



# **SUNDRY HINDRANCES ON THE IMPLEMENTATION OF NIGERIAN EDUCATION RULES AND REGULATIONS AMONG THE PRINCIPALS AND TEACHERS IN PUBLIC SECONDARY SCHOOLS IN EBONYI STATE, NIGERIA**

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**Abstract:** *This study was conducted to find sundry hindrances on the implementation of Nigerian Education Rules and Regulations among the principals and teachers in Ebonyi State public secondary schools. Descriptive survey design was adopted for the study. Two research questions and two null hypotheses guided the study. Population of the study consisted of 1316 principals and teachers of public secondary schools. Using Taro Yamune formula, the sample for the study was 308 respondents comprising 44 principals and 264 teachers within the three Education Zones in the state. Structured type of questionnaire were 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 0.73. A 4 point scale of Strongly Agreed, Agreed, Disagreed, and Strongly Disagreed 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 agreed that there were hindrances on the implementation of the Nigerian education rules and regulations. The findings also showed that majority of principals and teachers did not see the need to implement Nigerian education rules and regulations. Based on the findings of this study, it was recommended that the Ebonyi State government should promote their teachers based on the level of implementation of Nigerian Education Rules and Regulations by these teachers and also the government and the school administrators should make sure that whenever they are addressing the teachers, they must refer to Nigerian education rules and regulations.*

**Keywords:** Hindrances, Education Rules and Regulations, Urban and Rural, Principals and teachers

## **Introduction**

Teachers are the major key to teaching and learning process in education system. The nations' development depends on the disciplined, efficient and effective teacher in schools. For this to take place, the teacher must implement the Nigerian education rules and regulations as

expected of them and also be able to translate policy into action and principles into practice when teaching the students in or outside the classroom. Implementation of Nigerian Education Rules and regulations must have its proper place in the urban and rural principals and teachers and the students before great academic achievement

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among the students must take place. According to Ocho (2005), the statutory law that affects the school is mainly the education Act of the Federal Republic of Nigeria and the Education Law of various states. Education Laws (Nigerian Education Rules and regulations) deal with such issues as the establishment of new schools , accommodations , school workshops and laboratories, fire precautions, school furniture and equipment, records, accounts, school discipline, religious instructions. Consequently, when we discuss issues like discipline, authority of the teacher or head teacher, the regulation on corporal punishment , the keeping of log book, the admission and attendance registers, visitors to the school, professional misconduct, safety of the school premises, we are essentially in the field of school or education Law. Keane et al (2001), pointed out that statutory laws also deal with laws such as human rights laws, humanitarian laws, the law of international institutions, areas of domestic laws like criminal laws and extradition rules.

The teacher is to teach the students how to implement Nigerian Education Rules and Regulations by exemplary life which will in turn inculcate good moral values and good behaviours as well. From the above statement the teaching ethics requires that teacher in the classroom should arouse, motivate and sustain the interest of students in the lesson being taught. Mosha in Kiwale (2017), established that school rules and regulations in Tanzania as well as other countries, Nigeria inclusive have specific functions such as preparation of pupils as good citizens and whosoever breaks them are considered as offender and may be punished. It is worthy of note that when Nigerian education rules and regulations are implemented by the urban and rural principals, teachers and students, then teaching and learning process will become effective thereby making available students that will eventually become useful people in the society. 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 .

The condition of service for the teachers in Ebonyi state is such that the government of Ebonyi state promote the teachers based on the number of years of service and not based on the extent of implementation of the Nigerian Education Rules and Regulations of each teacher. As a result of this, the principals and teachers in urban and rural secondary schools are not taking the implementation of the laws serious and as something that should be one of the basis of achievement of greater academic success in the lives of the students .Generally, when teachers implement the rules and regulations ,the students will follow after simply because teachers are the students' model. Prashant in Kiwale (2017) in supporting the above statement , stated in an article entitled 'teachers are to be blamed for indiscipline in schools'', lamented that the attitude of some teachers in schools were some of the root causes of indiscipline in terms of breaking rules and regulations and riotous behavior among students of such institutions. It is advisable that the urban and rural Principals and Teachers should do everything possible to implement these rules and regulations in schools to make their work easier because as they obey the rules and regulations, the students will obey also thereby making teaching and learning process more efficient and effective. This is to say that efficient and effective teaching –learning process will leads to more productive students which in turn will enhance development of the state and the nation at large

The Ebonyi State Commissioner for Education and Chairman Secondary Education Board stood their ground to combat any form of irregularity in the secondary school system. The Ebonyi State Government, through the effort of these persons and their team stopped some secondary schools from existing as a school for functioning below expected standard. The Commissioner for Education was not happy with some principals' and teachers' attitude to work. The Commissioner went further and made it known that principal and teachers who were not in the school when he came to school should stop work until he authorized them to start again.”(Guardian Newspaper



(Lagos), 9<sup>th</sup> September, 2011). The Commissioner for Education on 21<sup>st</sup> 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). On 2<sup>nd</sup> of March, 2012, some of the policemen from Ebonyi State Police Command were killed as they were trying to intervene and rescue lives of students who were members of different cultic groups in Oshiegbe secondary school (Vanguardngr.com/2012/03/policem.).

It was revealed that about two thousand teachers in public secondary schools in Ebonyi State have been ordered to refund their fourteen months salary because of absenteeism, lateness, and negligence to duty (Her.oxford journals.org/.547.full). It is true that the government of Ebonyi state are doing everything to bring the standard of education of the state to greater height, but they still have to look into these condition of service in the secondary schools. All the teacher are to undergo in service courses on education laws (Nigerian education rules and regulations) at least twice a session. Government should provide handbooks to all the teachers in the state. Principals and teachers are to be encourage to develop interest in observing and implementing the Nigerian education rules and regulations in the schools through their attitude towards the use of Nigerian Education rules and regulations by referring to the law each time they are addressing the teachers and the principals. Parents on their own side should make sure that they sue any teacher who refuse to implement the education rules and regulations. The government should promote the teachers based on the extent each Principals and teachers implement the education rules and regulations in the school and deny promotion to those who refuse to implement the rules and regulations so that they will take the implementations of these laws serious. To strengthen the implementation of the laws, the government of Ebonyi state should employ only the professional teachers to teach in secondary schools and at the same time employ enough teachers so

that the teachers should not be overworked to an extent that they will not have time to rehearse the Nigerian Education rules and regulations until it becomes part of them. This when the teachers do, it will help to change their belief that all the laws should be left for lawyers to know and implement. All these problems may be attributed to implementation of education rules and regulations to very Little Extent due to some hindrances. At this point, the researcher wish to find out these hindrances. Hence the need for the study.

### **Statement of the Problem**

Teachers are to ensure that the objective and quality of education are to be maintained at a high standard for the nation to grow. Literature has revealed that despite the immeasurable effort of the Ebonyi State government to bring the standard of education to enviable height, that the level of education in this state has not come up to this expected height. Majority of the teachers and the principals are yet to perform their duties with great commitment and to implement the Nigerian rules and regulations to very great extent. For this reason, both the Ebonyi State Commissioner for Education and Chairman Secondary Education Board stood their ground to combat any form of irregularity in the secondary school system. In Ebonyi state, immoral acts and other abnormal behaviours, are associated with anti-social vices among the youths . Apart from all these evil acts mentioned above, there are other problems in the secondary schools and these include: examination malpractices, cheating, disobedience, and cultic practices. All these problem existing in Ebonyi state school system despite vast governmental commitment towards educational system shows that there are hindrances to academic growth and national development and this call for an investigation, hence, the need for this research.

### **Purposes of the Study**

The general purpose of the paper is to examine the sundry hindrances on the



implementation of Nigerian Education Rules and Regulations among the principals and

teachers in public secondary schools in Ebonyi state. Specifically, the paper intended to;

1. to find out the hindrances on the implementation of Nigerian education rules and regulations among principals and teachers in public secondary schools in Ebonyi State.
2. ascertain the solutions to the hindrances on the implementation of Nigerian education rules and regulations among the principals and teachers in public secondary schools in Ebonyi State.

### Research Questions

1 What are the hindrances on the implementation of Nigerian education rules and

Regulations among principals and teachers in public secondary schools in Ebonyi State?

2 What are solutions to the hindrances on the implementation of Nigerian education rules

and Regulations among the principals and teachers in public secondary schools in Ebonyi State

### Hypotheses

H<sub>01</sub> There is no significant difference in the mean ratings of principals and teachers on the

hindrances on the implementation of Nigerian education rules and regulations among the

principals and teachers in public secondary schools in Ebonyi State.

H<sub>02</sub> There is no significant difference in the mean ratings of principals and teachers on the

Solutions to the hindrances on the implementation of Nigerian education rules and

regulations in public secondary schools in Ebonyi State.

### Methodology

The researcher employed descriptive survey for this study. This type of design is considered suitable in a study of this nature because the study is aiming at describing the hindrances on the implementation of Nigerian education rules and regulations among the 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 1316 principals and form teachers of public secondary schools in the state [Planning, Research and Statistics Secondary Education Board (PRS-SEB)], 2016/2017. Using Taro Yamune formula, the sample for the study was 308 respondents comprising 44 principals and 264 teachers within the three educational zones in the state. The instrument for data collection used for the study was a self structured questionnaire and this sought demographic information from the principals and teachers concerned. The respondents would be expected to tick (✓) against the right answers. The questionnaire comprising 15 items structured in 4 point rating scale of Strongly Agreed, Agreed, Disagreed, and Strongly Disagreed which have assigned values of 4,3,2,1 respectively. The questionnaire was made up of sections A and B. Sections A and B sought responses relevant for answering two research questions that guided the study. The instrument was subjected to face 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 0.73. 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 and principals. 308 copies of questionnaire were distributed and the completed copies were returned. Researcher analyzed the returned data using mean and standard deviation to answer the two 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 Strongly Agreed showing that there are hindrances on the implementation of Nigerian Education Rules and Regulations by the principals and teachers while



those with mean values below 2.50 were regarded as Strongly Disagreed showing that there are no hindrances on the implementation of Nigerian Education Rules and Regulations by the principals and teachers. 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.

**Table 1: Mean and Standard Deviation of the principals and teachers on hindrances that principals and teachers accept as hindering implementation of Nigerian Education rules and regulations in public Secondary Schools in Ebonyi State.**

S/N	Items	principals (N:44)		Teachers (N:264)			
		Mean	SD	Verdict	Mean	SD	Verdict
1	We were not taught education law as a course in the NCE or degree programme in the high institution.	2.75	1.04	A	2.59	1.21	A
2	There are no specific books written on education laws.	2.68	1.08	A	2.71	1.09	A
3	In service courses are never organized on education law.	3.12	0.87	A	3.38	0.74	A
4	Most teachers and principals believe that all laws should be left for the lawyers.	2.55	1.16	A	2.50	1.13	A
5	The Secondary Education Board hardly ever refers to education law in their communication to schools.	3.18	0.75	A	2.97	1.03	A
6	The teachers' service manual is hardly ever referred to by the principal of our school in meetings and discussions.	3.32	0.75	A	2.71	1.06	A
7	Teachers are overworked and have little time to read any book	2.78	0.96	A	2.85	1.16	A
8	The location of secondary schools hindered	3.07	0.84	A	2.62	1.18	A



implementation of education laws.

Grand Total	2.93	0.93	A	2.79	1.08
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Table 1: shows that the mean value of items 1-8 is 2.93 with standard deviation of 0.93 for principals and that of the teachers were 2.79 as mean value with standard deviation of 1.08 which simply means that both the principals and the teachers strongly agreed that there are hindrances on the implementation of Nigerian Education rules and regulations among the principals and teachers in public secondary schools in Ebonyi state.

Table 2: Mean and Standard Deviation of the solutions to the hindrances on the implementation of Nigerian Education rules and regulations among the principals and teachers in public Secondary Schools in Ebonyi State.

S/N	Items	Principals (N:44)		Teachers (N:264)		
		Mean	SD	Verdict	Mean	SD Verdict
1	Government should encourage the principals and teachers by referring to implementation of these laws whenever they are addressing them.	3.37	0.79	A	3.38	0.76 A
2	Promotion of the teachers should be based on the level of implementation of these laws by each teacher..	2.93.	0.84	A	2.97	1.12 A
3	Ebonyi state government should make available the State service manual /handbook to the school educators to enhance the implementation of education laws in the schools.	3.28	0.69	A	3.29	0.91 A
4	Parents of the students should drag the teachers to Courts after several warnings for maltreatment of their wards/ students..	3.33	0.69	A	3.17	0.6 A
5	Ignorance on the part of principals and teachers of implementation of education laws should be removed by organizing in-service training at least twice a year for them.	3.32	0.75	A	3.21	0.88 A





6	The employers should have positive attitude towards the implementation of education laws by praising and giving gifts to the principals and teachers that implement these rules and regulations on teachers day celebrations. .	3.17	0.83	A	3.21	1.05	A
7	The employment of non- professional teachers in the education system should stop to enhance the implementation of these education laws.	3.02	1.03	A	3.00	0.92	A
Grand Mean		3.20	0.80	A	3.15	0.89	A

Table 2: shows that the mean value of items 1-7 is 3.20 with standard deviation of 0.80 which indicated that principals Agreed that there were hindrances on the implementation of Nigerian education rules and regulations. . 3.15 and 0.89 were the mean value and standard deviation of items 1-7 for the teachers and this also indicated that the teachers strongly agreed that there were hindrances on the implementation of Nigerian Education rules and regulations among the educators in public secondary schools in Ebonyi state. The standard deviation indicates low divergence among the principals and teachers.

**Table 3 : t-test comparison between the average answers by Principals and teachers on hindrances that hinder the implementation of Nigerian education rules and regulations in public secondary schools in Ebonyi state.**

S/N	Variable	N.	Mean	SD	Df.	t.cal	t-crit.	Verdict.
1	Principals	44	2.93	0.93	306	0.004	1.645	Accept $H_{01}$
2	Teachers	264	2.79	1.08				
Total		308						

Table 3: shows the mean value responses of the principals as 2.93 with standard deviation of 0.93 and that of the teachers as 2.79 with standard deviation of 1.08 on the hindrances that hinder the implementation of Nigerian education rules and regulations. t- value that was calculated was 0.004 and the critical t-value was 1.645. Null hypothesis ( $H_{01}$ ) was accepted because the critical t-value was greater than the calculated t-value. This means that the principals and teachers do not differ significantly in their mean ratings with regard to the hindrances hindering the implementation of Nigerian education rules and regulations in Ebonyi state public secondary schools.

**Table 4 : t-test comparison between the average answers by Principals and Teachers with regard to solutions to hindrances hindering the 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.
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1	Principals	44	3.20	0.80	306	0.002	1.645	Accept <b>Ho<sub>2</sub></b>
2	Teachers	264	3.15	0.89				
Total		308						

Table 4 shows the mean value responses of the principals as 3.20 with standard deviation of 0.80 and that of the teachers as 3.15 with standard deviation of 0.89 for the solutions to the hindrances that hinder the implementation of Nigerian education rules and regulations. t- value that was calculated was 0.002 and the critical t-value was 1.645. Null hypothesis (**Ho<sub>2</sub>**) was accepted because the critical t-value was greater than the calculated t-value. This means that the principals and teachers do not differ significantly in their mean ratings with regard to solution to the hindrances hindering the implementation of Nigerian education rules and regulations in Ebonyi state public secondary schools.

### Discussion

The findings revealed that majority of the principals and teachers agreed that there are hindrances hindering the implementation of the Nigerian education rules and regulation in the public secondary schools in Ebonyi state. **The problem existing in the secondary school systems as shown below confirmed that there are hindrances on the implementation of these Nigerian education rules and regulations in public secondary schools in Ebonyi state.** On 21<sup>st</sup> of June 2012, the Commissioner for education suspended twenty six teachers teaching at Nkalagu Community secondary school because of absenteeism, indiscipline and incompetence (Liberty radio. Com. Ng/news64.html). . The majority of the principals and teachers fail when it comes to implementation of these laws as required of them in terms of right relationship with their employers, colleagues and students. Hence, the principals and the teachers generally agreed that there were hindrances hindering implementation of education law in Ebonyi State

Secondary Schools. The two set of respondents agreed with the enumerated hindrances and the solutions on implementation of education law in Ebonyi State Secondary Schools. 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. It is worthy of note that where there is no abiding rules and regulations , there will be no progress nor productivity and this produces poverty in individuals and nation at large. .

### Conclusion

Conclusively, Ebonyi state government should take the implementation of Nigerian education rules and regulations serious by sending supervisors to all the urban and rural public secondary schools regularly to monitor the implementation of these laws by the principals and teachers. The promotion of the principals and teachers should be based on the level of the implementation of these Nigerian rules and regulations. This simply means that any principal or teacher that do not implement the laws should be denied promotion. The secondary schools principals and teachers in Ebonyi state agreed that there are factors hindering the implementation of the Nigerian education rules and regulations, therefore the Ebonyi state government should carry out the recommendations listed for the state below..

### Recommendations

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

- 1 The government of Ebonyi State should make it compulsory that teaching of Education laws should





start from secondary schools and continue till tertiary institution.

2 Learned personnel should make it a point of duty to write book specifically on Education Law.

3 Refresher courses should be conducted for both the teachers and principals so that they will see the need to implement these Nigerian rules and regulations in the schools and then come to believe that Education Laws is meant for them and not only the lawyers.

4 Government should employ only professional teachers.

5 Promotion of teachers should depend on the knowledge of Education Laws by giving them test based on it

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