

**AWARENESS AND PRACTICE OF CHILD'S RIGHT ACT 2003  
AS CORRELATES OF STUDENT PERSONNEL SERVICES IN  
PUBLIC SECONDARY SCHOOLS IN SOUTHWESTERN  
NIGERIA**

**BY**

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## **CERTIFICATION**

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## **DEDICATION**

This project work is dedicated to the Glory of God the Father, the Son and the Holy Spirit my saviour, helper, counsellor and the giver of life who alone owns everything.

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## ABSTRACT

Student Personnel Services (SPS) such as counselling, first aid, health, recreational and security are support services rendered by the school to enhance learners' all-around development. Reports show that SPS are inadequate in most secondary schools in Nigeria especially Southwest, and this has resulted in poor academic performance of students. Extant studies have largely focused on the influence of availability of funds, leadership styles and school climate on the provision of SPS. However, school administrators as well as teachers level of awareness and practice of Child's Right Act 2003 (CRA) has received little or no attention. This study, therefore, investigated the influence of School Administrator Awareness of Child's Right Act 2003 (SAACRA), Teacher Awareness of Child's Right Act 2003 (TACRA), School Administrator Practice of Child's Right Act, 2003 (SAPCRA) and Teacher Practice of Child's Right Act 2003 (TPCRA) on SPS in public secondary schools in southwestern Nigeria.

Dynamic Awareness and Fiduciary theories were used as the framework while the mixed methods design was adopted. The multi-stage sampling procedure was used. Three states (Ogun, Osun and Oyo) were randomly selected from the six States in southwestern Nigeria. Three Senatorial Districts – (SDs) one per State – were randomly sampled. Thirteen out of the 25 local government areas and 137 out of the 278 schools were randomly selected from the three SDs: Ogun (3; 47), Osun (5; 42) and Oyo (5; 48), respectively. The Proportionate to size sampling technique was used to select 433 teachers, while 137 school administrators were enumerated. The purposive sampling technique was used to select 968 Senior School II students. Twenty school administrators were randomly selected and interviewed. The instruments used were School Administrator Awareness of Child's Right Act 2003 ( $r=0.73$ ), School Administrator Practice of Child's Right Act 2003 ( $r=0.84$ ), Teacher Awareness of Child's Right Act 2003 ( $r=0.74$ ), Teacher Practice of Child's Right Act 2003 ( $r=0.86$ ), and Student Personnel Services ( $r=0.94$ ) questionnaires. Quantitative data were analysed using descriptive statistics while qualitative data were content-analysed.

The SPS – health services ( $\bar{x} = 2.64$ ) and sport services ( $\bar{x} = 2.72$ ) were – high, while association/club services ( $\bar{x} = 2.50$ ), security services ( $\bar{x} = 2.55$ ) and counselling services ( $\bar{x} = 2.58$ ) were moderate against the threshold of 2.50. The SAPCRA ( $\bar{x} = 2.52$ ) and SAACRA ( $\bar{x} = 2.54$ ) were moderate, while TACRA ( $\bar{x} = 2.36$ ) and TPCRA ( $\bar{x} = 2.43$ ) were low against the threshold of 2.50. School administrators were often sensitized about CRA through seminars organised by the All Nigeria Confederation of Principals of Secondary Schools, hence they showed a higher level of awareness than teachers. Inadequacy of counselling materials, poor security measures and limited spaces for counsellors negatively impacted on the practice of CRA by the school administrators. Another indication of poor awareness of CRA by most of the teachers is the use of corporal punishment without the consent of school administrators.

School administrators in southwestern Nigeria unlike teachers were better informed about CRA and more favourably disposed to the provisions of SPS. Stakeholders should pay more attention to the sensitisation of principals and teachers on CRA for effective student personnel services.

**Keywords:** Awareness of Child's Right Act 2003, Counselling services, Co-curricular activities, Child's protection

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Provision of student personnel services is one of the school administrators' task areas which constitute various administrative services carried out by the school to enhance all round development of the learners. These services are not only desirable but also form an integral part of educational process. Achievement of school goals are enhanced by some activities and services designed at motivating and enriching students' educational experience. Services such as orientation programme, extra-curricular activities, counselling services, health services, club activities and security are known as student personnel services. Student personnel services are significant to driving quality education and to repositioning secondary education on the right path of progress. Moreover, because schools are controlled by rules and regulations, many of student personnel services are right-based. Student personnel services are entrenched in the Child's Right Act 2003 (CRA), which states in part 1 section one of the Act that, "in every action concerning a child, whether undertaken by a person or institutions the best interest of the child shall be the primary consideration". To this end, students who suffer from lack of these services, its poor delivery, negligence and consequences could seek redress in a law court.

Students are expected to enjoy personnel services such as orientation services, counselling services, extra-curricular activities, quality learning environment, health services, security, protection from sexual exploitation and maltreatment among others (Jaiyeoba, 1994; Emunemu, 2000, and Atanda, 2013). However, Moronkola (2012) and Nwankwo (2014) suggested that student personnel services in public secondary schools in Nigeria fell below expectation. Students seem to suffer from poor orientation services, inadequate counselling services (grossly leading to wrong choice of career, wrong placement into Sciences, Arts, Social Sciences departments), poor academic performances, social vices to mention a few. Furthermore, students are not only exposed to unsafe playground or hazardous school environment, which may cause

death or serious injury to them, but also exposed to poor or dilapidated toilets, insecurity, poor school health services, sexual abuse, torture and unlawful detention of students (UNICEF, 2014). The school environment appears not to be student friendly. Many schools in Nigeria have been confirmed to be without basic needs like security, first aid services, sport facilities, libraries with relevant books and materials. Others do not have good buildings and in the worst scenarios, there are some other schools that have roof seriously leaking over them (see appendix IV). The UN study on violence against children shows that children globally are at risk of violence and lack of safety in and around the school (UNICEF, 2014). The threats range from sexual harassment, physical assaults and negligence to humiliation. Many a time, school administrators and teachers are the causes.

For instance in Oyo State, over 70% of reported cases of school laboratory accidents were caused by the negligence and carelessness of the science teachers (Olowofela, 2018). These conditions seem to be a recurring educational problem in public secondary schools generally across the globe and particularly in Nigeria. A continual decline of student personnel services in secondary schools in the nation is capable of increasing existing manifestations of the problems which include: poor students' attention and attendance, student unrest, sexual abuse, cultism, insecurity, kidnapping and wrong placement leading to student poor academic performances among others. Nevertheless, out of these numerous student personnel services, this study focused on the following counselling services, health services, extra-curricular activities and security in secondary schools in Nigeria. These variables seem central in the provision of student personnel services. It should be noted that the extent at which these services (counselling, health, extra-curricular and child protection) are provided in the school and enjoyed by the students imply the level of student personnel effectiveness.

School counselling services provide help in three domains: academic, career, and social. Counselling helps students to solve social, emotional or behavioural challenges and help them to have a clearer focus. Effective counselling services are significant to the school environment and it is a key factor in improving and sustaining student achievement. Furthermore, counselling services are students right. However, counselling services in secondary schools seem to be poorly rendered. Although, Atanda (2013) opined that the place of counselling in academic achievement in school

is significant, yet the state of school counselling services and availability of counsellors in secondary schools in the country appears worrisome and calls for urgent attention. According to Busari (2011), the situation in public secondary schools reveals that it has been so difficult to meet the recommended ratio of counsellors to students, which is 1 to 200 as recommended by the American Personnel Guidance Association (APGA). The current situation is probably one or two counsellors to a school of about one thousand students. This obviously seems not ideal for the school counsellor and the students. Consequently, students could not be said to be effectively enjoying counselling services. This appears to be a violation of students' right to counselling services while in school. It appears most of the secondary schools in Nigeria do not have time for guidance and counselling on their time-table, let alone a standard and suitable office with relevant counselling materials. Some of the many implications of poor counselling services in secondary schools are: lack of peaceful co-existence among the staff and the students, unlawful protest, lawlessness, hooliganism, cultism, juvenile delinquency, moral decadence, confusion and frustration to mention a few.

These appear to be the current trend in Nigeria secondary schools today. For instance in 2016, Oyo State secondary school students protested their mass failure because of the State government decision that any student who did not have fifty per cent (50%) in at least 5 subjects English Language and Mathematics inclusive will have to repeat the current class. Expression of opinion are supposed to be lawful and logical if it is done within the school regulations, but the protest led to destruction of government and teachers properties in some schools in Ibadan and Oyo Township. Furthermore, also in 2016, Bayelsa State government expelled seven students from Central Epie Secondary School, Opolo-Epie for engaging in cultism and cult-related activities in the school premises. The culprits attacked a student, threatened others and disrupted academic activities ([www.pulse.ng](http://www.pulse.ng)). All these seem to be a fall-out of poor counselling services in public secondary schools in the country and should be a matter of urgent concern to all the public secondary school stakeholders.

The present state of health facilities and health services in the public secondary schools in the country appears to leave much to be desired. Extant studies in the last 20 years or more in public secondary schools Nigeria have indicated poor status of the school health services (Ofoegbu, 2004; Ogbiji, 2011; Kuponiyi, 2014).

The poor status of the school health services seem to be at variance with the provision of child right to health and health services as contained in the CRA, 2003, where it was explicitly stated in Part II section 13 sub-sections 1, 2 and 3 that: “everyone saddled with the responsibilities of taking care of a child shall make concerted effort to provide for the child the best health attainable, health services, adequate nutrition with safe drinking water” Further, awareness of the school health services appears to be generally poor as revealed by extant studies (Nwoye, 2004; Ogonor, 2004; Irete, 2014). Moreover, Moronkola (2012) observed that many schools do not have functioning Health Centre. This implies that they do not have functional health services. Unhealthy school environment predisposes the students to some health problems, which invariably affect learning. Many students seem to have suffered untold hardship, pain and losses, due to poor health services and facilities in secondary schools in the nation. Although, schools alone cannot guarantee children’s health, but they should not make their health worse. For instance, in 2017, Queen’s College, Yaba, Lagos was closed down as diarrhoea killed three students. The students’ deaths were caused by the cholera outbreak as a result of the contamination of the school’s water system.

The school authority was negligent on the state of the school facilities, especially the water which was not properly maintained, resulted in the spread of cholera that killed three students and sickened over 200. A total of 1,222 students complained of abdominal pain, fever, vomiting and diarrhea at the school’s clinic (Daily Vanguard, February 28, 2017, The Cable lifestyle, March 17, 2017). This is a clear case of violation of the students’ right to life, survival and good health.

Beating students to a state of coma and students sustaining various degrees of injuries, which could lead to students’ permanent deformity or untimely death as a result of punishment in school seem to be increasing at alarming rate. Whereas, in Part II section 11 sub-sections (a) and (b) of the Child’s Right Act 2003 under right to dignity of the child, it was clearly stated that “every child shall be accorded due respect to dignify his person, and consequently, on no occasion should any child be subjected to physical or emotional injury including sexual abuse and inhuman torture” However, this appears to be far from what is happening in the secondary schools in the country today. Over the years, there have been series of reports about the way and manner some teachers’ assault students, which is disastrous (browngh.com, June 10, 2019).

For example, a thirteen year old girl of Saint De Apostle High School in Onitsha, Anambra State on Thursday 6<sup>th</sup> June, 2019 lost consciousness, fainted and was rushed to the hospital during the school hours after her class teacher gave her 26 strokes of the cane on one hand for not submitting her homework even after the student told her teacher that she was not in school the previous day. According to the mother of the student, the student started acting strangely and she has been responsible for the medical tests and drugs since the unfortunate incidence (Lindakejisblog.com, June 16, 2019). Also, a SS 2 student of Bishop Philips Academy, Ibadan, Oyo State was found loitering about while lessons were going on, the secretary to the principal slapped the student as a punishment. The student developed issues with the right eye and lost it later. The student eventually died some weeks later as a result of complication from the punishment (Sunday Tribune, January 29<sup>th</sup>, 2015). The parents of the student charged the case to court. Sometimes injuries or damages done to the victims might be such as internal bleeding or damage caused to the brain while the effects of such might not be noticed immediately until the later time in the life of the victims.

Although, academic is the core of the assignment in the school, it is being complemented by extra-curriculum activities such as participation of students in sports activities, literary and debate, voluntary clubs and student council. Again, CRA 2003, Part II section 12 sub-sections 1 and 3 clearly stated that: (1) “every government, individual or institution responsible for the care of the child shall at all times ensure adequate opportunity for the child in the enjoyment rest, leisure and recreational activities”. Though, Lauren (2012) submitted that there was no significant correlation between co-curricular activities and the academic scores. However, Atanda (2013) opined that the circulatory, skeletal, digestive, muscular and respiratory systems are made functional through involvement of students in sports. This helps brain’s coordination and development of students, which in turn facilitates their academic achievement. Providing opportunity for students to participate in literary and debating would help in no small measure to improve their academic performance. However, co-curricular activities in many schools appear to be nothing other than child labour as students are sometimes engaged in labour injurious to their health and academic pursuit during the co-curricular period. For example, on March 14, 2016 Ekiti State Governor, Ayodele Fayose sacked 16 teachers at Elo High School, Ayetoro Ekiti, for purportedly using their pupils as labourers on their farms during the so called



‘extracurricular period’ during the school hours (ekitistate.gov.ng,nigeria, shafagna.com, March 14, 2016). Thus, students’ right to leisure, recreation and cultural activities were said not to be respected (CRA, 2003 Prensky, 2005).

School security is still a major concern to parents, students and educational personnel. The recent “save schools initiative” by the Federal Government of Nigeria as a result of the unwholesome state of security in the nation in general and in schools in particular has yielded little or no result at all. Fundamentally, security is a basic human need. Furthermore, only children who are safe can learn, grow normally and achieve their potentials, hence become useful in society.

Depriving students of a safe and secure learning environment is simply denying them of their rights to safe learning environment. Abiodun-Oyebanji (2016) established that poor quality environment is not conducive for proper teaching and learning, consequently, students’ attention and attendance will suffer. On the state of security in schools, the study of Amanchukwu (2014) reported that there is insecurity in the Nigerian schools and it is the duty of all the school stakeholders such as school administrators, teachers, parents, school supervisors to mention a few. Amanchukwu position is in consonance with the provisions of the CRA, 2003 part I sub-section 2, where it was plainly stated that: (i) “everyone, institution and organization responsible for the protection of children, shall adhere strictly with the standards put in place by designated authorities, most especially in the areas of security, health and welfare”. The mass abduction of 276 students (with 164 being released and 112 remaining in custody) of Government Secondary School, Chibok, Borno State in April 2014 and 110 school girls (with 104 released, 5 reportedly dead and only 1 remaining in abductors’ custody) of Government Technical College, Dapchi, Yobe State in February 2018 respectively shows the level of insecurity in secondary schools in Nieria.

The provision of security in schools is significant, as it appears students now learn in an atmosphere of fear and anxiety. Effective learning might not be guaranteed in such environment. In some schools, lessons are taught under the trees, bad or no ceilings classes and bad or no roof on classes. In some other schools, students are under constant threat of herdsmen, sit on bare floor or on make-shifts they invented on their own to learn. Such environment seems to make learning difficult and poses threat

to students' life (See appendix IV). Conditions of classroom will either enhance or impede teaching and learning. Therefore, from the foregoing it appears all is not well with student personnel services in secondary schools in Nideria. Students' personnel services presently appear to be at low ebb and obviously to the failure of students' survival, balanced development and academic performance. Over the years, provision of student personnel services, such as quality and conducive learning environment, infrastructures, sport facilities, counselling materials, health facilities among others were based on availability of fund, leadership styles and school climate (Ayeni and Babalola, 2009; Abiodun-Oyebanji, 2016).

Nonetheless, inadequate provision of these services is likened to infringement of student rights. Infringement of students' right could deprive students of all round development which could invariably affect their academic achievement, usefulness in the larger society and in getting job meant for their cadre. One wonders if the school administrators as well as teachers are aware and conscious of student rights. Olaolu (2019) confirmed that there is a correlation between administrator knowledge and attitude of tort law and infringement of rights of secondary school students. As evidenced by literature, there is a contention about whether children should have any right of their own. There are two major ideas about the concept of child rights. They are usually regarded as the child liberationist model and the child protectionist model. It was on the 20th November 1989 that the United Nations General Assembly adopted the Convention on Child Rights (CRC). The CRC is the most encompassing human rights treaty, including social, civil, political, cultural and economic rights.

It sees every child below 18 years of age as a holder of human rights, making provision for protection and empowerment necessary to make this concept a certainty for every child. Nigeria in 2003 signed into law the Child's Right Act. As at May 12, 2019 no less than 12 States in the north in Nigeria are yet to pass the Child's Right Law. These States are; Adamawa, Bauchi, Borno, Gombe, Jigawa, Kaduna, Katsina, Kano, Kebbi, Sokoto, Yobe and Zamfara (UNICEF, 2019). Apparently all the Southwestern States, Ekiti, Lagos, Ogun, Ondo, Osun, and Oyo had domesticated Child's Right Act 2003. However, its awareness and practices in those states remains a subject of debate as evidenced by its gross violations generally in the society and particularly in schools as reported in the dailies and as observed by this researcher as a teacher. Although, the Child Rights Act signed into law in July 2003, is comprehensive

enough to address the challenges of poor student personnel services and if properly followed have the potentials to guarantee effective student personnel services while in school. However, the question is, to what extent are teachers and school administrators aware of the Child's Right Act 2003?

Rights of a Child according to the CRA 2003, include the following: Right to life, freedom of association and right to dignity. Others are Right to: leisure, health services, protection and free primary education. This study however considered child rights to life, dignity of the child, protection, freedom of association and expression. These variables are considered germane to the survival and successes of students in the school. Further, the researcher was of the opinion that adequate awareness and practices of the child rights considered in this study could guarantee effective students personnel services. In Child Right to life, every child has a right to survival and development. When students' right to life, survival and development are not respected, all other rights appear to be useless. Corporal punishments, unsafe playground and dangerous school environments that may lead to severe injury or death are common features in school that infringe on the right of the children. Further, life threatening school environment is capable of discouraging students from regular school attendance and affect their attention in class if at all they come to school. All other rights are fundamentally attached to rights to life. Whenever this right cannot be guaranteed in the school, achievement of school goals might be practically impossible. On right to dignity, every child is entitled to respect and personal dignity, and consequently, no child should therefore be subjected to physical, emotional injury or maltreatment, including sexual abuse.

However, this right appears to be violated through certain practices in schools, which could dehumanise and demoralise a student, thus leading to loss of self-esteem, loss of interest in schooling and truancy. Observation from schools, however, revealed that school administrators as well as teachers who are supposed to protect the students' rights, have on many occasion did otherwise. Student's rights to lawful association and right of expression seem to be infringed on with the following practices: barring students from forming or belonging to lawful clubs and barring student unionism. These are gross violations of child rights. School administrators as well as teachers seem not to be aware that student rights are domiciled in the provision of adequate students' personnel services as contained in the CRA 2003. The observable rising

waves of litigations arising from violations of students' rights in secondary schools, generally in the world, and particularly in Nigeria today could be reduced to the barest minimum if the school administrators as well as the teachers have the awareness and the practice of child rights as contained in the CRA 2003. Olaolu (2019) submitted that in clear term, if the knowledge of and attitude to school laws are improved among schools administrators, there is hope that increasing litigation in schools can be greatly reduced. Over the years, the gross violations of the students' rights arising from this ignorance could only be best imagined.

The resultant effects of these violations are manifesting in inadequate provision of student personnel services. Arguably, adequate awareness and effective practice of child rights might be capable of improving student personnel services to a desirable status. Furthermore, when students right to protection and safety are guaranteed and are provided with a safe and conducive learning environment it could maximize student benefits from educational programmes. When students' lives, while in school are guaranteed, their attention and attendance could be improved. Students right to life are not forfeited because they are in school. Life is sacred, including those of the students. Awareness and practice of student right to counselling services by the teacher and school administrator is germane to the successful completion of student academic programme and total development. Students whose right to counselling services are guaranteed are likely to be free from social vices, such as cultism and cults related activities, hooliganism, examination malpractices, but become more stable, develop their full potentials and successfully complete their programme.

School administrators as well as the teachers' awareness and practice of child rights to dignity of human person could particularly caution them in inhuman treatment or any other form of chastisement that could lead to student death or causes him lasting defect. Also, school administrator and teacher awareness and practice of child rights could help to reduce frictions and ensure peaceful co-existence among secondary school stake-holders. Further, to learn effectively, children need good health. Good health supports successful learning and vice versa. This underscores students' right to good health and protection from illness as provided for in the Child's Right Act 2003. When student right to leisure and play is given attention, it could make learners to be fully engaged during their leisure and thus, lessen their tendency to be involved in cultism, hooliganism and other social vices. Moreover, when student privacy, dignity

and reputation are guaranteed, they tend to develop some attachment with their teachers. This attachment is capable of helping the students to have confidence in their teachers. Thus, discussing with them some domestic, personal or school, social and psychological challenges the students might be passing through. The unacceptable state of student personnel services in secondary schools may be due to lack of awareness of students' rights to these services by school administrators, as well as the teachers who are expected to provide them and facilitate their enjoyment. Study on the school administrators as well as teachers' awareness and practice of Child's Right is imperative because one's knowledge of a matter is directly correlated to one's attitudes and behaviour concerning the matter (Pia Niemi and Emma Cete, 2012). Awareness of Child's Right Act 2003 could serve as a forerunner for adequate provision of student personnel services in public secondary schools in Nigeria. Although, creating awareness should not be seen as an end in itself but as a means to an end.

However, it should be a key element in a combination of interventions. Chinweike (2012) reported that levels of awareness do not necessarily correlate to the level of practices. Thus, it is important to note that possession of knowledge of a matter is not enough, but application of it in practice. There is a growing evidence suggesting that by increasing teachers' awareness of children's rights, their attitudes towards children's rights become more positive and supportive (Olaolu, 2019). In the past, school-based problems were perceived as domestic and were, therefore, usually settled out of court. Today, the situation is changing because of the growing complexity of educational administration, increasing politicization of education and the citizens' greater awareness of their fundamental human rights. Consequently, school administrators and teachers are now being caught up and confronted with the legal implications of their negligence of duties in providing essential student personnel services. Could the level of awareness and practice of child rights among the school administrators and teachers be responsible for the worrisome state of student personnel services in the secondary schools in the country? Knowing fully well, awareness informed action, Hodgkin and Newell (2007) submitted that rights are of little use to people unless they are aware of them. A concern for poor level of awareness of child rights leading to its gross contravention appears to be generally global and specifically national. Besides, ignorance of this magnitude, which in the past has led to gross violations of student's rights resulting into litigations and even loss of job among the

school administrators as well as the teachers should not be over looked in the educational system because of its immediate and remote implications. It was in the light of the foregoing, considering its frequency, enormity and far reaching implications on the secondary school system that the study investigated the influence of school administrator as well as teacher awareness and practice of child rights on student personnel services in secondary schools in the Southwestern, Nigeria.

## **1.2 Statement of the problem**

The effectiveness of student personnel services in public secondary schools in the Southwestern, Nigeria, appears to fall below expectation. Consequences of failure to offer these services as expected are manifesting in students involvement in cultism and cult related activities, low attention and attendance, learning in an insecure environment and untimely loss of students' life among others. Extant studies laid more emphasis on availability of fund, leadership styles and school climate as they relate to student personnel services effectiveness.

However, school administrators as well as teachers' levels of awareness and practice of Child's Right Act 2003 (CRA) has received little or no attention. Paying little attention to students' right to personnel services appears to be responsible for the gross violations of students' right leading to worrying state of student personnel services effectiveness delivery in public secondary schools. This study therefore, investigated the influence of awareness and practice of Child's Right Act 2003 on student personnel services effectiveness in public secondary school in Southwestern Nigeria.

## **1.3 Purpose of the study**

The general purpose of the study was to investigate the influence of school administrator as well as teacher awareness and practice of Child's Right Act 2003 on effective management of student personnel services in public secondary school in Southwestern Nigeria.

Specific objectives of the study were to:

1. find out how effective the following components of student personnel services (counselling services, health services, co-curricular services and child security) are

2. investigate the extent of awareness of child's right to life, dignity of human person, freedom of association, expression, and child security by secondary school administrator;
3. find out the level of awareness of child's right to life, dignity of human person, freedom of association, expression, and child security by secondary school teacher;
4. investigate the extent of practice of child's right to life, dignity of human person, freedom of association, expression, and child security by secondary school administrator;
5. investigate the level of practice of child's right to life, dignity of human person, freedom of association, expression, and child security by secondary school teacher;
6. examine the influence of child's right awareness of both the school administrator and teacher on student personnel services effectiveness
7. examine the influence of practice of child's right by the school administrator and teacher on student personnel services effectiveness and
8. find out the joint contribution of teacher and school administrator awareness and practice of child's right to effectiveness of student personnel service.

#### **1.4 Research questions**

The study was set out to provide answers to the following questions:

1. What is the level of student personnel services effectiveness in public secondary schools in Southwestern Nigeria?
2. What is the level of secondary school administrator awareness of Child's Right Act 2003 in public secondary schools in Southwestern Nigeria?
3. What is the level of secondary school teacher awareness of Child's Right Act 2003 in public secondary schools in Southwestern Nigeria?
4. To what extent does secondary school administrator practice Child's Right Act 2003 in public secondary schools in Southwestern Nigeria?
5. What is the level of secondary school teacher practice of Child's Right Act 2003 in public secondary schools in Southwestern Nigeria?

## 1.5 Hypotheses

The following hypotheses were formulated to guide the study:

- H<sub>01</sub>: Secondary school administrator levels of awareness of Child's Right Act 2003 do not have significant relationship with student personnel services effectiveness in public secondary schools in Southwestern Nigeria
- H<sub>02</sub>: Secondary school teacher levels of awareness of Child's Right Act 2003 do not have significant relationship with student personnel services effectiveness in public secondary schools in Southwestern Nigeria
- H<sub>03</sub>: Secondary school administrator levels of practice of Child's Right Act 2003 do not have significant relationship with effective student personnel services in public secondary schools in Southwestern Nigeria
- H<sub>04</sub>: Secondary school teacher levels of practice of Child's Right Act 2003 do not have significant relationship with effective student personnel services in public secondary schools in Southwestern Nigeria
- H<sub>05</sub>: Secondary school administrator awareness and practice of Child's Right Act 2003 do not have relative contributions to Student Personnel services effectiveness in public secondary schools in Southwestern Nigeria
- H<sub>06</sub>: Secondary school teacher awareness and practice of Child's Right Act 2003 do not have relative contributions to Student Personnel services effectiveness in public secondary schools in Southwestern Nigeria
- H<sub>07</sub>: Secondary school teacher awareness and practice of Child's Right Act 2003 do not have joint contribution on Student Personnel services effectiveness in public secondary schools in Southwestern Nigeria
- H<sub>08</sub>: Secondary school administrator awareness and practice of Child's Right Act 2003 do not have joint contribution on Student Personnel services effectiveness in public secondary schools in Southwestern Nigeria
- H<sub>09</sub>: Secondary school administrator and teacher awareness and practice of Child's Right Act 2003 do not have joint influence on students' personnel services effectiveness in public secondary schools in Southwestern Nigeria



## **1.6 Significance of the study**

The study is significant for the following reasons; the study could provide information on secondary school administrator as well as the teacher awareness, practice of Child's Right Act 2003 on student personnel services effectiveness in public secondary schools in Southwestern Nigeria. The findings of the study, it is hoped could benefit educational policy makers as it will help them to put in place educational policies that will protect the rights of the child while in schools, as it appears such policies are not operational if available at all. It is equally hoped that Teachers Training Institutions such as Colleges of Education and Faculties of Education in Universities would benefit from the findings of the study as they may see the need to review their training curriculum to accommodate the legal aspects of education, legality of student personnel services and Child's Right Act 2003.

The findings of the study could be useful to school administrators especially those concerned with the affairs of secondary institutions such as the States Teaching Service Commissions, Local Education Offices, Secondary school administrator as well as those who work in educational agencies such as educational research centres. The study could at least keep them abreast of the extent of the awareness and practice of Child's Right Act 2003 by the school administrators and teachers in the public secondary schools in the Southwestern Nigeria for the sake of improvement.

The findings of the study could equally benefit teachers in secondary schools as it could create awareness of the Child Rights and the legality of student personnel services as this could guide them in discharge of their duties with full awareness of the legal implications of their actions and inactions.

The Ministry of Justice could also benefit from the findings of the study as it could provide information for the ministry on the status of awareness and practice of Child Right in public secondary schools. Thus helping the ministry to take appropriate legislative actions to curb the menace of child rights violations in secondary schools in particular and the society in general. Children oriented non-governmental organizations who are concerned with children welfare could equally find the result useful by enabling them to know where to channel their supportive services/resources. Parents who hitherto appear to be uninformed and indifferent to the rights of their wards while in school could find the result of the study useful, as it could not only

create awareness for them about their wards rights but will also provide them the directions to channel their course or seek redress in case their wards rights are being violated or abused. The study obviously, could be useful to the students as it will creates awareness to their rights, responsibilities and rightful channels to make their grievances known in case of infringement of their rights by their teachers or the school authority. Equally, the general society could also be a beneficiary of the findings of the study as it could heighten the awareness of child right in the society. Thus, violations of child rights occasioned by the cultural practices, traditions, ignorance and poverty, would to a large extent, be reduced to the barest minimum.

### **1.7 Scope of the study**

This study investigated awareness and practice of Child's Right Act 2003 and its influence on student personnel services. The geographical coverage of this study was public secondary schools in Southwestern Nigeria. Southwestern was used because the problem of violation of child rights among the school administrators as well as the teachers leading to worrisome state of student personnel services in the public secondary schools appear dominant in the zone than other zones as observed and reported in the dailies. For the contextual scope, although, rights of a child according to the CRA 2003, include: Right to life, association and peaceful assembly, and dignity of the child. Others are: Right to health and health services.

This study, however, considered child rights to life, dignity, protection, freedom of association as they influence the provision of student personnel services such as: counselling services, health services, extra-curricular activities and security. These variables are considered germane to the survival and successes of students in the school. The respondents were school administrators, teachers and students.

## **1.8 Operational definition of terms**

The operational definition of some concepts subject to different interpretations are hereby undertaken to facilitate the meaningful understanding of this study.

**Student Personnel Services:** These are learners' oriented services that facilitate implementation/attainment of educational policy goals and the promotion of effectiveness of education system. In this study it is the level of implementation of counselling services, health services, extra-curricular activities and security by the secondary school administrators and teachers.

**Counselling Services:** These refer to professional services within the school system which enhance learners' adjustment to psychological, emotional and social issues that could hamper their effective learning provided by professional school counsellor or any designated officer in the school.

**Health Services:** These are health care, personnel and facilities available within the school system and during the school hours to manage students and staff health problems before consulting medical practitioner.

**School Administrator Awareness of Child's Right:** This is the school principal/vice principal's level of consciousness of legal provision or claim to Child's Rights. In this study, it is the level of consciousness of secondary school administrators to students' rights to life, dignity of human person, security, freedom of association and expression.

**School Administrator Practice of Child's Right:** This means the school principal/vice principal observance of legal provision or claim to children total welfare and protection against child abuse. In this study, it is the school administrators' level of observance of students' rights to life, dignity of human person, security, freedom of association and expression.

**Teacher Awareness of Child's Right:** It is teacher's level of consciousness of legal provision or claim to children rights. In this study, it is the level of consciousness of secondary school teachers to students' rights to life, dignity of human person, security, freedom of association and expression.

**Teacher Practice of Child's Right:** This is the teacher observance of legal provision or claim to children total welfare and protection against child abuse. In this study, it is the teachers' level of observance of child rights to life, dignity of human person, security, freedom of association and expression.

**Child's Right Act 2003:** This refers to 2003 legal provision or claim to children total welfare and protection against child abuse. It is legal provision of child rights to life, dignity of human person, freedom of association and expression.

**Practice of Child's Right:** It is the observance of legal provision or claim to children total welfare and protection against child abuse. It is the level of observance of child's right to life, dignity of human person, security, freedom of association and expression by secondary school administrators and teachers.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1.1 Student personnel services**

Student Personnel Services (SPS) such as counselling, first aid, health, recreational and security are support services rendered by the school to enhance learners' all-around development. The school as a community required some indispensable services such as first aids, sport facilities, water, health facilities, library and counselling services to mention a few. These services otherwise known as student support services act as catalyst for thorough teaching and learning in the schools. In this work, these services refer to various extra-curricular services provided to students at the school setting for student total well-being. (Ogbonnaya, 2015). These services are complementing academic programme for student all round development. Administration and availability of these services helps to inculcate responsible morals and values to the students. According to Bonauto (2008) the general aims of these services are to help students to get the best for self-realization. Precisely, student personnel services seek to present orientation services for new students to aid settling down in time to school life, provide placement and follow-up services, help student on finance, health and provide diversity of co-curricular activities.

The concept of student personnel services is as old as schooling itself. It is quite doubtful if much could be achieved by the schools and the students without paying adequate attention to the provision of student personnel services. This idea might be part of the reasons why the westerners who brought education to Nigeria did so side by side with hospitals to take care of the students health, give first aid treatment and prevent possible out-break of diseases and other related ailments. Through religion, counselling services are rendered and other psychological needs of the students are met. In the history of Nigerian schools the challenge of security has never been this serious as witnessed a couple of years ago till the present time. Students now go to and fro school in fear and anxieties of kidnapping, banditry, ritual killers and abductors. It is almost becoming a hurricane task now to operate boarding system in Nigeria education system. From the inception, the idea of supervision of teachers,

facilities and curriculum is as old as the school system, but one question begging for answer is, whose responsibilities is to see to the provision of student personnel services in the public secondary school? This might partly be one of the reasons why its provision is not given adequate attention (Ndu, Ocho and Okeke in Nwuche; 2012)

These services enhance the achievement of school objectives. While lack of these services created situations that constitute hindrances to the attainment of goals and objectives of secondary education (Mgbodile, 2013; Ezeadi, 2012; Fakeye, 2011). In Nigeria, secondary school students have other challenges apart from academic such as attending lesson, passing internal and external examinations. Observation showed that these services to the students are not only inadequate but are neglected and grossly ineffective (Ogbonnaya, 2015). Student personnel services are part of the ways through which school administrator provides administrative support to their student for optimum performance. These services if inadequate may negatively impact on the students' performance. Many secondary school administrators and teachers are increasingly using welfare services as a strategy for improving and enhancing the performance of their students. Abiodun-Oyebanji (2016) explained that, welfare services such as housing facilities, medical and health services and recreation facilities among others must be adequately put in place for optimum performance. Some scholars referred to them as physical and material facilities or educational facilities. According to Addiso (2008) these include: classrooms, libraries, laboratories, furniture, recreational equipment, health services, counselling services and counselling materials, first aids materials and other instructional materials.

For the purpose of holistic education, students are expected to enjoy personnel services such as orientation services, counselling services, extra-curricular activities, quality learning environment, health services, security, protection from sexual exploitation and maltreatment among others while is school. Observation from other researchers suggested that student personnel services in public secondary schools in Nigeria are far from equilibrium. Students are not given adequate orientation services, adequate counselling services, health facilities are either poorly provided or are not available at all. Students and staff security ate getting worse by day in public secondary school in Southwestern Nigeria this has led to students poor academic performances, social vices to mention a few (Bonauto, 2008). Furthermore, students' playgrounds are hazardous and many school environments are best described as death

trap. The school environment appears not to be student friendly. Many schools in the country have been confirmed to be without basic needs like security, first aid services, sport facilities, libraries with relevant books and materials. Others do not have good buildings and in the worst scenarios, there are some other schools that have leaking roof. The place of counselling in secondary education cannot be over emphasised. Counselling helps students to solve social, emotional or behavioural challenges and help them to have a clearer focus. Effective counselling services are significant to the school environment and it is a key factor in improving and sustaining student achievement. Furthermore, counselling services are students right (Watson, 2002).

The present state of health facilities and health services in the public secondary schools in the country appears to leave much to be desired. The poor status of the school health services seem to be at variance with the provision of Child Right to health and health services as contained in the CRA, 2003, where it was explicitly stated in Part II section 13 sub-sections 1, 2 and 3 that: “everyone saddled with the responsibilities of taking care of a child shall make concerted effort to provide for the child the best health attainable, health services, adequate nutrition with safe drinking water”. The dignity of a child is another teething problem in secondary schools in Nigeria. Whereas, in Part II section 11 sub-sections (a) and (b) of the Child’s Right Act 2003 under right to dignity of the child, it was clearly stated that “every child shall be accorded due respect to dignify his person, and consequently, on no occasion should any child be subjected to physical or emotional injury including sexual abuse and inhuman torture (Ali, Haider, Munir, Khan and Ahmed (2013) and Ajayi and Yusuf (2010), (University of Warwick, 2011).

No doubt, academic is the core of the assignment in the school, it is being complemented by extra-curriculum activities such as participation of students in sports activities, literary and debate, voluntary clubs and student council. Again, CRA 2003, Part II section 12 sub-sections 1 and 3 clearly stated that: (1) “every government, individual or institution responsible for the care of the child shall at all times ensure adequate opportunity for the child in the enjoyment of rest, leisure and recreational activities”. Observations show that co-curricular is poorly handled in public secondary school in Nigeria (Owoeye and Yara (2011) and Akomolafe and Adesua (2016). Thus, students’ right to leisure, recreation and cultural activities were said not to be respected (CRA, 2003, Prensky, 2005). School security is still a major concern to parents,

students and educational personnel. The recent “save schools initiative” by the Federal Government of Nigeria as a result of the unwholesome state of security in the nation in general and in schools in particular, has yielded little or no result at all. Fundamentally, security is a basic human need. Furthermore, only children who are safe can learn, grow normally and achieve their potentials, hence become useful in society. Depriving students of a safe and secure learning environment is simply denying them of their rights to safe learning environment. In consonance with the provisions of the CRA, 2003 part I sub-section 2 where it was stated that: (i) “everyone, institution and organization responsible for the protection of children shall adhere strictly with the standards put in place by designated authorities, most especially in the areas of security, health and welfare”. (Issah, Abubakari and Wuptiga, 2016: and Limon, 2016)

The provision of security in schools is significant, as it appears students now learn in an atmosphere of fear and anxiety. Effective learning might not be guaranteed in such environment. Over the years, provision of student personnel services such as quality and conducive learning environment, infrastructures, sport facilities, counselling materials, health facilities, to mention a few, were based on availability of fund, leadership styles and school climate. Nonetheless inadequate provision of these services is likened to infringement of student rights. Infringement of students’ right could deprive students of all round development, which could invariably affect their academic achievement, usefulness in the larger society and in getting job meant for their cadre (Vandiever in Issah et al (2016). Knowledge cannot be effectively transmitted without effective student personnel services. When students are given holistic education in school, it will be a driven force for the economy.

The facilities help to remove ambiguity. In essence, no school can successfully attain high students learning outcome where the necessary physical facilities such as classroom, library, laboratories, toilet facilities and instructional facilities such as the chalkboard, writing materials (biros, pencils, chalks) and textbooks are not available (Odunsi, 2018; Brenda, 2010: Ssekamanya, Badzis, Ismail and Abduludin, 2016: UNESCO, 2012). Some decades ago, scholars had advocated for the creation of personnel department in public secondary schools in Nigeria, although it does not appeared to gained ground or be given attended to (Chianu, 2001). Then, the argument was that for any school to function effectively there must be a personnel department in school. This is because (as argued further) the school is a complex social system,



characterized by teaching and non-teaching staff, whose major task is to bring about the desired change in the students. The main responsibility of the personnel department is to develop and maintain a staff competent and willing to render effective educational services for its students. The personnel department in any establishment is therefore; responsible for all activities that are people or employee centres, and therefore, the center where the services are given to all other departments to enable them fulfil organizational objectives and goals is the personnel department. The department it is hoped, would provide other services necessary for students overall development aside classroom teaching and learning (Akintunde and Selzing-Musa, 2016: Olugbenga and Ayooluwa, 2017),

The management of people, no doubt, is the most challenging task facing managers today. It is a dynamic process that is ever changing and evolving. This is because people are subject to change and the scarcity of resources also worsened the situation, especially, the valuable resources of skilled labour. School leadership and leadership styles were equally seeing to contribute to the quality of personnel services available in the school. Although, individual leaders have their peculiar styles of leading, the leadership situation in the environment very often dictate the ultimate style. Three classification of leadership styles are identifiable (Ogbe, 2015). The Autocratic leadership style is a dictatorial and involves the leader dishing out orders, sometimes violently and the order must be obeyed. Policies and decisions are also determined without the subordinate (students in particular in case of the school system) consent and input. They are imposed. Absolute power and authority to punish erring followers or reward obedient and hardworking ones can infest autocratic leader. Where and when autocratic leadership styles is adopted in a school system, students tend to suffer inhuman treatment in terms of discipline. This may be gross violation of student rights to freedom of speech, association and personal liberty.

The doctrine of *in-loco parentis* would equally not thrive well. As a result of the cruelty in handling the students, social vices such as truancy, absenteeism, examination malpractices, cultism among others, would be coping strategies by the students which would invariably leads to students' poor performances. In a school setting student should be allow to take part in taking decision that would have direct impact on them. The democratic style, which believed in consulting their followers before taking decision would no doubt be appropriate in a school system. Failure and

successes are shared within the group. When students have a sense of belonging in a system, they tend to build trust in their teachers and school administrators. Thus may be encouraged to share their personal psychological or domestic challenges with them (Adeola, 2009). In Laissez-faire leadership style, the manager observes while members of the group are working well on their own. The manager consciously makes a decision and not to interfere but is readily available when needed. Laissez-faire leadership style may not be the best in a school system students being what they are. Students cannot be left on their own, they needed to be trained and tutored. None of the leadership styles identified is self-sufficient; therefore a good blend of the styles will help the school administrators as the situation arises.

Whatever leadership styles the school administrators decided to employ in a school system the interest of the student must be paramount. Students rights must be respected, school code of conduct must also be religiously followed. Decision making in school must be cleverly done. Decision making is the actual selection among several alternatives in taking a course of action. It is a choice whereby a person conclude, about the point where plans, policies, objectives, procedures are translated into concrete actions. The purpose of decision making in schools is to maintain a dynamic momentum, school administrators needs to involve his colleagues and students in deciding how the school can be developed (Igbinedion, Newby and Sparkes, 2017: Medugu, 2017, Oladunjoye and Omemu, 2013: UNICEF, 2018: Brendan, 2010, Igbinedon, Newby and Sparkes, 2017)

### **2.1.2 Child's Right**

Children are held in high esteem virtually in all society. This may partly be because they are the future of the human race. In African traditional system, children are perceived as inestimable assets and sources of joy not only to their parents and immediate family, but to the entire community where they reside. Suffice is to say that the quality of tomorrow's leader appear to be dependent on the quality of care, love, education and social support given to young ones. Thus, if children are not well catered for, it may constitute a threat to the nation development. This is why Soyibo (2005) submitted that the survival, growth and development largely depend upon the safety and security of the children who will eventually take over from the adults.. That means for a society to have a better future, it must give quality attention to the welfare as well as all-round development of its children. Simeon (2000) supported this view

when she noted that children should be given good quality human and material environment in order to have healthy, happy, friendly, peaceful and socially competent generation. Ozokwere (2002) refers to rights as those which are internationally recognized as belonging to any individual on the basis of humanity, and every legal system seeks to protect these essential rights of its subject. Ogunu (2008) cites the American Declaration of Independent Draft of 1776 that men are made equivalent, and among their unavoidable rights are life, freedom and the quest for bliss. The French National Assembly 1989 is another authority that shows increasing concern and value for civil rights.

As regards the Nigerian experience, Ogunu goes further to say that the 1999 constitution, which first appeared in 1959, has a list of rights and freedom which is contained in sections 33–46 of the constitution of Nigeria (FRN, 2004). The contents of these provisions form part of the varieties of students' rights of which tort constitutes an infringement. These provisions expressly entrench the rights of every Nigerian citizen to life, dignity, fair hearing, privacy, still, small voice and religion and opportunity from separation. None of the sections under the rights provisions could be interpreted without having educational implications. It follows that every person, be he a student or school administrator, is entitled to these rights. In fact, child protection is a key issue that schools have to address. On this note, Szemerényi and Gold (2009) stated that this arises in two distinct ways; "protection of children from abuse of violence occurring away from the school and incidents of abuse within the school by a student or staff".

It is therefore, expedient that school administrators should lead the war for societal change by starting change in schools through recognition of rights in school. Right is therefore, defined in term of those basic rights accorded to individuals in consideration of man's equality, which, have full legal backing such that their violation amounts to legal prosecution. While acknowledging that all persons are born level in respect and right, Universal Declaration of Rights cited by Ozokwere (2002), broadly stipulated that the declaration tends to defend the privilege to liberty, life, security, of persons and forbids servitude and slavery in all its manifestations. It prohibits torture, inhuman or degrading treatment, cruel, punishment, detention and arbitrary arrest among others. This equally guarantee fair hearing, open hearing by a free and unprejudiced court, presume innocence for being accused until he is proved guilty. It prohibit criminal liability under retrospective, registration or the imposed at the time

an offence was conferred, protect the privacy of movement and residence, the privilege to abandon one's own particular nation and to come back to it. Secure the opportunity of thought, inner voice and religion, serene gathering and affiliation and certification the privilege irreplaceable of human respect. (Ugwushime, 2016).

In addition, the affirmation additionally recognizes that everybody has obligations to the network to which he has a place whereupon free and full improvement of his identity is conceivable. From the above declarations, one can therefore conclude that individuals, including students, are qualified for regard for the respect of their persons as well as other natural rights including those that relate to their mind, body, chattels, etc. For instance, LeBlanc (1997) maintained that students have to maintain the rule for classroom interaction. These include attitudes to comply with classroom rules and be respectful to teachers. On the knowledge of human right, European commission, (2011) claimed that students are aware of the concept of rights, albeit generally and in a rather abstract way. However, in a study conducted in Kenya, Kiprotich and Ong'ondo, (2013) conclusion was contrary to that of European Commission as they found that most students are indeed not aware of their rights. It could be said that such difference in the study outcomes lies in the type of society. Albeit, students are expected to enjoy their rights and freedom, and school administrators and teachers should strive hard to avoid acts capable of infringing on students' rights to avoid litigation (Mgbafulu, 2009). The idea that children are independent and should be recognised and respected was advocated by the members of the judiciary, legal and non-legal professionals as well as academics in the 1970s.

### **The doctrine of in-loco-parentis**

The guideline is gotten from English law where the Oxford Dictionary of Law (1997) takes note of that in-loco-parentis to have signifies "instead of a parent" and watches that the term is "utilized freely to portray anybody caring for kids in the interest of the guardians, example, temporary parents or relatives" (p. 234). The in-loco-parentis (instead of the guardians) convention is critical to instructors. Most States have statutory arrangements that enable teachers to remain in-loco-parentis to the understudies under their watch. Indeed, even in States where there is no such law, courts have held it to be a customary law tenet. In-loco-parentis is certainly not a static legitimate idea. It goes all through vogue as times change. It dwindled in the 1960s when understudies won new flexibility. Be that as it may, it made a solid rebound in

the late 1970s. Fundamentally, in-loco-parentis expects teachers to accommodate the wellbeing, security and welfare of understudies in a way like that of their folks. Therefore, the law sets out higher degree of care for the students which adult (school administrators) owe them. The student's entry into the school compound is consequent upon a contract between his parents or guardian and the school. Chianu (2001) comments thus, "where the main purpose of the contract is the use of the premises, there is warrant by the occupiers that the premises are as sheltered as sensible care and ability can make them". While sharing this view, Szemerényi and Gold (2009) added that "since liability is founded on reasonable foresee ability, the school will not be liable for danger which it could have reasonably foreseen". Nevertheless, the school must be properly equipped to deal with safety aspects such as escape routes in case of fire and routine maintenance of such matters as the gas, water and electricity services.

### **The Child's Right Act 2003**

This act aims to control and defend children rights as entrenched in the 1999 Constitution and other subsidiary legislations, such as, the children and young person's law, the adoption of children laws in some southern states and Abuja, etc. Close to the end of the 20th century, civic organisation concerned with the welfare of children began agitating for a broad based legislation that would protect the rights of children and their effort coupled with the domestication of the Convention on the Rights of the Child and the OAU charter on the welfare of the child led to the enactment of the Child's Right Act. The Act which has 278 sections and 11 schedules was aimed at providing a uniform standard throughout the country as its provision encompassed the constitutional jurisdiction of both State and Federal government.

The Act has abolished the children and young person's Act....., broadened the law in relation to children's rights and responsibilities, protection of the rights of children, wardship of children, fostering, adoption, guardianship, institutional treatment, custody, supervision and care, survival and protection of Nigerian children. Nonetheless, the relevant section that involves children right to education is articulated thus: Every child has the right to free, compulsory and universal basic education and it shall be the responsibilities of the Government in Nigeria to provide such education while the parents or guardian shall ensure their wards attend and complete the programme. The Child's Right Act 2003 has been promulgated into law (passed by the State Assembly and assented to by the State Governor) in 24 States while 12 States

are yet to have a law conforming to the Child's Right Act 2003. In an attempt to popularize the CRA 2003, part of the measures put in place to create awareness of child rights in Nigeria includes annual Celebration of Children Day, World Day Against Child Labour, Day of the African Child and other International Day for Children. The Nigerian children parliament which raises issues concerning ill treatment of children, among other things was established. Child's Right Act 2003 Awareness-Build (CRAAB) was also designed to equip children, youths, parents, guardian and all stakeholders with knowledge, practical and tested tools in the defence of children's right to survival, development, protection and participation as protected by the act.

#### **The compulsory free Universal Basic Education Act 2004.**

The history of the evolution of Universal Basic Education Programme in Nigeria began in 1999 as an expression on the part of Government of the desire to entrench viable participatory democracy and enhance national socio-economic development as a consequence of a free and compulsory regime of basic education. The legal justification for enacting the Act is based on the provision of the 1999 Constitution as amended, which enjoined the Government to strive to eradicate illiteracy via direct state policies. The relevant section in this Act, that is, of most importance to this research is, Section 2(1) and (2) which among others, states thus: "Every Government in Nigeria shall promote free, compulsory and universal basic education for every child of primary and junior secondary school age." This provision makes it mandatory for every State government to promote and provide conducive atmosphere for the education of the child. It also provided penal provision in section 2 (4) for any parent who infringes the provision of the Act. The bottom line still lies on the lack of economic and enforcement machinery that should ensure strict adherence. (Freeman, 1998; Shann, 1999; Olubor, 2010; Nwoye, 2004; Ofoegbu, 2004; Ogonor, 2004)

#### **Limitations to enforcement.**

Going by much legislation ratified both at international and national levels in Nigeria; one might be tempted to think there is enough legal protection to warranty children right in general and right to education in particular. Nevertheless, it is a common knowledge that even when and where the law is explicit, there is always a wide gulf between legislation and actual implementation. Many factors have been

identified as constraints to implementation and enforcement of international treaties and conventions even after domestication. First, the post-independence quest to sustain Nigeria unique legal systems of laws which reflect the divergence political and religious background of the populace. Thus the 3 different traditions of law were articulated in the constitution, viz- the English common law, the Islamic sharia law and the customary law. For instance, the 1999 Constitution provides for an independent judiciary in section 6 which states that, " for the determination of any question as to civil rights and obligation...." The peculiarity of the Nigeria legal system enumerated above has made it difficult to properly diagnose which law is relevant in the event of seeming violation of international treaties and conventions.

For instance, Islamic law which has jurisdiction on issues regarding marriage, family relationship and guardianship of an infant where all parties are Muslims, it would be preposterous and absurd to impose international treaties and convention, even when domesticated, on an ardent Muslim whose entire life is guided by his religious laws. The above notwithstanding, unwillingness on the part of the political leaders to enforce the implementation of domesticated and enacted laws has been identified as a major hindrance to effective implementation in Nigeria. Also, the bane of abject poverty which has made some to send their children to the street to hawk during school hours to make ends meet thereby replacing the child's right to education with exploitative child labour. Furthermore, illiteracy and ignorance are also identified as a serious constraint as most uninformed and illiterate parents don't know the existence or even the benefit of their children's right to education; some prefer their children to learn trade at such tender age when they should be in primary school. This fact further buttress the issue of lack of adequate grass root sensitization on the right of the children to education and other rights. Religious dogmas is also a major concern, although there is no single religion that forbid education yet the misinformed always hide under the cloak of religion to deny their wards the right to education.

Another concern is the patriarchal nature of most societies in Nigeria that discriminates against the girl-child, whereby the boy – child is given education while the girl child is sent out to marry at a very tender age. The major worry here is that the boy – child is better preferred to the girl – child. It is believed that the boy – child is there to preserve the family line while the girl – child's education will eventually end in her husband's kitchen. (Ukeje, 1993; Nwagwu, 2004; Taiwo, 2007). The following are identified as

the factors that further encumber the position of the Girl – Child: Traditionally ingrained negative and obnoxious practices, e.g. female circumcision, early or forced marriage etc., Girls are often pawned and used for unremunerated and invisible jobs. Girls are channelled towards informal courses for home keeping and child rearing and bearing. Girls' training is regarded as bad investment as they would eventually be married off.

Thus a greater number are illiterate, uninformed, vulnerable, disadvantaged in the labour market and invariably poor and unempowered economically. Besides all these is the lack of appropriate legal and economic mechanism for enforcement. Although this Right has been provided for in the enabling laws there is no mechanism for enforcement, thus violations and abuses go unchecked. Finally, there is the inhibition in the constitution which captured the obligation of Government toward education as under chapter 2 on fundamental objective and directive principles of state policy which are essentially not justiciable as provided in section 6 (6) (c) of the constitution. On the general level, one would notice the inclusion of participation right which had never before been incorporated in a child focused international instrument. However, the child being a human being enjoys all the rights that are in chapter four of the Constitution of the Federal Republic of Nigeria (Arowosoge, 2010). It was found that the Nigerian laws have not taken, holistically, into consideration the special needs of children. In spite of the legislation and others, the gross violations of the rights of the child are a clear reminder that the legislation does not have its desired effect. The Child's Right Act, which came into force on 31 July 2003, listed among others the following basic principles of Children's Rights related to students' personnel services: every child is entitled to good health, freedom of association and expression among others.

Olarinde (2005) observed that until 2003 when the Child Rights Acts was enacted, Nigeria had always paid lip service to the issue relating to child rights and protection, notwithstanding her full participation in the celebration of marking the International Year of the Child in 1979 and her ratification of the United Nations Convention on the Rights of the child in 1991, as well as her being one of the states which championed the African Chapter on the Rights and Welfare of the child in 1990. A close examination of these rights revealed that child rights are domiciled in the provision of student personnel services in the school Arowosoge (2010) submitted that



scarcely can we have a day passing without having scaring captions in the Nigerian dailies about the abuse of the Nigerian child, ranging from sexual abuse, child trafficking, child labour, child ritual, negligence on the part of parents/guardians, school administrators/teachers leading to child theft or avoidable child accidents, some of which lead to death; permanent deformity, to wicked children conscription into cultism and armed conflict.

Various factors can be implicated for causing child abuse and neglect. These factors can be classified as proximate and remote causes. The proximate causes includes: culture, religion and lack of enforcement of the Child Rights Law. The remote causes are identified as structural inequalities, diseases, drought, armed conflicts and political violence. These remote causes necessarily lead to abject poverty, death of parents, abduction of parents, military conscription of children, physical abuse and torture as well as deliberate and accidental death (Adeola, 2005; Arowosoge, 2010)

#### **2.1.4 The law, the learner and the School Administration**

It is imperative that educational rights in consistency with human rights principles as they relate to quality, access and respect be entrenched in legislative framework. They should be plainly recognized as rights for which the State are responsible and the individuals can lay claim and, if need be, have redress through the courts. The legislation apart from given attention to international responsibilities placed upon individual state to fulfil the rights through its domestication should also consider removing direct and indirect obstacle that can hind its accessibility (Omaka, 2005; Fayokun and Adedeji, 2006). Legislation must guarantee the rights of each child to compulsory primary education. There are provisions for this in some country constitution and the constitutions may be amended to accommodate a universal right to education if it has not been provided for before. Wherever possible, this should be extended to secondary school education. Teacher to pupils ratio maximum number must be determined and effort must be made to attain and sustain it (Ukeje, 1993). Undoubtedly, the prohibition of child labour is necessary to realise child rights awareness. A good number of legislative reforms can be put in place in order to eradicate child labour. Many countries presently fail to comply with the recommended age by which a child can be engaged in line with International Labour Organization (ILO). When such legislation are not in place the tendency is there to legitimately

engaged children at an age when they should be fully in school. The minimum wage introduced which is equally applicable to children will no doubt discourage employers from using children as cheap source of labour.

Through legislation prohibition of the use of children in hazardous, harmful and exploitative forms of work in line with the standard of the CRC and ILO can be achieved. Registration of birth and issuance of birth certificate is a vital information as many children have been denied entrance to school for lack of this document despite the provision of legislation on free education at primary level for all children. According to Moronkola (2007) everyday, Nigerian continues to witness several cases of child's right abuses. These cases have continued to assume wider and dangerous dimensions, and these abuses continue unabated even in the face of national and international laws purporting to be interested in the rights of the child. Thus, school administrators and teachers must consciously check their do's and don'ts regarding the rights to avoid its violations. These are with the intention to give a structure for coordinating the activities of the stake holders.

The overriding rationale is to make sure rules and regulations are followed, thus, creating an enabling environment to achieve the goals and objectives of the organization. School administrators are potentially protector of schools' values. School administrators are saddled with the responsibilities of upholding the school principles, orderliness and safety. Like other stake-holders in education, school administrators have their rights and responsibilities. Administrators, like other members of the general public, derive their rights from fundamental rights, state laws' code, educational policy and other educational related laws. As managers of schools' affairs, they have a total discretion to control the school as they consider it best; as well as set rules and regulation for students and teachers to abide with in order to run the school well. The complexities that exist in behaviours and aspect of schooling make the case for educational law a pressing one. It is beyond a growing trend that numbers of students exhibit unruly, disrespectful behaviour towards their colleagues, teachers and school authorities. Students, although being minors and relatively immune to strict legal punishment, cannot but commit offences in schools and classrooms not because it denigrate the right but can potentially invoke graver punishments like suspension for a period of time as well as expulsion from the school.

However, administrators who misjudge the context for students' misbehaviour and put the wrong punishment to use underscore a risky ground for litigation. Many have solicited that the only way to solve the puzzle surrounding the rights and responsibilities among administrators on students lies in its avoidance. However, if such situations inevitably occurred, then minimizing them would serve a great deal. It is expected that, the administrators have to be proactive in minimizing the possibility of breaching the law. The implication is that school actors due to the number of secondary schools, increasing records of physical punishment on students and other related vices relating to Child Rights in order to be effective and efficient must know about law and rights. So, that, they can stay out of trouble. Administrators must most likely predict possible dangers and figure out how to keep up a vital separation from them, and control school life with the end goal that learning is happening while the benefits of all are being respected (Olaolu, 2019).

#### **2.1.5 Corporal punishment**

Corporal punishment in school refers to disciplinary action that is physical in nature and delivered by school administrators or any designated official as penalty for some type of student misconduct. Examples of corporal punishment include: flogging, slapping, spanking, punching and kicking. Others include hitting with objects, kneeling down, painful body posture, and prevention of excretion (faeces and urine). The corporal punishment might be applied in the classroom in front of other students or privately in the school administrator's office. Halting offences, prevention of its recurrence, setting examples and changing the child's behaviours to make it consistent with the societal expectation are the immediate and long term aims of punishments. Though some abhor the use of corporal punishment in schools, there are still many individuals who are of the view that such punishment has a rightful place in the school system. The first state to prohibit corporal punishment in the United States was New Jersey in 1867. But it took more than a century for a second State to follow suit. Presently, there are thirty-one States that have prohibited the use of corporal punishment in public schools. Of the nineteen States that do still allow corporal punishment, most are geographically located in the southern U.S. In Nigeria, it appeared corporal punishment is part of everyday schooling. Anywhere corporal punishment is in vogue whether public or private schools, the type of Punishment allowed is usually documented officially. The information here may include the type

of punishment allowed, the number of stroke to be given, staff member authorized to mete out the punishment and whether parental consent should be sought before punishing their wards.

These guidelines help the school leaders to administer punishment in consistency with the school policy and also inform parents of what their children might incur in case their behaviour attracts discipline (Reid, 2006). Another argument in favour of corporal punishment is that, it avoids wasting of time as it enables the student to receive the punishment and then get on with the task of learning. However, those who abhor corporal punishment in school point to the fact that it breeds poor school performance, increased dropout rate, low self-esteem, aggressive behaviour, bullying and could sometimes lead to loss of life. Further, it has sometimes led to litigations (Deiro, 1996). (Nwagwu, 1987, p. 141; Pandey, 2001). According to Oraemesi (2002) school administrators could prescribe reasonable control against students' misconduct by ensuring that the punishment is corresponding with the degree of offence. The caution demands that cognitive structuring exists. That is, both school administrators and students need to be aware of the rules and regulations, there is a apparently good relationship between the offender and the authority administering the punishment, the intensity of the offence must be proportionate to the offence and the timing of the punishment should be adequate.

In support of this viewpoint, Okonkwo and Naish (2007) maintain that the "purpose of imposing punishment is to prevent the offender from further committing an offence with utilitarian principle of punishment directed towards the future". That being the case, school administrators should exercise care in handling erring students as failure to adhere to laid-down rules could amount to school administrators' liability. Chianu (2001) points out the inextricable linking of corporal punishment with indignity, stressing that "students should be accorded as much dignity as adults". From the psychologist point of view, discipline is a reasonable or justifiable self-respect on the need to make and keep up a sheltered, efficient and positive learning condition and to educate as well as create self-control. It is also advocated by sociologists as a way of ensuring that students receive discipline, since it is part of socialisation (Oyedeji, 2012). Students are therefore, found culpable of certain misconducts in the school which, at various times, subject them to corrective punitive measures. Some of these behaviours that bring about discipline and for the attention of the school authority comprise: fighting, bullying, swearing, gambling, spitting, giving insulting remarks,

stealing, vandalism, bringing prohibited items into school such as knives, alcohol, acting in a way which keeps learners or staff from having the capacity to work, cigarettes or drugs.

For breaching such rules and policies, the school has the power to apply punitive and corrective measures on students in varying continuum as laid down by individual schools backed with law of the State. School, therefore; responds to such unwarranted behaviours by several means that could not be limited to taking away some privileges from students but making students to engage in extra activities around the school, reprimanding students in front of principal and parents, sending students for behavioural management at the school Guidance Counsellor unit. The complexities that exist in behaviours and aspect of schooling make the case for educational law a pressing one. It is beyond a growing trend that numbers of students exhibit unruly, disrespectful behaviour towards their colleagues, teachers and school authorities. Students, although being minors and relatively immune to strict legal punishment, cannot but commit offences in schools and classrooms not because it denigrate the right but can potentially invoke graver punishments like suspension for a period of time as well as expulsion from the school.

However, administrators who misjudge the context for students' misbehaviour and put the wrong punishment to use underscore a risky ground for litigation. Many have solicited that the only way to solve the puzzle surrounding the rights and responsibilities among administrators on students lies in its avoidance. However, if such situations inevitably occurred, then minimizing them would serve a great deal. It is expected that, the administrators have to be proactive in minimizing the possibility of breaching the law. The implication is that school actors due to the number of secondary schools, the teeming population of school administrators in government-owned schools, problems, challenges, increasing records of physical punishment on students and other related vices relating to torts of different forms having challenging effects on the effective and efficient performance of the school administrators must know about law and rights. So, that, they can stay out of trouble. Administrators must most likely predict possible dangers and figure out how to keep up a vital separation from them, and control school life with the end goal that learning is happening while the benefits of all are being respected. In Nigeria, the fact that many school authorities are vested with the right to use corporal punishment on students and subordinates without adequate legal guidelines is questionable (Oyedeki, 2012). It is mostly found

that many administrators abuse the idea of in-loco-parentis, which place children under the care of the school.

This issue is made pertinent given that many parents seem to accept without recourse, the idea of such disciplinary measure as it is been meted on their wards even when they do not understand the reason for their actions (Ogbe, 2015). Corporal punishment, as it is commonly favoured in Nigeria, is an act of infringement of right to life and liberty of a student (Children and Young Person Act, 1959 section 14). Actions such as cutting a student's hair or adjusting a student's shirt to a specified measurement on the school assembly or in the classroom in the believe of preparing is an act of infringement to right of dignity of human person; banning a learner from participating in an examination which the student has fittingly enrolled for is an infringement to right to personal liberty among others Children ACT, 1958 section 11 (Peretomode 1992 in Oyedeji, 2012). In such, one conclusion that could be drawn is that despite the upbeat effort in recognising certain aspect of rights in the country, the implementation of such law to educational practice is still low (Coetzee, 2010).

### **2.2.1 School Administration/Teacher Awareness and Practice of child's right**

There appear to be dearth of literature on the school administrators as well as teachers awareness and practice of child's right. Study on the school administrators and teachers awareness of child's right is imperative because one's knowledge of a matter is directly correlated to one's attitudes and behaviour concerning the matter (Pia Niemi & Emma Cete, 2012). Hodgkin and Newell (2007) submitted that rights are of little use to people unless they are aware of them. The Committee on the Rights of the Child has emphasized the importance of disseminating the Convention's principles to all segments of the population, and has suggested that the Convention of the Right of the Child (CRC) should be incorporated into school curriculum and in to the training of all persons that work with children (Hodgkin & Newell, 2007). There is a growing evidence suggesting that by increasing teachers' knowledge of children's right their attitudes towards children's right become more positive and supportive (Campbell & Covell, 2001 ). Pia Niemi and Emma Cete (2012) observed that the teachers' role and position concerning girls' education and reinforced gender discrepancy in school are of great importance, e.g. studies from sub-Saharan Africa shows that sexual abuse of girls by teachers rarely has any legal consequences in reality.

However teacher training seldom include gender awareness (UNESCO, 2003/4; Connor et al 2005). Reglin (2009) in his work to find out whether secondary school administrators and teachers are aware about chosen lawful choices submitted by the Supreme Court that influence the everyday activities of the state-funded schools, he found that school administrators as well as teachers needed learning in territories of educators' rights. Reglin result was similar to the result earlier obtained by White (2012), who observed that teachers have a direct to poor comprehension of school law. In a similar vein, White (2012) inspected the level of school law learning held by school administrators in chosen school regions in the province of South Carolina. He found that exclusive 15.9% of members scored a 70% or higher on the review, which was the adequate level of execution as confirmed by the first creators of the overview. He affirmed that school administrators keep on having a below normal learning level of ideas of the school law as identified with understudies and educators' rights. As a matter of fact, the risk of a school administrators as well as teachers facing litigation in a school-related lawsuit will be minimal if only they could exercise common sense and good judgment.

This seems credible in the wake of continuous low level of law knowledge among school administrators and teachers (White, 2012). This is why it is said that child's right are the mainly widespread part that subject school administrators to individual responsibility in a school or a classroom setting. School administrators and teachers have legal duties to supervise the activities of their students. There is a general gender bias in favour of boys in classroom management. Verbal language, violence, harassment and sexual relations between students and teachers are factors resulting in many girls abandoning their schooling (McElroy et al, 2010; Ololube, 2009). All admitted inadequate knowledge of Childs rights among the teachers. According to Abodunrin (2014) a study in Edo state Nigeria reported that none of the head teachers in both private and public schools had adequate knowledge of School health services. On the contrary, Sibnath Deb and Ben Mathews (2012) findings revealed that many parents and teachers have proper awareness and practice of children's rights, particularly rights to education, health and freedom from child marriage and child labour. Nonetheless, close to one quarter of participants do not believed that children should have rights of freedom of expression and associations.

Also, awareness of laws advancing children's rights was poor among them (Nwagwu, 2004; Eni and Arit 2016).

This explains why FRN (2004), in consideration of the possible legal consequences of school administrators' actions, dedicates a section of the Nigerian School Administrators' Service Manual Liability which reads that "students shall be instructed as to the dangers inherent in a given activity, as well as how to perform the activity. The students' age shall also be taken into consideration in any given activity. If shortcomings have been detected in past practices, they shall be rectified, if a student is injured, the activity shall be terminated. In matter of dispute concerning exercise of authority over students, the court will judge the school administrator's behaviour in the light of what is deemed to be behaviour that is reasonable in the circumstance". In a study carried out among Delta state teachers and students in Nigeria, Nakpodia, (2011) found, that the main reason for the violation of child rights is that students do not have the information of the Nigerian constitution on the crucial rights. The investigation additionally watched that courts support understudies where it was found that school experts did not have any significant bearing the due procedure of law in taking disciplinary measures.

Goering (1976) emphasized on that the principle of in-loco-parentis to shields and defends a school administrator in the act of his duties; a school administrator is liable for students' injuries if it can be proved that the damage was created by the school administrator's negligence. Tort of negligence occurs when a school administrator takes any action that would not have been taken, fails to do what shall have been done. A school administrator may legally administer corporal punishment in accordance with state policy, but then school administrators are advised not to transport students in their own private vehicles while on official excursions, if an accident or injury occurs, the school administrator shall make a full record of the circumstances and what occurred as soon as possible after coping with the emergency itself, so also there is liability on a school administrator whose conduct falls below a commonly accepted standard of care expected of a school administrator to his/her students and except with the earlier written assent of the State Ministry of Education, a school administrator will not commence legal proceedings on behalf of the state or threaten commencement of legal proceedings relating to matters arising out of his official duties. School administrators should be aware of their liability in respect of



school activities involving their students, and the way they discipline them. School administrators who do not have such knowledge of law and by this affect their ability to provide adequate leadership in school (Stewart, 2007). There is no denying the fact that school administrators ought to be conversant with Ministry of Education's rules and regulations and the constitution of the country regarding punishment, offences and other activities they may be involved in at one time or the other.

The implication according to Zimbardo, et al (2010) is that "school administrators who neglect these stipulated rules and guidelines could attract litigation or other punishment such as summary dismissal". From the opinions of many scholars, the researcher gathers that a school administrator, as an implementer of educational objectives is obliged to exercise such reasonable care as not to injure his students in any way in performance of his official duties. This care includes protection of students' rights namely; right to life, right of dignity, right of fair hearing, right of movement. This explains while Peretomode (1992) lists the elements of tortious liabilities as assault, battery, libel, slander, defamation, love of nuisance environment, false imprisonment, negligence, trespass and other forms of deprivation of right. Ozokwere (2002) narrows down the liabilities of school administrators in a school setting by illustrating that school administrators who make a statement that exposes a student to hatred, ridicule or contempt, thereby causing him to be shunned, avoided or having a tendency to injure him in his learning environment by lowering the students' estimation before others, is guilty of infringement of child rights to dignity. She further explains that if a school administrator is proved beyond reasonable doubt, that while executing his duty, he is hostile and desires to do harm, the school administrator could be sued in a law court. In this case, the affected student can institute actions in the law claiming damages for the consequent injury incurred by him/her from the school's administrator.

In a broad investigation by Johnson (2003) on twelve zones of understudy rights to Michigan directors, educators, and care staff, he got that school work force were not learned in school law especially as it applies to understudies' rights. The examination additionally recognized that those people with in-benefit preparing in the law regularly accomplish essentially higher scores than their partners. This specialist reasoned that on a general note, teachers exhibited absence of learning and comprehension of the law and this could be exorbitant for them particularly as the

general public turns out to be progressively hostile. Wilhite (2012) led a review among Illinois state-funded school managers to find out their level of learning of understudy rights in the territories of the right to speak freely and articulation, beating, due process, investment in additional curricular exercises, and pursuit and abduction. While utilizing an aggregate number of 602 school overseers who were arbitrarily looked over 25 changed schools.

It was discovered that overseers have poor information of every single tried territory of school law aside from hunt and abduction where scores were higher. Clark (1991) broadened Wilhite (2012) by examining Mississippi school authorities' learning of school law as it identifies with understudy rights in the regions of flexibility of articulation, hunt, and abduction, religion, suspension and removal, school participation, flogging, tyke mishandle, specialized curriculum, school vandalism, and separated from youngster guardianship. He found a critical distinction in the learning of school law between instructors, principals, and directors with principals scoring higher than both of the other two gatherings. He reasoned that notwithstanding the quality of the relationship among information of school law and understudy rights in the regions of flexibility of articulation, pursuit and abduction, religion, suspension and ejection, school participation, beating, youngster manhandle, specialized curriculum, school vandalism, and separated from tyke authority, general learning of the law was just possibly precise, and there were clear inadequacies in teachers' learning of the Fourth Amendment as it applies to schools.

In particular, long stretches of experience were emphatically related with information of the law in a few lawful territories including hunt and abduction. (Daniel 2004; Olubor, 2010; Abodunrin, 2014). While trying to recognize directors' learning of the protected privileges of understudies in five zones: due process, the opportunity of articulation, hunt and abduction, hail salute, and religion Clark (1991) accumulated information from 86 educators and executives in three focal Florida school locale. His finding was like the investigation of Wilhite (2012). Durnminger (1990) explored the school law information among all levels of educators in Virginia in the territories of tort obligation, business and understudies' rights. While respondents appropriately gave answers to a thirty-things survey, it was uncovered that educators had a low level of learning with respect to class law issues in all the three zones. Moreover, there was a huge contrast in scores between instructors with preparing in school law and those

without preparing. In a comparable vein, Crockett (1995) connected with 115 Alabama principals as he contemplated the general school law issues.

Basically, the exploration depended on a poll which expected principals to give answers to thirty inquiries relating to both solace level, with respect as far as anyone is concerned of lawful issues as they identify with school organization, and saw the requirement for in-benefit preparing. The investigation reasoned that on the normal, an Alabama primary does not encounter distress with his/her working learning of legitimate standards as connected to understudies; in any case, principals indicated a high requirement for both pre-and in-benefit preparing in numerous territories of school law including pursuit and abduction. This is more like Labush (1994) who directed an overview on pre-benefit educators in south Florida intended to exhibit information of school law in tort obligation, instructors' rights, and understudies' rights. In the investigation, the mean score of 64 percent demonstrated respondents' absence of learning of school law and thusly showing the requirement for instructor pre-benefit preparing here. In encouragement to these, Moore (1998) led examine among 333 Tennessee instructors on territories identified with tort obligation, educators' rights, and understudies' rights. She reasoned that educators "don't have a principal learning of school law important to keep up a protected school condition". However, overview respondents exhibited a mean score of 55%, performing feebly in every aspect of school law studied. All the more along these lines, evaluation of understudies' rights scores showed the most minimal levels of learning with a mean score of 49%.

The theory likewise showed no noteworthy contrast in instructors' learning in view of long periods of experience. In any case, there was a critical contrast between instructors' learning and cooperation in workshops, in-administration or school law courses. For the most part, as indicated by Hart (2006), similar standards and guidelines of law which are depended upon in instances of deliberate torts and carelessness, and which would apply if the school overseer acted in a private limit will apply to the school chairman in the classroom. The principle of sovereign invulnerability as per Rogers (2009), does not matter to the convoluted direct of the school overseer, yet clarifies why a planned offended party looks towards an imminent litigant who might have the capacity to fulfil a settlement or judgments after the trail. Due to sovereign insusceptibility, the school area is resistant from obligation. Despite

the fact that this resistance does not stretch out to the school director in many cases, it has a tendency to debilitate claims and reduces any kind of change that could have been made accessible to the harmed understudies.

On the off chance that the nature of existing instructors and instructive partners in Nigeria is lacking, wasteful and ineffectual and instructing in low regard; raising the level of societal edification and the instructive standard might be in risk. Fagbamiye (2007) watched that educators and instructive partners' absence of devotion to obligation has prompted a fall in the standard of training. This conviction goes to strengthen the possibility that educators and instructive partners don't merit preferable treatment over what they are getting at the show. School administrators as well as teachers should avoid abuse of their powers because of the litigious nature of our society as remarked by Ipaye (2010), where individuals are becoming increasingly conscious of their rights and freedom and infringement on such may be challenged in the court of law. He however adds that the only circumstance under which the school administrator could be excused from liability is "if he acts under pressure of circumstances to protect life or limb or health of other students in a reasonable manner and with no other acceptable alternative". But then how often this type of circumstance emerges, is another issue since most school administrators are impatient that they do not waste time, in resorting to corporal punishment and slander which a times result in injury.

Administrators' attitude has incredible hugeness or incentive to the Nigerian instructive framework in ensuring and supporting quality confirmation. Whenever instructors and instructive partners are profoundly energetic and satisfactory consideration given to them, it adds esteem and quality to the instructive framework by raising its models to ascend to the normal level in this manner guaranteeing quality educating learning results and yield (Fagbamiye, 2007). Overseers' disposition impacts such different factors like quality yield, quality execution, upgrading quality instructive results and instructional conveyance (educating); instructors and instructive partners' encroachment of rights and profitability; all which is of extraordinary criticalness to ensuring quality affirmation in the instructive framework. In any case, when educators and instructive partners impact the instructive framework emphatically, they expect to play out their undertaking viably and productively; and every instructive objective will be accomplished with constructive results and the

yields from the educational system will be equipped energetic, taught work force's that will contribute hugely towards societal advancement and country working, all things considered quality affirmation is ensured (Nicholson and Johns, 2005). From extant studies (Oyededeji, 2012; Ogbe, 2015) certain factors have been underscored to explain the tendency to infringe on students' rights.

These factors include knowledge and attitude of school administrators as well as teachers in public secondary schools. The differing possession in awareness has been used to explain why infringement upon students' rights is possible in many studies while students and administrators' attitude to keeping to legal rules have also been debatable as potentially influencing infringement of students' rights. Knowledge also encompasses awareness of secondary school administrators as well as the teachers' violation of child rights. With the knowledge of child rights, the school can be legally held responsible or liable for any injuries inflicted on a student during the statutory school hour. Despite, knowledge of child right is seemingly over-looked in the selection of school managers and their routine dealings with students and other stakeholders in education. Yet, it is one of the aspects that need to be viewed with a large show of seriousness by various governments. It is not surprising that so many authors have provided insights about how awareness influences the infringement of rights generally in the society.

Knowledge of law entails awareness of legal boundaries and consequences upon one's action. First, every individual needs to be fully aware of central rights, for example, opportunity of articulation, affiliation, independence from discrimination, freedom of religion. Attitude of school administrators and teachers is also a variable that may influence the infringement of students' rights in secondary schools. It is the disposition and reaction of secondary school administrators towards child rights. The way school administrators handle the disciplinary problems depends strictly on their attitude towards child rights. The attitude of school administrators and teachers covers efforts towards avoiding litigations through their own preparation to reducing infringement occurrence in school. It is good that school administrators and teachers accustom themselves with books on law especially those related to educational practices. They also have the responsibility to walk up to lawyers and policy makers to demand information on certain aspect of educational laws. In addition, they have the responsibility to provide platform for the teaching staff, non-teaching staff and

scholars to know about their responsibilities and rights in schools. This means that attitude towards child rights generally cover the preventive efforts undertaken on infringement in school. As pointed by Darlow (2011), “school policies and rules should reflect behaviour expectations laid down by the Government (federal or state)”

Schools have to take step on ways to reduce undesirable legal implicating issues in harassment, intimidation, bullying, discrimination that could potentially lead to litigation. These are much achievable by setting up preventive programmes like trainings, seminars and symposia in various capacities to educate the teaching staff, non-teaching staff and students. School administrators’ attitudes toward child rights influence the level of their reaction to students’ discipline and infringement of law in the school (Bain, 2010). It is the attitude that makes provisions for what constitutes indiscipline and what does not, as well as the procedure to use in seeking redress (Johnson, 2003). The extent to which the law regulates teaching in schools has been demonstrated by Cheng (2011) who notes that school regulations and indeed educational laws do not protect any school administrator who refuses to apply correct or appropriate disciplinary measures when disciplining students or take reasonable care of students.

This means that it is the legal responsibility of a school administrator to discipline students and take reasonable concern of students in his or her class. The social indication of mediating demographic factors – age, gender and administrative experience among others were given cognisance to as a contributing influence on the school administrators and other stakeholders’ knowledge and attitude at influencing their understanding of the philosophy of infringement of students’ rights. One important factor identifiable is the age of a school administrator. Age defines both physical and mental capacity of school administrator to know as well as act on certain pre-defined values. The number of years spent in teaching is strongly associated with the administrative age. This means that younger school administrators have fewer years of administration than the older school administrators. It is expected that school administrators, by virtue of been a full adult, could be held for litigation. This emanated from the fact that school administrators being adults should be wise enough to anticipate the danger involved in a particular situation. More importantly, age is also linked to experience as experience is the best teacher. People of more number of years

are expected to be more experienced because of cognitive and experiential learning (Mohamadinejad, 2014).

Therefore, the age of a school administrator can influence the administrators' knowledge as well as his/her attitude. Abodunrin (2014) described teachers as school managers who manage their students in and out of the classroom. Teachers, therefore, make sure that curricular and extra-curricular activities are properly planned and executed to ensure students' holistic development. (UNICEF, 2000; Hollway, 2002, Marsh and Kleitman 2002). Over the years, stakeholders in education have been lamenting about the seeming spate of poor relationship between the teachers and their students in Nigerian secondary schools. Irene (2013) revealed that it was generally perceived that teachers unwholesome attitude towards their students was one of the major factors in the decline in educational development. This is because secondary school teachers seem to exhibit some form of actions which are detrimental to their performance such as, lack of commitment to students, poor classroom management, poor lesson preparation and delivery. All these poor attitudes of teacher's performance seem to have contributed in no small measure to students' poor academic performance in Nigeria.

The roles of *in-loco-parentis* which teachers are supposed to play along with their teaching duty appear to have been totally relegated to the background and hence miscreant behaviours among the students appear to be the order of the day in many secondary schools in Nigeria. As each nation of the world has her constitution that guides her operation as well as the school setting. In recent times, it appears that some behavioural discontent are being exhibited by many school administrators and teachers such inhuman treatment of student and violation of students' right, which is against the ethic of teaching profession and which may therefore, lead to low academic performance among secondary school students. However, it has been observed that many school administrators and teachers in secondary schools do not give regards to school code of ethics when performing their tasks. In the real sense of it, many of them seem not to be aware of the existence of school code of ethics within their profession. Abodunrin (2014) laid credence to this fact, that, although there exist school code of ethics for school administrators and teachers in Nigeria, it is unfortunate to note that, most of these school administrators and teachers are not aware of its content for they have no copies. With this situation, one could imagine a lot of unprofessional acts that

many of the school administrators and teachers would have committed in ignorance. Kiprotich and Ong'ondo (2013) concluded that poor implementation of school code of ethics would result to both poor classroom management and violation of students' right. Corroborating this assertion, Abodunrin (2014) noted that, "conflict in school code of ethics is more prevalent among secondary school administrators and teachers and related to institutional factors such as weakness in leadership, weak supervision and monitoring, syndrome of leniency, ignorance about the code and personal factor".

### **2.2.2 Right to life, survival, development and student personnel services.**

School safety should be prioritized by all the tiers of the governments in order to save education stakeholders from insecurity. The advancement in technology in the last decade has been employed by schools in the developed world to keep their students safe (Amanchukwu, 2012: 158). School security is among the major factors considered by parents in selecting school for their wards. The dangerous activities of Boko Haram caused the Federal government of Nigeria shut down Unity Schools in the North East and more than ten thousand secondary school students and teachers were affected (Amanchukwu, 2012). Security in and around the school must be guaranteed to enhance effective teaching and learning process (Nwoye, 2004; Ofoegbu, 2004; Ogonor, 2004). Disciplines/punishments in schools essentially are supposed to be corrective and preventive. However, disciplines/punishments meted to some offences in schools (Federal, State or Private) are doubtful to be in consonance with the guidelines above or legal principles and whether commensurate with the offences committed but appear to be a gross violations and infringement on student fundamental rights.

Students' Fundamental Right and Punishments that violate them in Schools according to Petermode (1992) are presented in the table below:



**Table2.1****Students' Fundamental Right: Punishments that violate them in Schools**

<b>S/N</b>	<b>Fundamental Rights</b>	<b>School Practices that violate the Right</b>
1.	Section 33: Right to Life	Punishments that may leads to the loss of student s life or bring permanent injury. Unsafe playground that may lead to serious injury and loss of life.
2.	Section 34: Right to dignity of human person	Severe corporal punishment. Shaving student's hair in school assembly. Using dirty language on a student.
3.	Section 35: Right to Personal Liberty	Stopping a student from taking an examination which he is qualified Detention of student after school.
4.	Section 36: Right to fair hearing	Punishing a student without giving him a fair hearing against the offence levied against him.
5.	Section 37: Right to Private and Family Life	Going through students' private letter.
6.	Section 38: Right to freedom of thought, conscience and religion	Asking students to take part in services other their religion.
7.	Section 39: Right to freedom of expression and the press	Not allowing the formation of a press/social clubs. Disallowing students' peaceful protest.
8.	Section 40: Right to peaceful assembly and associations	Refusing students peaceful protest.
9.	Section 41: Right to freedom of movement	Delaying students after the school hour as punishment
10.	Section 42: Right to freedom from discrimination	Various forms of discrimination against students

### **2.2.3 Dignity of human person and student personnel services**

Children are not only to be guarded from all forms of abuse and violence but equally that discipline meted to offences in school should be consistent with child's dignity as stressed by the CRC. Nevertheless, regular and cruel violence, including emotional abuse and humiliation in school, remains prevalent in countries throughout the globe. The Convention on the Rights of the Child has time and again argued that such punishments amount to a violation of the rights of the child and a denial of children's honour. Violence are perpetrated among the children themselves and children against teacher and it is important to check such behaviour. Physical and other forms of humiliating behaviour do not only violate child's right to protection from violence, but also impede learning. Violence had been admitted as an important factor contributing to school dropout. (Deiro, 1996; Ebigbo, 2003). Besides, it reduces self-esteem and promotes acceptability of violence. On the issues of school environment & discipline in school, Akinbote (2008) submitted that psychological discoveries have proved that the inherent abilities and capacities of a child, if molded in a right direction do away with the problem of indiscipline because the child having got an environment of his liking remains engaged for the most of the time. Should students be indulged? No! If you spare the rod, you will spoil the child (Babalola, 2006; Olubor (2010).

### **2.2.4 Right to freedom of association, expression and student personnel services**

Children are entitled to air their view in all issue that concern them as contained in Article 12 of the CRC. This children participation principle is confirmed by other rights to fair hearing, freedom of expression and association. There have been several recommendations from the committee on the Rights of the Child to the government at all level to encourage greater participation by children in school. Recently, Oyo state government set up a School Governing Board (SGB) comprising a state honourable member, a representative of old student association, a representative of parent and teacher association (PTA), one or two community leader, the school principal and the student representative in the persons of the school head boy and the school head girl. Through this medium it is hoped student would a voice in taking decision that directly affect them. Observation had shown that when students are part of the decision taking in the school they tend to have greater respect and passion to obey the rules and regulations of the school. This idea many education stake-holders had seeing and praised as right step in right direction and thus encouraged other states of the

federation to borrow a leaf from Oyo state government. Everyone, including students while in school, possesses constitutional rights. The right to free speech and to express one's opinions, the right to associate and not to associate, and the right to peaceful assembly and peaceful protest when need arise, all these help to build free and great society (Federal Republic of Nigeria 1999 Constitution, Fayokun, 2006; Bonauto, 2008, Child Right Act, 2003; UNICEF, 2010).

Students have the right to participate in extra-curricular activities on an equal basis with other students (Bonauto, 2008). National Policy on Education (2013) admitted that school club organization and society contributes significantly to character training and social development. Examples of societies in the schools in which students can take part are Science Club, Literary and Debating Society, Young Farmers' Club, Cultural Group, Dramatic Club, Press, School Choir etc. The importance of these activities in the school is buttressed by Tinney's study on student participation in extra-curricular activities. The study revealed that extra-curricular activities are an important component of the student personnel Schneider (Broh, 2002; Elliott, 2009). .

### **2.2.5 Right to counselling and student personnel services**

The place of counselling in secondary education cannot be over emphasized; to this end, the federal government officially included counselling programme in the 6-3-3-4 educational system. This was done in order to properly guide students in their choice of career and other emotional and psychological problems (Jaiyeoba, 1994). Although counselling should be on voluntary basis, however, at the elementary and secondary levels the counsellor may at times have to make conscious efforts to get certain students referred to him if they are too shy and ignorant about his helping roles (Atanda, 2010; Bulach, 1998; UNICEF, 2011).). Thus, it becomes students' right to be properly counselled while in school. According to Miller (2008), school counselling programme can make their contributions more effectively through the following principles: school counselling and guidance programmes should be made to serve the development and adjustment needs of all youth. Pupil guidance must be viewed as a process that is continuous throughout the child's formal education. The school counselling is accountable. It recognizes the need to provide objective evidence of accomplishments and the value of those accomplishments. The school counsellor is a team member. The counsellor shares a

concern and programmes for youth with psychologists, social workers, teachers, administrators and other educational professional and staff. The school counselling programme must recognize the right and capability of the individual to make decisions and plans. The school counselling programme must respect the worth and dignity of individual. The school counselling programme must recognize the uniqueness of the individual and the individual's right to that uniqueness. The school counsellor should be a role model of positive human relations of unbiased, equal treatment.

The basic function of the counsellor in the school system according to Adesina & Ogunsaju cited in Jaiyeoba (1994) is to listen to the students, enlighten, reinforce, support and help the individual student with his educational, physical, psychological and vocational needs. Guidance counsellors help in keeping statutory records concerning the affective and psychomotor domains of the students. In addition, Johnson and Johnson (2003) cited in Atanda (2010) emphasized that through school counselling programmes students were made to be aware of the reform goal of the school programme by using evidence- base best practices and ensure accountability through reporting their outcome using available data. These studies implied that school counselling programmes give direction to students' activities so as to conform to the school goals (Barbieri, 2009; Lunenburg and Ornstein, 2008).

#### **2.2.6 Rights to health, recreational services and student personnel services**

The child's right to health (first aid inclusive) though a non-justiciable right, is exceedingly important to the enjoyment of many other rights. For instance rights to expression, assembly or movement may be meaningless to an unhealthy child (Umar, 2011). It follows therefore that the right to health deserves respect and attention equivalent to the other justiciable rights. The right to survival will be meaningless if other rights are not put in place. Without portable water, sanitation or health, the right to life is definitely threatened. Alston and Darrow (2005) highlighted among other things, the health service expected of a school toward the child to include, safety, first aid, emergency and medical record keeping. Commenting on Teachers' Rights, Responsibilities and Legal Liabilities, The Alberta Teachers' Association (2013) submitted that if a child seems to be seriously ill or has suffered an hurt, the teacher must take all essential steps to get medical treatment.

In rural schools where hospitals and health centres may not be available, it is importance to make basic first aid facilities accessible. Abodunrin (2014) found that private schools are better in School Health Services in Osun state similar to the findings in Edo state where private school had a better School Health Services but at variance with that of Cross River state. Since health services is that right of all children in schools, irrespective of the school they attend, it is recommended that government policy on education and school health programmes should be enforced in both private and public schools (Mahoney et al., 2003, Bauer and Liang, 2003; Noam et al., 2003; Kumar, 2004).

The benefits of entrance medical screening, healthy school environment and medical service with essential drugs needs to be emphasized. Government and proprietors of private schools should provide adequate potable water and sanitary toilet facilities in all schools. Heads of schools should improve their knowledge of School Health Services towards implementing the SHP as it is in the policy (Ogbiji, Ekpo, 2011; UNICEF, 2012) Underscoring the roles of the school administrators in providing health services, Moronkola (2012) submitted that the school administrators need to be health minded whether in the area of school health services, healthful school living or health instruction because according to Abodunrin (2014) given attention to the learners health while in school is a fundamental to achieving quality education. How far could a sickly child go? All levels of the school system engaged in extra-curricular activities particularly in secondary school (Frank, 1990; Darling et al 2005; Foster, 2008; Singh Annu and Mishra Sunita, 2015).

### **2.3 Infringement of child's right**

Olaolu (2019) conducted a research on students' awareness and infringement of their rights. The study adopted an interview session to put to lights on the dynamics of infringements of rights as they are being experienced by students in schools. To such objective, a structured one on one interview was conducted on ten secondary school students to examine their views of punishable offences and on a general note, the issue of rights. Prior to the discussion, the research consents of the interviewees were obtained and assurance of confidentiality was extended. The questions asked by the interviewee were, at best patterned with the objectives of the study which is to explore infringement of rights as witnessed by students themselves in schools. .

**Theme One: what are common offences students are punished for in your schools?**

The knowledge of offences punishable to students is captured in information that included: unexcused absence, inappropriate dress and grooming, tobacco use, gambling, sexual misconduct/sexual offences, bullying and disrespect towards teachers or school authority, examination malpractices, among others. The researcher asked “*what are the common offences you know that students are punished for in school?*”.

*“...they punish students for coming late to school and not dressing properly and also when students don’t follow the regulation of the school...Opeyemi Sulaiman, 15, SSS2”-(Senior Secondary school)*

Another student reports:

*“...like coming late to school, low performance in subject like mathematics, fighting, bullying each other, cheating during exam....Alalade Segun, 16, SSS2”*

It seems students are quite well aware of few punishable offences in school. However, that would not stop short of narrating few experiences where they felt they were punished wrongly or extra judicially.

*“...there was a day in school when we were enjoying the break time. The school did not properly mentioned that the closing time for break has changed; 11:32 am to 12 pm for junior and 11.32am to 12:10 pm for senior... one of the junior school teachers who was not aware of the time change challenged us and we told him of the time change, but he would not agree with us... he accused me of wrong-doing which I vehemently denied. The next day on the assembly ground, I was called out to the front and beaten with 10 strokes of cane while everyone was watching.... Owolade Temiloluwa, 17, SSS2”*

Some teachers punish students for offence that was committed by one even without efforts at getting to pick out the offender among many. A student narrated his further ordeal as follow:

*“...yes! I was punished for whispering and talking while the teacher was writing on the chalkboard, even I was not the one that whispered...she asked who did and since she could not identified anybody she punished every one of us and I was so angry...Chukwus David, 16, SSS2”*

Students lamented on common cases of beating, cutting grasses, washing toilet, forced unloosening hairs plaited, suspension, and extortion among others.

A female student narrated her experience with a school teacher:

*“.....when I was in SSS1 class – about to write the examination for the third term, we were asked not to plait hair...so we were called out to cut our hairs...so we were sent out to buy blades and cut the hair ourselves...before we came back other students have gone ahead with the exam... Lawal Olaitan, 15, SSS2”*

Another student reports on extortion:

*“.....some teachers when students offend them, and instead of beating them, they now ask students to pay or buy something...I think that’s punishment Tajudeen Olanbiwonninu, 16, SSS2”*

There is no doubt that students are quite aware of punishable offences themselves. They know their actions or inactions attract consequences, however, many are saddened by the experiences whereby punishments are being meted out of ignorance of ineptitude of the teacher or school authority. There must be psychological connection for punishment and reasons for doing so. Of course, while this is very important, both parties: Students and School Administrators need to know what is right or wrong so as to reduce the infringement occurrence.

## **Theme Two: students’ knowledge of their rights**

The second part of the interview focused on exploring students’ awareness of rights. Responses of students are mixed on awareness of rights. While some claimed to be aware of the rights, some do not.

In response to the question on awareness of rights, students’ reports were obtained thus:

*“...Yes... I know, students have rights...freedom of speech, freedom of association; freedom of movement is part of them Muftadeen Mejabi, 15, SSS2”*

*“...we have right to vote, freedom to go to everywhere we want, we have freedom to talk.....Ogunse Deborah, 15, SSS2”*

Some students however claimed they know little of rights

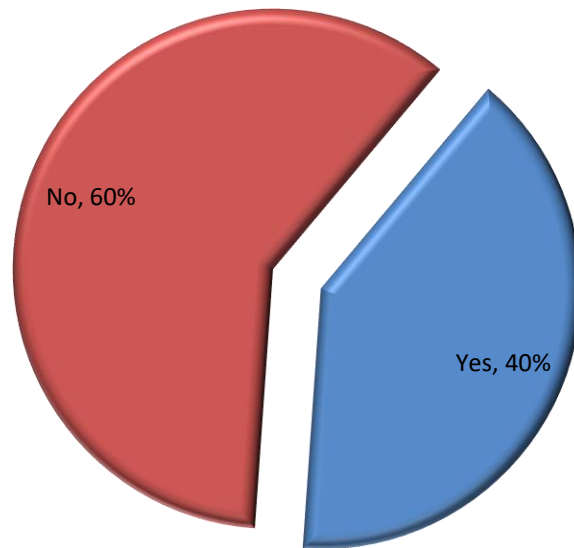
Students report: *...I don't know anything on students' rights ...they have not told us that in school...Doyin Ijaduola, 16, SSS2*

Another student explains:

*...few students know about it...majority of them do not know about it...Opeyemi Igbayilola, 16, SSS2*

The overview of students' awareness on rights for the ten interviewees could be graphically represented in pie chart thus:





**Fig. 2. 1: Pie Chart showing students' percentages of responses towards infringement of their rights**

The importance of rights awareness among students is underlined not only to guide against breach of their rights but also to regulate students' conducts and those things that might have warranted punishment.

### **Theme Three: rules and regulation on punishment in schools**

The interviewer attempted to examine the role of school in the discharge of punishment on students. The important question remains whether the schools have mechanisms that regulate the punishment on students or they are left to their own judgement. This also defines the functional areas of the school administrators.

It is not always stated explicitly as put by Adesina Ogomitan, 17, SSS2, "*...some teachers take punishment into their hands and some do what is right*". Another interviewee maintained: "*...Yes, there are rules and regulations but some teachers are stubborn*". However, an interviewee retorted "*...I don't think they have legal rules guiding them; they act on their own volition*".

The overviewed impression would hold that punishments in schools are based on existing old convention. Even though they are implied, they are not explicitly stated which tend to give room for trespass. Example of these is found in the misinterpretation of in-loco-parentis principle, which places the students under the duty care of their teachers. The importance of rights awareness among students is underlined not only to guide against breach of their rights but also to regulate students' conducts and those things that might have warranted punishment. Although, many students would prefer the school or the individual whom they feel unjustly inflicted on them unwarranted punishment or treatment, some students would do or at least think is to resort to self-help or wanting to take revenge for injustice done to them.

Some of these students recounted what they have done or might want to do if they feel unjustly punished in school. These ways are underscored as direct and indirect. The direct mode of self-help narrated by some students include gangling up to inflict personal harm on school administrators. This range from the use of weapons such as: knife, daggers, cutlass and stones. The indirect mode on the means students take to revenge on punishment include burning down vehicles that belong to administrators, deflating tyres of their targets and other things that brings economic loss to the school authority or teacher. Many cases of child's rights infringement at secondary school

level nationally and internationally had attracted (and still attracting) litigations. On Thursday, January 29, 2015 in Ibadan, Oyo State, according to Sunday Tribune of 15<sup>th</sup> March, 2015, the secretary to the Principal of Bishop Philips Academy, Iwo Road, in an attempt to discipline a student for loitering while others were in class, slapped her and the teenager's right eye is almost dropping out of the socket and looks like a half-cooked egg yolk-like substance, with the pupil like a small clog of soot on an egg yolk. The issue became a court case. Media like Radio also interviewed the victim and her parents at least SPLASH 105.5FM radio station did but could not continue as the victim reportedly died later. In another similar case, the Lagos State High Court in Ikeja, ordered the proprietress of Cendom International Nursery and Primary School, Olodi-Apapa to pay twenty-five million naira (₦25m) as damages to a student of the school who lost his right eye after he was flogged over the non-payment of his school fees (Punchng.com, March 28, 2019).

Teachers sending students on errands out of the school premises while lessons are going on At Government Girls Secondary School, Ipata, Ilorin, a JS1c student was on Wednesday 4<sup>th</sup> May, 2016 a victim of violation such act when one Mrs Adeyemi a teacher in the school sent her to go and buy 'Jago Milk' at Ipata market opposite the school which the teacher would re-sell to students in the school. The student left the school compound accompanied by three of her friends and was knocked down by a Truck. The student died on the spot while one of her friends gave up before reaching the hospital and the other two may not also survive the incident according to reports. These unfortunate scenarios have grave consequences for teaching and learning environment which is expected to guarantee a conducive and a child-friendly school climate. These observable inadequacies could lead to drop out, truancy, insecurity, examination malpractices, cultism, manifestation of juvenile delinquency, drug abuse and academic incompetence among others (Ajayi (2002b), Adeyemi (2008) and Abolade in Omoregie (2005). On March 12, 2018, two male students of Saint John's Anglican Primary School in Agodo community, Ogun Waterside Local Government Area of Ogun State were killed during the break time by a madman. Although the school was fenced, there was no gate to prevent unfettered access to the school compound.

When the sad news of the incident got into the community, parents and guardians thronged to the school to withdraw their children (Daily Sun, 12<sup>th</sup> March,

2018). This, apart from being a violation of child rights to safety, security and life, equally has a serious implication on the educational system. Chianu (2001) reported the case of a seventeen year old secondary school student who died as a result of flogging by his teacher. Further, he mentioned another case of fifteen year old secondary school student who was beaten on the head by his class teacher for not copying his note. The boy was reportedly dead after four days later. The school administrator had earlier ignored the warning from the boy not to beat him on the head as he did to others because it is a taboo in their family. Chianu (2001) reported another case: One 11 year-old student, Elizabeth, who attended a school one day and there was a robbery case in the school neighbourhood, the class teacher instructed the pupils to go out and witnessed how the thieves are being dealt with in order to learn one lesson or the other. In the process the school bell rang for the students to return to their class. As the student ran back to the class the school administrator beat the students unpredictably and one of the sticks hit the girl on one of her eyes leading to permanent loss of the eye. The girl sued the school administrator for assault and negligence and succeeded at the Trial Court and Court of Appeal.

In the court of Appeal, Justice Kola Wale, said the school administrator's conduct was beastly and without jurisdiction. He could not understand what the student has done wrong to warrant such action that led to the loss of the left eye of the student. Although the Supreme court later overturned the decision of the Trial and Appeal courts in favour of the appellant. There was another case of *Olusa Florence v. Commissioner for Education in Ondo State and Mariam Olaniyan* 1985 cited by Chianu (2001): the appellant, a sixteen year old student was invited by her class teacher the second defendant to help in some house chores after the school hour. The teacher's money was missing, she accused the student and beat her severely. Although the matter was not established whether the girl actually stole the money, she after leaving the school sued the class teacher and joined the state commissioner of education, claiming damages for unlawful imprisonment. The case was however, dismissed on the ground that it was statute-barred under the Public Officers' Protection Law. This law provides that action against a public officer must be inside three months from the date the reason for the activity emerged. As held in *Ryan v. Fildes* 1938, cited by Chianu (2001) "when a 10 year old boy, for reason of indiscipline was given a blow on his eyes by his teacher, although the blow was not

considered violent but led to the blindness in one of his eyes. The student sued the teacher for damages, the court ruled that although the blow was non-violent it was considered unreasonable and unlawful. School administrators as well as teachers though have rights to discipline their erring students in their care to correct them such discipline must be reasonable and within the code of ethics of the school. Chianu (2001) explains a pure case of tort of negligence where the authority of a school sends his student on an errand. In this case, a fourteen year old student of a public school was directed by her school teacher to go to the school teachers' common room to poke the fire and to draw out the damper for the teacher to heat her food. As she was tending to the fire, her pinafore caught fire and she was severely burnt. She sued the teacher. The facts of the above cases speak for themselves.

Such cases are daily occurrences in Nigerian public secondary schools. It suffices to say that school administrators should always be on the alert and always be conscious of their actions and inactions as they could be sued for either. The bane of child rights infringement in Nigerian educational system is painful and worrisome; and its effect is evident on many harms as seen in the nooks and crannies of the four walls of the school in the country today. The overriding effects are found in poor academic attainment; low enrolment in schools, low attendance and attention, dysfunctional social functioning, job loss, mental health issue and high immortality rate among others. "Sexual and physical savagery, including flogging by school administrators and other staff, is a significant issue in schools in Nigeria" [UNESCO, 2012, p.52]. This is more pertinent with estimated occurrence of such harms put at 28% in Nigerian schools (Country Reports on Human Rights Practices, 2015). By consequent, students resort to missing classes, staying away from school exercises, truancy or drop out of school and these have, thusly, affected contrarily on scholarly accomplishment and fulfilment and on future continuing education and prospects of employment. Furthermore, the Convention on the Rights of the Child (2004, article 37, section 4) maintained that students are cut off from normal social interaction due to their being largely denied participatory rights, engender anti-social behaviours.

This inevitably causes children to have psychological trauma, as cases abound on emotional instability that leads to loss of confidence, low self-esteem, depression, stress, anxiety among students. It is therefore easy to understand why hooliganism, prostitution, terrorism and suicide are on the increase today in the public secondary

schools in the nation today. On the other hand, students, too have an inalienable right to each other as well as to their teachers and school authorities. They cannot also afford to wilfully disobey their teachers and authorities, damage school property, steal, possess illegally, or on the other hand being affected by unlawful medications or liquor in the school building or on school grounds (Education Law Centre, 2004). It is explicit that such rules or rights may not adequately be catered for without intricacies, either by students or teachers. When rules or rights are breached, it becomes an infringement. An infringement is, therefore, caused when an administrator cause harm to students or breach their legal rights. Infringement of rights is an important attribute that is frequently measured by different organisations. Infringement of rights by school administrators spells doom to the success of any school as school administrators often get themselves in the entanglement or web of careless acts in an attempt to enforce discipline on the students (Ozokwere, 2002). Educational policy makers understand the importance of law in the system, thus the school administrators need to be conversant with tort- related offences because students have certain rights which give them some degree of freedom. However, many school administrators lack the knowledge of law that could serve as guidelines to their service. The consequences of breach to rights on the part of administrator are found in issues that include high absenteeism from schools, low turnover, forceful conduct towards partners and students, early exit from teaching as a calling and mental withdrawal from work. As revealed from literature (such as Oyedeji, 2002; Ogbe, 2015) certain factors have been underscored to define the tendency to infringe on students' rights. These factors include knowledge and attitude of administrators.

The differing possession in knowledge has been used to explain why infringement upon students' rights is possible in many studies while students and administrators' attitude to keeping to legal rules have also been mooted as potentially influencing infringement of students' rights. One important factor discussed in line with infringement of students' rights. It appears to be reasonable for considering mindful the individuals who know about wrongful lead and neglect to keep that lead as well as accomplish something to facilitating it. Knowledge also encompasses awareness of secondary school administrators as regards the tort law. With the knowledge of tort law, the school can be legally held responsible or liable for any injuries inflicted on a student during the statutory hours of schooling. Despite,

knowledge of tort law is seemingly over-looked in the selection of school managers and their routine dealings with students and other stakeholders in education. Yet, it is one of the aspects that need to be viewed with a large show of seriousness by various governments. It is not surprising that so many authors have provided insights about how knowledge influences the infringement of rights generally in the society. Knowledge of law entails awareness of legal boundaries and consequences upon one's action. First, every individual needs to be fully aware of central rights, for example, opportunity of articulation, affiliation, independence from discrimination, freedom of religion.

## **2.4 Theoretical Framework**

Two theories were used for the study. The first theory, Fiduciary theory did not capture the concept of awareness, that is, the independent variables and this necessitated the use of the second theory which is Dynamic Awareness Theory. Details of the two theories were discussed below.

### **Fiduciary Theory**

According to Criddle and Fox-Decent (2008), the theory was championed by Cogens. It holds that in a school setting, a certain relationship exists between the student and the school authority in matters of control and discipline. This relationship stands to reason that as a matter of necessity the school administrator or his delegate could be said to be acting within the parental jurisdiction by going beyond the affirmative action of the School Board as he controls and disciplines the students. His roles according to this theory, therefore, stretch from enforcement of rules, regulations and execution of its order to other areas of importance not assessed by the Board. This theory is relevant to the study as it explains the trustee relationship that exists between parents or guardians and the school administrators. A trustee literally, is one who holds something in trust for others. Parents entrust their children into the school administrators' care, that is, they trust school administrators enough to leave the students in their care, believing that they can provide enough and maximum safety for their children (Adeola, 2005; Hayes et al, 2006; Susan, 2010; Hughes et al, 2011). This theory is closely related to the doctrine of *in loco parentis* and that, it is the school administrators' duty to provide avenues that facilitate the students' safety, while at school. In this case, they are to exercise prudent authority over the students as they would if such students were their own children. The researcher, while agreeing with

the views of these theorists, wishes to assert that the abuse of this authority through continuous violation of students' fundamental rights is fast rendering the theory very unpopular.

The reason being that both international and local courts have found school authorities and their delegates liable for offences emanating from such abuse of power and infringement on students' rights. *Fasahunsi Kokori and Bendel State Board of Education 1991* cited in Petermode (1992) is a case in point. In the case, the defendant school administrator, Ukhure, acting vicariously, authorized by the principal, was alleged to have inflicted corporal punishment upon the appellant student to the extent that the student lost one of his eyes in the process. The court held that since sections 33 and 34 of the Constitution FRN (1999) provides that a child has right to life and human dignity, the school administrator would pay twenty thousand naira (N20,000.00) as damages to the student for the tort of trespass. Therefore, it is very important that school administrators are aware of their tortious liabilities, as well as extent of infringement on students' rights. Knowledge of the fact that as trustees, students under their care need their utmost care and protection rather than becoming objects of their scorn or abuse may go a long way in making school administrators more alive to their duties toward students. However, they will neither abuse this power through malicious handling of students for fear of litigation.

### **Dynamic Awareness Theory (DAT)**

Dynamic awareness theory (DAT) by Kai (2008) give another way to explaining the creation of awareness in distributed work groups that can be related to child right awareness in schools. DAT highlights the important role of users and social practices in awareness creation. The theory further points to the dynamic nature of awareness creation: awareness emerges over time and depreciates when not being actively attended to by the users. According to the taxonomy proposed by Gregor, the dynamic awareness theory qualifies as a type II theory, meaning that the theory explains how and why things are. According to this theory understanding of awareness is via mediated communication, a person's awareness is not a static state which can be arbitrarily turned on and off. It is rather a slow build-up of information about his surroundings.

This nature of awareness underlines one of the most important aspects of DAT, which is that: "Awareness develops gradually over time, meaning different levels of



awareness can exist." Dynamic awareness theory is very much relevant to this study. According to Pia Niemi and Emma Cete (2012) one's level of awareness of a matter is directly correlated to one's attitudes and behaviour concerning the matter. Awareness informed action. Hodgkin and Newell (2007) submitted that rights are of little use to people unless they are aware of them. Continual effort must be made to create awareness of child rights in the school as this could probably help the school administrators as well as the teachers in the administration of student personnel services. Since awareness develops gradually according to DAT theory, and that, there are different levels of awareness, the perceived level of child rights awareness in a particular school will determine the frequency at which its awareness will be created until appreciable levels of provision of student personnel services is attained.

### **Interactions among the theories and relevance to the study**

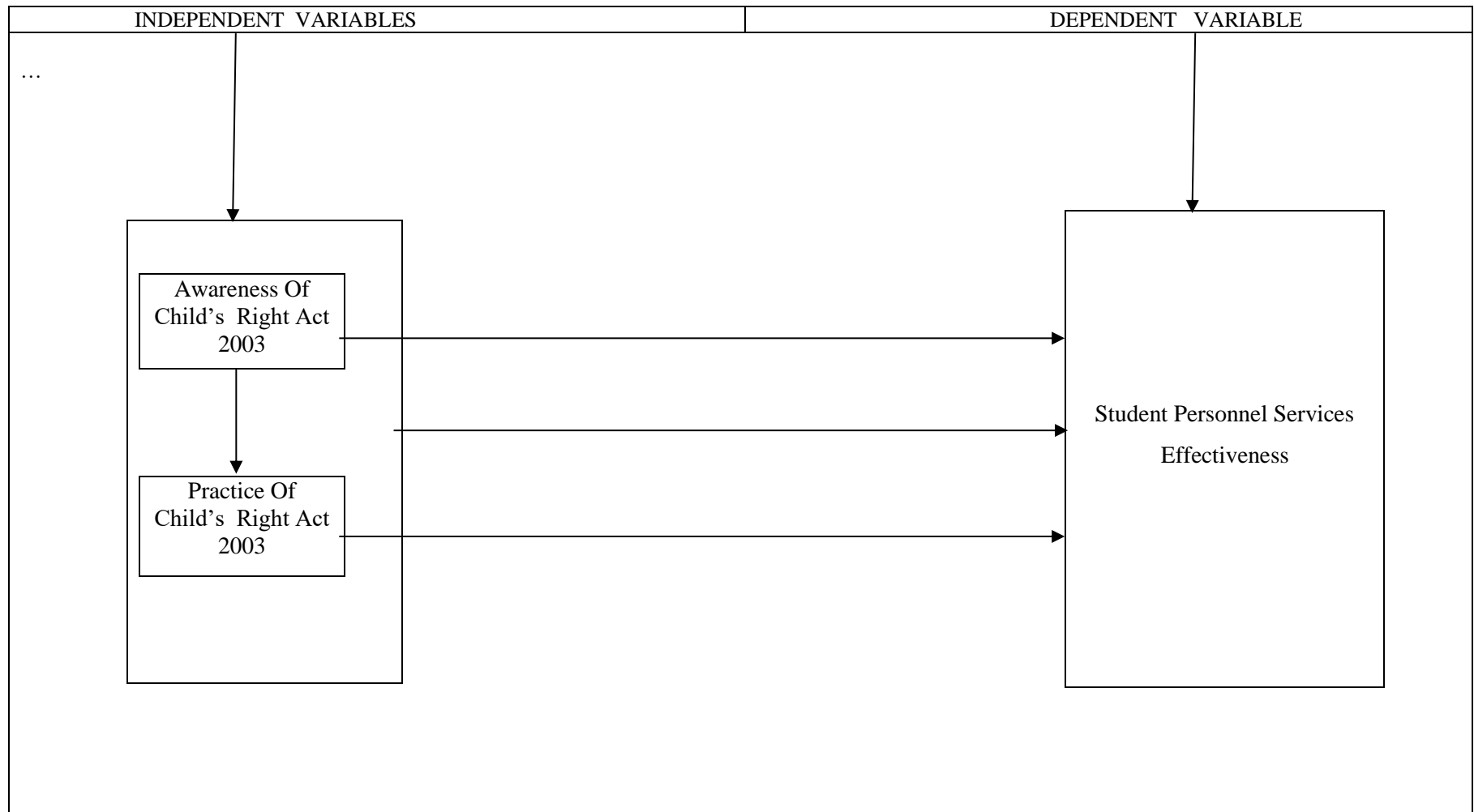
The Fiduciary theory and Dynamic Awareness Theory are both fundamentally behavioural and relational theories. According to the Fiduciary theory, educators owe the same degree of care: first aid, health services, conducive learning environment, counselling, and protections against sexual, physical assaults, security and supervision to their students that reasonable and prudent parents would employ in the same circumstances for their children. Educators in public schools must, thus, show trust, care and protect the social and the constitutional rights of students, (the more reason why they must be aware of these rights). The Dynamic Awareness Theory (DAT) points to the dynamic nature of awareness creation: awareness emerges over time and depreciates when not being actively attended to by the users. According to this theory, understanding of awareness is via mediated communication, a person's awareness is not a static state which can be arbitrarily turned on and off. It is rather a slow build-up of information about his surroundings.

Further, this theory asserted that there are levels of awareness. This suggests that school administrators and teachers awareness of Childs rights must be created deliberately and heighten. Its continuity must be ensured for effective usage. These theories bear relevance to this study in that if the school administrators and teachers are fully aware of students' constitutional rights and assumed the status of in loco parentis and discharge their duties and responsibilities as expected, trust is bound to exist between the school and the students. This symbiotic relationship is capable of

creating enabling environment for learning thus improving students' performances and quality education.

## **2.5 Conceptual Model**

Figure 2.2 is a model which shows the relationship between the different variables and how they influence student personnel services in secondary education system. In this model, the level of the school administrator and teacher's awareness of child's right to life, dignity of human person, freedom of association, expression, movement and security have a direct proportional relationship with the level of practice of these rights. In a situation where the awareness of these rights is high, the practice is also expected to be high. Correspondently, the level of student personnel service in the school is equally expected to be high, in this case there will be high level provision of: Security, Health Services, Guidance & Counselling and Extra-Curricular Activities overtly students would successfully complete their programme and performed excellently. Where and when the awareness and the practice of these rights are low and below the expectation, student personnel services would be in-effective, resulting into low level provision of: security, health services, guidance & counselling and extra-curricular activities resultantly many students could drop out while a host of others will perform poorly and unfit for job meant for their cadre. School administrators and teachers therefore require high level of awareness and practice of child rights for student personnel effectiveness.



**Fig. 2.2** CONCEPTUAL MODEL OF AWARENESS AND PRACTICE OF CHILD RIGHTS ON STUDENT PERSONNEL SERVICES

**SOURCE: RESEARCHER'S CONCEPT**

## 2.6 Appraisal of Literature

The literature reviewed so far revealed the importance of student personnel services to the students, the school and the society at large. Based on this fact, importance of its effectiveness is stressed. Student personnel service is one of the major task areas of the school administrators. Presently, the literature review revealed that all is not well with student personnel services in Nigerian secondary schools. The review also revealed that student's right to education, counselling services, healthy environment, recreation, leisure, play and protection among others domiciled in students' personnel services in school which according to literature many school administrators and teachers are ignorant of. The review also revealed that where and when students' personnel services are not effective the results could be overwhelming on the students, the school and the society.

The studies of (Jaiyeoba; 1994, Emunemu; 2000, Atanda; 2010, Moronkola; 2012, Obanya, 2014, Schneider; 2015 and Olaolu, 2019) separately investigated some aspects of child's right and student personnel services such as: Awareness of child's right, tort law and infringement of students' right, Girl – Childs access to education, freedom of association and peaceful assembly, expression of opinion, religious affiliations, library services, guidance and counselling services, health and sport services, conveniences among others. Their findings revealed that student's personnel services are poorly rendered in Nigerian secondary schools. They equally found gross abuse and violations of child's right in schools by the school administrators and teachers.

The literature review revealed opinions, beliefs, levels of understanding and practice about child's right. Two major ideas are in vogue with respect to the notion of children's right. These include the child liberationist model and the child protectionist model. Obanya (2014) identified ignorance of child's right on the part of the school administrators as well as teachers as a major reason for its violation in secondary schools. From the literature reviewed, questions about children's right are divisive (Liebel, 2012; Hanson and Nieuwenhuys, 2013, Reynaert and Roose, 2014). The advocates of child's right and those against it are at two extreme ends of the rope. At one end the idea of children having rights are seeing subtracting from adults roles particularly the parents. They argued that by granting children rights the roles of the

parents are diminished by the state (Simon, 2000; Almog and Bendor, 2004; Alston and Darrow, 2005; Guggenheim, 2005; Reid, 2006; Mary 2008; Reynaert and Roose, 2014). This, it is further argued, weakens the sanctity of families, and parental rights in particular to raise their children without risk of social engineering. At the other end of the continuum, advocates for children's right Alderson, Hawthorne and Killen (2007) supported involving children in all matters and decisions that concern them, and the balance of power shifts in favour of children.

Overall, findings suggest a need to heighten awareness of children's rights. The literature review revealed that the Child's Right Act 2003 is the most recent and most comprehensive legislative attempt at the protection of child's right in Nigeria. The literature review revealed that there is a dearth of counsellors in school although school counselling services through the school counsellor has great effect on academic achievement of students (Capuzzi, 1998; House and Martin 1998; Lee and Walz, 1998) cited in Atanda (2010). In a related study Barbieri (2009) found out that the combined school counsellor interventions of group counselling and classroom guidance were associated with a positive impact on student achievement and behaviour (Hart, 1997; Lundy, 2007; Shier, 2001; Smith, 2000, 2002, 2007a, 2007b). The literature review equally revealed inadequate health and recreational facilities. A host of studies revealed that student personnel services such as access to association/club activities, counselling services, child protection, first aid services, recreational service discipline in school are going down the drain steadily in secondary schools in Nigeria. Previous studies have investigated different factors relating to child's rights with emphasis on cultural and religious reasons for its abuse and violation. However, not many of these studies have investigated the joint influence of variables of child's right awareness, practice and student personnel services.

There is a dearth of studies on school administrators and teachers' awareness and practice on variables like school counselling services, child protection, convenience (toilet facilities, sport facilities school health services) in relation to Child's Right. Knowing full well that the composition of these variables could give a better explanation of students' personnel services effectiveness in school, this study therefore investigated the school administrators and teachers' awareness, practice of Child's Right Act 2003 and student personnel services effectiveness in secondary school in the Southwestern, Nigeria with the view to provide information in order to improve

student personnel services effectiveness in secondary schools in Nigeria. This is the gap this study filled.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter discusses the procedures that were used in carrying out the study. These procedures covered the design, variables in the study, population, sample and sampling techniques, research instruments, validity and reliability of the instruments, administration of the instruments and method of data analysis.

#### **3.1 Research design**

The study adopted a mixed method of triangulation (QUAN + qual) design. The researcher collected data using a quantitative data instrument, then follow up by interviewing a subset of the participants using Key Informant Interview (KII) to have more detailed information about some of the survey responses, thus providing a more thorough understanding of the results. This is considered appropriate for the study because it provided the strategy for obtaining and describing existing conditions in the study without any manipulation by the researcher.

#### **3.2 Variables in the study**

The variables of the study are as follows:

- (a) The independent variable in this study is the school administrator/teacher awareness and practice of child rights.
- (b) The dependent variable is student personnel Services Effectiveness.

#### **3.3 Population of the study**

The population of the study comprised all the school administrators (2749), teachers (67916) and students (78,9092) in the public senior secondary schools in Southwestern Nigeria (which comprise of Ekiti, Lagos, Ogun, Ondo, Osun and Oyo States).

**Table 3.1 School Administrators, Teachers And Students in Public Secondary Schools in Southwestern Nigeria**

Serial No	State	Total No of Public Secondary Schools/ School Administrators in Each State	Total No of Teachers in Each State	Total No of Students in Each State
1.	Ekiti	281	15,548	42,584
2.	Lagos	661	10,999	234,247
3.	Ogun	473	13,587	152,122
4.	Ondo	372	11,240	95,111
5.	Osun	391	3,748	77,818
6.	Oyo	568	12,794	187,210
<b>Total</b>		<b>2,749</b>	<b>67,916</b>	<b>789,092</b>

**Source:** *Planning, Research and Statistics Department of the Teaching Service Commission of Oyo State; Ekiti, Lagos, Ogun and Ondo States Ministries of Education and Osun States Educational District Offices, 2020.*



### **3.4 Sample and sampling techniques**

Samples used for this study were 137 public secondary school administrators, 433 public secondary school teachers and 968 public secondary school students.

The study adopted the multi-stage sampling procedure to select the sample.

**Stage I:** This involved the selection of States. Simple random sampling technique was employed to select 3 out of 6 States in Southwestern Nigeria namely: Ogun, Osun and Oyo States.

**Stage II:** It involved the selection of Senatorial Districts (SDs) in the selected States. Each State has 3 Senatorial Districts. Simple random sampling technique was employed to select 3 Senatorial Districts one per State namely: Ogun Central, Osun East and Oyo South Senatorial Districts.

**Stage III:** This stage involved the selection of Local Government Areas (LGAs) in the selected Senatorial Districts. Simple random sampling technique was equally used to select 50% of LGAs in each of the selected Senatorial Districts as follows: 3 out of 6 LGAs in Ogun Central (Abeokuta South, Abeokuta North, Ewekoro), 5 out of 10 LGAs in Osun East (Atakumosa East, Atakumosa West, Ife Central, Ife South, Ilesa West) and 5 out of 9 LGAs in Oyo South (Ibadan NorthWest, Ibadan NorthEast, Ibadan SouthEast, Ibadan North, Ido) respectively.

**Stage IV:** This involved selection of schools. Simple random sampling technique was used to select 50% of schools in each of the selected LGAs giving a total of 137 schools.

**Stage V:** This stage involved the selection of teachers. The proportionate to size sampling technique was adopted to select 10% totalling 433 teachers in all the sampled LGAs. The number of teachers in each Senatorial District is not the same, that is why the number of teachers sampled in each senatorial district was different from the other.

**Stage VI:** It involved the selection of school administrators. Total enumeration was adopted to select school administrators within the sampled schools, which gave 137 respondents in all.

**Stage VII:** Lastly, purposive sampling technique was used to select 968 secondary school two students (SSS II) from the sampled schools. Senior Secondary School two students (SSS II) were purposively sampled for the study considering their experience and awareness of Child's Right in their schools, besides Senior Secondary School three (SSS III) students being a terminal class, might be busy preparing for their final examination.

**Table. 3.2 No. of Schools, Teachers and Students in the Sampled Senatorial Districts**

State	Senatorial Districts	Sampled SD	Names of LGAs in the sampled SD	Number of Schools	Number of Teachers	Number of Students (SS2)
Ogun	Ogun East Ogun Central Ogun West	Ogun Central	Abeokuta South, Abeokuta North, Ewekoro, Obafemi Owode, Odeda, Ifo	172	5250	8200
Osun	Osun East Osun Central Osun West	Osun East	Atakumosa East, Atakumosa West, Ife Central, Ife South, Ife East, Ife North, Ilesa West, Ilesa East, Obokun, Oriade	160	2179	7700
Oyo	Oyo Central Oyo North Oyo South	Oyo South	.Ibadan NorthWest, Ibadan NorthEast, Ibadan SouthEast, Ibadan North, Ibadan SouthWest Ibarapa East, Ibarapa North, Ibarapa central, Ido,	216	5089	8300

**Source:** *Ogun State Ministry of Education, Osun State Education District Offices and Planning, Research and Statistics Department, Teaching Service Commission and Oyo State Ministry of Education, 2020.*

**Table 3.3** Table showing the summary of the samples

S/N	State	Senatorial Sampled District	Local Sampled Governments Areas	No. of Schools in the Sampled LGAs	No. of Sampled Schools (50%)	No. of Teacher in the Sampled LGAs	No. of Sampled Teachers (10%)	No. of Sampled School Admin.	No. of Stdts. (SS2)	No. of Stdts. Sampled (4%)
1	Ogun	Ogun Central	Abeokuta South, Abeokuta North, Ewekoro,	94	47	1710	171	47	8200	328
2	Osun	Osun East	Atakumosa East, Atakumosa West, Ife Central, Ife South, Ife North, Ilesa West,	84	42	884	88	42	7700	308
3	Oyo	Oyo South	Ibadan NorthWest, Ibadan NorthEast, Ibadan SouthEast, Ibadan North, Ibadan SouthWest	96	48	1740	174	48	8300	332
<b>Total</b>	<b>3</b>	<b>3</b>	<b>13</b>	<b>278</b>	<b>137</b>	<b>4334</b>	<b>433</b>	<b>137</b>	<b>24200</b>	<b>968</b>

### **3.5 Research instruments**

The researcher developed six instruments.

The following instruments, School Administrator Awareness of Child's Right Act 2003 (SAACRAQ); School Administrator Practice of Child's Right Act 2003 (SAPCRAQ); Teacher Awareness of Child's Right Act 2003 (TACRAQ); Teacher Practice of Child's Right Act 2003 (TPCRAQ) and Student Personnel Services Effectiveness Questionnaires (SPSEQ) were designed to measure school administrators as well as teachers' awareness and practice of Child's Rights to: life, dignity of human person, child security, association and expression and the effectiveness of student personnel services respectively. Items on this instruments were designed on modified four point Likert rating scale as follows; High Extent [4], Some Extent [3], Little Extent [2] and Not at All [1] for awareness of child rights. Very Often [4], Often [3], Seldom [2] and Never [1].for practices of child rights. Highly Effective [4], Moderately Effective [3], Fairly Effective [2] Low Effective [1] for effectiveness of student personnel services.

Another instrument, Students Awareness of Practice of Child's Rights and Student Personnel Elements Inventory Questionnaire (SAPCRASPEIQ) was meant for the students to obtain information on the extent to which they enjoy these services. Items on the instrument were equally designed on modified four point Likert rating scale as follows; High Extent [4], Some Extent [3], Little Extent [2] and Not at All [1] for awareness of child rights. Very Often [4], Often [3], Seldom [2] and Never [1].for practices of child rights. Highly Effective [4], Moderately Effective [3], Fairly Effective [2] Low Effective [1] for effectiveness of student personnel services.

Lastly, Key Informant Interview (KII) for School Administrators. This was imperative as a result of the mixed design that the study employed.

### **3.6 Validity of the instruments**

Both face and content validity of the instruments were ensured. Items for the inventory and questionnaire were self-developed by the researcher through literature, to ensure items were relevant and adequately covered the scope of the study. The Items on the instruments were scrutinized and vetted with the assistance of test expert at the Institutes of Education, experts from the Department of Educational Management, Teacher Education, Library studies, Guidance and Counselling and the supervisor to ensure its validity.

### **3.7 Reliability of instruments**

The Cronbach's alpha test of reliability was used to determine the internal consistency of the instruments. The instruments, School Administrator Awareness of Child's Right Act 2003 (SAACRAQ); School Administrator Practice of Child's Right Act 2003 (SAPCRAQ); Teacher Awareness of Child's Right Act 2003 (TACRAQ); Teacher Practice of Child's Right Act 2003 (TPCRAQ); Student Personnel Services Effectiveness Questionnaires (SPSEQ) and Students Awareness of Practice of Child's Right Act 2003 and Student Personnel Elements Inventory Questionnaire (SAPCRASPEIQ) were administered to 10 school administrators, 10 teachers and 10 students each from the randomly selected schools in Lagos State. The State was not included in the study sampled and was assumed to have similar characteristics with the selected states in Southwestern Nigeria. The reliability coefficient of 0.73 was achieved for SAACRAQ; 0.84 for SAPCRAQ; 0.74 for TACRAQ; 0.86 for TPCRAQ; 0.94 for SPS while reliability coefficient of 0.86 was achieved for SAPCRASPEIQ.

### **3.8 Administration of instruments**

The instruments were administered by the researcher and with the assistance of four trained research assistants. Though, efforts were made to retrieve the instruments immediately to safeguard loss and misplacement; still, not all were retrieved. For instance, out of 137 copies of questionnaires distributed among the sampled secondary school administrators only 133 copies of questionnaires which were 97.1% were retrieved. Further, out of 433 copies of questionnaires distributed among the selected secondary school teachers, 432 copies of questionnaires were retrieved, this amounted

to 99.8%. Finally, out of 968 copies of questionnaires distributed among the secondary school students in all the three sampled Senatorial Districts, 960 copies of questionnaires were retrieved, which was 99.2%

### **3.9 Method of data analysis**

The data were analysed using descriptive statistics (frequency count, percentages, weighted average, grand mean and standard deviation) to analyse demographic variables and to answer all the five research questions. The threshold of high = 4.00 – 3.50, moderate = 3.40 - 2.50, low = 2.40 – 1.50 and not effective = 1.40 – 0.00 for grand mean as decision criterion was used for the five research questions while inferential statistics was employed as follows; hypotheses 1 to 4 were tested using Pearson Product Moment Correlation and hypotheses 5 to 8 were tested using multiple regressions analysis at 0.05 level of significance. Information gathered from Key Informant Interview were analysed qualitatively to corroborate or contradict results of research questions and hypotheses as the case may during the discussion of the findings.



## CHAPTER FOUR

### RESULTS AND DISCUSSION

This chapter presents the analysis of data collected for the study.

#### 4.1 Distribution of the Demographic Data of the Respondents

Table 4.1: **Distribution of School Administrators by State**

State	Frequency	Percentage
OGUN	42	31.9
OSUN	43	32.5
OYO	48	35.6
Total	133	100.0

Table 4.1 shows that 31.9% of the school administrators were from Ogun State, 32.5% were from Osun State, while 35.6% were from Oyo State. This implies that school administrators from each State were fairly represented in the study.

Table 4.2: **Distribution of School Administrators by age**

Age (Years)	Frequency	Percentage
31-40	1	.6
41-50	60	45.4
51-60	72	54.0
Total	133	100.0

Table 4.2 shows the distribution of the school administrators by age. The table shows that 6% of the school administrators were between 31-40 years, 45.4% were between 41-50 years, while 54.0% were between 51-60 years. This means that many of the school administrators in the secondary schools in Southwestern Nigeria were between 51-60 years of age.

**Table 4.3 Distribution of School administrators by years of experience**

Year of Experience	Frequency	Percentage
1-10YRS	2	1.2
11-20YRS	29	22.1
21-30YRS	74	55.2
31-40YRS	27	20.9
Total	133	100.0

Table 4.3 shows the distribution of the school administrators by years of experience. The table shows that 1.2% of the school administrators have between 1-10 years of experience, 22.1% have between 11-20 years of experience and 55.2% have between 21-30 years of experience. Also, the table shows that 20.9% have between 31-40 years of experience while 6% of the school administrators that participated in the study did not indicate their years of experience. This suggested that majority of the secondary schools administrators in the Southwestern Nigeria have between 21-30 years of experience.

Table 4.4: **Distribution of Teachers by State**

State	Frequency	Percentage
OGUN	171	39.6
OSUN	87	20.1
OYO	174	40.3
Total	432	100.0

Table 4.4 shows that 39.6% of the teachers were from Ogun State, 20.1% were from Osun State, while 40.3% were from Oyo State. This implies that teachers from each State were fairly represented in the study.



Table 4.5: **Distribution of Teaches by Age**

Age	Frequency	Percent
21-30	16	3.7
31-40	118	27.3
41-50	205	47.5
51-60	93	21.5
Total	432	100.0

Table 4.5 shows the distribution of the teachers by age. The table shows that 3.7% of the teachers were between 21-30 years of age, 27.3% were between 31-40 years, 47.5% were between 41-50 years while 21.5% were between 51-60 years. This means that majority of the teachers in the secondary schools in Southwestern Nigeria are between 41-50 years of age.

Table 4.6: **Distribution of Teachers by Years of Experience**

Year of Experience	Frequency	Percentage
0	2	.5
1-10YRS	95	22.0
11-20YRS	140	32.4
21-30YRS	169	39.1
31-40YRS	25	5.8
Total	432	100.0

Table 4.6 shows the distribution of the teachers by years of experience. The table shows that 22.0% of the teachers have between 1-10 years of experience, 32.4% have between 11-20 years of experience and 39.1% have between 21-30 years of experience. Also, the table shows that 5.8% have between 31-40 years of experience while 7% of the teachers that participated in the study did not indicate their years of experience. This suggested that majority of the teachers in Southwestern Nigeria have between 21-30 years of experience.

Table 4.7: **Distribution of Students by State**

State	Frequency	Percentage
OGUN	328	34.10
OSUN	308	31.10
OYO	332	34.80
Total	968	100.0

Table 4.7 shows that 33.3% of the students were from Ogun State, 33.3% were from Osun State while 33.4% were from Oyo State. This implies that same number of students from each State participated in the study.

Table 4.8: **Distribution of Students by Age**

Age	Frequency	Percentage
10-15YRS	410	42.9
16-20YRS	539	55.7
21-25YRS	10	1.2
26 AND ABOVE	1	.2
Total	960	100.0

Table 4.8 shows the distribution of the students by age. The table shows that 42.9% of the students were between 10-15 years of age, 55.7% were between 16-20 years, 1.2% were between 21-25 years while 0.2% were between 26 and above years. This means that majority of the students in the secondary schools in Southwestern Nigeria were between 16-20 years of age.



## 4.2 Answers to research questions

**Research Question1:** What is the level of student personnel service effectiveness in public secondary schools in Southwestern Nigeria?

**Table 4.9a: Student Personnel Service Effectiveness in Secondary Schools: Counselling Service**

S/N	Student Personnel Services	HE	ME	FE	NE	Mean	Std. Dev.
1.	School counselling services	451 (47%)	144 (15%)	152 (16%)	211 (22%)	2.07	1.24
2.	Counselling personnel	365 (38%)	201 (21%)	173 (18%)	221 (23%)	2.18	1.23
3.	Counselling tools like album, film and others	154 (16%)	154 (16%)	143 (15%)	509 (53%)	2.99	1.22
4.	Counselling period	201 (21%)	106 (11%)	115 (12%)	538 (56%)	2.96	1.29
5.	School counselling room	278 (29%)	96 (10%)	134 (14%)	451 (47%)	2.68	1.36
	Average Weighted Mean					2.58	1.27

**HE= Highly Effective, ME = Moderately Effective, FE = Fairly Effective, NE=Not Effective**

**Remark: High= 4.00 – 3.50 Moderate = 3.40 - 2.50, Low = 2.40 – 1.50 Not Effective 1.40 – 0.00**

Table 4.9a shows counselling services as one of the variables of student personnel services. This implies that counselling services with the average weighted means of 2.58 against the threshold of 2.5 are moderately provided in public secondary schools in Southwestern Nigeria.

**Table 4.9b: Student Personnel Service Effectiveness in Secondary Schools: Health Service**

S/N	Student Personnel Services	HE	ME	FE	NE	Mean	Std. Dev.
1.	School sick-bay or clinic	336 (35%)	115 (12%)	106 (11%)	403 (42%)	2.51	1.38
2.	Health Personnel/ staff	307 (32%)	173 (18%)	134 (14%)	346 (36%)	2.45	1.30
3.	School bus/ ambulance for emergency	182 (19%)	106 (11%)	96 (10%)	576 (60%)	3.06	1.26
4.	Functional first aid box	403 (42%)	144 (15%)	144 (15%)	269 (28%)	2.20	1.33
5.	Sick bed	250 (26%)	124 (13%)	144 (15%)	442 (46%)	2.73	1.37
6.	Trained first Aiders	268 (28%)	67 (7%)	67 (7%)	556 (58%)	2.87	1.39
Average Weighted Mean						2.64	1.33

**HE= Highly Effective, ME = Moderately Effective, FE = Fairly Effective, NE=Not Effective**

**Remark: High= 4.00 – 3.50 Moderate = 3.40 - 2.50, Low = 2.40 – 1.50 Not Effective 1.40 – 0.00**

Table 4.9b shows health services as one of the variables of student personnel services. This implies that health services with the average weighted means of 2.64 against the threshold of 2.5 are moderately provided in public secondary schools in Southwestern Nigeria.

**Table 4.9c: Student Personnel Service Effectiveness in Secondary Schools: Association**

S/N	Student Personnel Services	HE	ME	FE	NE	Mean	Std. Dev.
1.	Boys Scout	240 (25%)	96 (10%)	58 (6%)	566 (59%)	2.92	1.36
2.	Girls Guide	305 (32%)	105 (11%)	76 (8%)	466 (49%)	2.66	1.39
3.	Jets Club	317 (33%)	96 (10%)	67 (7%)	480 (50%)	2.63	1.41
4.	Young Famers' club	298 (31%)	96 (10%)	86 (9%)	480 (50%)	2.70	1.39
5.	Red cross club	288 (30%)	96 (10%)	106 (11%)	466 (49%)	2.73	1.37
6.	Students Union	451 (47%)	115 (12%)	86 (9%)	305 (32%)	2.18	1.35
7.	Religious Association	317 (33%)	105 (11%)	96 (10%)	442 (46%)	2.60	1.38
8.	Health Clubs	403 (42%)	105 (11%)	86 (9%)	365 (38%)	2.36	1.39
9.	Press club	422 (44%)	115 (12%)	67 (7%)	355 (37%)	2.27	1.39
10.	Student/ Teacher forum	518 (54%)	105 (11%)	105 (11%)	230 (24%)	1.97	1.27
Average Weighted Mean						2.50	1.37

**HE= Highly Effective, ME = Moderately Effective, FE = Fairly Effective, NE=Not Effective**

**Remark: High= 4.00 – 3.50 Moderate = 3.40 - 2.50, Low = 2.40 – 1.50 Not Effective 1.40 – 0.00**

Table 4.9c shows association services as one of the variables of student personnel services. This implies that association services with the average weighted means of 2.5 against the threshold of 2.5 are moderately provided in public secondary schools in Southwestern Nigeria.

**Table 4.9d: Student Personnel Service Effectiveness in Secondary Schools: Sport Facilities**

S/N	Student Personnel Services	HE	ME	FE	NE	Mean	Std. Dev.
1.	Football field	374 (39%)	96 (10%)	58 (6%)	432 (45%)	2.52	1.42
2.	Basketball pitch	67 (7%)	76 (8%)	305 (32%)	505 (53%)	2.71	1.41
3.	Volleyball pitch	240 (25%)	86 (9%)	77 (8%)	457 (58%)	2.89	1.37
4.	Lawn Tennis court	288 (30%)	76 (8%)	67 (7%)	428 (55%)	2.77	1.41
Average Weighted Mean						2.72	1.40

**HE= Highly Effective, ME = Moderately Effective, FE = Fairly Effective, NE=Not Effective**

**Remark: High= 4.00 – 3.50 Moderate = 3.40 - 2.50, Low = 2.40 – 1.50 Not Effective 1.40 – 0.00**

Table 4.9d shows sport facilities as one of the variables of student personnel services. This implies that counselling services with the average weighted means of 2.72 against the threshold of 2.5 are moderately provided in public secondary schools in Southwestern Nigeria.



**Table 4.9e: Student Personnel Service Effectiveness in Secondary Schools: Security Services**

S/N	Student Personnel Services	HE	ME	FE	NE	Mean	Std. Dev.
1.	Security gates	505 (53%)	105 (15%)	96 (10%)	211 (22%)	1.96	1.24
2.	Security electrical gadgets.	240 (25%)	96 (10%)	105 (15%)	480 (50%)	2.04	1.27
3.	Security Personnel	442 (46%)	144 (15%)	125 (13%)	250 (26%)	2.12	1.28
4.	Security Awareness	268 (28%)	105 (11%)	86 (9%)	497 (52%)	2.80	1.35
5.	Protective Measure in emergency.	346 (36%)	96 (10%)	115 (12%)	403 (42%)	2.52	1.37
Average Weighted Mean						2.29	1.30
Grand Mean for Student Personnel Services						2.535	1.35

**HE= Highly Effective, ME = Moderately Effective, FE = Fairly Effective, NE=Not Effective**

**Remark: High= 4.00 – 3.50 Moderate = 3.40 - 2.50, Low = 2.40 – 1.50 Not Effective 1.40 – 0.00**

Table 4.9e shows security services as one of the variables of student personnel services. This implies that security services with the average weighted means of 2.29 against the threshold of 2.5 are very low in public secondary schools in Southwestern Nigeria. However, with the grand mean of 2.5 against the threshold of 2.5, it implies that student personnel services are moderately provided in public secondary schools in Southwestern Nigeria but security remains a major challenge as revealed by the study.

**Research Q2:** What is the level of secondary school administrator awareness of Child's Right Act 2003 in public secondary schools in Southwestern Nigeria?

**Table 4.10a: School Administrator Awareness of Child's Right Act 2003: Right to Life**

S/N	Child Rights Awareness	High Extent (H.E)	Moderate Extent (S.E)	Low Extent (L.E)	Not at All (N.A)	Mean	Std. Dev
1	I have undergone a course on child rights.	22 (18%)	32 (24%)	33 (25%)	46 (33%)	2.74	1.11
2	I have attended a seminar on child rights	14 (7%)	50 (31%)	35 (22%)	64 (40%)	2.91	1.02
3	Some punishment could cause permanent injury to students.	26 (20%)	63 (47%)	31 (23%)	13 (10%)	2.23	.89
4	Corporal Punishment is inevitable in a school setting.	16 (12%)	73 (55%)	20 (15%)	24 (18%)	2.38	.93
5	Some punishment could cause loss of life to students.	21 (16%)	67 (50%)	23 (17%)	23 (17%)	2.36	.95
6	My school environment could not be considered safe for the students.	12 (9%)	39 (30%)	51 (38%)	29 (22%)	2.72	.93
7	There are threats to students' life while in school.	09 (7%)	37 (28%)	43 (32%)	44 (33%)	2.90	.94
8	Counseling services in my school contributes to the survival of the students.	16 (12%)	63 (47%)	37 (28%)	16 (12%)	2.42	.85
Average Weighted Mean						2.58	0.95

**Remark: High= 4.00 – 3.50 Moderate = 3.40 - 2.50, Low = 2.40 – 1.50 Not Effective 1.40 – 0.00**

Table 4.10a shows Child's Right to life. With average weighted mean of 2.58 against the threshold of 2.5, it implies that public school administrators' awareness of Child's Right to life is at moderate level.

**Table 4.10b: School Administrator Awareness of Child’s Right Act 2003: Dignity of Human Person**

S/N	Child Rights Awareness	High Extent (H.E)	Moderate Extent (S.E)	Low Extent (L.E)	Not at All (N.A)	Mean	Std. Dev
1.	Bullying is inevitable in a school setting.	12 (9%)	48 (36%)	61 (46%)	11 (8%)	2.53	.77
2.	Shaving students’ Bushy hair in the school is a way of instilling discipline in him/her.	12 (9%)	31 (23%)	49 (37%)	50 (28%)	2.82	1.01
3.	Use of foul language on students is unavoidable in a school setting.	09 (7%)	40 (30%)	39 (29%)	51 (38%)	2.94	.98
4.	Use of cane on students in School is unavoidable in a school setting.	12 (9%)	69 (52%)	38 (29%)	13 (10%)	2.40	.81
5.	Student's tight school uniform can be cut to instill discipline in him/her.	12 (9%)	41 (31%)	52 (39%)	28 (21%)	2.71	.90
6.	Students deserve some level of respect from their teachers.	25 (19%)	45 (34%)	53 (40%)	09 (7%)	2.36	.88
Average Weighted Mean						2.62	.89

**Remark: High= 4.00 – 3.50 Moderate = 3.40 - 2.50, Low = 2.40 – 1.50 Not Effective 1.40 – 0.00**

Table 4.10b shows dignity of Human Person. With average weighted mean of 2.62 against the threshold of 2.5, it implies that public school administrators' awareness of Child's Right to dignity of human person is at moderate level.

**Table 4.10c: School Administrator Awareness of Child's Right Act 2003: Child Security**

S/N	Child Rights Awareness	High Extent (H.E)	Moderate Extent (S.E)	Low Extent (L.E)	Not at All (N.A)	Mean	Std. Dev
1.	student's security in my school is adequate	16 (12%)	84 (63%)	27 (20%)	07 (5%)	2.16	.72
2.	Sex education is taught in my school.	19 (14%)	69 (52%)	33 (25%)	12 (9%)	2.29	.85
3.	There were reported cases of students' sexual abuse in my school	16 (12%)	34 (26%)	45 (34%)	37 (28%)	2.80	.99
4.	I act as a parent for my students	13 (10%)	56 (42%)	43 (32%)	21 (16%)	2.53	.88
5.	There are security personnel in my school	12 (9%)	51 (38%)	43 (32%)	28 (21%)	2.64	.91
6.	There are electrical security gadgets in my school	11 (8%)	51 (31%)	29 (18%)	70 (43%)	2.96	1.03
Average Weighted Mean						2.56	0.90

**Remark: High= 4.00 – 3.50 Moderate = 3.40 - 2.50, Low = 2.40 – 1.50 Not Effective 1.40 – 0.00**

Table 4.10c shows child security. With average weighted mean of 2.56 against the threshold of 2.5, it implies that public school administrators' awareness of Child's Right to security is at moderate level



**Table 4.10d: School Administrator Awareness of Child’s Right Act 2003: Association and Expression**

S/N	Child Rights Awareness	High Extent (H.E)	Moderate Extent (S.E)	Low Extent (L.E)	Not at All (N.A)	Mean	Std. Dev
1.	Students are allowed to associate while in school	24 (18%)	61 (46%)	29 (22%)	17 (14%)	2.31	.93
2.	Students are not to associate while in school.	09 (7%)	35 (26%)	56 (42%)	33 (25%)	2.81	.90
3.	Student rights to extra-curricular activities	29 (22%)	63 (47%)	32 (24%)	09 (7%)	2.17	.85
4.	Time for club activities on School Time-Table.	09 (7%)	61 (46%)	49 (37%)	13 (10%)	2.47	.79
5.	Teachers’ involvement in club activities in the school.	11 (8%)	61 (46%)	49 (37%)	12 (9%)	2.47	.77
Average Weighted Mean						2.44	.85
Grand mean for school administrators’ awareness of child rights						<b>2.5012</b>	.85

**Remark: Remark: High= 4.00 – 3.50 Moderate = 3.40 - 2.50, Low = 2.40 – 1.50 Not Effective 1.40 – 0.00**

Table 4.10d shows association and expression. With average weighted mean of 2.44 against the threshold of 2.5, it implies that public school administrators' awareness of Child's Right to association and expression was. However, with grand mean of 2.5 and the standard deviation value of 0.85 for public secondary school administrators' awareness of Child's Right, it implies that public secondary school administrator awareness of Child's Right is at moderate level, but school administrator awareness of students' right to association and expression were revealed to be low.

**Research Q3:** What is the level of secondary school teacher awareness of Child's Right Act 2003 in public secondary schools in Southwestern Nigeria?

**Table 4.11a: Teacher Awareness of Child's Right Act 2003: Right to Life**

S/N	Child Rights Awareness	High Extent (H.E)	Moderate Extent (S.E)	Low Extent (L.E)	Not at All (N.A)	Mean	Std. Dev.
1	I have undergone a course on child rights.	85 20%	109 25%	122 28%	114 26%	2.60	1.09
2	I have attended a seminar on child rights	26 6%	154 36%	71 16%	180 42%	2.93	1.02
3	Some punishment could cause permanent injury to students.	92 21%	269 62%	99 23%	59 14%	1.96	.68
4	Corporal Punishment is inevitable in a school setting.	37 9%	236 55%	99 23%	60 14%	2.41	.84
5	Some punishment could cause loss of life to students.	82 19%	181 42%	71 16%	95 22%	2.40	1.05
6	My school environment could not be considered safe for the students.	42 10%	156 36%	43 10%	188 44%	2.86	1.11
7	There are threats to students' life while in school.	68 16%	112 26%	106 25%	144 33%	2.75	1.10
8	Counseling services in my school contributes to the survival of the students.	137 (32%)	203 (47%)	73 (17%)	17 (4%)	1.92	.81
Average Weighted Mean						2.48	.96

**Remark: High= 4.00 – 3.50 Moderate = 3.40 - 2.50, Low = 2.40 – 1.50 Not Effective 1.40 – 0.00**

Table 4.11a shows Child's Right to life. With average weighted mean of 2.48 against the threshold of 2.5, it implies that public school teachers' awareness of Child's Right to life is low.

**Table 4.11b: Teacher Awareness of Child’s Right Act 2003: Dignity of Human Person**

S/N	Child Rights Awareness	High Extent (H.E)	Moderate Extent (S.E)	Low Extent (L.E)	Not at All (N.A)	Mean	Std. Dev.
1.	Bullying is inevitable in a school setting.	55 (13%)	211 (49%)	104 (24%)	58 (13%)	2.36	.90
2.	Shaving students’ bushy hair in the school is a way of instilling discipline in him/her.	88 (20%)	188 (44%)	99 (23%)	56 (13%)	2.28	.94
3.	Use of vulgar language on students is unavoidable in a school setting.	61 (14%)	194 (45%)	72 (17%)	104 (24%)	2.50	1.02
4.	Use of cane on students in School is unavoidable in a school setting.	48 (11%)	217 (50%)	102 (24%)	65 (14%)	2.40	.89
5.	Student’s tight school uniform can be cut to instill discipline in him/her.	81 (19%)	206 (48%)	70 (16%)	75 (17%)	2.30	.98
6	Students deserve some level of respect from their teachers.	108 (25%)	190 (44%)	101 (23%)	31 (7%)	2.12	.88
Average Weighted Mean						2.32	.96

**Remark: High= 4.00 – 3.50 Moderate = 3.40 - 2.50, Low = 2.40 – 1.50 Not Effective 1.40 – 0.00**

Table 4.10b shows dignity of Human Person. With average weighted mean of 2.32 against the threshold of 2.5, it implies that public school teachers' awareness of Child's Right to dignity of human person is low.

**Table 4.11c: Teacher Awareness of Child’s Right Act 2003: Child Security**

S/N	Child Rights Awareness	High Extent (H.E)	Moderate Extent (S.E)	Low Extent (L.E)	Not at All (N.A)	Mean	Std. Dev.
1.	There are need to improve student’s security in my school.	184 43%	178 41%	36 8%	33 7%	1.81	.89
2.	Sex education is taught in my school.	64 15%	194 45%	128 30%	46 10%	2.35	.87
3.	There were reported cases of students’ sexual abuse in my school	24 6%	140 32%	132 31%	134 31%	2.86	.94
4.	I act like a parent to my students	66 15%	144 33%	148 34%	72 17%	2.51	.96
5	There are security personnel in my school	126 29%	146 34%	63 15%	95 22%	2.28	1.12
6.	There are electrical security gadgets in my school	52 12%	183 42%	46 11%	148 34%	2.66	1.09
Average Weighted Mean						2.41	0.98

**Remark: High= 4.00 – 3.50 Moderate = 3.40 - 2.50, Low = 2.40 – 1.50 Not Effective 1.40 – 0.00**

Table 4.11c shows child security. With average weighted mean of 2.41 against the threshold of 2.5, it implies that public school teachers' awareness of Child's Right to security is low.



**Table 4.11d: Teacher Awareness of Childs Right Act 2003: Association and Expression**

S/N	Child Rights Awareness	High Extent (H.E)	Moderate Extent (S.E)	Low Extent (L.E)	Not at All (N.A)	Mean	Std. Dev.
1.	Students' right to associate while in school	91 21%	218 51%	89 21%	29 7%	2.11	.85
2.	Students' right not to associate while in school.	73 17%	135 31%	88 20%	133 31%	2.64	1.11
3.	Student rights to extra-curricular activities	183 42%	124 29%	78 18%	42 10%	1.93	1.02
4.	Time for club activities on School Time-Table.	99 23%	222 51%	69 16%	38 9%	2.09	.88
5.	Teachers' involvement in club activities in the school.	94 22%	231 54%	88 20%	17 4%	2.06	.77
Average Weighted Mean						2.17	0.93
Grand mean for teachers awareness of child's right						<b>2.3636</b>	0.95

**Remark: Remark: High= 4.00 – 3.50 Moderate = 3.40 - 2.50, Low = 2.40 – 1.50 Not Effective 1.40 – 0.00**

Table 4.11d shows association and expression. With average weighted mean of 2.36 against the threshold of 2.5, it implies that public school teachers' awareness of Child's Right to association and expression is low. However, with a grand mean of 2.36 and the standard deviation value of 0.95 for public secondary school teachers' awareness of child rights, it implies that awareness of child rights is low among the public secondary school teacher in Southwestern Nigeria.

**Research Q4:** What is the level of secondary school Administrator practice of Child's Right Act 2003 in public secondary schools in Southwestern Nigeria?

**Table 4.12a : School Administrator Practice of Child's Right Act 2003: Right to Life**

S/N	Practice of Child Rights	Very Often (V.O)	Often (O)	Seldom (S)	Never (N)	Mean	Std. Dev.
1	Educating students' on child right.	31 (23%)	57 (43%)	41 (31%)	05 (4%)	2.15	.81
2.	Promotion of students right to survival in school	16 (12%)	47 (35%)	53 (40%)	17 (13%)	2.53	.87
3.	Use of cane on students	27 (20%)	74 (56%)	29 (22%)	03 (2%)	2.06	.70
4.	Punishment which slightly injure students.	08 (6%)	43 (20%)	70 (53%)	29 (22%)	2.90	.81
5.	Punishment which cost student his life.	11 (8%)	12 (9%)	16 (12%)	96 (72%)	3.47	.95
6.	Environmental threat to students life	12 (9%)	45 (34%)	24 (18%)	52 (39%)	2.87	1.03
7.	Effort to make school premises safe for students.	34 (26%)	69 (52%)	16 (12%)	13 (10%)	2.06	.88
8.	Provision of counseling services in the school	37 (28%)	36 (27%)	43 (33%)	16 (12%)	2.29	1.01
Average Weighted Mean						2.54	.88

**Remark: High= 4.00 – 3.50 Moderate = 3.40 - 2.50, Low = 2.40 – 1.50 Not Effective 1.40 – 0.00**

Table 4.12a shows child's right to life. With average weighted mean of 2.54 against the threshold of 2.5 this implies that public secondary school administrators' practices of Child's Right to life are at moderate level.

**Table 4.12b: School Administrators' Practice of Child's Right Act 2003: Dignity of Human Person**

S/N	Practice of Child Rights	Very Often (V.O)	Often (O)	Seldom (S)	Never (N)	Mean	Std. Dev.
1.	Give some respect to students.	27 (20%)	33 (25%)	45 (34%)	28 (21%)	2.56	1.04
2.	Shave student's hair to groom them.	12 (9%)	35 (26%)	59 (45%)	25 (19%)	2.74	.87
3.	Discredit students in the public to serve as a lesson to other student's.	13 (10%)	41 (31%)	70 (53%)	08 (6%)	2.54	.76
4.	Give students class arrest to teach them morals	17 (14%)	29 (22%)	60 (45%)	25 (19%)	2.70	.93
5.	Detain students briefly after the school hour to instill discipline	20 (15%)	31 (23%)	40 (30%)	43 (32%)	2.79	1.06
6.	Cut part of student's tight school Uniform to instill discipline.	13 (10%)	39 (29%)	48 (36%)	32 (24%)	2.72	.96
Average Weighted Mean						2.68	.94

Table 4.12b shows dignity of human person. With average weighted mean of 2.68 against the threshold of 2.5 this implies that public secondary school administrators' practices of Child's Right to dignity of human person is at moderate level.

**Table 4.12c: School Administrator Practice of Child's Right Act 2003: Child Security**

S/N	Practice of Child Rights	Very Often (V.O)	Often (O)	Seldom (S)	Never (N)	Mean	Std. Dev.
1.	I made effort to keep students safe from threat.	35 (26%)	73 (55%)	17 (14%)	07 (5%)	1.97	.77
2.	I allowed sex education in school	24 (18%)	60 (45%)	33 (25%)	16 (12%)	2.30	.90
3.	There were cases of students' sexual abuse	15 (11%)	27 (20%)	45 (34%)	45 (34%)	2.90	1.02
4.	I act like parents to students while in school	61 (28%)	59 (44%)	27 (20%)	09 (7%)	2.04	.88
5.	Provision of school security Personnel	27 (20%)	67 (50%)	36 (27%)	04 (3%)	2.11	.76
6.	Training Student on security	24 (18%)	52 (39%)	44 (33%)	13 (10%)	2.36	.90
Average Weighted Mean						2.28	.87

**Remark: High= 4.00 – 3.50 Moderate = 3.40 - 2.50, Low = 2.40 – 1.50 Not Effective 1.40 – 0.00**

Table 4.12c shows child's right to security. With average weighted mean of 2.28 against the threshold of 2.5 this implies that public secondary school administrators' practices of Child's Right to security are low.



**Table 4.12d: School Administrator Practice of Child’s Right Act 2003: Association And Expression**

S/N	Practice of Child Rights	Very Often (V.O)	Often (O)	Seldom (S)	Never (N)	Mean	Std. Dev.
1.	Promotion of student unionism in school	16 (12%)	44 (33%)	44 (33%)	29 (22%)	2.64	.97
2.	Allow time for club activities on the school times-table	13 (10%)	65 (49%)	49 (36%)	08 (6%)	2.36	.74
3.	Club activities	24 (11%)	65 (49%)	48 (36%)	05 (4%)	2.34	.73
4.	Sampling students' opinions on students -related issues in the school	12 (9%)	33 (25%)	77 (58%)	11 (8%)	2.64	.77
5.	Restrict students' participation in club activities.	12 (9%)	16 (12%)	49 (36%)	56 (42%)	3.09	.98
Average Weighted Mean						2.61	.84
Grand Mean for Secondary School Administrator practice of child’s right						<b>2.5252</b>	.89

**Remark: Remark: High= 4.00 – 3.50 Moderate = 3.40 - 2.50, Low = 2.40 – 1.50 Not Effective 1.40 – 0.00**

Table 4.12d shows child's right to association and expression. With average weighted mean of 2.52 against the threshold of 2.5 this implies that public secondary school administrators' practices of Child's Right to association and expression are at moderate level.

**Research Q5:** What is the level of secondary school teacher practice of Child's Right Act 2003 in public secondary schools in Southwestern Nigeria?

**Table 4.13a: Teacher Practice of Child's Right Act 2003: Right to Life**

S/N	Practice of Child Rights	Very Often (V.O)	Often (O)	Seldom (S)	Never (N)	Mean	Std. Dev.
1	Educating students' on child right.	95 (22%)	224 (52%)	81 (19%)	32 (7%)	2.05	.84
2.	Promotion of students right to survival in school	49 (11%)	269 (62%)	78 (18%)	36 (9%)	2.16	.78
3.	Use of cane on students	35 (8%)	270 (63%)	108 (25%)	19 (4%)	2.19	.69
4.	Punishment which slightly injure students.	17 (4%)	96 (22%)	167 (39%)	152 (135%)	2.98	.94
5.	Punishment which cost student his life.	59 (14%)	46 (11%)	26 (6%)	293 (68%)	3.24	1.20
6.	Environmental threat to students life	31 (7%)	120 (28%)	144 (33%)	137 (32%)	2.82	1.00
7.	Effort to make school premises safe for students.	103 (24%)	209 (48%)	97 (23%)	23 (6%)	2.02	.82
8.	Provision of counselling services in the school	84 (19%)	182 (42%)	93 (22%)	73 (17%)	2.28	1.00
Average Weighted Mean						2.47	.91

**Remark: High= 4.00 – 3.50 Moderate = 3.40 - 2.50, Low = 2.40 – 1.50 Not Effective 1.40 – 0.00**

Table 4.13a shows Child's Right to life. With average weighted mean of 2.47 against the threshold of 2.5, it implies that public school teachers' practice of Child's Right to life is low.

**Table 4.13b: Teacher Practice of Child’s Right Act 2003: Dignity of Human Person**

S/N	Practice of Child Rights	Very Often (V.O)	Often (O)	Seldom (S)	Never (N)	Mean	Std. Dev.
1.	Give some respect to students.	63 (15%)	175 (41%)	157 (36%)	37 (8%)	2.31	.87
2.	Shave student’s hair to groom them.	47 (11%)	114 (26%)	127 (29%)	144 (33%)	2.77	1.07
3.	Discredit students in the public to serve as a lesson to other student’s.	66 (15%)	176 (41%)	88 (20%)	102 (24%)	2.44	1.05
4.	Give students class arrest to teach them morals	34 (8%)	212 (49%)	131 (30%)	52 (13%)	2.41	.85
5.	Detain students briefly after the school hour to instill discipline	15 (4%)	122 (28%)	207 (48%)	88 (20%)	2.77	.86
6.	Cut part of student’s tight school Uniform to instill discipline.	62 (14%)	127 (29%)	131 (30%)	112 (27%)	2.59	1.06
Average Weighted Mean						2.55	.96

**Remark: High= 4.00 – 3.50 Moderate = 3.40 - 2.50, Low = 2.40 – 1.50 Not Effective 1.40 – 0.00**

Table 4.13b shows Child's Right to dignity of human person. With average weighted mean of 2.55 against the threshold of 2.5, it implies that public school teachers' practice of Child's Right to dignity of human person was at moderate level.

**Table 4.13c: Teacher Practice of Child's Right Act 2003: Child Security**

S/N	Practice of Child Rights	Very Often (V.O)	Often (O)	Seldom (S)	Never (N)	Mean	Std. Dev.
1.	Effort to keep students safe from threat.	117 (27%)	251 (58%)	42 (10%)	22 (5%)	1.84	.74
2.	Allow sex education in school	67 (15%)	185 (42%)	135 (31%)	45 (9%)	2.29	.90
3.	Cases of students' sexual abuse	36 (8%)	157 (36%)	91 (21%)	147 (134%)	2.78	1.77
4.	Acting like parents to students while in school	172 (40%)	176 (41%)	37 (7%)	47 (11%)	1.83	.95
5.	Provision of school security Personnel	122 (28%)	226 (52%)	43 (10%)	41 (10%)	1.93	.87
6.	Training Student on security	46 (11%)	209 (48%)	116 (27%)	61 (14%)	2.33	.91
Average weighted mean						2.17	1.02

**Remark: High= 4.00 – 3.50 Moderate = 3.40 - 2.50, Low = 2.40 – 1.50 Not Effective 1.40 – 0.00**

Table 4.13c shows Child's Right to security. With average weighted mean of 2.17 against the threshold of 2.5, it implies that public school teachers' practice of Child's Right to life was low.



**Table 4.13d: Teacher Practice of Child’s Right Act 2003: Association And Expression**

S/N	Practice of Child Rights	Very Often (V.O)	Often (O)	Seldom (S)	Never (N)	Mean	Std. Dev.
1.	Promotion of student unionism in school	44 (10%)	82 (19%)	127 (29%)	166 (38%)	2.90	1.12
2.	Allow time for club activities on the school times-table	58 (13%)	221 (51%)	80 (19%)	62 (14%)	2.29	.96
3.	Club activities	91 (21%)	183 (42%)	111 (26%)	47 (11%)	2.14	.94
4.	Sampling students’ opinions on students –related issues in the school	52 (12%)	168 (39%)	134 (31%)	78 (18%)	2.43	.99
5.	Restrict students’ participation in club activities.	27 (6%)	53 (12%)	150 (35%)	202 (47%)	3.12	1.02
Average Weighted Mean						2.58	1.01
Grand Mean for Secondary School Teacher practice of child’s right						<b>2.4364</b>	.99

**Remark: Remark: High= 4.00 – 3.50 Moderate = 3.40 - 2.50, Low = 2.40 – 1.50 Not Effective 1.40 - 00**

Table 4.13d shows Child's Right to association and expression. With average weighted mean of 2.44 against the threshold of 2.5, it implies that public school teachers' practice of Child's Right to life was low. Although, teacher practices of child rights to dignity of human person and child rights to association and expression was revealed to be at moderate level, a grand mean of 2.4 and the standard deviation value of 0.99 for public secondary school teachers' practices of Child's Right implies that practices of Child Right among the public secondary school teachers in Southwestern Nigeria was low.

## 4.2 Testing the hypotheses

H<sub>01</sub>: Secondary school administrator's levels of awareness of Child's Right Act 2003 do not have significant relationship with student personnel services effectiveness in public secondary schools in Southwestern Nigeria

**Table 4.14: Pearson Product Moment Correlation Coefficient Showing Relationship between Administrator level of awareness of Child's Right Act 2003 and student personnel services effectiveness**

Variable	Mean	Std. Dev.	N	r	P	Remark
Student personnel services provided by the school	70.78	23.687	960			
Administrative awareness of child's right	61.75	8.305	133	.664**	.000	sig.

\* Sig at 0.05 level of significance    \*\* Sig at 0.01 level of significance

Table 4.14 shows there was a statistically significant relationship between school administrator level of awareness of Child's Right Act 2003 and student personnel services ( $r = .664$ ,  $p < 0.05$ ). Since p value is less than 0.05, then, the null hypothesis was rejected. Meaning that the higher the administrator's level of awareness of Child's Right Act 2003, the higher the students' personnel services and vice versa.

H<sub>02</sub>: Secondary school teacher's levels awareness of Child's Right Act 2003 do not have significant relationship with student personnel services effectiveness in public secondary schools in Southwestern Nigeria

**Table 4.15: Pearson Product Moment Correlation Coefficient showing relationship between student personnel services effectiveness and teacher awareness of Child's Right Act 2003**

Variable	Mean	Std. Dev.	N	r	P	Remark
Students' personnel services provided by the school	70.78	23.687	960			
Teacher awareness of child right	66.29	7.535	432	.350**	.000	sig.

\* Sig at 0.05 level of significance \*\* Sig at 0.01 level of significance

From table 4.15 the Pearson product moment correlation shows that there was statistically significant relationship found between student personnel services and teacher awareness of Child's Right Act 2003 ( $r = .350, p = .000$ ). Since p value is less than 0.05, then, the null hypothesis was rejected. Meaning that the higher the teacher's level of awareness of Child's Right Act 2003, the higher the students' personnel services and vice versa.

H<sub>03</sub>: Secondary school administrator's levels of practice of Child's Right Act 2003 do not have significant relationship with student personnel services effectiveness in public secondary schools in Southwestern Nigeria

**Table 4.16: Pearson Product Moment Correlation Coefficient showing relationship between student personnel services effectiveness and school administrator practice of Child's Right Act 2003**

Variable	Mean	Std. Dev.	N	r	P	Remark
Student Personnel Services provided by the school	70.78	23.687	960			
Administrators' Practice of Child Rights.	61.67	10.085	133	.704**	.000	Sig.

\* Sig at 0.05 level of significance \*\* Sig at 0.01 level of significance

Table 4.16 shows that there was a statistically significant positive relationship between student personnel services and administrative practice of child right ( $r = .704, \rho = .000$ ). Since p value is less than 0.05, then, the null hypothesis was rejected. Meaning that the higher the administrator level of practice of child rights, the higher the students' personnel services and vice versa.



H<sub>04</sub>: Secondary school teacher's levels of practice of Child's Right Act 2003 do not have significant relationship with student personnel services effectiveness in public secondary schools in Southwestern Nigeria

**Table 4.17: Pearson Product Moment Correlation Coefficient showing relationship between student personnel services effectiveness and teacher practice of Child's Right Act 2003**

Variable	Mean	Std. Dev.	N	r	P	Remark
Student personnel services provided by the school	70.78	23.687	960			
Teacher practice of child right	61.53	11.761	432	.400**	.000	Sig.

\* Sig at 0.05 level of significance    \*\* Sig at 0.01 level of significance

Table 4.17 reveals that there was a statistically significant relationship between student personnel services and teachers' practice of child right ( $r = .400, \rho=.000$ ). Since p value is less than 0.05, then, the null hypothesis was rejected. Meaning that the higher the teacher's level of practice of child rights, the higher the students' personnel services and vice versa.

H<sub>05</sub>: Secondary school administrator's awareness and practice of Child's Right Act 2003 do not have relative contribution to student personnel services effectiveness in public secondary schools in Southwestern Nigeria

**Table 4.18: Summary of relative contributions of school administrative awareness and practice of Child's Right Act 2003 to student personnel service effectiveness**

Model	Unstandardized coefficients		Standardized coefficients	T	Sig.
	B	Std. Error	Beta		
<b>Constant</b>	9.755	8.580		1.137	.256
<b>Administrator's awareness of child right</b>	-.221	.093	-.112	-2.375	.018
<b>Administrators' practice of child right</b>	1.196	.166	.342	7.226	.000

Dependent Variable: Student personnel services provided by the school

Table 4.18 shows that standard beta ( $\beta$ ) coefficients which gives a measure of the contribution of the independent variable to the model as predictors of Student personnel services provided by the school. It is equally evident that the independent variables, school administrators' awareness of Child's Right Act 2003 [ $(\beta) = -.112$ ,  $t_{(162)} = -2.375$ ,  $p < 0.05$ ] and school administrators' practice of Child's Right Act 2003 [ $\beta) = .342$ ,  $t_{(162)} = 7.226$ ,  $p < 0.05$ ] have relative significant contributions to Student personnel services provided by the school .

H<sub>06</sub>: Secondary school teacher's awareness and practice of Child's Right Act 2003 do not have relative contributions to students' personnel service effectiveness in public secondary schools in Southwestern Nigeria

**Table 4.19: Summary of relative contributions of school teacher awareness and practice of Child's Right Act 2003 to students' personnel service effectiveness**

Model	Unstandardized coefficients		Standardized coefficients	T	Sig.
	B	Std. Error	Beta		
<b>Constant</b>	128.518	30..839		4.167	.000
<b>Teachers' awareness of child right</b>	-2.042	.679	-.194	-3.007	.003
<b>Teacher's practice of child right</b>	1.268	.380	.215	3.336	.001

Dependent Variable: Student personnel services provided by the school

Table 4.19 shows the standard beta ( $\beta$ ) coefficients which gives a measure of the contributions of the independent variable to the model as predictors of the dependent (criterion) variable. It is clear that the independent variables, teachers' awareness of Child's Right Act 2003 [ $\beta = -.194$ ,  $t_{(162)} = -3.007$ ,  $p < 0.05$ ], teachers' practice of Child's Right Act 2003 [ $\beta = .215$ ,  $t_{(162)} = 3.336$ ,  $p < 0.05$ ] are significantly contributing to the dependent variable. It therefore suggests that it does contribute significantly to the prediction of student personnel services provided by the school.

H<sub>07</sub>: Secondary school teacher's awareness and practice of Child's Right Act 2003 do not have a joint influence on students' personnel service effectiveness in public secondary schools in Southwestern Nigeria

**Table 4.20, Summary of regression ANOVA table indicating the prediction of the criterion variable (students' personnel service effectiveness)**

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R = .139  
R Squared = .019  
Adjusted R Square = .016  
Standard Error of the Estimate = 23.497

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**ANOVA**

Model	Sum of Square	DF	Mean Square	F	Sig
Regression	6391.171	2	3195.585	5.788	.003
Residual	325196.282	958	552.116		
Total	331587.453	960			

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Dependent Variable: Student personnel services provided by the school

Predictors: (Constant), Teacher awareness of child right, Teacher practice of child right

\*Significant at P<0.05

Table 4.20 shows the multiple correlation ( $R$ ), the multiple correlation squared ( $R^2$ ) and the adjusted square multiple correlation ( $R^2_{adj}$ ) which revealed how well the predictor variable allowed for reliable prediction of the criterion variable (students personnel services). The value obtained revealed that the coefficient of Regression ( $R$ ) = .139, ( $R^2$ ) = .019 and adjusted R square is ( $R^2_{adj}$ ) = .016. The model has a positive correlation. The variance observed in student personnel services accounted for by the two predictor variables (Teacher awareness and practice of Child's Right Act 2003) account for 1.6 %. Again, it equally showed the F-test that examined the relationship to which the independent variable and dependent variable were linear. The F-ratio (5,788) = .003,  $p < 0.05$  was significant and does allowed for a reliable prediction of students' personnel services provided by the school.



H<sub>08</sub>: School administrator's awareness and practice of Child's Right Act 2003 did not have joint contribution on students' personnel services effectiveness in public secondary schools in Southwestern Nigeria

**Table 4.21 Summary of regression ANOVA table indicating the prediction of the criterion variable (students' personnel services effectiveness)**

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R = .295  
R Squared = .087  
Adjusted R Square = .084  
Standard Error of the Estimate = 22.672

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**ANOVA**

Model	Sum of Square	DF	Mean Square	F	Sig
Regression	28821.768	2	144410.884	28.035	.000
Residual	302765.684	958	514.033		
Total	331587.453	960			

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Dependent Variable: Students personnel services

Independent Variable: (Constant), Administrative practice of child right, administrative awareness of child rights \*=Significant at P<0.05

Table 4.21 reveals the multiple correlation ( $R$ ), the multiple correlation squared ( $R^2$ ) and the adjusted square multiple correlation ( $R^2_{adj}$ ) which revealed how well the predictor variable allowed reliable prediction of the criterion variable (students personnel services). The value obtained revealed that the coefficient of multiple Regression ( $R$ ) = .295, ( $R^2$ ) = .087 and adjusted R square is ( $R^2_{adj}$ ) = .084. The model has a positive correlation. The variance observed in student personnel services accounted for by the two predictor variables (School Administrator awareness and practice of Child's Right Act 2003) account for 8.4 %. Again, it equally showed the F-test that examined the relationship to which the independent variable and dependent variable were linear. The F-ratio ( $_{28,035}$ ) = .000,  $p < 0.05$  was significant and does allowed for a reliable prediction of students' personnel services provided by the school.

H<sub>09</sub>: Administrator and Teacher’s awareness and practice of Child’s Right Act 2003 does not have joint influence on students’ personnel services effectiveness in public secondary schools in Southwestern Nigeria

**Table 4.22 Summary of regression ANOVA table indicating the prediction of the criterion variable (students’ personnel services effectiveness)**

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R = 0.217  
R Squared = 0.047  
Adjusted R Square = 0.41  
Standard Error of the Estimate = 23.085

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**ANOVA**

Model	Sum of Square	DF	Mean Square	F	Sig
Regression	14606.470	4	73803.235	16.912	.002
Residual	313980.983	956	533.075		
Total	328587.453	960			

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Dependent Variable: Students personnel services

Independent Variable: (Constant), Administrative and teacher practice of child right, administrative and teacher awareness of child rights \*=Significant at P<0.05

Table 4.22 reveals the multiple correlation ( $R$ ), the multiple correlation squared ( $R^2$ ) and the adjusted square multiple correlation ( $R^2_{adj}$ ) which revealed how well the predictor variable allowed reliable prediction of the criterion variable (students personnel services). The value obtained revealed that the coefficient of multiple Regression ( $R$ ) = 0.217, ( $R^2$ ) = 0.047 and adjusted R square is ( $R^2_{adj}$ ) = 0.41. The model has a positive correlation. The variance observed in student personnel services accounted for by the four predictor variables (Administrator and teacher awareness and practice of Child's Right Act 2003) account for 41%. Again, it equally showed the F-test that examined the relationship to which the independent variable and dependent variable were linear. The F-ratio  $(4,956) = 16.912$ ,  $p < 0.05$  was significant and does allowed for a reliable prediction of students' personnel services provided by the school.

### **4.3 Discussion of findings**

#### **Effectiveness of student personnel services**

The first research question investigated the extent of student personnel services effectiveness in public secondary schools in the Southwestern Nigeria. The study considered the following students personnel services among others; counselling services, health services, security and co-curricular activities. Research question one revealed that student personnel services in public secondary schools in the Southwestern Nigeria are moderately provided but security in schools remains a major challenge. This result corroborates the finding of Kupoluyi (2014) who reported that school security is still a major concern to parents, students and educational personnel. The finding was also in consonance with the submission of Amanchukwu (2012) who posited that, there is insecurity in the Nigerian schools. Students' personnel services are said to be at moderate level because certain indices in the variables revealed that their provisions are not at optimal levels. For instance, during the Key Informant Interview (KII) with some school administrators, the researcher observed that many of the counselling personnel were not professional guidance and counsellors but were assigned the roles of the school counsellors based on either their age or experience over the years. Counselling offices, counselling tools such as albums, films and others were through the study were discovered to be inadequate.

Many schools as revealed by the study did not have counselling periods on their school time table. This by implication, the schools do not give intentional attention to the psychological needs of their students through a well thought out counselling services. Historically, formal guidance began in Nigeria towards the end of 1959 at St Theresa's College, Ibadan as the then school authority (Reverend Sisters) realised that the students might need guidance on how to gain entrance into higher education or seek employment. Although, the roles and the importance of guidance and counselling in the achievement of secondary school objectives of education has not changed over the years, however, the findings of this study revealed that counselling services, counselling personnel and relevant counselling tools are grossly lacking in public secondary school in Southwestern, Nigeria. This is a violation of students' right to counselling services while in school. Empirical studies such as Busari (2011), Johnson and Johnson (2003) had established that schools where

counselling services are ineffective such would be prone to hooliganism, cultism, truancy, moral decadence and students poor academic performances to mention a few. Further, the finding of this study revealed that although there are personnel in charge of students' health in the schools, they are however not health personnel. Also, according to the findings of this study, many schools have functional first aid boxes but lack trained first aiders. School buses/ambulances for emergencies and sick beds were not available in the schools as revealed by the study. KII attested to the assertions above.

This finding was also in consonance with Moronkola (2012) observation that many schools do not have functioning health centre and facilities. Findings of the study revealed that club activities such as Boys scout, Girls guide, JETS club, Young's farmers club, Red cross and Religious Associations were not effective with the exception of students union, Health club, Press club, and student/Teachers forum. Sport facilities such as Basketball pitch, Volleyball pitch and Hockey pitch were not effective with the exception of Football field. From the study, School administrators in southwestern Nigeria, unlike teachers, were better informed about Child's Right Act 2003 and more favourably disposed to the provisions of Student Personnel Services. Conclusively, if students personnel services as revealed by the findings of the study remain at moderate level, the best interest of the students could not be guaranteed in the schools as contained in the Child's Right Act 2003.

### **Level of secondary school administrators awareness of Child's Right Act 2003**

The second research question revealed that the level of secondary school administrators' awareness of Child Rights is high. This finding implies that secondary school administrators are not ignorant of Child Rights. The findings of this study corroborates the study of Olaolu (2019) who found that school administrators have fair knowledge and attitude towards tort law that is expected to reduce their tendencies of committing any infringements. The result of high awareness of Child Rights among school administrators was equally in consonance with some other findings, for example, Reglin (2009) gave the areas where school administrators lacked knowledge of law as including: finance, corporal punishment, and teachers' rights, while White (2012), also found that only 15.9% of administrators scored a 70% or higher on the survey relating to tort knowledge. The finding was equally in agreement with Amanchukwu (2012) which recognized that there is insecurity in the Nigerian schools

and it is the responsibility of the teachers, parents, school administrators and all of whom that see school systems as the incubators of great Nigerians, to protect them to the fullest, the oversight function of which school administrators are not lacking.

The results of the study revealed that awareness of students' rights to associations, co-curricular activities and teachers' involvement in co-curricular activities was high. The Secondary school administrators during the Key Informant Interview (KII) with the researcher confirmed their awareness of child's right to life, dignity of human person, security, freedom of association and expression. Many of the school administrators admitted that their oversight functions over the students and regular meetings with the Teaching Service Commission Permanent Secretaries and Commissioners for Education of their respective States, who on a regular basis, keep reminding them of the students' rights, while in school enhanced their awareness of child rights. Furthermore, school administrators were often sensitized about CRA through seminars organised by the All Nigeria Confederation of Principals of Secondary Schools. Hence they showed a higher level of awareness than teachers. However, this result contradicts the finding of Obanya (2014) who identified ignorance of child rights on the part of the school administrators as a major reason for its violation in secondary schools.

Time, study area and recent effort by school stakeholders coupled with the activities of various non-governmental organisations, through different media to create awareness of child rights in the society at large and in schools in particular might be responsible for this variance. The findings of the study revealed that school administrators have the awareness for the need to tighten up security around their schools. During the interactions with some of the secondary school administrators, the researcher observed that many of them were worried about the security situations around their schools.

### **Level of secondary school teacher's awareness of Child's Right Act 2003**

The third research question revealed that the level of secondary school teachers' awareness of child's right is low. This result corroborates the work of Irene (2013) and Ireti (2014) who reported ignorance of child rights on the part of the school teachers as a major reason for its violation in secondary schools. Equally, this finding is in consonance with the work of Chinweike (2012) who reported that knowledge of

laws promoting children's right was poor among the teachers. The findings of the study revealed that many of the school teachers are of the opinion that corporal punishment are inevitable in a school setting. This implies that teachers use corporal punishment in school. This is a display of ignorance of PART II section 11 sub-section (a) and (b) of the Child Right Act 2003 under right to dignity of the child where it was stated that every child is entitled to 'respect for the dignity of his person', and accordingly, no child shall be – (a) subjected to physical, mental or emotional injury, abuse, neglect or maltreatment, including sexual abuse; (b) subject to torture, inhuman or degrading treatment or punishment (Yelland, 2005; Nakpodia, 2011; Jayamma and Sumangla, 2013).

From the results of this study, many of the school teachers were not aware that their schools could not be considered safe for their students.

Further, many school teachers were not aware whether there be any threats or not to students life while in school. Findings showed that school teachers have the awareness that counselling services contributes to the survival of their students while in school. Awareness of effects of bullying, shaving students' bushy hair in the public as a way to instil discipline in him or her and use of foul language on students was revealed to be low among the school teachers. The findings of the study revealed that many teachers lack the awareness of the need to increase the level of security around their schools. The awareness of the doctrine of in loco – parentis was found to be low among the teachers as revealed by the study. The study revealed that none of the teachers have seen or handle a copy of Child's Right Act 2003 let alone to have access to the contents of the document.

### **Level of secondary school administrator's practice of Child's Right Act 2003**

Research question four revealed that the level of secondary school administrators' practice of child rights is high. This result indicates that secondary school administrators are not only aware of child's right but that they also practice them. This corroborates the submission of Olaolu (2019) who observed that there is growing evidence suggesting that by increasing school administrators' knowledge of children's rights their attitudes towards children's rights become more positive and supportive. The findings of research question four revealed that majority of the school administrators' respondents have fair attitude towards child's right. The result of responses of respondents on school administrator practice of child rights was used to



answer research question four. The response of most of the school administrators showed that many of them, to a reasonable extent practice legal codes in school. The result is consistent with other findings, such as Goering (1999), who submitted that a substantial relationship exists between school administrators' practice of child's right to effective school administration. Also, in a study conducted by Crockett (1995), it was documented that about an average of Alabama school administrator do not experience discomfort with their working knowledge of legal principles as applied to students rights.. Ironically, many of the secondary school administrators responding to key informant interview (KII) agreed they are still using cane on their students. School administrators were of the opinion that using cane on students while in school was inevitable.

This is a violation of child rights as contained in Part II section 11 sub-section (a) and (b) of the Child Right Act 2003 (Okoye, 2010; Joshua, 2014; Akinwumi, 2009). Although, opinions are divisive on the issue of corporal punishment, the researcher observed through the interactions with the school administrators that its demerits outweigh its merits and should be discouraged. Efforts to make the school environment safe and conducive for the students were found to be effective among the school administrators according to the study. Key Informant Interview revealed that creating conducive environment were prioritized by the school administrators. The practice of students' rights to human dignity of person was found to be effective as the school administrators admitted given some level of respect to students, do not discredited students openly, or cut their busy hair openly to serve as scape goats to others. Further, the study revealed that many of the school administrators do not give class arrest to the students or detain them after the school hours as a form of discipline. From these findings, one can conclude that students' rights to dignity of human person have improved considerably over the years.

Further, it could also be concluded that freedom of movement are being respected by the school administrators. These findings were not in agreement with Peretmode (1992) who listed practices that infringes student rights in public secondary schools in Nigeria to include: shaving student's hair and using derogatory language on a student to mention a few. Time and improved awareness of child's right could be major factors for this variance. The practice of the doctrine of in-loco-parentis among the school administrators as revealed by the study was effective. From KII, school

administrators admitted that acting as parents to students were not difficult for them because they were parents too. Security personnel are provided in many schools. The researcher observed through the interactions with many of the school administrators that, majority of these security personnel were employed through the effort of the Parents/Teachers Association (PTA) or the effort of the School Governing Boards (SGB). The study revealed further that, there were promotions of student clubs in the schools and times were allowed for club activities on the school time table with little or no restriction on students' participation in club activities. School administrators' practices of child's right as revealed from the findings of this study cannot be said to be optimal as inadequacy of counselling materials, poor security measures and limited office spaces for counsellors negatively impacted on the practice of CRA by the school administrators.

### **Level of secondary school teacher's practice of Child's Right Act 2003**

Research question five revealed that the level of secondary school teachers' practice of Child Rights is low. This implies that teachers' observance of legal provision or claim to children total welfare and protection against child abuse, such as rights to: life, dignity of human person, personal liberty, freedom of association, expression and movement, protection against sexual assault in public secondary schools in the Southwestern, Nigeria is low. This result is in support of Hodgkin and Newell (2007) position that awareness informed action. One of the implications of low practice of child rights among secondary school teachers is that there are gross violations of child rights in schools. When student rights to life, dignity of human person, security, freedom of association and expression are not practice, one can conclude that right-based provision of student personnel services in schools are not guaranteed. Another indication of poor practice of CRA by most of the teachers is the use of corporal punishment without the consent of school administrators.

A school administrator may legally administer corporal punishment in accordance with State policy, but a teacher can only do so by the permission of the school administrator. This study, however, revealed that teachers administered corporal punishment on their students without the express permission of the school administrator. From literature, there were reports of handful cases of litigations as a result of this practice from the teachers. Pockets of violence had equally been recorded

in some public secondary schools arising from teacher injuring students while administering corporal punishment. Lack of regular seminar for teachers by the Nigeria Union of Teachers (NUT) on children's right while in school as revealed by the study was also responsible for low practice of child's right by the public secondary school teachers. The doctrine of in-loco parentis was more popular with the school administrators than teachers, which negatively impacted the practice of child's right among the teachers. Unavailability of copies of Child's Right Act 2003 in public secondary schools' libraries as revealed by the study equally contributed in no small measure to the poor practice of child's right among the teachers.

### **Influence of school administrators' awareness of Child's Right Act 2003 on student personnel services**

The first hypothesis which stated that secondary school administrators' awareness of child's right will not have significant influence on student personnel services in public secondary schools in the Southwestern, Nigeria was rejected. Therefore, this implies that secondary school administrators' awareness of child rights will have significant influence on student personnel services effectiveness. The testing of this hypothesis revealed that the higher the school administrator's level of awareness of child's right, the higher the effectiveness of students' personnel services in the school. The finding of the study corroborated the assertion of Pia and Emma Cete (2012) that one's level of awareness of a matter is directly correlated to one's attitudes and behaviour concerning the matter. From this result, one can conclude that high awareness of child rights would lead to high practice of child rights resulting in effective students personnel services.

However, this finding contradicted Chinweike (2012) who found that levels of awareness do not necessarily correlate the level of practices. Not surprising, then, that simply raising awareness may be a part of the equation, but clearly not the entire answer to effecting real, widespread change in attitudes and especially behaviours (Sara and Jack, 2018). Further, the result of this hypothesis was also in contrast with the findings of the study on the level of environmental knowledge, awareness, attitudes and practices among Universiti Kebangsaan Malaysian students. The said study shows that the levels of knowledge, awareness and attitudes towards the environment is high among students but the practices are still at the moderate level. There are levels of

awareness, so one's level of awareness of a matter may not necessarily translate to positive attitude concerning the matter particularly when such level of awareness is considered low. According to Sara and Jack (2018) awareness is good, action is better. Further, it's also good to recognize that without a clear definition of awareness or what is supposed to come of raising it, we run the risk of expending energy without effecting much change. However, how do you get people to take action on a cause? The common response is usually to start by raising awareness. As the result of this study indicated, change in knowledge should automatically produce changes in behaviour. Besides, there is a growing evidence suggesting that by increasing school administrators' knowledge of children's right their attitudes towards children's rights become more positive and supportive (Campbell and Covell, 2001; Marilyn, 2001).

### **Influence of teachers' awareness of Child's Right Act 2003 on student personnel services Effectiveness**

The second hypothesis tested that secondary school teachers' awareness of Child's Right Act 2003 will not have significant influence on student personnel services effectiveness in public secondary school in Southwestern Nigeria. This hypothesis was rejected and the alternate was upheld, meaning that, secondary school teachers' awareness of Child's Right Act 2003 will have significant influence on student personnel services effectiveness provided by the school. It is generally expected that increase in knowledge of a matter should bring corresponding increase in behaviour towards that matter. Therefore, the result of this hypothesis is in consonance with the general dictum that knowledge is power. Through adequate awareness of Child's Right Act 2003 secondary school teachers are empowered to provide to provide effective student personnel services. In line with the finding of this study, Campbell and Covell (2001) submitted that there is growing evidence suggesting that by increasing teachers' knowledge of children's right, their attitudes towards children's rights become more positive and supportive. However, this finding contradicted Chinweike (2012) who found that levels of awareness do not necessarily correlate to the level of practices. Moreso, Amanchukwu (2012) discovered that knowledge of laws promoting children's rights was poor among the teachers. To this end, awareness of child rights alone cannot guarantee effective student personnel services in public secondary school in the Southwestern, Nigeria. People who are well informed about a matter, could sometimes damned the consequences of its negligence

more so when there is no machinery in place to check their actions or inactions. How many smokers today are aware that smokers are liable to die young and still smoke? Such awareness has not led them to quit smoking despite its attending consequences.

### **Influence school administrator practice of Child's Right Act 2003 on student personnel services Effectiveness**

The third hypothesis tested stated that secondary school administrators' level of practice of Child's Right Act 2003 will not have significant influence on student personnel services effectiveness in secondary schools in Southwestern Nigeria. This hypothesis was rejected and the alternative hypothesis was upheld because there was a statistically significant positive correlation between student personnel services and school administrators' practice of Child's Right Act 2003. As school administrators' practice of child right increases, student personnel services increases as well and vice versa. The finding of this study revealed that school administrators' level of practice of child rights is germane to effective student personnel services. From this result, one can conclude that school administrators' level of practice of child's right is one of the major factors contributing to effective student personnel services in public secondary school in the Southwestern, Nigeria. This result is in line with the finding of Olubor (2010) who found that when school administrators have respect for the child's right and dignity without prejudice to sex, gender, race, religion, tribe, colour, physical characteristics, place of origin, etc students welfare and confidence are guaranteed. Through literature, there are dearth of studies that contrasted positive correlation between effective student personnel services and school administrators' practice of child's right.

The significant correlation of school administrators' practice of child's right shows its importance to student personnel services. It implies that, if it was high its correlation might be higher than what was obtained from the findings. However, based on reviewed literature, its low level has a serious implication on student attendance and attention in schools. For instance, on the school administrators' practice of child's right to adequate health services, a healthy student would need to excrete waste from his/her body. Thus, when toilets are not available or are poorly equipped, it could lead to students' truancy and cause absenteeism among the administrative and teaching staff too. While teachers may sometimes keep off from the school for lack of toilets

facilities for instance in an occasion of have or experiencing running stomach, students would no doubt missed so much if he or she dare do such. A lot of studies have established a positive correlation between many of the student personnel services and students' stability, morality and desirable academic outcome.

For instance, Atanda (2010) in his work titled school quality factors and secondary school students' achievement in mathematics in South-West and North-Central Nigeria established that there were significant relationships between good health services, library service counselling services and students' achievement in mathematics. When school administrators pay attention to the provision of serene school environment, which is one of the student's rights while in school, one can conclude then going by the finding of this study that student attendance and attention would be secured. School administrators in southwestern Nigeria unlike teachers were better informed about CRA and more favourably disposed to the provisions of SPS.

#### **Influence of secondary school teachers practice of Child's Right Act 2003 on student personnel services Effectiveness**

The fourth hypothesis tested stated that secondary school teachers' level of practice of child's right will not have significant influence on student personnel services effectiveness in secondary schools in the Southwestern, Nigeria. This hypothesis was rejected and the alternative hypothesis was upheld because there was a statistically significant positive correlation between student personnel services and secondary school teachers' practice of child's right. From this result one can conclude that secondary school teachers' awareness of child rights in the school alone cannot lead to effective student personnel services but the practice of child rights by the school teachers are equally significant for effective student personnel services. Going by the organizational structure of public secondary schools in the Southwestern, Nigeria, teachers are closer to the students than to the school administrators and their action and in-action could quickly have immediate positive or otherwise imparts on the students (Shann, 1999; Roorda et al, 2011; Sathiyaraj, 2013). In line with the findings of this study, Awosola (2008) had stated that students' rights are important in schools a view Benbenishty (2002) agreed with and advanced that 'those rights' which protect students while in school must be prioritized. Effective teacher and students' relationship in school cannot be over emphasized. Teachers are closer to the students

in school and are supposed to be better informed about the rights of the students while in school. Teachers training curriculum should encompass adequate knowledge of child rights.

Teachers should not only be aware of student's right in school, they should be encouraged and monitored to practice child's right. Teachers, by virtue of their responsibilities are expected to understand certain aspect of the law on consequence of behaviour as a moral guide to their own actions and inactions as it could attract litigations. Teachers responsibilities' extends to protecting and supervising students within and, at times, outside the school premises. They also hold the power to request for, supervise employees and subordinates. These, therefore, define the importance of their oversight functions in the school system. It is likely that accidents will happen in schools and which could cause injury to students. Teachers' wisdom lies in anticipation of potential danger, if they fail to act or perform their responsibility, then, they may be held liable for the misfortunes. This is why the warning, "Educators ignore the law at their peril" is used since failure to act could attract financial implication. Ogbe (2015) posits that managers must have the capacity to answer two basic inquiries in regards to school legislations, "What would I be able to do, as well as the thing I should do?" Both are essential to facilitating "commonality with the laws" and the cut off purposes of what they might almost certainly do. At the end of the day, they need to take sensible care to evade acts or exclusions, which they can sensibly predict would probably harm their subjects. Of course, the implication of knowledge of child's right goes beyond negligent related issues.

In the studies of Oyedeji (2012) and Francis (2011), it was found that many teachers do not know fully the context and or how to place the right punishment on school student. In many schools, there are many cases of abuse of power applicable to students' misconducts. These situations are not limited to areas of punishment, conducting search on students, judgement on students' dressing, excluding a scholar from participating in an exam which he/she has fittingly enrolled for and generally disciplinary measures in suspension and expulsion. Knowledge of child's right among the teachers has impact because there is only a thin line between the acceptability of such acts and violation of rights (Oyedeji, 2012). Other areas include, dealing with the right and dealing with disabled students in the school. Teachers ought to know as

much as possible about what the law says in respect to conduct towards students under their supervision as they know about the psychology of learning (Francis, 2011).

### **Relative contributions of secondary school administrator awareness and practice of Child's Right Act 2003 to student personnel services Effectiveness**

The fifth hypothesis tested stated that secondary school administrators' awareness and practice of child right will not have relative contributions to student personnel services in secondary schools in Southwestern Nigeria. From the results of this hypothesis, it was evident that the independent variables, school administrators' awareness and practice of child's right have relative significant contributions to Student personnel services effectiveness provided by the school. The findings of this hypothesis corroborates the fact that awareness of child rights alone cannot lead to effective students' personnel service but the combination of awareness of child's right and corresponding practice of child rights. Awareness informed action. Hodgkin and Newell (2007) submitted that rights are of little use to people unless they are aware of them.

The school is saddled with the responsibilities of transmission of societal values and expectations to the students so that they could be responsible citizens in the future. This could only be achieved through adequate awareness of their rights which is the sole responsibilities of the school administrators and teachers who have the custody of these children. School administrators would have to stand in the gap between the student and their parents as they create awareness of child's right to both parties and what their responsibilities should be from parents to their children and vice versa. Jayamma and Sumangala (2013) gave suggestions on how child's right awareness and practice of child rights could assist the school administrators in order to raise the level of students personnel services in schools to includes: creating awareness about different aspects of child's right which can be done through street campaign, seminars, talks and also by providing important related literature. Opportunities should be given to children through programme to air their view in many ways within and without the four walls of the classroom so that student opinion could heard and respected by the teachers and school authorities by considering their suggestions and inculcating them in the day to day running of the affairs of the school. The dignity of each student must be upheld by the school authority, their idea of calling student nick name particularly the derogatory one should be avoided as this tend to lower student



dignity and self-esteem. Programmes in school should be arranged so as to give room for leisure and recreational activities. Conducive environment for learning in school should be provided through the improvement of facilities and student centred approaches to learning. No student should be discriminated against on the ground learning ability, sex, economic status etc.

### **Relative contributions of secondary school teachers' awareness and practice of Child's Right 2003 to student personnel services Effectiveness**

The sixth hypothesis tested stated that secondary school teachers' awareness and practice of child's right will not have relative contributions to students' personnel service in the public secondary schools in Southwest Nigeria. From the results of this study, it was clear that the independent variables, teachers' awareness of child rights and teachers' practice of child's right are significantly contributing to the dependent variable, student personnel services. Ordinarily, awareness of child's right precedes its practice. However, empirical studies have revealed that there was a relationship between school administrators' awareness and practice of child's right and their attitudes toward the students under their care (Adeola, 2005). Onogure-Biokoro's (1998) investigation into school administrators' knowledge of their tortuous liability in the management of secondary schools in Ikpoba–Okha Local Government Area of Edo State revealed that school administrators generally have tendency to have insufficient knowledge of rights laws in schools.

Also, it has been revealed that a large proportion of school administrators (71%) had no formal training in Education Law. Data were analysed using mean scores and simple percentages. His results further indicated that school administrators with the knowledge of laws governing public education have tendency, generally, to have more favourable and humanistic attitude towards observing or respecting the students' rights. Above all, he recommends teaching of public education law in every Education Institution and condemns the utilization of whipping as a disciplinary measure. He reasons that there are other available and effective methods of discipline that are not attended to by risk. Chianu (2001) further suggested that age and experience empower a director to adjust the disrupting impacts of progress inside an office or organization against a general sentiment of fulfilment with one's state. At the end of the day, change does not appear to trouble more to develop overseers as much as the individuals who are new to the position. In many cases, experienced heads

consider a change to be important all together for an association to understand its vision, or achieve its goal. In the perspective of Amanchukwu (2012), there exist a significant connection between school administrators' awareness of child's right and performance of their obligation within the school. To him, school administrators as representative must experience the complexities of child's right whether he understands it or not. Albeit lawful limit of obligation and expert gives the instructor the privilege to make sensible tenets which control students; yet there is a boundary to such limit as they likewise consider the dependable for a guideline, as well as for supervision and security; and If not satisfied could come about into risk.

School administrators should put into practice their awareness of child's right because of the controversial nature of our society as remarked by Ipaye (2010), where individuals are becoming increasingly conscious of their rights and freedom and infringement on such may be challenged in the court of law. He, however, adds that the only circumstance under which the school administrator could be excused from liability is "if he acts under pressure of circumstances to protect life or limb or health of other students in a reasonable manner and with no other acceptable alternative". School administrators' attitude to child's right has incredible influence on student personnel services effectiveness. Whenever instructors and instructive partners are profoundly energetic and satisfactory consideration given to them, it adds esteem and quality to the instructive framework by raising its models to ascend to the normal level in this manner guaranteeing quality educating learning results and yield. Overseers' disposition impacts such different factors like quality yield, quality execution, upgrading quality instructive results and instructional conveyance (educating); instructors and instructive partners' encroachment of rights and profitability; all which is of extraordinary criticalness to ensuring quality affirmation in the instructive framework.

In any case, when educators and instructive partners impact the instructive framework emphatically, they expect to play out their undertaking viably and productively; and every instructive objective will be accomplished with constructive results and the yields from the educational system will be equipped energetic, taught work force's that will contribute hugely towards societal advancement and country working, all things considered quality affirmation is ensure. There has been an age-long debate on whether a number of demographic variables influence school

administrators' awareness and practice of child rights. This review presents these to enable the researchers and others place this work in a broader perspective of these debates. Studies have shown that the impression of the significance of one encroachment of law instead of another is affected by socio economics, especially age, sex and long stretches of involvement (Petermode, 1992). The school administrators' gender may influence their awareness and practice of child's rights in relating to student's personnel services.

### **Joint influence of secondary school teachers' awareness and practice of Child's Right Act 2003 on Student Personnel Services Effectiveness**

The seventh hypothesis tested stated that secondary school teachers' awareness and practice of Child's Right Act 2003 will not have a joint influence on students' personnel service in the public secondary schools in the Southwestern Nigeria. The findings, shows the multiple correlation ( $R$ ), the multiple correlation squared ( $R^2$ ) and the adjusted square multiple correlation ( $R^2_{adj}$ ), which revealed how well the predictor variable allowed for reliable prediction of students personnel services. The value obtained revealed that the coefficient of Regression ( $R$ ) = .139, ( $R^2$ ) = .019 and adjusted R square is ( $R^2_{adj}$ ) = .016. With this result, the model has a positive correlation. The variance observed in student personnel services accounted for by the two predictor variables (Teacher awareness and practice of child's right) account for 1.6 %. Again, it equally showed the F-test that examined the relationship to which the independent variable and dependent variable were linear. The F-ratio ( $F_{5,788}$ ) = .003,  $p < 0.05$  was significant and does allowed for a reliable prediction of students' personnel services provided by the school. Awareness and practice of child's right were, through the results of this study established joint positive influence. Although, studies have established that awareness of child's right does not essentially lead to practice of child's right, the two no doubt complement each other. From this finding, it is evident that awareness of child's right and the practices of child's right must go hand in hand to produce effective student personnel services.

### **Joint influence of secondary school administrators' awareness and practice of Child's Right 2003 on Student Personnel Services Effectiveness**

Hypothesis eight tested stated that school administrator's awareness and practice of child's right will not have joint influence on students' personnel services effectiveness. The result of this hypothesis reports the multiple correlation ( $R$ ), the

multiple correlation squared ( $R^2$ ) and the adjusted square multiple correlation ( $R^2_{adj}$ ) which revealed how well the predictor variable allowed reliable prediction of students personnel services. The value obtained revealed that the coefficient of multiple Regression ( $R$ ) = .295, ( $R^2$ ) = .087 and adjusted R square is ( $R^2_{adj}$ ) = .084. The model has a positive correlation. The variance observed in student personnel services accounted for by the two predictor variables (School Administrators' awareness and practice of child rights) account for 8.4 %. Again, it equally showed the F-test that examined the relationship to which the independent variable and dependent variable were linear. The F-ratio ( $_{28,035}$ ) = .000,  $p < 0.05$  was significant and does allowed for a reliable prediction of students' personnel services provided by the school. The findings shows that school administrator's awareness and practice of child's right have joint influence on students' personnel services effectiveness.

From the finding of this study, one can conclude that high level of awareness and practice of child rights would lead to high level provision of student personnel services. A lot of studies have revealed that when students are given safe and enabling environments it would have corresponding positive influence on their morality and academic performances. Statutorily, according to the Child's Right Act 2003, which came into force on 31 July 2003, school administrators are expected to be committed to the following child's right (among others) in the overall interest of the students: the right to life, survival and development, right to freedom of expression and association, right to good health, adequate rest; recreation, leisure and play according to his or her age and culture, right to be protected from indecent and inhuman treatment through sexual exploitation, right to counselling services and adequate security. Drawing inference from the results of this hypothesis, one could conclude that a good knowledge of the above child rights and the practice of same by the school administrators have the corresponding capacity to jointly influence students' personnel services in public secondary schools in the Southwestern Nigeria. Although, there were dearth of studies which have directly or indirectly compare these variables together before now, one could still conclude from the results of this hypothesis that high awareness of child's right coupled with same level of practice of child's right will have joint positive influence on the students personnel services in public secondary schools in the Southwestern, Nigeria.

### **Joint influence of secondary school administrators and teachers' awareness and practice of Child's Right Act on student personnel services effectiveness**

Hypothesis nine tested stated that school administrator and teacher awareness and practice of child's right will not have joint influence on students' personnel services. The result of this hypothesis reports the multiple correlation (R), the multiple correlation squared ( $R^2$ ) and the adjusted square multiple correlation ( $R^2_{adj}$ ) which revealed how well the predictor variables allowed reliable prediction of students personnel services. The value obtained revealed that the coefficient of multiple Regression (R) = 0.217, ( $R^2$ ) = 0.047 and adjusted R square is ( $R^2_{adj}$ ) = 0.41. The model has a positive correlation. The variance observed in student personnel services accounted for by the four predictor variables (Administrator and teacher awareness and practice of child's right) account for 41%. Again, it equally showed the F-test that examined the relationship to which the independent variable and dependent variable were linear.

The F-ratio ( $F_{(4,947)} = 16.912$ ,  $p < 0.05$ ) was significant and does allowed for a reliable prediction of students' personnel services provided by the school. The findings shows that school administrators and teacher's awareness and practice of child's right have joint influence on students' personnel services effectiveness. That is, school administrators and teacher's awareness and practice of child's right jointly contributed to student personnel services effectiveness. From the finding of this study, one can conclude that high level of awareness and practice of child rights by both the administrator and teacher would lead to high level provision of student personnel services. School administrator and teacher combined awareness and practice of child's right would no doubt provide positive influence in the provision of student personnel services in the school. From this result, one can conclude that there is a synergy between school administrator and teacher combined awareness and practice of child's right on the provision of student personnel services.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

The chapter presents summary of the study, conclusion, implications of the study, recommendations, contributions to knowledge, limitations as well as suggestions for further studies.

#### **5.1 Summary**

The study investigated school administrators and teacher's awareness, practice of Child's Right Act 2003 and student personnel services effectiveness in public secondary schools in southwestern Nigeria. The purpose of the study, statement of problem and significance of the study were discussed. Research questions were raised and answered. Also, hypotheses were formulated and tested. The scope and operational definitions of terms were also stated. The work also deals with an extensive review of related literature on the concepts used in the study such as historical background of Child's Right Act 2003, counselling services, child protection, school health programmes and school environment. Furthermore, it focused on the empirical reviews and the appraisal of literature showing the correlation between the independent and dependent variables of the study. The theoretical framework and the conceptual model for the study were also presented.

The methodology focused on the research design used for this study, which was descriptive survey. Multi-stage sampling procedure was employed to select 137 school administrators, 433 teachers and 968 students used for the study. The three instruments used were self-developed with modified Likert four-point rating scale. The data were analysed using descriptive statistics for the five research questions, Pearson moment correlation, t-test and multiple regression at 0.05 level of significance for the eight hypotheses in the study. Data were adequately analysed based on the research questions and hypotheses.

Research question one showed the level of student personnel services. The study revealed that student personnel services are moderately provided. School counselling materials such as counselling room, films and album are grossly inadequate. Further, security, sporting materials, school health facilities and club activities fell below expectation. Research question two showed that secondary school administrator level of awareness of Child's Right Act 2003 is high. Research question three revealed that secondary school teachers level of Child's Right Act 2003 awareness is low. Research question four showed that secondary school administrator's level of practice of Child's Right Act 2003 is high. Finally, research question five revealed that secondary school teachers' level of practice of Child's Right Act 2003 is low. There was a significant relationship between secondary school administrators' awareness of child's right and student personnel services effectiveness. This implies that, the higher the school administrators' level of awareness of child's right, the higher the students' personnel services provided by the school. It was equally discovered that, secondary school teachers' awareness of child's right have significant influence on student personnel services provided by the school.

Thus, it can be inferred that the level of secondary school teachers' awareness might determine the level of provision of student personnel services in public secondary school in the Southwestern Nigeria. There was a statistically significant positive correlation between student personnel services and school administrators' practice of Child's Right Act 2003. As school administrators practice of child's right increases, student personnel services effectiveness increases as well and vice versa. One can then conclude that school administrator's level of practice of child's right is germane to effective student personnel services. Further, from this result, one can also inferred that school administrators' level of practice of child's right is one of the major factors contributing to effective student personnel services in public secondary school in the Southwestern Nigeria.

There was a statistically significant positive correlation between student personnel services and secondary school teacher's practice of child's right. From this result one can conclude that secondary school administrators practice of child's right in the school alone cannot lead to effective student personnel services, but the practice of child's right by the school teachers are equally significant for effective student personnel services. Going by the organogram of public secondary schools in the

Southwestern Nigeria, teachers are closer to the students than to the school administrators and their action and in-action could quickly have immediate positive or otherwise impacts on the students. School administrator's awareness and practice of child's right have relative significant contributions to student personnel services provided by the school. One can deduce from this result that awareness of child's right alone cannot lead to effective students' personnel service but the combination of awareness of child's right and corresponding practice of child's right. Secondary school teachers' awareness and practice of child's right significantly contributed to student personnel services.

Thus, it can be inferred, awareness of Child's Right Act 2003 precedes its practice. Secondary school teacher's awareness and practice of child's right have a positive joint influence on students' personnel service in the public secondary schools in the Southwestern, Nigeria. This implies that awareness of Child's Right Act 2003 and the practice of the same must go hand in hand to produce effective students' personnel services. There was a positive joint influence of secondary school administrator awareness and practice of child's right on students' personnel services. From this, one can conclude that high level of awareness and practice of child's right would lead to high level provision of student personnel services.

It could further be concluded that, a good knowledge of child's right and the practice of same by the school administrators have the corresponding capacity to jointly influence students' personnel services in public secondary schools in Southwestern Nigeria. Chapter five of the study highlighted the summary of the findings, conclusion, implications of the findings, recommendations, contributions to knowledge, limitations to the study and suggestions for further studies.



## **5.2 Conclusion**

The primary goal of conducting this study was to determine the extent to which school administrators as well as teacher's awareness and practice of Child's Right Act 2003 could influence student personnel services effectiveness in secondary schools in the Southwestern Nigeria.

Thus, from the findings of the study the following conclusion could be drawn, one that awareness of Child's Right Act 2003 alone are not too strong determinants of effectiveness of student personnel services on the other hand practices of Child's Right Act 2003 enhance effective student personnel services.

Equally, there was a relationship between the school administrators as well as teachers' awareness and practice of Child's Right Act 2003 and effective student personnel services. Furthermore, school administrator's awareness and practice of Child's Right Act 2003 have relative contributions to the prediction of student personnel services effectiveness provided by the school. Also from the study one can conclude that teachers' awareness and practice of Child's Right Act 2003 have relative contributions to the prediction of student personnel services effectiveness provided by the school.

Lastly, it can be inferred from the study that school administrators as well as teachers' awareness and practice of Child's Right Act 2003 have joint influence on the students' personnel services provided by the secondary schools in the Southwestern Nigeria.

## **5.3 Implications of the findings**

The study provided information on secondary school administrators' as well as the teachers' awareness and practice of Child's Right Act 2003 on student personnel services effectiveness in public secondary schools in Southwestern Nigeria. From the findings of the study, the followings are hereby implied: There is need for educational policy makers to put in place or made functioning educational policies that will protect the rights of the child while in schools, as it appears such policies are not operational if available at all. Teachers Training Institutions such as Colleges of Education and Faculties of Education in Universities may see the need to review their training curriculum to accommodate the legal aspects of education, legality of student personnel services and Child's Right Act 2003.

School administrators especially those concerned with the affairs of secondary institutions such as the States Teaching Service Commissions, Local Education Offices, Secondary School Administrator as well as those who work in Educational Agencies such as Educational Research centres need to improve their oversight functions on teachers and sensitised them on regular basis on the awareness and practice of Child's Right..

Teachers' awareness of the Child's Right Act 2003 and the legality of student personnel services effectiveness would guide them in the discharge of their duties with full awareness of the legal implications of their actions and inactions.

The Ministry of Justice having information on the status of awareness and practice of Child's Right Act 2003 in public secondary schools should take appropriate legislative actions to curb the menace of Child's Right violations in secondary schools in particular and the society in general.

Children oriented non-governmental organizations who are concerned with children welfare should know where to channel their supportive services/resources. Parents who hitherto appear to be uninformed and indifferent to the rights of their wards while in school would know the directions to channel their course or seek redress in case their wards rights are being violated or abused. The students should have awareness of their rights, responsibilities and rightful channels to make their grievances known in case of infringement of their rights by their teachers or the school authority. Lastly, as the general public awareness of Child's Right is heighten in the society, violations of child rights occasioned by the cultural practices, traditions, ignorance and poverty, would to a large extent, be reduced to the barest minimum.

#### **5.4 Recommendations**

The findings of the study revealed that school administrator's as well as teacher's awareness and practice of Child's Right had significant correlation with student personnel services effectiveness in secondary school in the Southwestern Nigeria. Therefore, based on the findings, the following recommendations were made:

The following components of student personnel services counselling services, health services, co-curricular services and child security should be made effective in public secondary schools in Southwestern, Nigeria. School administrator's level awareness of

Child's Right to life, dignity of human person, freedom of association, expression, and child security should be improved upon through seminars, workshops and conferences on the awareness and practice of Child's Right.

Secondary school teacher's level of awareness of Child's Right to life, dignity of human person, freedom of association, expression, and child security was revealed to be low by the study, therefore, teachers should be sensitised on a regular basis on this so as to improve their awareness of Child's Right Act 2003. Attention should be given to secondary school administrator's level of practice of Child's Right to life, dignity of human person, freedom of association, expression, and child security as it enhanced student personnel services effectiveness.

Teacher's level of practice of Child's Right to life, dignity of human person, freedom of association, expression, and child security should be given urgent attention as the study revealed it to be low. This could be achieved through workshops, seminars and conferences on Child's Right. school administrators as well as teachers should translate their awareness of Child's Right to practices of Child's Right as the study revealed that, although, there existed some level of awareness of child's right among the school administrators as well as the teachers such has not translate to practices of child's right over the years.

School administrators as well as teachers should give attention to the practices of Child's Right Act 2003 leading to effective provision of student personnel services in their schools. It is also recommended that the joint contribution of teachers' as well as school administrators' awareness and practice of Child's Right to effectiveness of student personnel service should be improved upon as it enhances students personnel services effectiveness.

## **5.5 Contributions of the study to knowledge**

The study contributed the followings to knowledge:

Awareness of Child's Right Act 2003 alone would not guarantee effectiveness of student personnel services.

Practices of Child's Right Act 2003 enhanced effective student personnel services.

The conceptual model of awareness and practice of Child's Right Act 2003 as determinants of effective student personnel services developed by the researcher which could be adopted or adapted by scholars interested in similar study.

## **5.6 Limitations of the study**

In the course of carrying out this study, some challenges were encountered by the researcher which limits the study. All the States of the federation could not be covered by the researcher; even the Southwestern States chosen could not be fully covered.

Further, not all the three senatorial zones in the selected States were sampled in the study because of the large number of respondents. Moreover, in sample and sampling technique where broad base principle was ought to be used to select four out of the six States in southwestern Nigeria, rather, three States were selected.

Furthermore, in all the States sampled, only the teachers designated as permanent teachers (those fully employed by the State government) were made used of as respondents. Moreover, social factors such as religious and cultural practices of the respondents which could also influence their practices of child's right were not properly taken care of in the study. Finally, respondents could also be subjective about their knowledge of child's right, that is, perceived bias.

## **5.7 Suggestions for further studies**

The findings of this study call for further studies to be carried out in other geo-political zones in the country to ascertain whether their findings will be in consonance or negate the findings of this study.

Other researchers could also expand the scope of the study to include Federal Government Schools, Private secondary schools, State, Private and Federal Polytechnics as well as State, Private and Federal Universities. Furthermore, other researchers could use large population (subject) in terms of parents, Zonal and State Ministry Education Officers to see whether the outcome will be in consonance or at variance with the findings of this study.

Lastly, further research work can be carried out on other aspects of students personnel services besides the ones considered under this study.

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# APPENDIX I

UNIVERSITY OF IBADAN, IBADAN

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT

SCHOOL ADMINISTRATOR AWARENESS OF

CHILD'S RIGHT ACT 2003 QUESTIONNAIRE (SAACRAQ) FOR SCHOOL ADMINISTRATORS

Dear Sir/Ma,

This study wish to investigate school administrators and teachers awareness, practice of child rights and student personnel services in public secondary schools in Southwestern, Nigeria. Please help to complete each item on this questionnaire by ticking the relevant spaces that corresponds to your response as they exist in your school in the last two sessions. Note that the information you provide is for research purposes only and will be treated with utmost confidentiality. Therefore, please be as truthful as possible.

Thank you.

Gbenga N. Adeola

Section A

1. State: Ogun ( ) Osun ( ) Oyo ( ) 2. Gender: Male ( ) Female ( )
2. Age: a. 21 – 30yrs [ ] b. 31 – 40yrs [ ] c. 41 – 50yrs [ ] d. 51 – 60yrs [ ] e. 61yrs and above. [ ]
3. Highest Educational Qualification: a. NCE [ ] b. B.Sc/B.A [ ] c. B.Ed [ ] d. M.Ed [ ] e. ) M.Sc/M.A [ ] f. PGDE [ ] g. Ph.D [ ]
4. Teaching Experience: a. 1 – 10yrs [ ] b. 11 – 20yrs [ ] c.21 – 30yrs [ ] d. 31 – 40yrs [ ] 5. Rank/Status: a. Teacher [ ] b. School Administrator [ ]

SECTION B

AWARENESS OF CHILD RIGHTS LIFE

S/N	Kindly rate your Awareness of the following	High Extent (HE)	Some Extent (SE)	Little Extent (LE)	Not at All (NA)
1.	I have undergone a course on child rights.				
2.	I have undergone a seminar on child rights.				
3.	Some punishment could cause permanent injury to students.				
4.	Corporal punishment should not be used on students				
5.	Some punishment could cause loss of life to students.				
6.	My school premises are not safe for my students.				
7.	Counselling services in my school contributes to the survival of my students				
8.	Counselling services in my school contributes to the development of my students.				
	<b>DIGNITY OF HUMAN PERSON</b>				
1.	Bullying on students could demoralize them.				
2.	Shaving student's hair in the school is part of grooming them.				
3.	Use of critical language on students should not be allowed in school.				
4.	Assault on the person of students in the school				
5.	Student tight uniform can be cut to instil discipline				
6.	Students deserve some level of respect from their teachers.				
	<b>CHILD SECURITY</b>				
1.	Child rights to protection while in school.				
2.	Sex education is student right.				
3.	Cases of students' sexual abuse in my school				
4.	The doctrine of in - loco parentis in school				
5.	There are security personnel in my school				
6.	There are security gadgets in the school				
	<b>ASSOCIATION AND EXPRESSION</b>				
1.	Student rights to club activities while in school.				
2.	Time for club activities on school Time-Table.				
3.	Student rights to co-curricular activities				
4.	Not all the students in my school belong to one association or the other				
5.	School Authority or Teachers involvement in club activities in the school.				

## APPENDIX II

UNIVERSITY OF IBADAN, IBADAN

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT

SCHOOL ADMINISTRATOR PRACTICE OF CHILD'S RIGHT ACT 2003

QUESTIONNAIRE (SAPCRAQ) FOR SCHOOL ADMINISTRATORS

Dear Sir/Ma,

This study wish to investigate school administrators and teachers awareness, practice of child rights and student personnel services in public secondary schools in Southwestern, Nigeria. Please help to complete each item on this questionnaire by ticking the relevant spaces that corresponds to your response as they exist in your school in the last two sessions. Note that the information you provide is for research purposes only and will be treated with utmost confidentiality. Therefore, please be as truthful as possible.

Thank you.

Gbenga N. Adeola

Section A

1. State: Ogun ( ) Osun ( ) Oyo ( )    2. Gender:    Male ( ) Female ( )
2. Age: a. 21 – 30yrs [ ] b. 31 – 40yrs [ ] c. 41 – 50yrs [ ] d. 51 – 60yrs [ ] e. 61yrs and above. [ ]
3. Highest Educational Qualification: a. NCE [ ] b. B.Sc/B.A [ ] c. B.Ed [ ] d. M.Ed [ ] e. ) M.Sc/M.A [ ] f. PGDE [ ] g. Ph.D [ ]
4. Teaching Experience: a. 1 – 10yrs [ ] b. 11 – 20yrs [ ] c.21 – 30yrs [ ] d. 31 – 40yrs [ ] 5. Rank/Status: a. Teacher [ ] b. School Administrator [ ]

SECTION B PRACTICE OF CHILD RIGHTS LIFE

S/N	How often do the following happens in your school.	Very Often (VO)	Often (O)	Seldom (S)	Never (N)
1.	Promotion of student right to life.				
2.	Promotion of students right to survival and development				
3.	Use of corporal punishment on students				
4.	Punishment which may cause permanent injury to student				
5.	Punishment which may result to loss of student life				
6.	Availability of school counsellor				
7.	Effort to make school premises safe for my students.				
8.	Provision of counselling services in the school				
	<b>DIGNITY OF HUMAN PERSON</b>				
1.	Give some respect to students				
2.	Shave students hair to groom them				
3.	Discredit students in the public to serve as a scapegoat to others.				
4.	Give students class arrest to teach them morals				
5.	Detain students briefly after the school hour to serve punishment.				
6.	Cut part of students tight uniform to instil discipline				
	<b>SECURITY</b>				
1.	Protection of school environment				
2.	Allow sex education in school.				
3.	Cases of students' sexual abuse				
4.	Practice of the doctrine of in - loco parentis in school				
5.	Provision of school security personnel				
6.	Training students on security				
	<b>ASSOCIATION AND EXPRESSION</b>				
1.	Promotion of student unionism in school.				
2.	Allowing time for club activities on school Time-Table.				
3.	Allow student rights to associations.				
4.	Allow student rights to freedom of expression.				
5.	Restrict students' participation in club activities				



## APPENDIX III

UNIVERSITY OF IBADAN, IBADAN

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT

TEACHER AWARENESS OF CHILD'S RIGHT 2003 QUESTIONNAIRE

(TACRAQ) FOR TEACHERS

Dear Sir/Ma,

This study wish to investigate school administrators and teachers awareness, practice of child rights and student personnel services in public secondary schools in Southwestern, Nigeria. Please help to complete each item on this questionnaire by ticking the relevant spaces that corresponds to your response as they exist in your school in the last two sessions. Note that the information you provide is for research purposes only and will be treated with utmost confidentiality. Therefore, please be as truthful as possible.

Thank you.

Gbenga N. Adeola

Section A

1. State: Ogun ( ) Osun ( ) Oyo ( )    2. Gender:    Male ( ) Female ( )
2. Age: a. 21 – 30yrs [ ] b. 31 – 40yrs [ ] c. 41 – 50yrs [ ] d. 51 – 60yrs [ ] e 61yrs and above. [ ]
3. Highest Educational Qualification: a. NCE [ ] b. B.Sc/B.A [ ] c. B.Ed [ ] d. M.Ed [ ] e. ) M.Sc/M.A [ ] f. PGDE [ ] g. Ph.D [ ]
4. Teaching Experience: a. 1 – 10yrs [ ] b. 11 – 20yrs [ ] c.21 – 30yrs [ ] d. 31 – 40yrs [ ] 5. Rank/Status: a. Teacher [ ] b. School Administrator [ ]

SECTION B

AWARENESS OF CHILD RIGHTS LIFE

S/N	Kindly rate your Awareness of the following	High Extent (HE)	Some Extent (SE)	Little Extent (LE)	Not at All (NA)
1.	I have undergone a course on child rights.				
2.	I have undergone a seminar on child rights.				
3.	Some punishment could cause permanent injury to students.				
4.	Corporal punishment should not be used on students				
5.	Some punishment could cause loss of life to students.				
6.	My school premises are not safe for my students.				
7.	Counselling services in my school contributes to the survival of my students				
8.	Counselling services in my school contributes to the development of my students.				
	<b>DIGNITY OF HUMAN PERSON</b>				
1.	Bullying on students could demoralize them.				
2.	Shaving student's hair in the school is part of grooming them.				
3.	Use of critical language on students should not be allowed in school.				
4.	Assault on the person of students in the school				
5.	Student tight uniform can be cut to instil discipline				
6.	Students deserve some level of respect from their teachers.				
	<b>CHILD SECURITY</b>				
1.	Child rights to protection while in school.				
2.	Sex education is student right.				
3.	Cases of students' sexual abuse in my school				
4.	The doctrine of in - loco parentis in school				
5.	There are security personnel in my school				
6.	There are security gadgets in the school				
	<b>ASSOCIATION AND EXPRESSION</b>				
1.	Student rights to club activities while in school.				
2.	Time for club activities on school Time-Table.				
3.	Student rights to co-curricular activities				
4.	Not all the students in my school belong to one association or the other				
5.	School Authority or Teachers involvement in club activities in the school.				

## APPENDIX IV

UNIVERSITY OF IBADAN, IBADAN

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT

TEACHER PRACTICE OF CHILD'S RIGHTS ACT 2003 QUESTIONNAIRE (TPCRAQ)

FOR TEACHERS

Dear Sir/Ma,

This study wish to investigate school administrators and teachers awareness, practice of child rights and student personnel services in public secondary schools in Southwestern, Nigeria. Please help to complete each item on this questionnaire by ticking the relevant spaces that corresponds to your response as they exist in your school in the last two sessions. Note that the information you provide is for research purposes only and will be treated with utmost confidentiality. Therefore, please be as truthful as possible.

Thank you.

Gbenga N. Adeola

Section A

3. State: Ogun ( ) Osun ( ) Oyo ( )    2. Gender: Male ( ) Female ( )
4. Age: a. 21 – 30yrs [ ] b. 31 – 40yrs [ ] c. 41 – 50yrs [ ] d. 51 – 60yrs [ ] e. 61yrs and above. [ ]
3. Highest Educational Qualification: a. NCE [ ] b. B.Sc/B.A [ ] c. B.Ed [ ] d. M.Ed [ ] e. ) M.Sc/M.A [ ] f. PGDE [ ] g. Ph.D [ ]
4. Teaching Experience: a. 1 – 10yrs [ ] b. 11 – 20yrs [ ] c.21 – 30yrs [ ] d. 31 – 40yrs [ ] 5. Rank/Status: a. Teacher [ ] b. School Administrator [ ]

SECTION B PRACTICE OF CHILD RIGHTS LIFE

S/N	How often do the following happens in your school.	Very Often (VO)	Often (O)	Seldom (S)	Never (N)
1.	Promotion of student right to life.				
2.	Promotion of students right to survival and development				
3.	Use of corporal punishment on students				
4.	Punishment which may cause permanent injury to student				
5.	Punishment which may result to loss of student life				
6.	Availability of school counsellor				
7.	Effort to make school premises safe for my students.				
8.	Provision of counselling services in the school				
	<b>DIGNITY OF HUMAN PERSON</b>				
1.	Give some respect to students				
2.	Shave students hair to groom them				
3.	Discredit students in the public to serve as a scapegoat to others.				
4.	Give students class arrest to teach them morals				
5.	Detain students briefly after the school hour to serve punishment.				
6.	Cut part of students tight uniform to instil discipline				
	<b>SECURITY</b>				
1.	Protection of school environment				
2.	Allow sex education in school.				
3.	Cases of students' sexual abuse				
4.	Practice of the doctrine of in - loco parentis in school				
5.	Provision of school security personnel				
6.	Training students on security				
	<b>ASSOCIATION AND EXPRESSION</b>				
1.	Promotion of student unionism in school.				
2.	Allowing time for club activities on school Time-Table.				
3.	Allow student rights to associations.				
4.	Allow student rights to freedom of expression.				
5.	Restrict students' participation in club activities				

## APPENDIX V

UNIVERSITY OF IBADAN, IBADAN

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT

STUDENTS PERSONNEL SERVICES QUESTIONNAIRE (SPSQ)

SCHOOL ADMINISTRATOR AND TEACHER

Dear Sir/Ma,

This study wish to investigate school administrators and teachers awareness, practice of child rights and student personnel services in public secondary schools in Southwestern, Nigeria. Please help to complete each item on this questionnaire by ticking the relevant spaces that corresponds to your response as they exist in your school in the last two sessions. Note that the information you provide is for research purposes only and will be treated with utmost confidentiality. Therefore, please be as truthful as possible.

Thank you.

Gbenga N. Adeola

Section A

5. State: Ogun ( ) Osun ( ) Oyo ( )    2. Gender:    Male ( ) Female ( )
6. Age: a. 21 – 30yrs [ ] b. 31 – 40yrs [ ] c. 41 – 50yrs [ ] d. 51 – 60yrs [ ] e. 61yrs and above. [ ]
3. Highest Educational Qualification: a. NCE [ ] b. B.Sc/B.A [ ] c. B.Ed [ ] d. M.Ed [ ] e. ) M.Sc/M.A [ ] f. PGDE [ ] g. Ph.D [ ]
4. Teaching Experience: a. 1 – 10yrs [ ] b. 11 – 20yrs [ ] c.21 – 30yrs [ ] d. 31 – 40yrs [ ] 5. Rank/Status: a. Teacher [ ] b. School Administrator [ ]

## SECTION B STUDENTS PERSONNEL SERVICES PROVIDED BY THE SCHOOL

S/N	GUIDANCE AND COUNSELLING SERVICES	Highly Effective (H.E)	Moderately Effective (H.E)	Fairly Effective (F.E)	Not Effective (N.E)
1.	School counselling services				
2.	Counselling personnel				
3.	Counselling tools like album, film and others				
4.	Counselling period on time table				
5.	School counselling room				
	<b>FIRST AID AND HEALTH SERVICES</b>				
1.	School sick-bay or clinic				
2.	Health personnel/staff				
3.	School bus/Ambulance for emergency				
4.	Functional first aids box				
5.	Sick bed				
6.	Trained first Aiders				
	<b>ASSOCIATION/CLUB ACTIVITIES</b>				
1.	Boys Scout				
2.	Girls Guide				
3.	Jets Club				
4.	Young Farmers' club				
5.	Red Cross Club				
6.	Students Union				
7.	Religious Association				
8.	Health clubs				
9.	Press Club				
10.	Student/Teacher Forum				
	<b>RECREATIONAL FACILITIES</b>				
1.	Football field				
2.	Basketball pitch				
3.	Volleyball pitch				
4.	Lawn tennis court				
	<b>CHILD SECURITY</b>				
1.	Security gates				
2.	Security fences				
3.	Security Personnel				
4.	Security awareness				
5.	Protective measure in emergency				

## APPENDIX VI

UNIVERSITY OF IBADAN, IBADAN

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT STUDENTS AWARENESS  
OF PRACTICE OF CHILD'S RIGHT ACT 2003 AND STUDENT PERSONNEL  
ELEMENTS INVENTORY QUESTIONNAIRE (SAPCRASPEIQ) FOR  
STUDENTS

Dear Student,

This study wish to investigate school administrators and teachers' awareness, practice of child rights and student personnel services in public secondary schools in Southwestern, Nigeria in the above named department. Please complete each item on this questionnaire by ticking the relevant spaces that corresponds to your response as they exist in your school in the last two sessions. Note that the information you provide is for research purposes only and will be treated with utmost confidentiality. Therefore, please be as truthful as possible.

Thank you.

Gbenga N. Adeola

Section A

Demographic Data

1. State: Ogun ( ) Osun ( ) Oyo ( )
2. Gender: Male ( ) Female ( )
3. Age: a. 10 – 15yrs [ ] b. 16 – 20yrs [ ] c. 21 – 25yrs [ ] d. 26yrs and above [ ]
4. School type: a. single [ ] b. Mixed [ ]

SECTION B

AWARENESS OF CHILD RIGHTS TO LIFE

S/N	Kindly rate your awareness of the following	High Extent (HE)	Some Extent (SE)	Little Extent (LE)	Not at All (NA)
1.	Awareness on child rights has been created in my school before now.				
2.	Awareness of child rights is adequate in my school				
3.	Punishment administered on a child could cause permanent injury to students				
4.	Punishment administered on a child could cause loss of life to students				
5.	My school premises are not safe for students.				
6.	Counselling services in my school contributes to the survival of students				
7.	Counselling services in my school contributes to the development of students.				
	<b>DIGNITY OF HUMAN PERSON</b>				
1.	Bullying on students is unavoidable in school.				
2.	Teachers' canning students is unavoidable in school.				
3.	Use of insulting language on students is allowed in my school.				
4.	Shaving student's bushy hair is common in school				
5.	Some level of respect are given to students in my school				
	<b>CHILD SECURITY</b>				
1.	I am aware of child rights to protection while in school.				
2.	Sex education is taught in my school.				
3.	There are cases of students' sexual abuse in school				
4.	Our teachers use to act like parents while in school				
5.	Provision of security is seeing as parts of student rights in my school.				
6.	My school has security gate and fences.				
	<b>ASSOCIATION AND EXPRESSION</b>				
1.	There is awareness of student rights to club activities while in school.				
2.	There is time for club activities on my school Time-Table.				
3.	There is awareness of student rights to co-curricular activities in my school				
4.	Not all the students in my school are in clubs.				
5.	There is freedom of expression in my school				
6.	Teachers are involved during clubs activities				
7.	There is freedom of Association in the school				



SECTION C: PRACTICE OF CHILD RIGHTS TO LIFE

S/N	How often do the following happens in your school.	Very Often (VO)	Often (O)	Seldom (S)	Never (N)
1.	Promotion of student right to life.				
2.	Promotion of student right to survival and development				
3.	Use corporal punishment on students				
4.	Punishment which may cause permanent injury				
5.	Efforts to make my school premises are safe for my students.				
6.	Provision of counselling services and counselling materials in the school				
7.	Punishment which may result in loss of student life				
	<b>DIGNITY OF HUMAN PERSON</b>				
1.	Bully on the students.				
2.	Detentions of students after school hours as a punishment.				
3.	Given student 'classroom arrest' as punishment.				
4.	Use of excessive language on students.				
5.	Shaving student's hair or cutting student's skirt to fit in school assembly or classroom for grooming.				
6.	Engaging student in forced or compulsory labour				
7.	Students misbehaving because they are respected by their teachers.				
	<b>CHILD SECURITY</b>				
1.	Adequate protection of the school environment.				
2.	Lesson on sex education.				
3.	Cases of students' sexual abuse or sexual exploitation.				
4.	Support of the doctrine of in - loco parentis in school				
5.	Good security gate and fences				
6.	Presence of security personnel in the school.				
	<b>ASSOCIATION AND EXPRESSION</b>				
1.	Encouragement of student unionism.				
2.	Allowing time for club activities on the school Time-Table.				
3.	Allow student rights to association, expression and movement.				
4.	Not allowing all the students in the school to belong to one association or the other				
5.	Restriction of students' participation in club activities.				

**SECTION D: STUDENTS PERSONNEL SERVICES PROVIDED BY THE SCHOOL**

S/N		Highly Effective (H.E)	Moderately Effective (M.E)	Fairly Effective (F.E)	Not Effective (N.E)
	<b>GUIDANCE AND COUNSELLING SERVICES</b>				
1.	School counselling services				
2.	Counselling personnel				
3.	Counselling tools like album, film and others				
4.	Counselling period on time table				
5.	School counselling room for students				
	<b>FIRST AID AND HEALTH SERVICE</b>				
1.	School sick-bay or clinic				
2.	Health personnel/staff				
3.	School bus/Ambulance for emergency				
4.	Functional first aids box				
5.	Trained first Aiders				
	<b>ASSOCIATION/CLUB ACTIVITIES</b>				
1.	Boys Scout				
2.	Girls Guide				
3.	Jets Club				
4.	Young Farmers' club				
5.	Red Cross Club				
6.	Students Union				
7.	Religious Association				
8.	Health Club				
9.	Press Club				
10.	Student/Teacher Forum				
	<b>RECREATIONAL FACILITIES</b>				
1.	Football field				
2.	Basketball pitch				
3.	Volleyball pitch				
4.	Hockey pitch				
5.	Badminton court				

	<b>CHILD PROTECTION AND SECURITY</b>				
1.	Security gate and fences				
2.	Security fences				
3.	Security personnel				
4.	Security Gadget				
5.	Protective measure in emergency				

## **APPENDIX VII**

### **INTERVIEW GUIDE**

#### **KEY INFORMANT INTERVIEW QUESTIONS FOR THE SCHOOL ADMINISTRATORS**

1. (a) Are you aware of Child Rights Act of 2003?  
(b) If yes, how?
2. Do you have a copy of the Child Rights Act in your school?
3. How often do you attend seminar on child Rights?
4. Could you kindly rate the level of your child rights awareness?
5. Are you aware of cases of violation of child rights in your school?
6. Is corporal punishment allowed in your school?
7. Has there been any case of litigation instituted against any member of your staff with respect to violation of child rights?
8. What are your effort to promote child rights awareness and practices among your staff?
9. How would describe the present states of the following in your school;
  - (a) Counselling services
  - (b) Health services
  - (c) Extra-curricular activities
  - (d) Security services
10. What are your suggestions to increase awareness and practices of child rights in public secondary school?

APPENDIX VIII



OGUN STATE  
([www.onenigeriablog.com](http://www.onenigeriablog.com), 2016)



OYO STATE (The Nation, Sept. 20, 2017)



OSUN STATE ([www.information.com](http://www.information.com) May 6, 2016)



ANAMBRA STATE ([straightfromnaija.com](http://straightfromnaija.com), 2017)