



RESEARCH PAPER

Evaluating the effects of Demographic Factors of Head Teachers towards Awareness of Punjab Education Code at Secondary School Level

¹Dr. Muhammad Aslam* ²Dr. Shamim Ullah ³Dr. Hina Munir

1. Assistant Education Officer, School Education Department Punjab, Pakistan.
2. Assistant Professor, Institute of Education and Research, University of the Punjab, Lahore, Punjab, Pakistan
3. Assistant Professor, University of Education Lahore, Punjab, Pakistan

*Corresponding Author: dr.aslam.edu.pk@gmail.com

ABSTRACT

The purpose of this study was to explore the effects of demographic factors of head teachers towards awareness of Punjab education code at secondary school level. The study was quantitative in nature. For this purpose, self-developed questionnaire was used to collect the data. Stratified Random sampling was used for the selection of the sample in this study. The samples of this study were 160 head teachers, 100 from district Lahore and 60 from district Okara. The data generated by instrument were tabulated and analyzed through statistical package of social sciences (SPSS). Mean analysis, independent sample t-test and one way ANOVA on data were applied, and effects of demographic factors of head teachers towards awareness of Punjab education code were explored. The results of this study showed that the most of head teachers had average level of awareness about Punjab Education Code; they responded marginally correct to the rules of Punjab Education Code. There were found no significant effects of demographic differences of head teachers on their awareness about Punjab Education Code. The results of this study were supported by some of the findings reported in earlier studies while contradiction with some studies did exist.

KEYWORDS Awareness, Demographic Factors, Head Teachers, Punjab Education Code, Secondary School

Introduction

Law is very important for a society that serves as a code of conduct for citizens. Laws are formulated to provide proper guidelines and transform the behavior of all citizens and society toward civility. It sustains the balance and provides instructions among the different institutions of the government. The law keeps the society to run smoothly in a right direction and on right track (D'Souza, 2013). According to Constitution of Pakistan 1973, Article 5 (2) every citizen of Pakistan is legally bound to obey the constitution and law for the time being enforced in Pakistan by the state or any other authorized body. Every system and department must work under some rules, regulations and laws. Heads and administrators of these departments must be aware of these rules and laws for desired objectives and performance. In education system, we include some rules and regulations that guide the heads of institutions for the administration of their institutions and interactions with their subordinates, higher authorities and society. Unluckily, though our education system is also working in the light of some particular practices but not laws. Therefore, the heads of schools and other administrators in education system must have complete knowledge and awareness of prescribed rules, laws and codes.

There are several studies (Daresh & Playko, 1992; Findlay, 2007; Hewitson, Stewart & Whitta, 1992; McCann & Stewart, 1997; Peters & Montgomerie, 1998; Stewart, 1996; Thomas & Hornsey, 1991) that have examined the head teachers' awareness about school laws. These studies have concluded that most of head teachers have low and average knowledge of school laws and there is an immediate need to provide more education and

training about school laws. Most teachers and head teachers in our education system have low and average awareness regarding constitution, legal orders, acts, rules and regulations for the management of the school system. Many of them have no knowledge of their responsibilities and privileges according to rules and regulations. Because their all teaching and administrative activities within the school system are based on these rules and regulations. (Nwagwu, 2004).

Punjab Education Code is an official document pertaining to relevant rules and regulations for the proper functioning of educational institutions. A head teacher cannot manage his/her institution properly until and unless he/she recognizes education code. It has been observed that even sincere and hardworking head teachers find themselves confused at times while handling administrative issues regarding rights and obligations due to low awareness of Punjab education code. School laws are developing according to the needs of society and schools. However, head teachers cannot ignore the law, education code, rules and regulations, because they provide guidelines for administration and working of the school. Their decisions must be based on these rules and legal orders. Head teachers should know the Punjab Education Code as it applies to working and running of education system in order to make them aware of their rights, duties and responsibilities, and to be able to perform confidently in decisions making in their administrative activities.

Literature Review

School law consists of all those areas of legislation and others sources of law that are for the working and functioning of elementary and secondary schools. School law as a part of law is a common term covering the various legal subject matter including the basic fields of civil laws, constitutional law, statutes and other areas of law that directly affect the working and functioning of the schools and administrative processes of the educational system (Alexander & Alexander, 2001).

According to Shoop and Dunklee (2002) that the profession of head teacher is very changed from past. Presently, head teacher faced stresses and problems from society, students, teachers, parents and higher authorities. Moreover, the work of the principal is more complex when he met with the conflicting rules and judgments of the courts, which directly distress the managerial practices for their school. Moreover it is stated that the head teacher feels unconfident, incapable and difficult to make balance between the burdens from the different part of society and the legal limitations on the other hand.

Head teachers have an ethical and a legal responsibility to be informed of laws governing the operations of their schools. This knowledge needs to include educational law. As case law increase, it is important for school administrators to understand and respect legal and professional guidelines concerning appropriate practices within a school (Bogle, 2003). The head teacher has to face different legal issues related to the discipline of students, terminating of teachers and providing identical provision to the facilities of schools (Luce, 1994).

There were many researches regarding head teachers awareness about school laws and other aspects of school administration. Caldwell (1986) studied 298 Virginia school head teachers/principals and examined their legal knowledge to answer 40 items related to school laws. The data shows average score was 78% and the distribution of scores ranged from as high as 95% to as low as 47.5%. She summarized and concluded that head teachers/principals have average knowledge and awareness of school law. She further founded that there was no significant difference between knowledge and awareness of school law and training and education of school law, newly trained and educated head teachers/principals and head teachers/principals educated over ten years ago, educational achievement level of the head teachers/principals and their test results, among provinces

and districts in the country and knowledge and awareness of school law and their management experience.

Kerrigan (1987) conducted a study on 300 Massachusetts school principals 150 from rural and 150 from urban schools. The questionnaire consisted of 24 items 15 items were about school law and policy and nine items were about role of school principal in school administration. Kerrigan concluded that principals do not know or are not aware about school law and strategies of policy and their school management authorities has role of school principal handbook for school administration. Kerrigan further concluded that principals did not sufficiently educate and train about the laws and their effect on school administration. And she recommended that they need more education and training about school law such as training program and seminars should be arranged.

Clark (1990) conducted a study about Mississippi educators' knowledge of school law for this he used his Legal Knowledge Survey. The Legal Knowledge Survey contained 41 statements which were about student legal and educational rights and obligations. The Likert-type scale was used to respond each of the statements setups as definitely true, probably true, unsure, probably false, and definitely false. Clark found that educators and principals knowledge of school law was average and below average and there was a difference in those who had educated about school law and those who had not educated about school law. And he also found that educators and administrators' knowledge of school law was not affected by their experience.

Osborn (1990) conducted a study on 199 South Dakota school principals about their knowledge of school law. He used self-developed instrument which consisted of forty items related to school laws. The results of their study show that most of principals have an average and above average it means they have equitable knowledge of school laws. This study concluded that the secondary school principals having more knowledge about school law than primary and elementary school principals. And Osborn also concluded that there were significant differences in school principal knowledge of school law who have taken a school law course in his certification and those who did not take the school law course and their administrative experience was not make a difference in their knowledge of school law.

Punjab education code is an official document pertaining to relevant rules and regulations for the proper functioning of educational institutions of Punjab province. This document is consisted on eight chapters. Chapter one is about definitions and classifications, chapter two is about general rules regarding working and running of educational institutions, chapter three is about fees in government institutions, chapter four is about rules and regulations for the award of internal merit scholarships, chapter five is about rules of recognition and registration of privately managed institutions, chapter six is about grants in aid rules for institutions, chapter seven is about grants to local councils and chapter eight is about teachers certificates and diplomas. So, this document is directly concerned with school working, functioning and administering rules and regulations.

Material and Methods

The study was quantitative in nature and survey design was employed. The population of this study was consisted of all head teachers of the secondary schools of district Lahore and Okara. There were 323(153 male and 170 female) secondary school head teachers in district Lahore and 171 (107 for male and 64 for female) in district Okara. The subjects of this study included 160 head teachers 100 (52 boys and 48 girls schools) from district Lahore and 60 (31 boys and 29 girls schools) from district Okara. Stratified Random sampling was used for the selection of the sample in this study. There were eight (08) (05 were in Lahore and 03 were in Okara) Tehsils. Then from each Tehsil 20 head teacher were selected as sample of this study. Self-developed questionnaire was used in this study. The questionnaire was consisted of 40 items which included 23 items about general

rules of school, and 9 items were about fee and scholarship rules and 8 items were about grants and financing rules. The participants responded to these statements on 1 (definitely false) to 5 (definitely true). A pilot study was conducted to check the reliability of the instrument. Cronbach's Alpha test was applied using SPSS to ensure reliability. The Cronbach Alpha value of the questionnaire was 0.81 which indicate the adequate reliability of the instrument.

Results and Discussion

The data analysis results and findings of study are elaborated in this section.

Table 1
Demographic information of participants

Variables	Category	N	Mean
Gender	Male	83	51.87
	Female	77	47.13
Experience	4-6 years	23	14.37
	7-9 years	51	31.88
	Above 9 years	86	53.75
Professional Qualification	B.Ed.	44	27.50
	M.Ed.	116	72.50
	Total	160	100.0

The table 1 represents the demographic information of participants. The total sample in this study was 160 head teachers of secondary schools.

Table 2
Mean analysis of Punjab education code and its sub factors

Variable	N	M	SD	Range	
				Potential	Actual
General Rules of School	160	73.8438	11.49271	23 – 115	57 – 99
Fee and Scholarship Rules	160	28.9188	4.17385	9 – 45	21 – 37
Grants and Financing Rules	160	25.1875	3.95126	8 – 40	17 – 32
Overall Punjab Education Code	160	127.950	17.6317	40 – 200	101 – 168

Table 2 presents the mean analysis of different sub scales of instrument. This table showed the awareness of head teachers about Punjab Education Code. The analysis indicated that the mean value ($M=73.84/23=3.21$) of general rules of school, mean value ($M=28.91/9=3.21$) of fee and scholarship rules, and mean value ($M=25.19/9=3.14$) of grants and financing rules of Punjab Education Code. The overall mean value ($M=127.95/40=3.20$) of Punjab Education Code. These results indicated the above average awareness level of head teachers about Punjab Education Code and all their sub factors.

Table 3
Independent sample t-test to differentiate the awareness level of head teachers' about Punjab education code in term of gender

Variables	Gender	N	Mean	SD	df	T	Sig
General Rules of Schools	Male	83	75.21	11.201	158	1.576	.955
	Female	77	72.36	11.691			
Fee and Scholarships Rules	Male	83	29.26	4.084	158	1.090	.766
	Female	77	28.54	4.262			
Grants and Financing Rules	Male	83	25.79	3.550	158	2.040	.066
	Female	77	24.53	4.269			

Overall Punjab Education Code	Male	83	130.27	17.242	158	1.744	.798
	Female	77	125.44	17.813			

The table 3 shows that independent sample t-test was applied to find the difference between male and female head teachers' awareness about different sub scales of instrument. The values of t-test (1.576, 1.090, 2.040 and 1.744) were non-significant at level of $p \leq 0.05$. Therefore, it was concluded that no significant difference was found between male and female head teachers' awareness about Punjab Education Code. The male and female teachers have equal awareness about Punjab Education Code.

Table 4
One way ANOVA summary table to differentiate the awareness level of head teachers' about Punjab education code in term of experience

Variables	Experience	N	Mean	SD	df	F	Sig.
General Rules of Schools	4-6 years	23	72.04	9.187	2	.329	.720
	7-9 years	51	74.23	11.300	157		
	Above 9 years	86	74.09	12.209			
Fee and Scholarships Rules	4-6 years	23	29.21	3.397	2	.250	.779
	7-9 years	51	28.58	4.423	157		
	Above 9 years	86	29.03	4.241			
Grants and Financing Rules	4-6 years	23	24.86	3.401	2	.191	.826
	7-9 years	51	25.03	3.852	157		
	Above 9 years	86	25.36	4.172			
Punjab Education Code	4-6 years	23	126.13	12.414	2	.161	.851
	7-9 years	51	127.86	18.006	157		
	Above 9 years	86	128.48	18.700			

The table 3 shows that one way ANOVA was applied to find the difference between head teachers' awareness about different sub scales of instrument having different years of experience. The values of F (0.720, 0.779, 0.826 and 0.851) were non-significant at level of $p \leq 0.05$. Therefore, it was concluded that no significant difference was found between head teachers' awareness about Punjab Education Code having different level of experience.

Table 5
Independent sample t-test to differentiate the awareness level of head teachers' about Punjab education code in term of professional qualifications

Variables	Professional Qualification	N	Mean	SD	Df	T	Sig
General Rules of Schools	B.Ed.	44	74.5909	12.0605	158	.505	.519
	M.Ed.	116	73.5603	11.3108			
Fee and Scholarships Rules	B.Ed.	44	28.8636	4.7475	158	-.103	.083
	M.Ed.	116	28.9397	3.9569			
Grants and Financing Rules	B.Ed.	44	25.2045	4.2567	158	.034	.355
	M.Ed.	116	25.1810	3.8484			
Overall Punjab Education Code	B.Ed.	44	128.659	19.5436	158	.312	.153
	M.Ed.	116	127.681	16.9334			

The table 5 shows that independent sample t-test was applied to find the difference between head teachers' awareness about different sub scales of instrument having different professional qualifications. The values of t-test (0.505, -0.103, 0.034 and 0.153) were non-significant at level of $p \leq 0.05$. Therefore, it was concluded that no significant difference was found between head teachers' awareness about Punjab Education Code having different professional qualification.

Discussion

Punjab Education Code is an important document which is implemented in schools for effective working and functioning of the schools in Punjab. Most of the head teachers do not have awareness about Punjab Education Code after serving many years in school. The aim of this study was to explore the awareness of head teachers about Punjab Education Code. Mean and standard deviation was applied to find awareness of head teachers about Punjab Education Code. The value of mean indicated that head teachers give significant priority to general rules of school. They think that general rules of school are considered mandatory to maintain the discipline and proper working and functioning of the schools.

The male and female head teachers had no difference in awareness about Punjab Education Code with respect to their gender. Different seminars and workshops might be arranged to make the head teachers aware about Punjab Education Code. The male and female head teachers having experience of 4 to 9 years had no difference in awareness about Punjab Education Code. The newly inducted teachers and experience teachers did not know about Punjab Education Code. The male and female head teachers had no difference in awareness about Punjab Education Code having professional qualification. Professional qualification facilitates the head teachers in understanding the nature of students and delivering the content effectively. Professional qualification does not help the teachers in understanding Punjab Education Code. This might be the reason that head teachers had no awareness about Punjab education code. Caldwell (1996) found similar findings that there was no significant difference between knowledge and awareness of school law, training and education of school law. The awareness of head teachers was calculated adding their responses. The head teachers showed that they had average awareness level about Punjab Education Code. Research studies in different parts of the world showed more than average level of awareness about school law and code of education. Therefore, government might take steps to aware the head teachers about Punjab Education Code.

The results of this study can be compared with the Caldwell (1986) research. She studied 298 Virginia school head teachers/principals and examined their legal knowledge to answer 40 items related to school laws. The data shows average score was 78% and the distribution of scores ranged from as high as 95% to as low as 47.5%. She summarized and concluded that head teachers/principals have average knowledge and awareness about school law. Furthermore, Kerrigan (1987) conducted a study on 300 Massachusetts school principals 150 from rural and 150 from urban schools. The questionnaire was consisted 24 items 15 items were about school law and policy and nine items were about role of school principal in school administration. Kerrigan concluded that principals do not know or are not aware about school law and strategies of policy and their school management authorities has role of school principal handbook for school administration. Clark (1990) found similar findings of his study about Mississippi educators' knowledge of school law for this he used his Legal Knowledge Survey. Clark found that educators and principals knowledge of school law was average and below average and there was a difference in those who had educated about school law and those who had not educated about school law. Osborn (1990) conducted a study on 199 South Dakota school principals about their knowledge of school law and provides similar findings for this study. The results of their study showed that most of principals had an average and above average means. They have equitable knowledge of school laws.

Conclusion

It is concluded on the basis of above mentioned findings that the most of head teachers have average awareness level regarding Punjab Education Code. Moreover, it is concluded that male head teachers have more awareness about Punjab Education Code as compared with the awareness of female head teachers. Further it is stated that the head teachers have more administrative experience have more awareness about Punjab Education Code as compared with the awareness of head teachers with less administrative experience. Further, it is concluded that the head teachers have academic master qualification and B.Ed. professional qualification have more awareness about Punjab Education Code as compared with the awareness of head teachers have MPhil degree M.Ed. professional qualification respectively. It is further concluded that the head teachers of schools located at rural areas have more awareness about Punjab Education Code as compared with the awareness of head teachers of urban schools.

The conclusion can be drawn from the above findings that the implementations of rules of Punjab Education Code were always implementing and practiced in secondary schools of the Punjab. It is concluded that the rules of schools mentioned in Punjab Education Code are more implementing in girls' schools as compared with boys' schools. It is further concluded that the rules of schools mentioned in Punjab Education Code are more implementing in rural schools as compared with urban schools.

Recommendations

It was recommended that the laws related to education system may be amended, updated and changed according to need of time and society. New and updated laws, rules and regulations provided to all concerned schools and offices. For the quick and updated access of these rules and regulations, they may be provided through internet and others electronic sources.

It was recommended that educators and head teachers need education and training about school law for effective working in schools system. For this purpose training program and seminars may be arranged. This study further recommended that a course of education law may be included as a core subject in all professional certification of educators and head teachers.

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