



Volume 04, Issue 3, October-December 2020
 pISSN: 2663-7898, eISSN: 2663-7901
 Article DOI: <https://doi.org/10.36968/JPDC-V04-I03-27>
 Homepage: <https://pdfpk.net/pdf/>
 Email: se.jpdc@pdfpk.net

Article:	Awareness of Rules Given in Punjab Education Code at Secondary School Level: A Case Study of Head Teachers in the District Sheikhpura
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Published:	30 th December 2020
Publisher Information:	Journal of Peace, Development and Communication (JPDC)
To Cite this Article:	Kamran, Muhammad, et al. (2020). "Awareness of Rules Given in Punjab Education Code at Secondary School Level: A Case Study of Head Teachers in the District Sheikhpura" <i>Journal of Peace, Development and Communication</i> , vol. Volume 4, no. Issue 3, 2020, pp. 512–531, https://doi.org/10.36968/JPDC-V04-I03-27
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Abstract

The general purpose of the research is to investigate the school head teachers' awareness level about rules related to Punjab Education Code. The nature of the study is descriptive and a cross-sectional survey design has used for this study. The sample consists of 100 head teachers of secondary schools in the district of Sheikhpura. The sample was selected using a stratified random sampling technique. To measure the awareness level about the Punjab Education Code a questionnaire is used to collect the mandatory information. The questionnaire is comprised of the items related to head teachers' awareness level of rules given in the Punjab education code. The data produced by the instrument is tabulated and analyzed through the Statistical Package of Social Sciences (SPSS). According to the research questions, descriptive statistical techniques are applied. The results of this study are showed that most of the head teachers are not having complete awareness of the rules given in the Punjab Education Code.

Key words: Head teacher, Secondary school, Punjab Education Code, Awareness

Introduction

Law has real importance for a society that helps as a code of ethics for nations. Laws are bounded to exhibit suitable managing rules and change the behavior of people and society toward thoughtfulness and effectiveness. It manages the equalization and gives orders to maintain law and order stable. The laws guide the common individuals of society for its better and smooth functioning. No one can live smoothly without the implementation of the law (D'Souza, 2013). For the proper functioning of the social institutions, laws should be made, supported, and organized under specific rules and regulations. These rules and regulations may be produced from norms, principles, or from state policies. The spirit of presenting legal order into the education system is to maintain and regulate the education system and the behavior of participants (Durosaro, 1998).

Bases of Educational law

Every government makes laws for the proper functioning of its institutions. Similarly, every government makes educational laws so that the functioning of the educational institutes goes smooth. These laws are helpful to control both public and private school functioning. Moreover, every government of a country has a lawful provision in the educational context that makes education obligatory, (Fischer & Sorensen, 1996). The main foundation of education is legal law. Law has powers to control the institutions of the governments. The second foundation of education is the design of educational law that comprises jurisdictional decisions of judges. The third foundation of law is the custom law which involves the decision-making process about the school system (Alexander & Alexander, 2001).

Purposes and Significance of Educational Law

There was a couple of laws on school training. Currently, there are different types of laws in school education. The eruption of school law everywhere throughout the nation has provoked troubles, non-enforceability, pointlessness, and the end of equity. Such

laws were modified and merged into a number of overwhelming laws, bringing clarity and consistency in goals, structures, methodology, and systems (Singhal, 1990). Australia is a developed country that has many laws on school education as compared to America. Similarly, in Pakistan certain educational laws exist. Nonetheless, there are many cases that have become debatable in the education system. It is an identified area of awareness for both law and educational experts (Birch, 1990).

The Head Teacher and School Law

For better administration, the head of any educational institute is to know the School laws. It is the responsibility of the head of the institute to seek out legal works daily. The teachers and learners can perform the school roles resourcefully and efficiently only if head teachers are aware of rules and implement the school law. Furthermore, school heads are not only educational administrators, but now must be litigious educational administrators providing specialized development for their staff with respect to administration (Taylor, 2001). Shoop and Dunklee (2002) stated that school law has converted into a very complex process. Educators require training to learn school laws and present lawful conclusions. Educators' disappointment to understand the law will not give them shelter from the complications of an inappropriate decision. To improve on their knowledge of school law and existing lawful decisions, managers should inaugurate a procedure to train their staff on school law and then a calendar to continue updating and recapping them with respect to do the process and requirements of administration. School leaders have a moral and a lawful duty to be well-versed with rules and regulations related to the processes of their schools. It is significant for school managers to know the legal and specialized rules regarding suitable exercises within a school (Bogle, 2003). The head teacher has to confront different lawful problems associated with the self-control of students, firing of teachers, and giving indistinguishable provision to the services of schools (Luce, 1994).

School Law and Educational Research

Findlay (2007) has been directed various studies to observe the information and awareness level of school managers and leaders regarding school law and lawful information. She is of the view that school managers and leaders have a normal and below-average awareness level regarding lawful knowledge and laws for their assistants and students or staff. She concluded that the school managers with more managerial experience were more aware than the less experienced school managers. Though, correct answers to questionnaire items were not more than 50%, so they learned only a few things from experience. Although, the managerial experience is appreciated and provides ability regarding decision making during school management and managing lawful problems connected to the school. It has been perceived that even honest and diligent school managers see themselves puzzled and make pitiable decisions at times due to little awareness of lawful knowledge and information about school law.

There are numerous studies about head teachers' information and awareness regarding school laws and other features of school management. Caldwell (1986) studied 298 Virginia school head teachers and inspected their lawful information and knowledge. They were to respond to 40 statements about school laws. The data indicated that normal scores were 78% and the distribution of scores ranged from as high as 95% to as low as 47.5%. She concisely concluded that head teachers/principals have normal information, knowledge and awareness of school law. She further stated that there was no significant difference between knowledge and awareness of school law, training, and education of school law, newly qualified and head teachers/ principals educated over the span of ten years, the educational accomplishment level of the head teachers/principals and their test marks, among provinces and districts in the country and information and awareness of school law and administrative experience.

Statement of the Problem

School laws are developed to fulfill the needs of society and schools as well. In a school, head teachers cannot ignore the law, education code, rules, and regulations, because they are a source of guidance for the head teachers in school management and decision making process. A head teacher's awareness of law issues and legal decision-making is indispensable to provide efficient feedback for effective school functioning. Their decisions must be based on these rules and authorized orders. Head teachers should know the Punjab Education Code as it applies to their working in the schools. It is also essential to have awareness of operation of the education system in order to make them aware of their rights, obligations, and responsibilities, and to be able to perform efficiently in decisions making in their managerial activities. Therefore, this study was aimed to investigate the head teachers' awareness level regarding Punjab Education Code at secondary school levels in the district Sheikhpura.

Research Objective

The study objective was to:

1. Investigate the awareness level of the secondary schools' head teachers about the rules given in Punjab Education Code in district Sheikhpura.

Research Question

1. What is the awareness level of the secondary schools' head teachers about the rules given in Punjab Education Code in district Sheikhpura?
 - 1.1 What is the awareness level of the secondary school' head teachers about fees and scholarship rules?
 - 1.2 What is the awareness level of the secondary school' head teachers about grants and financing rules?

Significance of the Study

This study will be helpful for the school administration in attending to the issues with respect to the awareness of instructive laws and Punjab Education Code in the education system. The study will be significant to minimize the gap that exists between rules and actual practices. The study is important for the head teachers as it will provide knowledge about awareness of the Punjab Education Code at the secondary school level.

Delimitations of the study

Due to limited resources and time constraints, the study was delimited to head teachers of government secondary schools located in district Sheikhupura.

The methodology of the Study

The nature of the research was descriptive and the survey method was used. The population of the current study was the head teachers of secondary schools in the district of Sheikhupura. District Sheikhupura comprises 146 secondary schools that include 78 schools for boys and 68 for girls. The sample consisted of 100 head teachers of secondary schools in the district of Sheikhupura. The sample was selected using a stratified random sampling technique.

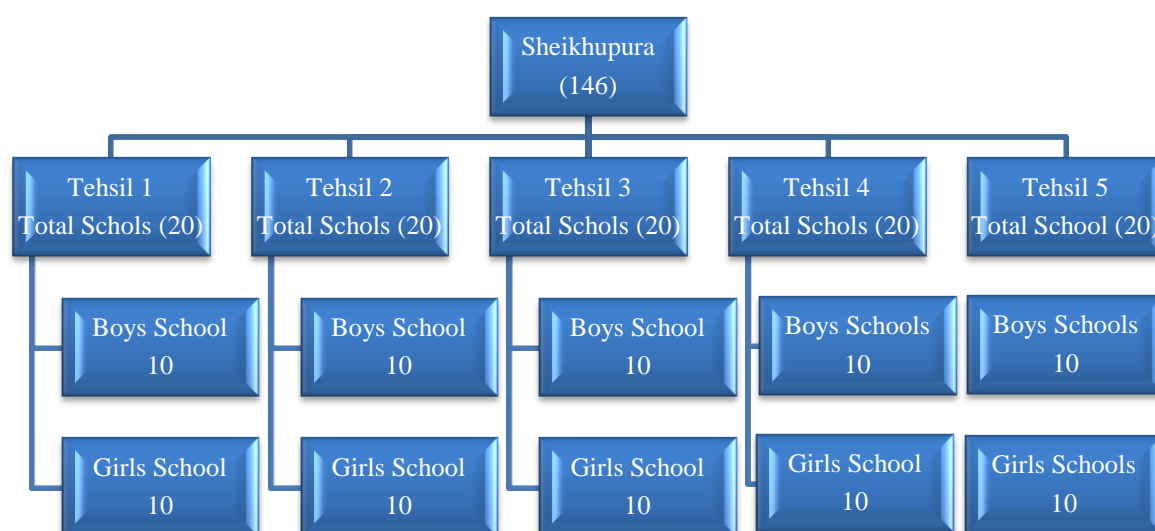


Figure 1: Sampling procedure

Source: Government of the Punjab (2019)

Instruments of the Study

For this study questionnaire was developed by (Aslam, 2015) which was utilized to gather the required data. There was one questionnaire used for the current study namely “Questionnaire for the Awareness of Head Teachers Regarding Punjab Education Code”. Likert type scale with five options on every item (definitely false, probably false, unsure, probably true, and definitely true) was used to get information from the respondents. The calculated reliability of the “Questionnaire for Awareness of Head Teachers Regarding Punjab Education Code” was .81.

Data Collection and analysis

For the purpose of the data collection, the researchers visited the schools to collect data by themselves. The questionnaires were distributed to the head teachers. Clear instructions were given to the respondents for filling in the questionnaires. Information was arranged and tabulated by using Statistical Package for Social Sciences (SPSS). The analysis was presented by applying descriptive statistics in terms of frequencies, mean, and standard deviation.

Data Analysis and Interpretation

The entire information was arranged and planned for understanding and interpretation of the quantitative investigation. The analysis is being presented in terms of frequencies, mean scores, and standard deviation.

Table 1:

Demographic Profile about Awareness of Head Teachers (N = 100)

Variables	Percentage (%)
Experience	
4-6 years	42
7-9 years	48
Above 9 years	10
Academic Qualification	
Masters	45
M.Phil.	19
Professional Qualification	
B.Ed.	71
M.Ed.	29

According to the demographic information, the majority (48%) of the respondents had 7-9 years of teaching experience. The respondents that had 4-6 years of teaching experience were 42% and 10% had above nine years of teaching experience. The analysis of academic qualifications of respondents shows that 81% respondents had masters' degrees. The respondents with MPhil degree were 19%. It was further revealed that majority of the respondents (71%) had B.Ed. degree. While the respondents that had M.Ed. qualifications were 29%.

Table 2:

Frequency Distribution about Uniform, Private Tuition, Duties of Head Teacher and Fine for Breach of School Discipline Rules

	Statements	Definitely False %	Probably False %	Unsure %	Probably True %	Definitely True %	Mean	SD
1.	Uniform rule	12	7	9	42	30	3.71	1.297
2.	Private Tuition	3	5	16	68	8	3.73	.679
3.	Duties of Head Teacher	6	22	26	7	39	3.60	1.17
4.	Fine for Breach of School Discipline Rule	11	23	21	30	15	3.72	.877

Table 2 shows that most of the respondents (72%) had awareness about prescribed uniform rules. Some of the respondents (28%) were unaware of these rules. The results indicate that most of the respondents (76%) had no awareness about prescribed private tuition rules. Only 24 % of respondents had awareness about the private tuition fee rules. Further, it was revealed that most of the respondents (54%) had awareness about the prescribed duties of the head teachers according to rules. However, 46% head teachers were not aware of the prescribed duties of the head teachers according to rules. The above table also illustrates that most of the respondents (55%) had awareness about the prescribed fine for the breach of school discipline rules but many respondents (45%) were not aware of these rules.

Table 3:

Frequency Distribution and Percentage of the Awareness of the HTs about Expulsion, Co-curricular Duties, School Hours, and Time Table Rules

	Statements	Definitel y False %	Probably False %	Unsure %	Probably True %	Definitel y True %	Mean	SD
1.	Student expulsion rule on misconduct	20	20	17	28	15	2.98	1.378
2.	Staff member's co-curricular activities.	11	18	13	48	10	3.28	1.198
3.	Opening and closing time under particular circumstances.	14	25	15	36	10	3.03	1.259
4.	Proper time for routine work	2	17	13	44	24	3.71	1.076

Most of the respondents (57%) had no awareness about the prescribed expulsion rules. While on the other hand 43% had awareness. Fifty-eight percent had awareness about prescribed co-curricular activities rules while 42% showed no awareness about this. According to the table, 56% head teachers did not know about the prescribed school hours rule and 46% had this awareness. The above table further illustrates that most of the respondents (68%) had awareness because head teachers know about the prescribed time

table rule. A considerable number of respondents (32%) had no awareness of the prescribed time table rule.

Table 4:

Frequency Distribution and Percentage of the Awareness of the HTs about Grant of Leave, Number of Students in Class, Payment of Dues and First Admission Rules

	Statements	Definitel y False %	Probabl y False %	Unsure %	Probabl y True %	Definitely True %	Mean	SD
1.	Approval of the students leave	12	23	17	36	12	3.13	1.244
2.	Size of the class no exceed more than 45 students	22	29	8	28	13	2.81	1.398
3.	Payment of the funds on every October	18	38	15	23	6	2.61	1.197
4.	Parents signature on admission application	11	5	4	62	18	3.71	1.57

Almost half of the respondents had no awareness of the prescribed rules for leave. The other half percent head teachers had awareness about the prescribed grant of leave rule. Fifty-nine percent of respondents were not aware of the prescribed strength of students in the class rule. Some of the respondents (41%) had awareness about this. Results indicate that most of the respondents (71%) had not aware of the prescribed payment of dues rule. Moreover, the majority of the head teachers (80%) had awareness about the prescribed first admission rule.

Table 5:

*Frequency Distribution and Percentage of the Awareness of the HTs about**Age Limit, Vacation in Schools, Admission to Schools and Re-admission after Failure Rules*

Statements	Definitely False %	Probably False %	Unsure %	Probably True %	Definitely True %	Mean	SD
1. Age limit for admission	41	26	11	14	8	2.22	1.330
2. Change in vocation schedule by the government	43	27	5	18	7	2.19	1.346
3. Admission on merit	38	14	3	21	24	2.79	1.678
4. Compulsory for candidate to pass public exam even then he or she cannot sit in the same class	43	28	13	10	6	2.08	1.228

Table 5 indicates that most of the respondents (78%) had no awareness about prescribed age limit rule. The rest of the head teachers were aware of these rules. Seventy five percent head teachers did not know about prescribed vacation in schools rule. The table indicates that 55% head teachers had no awareness about prescribed admission to school rule. While on the other hand 45% respondents had awareness about these rules. Furthermore, majority of the respondents (84%) had no awareness about prescribed re-admission after failure rule.

Table 6:

*Frequency Distribution and Percentage of the Awareness of the HTs Regarding Duration of**Teaching Period, Conduct Register, Morning Assembly and Prayers Rules*

Statements	Definitely False %	Probably False %	Unsure %	Probably True %	Definitely True %	Mean	SD
1. 60 minutes class period duration	46	19	12	17	16	2.18	1.336
2. Clerk control over conduct register	58	14	6	12	10	1.74	1.330
3. Morning assembly	51	31	12	6	20	1.79	1.066
4. Prayers Arrangement	56	10	14	12	8	2.06	1.384

Table 6 indicates that most of the respondents (67%) did not know about prescribed duration of teaching period rule. Some of the respondents (33%) had awareness about the prescribed duration of the teaching period rule. Most of the respondents (78%) had no awareness about prescribed conduct register rules. Moreover, 74% of head teachers did not know about the prescribed morning assembly rule. While 80% head teachers did not know about the prescribed prayer rule.

Table 7:

Frequency Distribution and Percentage of the Awareness of the HTs about Religious Education, Liability to Inspection and Parent-teacher Association Rules

Statements	Definitely False %	Probably False %	Unsure %	Probably True %	Definitely True %	Mean	SD
1. Co-curricular activities for the non-Muslims students	39	20	14	19	8	4.30	1.020
2. Record for inspection	13	26	14	29	18	3.13	1.338
3. School council arrangement	4	3	52	41	0	4.30	.718

Most of the respondents (73%) had no awareness about prescribed religious education rules and 53% of head teachers did not know about prescribed liability to inspection rule. Results further revealed that 59% of head teachers had no awareness about prescribed parent-teacher association rule.

Table 8:

Frequency Distribution and Percentage of the Awareness of the HTs about Fees Rules

Statements	Definitely False %	Probably False %	Unsure %	Probably True %	Definitely True %	Mean	SD
1. Tuition fee in government schools	6	13	3	37	31	4.04	1.004
2. Entrance fee for admission	20	11	12	41	16	3.52	1.186
3. Fee conditions for Scholarship	40	6	3	5	46	4.29	.856
4. Compulsory for students to pay all the due to sit in public exam	18	24	18	35	5	2.85	1.226

Table 8 shows that most of the respondents (68%) had awareness about the tuition fee rule and 57% had awareness about the prescribed entrance fee rule. Additionally, 51% of heads had awareness about the prescribed fee concession rule. The data further indicates that 60% of head teachers did not know about the prescribed examination fee payment rule.

Table 9:

Frequency Distribution and Percentage of the Awareness of the HTs Regarding Scholarship Rules

	Statements	Definitely False %	Probably False %	Unsure %	Probably True %	Definitely True %	Mean	SD
1.	District Education Officer (DEO) commanding authority over scholarship.	18	27	19	14	22	2.95	1.424
2.	50% scholarship purely on merit.	7	24	17	26	26	3.40	1.295
3.	Parents Punjab domicile condition for scholarship	19	36	14	11	20	2.22	1.382
4.	Scholarship duration	16	39	11	18	16	2.79	1.351
5.	Scholarship award for the regular students.	4	9	11	50	26	3.85	1.038

Table 9 indicates that most of the respondents (64%) did not know about prescribed scholarship authority rule. Fifty two percent respondents had awareness about the prescribed scholarship merit rule. While on the other hand, 69% of the respondents had no awareness about prescribed Punjab domicile scholarship rules. Most of the respondents (66%) did not know about the prescribed scholarship duration rule. It further shows that the majority of the respondents (76%) had awareness about the prescribed regular student scholarship award rule.

Table 10:

Frequency Distribution and Percentage of the Awareness of the HTs about Grants Rules for Schools

Statements	Definitel y False %	Probably False %	Unsure %	Probabl y True %	Definitel y True %	Mea n	SD
1. Grants permission from the Director of Public Instruction (DPI).	2	13	40	45	0	4.28	.766
2. Grants installments.	18	27	19	14	22	2.95	1.424
3. Grants addressable to District Education Officer	21	6	2	25	46	4.29	.856
4. 50 percent grant for the outstanding institutions	18	24	18	35	5	2.85	1.226

Table 10 indicates that 55% of head teachers did not know about prescribed grants permission from Director Public Instruction rule. While 64% of head teachers did not know about prescribed grants from provincial revenue and its installment rule. It further illustrates that 29% of respondents had not awareness about prescribed grants rules of schools are addressable to District Education Officer (DEO) while, 71% knew about it. Furthermore, 60% of respondents were unaware of this rule in which outstanding institutions were given a 50% grant.

Table 11:

Frequency Distribution and Percentage of the Awareness of the HTs about Grants and Financing Rules for Schools

Statements	Definitel y False %	Probably False %	Unsure %	Probabl y True %	Definitel y True %	Mean	SD
1. Grant refusal for inappropriate functioning of the school	13	26	14	29	18	3.13	1.338
2. Grant reeducation by the government in certain situations	10	11	12	51	16	3.52	1.85
3. Government right for refusal of the grant	11	23	39	17	10	3.72	.877
4. Determine contingencies rate by the government	19	36	14	11	20	2.22	1.382

The results revealed that 53% of head teachers did not know about the rules of grant refusal on the inappropriate functioning of the school. However, the majority of the respondents (67%) had awareness about grant reduction in case of shortage of funds statement. It was revealed that 73% of head teachers did not know about the prescribed government right to refuse any grant statement. The table further shows that most of the respondents (69%) had not aware of prescribed contingencies rates reversion by the government statement.

Findings

Following are the findings of the study.

Awareness about general rules:

The results of this study indicate that the majority of head teachers had not complete awareness regarding Punjab Education Code; only 30% of head teachers showed awareness about the rules of the Punjab Education Code. The majority of head teachers had attained an average mean score and their responses ranged in between 30% to 40% mostly. They could hardly reach the average level of awareness but could not approach the high level of awareness because they answered 21.7% rightly to general rules of schools wrote in Punjab Education Code. It was also concluded that the head teachers who had managerial experience had more awareness about general rules of schools written in the Punjab Education Code as compared to the awareness of head teachers who had less managerial experience. On the basis of academic qualification, it was found that the head teachers with a master's degree had more awareness about general rules of schools written in Punjab Education Code as compared to the awareness of head teachers with M.Phil. degree. Moreover, it was found that the head teachers having B.Ed. and M.Ed. degree as professional qualification had more awareness about general rules of schools written in Punjab Education Code as compared to the awareness of head teachers without having professional qualification.

Awareness about fee and scholarship rules:

The results of this study lead to the conclusion that the secondary school head teachers had an average level of awareness about the fee and scholarship rules of schools mentioned in Punjab Education Code. This was concluded on the basis of their average mean scores and percentage of right responses. A considerable number of head teachers of secondary schools (55.5%) reported their awareness of rules related to fee and scholarship which were written in Punjab Education Code. Further, it was concluded that the head teachers who had 4-6 and above 9 years' experience had more awareness about fee and scholarships rules of schools written in Punjab Education Code as compared to the awareness of head teachers with 7-9 years' experience. On the basis of qualification it was found that the head teachers having higher academic qualification had more awareness about fee and scholarship rules of schools written in Punjab Education Code as compared to the awareness of head teachers having a master degree. Moreover, the head teachers having B.Ed. and M.Ed. professional qualification had more awareness of given rules as compared to the awareness of head teachers without professional qualifications.

Awareness about grants and financing rules:

It was revealed that the secondary school head teachers had a low average level of awareness about grants and financing rules of schools written in Punjab Education Code. Only 25% head teachers of secondary schools showed their knowledge about grants and financing rules of schools written in Punjab Education Code. It was also concluded that the head teachers who had more experience had more awareness regarding grants and financing rules of schools written in Punjab Education Code as compared to the awareness of head teachers with less experience. The head teachers who had an MA/MSc degree as an academic qualification and B.Ed. and M.Ed. degree as a professional qualification had more awareness regarding grants and financing rules of schools written in Punjab Education Code

as compared to the awareness level of those heads who had MPhil degrees and without professional qualification.

Recommendations

Following are the recommendations of the study:

1. It is recommended that laws, rules, and regulations should be provided to head teachers at the time of their appointment.
2. It is suggested that pre-service and in-service teachers should be provided maximum information during their training regarding educational laws, rules, and regulations.

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