Manual/hand book containing these rules and regulations to the operator of public secondary schools (principals, staff of the ministry of education and teachers) at the point of appointment and carry out compulsory orientation for them as soon as they are employed as well.*

Keywords: Implementation, Fundamentals, Education rules and regulations, public Secondary Schools, and operators.

Introduction

Growth seen and experienced by any nation depends on the standard of education of that Nation. The higher the quality of education of this country, Nigeria, the higher the growth of Nigeria. Based on this, the

growth of a nation can be measured using the quality of education of the nation (FRN, 2004). The inhabitants of Nigeria today are undergoing financial, political, transportation, social and agricultural hardship (Olukoya, 2017). All these problems could be attributed to Very

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Little Extent of implementation of education rules and regulations (Education law) as a way of contributing towards the efficient administration of secondary schools. This is because when a male and female teachers are trained to observe and obey the education law at primary and secondary school levels, pupils grow up to be responsible and productive citizens.

Education rules and regulations according to Adderson and Fain (2020) include an aspect of the vastly complex system of social control. It may be defined as those areas of jurisprudence which focuses on educational activities the operation of public and private elementary, secondary and post-secondary Institutions of learning. According to him, Education rules and regulations (Education law) concerns all activities within school environment at all levels. Education law is said to be a heterogeneous body of regulations. Anbjorg (2016) is of the opinion that laws protecting human rights in terms of agreement between one another, one's possessions and oppression of one another are parts of education laws when education law is to be studied as a subject in schools. This, therefore, implies that education law is more than a mere collection of education edicts and regulations emanating from a State bureaucracy (Ocho 2011). The statutory laws that affect the school are laws made by legislators at both Federal and State levels. They deal with such issues as establishment of new schools, accommodation, school workshop and laboratories, fire precaution, school discipline, and religious instruction. Consequently, when issues like discipline, authority of the teacher, or the head teacher, regulation on corporal punishment, keeping of log book, admission and attendance register, visitors' book, professional misconduct, safety of school premises, are discussed, the field of school or education law are meant. Education law affects almost all aspects of life in the school (Ocho 2011).

Education law may be explained as an essential foundation required for the successful teaching-learning

process and school administration. In other words, education law may be referred to as the necessary framework acting as a pillar against which rest the school administration and academic achievement. After the home, it is in the school that children come in contact with law and order, rules and regulations, law and authority. All these are designed to help them live and work harmoniously in the school (Anderson & Fain, 2020). This will enable them learn and grow in mind, body and soul and acquire necessary conduct useful for living in society. It therefore, becomes necessary for male and female teachers, male and female school administrators and the parents within the urban and rural areas to be familiar with the body of laws relating to the organization, fundamental rights of children and citizens, administration of schools, teachers and their employers, their employment and professional conduct. The teacher acts as parents as regards the education of the child while in school. In the discharge of his duties, the law recognizes the authority of the teacher to administer reasonable punishment on his pupils/students (Ocho 2011). On the other hand, the law also recognizes the right of the children as citizens. Today, it is common knowledge that the rate teachers and school administrators are dragged to court is alarming. This phenomenon arises when the teachers and the principals overlook students' rights when dealing with them. It is equally an index of ignorance of the law on the part of teachers and school masters or increased knowledge of individual rights among parents and guardians. It is also common knowledge that the degree of awareness of students' rights on the part of parents is rising. It has, therefore, become imperative that teachers should have adequate knowledge and proper understanding of basic principles of Education law of the school and their application in school administration. It is based on this imperativeness that teachers and school administrators of



the 21st century and beyond should be legally literate (Ocho 2011).

The teaching of education law is an emerging phenomenon in the education industry in Nigeria. Its teaching and implementation in teacher education programme has become imperative because of the increased awareness of individual rights. Law as a field of study has significant relevance to education. Consequently, urban and rural operators of rules and regulations should be aware of the legal implication that confronts them in their day-day teaching and administrative responsibilities. This is because many decisions taken in the context of education have enormous effect on the administration of the schools. This, therefore, means that a course in education law helps male and female teachers and male and female education practitioners to be aware of their own rights and those of the people they are dealing with. As a result of individuals recognizing their personal rights, it becomes expedient for teachers and school administrators to be conversant with legal limitations in the discharge of their duties. It is also important that they understand the legal implications of what they do especially on issues that affect students and parents. It is only a course in education law that will equip them with the relevant and adequate knowledge of their own rights, their responsibilities and the rights of others. Added to this knowledge is the understanding and appreciation of their relationship with others in schools and outside the school. Nwangwu (2011) agrees with Peretomode (2011) when he stated that almost all the secondary school workers are not interested to study and make use of education law as required of them. This makes them to perform their duties below expectations. Nwangwu (2011) also stated that majority of school workers do not possess the service handbook and the minority that possess them do not have the knowledge of what are written in the book. This makes them to lack the knowledge of right relationship

with their employers, colleagues and students. It might be pertinent to mention here that continuous demonstration of ignorance of education law on the part of education practitioners might be both costly and disastrous in this 21st century and beyond due to high degree of awareness of individual rights. Hoeber and Ralph (2017) supported Peretomode, (2011) when they opined that there is need for every educationist to be taught law concerning education in their post-secondary institutions of learning in order to know what to do at every point in time in every school situation.

The researcher can infer that there is absolute need for teachers and school administrators to be adequately equipped with legal knowledge. This will safeguard them in their decisions in a complex and volatile society where awareness of fundamental rights is progressively on the increase (Ocho 2011). In Ebonyi State secondary schools, observations could be made of unfavorable work behaviour among teachers such as lack of commitment to work, lateness to work, absenteeism, poorly prepared lessons; illegal collection of levies, disrespect for constituted authorities, aiding and abetting examination malpractices, truancy and malingering, strike action, private practice, petty trading and withdrawal. The consequence of these on the educational development of our youths, organizational effectiveness, image of teaching profession and national development is far reaching and grave. Ocho (2011), consistently affirms and teaches that the most important aim of education is the cultivation of moral values which will make it possible for people to live in society as expected. The school is set up to help students to become morally sound and economically productive. Teachers are required to make sure that the objectives and quality of education are maintained at a high standard. In Ebonyi State, there appears to be grave concern about increasing crime rates, disrespect, immoral acts and other abnormal behaviours that are associated with anti- social vices



among the youths. Apart from all these evil acts mentioned above, there are a lot of other problems in the secondary schools and these include: examination malpractices, cheating, disobedience, and cultic practices. These problems may be attributed to very little implementation of education law by the teachers and their students.

Anborg,(2016), reported that students' academic achievement and moral values are related to the teachers' personal characteristics .The implication of this is that the way the teachers practice the law of education will determine the type of knowledge passed on to the students and in turn the knowledge of education law by the students. The inability of the teachers to perform their duties with dedication and loyalty may be related to their level of knowledge of education law .It therefore becomes very necessary to study the extent of implementation of education rules and regulations (education law) by both the teachers and the principals, hence the need for this study.

Statement of the Problem

Literature has revealed that the principals, teachers as well as students performed below standard in terms of character and academic performances. Principals, teachers and students break the education rules and regulations as they involve themselves in practices such as cruelty, rioting, bullying, lateness to school, and truancy among others. Parents' complaint about the unruly behaviours among secondary school students and youths shows that secondary school male and female principals and teachers as well as the students within the urban and rural areas do not adequately implement education law. Cultism is characterized as the most deadly problem of our times, among the students which normally made them to absent themselves from classes, abandon their studies to attend conventions and conclave meetings. Occurrence of murder, hard drugs among others are rife in the schools. The major reason for all these challenges in our

secondary schools systems are from curriculum and unsatisfactory students-teachers relationship. Teachers/school administration is another cause of the existing problems in our secondary schools in Ebonyi state. Concerned citizens, government officials, non-governmental organizations, voluntary agencies and indeed the general public have also openly lamented over the rot in the education system in Ebonyi State. The problem of this study can be stated in the form of question. Do the operators of public secondary school in Ebonyi state implement the education rules and regulations (Education laws) guiding school administration and to what extent. Hence, in an attempt to achieve this purpose, the researcher wishes to determine the extent of implementation of education rules and regulations (education laws) among operators of public secondary schools in Ebonyi State.

Purpose of the Study

The purpose of the study was to:

1. determine the extent of implementation of Nigerian education rules and regulations among the urban and rural operators of public secondary in Ebonyi State;
2. determine the extent of implementation of Nigerian education rules and regulations among the urban and rural operators of public secondary schools in Ebonyi State.

Research Questions

The following research questions that guided the study were:

1. What is the extent of implementation of Nigerian education rules and regulations among the urban and rural operators of public secondary schools in Ebonyi State?
2. What is the extent of implementation of Nigerian education rules and regulations among the urban and rural operators of public secondary schools in Ebonyi State?



Hypotheses

H₀₁ There is no significant difference in the mean ratings of urban and rural operators of public secondary schools on the extent of implementation of Nigerian education rules and regulations in Ebonyi State.

H₀₂ There is no significant difference in the mean ratings of urban and rural operators of public secondary schools on the extent of implementation of Nigerian education rules and regulations in Ebonyi State.

Methodology

The researcher employed descriptive survey for this study. A descriptive survey design is concerned with describing events as they are without any manipulation of what is observed (Osuala,2011). This type of design is considered suitable in a study of this nature because the study is aiming at describing the extent of implementation of Nigerian education rules and regulations among the urban and rural principals and teachers in Ebonyi State public secondary schools. The secondary school principals and teachers used are those working under the three Education Zones which are: Afikpo, Abakaliki and Onueke located in Ebonyi State. The population of the study consisted of the 188 Ebonyi State public principals and 1128 teachers in the state making a total of 1316 [Planning, Research and Statistics Secondary Education Board (PRS-SEB)], 2016/2017. Taro Yamane formula was used for collection of finite population. $n = \frac{N}{1+N(e)^2}$ where n = sample size, N = target population; e = 0.05 limit of tolerance error and 1 = unity, this led to a sample size of 308 comprising 44 principals, and 264 form teachers. The instrument for data collection used for the study was a self-structured questionnaire and this sought demographic information from the principals and teachers. The respondents would be expected to tick (✓) against the right answers. The questionnaire comprising 56 items structured in 4 point rating scale of Very Great Extent, Great Extent, Little Extent and Very Little Extent with assigned values of 4,3,2,1 respectively. The

questionnaire was made up of sections A, B and C. Sections A, B and C sought responses relevant for answering three research questions that guided the study. 308 copies of questionnaire were distributed and 259 completed copies were returned. The instrument was subjected to face and validation by two experts from Educational Foundations department and one expert from Measurement and Evaluation in Ebonyi State University, Abakaliki. Cronbach Alpha was used to determine the reliability of the instrument and the reliability index was found to be 0.80. The pilot test was carried out in Enugu State. The reliability test was conducted using 30 copies of questionnaire which was distributed to the teachers. Researcher analyzed the returned data using mean and standard deviation to answer the three research questions that guided the study while t-test was used to test the null hypotheses formulated for the study. The decision rule was that items with mean value of 2.50 and above were regarded as Great Extent option which was adopted as the agreement level for the items which indicated that respondents do not implement the Nigerian education rules and regulations while those with mean values below 2.50 were regarded as Little Extent option which was adopted as the disagreement level for the items indicating that the respondents implement the Nigerian education rules and regulations. In the same vein, a null hypothesis was acknowledged when t-value that was calculated was smaller than critical t-value and was not acknowledge when the calculated t-value is equal or greater than t-critical.

Results

Table 1: Mean responses and Standard Deviation of the principals on Extent of implementation of Nigerian Education rules and regulations among the Urban and Rural operators of public Secondary Schools in Ebonyi State.



What are the educational rules and regulations to implement?

		Urban principals (N: 24)			Rural principals (N: 20)		
S/N	Items	Mean	SD	Verdict	Mean	SD	Verdict
1	The teacher has the right to slap a student for being insolent.	3.27	1.06	GE	3.29	1.07	GE
2	The principal has the right to slap a student for being insolent.	3.02	1.17	GE	2.85	1.23	GE
3	The teacher has the right to prevent a student from going home after school for failing a test.	3.02	1.11	GE	3.41	0.99	GE
4	It is right for the principal to punish Nnabuchi on the basis of what the two students said they saw without allowing them to give evidence in the presence of Nnabuchi.	3.00	1.09	GE	3.50	0.73	VGE
5	The principal has the right to confidentially inform the wife of one of his teachers that her husband keeps girl friends.	3.47	1.03	GE	3.59	0.74	VGE
6	The principal has the right to confidentially inform the husband of one of his teachers that his wife keeps boy friends.	3.48	0.91		3.59	0.70	VGE
7	The principal has the right to force an 18 year old student to attend any church service	3.58	0.83	GE	3.59	0.79	VGE
8	In a church-owned school in Nigeria the principal has the right to force a student to recite the creed when the student is a Muslim.	3.13	1.21	VGE	3.50	1.02	VGE
9	In Nigeria, primary education is said to be free. If the government fails to release money for blackboard and other necessary school equipment, the headmaster has the right to levy the pupils for money to purchase those essentials.	2.73	1.06	GE	2.41	1.21	LE
10	The principal has the right to refuse admission to a person who is HIV positive	3.43	1.01	GE	2.94	1.15	GE
11	The principal has the right to administer punishment on students smoking in the street against the school rules and regulations.	2.63	1.23	GE	3.03	1.11	GE
12	The principal has the right to make a school rule which may not agree with the rules and regulations made by the Nigerian legislators.	2.55	1.10	GE	2.59	1.18	GE

Table 1 continue



S/N	Items	Mean	SD	Verdict	Mean	SD	Verdict
13	The principal has no right to discipline any teacher who normally displays neglect and incompetence in the job.	3.30	1.06	GE	3.53	0.86	VGE
14	The Ministry of Education has no right to dismiss a principal for a grievous offence he committed.	3.43	1.33	GE	3.26	1.02	GE
15	The principal has no right to prescribe the discipline for the school.	3.10	1.10	GE	3.59	0.78	VGE
16	It is the duty of the principal alone to ensure that the students maintain discipline in the school.	3.35	0.99	GE	3.71	0.63	VGE
17	The principal alone has the right to suspend any student wearing clothes other than the school uniform.	3.53	0.87	VGE	3.82	0.46	VGE
18	Only principal has the right to restrict the movement of the students during school hours.	3.62	0.85	VGE	3.65	0.73	VGE
19	The principal has the right to punish a male student wearing long hair against the school rules and regulation.	3.60	0.83	VGE	3.62	0.89	VGE
20	The principal has no right to administer corporal punishment on offending students.	2.60	1.18	GE	3.24	0.86	GE
21	The principal has no power to make Guidelines to direct the affairs of the school.	3.13	1.02	GE	3.41	0.92	GE
22	In writing a referee report on one of his teachers, Mr. Onyeha, who has applied for the position of principal in another school, the principal must mention the fact that Mr. Onyeha was once demoted for sexual harassment of a student.	2.65	1.10	GE	2.50	1.19	GE
Grand Mean Score		3.16	1.05	GE	3.23	0.92	GE

Table 1: shows that items 8, 17-19 were rated as VGE (Very Great Extent) while items 1-7,9-16, 19-22 were rated as GE (Great Extent) for urban and rural principals. Their mean value is above 2.50 points. The overall mean value is 3.16 with standard deviation of 1.05 This indicates that urban and rural school principals do not implement the Nigerian education rules and regulations to great extent, and the standard deviation of 1.05 indicates great divergence among the respondents.

Table 2: Mean and Standard Deviation of the teachers on Extent of implementation of Nigerian education rules and regulations among the Urban and Rural operators of public Secondary Schools in Ebonyi State

Urban teachers (N: 160) Rural teacher (N: 104)

S/N	Items	Mean	SD	Verdict	Mean	SD	Verdict
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23	The teacher is not liable in law for payment of damages.	3.22	1.03	GE	3.21	1.12	GE
24	The headmistress and the school are not liable for damages.	3.05	0.79	GE	2.98	1.02	GE
25	The principal of a school has the right to search the boxes of students for missing articles in their presence	3.38	0.74	GE	3.40	0.92	GE
26	The secondary school students do not have the right to peacefully demonstrate against any school rules or practices they do not like	2.66	0.10	GE	2.93	0.92	GE
27	Do you agree that the teachers do not stand in loco parentis to the students all through the official school hours?	3.34	0.86	GE	3.02	1.08	GE
28	It is the right of the principal to lock the gate of the school in order to restrict the movement of the staff and the students during the school hours.	2.98	0.93	GE	3.00	1.06	GE
29	A principal who often comes late to school has the right to punish the students who are late to school.	2.29	1.14	LE	2.13	1.14	LE
30	The teacher is not liable for damages.	2.60	0.96	GE	2.90	1.07	GE
31	A principal of a school is not liable for damages if he is not objective in his appraisal of teachers under him.	2.02	0.92	GE	2.80	1.01	GE

Table2 continue

S/N	Items	Mean	SD	Verdict	Mean	SD	Verdict
32	Do you agree that if a school principal delegates his duties to a staff who has not enough experience, the principal is not liable for any damage the teacher may incur while carrying out the assignment?	3.38	0.88	GE	3.37	0.88	GE
33	Do you agree that it is legally right to hold that when a school principal delegates duties to subordinates, he is not ultimately responsible and accountable for whatever the subordinate does or fails to do in carrying out the directives of the principal?	3.24	0.93	GE	3.33	0.86	GE
34	It is legally right to hold that Ministry of Education or the School Board is not liable for the official acts of the principal and teachers in the schools.	3.12	1.07	GE	2.92	0.78	GE



35	It is right in law to hold that a master is not liable for any criminal or tortuous acts committed by his servant in the course of his official duty.	2.65	1.13	GE	2.82	1.05	GE
36	The teacher has the right to administer corporal punishment on a disobedient student	2.67	1.19	GE	2.27	1.17	LE
37	The teacher has the right to wound a stubborn student in an attempt to discipline such a student.	3.55	0.85	VGE	3.35	0.95	GE
38	The teacher has the right to prevent a pregnant student from taking examination.	3.25	1.06	GE	3.00	1.52	GE

Table 2: continue

S/N	Items	Mean	SD	Verdict	Mean	SD	Verdict
39	The teacher has the right to discipline stubborn students in the school without the principal’s permission.	1.83	1.04	LE	2.02	1.00	LE
40	The teacher has the right to send student outside the school premises during the lesson is going on	2.96		GE	2.98	0.95	GE
41	Do you agree that the teacher has the right to send a student outside the classroom when the lesson is going on	2.76		GE	2.98	0.98	GE
	Grand Mean	2.95	0.92	GE	2.90	1.03	GE

Table 2: shows that item 37 was rated as VGE (Very Great Extent) while items 23-28,30-36, 40-41 were rated as GE (Great Extent) and items 29 and 39 were rated as Little Extent for urban teachers. The overall mean value is 2.95 with standard deviation of 0.92. This indicates that urban school teachers do not implement the Nigerian education rules and regulations to a great extent, and standard deviation of 0.92 indicates small divergence among the urban teachers. The same table 2 shows that items 23-26,28,30-35,37-38,40-41 were rated as Great Extent and items 29,36 and 39 were rated as Little Extent (LE) for rural teachers. The overall mean value is 2.90 with standard deviation of 1.03.

Table 3: t-test comparison between the average answers by urban and rural Principals on the Extent of implementation of Nigerian education rules and regulations in Ebonyi State public Secondary Schools.

S/N	Variable	N.	Mean	SD	Df.	t.cal	t-crit.	Verd.
1	Urban principals	24	3.16	1.05	92	0.31	1.645	Accept H ₀₂
2	Rural principals	20	3.30	0.94				
	Total	44						

Table 3 shows the mean value responses of the urban principals as 3.16 and that of the rural principals as 3.30 on the extent of implementation of Nigerian Education rules and regulations in Ebonyi state public secondary schools. The t-value that was calculated was 0.31 and the critical t-value was 1.645. The null hypothesis (H₀₂) is accepted because the critical t-value is greater than the calculated t-value. This means that the urban principals and rural principals do not differ significantly in their mean ratings on the extent of implementation of Education laws in Ebonyi state public secondary schools.



Table 4: t-test comparison between the average answers by urban and rural teachers on the Extent of Implementation of Nigerian education rules and regulations in Ebonyi State public Secondary Schools.

S/N	Variable	N.	Mean	SD	Df.	t.cal	t-crit.	Verd.
1	Urban teachers	160	2.95	0.95	163	0.16	1.645	Accept
2	Rural teachers	104	2.90	1.03				
Total		264						

Ho₃

Table 4 shows the mean value responses of the urban and rural Teachers as 2.95 and 2.90 respectively. t-value that was calculated t-value was 0.16 and the critical t-value was 1.645. Null hypothesis (Ho₃) was accepted because the critical t-value was greater than t-cal that was calculated. This means that the urban and rural teachers do not differ significantly in their mean ratings on the extent of implementation of education laws in Ebonyi state public secondary schools.

Discussion

The findings revealed that majority of the principals and teachers do not implement the Nigerian education rules and regulation in the schools. Critical analysis of the responses of individual principals revealed that a lot of them could not score up to 50 percent of questions asked in the questionnaire. The implication of this finding is in line with the observation by Ezeuwa (2009) who reported that concerned citizens, government officials, non-governmental organizations, voluntary agencies and indeed the general public have openly lamented over the rot in the education system in Ebonyi State. It is worthy to note that part of this rot can be explained by Very Little implementation of Nigerian education laws guiding school administration by principals. Yoloye (1993) grieved over educational workers who neither do their work with the knowledge of laws guiding education nor acknowledge these laws. These educational workers strongly have the belief that anything law have nothing to do with any other person but the lawyers. It is worthy to note that every living being should see education law as important as water because everybody need education and must get involved in it in order to benefit from it very well and contribute efficiently to the national development. It is very clear that education law is the life wire of education and for this reason any educational

worker that remains indifferent to the knowledge and implementation of Nigerian education rules and regulations cannot do his job effectively. Many of the teachers scored very low, indicating very poor implementation of this Education Law. That is why many of our teachers treat the students under them as if they have no right. The finding agrees with Ocho (2011) who stated that the rate at which teachers and school administrators are dragged to Court is alarming as the result of either actions or inactions in respect of students' rights. Supporting the above findings., the Commissioner for Education on

21st of June 2012, suspended twenty six teachers teaching at Nkalagu Community secondary school because of absenteeism, indiscipline and incompetence (Liberty radio. Com. Ng/news64.html). Nwagwu, in Peretomode (2001) also said that majority of school workers do not possess the service handbook and the minority that possess them do not have the knowledge of what were written in the book. This makes them to fail when it comes to implementation of these laws as required of them in terms of right relationship with their employers, colleagues and students.

There was general agreement on the factors hindering the knowledge and implementation of education law in Ebonyi State Secondary Schools. The



two set of respondents agreed with the enumerated factors affecting the knowledge and implementation of education law in Ebonyi State Secondary Schools. With grand mean values of above 3.00. This finding left a very big gap in the school system in that when a teacher is trained to observe and obey the education laws at primary and secondary school levels, pupils and students will grow up to be responsible and law abiding citizens. As asserted by Dawene (1995) and Salami (1991) that students' academic achievement and moral values are related to the teachers' personal characteristics.

Conclusion

The secondary schools principals and teachers in Ebonyi state do not implement the Nigerian education rules and regulations to the extent expected of them. The findings revealed that many factors were responsible for this.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Ministry of Education should make available Service Manual/Hand book to all the employees and carry out orientation for them on education law.
2. Government should ensure that in-service courses based on education law are always organized for the principals and teachers at least once or twice in a session.
3. The teachers and the principals must see it as a point of duty to read and know as well as Implement Nigerian education rules and regulations in their day-to-day activities.
4. The Secondary Education Board should make sure that the education law would always be referred to in their communications to schools.
5. Principals of secondary schools should make it a point of duty to be referring to the teachers'

Service Manual during their meetings and discussions with their teachers.

6. The Ministry of Education and Secondary Education Board (SEB) as well as the principals of the schools should ensure that teachers are not over loaded with school activities so that they can have time to read their Teachers' Service Manual over and over again in order to have all the education laws on their finger tips for better implementation.

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