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EVERYTHING THAT IS HUMAN

Relationship with the law and law-abiding behavior in public education: a systematic review of the literature from an international and multidisciplinary perspective

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The ‚SKOLA' project

- National Research Excellence Programme – ADVANCED research grant
  - FACTORS AND TOOLS DETERMINING THE FORMATION OF A RELATIONSHIP WITH THE LAW AND LAW-CONSCIOUS BEHAVIOUR IN PUBLIC EDUCATION
  - Principal Investigator: Dr Zoltán Rónay
  - 01/01/2025–31/12/2027
  - Project ID: 150414
- SKOLA: School's Knowledge and Opinion about Law Adaptations
- https://nevtud.ppk.elte.hu/content/a-skola-projekt.t.45977?m=10297

NATIONAL RESEARCH, DEVELOPMENT AND INNOVATION OFFICE HUNGARY

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Research questions

RQ1

Which factors relating to centrally regulated mechanisms (e.g. teacher training, curricula, legal regulatory instruments) have the strongest influence on the law-abiding behaviour of schools, teachers and the younger generation?

RQ2

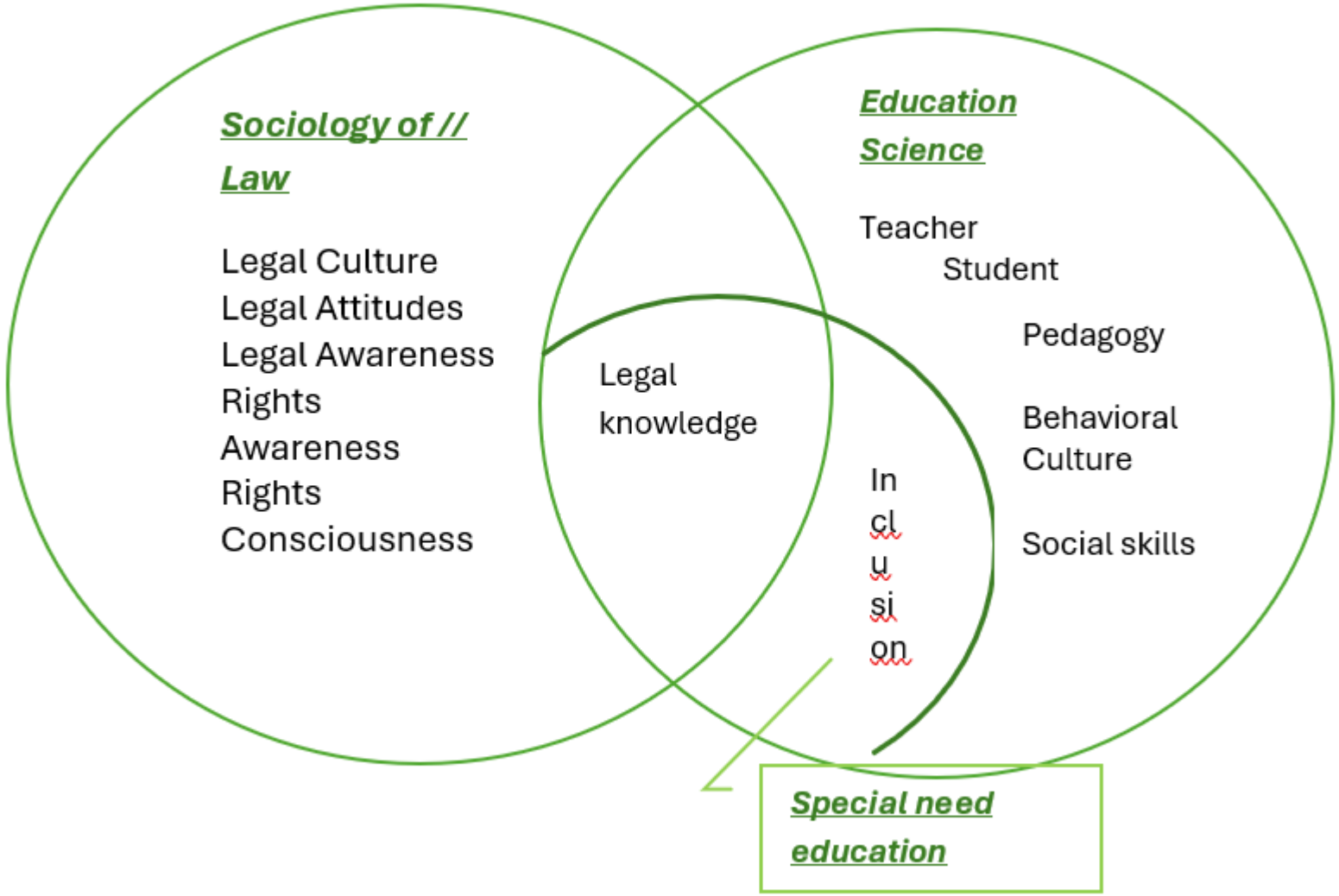
Can factors be identified within the organisation that positively shape pupils' relationship with the law and exert the greatest influence on the practice of legal education – for example, in terms of the attitudes of teachers and leaders, the level of legal awareness, dominant pedagogical practices or organisational culture?

RQ3

What is the relationship of students, teachers and school leaders to the law, and what level of legal awareness is reflected in their actions? → **PRISMA research**

Interdisciplinary research

- Educational science
- sociology of law
  - the discipline examining the relationship between law and society
- special needs education



Contributors

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PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) (Page et al. 2021)

Selected databases

- EBSCO
- Elsevier Scopus
- ERIC
- Google Scholar
- JSTOR
- Web of Science (Clarivate)

- Number of people conducting the systematic literature review: 6
- shared platform: Google Drive
- Definition of keywords
- Definition of time period: 2000–2025

Defining inclusion and exclusion criteria

school-related	rights-related
teacher / educator (OR)	legal culture
student / pupil (OR)	legal attitudes
school	legal awareness
education	rights awareness
	Rights consciousness

We have not restricted to

- English language
- journals
- according to the journal's scientometric classification

1. phase

no exclusion criteria!	**legal keywords AND (teacher OR educator)**	**legal keywords AND (student OR pupil)**	**legal keywords AND school**	**legal keywords AND education**
EBSCO	80	154	876	666
Elsevier Scopus	68	236	190	374
ERIC	12	35	17	43
Google Scholar	44,216	48,045	48,390	57,060
JSTOR	1767	3404	7880	7233
Web of Science (Clarivate)	71	208	137	379

Defining inclusion and exclusion criteria

school-related	rights-related	exclusion
teacher / educator (OR)	legal culture	law school
student / pupil (OR)	legal attitudes	law student
school	legal awareness	university
education	rights awareness	higher education
	legal awareness	

Phase 2

with exclusion keywords	**legal keywords AND (teacher OR educator)**	**legal keywords AND (student OR pupil)**	**legal keywords AND school**	**legal keywords AND education**
EBSCO	16	20	130	215
Elsevier Scopus	191	440	1058	971
ERIC	8	20	12	26
Google Scholar	3830	7298	6922	18702
JSTOR	204	291	1002	1499
Web of Science (Clarivate)	50	127	98	292

Phase 3: Defining inclusion and exclusion criteria

school-related	rights-related	exclusion
teacher / educator (OR)	legal culture	law school
student / pupil (OR)	legal attitudes	law student
~~school~~ primary school, secondary school	legal awareness	university
~~education~~	awareness of rights	higher education
	legal awareness	

with exclusion keywords	**legal keywords AND (teacher OR educator)**	**legal keywords AND (student OR pupil)**	**legal keywords AND (primary school OR secondary school)**	
EBSCO	16	20	0	2
Elsevier Scopus	44	140	12	
ERIC	7	19	1	1
Google Scholar	12	24	73	
JSTOR*	204	291	17	16
Web of Science (Clarivate)	38	105	5	

*Primary and secondary schools could only be searched using separate queries

Next step – synthesis, data extraction

- Exclusion of Google Scholar (unverifiability)
- Software chosen: Zotero
- Summary of research results based on the selected databases,
- filtering out duplicates,
- organising and creating categories,
- reading the remaining studies' abstracts after consolidation, based on defined criteria.

ZOTERO item counts after reading abstracts

	legal keywords AND (teacher OR educator)	legal keywords AND (student OR pupil)	legal keywords AND School (possibly: primary only)	legal keywords AND School (possibly: secondary only)
EBSCO	4	6	1	4
Elsevier Scopus	2	4		2
ERIC	5	8	1	1
JSTOR	2*	6**	0	0
Web of Science (Clarivate)	8	24	4	

* Interactions with the State: Holes in the Safety Nets; School Searches and Student Rights under the Charter: Old Wine in New Bottles – I moved these to 'Uncertain', but couldn't copy them over, so they were excluded from the filtered folder (+1 duplicate from 'student' OR 'pupil') **all books, only if accessible; otherwise to be discarded I DID NOT MOVE THEM TO 'UNCERTAIN'

A total of 16 items were placed in the ‘Uncertain’ Zotero folder – one of which was a duplicate
the members of the research group reviewed these together and jointly decided
whether the study in question is available
7 were added to the list of articles to be read
53 articles remained in the sample after filtering out duplicates
These were processed by pairs of readers (17-18-18); each pair read all of them and, in the event of disagreement or uncertainty, made a joint recommendation Exclusion could be because the study wasn’t available, or doesn’t contain relevant information, or was about totally diferent than it was promised in its abstract

Of these, 15 ultimately met the inclusion criteria.

1. Ben-Hayun, S. G., & Perry-Hazan, L. (2023). Elementary school children in the online world: Naming and mobilization of rights. *Children & Society*, *37*(2), 359–387. https://doi.org/10.1111/chso.12596

2. Birnhack, M., & Perry-Hazan, L. (2021). Differential rights consciousness: Teachers' perceptions of privacy in the surveillance school. *Teaching and Teacher Education*, *101*, 103302. https://doi.org/10.1016/j.tate.2021.103302

3. Birnhack, M., Perry-Hazan, L., & German Ben-Hayun, S. (2018). CCTV surveillance in primary schools: Normalisation, resistance, and children's privacy consciousness. *Oxford Review of Education*, *44*(2), 204–220. https://doi.org/10.1080/03054985.2017.1386546

4. Bogdanovich, N. V., & Melnik, M. (2022). Legal culture in psychology: Age-specific and gender aspects. *Psychology and Law*, *12*(4), 125–139. https://doi.org/10.17759/psylaw.2022120410

5. Cohn, E. S., Trinkner, R. J., Rebellon, C. J., Van Gundy, K. T., & Cole, L. M. (2012). Legal attitudes and legitimacy: Extending the integrated legal socialisation model. *Victims & Offenders*, *7*(4), 385–406. https://doi.org/10.1080/15564886.2012.713902

6. German Ben-Hayun, S., & Perry-Hazan, L. (2021). Why should it be my concern? How teachers in low- and high-socio-economic status primary schools mobilise their pupils' online rights. *British Journal of Educational Studies*, *69*(3), 327–346. https://doi.org/10.1080/00071005.2020.1803207

7. German Ben-Hayun, S., & Perry-Hazan, L. (2023). In the same boat: Parents' and teachers' role in protecting primary school pupils' online rights. *Children and Youth Services Review*, *146*, 106751. https://doi.org/10.1016/j.childyouth.2022.106751

8. Helka, A. M., Wójcik, M., Dukała, K., Kabzińska, J., Piaskowska, O., & Piesiewicz, P. (2024). To tell or not to tell about bullying—New insights from the study on the perceptions of criminal sanctioning, anticipation of school punishment, agency, and trust toward school staff. *Behavioral Sciences & the Law*, *42*(6), 684–700. https://doi.org/10.1002/bsl.2688

9. Jonynienė, V. & Petrauskienė, L. (2013). The role of legal education in developing pupils' personal competences: the perceptions of pupils in Years 10–12 and staff at educational institutions. *Social Work*, *2013, 12, 1, 93–108*.

10. Koca, S., Senol, F. B., Erbasan, Ö., & Aktepe, G. E. (2023). Children's rights: Comparison of the levels of awareness among gifted and non-gifted children. *Southeast Asia Early Childhood Journal*, *12*(1), 70–78. https://doi.org/10.37134/saecj.vol12.1.6.2023

11. Perry-Hazan, L., Kirma, R., & Shoshana, A. (2024). Rights consciousness, sense of constraint and the reproduction of inequalities: Perceptions of rights among pupils of low socioeconomic status who completed a human rights education unit. *Cambridge Journal of Education*, *54*(1), 53–69. https://doi.org/10.1080/0305764X.2023.2281674

12. Perry-Hazan, L., & Neuhof, L. (2021). Senior teachers' learning about student rights. *Journal of Teacher Education*, *72*(5), 564–578. https://doi.org/10.1177/00224871211000069

13. Viktorovna Zemlyachenko, L. (2015). Diagnostics of the legal culture of junior schoolchildren. *Asian Social Science*, *11*(8), p72. https://doi.org/10.5539/ass.v11n8p72

14. Xu, S., Fan, L., & Su, C. (2022). Effect of peer attachment on legal emotion among junior secondary school students: The mediating role of self-esteem. *Frontiers in Psychology*, *13*, 923604. https://doi.org/10.3389/fpsyg.2022.923604

15. Zubok, Iu. A., & Chuprov, V. I. (2007). On the shaping of the legal culture of young people in Russia and Belarus. *Russian Education & Society*, *49*(8), 54–67. https://doi.org/10.2753/RES1060-9393490805

Summary

The 15 articles are drawn from two large-scale (8 + 2) and five individual studies

Surprisingly, a higher proportion of the studies focused on primary school (10) than on secondary school (7) – the discrepancy (15 vs 17) arises from the fact that some studies were conducted at both levels

14 of the subjects were pupils

4 teachers

1 parent

Summary

Methodology

Quantitative (questionnaire) 7

Qualitative (interview) 7

Observation 1

Focus group 1

The majority of the studies (11) examine the formation of legal attitudes and the relationship to the law from a specific perspective rather than in general terms

The research was largely conducted in semi-peripheral countries or in countries where democratic values and the rule of law are being called into question, and therefore legal awareness is becoming increasingly important (e.g. Israel, Turkey, China)

Conclusion

Our findings suggest that

- researchers in the semi-periphery go beyond applying Western theory to local contexts
- generating original frameworks (Rincón-García, 2024)
  - Brazil (de Sá e Silva, 2022)
  - Chile (Chia, 2025);
  - Turkey (Fossum, 2025)

legal consciousness (LC)

historically dominated by research from core Western countries

the semi-periphery has increasingly become the primary site

- Brazil, Hungary, Mexico, Poland, and Turkey

describing the “gap” between formal state law and the norms that actually govern daily social life institutional failure or scepticism (Skąpska, Radomska & Wróbel, 2023; Guibentif, 2014).

See:

the “Southern Epistemologies” tradition associated with Boaventura de Sousa Santos; scholarship from the semi-periphery is increasingly challenging the paradigms of the Global North and positioning itself as the primary source of new insights into how law is experienced in practice.

Laying the foundations for the next phase of the research – empirical research

- **Interviews, focus group discussions**: We will conduct semi-structured interviews with school leaders and organise focus group discussions in the 30 schools selected according to the above criteria.
- **Questionnaire survey and data analysis**: We plan to survey **a total of 1,800 pupils** across three different age groups (30*3*20) in the 30 selected schools. During the data analysis, we will carry out statistical analyses suitable for identifying non-linear relationships.
- **International comparison**: We will also conduct qualitative data collection in three schools abroad (interviews with school leaders, focus groups),
- **Case studies**: We will produce one case study per school type (three in total), summarising the qualitative and quantitative results. The case studies will thus be based on an institutional-level analysis of our questionnaire data, documents and interviews, and will also be supplemented by classroom observations.
- **Synthesis**: We will publish the reviewed literature, the findings from the document analyses and the results of the empirical research in peer-reviewed journals and synthesise them in a final volume.

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Fossum, D. (2025). Legal consciousness and cultural intimacy in Turkey's intellectual property reform. Law & Social Inquiry, 50(2), 538–568.

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Rincón-García, M. B. (2024). Bibliometric Analysis of the Publications of Law and Local Development. Revista GEON (Gestión, Organizaciones y Negocios), 11(2). https://doi.org/10.22579/23463910.1182

Skąpska, G., Radomska, E., & Wróbel, M. (2023). The inconsistent, everyday legal consciousness of contemporary Poles. Polish Sociological Review, (223), 289–318.



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Thank you for your attention!

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