
**Knowledge and Utilisation of Education Laws as Predictors of Effective School
Administration in Imo State**

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ABSTRACT

The study focused on Knowledge and Utilisation of Education Laws as Predictors of Effective School Administration in Imo State. Expost-facto research design was adopted for the study. The study was conducted in Imo State of Nigeria. The population of the study comprised principals in public secondary schools in Imo State. Simple random sampling technique was used to select 100 principals, which constituted the sample size for the study. The Main Instrument used in this study was a Questionnaire titled “Knowledge and Utilization of Education Laws and Effective School Administration Questionnaire (KUELESAQ)”. Face validation of the instrument was carried out to ensure that the instrument has the accuracy, appropriateness, completeness and the language of the study under consideration. Cronbach Alpha technique was used to determine the level of reliability of the instrument. The reliability coefficient obtained was 0.84 and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical techniques such as descriptive statistics and simple regression. The test for significance was done at 0.05 alpha levels. The study concluded that Education law makes the life of the member of the school community safe, meaningful and indeed worthwhile. The study also concluded that there is significant influence of the knowledge and utilization of education law on effective school planning, control and supervision by the principal in Imo state. With these conclusions, the study recommended that school administrations must be trained on the principles and practice of education so as to have an in-depth knowledge of the basic classroom management and instructional methods which always form the foundation for student’s excellent academic performance and achievement.

KEYWORDS: Knowledge, Utilisation, Education Laws, and Effective School Administration

INTRODUCTION

Educational law is an administrative order, ethics, legislations, rules and regulations put in place by government and enforceable through judicial process to guide educational decisions. According to Peretomode (2002), educational law is a heterogeneous body of regulations which directly and indirectly affect the educational and administrative processes of the educational system. It is more than a mere collection of education laws and regulations proceeding from a state administration. Ogbonna (2008) viewed that it is a complex body of regulations meant for the control of principals, teachers, students, parents, the community leaders, the government and all those who are stakeholders in the education enterprise. These laws are made to avoid

litigations and administrative efficiency or probity. In the view of Akpan (2008), principals occupy a unique position in the secondary education system hence becomes an agent who executes or transmits rules and regulations handed down by the employer. On this note, the main task is seen as interpretation of policies and execution of instructional programmes as it affects education process, personnel, funds, school plants, school-community relations.

It is obvious that education today aims among others, the production of balanced human beings who will be useful to themselves and the society. They are expected to make positive contributions to the society that offered them the opportunity to pursue programmes in education in accordance with the acceptable norms and values of the society which reflect in the law governing individual behavior. Thus, Asuru (2007) states that educational activity programmes and procedures can be adequately ordered by the relevant laws. In addition, Asuru (2008) suggested that education law be taught as a course in our teacher training institutions to equip trainee teachers and prospective school administrators with the fundamentals of education law.

Statement of the problem

The school is a micro society, therefore, it requires law for self-regulation. Education law makes the life of the member of the school community safe, meaningful and indeed worthwhile. The absence of law in the school community implies anarchy, disorderliness, injustice, and imbalance in the institution of learning. In Nigeria, schools are faced with the challenge of incorporating laws into the educational system. This is evidenced in countless cases of unwanted acts of misconduct in the system, sexual harassment, examination misconduct, fraudulent registration, illegal collection of money, forgery/mutilation of official documents, fighting, stealing and disobedience, flooding the educational system. With the above in focus, the study sought to assess knowledge and utilisation of education laws as predictors of effective school administration.

Objectives of the Study

- 1) To find out the influence of the knowledge and utilization of education law on effective school planning by the principal in Imo State.
- 2) To examine the influence of the knowledge and utilization of education law on effective control of school by principal in Imo State.
- 3) To determine the influence of knowledge and utilization of education law on effective of school supervision by principal in Imo State.

Research Questions

- 1) What is the influence of the knowledge and utilization of education law on effective school planning by the principal in Imo State?
- 2) what is the influence of the knowledge and utilization of education law on effective control of school by principal in Imo State?
- 3) what is the influence of knowledge and utilization of education law on effective of school supervision by principal in Imo State?

Research Hypotheses

- 1) There is no significant influence of the knowledge and utilization of education law on effective school planning by the principal in Imo State.
- 2) There is no significant influence of the knowledge and utilization of education law on effective control of school by principal in Imo State.
- 3) There is no significant influence of knowledge and utilization of education law on effective of school supervision by principal in Imo State.

Concept of Education Law

Education law has been viewed from different perspective by different scholars. Igwe (2014) defined education law as a range of rules and regulations guiding the operation and administration of schools. Such rules and regulations border on the students, teachers, administrators, parents and other workers within the education system. Education law itself relates to educational activities that takes place at the various levels of education. It therefore becomes an imperative and indispensable tool for administrators, teachers, students and parents as a whole. As stakeholders, they need to know that decisions taken in education circles have far-reaching and sometimes grave impact in the administration of the schools. According to Asuru (2008), Education law is the area relating to education and deals mainly with administration of schools, school systems, schools board and other organizations charged with providing education and allied educational services. Education or school law covers a wide range of legal issues that affect the school, school personnel, students or school-based institutions and organizations either directly or indirectly. Thus, to allow lawlessness to prevail in our educational institutions is not just to permit lawlessness, but to permit the rule of law is to enthrone and entrench orderliness and progress in the entire school system (Igwe, 2014).

Educational institutions are characterized by distinctive values, culture and united in the common purpose of the provision of teaching and the pursuit of knowledge and research. The laws of educational institutions outline the legal status of the school, their structures of governance, highlight the rights and privileges of its members and their responsibilities to government or administrative authorities. Schools are structures set up by the society to instruct desirable values in the educates. For schools to effectively operate well, laws are needed to guide their operations. Hence, principals as the head of secondary schools has roles to play in their enforcement since they are responsible and accountable for everything that happens in the schools. In the same vein, principals are expected to create a conducive environment for teaching and learning to take place. They would only succeed if they are intensely aware of the legal implications of their roles.

Concept of School Administration

The concept of School administration is a widespread topic of concern and has been conceptualized in diverse perspectives. According to NOUN (2006) school administration is a social process concerned with identifying, maintaining, stimulating, controlling and unifying, formally and informally organized human and material energies within an interpreted system.

School administration plays a vital role in making management of every educational program grand success. According to Adeyemi (2010), it is a specialized set of organizational functions whose purpose is to ensure the efficient and effective delivery of relevant educational services as well as implementation of legislative policies through planning, decision making and

leadership behavior. Educational administration constitutes the following aspects in its jurisdiction as its scope: Production, Assuring Public, Finance and Accounting, Personnel, and Co-ordination. When applied to the school system, the process is referred to as educational administration or school administration. School administrations work with teachers to design and prepare curricula, establish budgets and ensure that students' academic performance meets government standards (Adeyemi 2010). The most common administrations in a secondary school (high school) environment are principals and assistant principals.

The main task of the school head is interpreting policy, executing curriculum programmes, seeing to student's welfare, provision and maintenance of equipment and facilities, inducting and retraining of staff and maintaining an effective school community relationship (Musaazi,2002). School administration is especially concerned with students, teachers, rules and regulations, and policies governing the school system. Overall, the school administrations oversee the effectiveness of the day to day activities of the school. This implies that for effectiveness, school administrations must be trained on the principles and practice of education so as to have an in-depth knowledge of the basic classroom management and instructional methods which always form the foundation for student's excellent academic performance and achievement. Therefore, the importance of school administration is for effective utilization of material and non-material resources to achieved predetermined goals.

Component of School Administration

According to Peretomode (2004) administration is a set of activities which can be classified as concerned with the process of planning, organizing, controlling, directing and staffing. All these are towards the achievement of the goals and objectives of the organization. Also, management is a way of guiding, leading and controlling the efforts of a group of people towards the realization of their common goals and objectives. (Ezeocha, 2002). Hence, in this context administration is the use of materials and non-materials resources in an organization to achieve stated goals. In this present study schools are organized place with rules and regulation guiding the activities of what is going on in order to achieve the desired goals of education. UNESCO (2014) highlighted supervision as a constant and continuous process of more personal guidance based on frequent visit when attention is directed to one or more aspects of the school and its organization

Execution/ Planning: Execution lays the foundation of an institution. Execution not only points out what resources are needed but also the sources of procurement. These resources may include material resources like the building, furniture, library, laboratories, non-material resources like personnel, and other stakeholders like students and parents and abstract resources like vision, mission statement, ideology and values.

Organization: Organization is also an important function of good administration. The effective and efficient work of the school depends upon the good organization. The essential elements of the organization include people and their functioning; what they do and how they work together.

Controlling: Controlling involves measuring and monitoring performance, comparing results with plans and taking corrective action when required. It indicates how far the goals have been achieved and to what extent there is deviation from the plans.

Direction: Educational Administration ensures that the directives are upheld during curriculum construction and academic planning. Direction is an important function of educational administration. Direction involves getting the work done through instructions and orders. There should be proper supervision, motivation and communication on the part of the administrator for getting the work done. Directing involves exercising leadership motivating people, determining accountability and developing guidelines for action.

Supervision: Supervision ensures that the plans are being executed according to the directives. It thus enhances the quality of work done and the resulting accomplishments.

Advice/ Stimulate: Educational Administration analyses the work and manner in which work is done. It emphasizes on action plans which help remove the weaknesses and serve to accomplish the set goals.

Lead / Assist: Educational Administration not only lays down the directives but also provides the requisite support system to enable the efficient and effective completion of the set goals.

Common roles of administrations are to ensure all schools, teachers, counselors, are collaborating towards a common goal while improving standards and opportunities. Together, with proper leadership, school systems can meet goals set forth by school boards and foster students that are highly educated and prepared for their future.

Functions of School Administrators

School Administrators is a specialized activity which runs the entire educational program that composed of human and material resources in an organized manner towards fruitful and constructive goals. School administrators operate in a dynamic environment. They therefore must constantly identify and implement improvements in their own setup. The process of continuous improvement thrives when the mindset of the stakeholders is geared towards constant monitoring, problem identification and research. Educational administrators therefore perform a four-fold task to ensure efficient working:

- Stating the specific purpose and mission of education in general and of institutions in particular.
- Ensuring that work is productive by nurturing human resources to be productive in their actions.
- Designing and maintaining an environment in which individuals work together in groups, efficiently to accomplish set goals.
- Controlling, measuring, and monitoring performance, comparing results with plans and taking corrective action when required.

Usman (2014) highlighted that the functions of a school administrator is not restricted to mere controlling the staff of the school, its finances and curriculum and management, but includes other functions as highlighted below:

- Supervision/inspection of instructional activities in the school system to ensure that the proper pedagogic techniques are used in the instructional process.

- Maintaining peaceful co-existence between the school, the community, relevant stakeholders and external agencies so as to boost the interrelationship between the school and the society.
- Influencing and modifying staff and students' behavior to yield the desired outcome in conformity with the expectation of the school and society.
- Evaluating the effectiveness and efficiency of the school in utilizing the available resources to achieve maximum result thereby stimulating productivity and reducing wastages.
- Taking remedial action if the objectives are not being met by ensuring that non conformities are timely identified, sanctioned and corrected appropriately through improvising and the application of the required tactical and technical inputs to ensure that the educational goals are achieved.

We can come away with the believe that the administrative functions are the scope of school administrators. It is important to identify the task areas of the school administrator are:

- The curriculum/Instructional Functions
- The Staff Personnel Functions
- Student Personnel Functions
- The School Community Relations Functions

The Curriculum/Instructional Functions

Since the ultimate goal of educational administration is teaching and learning, curriculum development and programme management constitute an important area. The education administrator ensures that instruction is directed to the requirement of examination bodies such as WASC, NECO, JSCE and JAMB. He is the academic change facilitator. He is the academic change agent. He should, therefore, change the curriculum as and when necessary to serve the needs and reflect the aspirations of the society. Work scheduling is an important function of the school administrator as an instructional manager and supervisor. He ensures that allocation of staff to their correct disciplines and equally supervises to ensure that their teaching contents are in line with the current and relevant syllabus and that such context get to the right students.

The Staff Personnel Functions

The education administrator is the first among equals. He is the leader of the organization as he has staff under him to manage as his subordinates. He cannot make or manage the organization alone. He has to harness the potentials of his staff to his great advantage. He should place the necessary structures and allow his colleagues to participate in the organizational governance especially as it affects them in their expertise and welfare. Under a good organizational climate, discipline and harmony naturally emerges.

The Student Personnel Functions

The educational administrator also has the responsibility to manage the students put under his care effectively. The students are in their formative years. The administrator should have the grasp, full knowledge and understanding of the various stages of students' developments and their relevant needs. This is done by providing relevant structures and programmes capable of

directing and shaping their academic and moral values. Students have advanced from passive on-lookers to active participants on issues and programmes that affect them, especially with the formation of student-union governments and other such bodies existing in educational institutions today. Students should participate in decision-making and governance especially in decisions that affect their well-being. Extra-curricular activities as well as adequate health services, moral and civic orientations, discipline and adequate inter-personal relations should be maintained.

The School Community Relations Functions

The community is the next-of-kin of school organization, and requires a joint responsibility of the administrator and the community. Although the school serves the community, it is the function or duty of this administrator to make the first move of positive relationship with the community. The educational enterprise is an open system. A social organization thrives on effective interrelationships within it and with its relevant publics.

Education laws and School Administration

School administrators believe that education law literacy is important in their profession (DiPaola & Tschannen-Moran, 2002; Dunklee & Shoop, 2002), however, school heads were found to only have an average or fair amount of legal knowledge of students' rights, teacher and administrator issues, torts, and church or state relations (Brabrand, 2003; Caldwell, 2006). Studies of Eberwein (2008) and Militello, Schimmel, and Eberwein (2009) also found school heads' knowledge relating to students' and teachers' rights to be shockingly inadequate. The constantly evolving education-related laws make it more difficult for school administrators to stay abreast with current laws. Leaders of educational institutions are expected to respond to school situations and to the rapidly changing demands of society. In the same light, they need to be constantly aware of potential litigation risks within the educational system and their role and responsibility of protecting the stakeholders' rights (Hernandez & McKenzie, 2010; Theoharis, 2007). Yet aside from these tasks, effective administrators should know how to avoid lawsuits altogether (Dunklee & Shoop, 2002). Studies in the past (Gordon, 2007; Militello, Schimmel & Eberwein, 2009; Taylor, 2002; Redfield, 2003) explained that school administrators' inadequate knowledge of applicable laws and policies imply an unsatisfactory leadership to meet school standards and societal expectations. Rossow 1990 as cited in Stewart, (2006), moreover, stressed the need for administrators to have education law literacy to be able to decipher legally sound practices and avoid violations of stakeholders' rights.

If you work in a school or other education establishment then you could currently be aware of why education law is playing such a crucial function in modern-day education. Such of which include:

- a) Compliance with appropriate education laws and government policies is vital, and a knowledgeable education lawyer can make sure that your school or university isn't really breaking any laws.
- b) Your school will certainly be taking care of lots of suppliers, and will be buying lots of products and services. Education law can also assist you make sure that the contracts you negotiate and sign are legal, and in your best interests.

- c) Charity law can likewise put on schools if they received donations or funding. By knowing the best ways to take care of the paperwork and legal implications involved, you can ensure that you remain on the best side of the law.
- d) Estate management is another vital area of education. Maybe you are considering purchasing or selling land for the school, or desire assistance when employing professionals.
- e) Work law still uses in schools, so that you'll have to see to it that all of your workers are treated relatively so as not to breach employment laws.

Though several studies on the educational leadership of school heads (Brooks & Sutherland, 2014; Sindhvad, 2009) have been conducted in the Philippines, few studies focused on education law and its impact on their school management. A descriptive study conducted by Pena (2013) on the ethical leadership behavior and legal knowledge of state university administrators from the third region of the Philippines found them to have poor legal knowledge on issues concerning liabilities and possible litigations, extent of supervisory and administrative powers over students' off-campus conduct, processes in giving sanctions and in prosecuting harassment cases, and on their views of retirement rules.

Method

Expost-facto research design was adopted for the study. The study was conducted in Imo State of Nigeria. The population of the study comprised principals in public secondary schools in Imo State. Simple random sampling technique was used to select 100 principals, which constituted the sample size for the study. The Main Instrument used in this study was a Questionnaire titled “Knowledge and Utilization of Education Laws and Effective School Administration Questionnaire (KUELESAQ)”. Face validation of the instrument was carried out to ensure that the instrument has the accuracy, appropriateness, completeness and the language of the study under consideration. Cronbach Alpha technique was used to determine the level of reliability of the instrument. The reliability coefficient obtained was 0.84 and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical techniques such as descriptive statistics and simple regression. The test for significance was done at 0.05 alpha levels.

Result and Discussion

Result

Research Question 1

The research question sought to find out influence of the knowledge and utilization of education law on effective school planning by the principal in Imo State. In order to answer the research question, descriptive analysis was performed on the data collected as shown in Table 1.

Table 1: Descriptive statistics of the influence of the knowledge and utilization of education law on effective school planning by the principal in Imo State

Variable	N	Arithmetic mean	Expected mean	R	Remarks
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Knowledge and utilization of education law	15.25	12.5	0.96*	*Strong to perfect Relationship
100				
Effective school planning	17.83	12.5		

Source: Field Survey

Table 1 Presents the result of the descriptive analysis the influence of the knowledge and utilization of education law on effective school planning by the principal in Imo State. The two variables were observed to have strong to perfect relationship at 96%. The arithmetic mean as regards knowledge and utilization of education law (15.25) was observed to be greater than the expected mean score of 12.5. In addition to that, the arithmetic mean for effective school planning (17.83) was observed to be higher than the expected mean score of 12.5. The result therefore means that there is remarkable influence of the knowledge and utilization of education law on effective school planning by the principal in Imo State.

Research Question 2

The research question sought to find out the influence of the knowledge and utilization of education law on effective control of school by principal in Imo State. In order to answer the research question, descriptive analysis was performed on the data collected as shown in Table 2.

Table 2: Descriptive statistics of the influence of the knowledge and utilization of education law on effective control of school by principal in Imo State

Variable	N	Arithmetic mean	Expected mean	R	Remarks
knowledge and utilization of education law	100	15.25	12.5	0.99*	*Strong to Perfect Relationship
Effective School control		16.33	12.5		

Source: Field Survey

Table 2 Presents the result of the descriptive analysis of the influence of the knowledge and utilization of education law on effective control of school by principal in Imo State. The two variables were observed to have strong to perfect relationship at 99%. The arithmetic mean for knowledge and utilization of education law (15.25) was observed to be greater than the expected mean score of 12.5. In addition to that, the arithmetic mean as regards effective school control (16.33) was observed to be higher than the expected mean score of 12.5. The result therefore means that there is remarkable influence of the knowledge and utilization of education law on effective control of school by principal in Imo State.

Research Question 3

The research question sought to find out the influence of knowledge and utilization of education law on effective of school supervision by principal in Imo State. In order to answer the research question, descriptive analysis was performed on the data collected as shown in Table 3.

Table 3: Descriptive statistics of the influence of knowledge and utilization of education law on effective of school supervision by principal in Imo State

Variable	N	Arithmetic mean	Expected mean	R	Remarks
knowledge and utilization of education law	100	15.25	12.5	0.95*	*Strong to perfect Relationship
Effective of school supervision control		17.33	12.5		

Source: Field Survey

Table 3 Presents the result of the descriptive analysis of influence of knowledge and utilization of education law on effective of school supervision by principal in Imo State. The two variables were observed to have strong to perfect relationship at 64%. The arithmetic mean for knowledge and utilization of education law (15.25) was observed to be greater than the expected mean score of 12.5. In addition to that, the arithmetic mean as regards effective school supervision (17.33) was observed to be higher than the expected mean score of 12.5. The result therefore means that there is remarkable of influence of knowledge and utilization of education law on effective of school supervision by principal in Imo State

Hypotheses 1

The null hypothesis states that there is no significant influence of the knowledge and utilization of education law on effective school planning by the principal in Imo State. In order to test the hypothesis regression analysis was performed on the data, (see table 4).

TABLE 4: Simple Regression Analysis of influence of the knowledge and utilization of education law on effective school planning by the principal in Imo State

Model	R	R-Square	Adjusted R Square	Std. error of the Estimate	R Square Change
1	0.96a	0.93	0.93	0.49	0.93

* Significant at 0.05 level; df= 98; N= 100; critical R-value = 0.207

The above table 4 shows that the calculated R-value (0.96) was greater than the critical R-value of 0.207 at 0.5 alpha level with 98 degree of freedom. The R-Square value of 0.93 predicts 93% of the influence of the knowledge and utilization of education law on effective school planning by the principal in Imo State. This rate of percentage is highly positive and therefore means that influence of the knowledge and utilization of education law on effective school planning by the principal in Imo State. It was also deemed necessary to find out the influence of the variance of each class of independent variable as responded by each respondent (see table 5).

TABLE 5: Analysis of variance of influence of the knowledge and utilization of education law on effective school planning by the principal in Imo State

Model	Sum of Squares	Df	Mean Square	F	Sig.
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Regression	304.57	1	304.57	1267.77	.000b
Residual	23.54	98	.240		
Total	328.11	99			

a. Dependent Variable: School Planning

b. Predictors: (Constant), Education Law

The above table presents the calculated F-value as (1267.77) and the P-value as (000). Being that the P-value (000) is below the probability level of 0.05, the result therefore means that the influence of the knowledge and utilization of education law on effective school planning by the principal in Imo State.

Hypotheses 2

The null hypothesis states that there is no significant influence of the knowledge and utilization of education law on effective school controlling by the principal in Imo State. In order to test the hypothesis regression analysis was performed on the data, (see table 6).

TABLE 6: Simple Regression Analysis of influence of the knowledge and utilization of education law on effective school control by the principal in Imo State

Model	R	R-Square	Adjusted R Square	Std. error of the Estimate	R Square Change
1	0.99a	0.97	0.97	0.36	0.97

*Significant at 0.05 level; df= 98; N= 100; critical R-value = 0.207

The above table 6 shows that the calculated R-value (0.99) was greater than the critical R-value of (0.207) at 0.5 alpha level with 98 degree of freedom. The R-Square value of 0.97 predicts 97% of influence of the knowledge and utilization of education law on effective school control by the principal in Imo State. This rate of percentage is highly positive and therefore means that influence of the knowledge and utilization of education law on effective school control by the principal in Imo State. It was also deemed necessary to find out the extent of the variance of each class of independent variable as responded by each respondent (see table 7).

TABLE 7: Analysis of variance of influence of the knowledge and utilization of education law on effective school control by the principal in Imo State

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	393.63	1	393.63	3090.88	.000b
Residual	12.48	98	0.127		
Total	406.11	99			

a. Dependent Variable: School Control

b. Predictors: (Constant), Education Law

The above table 7 presents the calculated F-value as (3090.88) and the P-value as (000). Being that the P-value (000) is below the probability level of 0.05, the result therefore means that influence of the knowledge and utilization of education law on effective school control by the principal in Imo State.

Hypotheses 3

The null hypothesis states that there is no significant influence of knowledge and utilization of education law on effective of school supervision by principal in Imo State. In order to test the hypothesis regression analysis was performed on the data, (see table 8).

TABLE 8: Simple Regression Analysis of influence of knowledge and utilization of education law on effective of school supervision by principal in Imo State

Model	R	R-Square	Adjusted R Square	Std. error of the Estimate	R Square Change
1	0.95	0.91	.90	0.67	0.95

*Significant at 0.05 level; df= 98; N= 100; critical R-value = 0.207

The above table 8 shows that the calculated R-value 0.95 was greater than the critical R-value of 0.207 at 0.5 alpha level with 98 degree of freedom. The R-Square value of 0.95 predicts 95% of influence of knowledge and utilization of education law on effective of school supervision by principal in Imo State. This rate of percentage is moderately positive and therefore means that influence of knowledge and utilization of education law on effective of school supervision by principal in Imo State. It was also deemed necessary to find out the extent of the variance of each class of independent variable as responded by each respondent (see table 9).

TABLE 9: Analysis of variance of influence of knowledge and utilization of education law on effective of school supervision by principal in Imo State

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	423.75	1	423.75	936.024	.000b
Residual	44.37	98	0.453		
Total	468.11	99			

a. Dependent Variable: School Supervision

b. Predictors: (Constant), Education Law

The above table 8 presents the calculated F-value as (936.024) and the P-value as (000). Being that the P-value (000) is below the probability level of 0.05, the result therefore means that influence of the knowledge and utilization of education law on effective school supervision by principal in Imo State.

Discussion of findings

The result of the data analysis in table 4 and 5 was significant due to the fact that the calculated R-value 0.96 and F- 1267.77 were greater than the critical R-value of 0.207 at 0.05 alpha level with 98 degree of freedom. The result implies that there is significant influence of the knowledge and utilization of education law on effective school planning by the principal in Imo State. The result therefore is in agreement with the research findings of Adeyemi (2010), it is a specialized set of organizational functions whose purpose is to ensure the efficient and effective delivery of relevant educational services as well as implementation of legislative policies through planning, decision making and leadership behavior. The significance of the result caused the null hypotheses to be rejected while the alternative was accepted.

The result of the data analysis in table 6 and 7 was significant due to the fact that the calculated R-value 0.99 and F- 3090.88 were greater than the critical R-value of 0.207 at 0.05 alpha level

with 98 degree of freedom. The result implies that there is significant influence of the knowledge and utilization of education law on effective school control by the principal in Imo State. The result therefore is in agreement with the research findings of Ogbonna (2008) viewed that it is a complex body of regulations meant for the control of principals, teachers, students, parents, the community leaders, the government and all those who are stakeholders in the education enterprise. The significance of the result caused the null hypotheses to be rejected while the alternative was accepted.

The result of the data analysis in table 6 and 7 was significant due to the fact that the calculated R-value 0.99 and F- 3090.88 were greater than the critical R-value of 0.207 at 0.05 alpha level with 98 degree of freedom. The result implies that there is significant influence of the knowledge and utilization of education law on effective school control by the principal in Imo State. The result therefore is in agreement with the research findings of UNESCO (2014) highlighted supervision as a constant and continuous process of more personal guidance based on frequent visit when attention is directed to one or more aspects of the school and its organization. The significance of the result caused the null hypotheses to be rejected while the alternative was accepted.

Conclusion

Based on the findings of the study, the following conclusions were drawn:

Education law makes the life of the member of the school community safe, meaningful and indeed worthwhile. The study also concluded that there is significant influence of the knowledge and utilization of education law on effective school planning, control and supervision by the principal in Imo state.

Recommendations

Based on the findings and conclusion of the study. It was recommended that:

1. There is great need for administrators to have education law literacy to be able to decipher legally sound practices and avoid violations of stakeholders' rights.
2. School administrations must be trained on the principles and practice of education so as to have an in-depth knowledge of the basic classroom management and instructional methods which always form the foundation for student's excellent academic performance and achievement.
3. For efficient management of public secondary schools in Imo State, principals must see to the influence of education laws so as to create the needed atmosphere for the actualization of the operational goal of schools.

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