



Infringement of understudies' legitimate rights as connect of association atmosphere in Imo State auxiliary schools, in Nigeria

Ogechi Edozie

Department of Educational Foundations, Rivers State University College of Education, Port Harcourt, Rivers State Nigeria.

Abstract

The purpose of this study is to determine whether violation of students' legal rights has relationship with organizational climate in secondary schools in Imo State, Nigeria. Three research questions and null hypothesis were put forward and tested in order to make one's decisions on the issues investigated. Relevant literature to the study was adequately reviewed. The study was carried out in the three educational zones of Imo state. The population of the study comprised 98,878 teachers and students in Imo State secondary schools from which 1,218 students and 125 teachers were sampled and used as respondents. In collecting the data for this work, two instruments namely "Students' Legal Rights Questionnaire" (SLRQ) and "Secondary School Organizational Climate Questionnaire" (SESOCQ) were utilized. The data generated were analyzed with mean, one-tailed t-test and two tailed z-test. It was discovered that violation of students' legal rights is very high in Imo State and this has relationship with the closed organizational climate which dominated secondary schools in Imo State. Therefore, violation of students' legal rights has relationship with organizational climate in Imo State secondary schools. Based on this finding, the researchers recommended that workshops and seminars on violation of students' legal rights be organized for principals, teachers and students in Imo State as a means of reducing this ugly incident in our secondary schools.

Keywords: Legal rights, violations, organizational climate, conflict, leadership.

INTRODUCTION

A major concern of law is the provision of basic freedom or privileges called fundamental human rights. These rights based on the natural laws of man have become values expressed in legal terms and used in the safeguard of freedom of individuals in the society. The violation of these legal rights and privileges, or basic freedom will result in a state of disorder and chaos which will obviously lead to anarchy in the society. In line with this, Anyakwee (1994), Wyse (2001) and Stasiulis (2002) stated that violation of legal rights of staff and students in an organization has not only taken most people's lives

but also limited the growth and expansion of these organizations. They emphasized that the most affected is the educational system.

Generally, education is an issue of interest and controversy to both developed and developing countries. In recent times, the right to education has become increasingly accepted as one of the fundamental human rights of citizens. It is within this context that article 26 of the United Nations' Declaration of Human Rights adopted by the General Assembly in December 1948 asserted that everyone has the right to be educated.

Secondary schools in Nigeria, Britain, France, India, Canada and United States of America exist to provide opportunity for education to enable students live a more perceptive and fulfilling life. The aims of secondary school education are to prepare students for useful living within the society and for higher institution; to raise a generation of people who can think for themselves, respect the views and feelings of others, respect dignity of labour and live as good citizens (Federal Republic of Nigeria, 2004; United Nations, 1989; Federal Republic of Nigeria 2004).

Upon enrolment, the student becomes a member of the school community and thereby accepts both the rights and responsibilities associated with that membership. As members of the school community, students have the right to challenge any attempt to deprive them of their rights either as citizens or students (Howe and Covell, 2000). Unfortunately, unlike in Canada, Britain and United States of America (Peretomode, 1992), it is observed that students in Imo State secondary schools, Nigeria are not yet aware of their general rights let alone their rights in the classroom or of challenging anybody who tries to deprive them of their rights.

It has also been observed by researchers (Nwagwu, 1987; Peretomode, 1992; and Onokala, 1991) that secondary schools in Nigeria generally experience series of unrest arising from probably violation of students' legal rights by school management. However, Peretomode (1992) and Bickmore (2001) argue that some schools are particularly becoming notorious for students' unrest while a few are known for being peaceful. One then begins to think if the organizational climate of schools has a relationship with the violation of students' legal rights.

In view of the increase in violation of students' legal rights in Imo State secondary school environment, it becomes pertinent to carry out this study not only to acquaint students with knowledge of their rights but also for staff and students to understand whether this constant violation of students' legal rights has any relationship with the organizational climate of their schools. The study covered only state owned secondary schools in the education zones in Imo State, Nigeria, namely Okigwe, Orlu and Owerri.

In order to carry out this study, the researchers specifically;

1. Identify students' legal rights in Imo State secondary schools.
2. Ascertain the extent to which students' legal rights are violated.
3. Identify the types of organizational climate in secondary schools in Imo State.
4. Highlight the leadership styles frequently used by principal which may violate students' legal rights.

This research will render invaluable help in diverse ways. The findings of the study and the recommendations of the researchers if applied will enable staff and students identify their legal rights and the limit of their rights in the

secondary education system so as not to act beyond bounds. The result of the study will reveal those legal rights that are violated and the extent to which they are breached. It will also enable the school authorities, staff and law enforcement agents to discover whether the source of these violations is from the leadership style, organizational climate, teacher effectiveness or combination of these factors in the institutions to enable them plan to reduce or prevent their occurrence. It will further enable principals and teachers to know the rights that are violated and the extent to which they are compromised. The results of the research will help the staff and students have knowledge of their constitutional rights and the legality of all laws, rules and regulations introduced by the school authorities for administration of the schools.

To guide this research, the following research questions and hypotheses were formulated:

- i. What are the students' legal rights in Imo State secondary schools?
- ii. To what extent are students' legal rights violated in Imo State secondary schools?
- iii. What are the types of organizational climate and leadership styles that exist in Imo state secondary school?
- iv. There is no significant relationship between violation of students' legal rights and the organizational climate.
- v. The mean rating of the extent of violation of students' legal rights is not significantly higher in schools with closed organizational climate than in schools with open organizational climate.

The rights of the child to education particularly secondary education have been ratified by all members of the United Nations. In educational institutions especially secondary schools according to Wyse (2001), the most demanding challenge is the realization of participatory rights of the children and the fear of violation of these rights. Sharing the view of Wyse (2011), Howe and Covell (2000) and Johnny (2005) argue that schools have traditionally adopted a hierarchical pattern of operation whereby administrators and teachers have been responsible for making vital decisions regarding school policy and practice.

In Nigerian secondary schools it is difficult for young people to take part in the decision making process because adults and educational administrators are not required to share authority and power with the pupils. This structure of operation perceives that the traditional educational practices often violate the rights of the students. Recent research findings revealed the need for schools to be aware that children possess a certain body of rights (including the right to participate in matters affecting them and that failure to uphold these rights could open one's school to potential legal liability (Onokala, 1991; Howe and Covell, 2000; Knops, 2004; Johnny, 2005). Although, not all principals see that it is their role to take full responsibilities for pupil's legal rights. (Rapp, 2001). Although most education programmes

teach awareness, the teachers do not provide students with opportunities to put rights into action. In other words, there appears to be a gap between theory and practical (Frantzi, 2004). Fawehinmi (1998) and Foster and Young (2004) highlight the relationship between leadership and organizational climate in schools. The trend according to them is hinged on organizational climate and culture. Generally, researchers, for example Heck and Hallinger (1999) and Wright (2008) focus their own studies on how leaders, administrators and teachers could improve curriculum, teaching and learning by focusing on organizational climate in the secondary schools. Studies indicated that transformational leaders focus on restructuring the school by improving the school conditions, legal rights of the students, security, organizational climate and violent behaviour of students. The research findings indicate a positive relationship between transformational leadership, legal rights of students and open climate (Peretomode, 1992; Hubho and West, 2002). Principals are expected to perceive their role to be not only administrative but also offer instructional leadership. Hallinger (2003) suggests that in many instances principals have less expertise than the teachers they supervise. Unfortunately, most principals in their attempt to control their students, violate their legal rights. In China, the government and individuals also sometimes violate students' legal rights. An example of such student who fell victim was Haung Liyu, a female, 19 years old student of Wilham University, Dognn Campus in Wilham City. Hence, some researchers argue on the need for the principal to share leadership with teachers through providing support, intellectual stimulation, and stress personal vision for the educational administrator in order to usher stable effective organizational climate (Leithewood and Jantzi, 2000; Wright, 2008).

Pertaining to the link between leadership behaviour and organizational climate, in the words of Miskel and Hoy (2008) and Nickels and Muchugh (1999), the autocratic, leader has no consideration for the opinion of the led. He achieved results by threat and inflicting fear.

In organizational literature for example, openness in climate is positively linked to open and authentic teacher and principal behaviour and leadership style (Hoy et al., 1994; Hoy and Sweetland, 2001; Hoy and Miskel, 2008). Recent studies reveal that schools with open climate have less sense of student alienation towards the school and the staff than those with close climate. Open schools climates have features such as loyalty and trust and principals generate more commitment to school, facilitate participation in decision making by the teachers than those in close climate (Tarter and Hoy, 1988; Reiss, 1994; Barness, 1994).

Effective school principals as leaders have the key for achieving sustainable enormous education reforms like accountability, standards, test, enhancing legal rights of students, site based management, school climate and turning schools into professional learning communities (Fullan, 2002). Also in an educational setting, it is necessary that talented people need to be valued in the

sense that their own interests are aligned with that of the organization and this may assist in their retention and creation of open climate and curb violation of the legal rights of the students (Davies and Davies, 2010; Rhodes and Brundrett, 2012).

The vital characteristics of shared instructional leadership are climate of high expectation, a share sense of purpose in the school, equitable reward for teachers, arrangement of activities geared towards intellectual stimulation of staff, preventing violation of students' legal rights and turning the school into learning organization that stresses continuous learning (Hallinger, 2003; Glathorn et al., 2006; Ylimaki, 2007).

Distributed leadership entails leadership through bottom-up participation of teachers in order to minimize the violation of legal rights of students. The utilization of distributed leadership has become important and imperative because no single leader has the enormous energy, skills, and knowledge to tackle the huge task of managing a school (Leithwood, 2006). Furthermore, portrait methodology, an aspect of distributed leadership creates space where instructors can reflect, think, and evaluate their unique contributions to the educational process, procedures and organizational climate of the school (Bottery et al., 2009).

Strategy leadership is responsible for the development and emergence of high performing schools (Mulford, 2003) and also the ability as well as the wisdom to make consequential decisions about ends, actions and tactics in ambiguous environment. It integrates and utilizes leadership and management simultaneously to impede violations of legal rights of students (Pisapia, 2009).

Under United States of America, Britain and Canada, common law teachers and principals have the right to mete out reasonable corporal punishment which is the infliction of physical pain on a pupil for misconduct and misdemeanour. Some states in USA permit it, others forbid it. In Mary Land State Board of Education forbids corporal punishment. Kentucky allows a teacher to use physical force to enhance reasonable discipline in a school. In the historical Supreme Court decision by *Ingraham V Wright*, a student is not entitled to notice and hearing prior to the imposition of corporal punishment (Lunenborg and Ornstein, 2008). In 1995, the United States Supreme Court gave its verdict in *Veronica school District V Acton*, holding that a school districts random suspicion less drug testing of students athletes as a prerequisite for taking part in interscholastic athletics competition did not violate the Fourth Amendments prohibition against unreasonable searches and seizures (Frost, 2006).

Concerning violation of student legal rights on search, seizure, the U. S. Supreme Court ruled on the issue of random suspicionless drug-testing of students in June, 2002 with its decision in *board of Education V Earls*, a 10th circuit case from Oklahoma, in which drug testing of students in any extracurricular activities was determined to be unconstitutional (Lunenborg and Ornstein, 2008).

The majority of offenses for which students are sus-

Table 1. Secondary school staff and students distribution by zone.

SN	Zones	No. of schools	No. of teachers	No. of students
1	Okigwe	73	1211	21,900
2	Orlu	82	1260	24,600
3	Owerri	152	4307	45,600
	Total	306	6778	98,878

Table 2. Proportionate sampling technique used for the selection of schools, teachers and students.

Zone	No. of schools selected	No. of teachers in 30 selected schools	No. to be sampled	Students in 30 selected schools	No. of students to be sampled	Total	
						Teachers and students	Sampled
Okigwe	7	251	25	5904	295	6155	320
Orlu	8	336	34	5823	291	6159	325
Owerri	15	656	66	12644	632	13300	698
Total	30	243	125	24371	1218	25614	1343

pending appeared to be non-violent, less disruptive offenses like fighting and abusive language. Disciplinary removal appears to have negative effects on students with poor learning outcomes. In York V Wahkiakum school district the court averred that removing many students from schools leave them unsupervised and vulnerable on the street (Strauss, 2013).

In Nigeria students and teachers do not often know what the rights of students are because they lack the knowledge of the Nigerian constitution on the Fundamental Human Rights, and courts favour students where it was revealed that the school authorities do not follow the due process of law in taking disciplinary measures (Nakpodia, 2011).

At Big Bear Middle school, there was racial discrimination against Aviles, a Latino. She was sent out of the class period to pick trash rather than staying in the classroom to learn with her classmates. Maldef filed suit at the U.S District Court of California against the Board of Trustee of Big Bear Middle school of violating the Civil Right Act of 1964 and the equal protection clause of the Fourteenth Amendment (Education Law Review, 2013). Organization image has positive correlation with organization trust. This implies that organizational image is a powerful predictor of trust and open organizational climate in schools. In such schools legal rights of students will be enhanced (Polat and Hezer, 2011).

METHODS

The design is a correlation study showing violation of students' legal rights as a correlate of organizational climate in Imo State secondary schools, which is ex-post-facto. The area of study is Imo State. Imo State is in the South-Eastern part of Nigeria. It is made up of three educational zones: Okigwe, Orlu and Owerri. The population includes all teachers and students of secondary schools in Imo State with a total of 98,878 subjects. The details of the data

are shown in Table 1.

Proportionate sampling technique was used for the selection of schools, teachers and students. The chances were balloted for all the secondary schools in each education zone to select the require number of participating schools; Okigwe 7; Orlu 8 and Owerri, 15. In the any of the selected schools, ten percent (10%) of the teachers and five percent (5%) of the students were randomly selected to participate in the study respectively. On the whole, one thousand, three hundred and forty-three (1,343) respondents made up of one hundred and twenty-five (125) teachers and one thousand, two hundred and eighteen (1,218) student out of twenty-five thousand, six hundred and fourteen (25,614) teachers and students from the selected thirty (30) secondary schools in the three educational zones participated (Table 2).

The researchers used questionnaire for data collection. The questionnaire consisted of 42 items. All the items in the questionnaire were structured on a four (4) point rating scale with four alternative responses. In the order of:

Strongly agree/Agree/Disagree/Strongly Disagree
Highly Acceptable/Acceptable/Unacceptable/Highly Unacceptable.
Very High/High/Low/Very Low.

The researchers used two sets of questionnaire namely: Students' Legal Right Questionnaire (SLRQ) and Secondary Schools Organization Climate Questionnaire (SESOCO).

The researchers adapted the students' legal rights outlined by Des (1969) and modified it to reflect the Nigerian situation. Furthermore, the researchers also used the outline of Halphin and Croft (1962) Thomas (1962), Hoy (1997) and Miskel (2008) of organizational climate variables to develop the secondary school organizational climate questionnaire. These (SLRQ and SESOCO) were vetted by a constitutional lawyer, two specialists in educational management and measurement and evaluation respectively. To establish the reliability of the instrument, the questionnaires were administered to fifteen teachers and twenty students (35 respondents), drawn from schools outside those sampled in Owerri zone. Test-retest was conducted with an interval of two weeks from the first administration and calculated using Pearson Product Momen Correlation Statistics. The reliability co-efficient for SLRQ was 0.92, while that of SESOCO was 0.97.

The researchers collected data through personal contact. They

visited and administered questionnaires to the teachers and students. The researchers used mean statistics to answer research questions. They utilized two tail Z-test and one tail t-test to analyze hypotheses 1 and 2. Furthermore, the Rrama's formula for determining the index of co-efficient was used to establish the magnitude of the relationship between organizational climate and extent of violation of students' legal right.

RESEARCH QUESTIONS

What are the students' Legal Rights in Imo State secondary school?

Level of agreement

Table 3 shows that right to private and family life, and right of suspension had mean score below the cut-off point of 2.5, indicating that there are no students' legal rights in Imo State secondary schools. Other items on the same table had mean scores above the cut-off point of 2.5. This indicates that there are students' legal rights in Imo State secondary schools.

RESEARCH QUESTION 2

To what extent are students' legal rights violated in Imo State secondary schools?

Table 4 shows the pooled mean scores of the respondents on the extent of violation of students' legal rights obtained by school indicated that schools 1, 2, 5, 8, 13, 14, 16, 20, 27, 28 and 29 had mean scores below the cut-off point of 2.5. This indicates that violations of students' legal rights are low in their schools. On the contrary, schools 3, 4, 6, 7, 9, 10, 11, 12, 15, 17, 18, 19, 22, 23, 26 and 30 had mean scores above the cut-off point of 2.5, indicating that violation of students' legal rights are high. It is worthy to note that it is only in 11 out of 30 schools, representing 36.67% (percent) of the schools used in this study, that violation of students' legal right is low. The remaining 19 schools, representing 63.3% (percent) have high violation.

RESEARCH QUESTION 3

What are the types (qualities) of organizational climate that exist in secondary schools in Imo state?

Level of organizational climate

Table 5 indicates the pooled mean scores of the respondents based on the qualities of organizational climate exist in secondary schools. It indicates that only schools 1, 2, 5, 8, 13, 14, 16, 20, 27, 28 and 29 had mean scores above the cut-off point of 2.5. This shows that the qualities of organizational climate in these schools are open. These findings indicate that these schools have open organizational climate.

On the other hands, school 3, 4, 6, 7, 9, 10, 11, 12, 15, 17, 18, 19, 21, 22, 23, 24, 25, 26 and 30 had mean scores below the cut-off point; indicating that they have closed organizational climate qualities. From these findings, these schools have closed organizational climate. Therefore, only eleven schools have open organizational climate while 19 have closed organizational climate. There is no significant relationship between the extent of violation of students' legal rights and the combined rating of the entire organizational climate variables used for this study.

The calculated-z value is much greater than the critical-z value. The hypothesis is therefore rejected (Table 6). The calculated value

is greater than the critical value. The hypothesis therefore stands rejected. This indicates that violation of students' legal rights is significantly higher in schools with closed organizational climate in schools with open organizational climate.

The mean rating of the extent of violation of students' legal right is not significantly higher in schools with closed organizational climate than in schools with open organizational climate.

For 28 degree of freedom at 0.05 of significance, the calculated t-values is 8.61. The critical t-value is 1.70. The calculated value is greater than the critical value (Table 7). The hypothesis therefore stands rejected. This indicates that violation of students' legal rights is significantly higher in schools with closed organizational climate than in schools with open organizational climate.

FINDINGS AND DISCUSSION

Stasiulis (2003) observed that courts have always upheld teachers' right to administer reasonable physical chastisement. Therefore, in order not to violate students' legal rights, teachers' gender should be considered before ascertaining who is to administer corporal punishment to students (that is male teachers to male students and vice-versa).

Any principal who did not adequately plan and implement effective control of the students is violating his/her students' legal rights. Control is one of the most important organizational climate variables in the school system, be it primary or secondary. Any school principal without effective control of his staff and students especially during school hours pre-disposes them to great danger. Therefore, students' right of security should be protected through proper control. Good control measures in schools create conducive environment for teaching and learning.

The work also discovered that principals and teachers neither involve students when taking decisions. Such acts take students unaware and in most cases students try to resist successful implementation of the decision by insulting and refusing to obey whoever is forcing them to accept and do as directed by the decision. This finding is contrary to United Nations (1989), which directed that the opinion of the students must be taken into account in any matter or procedure affecting them, especially the ones whose implementation only should be a part of it. In support of these findings, Peretomode (1992) and Bickmore (2001) posited that students who see rights and obligations may be affected should be given the opportunity to make representations to the administering authority before that management makes the decision affecting them. He stressed that without such representation forcing the students to accept the decision during implementation is breach of their legal rights. The study also revealed that deciding to send students home for any reason by principals without the knowledge of their parents, taking decisions without students' representatives by the PTA and governments imposing their decisions without their consent are ways of taking decisions in Imo State secondary schools that violate students' legal rights. Such ways of decision making has dehumanizing effects on the affected students (Howe and Covell, 2000). The implication of the foregoing finding is

Table 3. Mean response on the level of existence of students' legal rights in Imo State secondary school system.

	Students' Legal Rights	Highly Exist	Exist	Non-Existence	Highly non-Existence	Total	Mean	Remarks
1	Right to life	820	205	100	93	4188	3.43	Exist
2	Right to education	480	600	70	68	3928	3.22	Exist
3	Right to freedom of expression, inquiry and information	710	245	110	153	3948	3.24	Exits
4	Right to the dignity of human person	750	250	118	100	4086	3.35	Exits
5	Right to fair hearing	320	806	56	36	3846	3.15	Exits
6	Right to personal liberty	460	481	270	07	3283	2.69	Exits
7	Right to personal security	398	477	279	64	3645	2.99	Exits
8	Right to freedom of movement	684	259	103	172	3891	3.19	Exits
9	Right to private and family life	200	305	13	700	2441	2.0	Non-Existence
10	Right to freedom of thought, conscience and religion	509	400	210	99	3755	3.08	Exits
11	Right to peaceful assembly and association	624	266	301	27	3923	3.22	Exits
12	Right against compulsory acquisition of property	611	308	217	82	3884	3.18	Exits
13	Right to freedom of discrimination	711	312	101	34	4266	3.50	Exits
14	Right to dependence upon one another for peaceful co-existence	428	511	246	33	3779	3.09	Exits
15	Right to academic honesty	670	350	92	106	4020	3.30	Exits
16	Right to suspension	25	60	300	833	1713	1.40	Exits
17	Right to participate in the choice of government (to vote and to be voted for)	430	515	213	60	351	3.07	Non-Existence
18	Right to fulfill ones interest	602	309	200	107	3842	3.15	Exist
19	Right to freedom from slavery or forced labour	720	200	158	140	3936	3.23	Exist
20	Right to participate in decision making	180	768	219	51	3513	2.88	Exist
21	Right to autonomy decision	540	327	263	88	3755	3.09	Exist
22	Right not to be tortured	781	312	65	60	4250	3.48	Exist
23	Right to be respect and free from abuse	544	336	304	34	3826	3.14	Exist
24	Right to the protection of confidential records and information	573	267	316	62	3787	3.10	Exist
25	Right of due process and appeal in matters of students discipline	66	823	139	190	3201	2.62	exist

that students should be involved in taking decisions in matters affecting them. Where they are not part of the decision makers, the students and their parents should be informed of the decision before the implementation. If not, it may lead to strained relationship between teachers and students resulting to uncomfortable environment and infringement of rights.

In Imo State, other ways of resolving conflicts in secondary schools violate students' legal rights. This study revealed that cases between staff and students or senior and junior students are decided without allowing the two parties involved to come face to face with each other to discuss their differences. This finding is in consonance with Peretomode (1992), who states that most principals do not deem it necessary to hear the students' side of an incident, whenever there is a case between staff and students before passing judgment. The foregoing finding is that for impartial judgment to be rendered the other sides of the case must be heard. Also principals and teachers do not listen to each group or person aggrieved

to find out the remote and immediate causes of conflicts before giving judgment. Rather what they do is to give students involved in any conflict equal punishment without considering who offended the other. This finding furthermore confirmed the view of Rapp (2001) that not all principals are ready to take full responsibility for the legal rights of their pupils. As shown in Table 6, the result indicated significant positive relationship between these two variables, the calculated z-value of 2.23 was seen to be greater than the critical z-value of 1.96; indicating the rejection of the hypothesis. The finding thus, is that there is a significant relationship between violation of students' legal rights and organizational climate of secondary schools in Imo State. This finding connotes that the more principals and teachers in Imo State secondary schools continue to make use of negative aspects of their schools organizational climate variables such as exploitive and autocratic leadership styles, improper communication; control, decision, motivation and ways of resolving conflicts dealing with their students, the more they violate

Table 4. The pooled mean scores of the respondents on the extent of violation of students' legal rights obtained.

Schools	Very High	High	Low	Very Low	Total	Mean	Remarks
1	-	60	540	400	1660	1.66	Low
2	8	80	18	194	502	1.67	Low
3	10	15	55	195	390	1.42	Low
4	170	190	05	10	1270	3.39	High
5	20	30	50	125	395	1.76	Low
6	45	250	12	18	972	2.99	Low
7	205	195	-	-	1405	3.51	High
8	-	-	168	282	618	1.3	Low
9	170	155	-	-	1145	3.51	High
10	202	46	52	-	1050	3.50	High
11	232	06	112	-	1160	3.31	High
12	155	195	50	15	1320	3.52	High
13	-	-	120	255	499	1.32	Low
14	100	90	160	250	1240	2.07	Low
15	50	100	13	37	563	2.82	High
16	40	200	8	252	1028	2.05	Low
17	210	215	-	-	1485	3.5	High
18	200	136	24	-	1094	3.13	High
19	150	195	6	49	1246	3.12	High
20	08	80	36	176	520	1.73	Low
21	232	06	8	30	1130	3.3	High
22	430	370	-	-	2830	3.54	High
23	150	195	55	15	1310	3.5	High
24	540	450	10	-	1353	3.53	High
25	94	200	-	31	1007	3.10	High
26	95	100	9	25	723	3.16	High
27	-	250	28	122	928	2.32	High
28	-	170	03	152	668	2.06	Low
29	-	140	10	175	615	1.89	Low
30	115	135	-	-	865	3.5	High

their students' legal rights.

As shown in Table 7 the calculated t-value of 8.61 was seen to be greater than the critical t-value of 1.70. The hypothesis therefore stands rejected. The finding thus is that violation of students' legal rights is higher in schools with closed organizational climate than those with open organizational climate in Imo State. Since schools with closed organizational climate is greater in number than those with open organizational climate; as indicated in Table 7, it not surprising that violation of students' legal rights is very high in Imo State secondary schools. This finding is in line with Peretomode (1992), Huber and West (2002) and Nakpodia (2011) report in which the violation of the rights was attributed to principal leadership behaviour and close climate.

Conclusion

It has been confirmed by this work that recent years have

seen extraordinary violations of students' legal rights in Imo state secondary schools. These violations were established to have been originated from or caused by organizational climate of secondary schools in Imo state.

The aggregate result of violation in all these organizational climate variables is students' dissatisfaction with whatever is done in the school and its environment. The dissatisfaction is ignited by dissatisfiers such as principals' exploitive and benevolent autocratic leadership styles, inadequate control, motivation, poor decision making, lack of conflict resolution strategies and inadequate interpersonal relations with staff and peers. These dissatisfiers are the major components of organizational climate existing in Imo state secondary schools; leading to violation of students' legal rights. Therefore violation, violation of students' legal rights has relationship with organizational climate in secondary schools in Imo state.

The study has implications for the students, principals, teachers and the government. For the students, the findings of this study provide them with the knowledge of

Table 5. Pooled mean responses on the types (qualities) of organizational climate in secondary schools in Imo State.

Schools	Very High	High	Low	Very Low	Total	Mean	Remarks
1	39	85	10	2	433	3.18	High
2	35	9	6	1	180	3.52	High
3	7	6	32	6	116	2.27	Low
4	10	4	17	20	106	2.07	Low
5	18	6	4	6	104	3.05	High
6	4	4	18	8	72	2.11	Low
7	12	3	45	8	155	2.27	Low
8	32	43	7	3	274	3.22	High
9	2	5	6	21	56	1.64	Low
10	2	5	6	21	56	1.64	Low
11	10	12	18	45	70	1.87	Low
12	1	7	2	41	70	1.38	Low
13	37	39	4	5	278	3.27	High
14	63	51	16	6	543	3.99	High
15	8	3	6	17	70	2.05	Low
16	76	64	9	4	518	3.38	High
17	4	6	18	23	93	1.82	Low
18	-	12	7	32	82	1.61	Low
19	5	15	20	45	150	1.76	Low
20	53	15	15	2	295	3.47	High
21	4	1	1	48	111	1.63	Low
22	3	7	15	26	89	1.74	Low
23	5	15	3	28	99	1.94	Low
24	33	25	4	142	357	1.75	Low
25	10	-	-	41	81	1.58	Low
26	6	9	2	34	89	1.74	Low
27	30	21	13	4	213	3.13	High
28	43	7	1	-	195	3.82	High
29	50	8	3	7	237	3.48	High
30	3	5	13	13	66	1.94	Low

Table 6. Correlation co-efficient computation for testing hypothesis I.

Significance level	Calculated-z	Critical-z	Decision
0.05	2.32	1.96	Rejected

Table 7. One tailed t-test co-efficient computation to ascertain where violation of students' legal rights is higher: schools with closed or open organizational climate.

df	Significance level	t-calculated	t-critical	Decision
28	0.05	8.61	1.70	Rejected

their rights, the implication in relation to their actions or inactions to their teachers, fellow students and other constituencies that often have some contact with their schools. Students should now recognize that they are free, individual and collectively to express their interest.

They should be aware that these privileges carry with them an obligation to respect the rights and privileges of others as well as abide by the rules and regulations set out by their schools and their various agencies and agents. Once the victim of arbitrary school rules and

regulations, students can institute legal action if they believe that their constitutional rights are being threatened.

For the principals, they need to be aware of the legal issues facing them because such issues that have been decided in an education context have far reaching effects in the day to day running of their schools. In Imo State, there is the awareness of the increased attention given to individuals' rights, especially those described as fundamental human rights of the citizen but none specifically made for the students. Given the secondary school climate of this time, it appears that administrators do not only understand their own rights but also that of their students as well as the implications of what they do, particularly in dealing with students in educational matters.

With regard to the classroom teachers this research has made them to be aware of the laws that shape what they can do and cannot do. It has shown how their roles limit their personal activities such as how to communicate, control, motivate and settle dispute among their students or between them and their students. It is also important to keep abreast of changes in schools laws and students' legal rights, since what the courts consider legal today may be found illegal tomorrow and vice versa.

The government should encourage the inclusion of legal rights in the curriculum of secondary schools. Also, the government should not make frivolous or capricious rules and regulations that would encourage principals and teachers to violate their students' legal rights. They should direct principals to consult courts for arbitration where they are in doubt: about the reasonableness and constitutionality of such rules and regulations. Government should try to change closed organizational climate and bring in open organizational climate in schools through organizing seminars and workshops on students' legal rights for principals and teachers; stressing how these rights are violated based on the type of organizational climate existing in their schools and call for a change of attitude in dealing with their students and themselves.

REFERENCES

- Anyakwee N (1994). *Human Rights Education Techniques in Schools*. Port Harcourt: Nawa Publishers.
- Barness KM (1994). *The Organizational Health of Middle Schools Trust and Decision Participation*. Unpublished Doctoral dissertation. Rutgers University.
- Bickmore K (2001). Student Conflict Resolution, Power Sharing Education Curriculum Inquiry. 2(1):138-161.
- Bottery M, Man WP, Wright N, Ngai G (2009). *Protrait Methodology and Educational Leadership*. Putting the First Person First. *Int. Stud. Educ. Adm.* 37(3):83-95.
- Broadhead P (1987). A Blueprint for the Good Teacher: The HM/DES Model of Good Primary Practice. *Brit. J. Educ. Stud.* 1(2):57-68.
- Davies B, Davies BJ (2010). Talent Management in Academies. *Int. J. Educ. Manage.* 24(5):418-426.
- Education Law Review (2013). Civil Rights Voilation by Big Bear Middle School. Retrieved from www.malef.org on 17/8/2013.
- Federal Republic of Nigeria (2004). *National Policy on Education* Lagos: NERDC.
- Foster and Young (2004). Leadership current themes from the educational literature. *CAP J.* 12(3):29-30.
- Frantzi K (2004). Human rights education: The United Nations Endeavour and the Importance of Childhood and Intelligent Sympathy. *Int. Educ. J.* 5(2):1-8.
- Frost E (2006). Zero Privacy: Schools are violating students' fourteenth Amendment Right of Privacy Under the Guise of Enforcing Zero Tolerance Policies. *Wash. Law Rev.* 81:391.
- Fullan S (2002) *Students Engagement with School Individual and School Level Influences*. Mechourne: Australia Council for Education Research: Longitudinal Surveys of Australia Youths. Research Report 27.
- Glathorn A, Boschee F, Whitehead F (2006). *Curriculum Leadership: Development and Implementation*. Thousand Oaks: Sage.
- Hallinger P (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge J. Educ.* 30(3): 329-351.
- Heck RH, Hallinger P (1999). Next Generation Methods for the Study of Leadership and School Improvement, In Murphy, J. and Seashore, I. (Eds); *Hanbook of Research on educational administration* (2nd edition). San Francisco: Jossey Bass.
- Howe RB, Covell K (2000). Schools and the Participation Rights of the Child". *Educ. Law J.* 10:107-123.
- Hoy WK (1997). A Few Quibbles with Dension. *Acad. Manage. Rev.* 22(1):13-14.
- Hoy WK, Hoffman J, Sabo D, Bliss J (1994). The Organizational Climate of Middle School: The Development and Test of the OCDERM. *J. Educ. Adm.* 34:41-59.
- Hoy WK, Miskel CG (2008). *Educational Administration: Theory, Research and Practice*. (8th edition). New York: McGraw Hill.
- Hoy WK, Sweetland SR (2001). Designing Better Schools: the Meaning and Nature of Enabling School Structure. *Educ. Quart.* 37:296-321.
- Huber S, West M (2002). Developing School Leaders. A Critical Review of Current Practices, Approaches and Issues and some Directions for the Future. In K. Leithwood, P. Hatlinger (Eds), *Secondary International Handbook of Educational Leadership and Administration*. Dordrecht: Kluwer.
- Johnny CL (2005). UN Convention on the Rights of the Child: A Rationale for Implementing Participatory Rights in Schools. *Can. J. Educ. Adm. Policy.* 40:1-20. Retrieval on 20th July, 2007 from <http://www/CJEAP>
- Knops (2004). Human rights, Case studies from the supreme Court of Canada, Baker V Canada. Retrieved July, 2009, from <http://www.hri.ca> for the record Canada/vol 3.
- Leithwood K, Jantzi D (2000). The Effects of Transformational Conditions and Student Engagement with School: (Electronic Version). *J. Educ. Adm.* 38(2):112-129.
- Leithwood K (2006). The 2005 Willpower. Family Lecture: Leadership According to the Evidence Leadership and Policy in Schools. 5(3):177-202.
- Lunenburg FC, Ornstein (2008). *Educational administration: Concepts and Practices* (5th edition). Australia: Wadsworth Cengage learning.
- Mulford B (2003). *School Leaders Changing Roles and Impact on Teacher and School Effectiveness*. A Paper Commissioned by the Education and Training Policy Division OECD, for the Attracting, Developing and Retraining Effective Teachers.
- Nakpodia ED (2011). Analysis of Cases of Violation of Students Rights in Delta State Secondary Schools, Nigeria. *Prime Res. Educ.* 1(3):50-59. Retrieved from www.primejournal.org/NakpodiaPDF.
- Nick els WG, Mchugh MJ (1999). *Understanding Business*, (5th edition). New York: McGraw Hill.
- Nwagwu NA (1987). *Education and the law in Nigeria: the Rights of Teachers and Students*. Owerri: Kaybeecee Publications.
- Onokala S (1991). *The Causes of Riots in Nigeria Higher Institutions and their Remedies Starting from 1960-1991*. Unpublished. M.Ed Thesis, University of Jos.
- Peretomode VF (1992). *Education Laws: Principles, Cases and Materials on Schools*. Owerri: International University Press.
- Pisapia J R (2009). *The Strategic Leader: New Tactics for a Changing Globalising World*. Charlotte, North Carolina: Information Age Publishing.
- Polat S, Hezer T (2011). Relationship Between Organizational Image and Organisational Trust in Educational Organizations. *Int. J. Educ. J. Educ. Adm. Policy Stud.* 3(9):151-153. Retrieved from *Academic Journals* org.

- Rapp S (2001). *The Head Teacher – a Guarantee for Pupils' Legal Security* Sweden, Orebro: Orebro University.
- Reiss F (1994). *Faculty Loyalty in and Around the Urban Elementary School*. Doctoral Dissertation. Rutgers University, New Brunswick.
- Rhodes C, Brundrett M (2012). Retaining Leadership Talent in Schools. *Int. Stud. Educ. Adm.* 40(1):20-34.
- Stasiulis D (2002). The Active Child Citizen: Lesson from Canada Policy and the Children's Movement. *Citizenship Stud.* 6:507-537.
- Stewart J (2006). Transformational leadership: An evolving concept examined through the works of Burns, Bass, Avolio and Leithwood. *Can. J. Educ. Adm. Policy* 54:1-29.
- Strauss V (2013). Law Suits Charges Education Department with Violating Student privacy Rights. Retrieved from www.washingtonpost.com.
- Tarter CJ, Hoy WK (1988). The Context of Trust: Teachers and Principals. *High School J.* 72:17-24.
- United Nations (1989). *The Rights of a Child*. A Paper Presented at the General Assembly of the United Nations at the Convention on the Rights of the Child. Geneva.
- Wright LL (2008). Merits and Limitations of Distributed Leadership: Experiences and Understanding of School Principals. Electronic Version. *Can. J. Educ. Adm. Policy* 69:1-23. Retrieved from <http://www.umanitoba.ca/publication/cjeap/articles> on 28/6/2013
- Wyse D (2001). Felt tip pens and school councils: Children's participation right in foursociety 15:209-218.
- Ylimaki RM (2007). Instructional Leadership in Challenging U.S. Schools. *Int. Stud Educ. Adm.* 35(3):11-18