

## **Principals' Awareness of Child's Right Act for Effective Students' Administration in Private and Public Secondary Schools in Osun State**

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### **Abstract**

The study examined principals' awareness of the Child's Rights Act for effective student administration in private and public secondary schools in Osun State. Two research questions and two hypotheses guided the study. The design of this study was a descriptive survey. The population of the study comprised all 1,423 principals in the private and public secondary schools in Osun State. The study sampled 384 respondents using a stratified random sampling technique. The instrument that was used to collect data for the study was a well-structured questionnaire titled, Principals' Awareness of Child's Right Act for Effective Student Administration Questionnaire (PACRAESAQ). It was validated by three experts in the field of Educational Measurement and Evaluation, Faculty of Education, University of Port Harcourt. In order to obtain the reliability of the instrument, test re-test method was used with a reliability coefficient of 0.82. Mean and standard deviation were used to answer the research questions, while the z-ratio was used. Findings of the study showed, amongst others, that to a very high extent, private and public school principals needed to be aware of the child's right to act on student freedom from discrimination and student freedom of expression. This is for effective students' administration in private and public secondary schools in Osun State. Are of Child's Rights Act on student freedom from discrimination and student freedom of expression. This is for effective students' administration in private and public secondary schools in Osun State. d to test the hypotheses at the 0.05 level of significance. The findings of the study showed, amongst others, that to a very high extent, private and public school principals needed to be aware of the child's right to act on student freedom from discrimination and student freedom of expression for effective student administration in private and public secondary schools in Osun State. It was recommended amongst others that legal measures should be taken against secondary school principals who violate the Child Rights Act on students' freedom from discrimination in public secondary schools in Osun State.

**Keywords:** Principals' awareness, Child's right act, Administration, Secondary schools.

## **Introduction**

Education is considered vital in the transformation of individuals and societies; thus, it is prominent in natural development. Education can inspire individuals to achieve greatness. It is indispensable that education is the bedrock of the socio-economic and political advancement of nations. Education is seen as an excellent instrument for effecting national development in the National Policy on Education (FRN, 2014). Education is the key factor of any successful nation. It is the only practical channel through which any society can achieve all-around success in all areas of the economy. Education provides the required knowledge, values, and skills needed to drive national development.

The secondary education level is very vital in the life of school aspiring students because it is the stepping stone to university education. It is worth noting that parents are the first teachers children learn from and therefore, parents and teachers require a functional relationship anchored on the common goal of providing qualitative education to the child. Although parents and educators ought to join forces in educating young learners, in practice, this may not be tenable because of disagreement. This may arise over who has a particular moral and legal role and authority to perform important obligations, such as discipline in school. Under Nigerian criminal code 295 and penal code 55, parents can discipline their children at home, but in school, that duty is delegated to the school principal, head-teacher, and teachers. Discipline helps to keep the school safe, orderly, and effective because in schools where the atmosphere is chaotic, teaching and learning will collapse. No teacher will want to teach in an unsafe environment where rowdy and rude students may insult or assault their person. According to Agi and Adiele (2019), twin factors of academic excellence and approved conduct are fundamental measures of successful schooling. It is imperative to note that rules, regulations, policies, procedures, and school laws must be obeyed by all members of the school community. The school community should not hesitate to impose necessary sanctions on acts of indiscipline that might disrupt the educational system by following appropriate due process as established by their school.

Student disciplinary centered in our school system are a legal issue in school administration, and as such, care must be exercised while handling such matters. This is as a result of the legal implications of breaching constitutional rights in the management of students' discipline. There is

an increase in the legal awareness levels of members of the society, especially the school members, to seek, enjoy and defined their rights as provided by the constitutions. In view of this, Peretomode (1990) in Kalagbor (2017) while explaining the importance of discipline under the universal principles of school administration argued that, discipline is crucial for the survival, effectiveness, and efficiency of an organization. According to him, without discipline, school, or school or organization cannot work smoothly and be able to achieve its set vision, and vision and mission of the school to the society. Maintenance of discipline entails using various approaches to modify students' behaviours. The first approach is non-punitive strategies such as counselling encouragement, persuasion, teaching with illustrations and presentations, scolding, etc. The second approach (often adopted when the strategies in the first approach proved ineffective) is punitive measures such as corporal punishment, suspension, expulsion, detention during school hours among others. Punitive measures such as corporal punishment are often considered handy by school administrators, especially when the offence committed is grievous or callous. Callous offences such as examination malpractice, students cult related activities, fatal stabbing, killing and rape are too serious for the principal to handle alone; they may have to report such cases to law enforcement agencies to handle in synergy with the ministry of education.

According to the National Assembly of Federal Republic of Nigeria (2003), "in every action concerning a child, whether taken by an individual, public, private, institutions of service, court of law, or administrative, legislative authority, the best interest of the child must be the basic consideration". The child Right Act of 2003 as put forward by the United Nation's convention on the Rights of the child is an essential agreement by all countries that have promised to protect children's rights and Nigeria is a signatory. Child rights contribute to the children learning and confidence building in schools (secondary school inclusive). Education is the right of the children with other rights including family life, play and recreation, protection from abuse and harm and provision of healthcare besides give access to information. There are twelve basic rights of children in schools and notable ones include; education, identity, privacy, reparation, government responsibility, non-discrimination, family affiliation, protection from harm, and free wills to think.

It is worthy to note that students' rights violation manifests in several ways such as imposition of excessive punishment (corporal punishment), restriction of students to learn in class, sexual harassment by teachers or principals of opposite sex, malicious maltreatment of students,

imposition of illegal levies and deliberate failing of students. Secondly, the school principal is the head of the staff and there is absolute need for him to be conscious of actions of students, behaviour of students, staff and people within the school environment. The need to have the knowledge or understanding that the child in school has certain inalienable rights is very important to the principal and entire staff of the school. To this end, awareness is seen as the state of being conscious or sensitive to actions or behavior of people or situations. It is also defined as the ability to directly know, understand, and be cognizant of behavioral actions events, personality and rights of the students and other staff personnel.

### **Principals' Awareness of Childs' Rights Act**

In the organization of the Public Secondary Education System, both the Junior Secondary Section and Senior Secondary Section have administrative or leadership heads as captured through the statutory functions of the principal as outlined in the National Policy of Education (2014). It is assured that he or she has the knowledge, perception, concern and development consciousness of the staff and students. In fact, the presence of the students in public and private secondary schools in Ondo State and other states in Nigeria is the reason for teachers' role, execution of their duties and principals attending to daily duties in their schools. A critical x-ray of the secondary school organogram or administrative chart reveals that, the school administrator has enormous roles or functions to carry out in order to achieve the objectives of the secondary education. It is believed that the school administrator carries forth leadership, ordination and direction roles within the school environment. Based on the comprehensive nature of the secondary school curriculum, principals' awareness of child's right is prerequisite for;

- Inspiring students with a desire for self-improvement and achievement of excellence.
- Foster national unity with the aim to build common ties that will unite him or her in our diversity.
- Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate human values specified under the broad national goals and live as good citizens. Derrick (2019) pointed out certain functions of the secondary school principals which include:

- **Teacher Evaluator:** With reliance on board or ministry guidelines, the school administrator from time to time evaluate or assess teachers' performance. Although, this assessment is expected to be fair and through, much is spent in classroom, examining teachers' effectiveness. This in turn provides teachers with courage and eagerness to teach.
- **School Leadership:** Principals in secondary schools are seen as leaders of these schools. A conscious and effective principal is always available to teachers, non-teaching staff, parents, students and visitors. In order to be aware of students rights, he or she stays calm, in arduous situation, think critically before carrying out actions on students and put the well-being of students at heart.
- **Student Discipline:** It is generally claimed that greater part of principals' job in secondary school is to handle discipline. It is assumed that a good principal will always listen to all sides of issues concerning students. In this perception, the principal will not jump to conclusion, hence collections of more evidence is his ultimate priority. An effective school administrator always keeps records of discipline issues make fair decisions that will not interfere on child's rights when applicable. School administrators need to effectively and efficiently control and discipline the students for the right environment to exist for the actualization of the goals and objectives of secondary education in the society as defined by the law.

### **Freedom from Discrimination for Effective Students' Administration**

The child's Rights Act stipulated that a student's shall not be subjected to any form of discrimination merely by reason of his place of origin, sex, religion or political opinion. Also, no student shall be subjected to any disability or deprivation merely by reasons of the circumstances of his birth. Discrimination is assured to exist in everyday reality at home, market, schools and public/private organizations where various categories of peoples work. In fact, unfair treatment is being schools, and experienced by people of all ages, race, gender or sex. According to American psychological Association (2022), discrimination is the unfair or prejudicial treatment of people and groups based on qualities including sexual orientation, age, gender, and race. Amnesty International (2020) asserted that discrimination occurs when individuals or groups are unfairly treated in a way that is worse than other people are treated, on the basis of their actual or perceived membership in certain groups or social categories.

Ayeerun and Unachukwu (2019) asserted that, discrimination originates from the Latin word “discriminate” which came up in the early 17<sup>th</sup> century in the English language. In fact, the dictionary disclosed that discrimination has a verb given as discern. Altman (2020) depicted that from moral philosophers’ perception, discrimination is the act, practice, or policies that wrongfully impose a relative disadvantage or deprivation on persons based on their membership in a salient social group. It is a practice whereby an individual is treated worse than others based on arbitrary or conceived reasons.

However, Thompson (2017) assumed that discrimination grows into oppression, the action of sensing that someone is different and should be treated as humanly and degraded. In the same vein, Anyalebechi (2022) posited that in dealing with students, sentiments should not be priority, irrespective of birth, sex, state, background, tribe or political affiliations. According to Anyanugo (2021), the right to freedom from discrimination is provided by section 42 of the 1999 constitution. He further stated that a citizen of Nigeria shall not be accorded any privilege or advantage that is not panned to citizens of Nigeria of the communities, ethnic groups, and place of origin, sex, religion, or political affiliation. He maintained that discrimination is an act of putting forth unjustified prejudiced distinctions between people based on the groups, classes or other conceived priorities to which people belong or considered to belong. Imed (2022) posited that discrimination involves the restriction of members of one group from opportunities or privileges that are available to members of another group.

It is believed that discrimination exist in several traditions, policies, ideas, practices and institutions within the world. He further stated that individuals are guaranteed freedom from discrimination on the basis of tribe, place of origin, religion or political origin. For instance, refusing to admit a qualified student to your school on the basis of tribe, religion, political belief or subjecting a student to disabilities or restrictions to which other students are not subjected.

### **Freedom of Expression for Effective Students’ Administration**

This freedom includes the liberty to hold opinion, to receive and to impart ideas and information without interference. Freedom of expression was not absolute and could not be exercised in such a way as to infringe any law that was reasonably justifiable in a democratic society made for the purpose specified in the constitution. Freedom of expression stem from the notion that no one has

the monopoly of truth. Consequently, no one person or group of persons has the competence to fix absolute standards as to what is true and what is false. However, suspending a standard for expressing his views about certain practices or aspects of the school administration is an infringement on the child's rights act. Arop (2019) defined expression as the things that people say, write or do in order to show their feelings, opinions, and notions. Freedom of expression is the right to hold opinions and to receive and impart information and ideas without interference by public authorities, regardless of frontiers. Every student has the rights to freedom of expression. The rights include the freedom to seek, receive and impart information and ideas of all kinds, regardless of borders, whether orally, in another way chosen by him or her. Students in senior secondary school like any other human being can say or write his or her feelings, opinions, and ideas and subject.

According to the Guardian and Observer (2021), freedom of expression appears on article 10 of the fundamental human rights. Similarly, Amnesty International (2022) maintains that freedom of expression appears on article 19 of the United Nations Universal Declaration of Human Rights. The body limited that defending freedom of expression has always been a core function of the body. Jean (2023) submitted that freedom of expression as a characteristic attribute of social life, allows people to vent their thoughts and feelings without fear of punishment or persecution. Furthermore, he maintained that freedom of expression makes people to be more responsible and aware of liability, improvement of self-confidence, facilitates communication channel between authorities and the governed and promotes spirit of innovation. In agreement to this notion, Apraymeta (2023) stated that freedom of expression has certain merits and notable ones include;

- it reinforces all other human rights, allowing the society or institutions to develop and progress
- it enhances self-esteem
- it encourages social confidence;
- it brings new notions that foster development

In similar view, Connectus (2019) posited that freedom of expression has certain pros and cons. To him, the pros of freedom of expression include;

- expose immoral unlawful activities;
- promotes free exchange of clues;

- eliminates compelled actions;
- advances knowledge for a society;
- allows for peaceful changes in a society or in an environment;
- provides an opportunity to challenge hate;
- prevents the requirement to behave specific ways;
- protects each of us from the influence of special interest; and
- freedom of expression creates resilience.

However, from his perception, the cons of freedom of expression are;

- reduces desire to comprise;
- cause people to endure abuse;
- create a paradox;
- lead to spread of false information;
- does not mean the freedom to have “all” speech;
- can incite violence against other people;
- create a mob mentality; and
- eventually polarize society or organization.

According to Winkworth and White (2018), in the United States, students at high school attend school with the perception that they have certain rights, of which the freedom of expression is one. They further stated that this right is not always absolute but provide a framework within which students can expect to be treated fairly. It is therefore vital for students to have good understanding of this in order to have effective learning and thrive without intimidation in a teaching, training, and learning environment. In some cases where students are brought before the principal or school authority, non-conscious principals will order the students to be silent on the matter and the principal will take final decision without permitting the student involved for explanation. Schultziner (2015) disclosed that, past students revealed that principals have punished students that talked about sex education, for expressing his or her religion, barred students from talking about his or her religion. Similarly, students have been barred from contributing to knowledge based on their age (Jack and Lindsey, 2022). However, Nwangwu (2018) mentioned that students’ freedom of expression can be limited based on the following;



- indecent, lewd or vulgar speech on school grounds;
- speech during school-sponsored activities, promoting illegal drug use; and
- speech in school sponsored forums like school newspaper, plays, or graduation ceremony.

Weebly (2023) posited that freedom of expression has certain merits and notable ones include; peaceful change, socialization, happiness, and entertainment. According to him, the demerit of freedom of expression include but not limited to; lies, forcing, offensive and violence. Freedom of expression is a fundamental human right enshrined in article 19 of the universal declaration human rights, but there are governments and individuals in positions of power that threaten the right by their actions. Jason and Jennifer (2023) opined that freedom of speech otherwise called freedom of expression is the right to voice your idea without fear nor retaliation, favour or censorship from the superior person or authority including the government. According to them, freedom of expression is important to students because it boarders the scope and number of subjects that students can learn about in school. They further posited that freedom of expression provides students with the potential to become more well-rounded individuals. Freedom of speech or expression is a constitutional protection that gives individuals (students inclusive) the right to present their ideas and opinions without fear of being censored by superior authority. Lastly, freedom of expression is considered to be free flow of information, ideas and opinions in our society or institution. Apart from verbal expression of information, ideas and opinions, freedom of speech can be expressed in terms of television or radio broadcasting, works of art, published articles, books or leaflets and the internet and social media.

### **Freeman's Theory of Children's Right by Michael Freeman (1983).**

This theory was propounded by Michael Freeman in (1983), as cited in Jo-Boyden (2014), this theory states that children have interest that justified protection before they develop well to assert their rights. The theory focuses on the child's potential and contended that a child has right whether or not, he or she is capable of exercising them. Children are meant to have full responsibility as free, rational humans with their own systems of ends. The theory uphold that children must be accorded the right to equal opportunity and the right to liberal paternalism. This theory holds that;

- i. Children are active agents in their own lives and relationships, not simply passive subjects of social or biological processes.

- ii. Children vary in time, place with class, gender and ethnicity, hence not one child but many complex children.
- iii. Childhood is understand as a social construction not an inevitable biological state.
- iv. Children lives are worthy of study in their own rights.
- v. Ethnography is a useful approach of studying children's opinions and behaviours through observation, interaction and interview directly with them not on adult report.
- vi. From Bible and literal views, adults construct children as helpless victims with rescuing adults or needy dependent with providing adults as naughty deviants with disciplining adults or as resourceful actors interacting with respectful adults.

### **Problem**

Effective school management has attracted several meanings and interpretations all over the world. Central to the notions, is the belief that a school is said to be effectively managed when it is able to maintain good human relationships such that the school work environment is described as being friendly. It is also a common belief that only when the school environment is friendly that the goals of education can be achieved. Realization of the school friendly environment is only actualized when the rights of the persons found in the school system are identified and granted to them by those who manage the school. Awareness of child's right is therefore a correlate of a friendly environment that can usher the school to attain set educational goals. Unfortunately, not all school administrators are aware that it is a call to duty to be aware of what constitutes the rights of students. It has been observed that school administrators spend most of their working times in their offices, attending to staff issues, community problems, board matters, ministry of education, hence, they have little attention on student's issues, behaviours, and actions. This may also be as a result that subordinate staffs (teachers) are available to instruct and discipline students. Students are fund to cause issues in their classes, at devotion ground or assembly, during labour and other school activities. When the issues are beyond the prefects, teachers and respective vice principals, the principal comes in and order for general or mass punishment at extreme cases. One student's misconduct can result in general punishment.

The crux of the matter is that principals order corporal punishment on students, collect legal and illegal levies, and get involved in sexual harassment with students. t.c. In most cases, principals do

not consider that only one, two, or three students caused a particular problem. Punishment is given to all students, and the rights of other students are not protected. Some school principals do suspend students for weeks, months and even indefinitely on matters such as disobedience to teachers or bullying of fellow students. This suspension cannot reward the student positively, considering the gravity of the offence when properly handed.

It is on these premises that the researcher intends to investigate principals' awareness of Child's Right Act for effective student' administration in private and public secondary schools in Osun State.

### **Aim and Objectives of the Study**

This study aims to investigate principals' awareness of Child's Rights Act for effective student' administration in private and public secondary schools in Osun State. Specifically, the objectives of this study were to;

1. Ascertain the extent to which principals are aware of children's rights and act on students' freedom from discrimination for effective student' administration in private and public secondary schools in Osun State.
2. Determine the extent to which principals are aware of children's rights to act on students' freedom of expression for effective student' administration in private and public secondary schools in Osun State.

### **Research Questions**

1. To what extent does principals' awareness of children's rights act on students' freedom from discrimination to enhance effective student' administration in private and public secondary schools in Osun State?
2. To what extent does principals' awareness of children's rights act on students' freedom of expression to enhance effective student' administration in private and public secondary schools in Osun State?

## **Hypotheses**

The following hypotheses were formulated and tested at the 0.05 level of significance.

1. There is no significant difference between the mean ratings of principals from public and private secondary schools on the extent to which principal awareness of Child's Rights Act on students' freedom from discrimination enhances effective student' administration in Osun State.
2. There is no significant difference between the mean ratings of principals from public and private secondary schools on the extent to which principal awareness of Child's Right Act on students' freedom of expression enhances effective student' administration in Osun State.

## **Methodology**

The study adopted a descriptive survey research design. Two research questions and two hypotheses guided the study. The population of the study comprised all 1,423 principals in the private and public secondary schools in Osun State. The study sampled 384 respondents using a stratified random sampling technique. The instrument for data collection was a self-structured questionnaire titled: Principals' Awareness of Child's Right Act for Effective Student's Administration Questionnaire (PACRAESAQ), which was validated by the researcher's supervisor and two other experts in the field of Educational Measurement and Evaluation, Faculty of Education, University of Port Harcourt. In order to obtain the reliability of the instrument, test-retest method was used with a reliability coefficient of 0.82. Mean and standard deviation were used to answer the research questions, while the z-ratio was used to test the hypotheses at a 0.05 level of significance.

## **Results**

**Research Question 1:** To what extent does principals' awareness of children's rights act on students' freedom from discrimination enhance effective student' administration in private and public secondary schools in Osun State?

**Table 1: Mean and Standard Deviation of Respondents on the Extent Principals' Awareness of Child's Right Act on Students' Freedom from Discrimination Enhances Effective Students' Administration in Private and Public Secondary Schools in Osun State.**

S/No	Items	With Specialization in Edu. Mgt n = 236		Others Without Specialization in Edu. Mgt n = 147		Mean Set $X_1X_2$	Decision
		Mean $X_1$	SD	Mean $X_2$	SD		
18	Students deserve equal treatment regardless of their gender identity	3.27	0.75	3.09	0.93	3.19	High Extent
19	Students are treated based on their sex	3.05	0.95	3.12	0.86	3.08	High Extent
20	Students are treated based on their ethnicity	3.03	0.91	2.91	1.03	2.98	High Extent
21	Students are treated based on their religion	3.09	0.95	2.99	0.99	3.04	High Extent
22	Students are treated based on their physical appearance	3.21	0.93	3.03	0.91	3.13	High Extent
23	Students are treated based on socio-economic status	3.05	0.91	3.03	0.90	3.04	High Extent
24	Students are treated based on nationality	3.27	0.83	3.16	0.84	3.22	Very High Extent
25	Students are restricted because of age	2.58	1.12	2.77	1.13	2.67	High Extent
26	Students are treated due to their ideology	2.71	1.11	2.63	1.06	2.67	High Extent
<b>Average Mean/Standard Deviation</b>		<b>3.02</b>	<b>0.94</b>	<b>2.97</b>	<b>0.96</b>	<b>3.00</b>	<b>High Extent</b>

\*The scale for Table 1 applies

In Table 1, data show that items 18, 19, 20, 21, 22, 23, 25, and 26 had a mean score between the range of 2.50 and 3.19, showing a high extent. Differently, item 24 had mean score of 3.22, showing that, for those respondents, principals' awareness of the child's right to act on students' freedom from discrimination enhances effective student administration in private and public secondary schools in Osun State. This to a very high extent.

In summary, with an aggregate mean of 3.00 (which falls within the range of 2.50 to 3.19), respondents with specialization in educational management and without specialization in educational management of the study answered that principals' awareness of child's right act on students freedom from discrimination enhances effective students' administration in private and public secondary schools in Osun State. This is to a high extent.

**Research Question 2:** To what extent does principals' awareness of children's rightsto act on students' freedom of expression enhance effective student' administration in private and public secondary schools in Osun State?

**Table 2: Mean and Standard Deviation of Respondents on the Extent Principals' Awareness of Child's Right Act on Students' Freedom of Expression Enhances Effective Students' Administration in Private and Public Secondary Schools in Osun State.**

S/No	Items	Male Principals n = 218		Female Principals n = 165		Mean Set $X_1X_2$	Decision
		Mean $X_1$	SD	Mean $X_2$	SD		
27	Students have the right to seek an opinion	2.82	1.09	3.12	0.83	2.96	High Extent
28	Students have the right to impart information	3.07	0.84	2.97	0.96	3.01	High Extent
29	Students are denied the opportunity to express their feelings	3.15	0.84	3.01	0.99	3.09	High Extent
30	The teacher denied the student to voice their ideas	2.74	0.91	2.72	1.11	2.73	High Extent

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31	Students are treated fairly	2.71	0.91	2.72	1.11	2.72	High Extent
32	Students have the right to influence special interests	2.26	0.92	2.20	0.95	2.23	Low Extent
33	Students have right to encourage social confidence	2.23	0.69	2.23	0.89	2.23	Low Extent
34	Students have right to promote spirit of innovation	2.16	0.82	2.04	0.93	2.10	Low Extent
35	Students have right to enhance self-esteem	2.36	0.98	2.27	1.00	2.32	Low Extent
<b>Average Mean/Standard Deviation</b>		<b>2.61</b>	<b>0.88</b>	<b>2.59</b>	<b>0.97</b>	<b>2.60</b>	<b>High Extent</b>

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\*The scale for Table 1 applies

Results in Table 2 show that items 27, 28, 29, 30, and 31 had a mean score between the range of 2.50 and 3.19, showing a high extent of influence. Differently, items 32, 33, 34, and 35 had mean scores of 1.80 and 2.49, showing that for those respondents, principals' awareness of the child's right to act on students' freedom of expression enhances effective student' administration in private and public secondary schools in Osun State to a low extent.

In summary, with an aggregate mean of 2.60 (which falls within the range of 1.80 to 2.49), male and female respondents of the study answered that principals' awareness of the child's right to act on students' freedom of expression enhances effective student' administration in private and public secondary schools in Osun State is to a high extent.

**Hypothesis 1:** There is no significant difference between the mean ratings of principals with specialization in educational management and without specialization in educational management awareness of Child's Rights Act on students' freedom from discrimination, enhancing effective student' administration in private and public secondary schools in Osun State.

**Table 3: Summary of z-test Analysis of the Difference between the Mean Ratings of Principals with Specialization in Educational Management and without Specialization in Educational Management. Awareness of Child's Right Act on Students' Freedom from Discrimination enhances Effective Students' Administration in Private and Public Secondary Schools in Osun State.**

Variable	N	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
With Specialization in Educational Management	236	3.02	0.94	381	1.04	1.96	0.05	Accepted
Without Specialization in Educational Management	147	2.97	0.96					

\*The legend for Table 4.6 applies

Data in Table 3 shows the value of z-cal. to be 1.04 while the value of z-crit. was 1.96. Since the value of z-cal. of 1.04 is less than the value of z-crit. of 1.96, the null hypothesis was accepted and this implied that there is no significant difference between the mean ratings of principals with specialization in educational management and without specialization in educational management awareness of child's right act on students' freedom from discrimination enhances effective students' administration in private and public secondary schools in Osun State.

**Hypothesis 4:** There is no significant difference between the mean ratings of male and female principals' awareness of the child's right to act on students' freedom of expression, enhancing effective student' administration in private and public secondary schools in Osun State.

**Table 4: Summary of z-test Analysis of the Difference between the Mean Ratings of Male and Female Principals' Awareness of Child's Right Act on Students' Freedom of Expression Enhances Effective Students' Administration in Private and Public Secondary Schools in Osun State.**

Variable	N	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
Male Principals	218	2.61	0.88	381	0.43	1.96	0.05	Accepted
Female Principals	165	2.59	0.97					

\*The legend for Table 4.6 applies



Data in Table 4 shows the value of z-cal. to be 0.43 while the value of z-crit. was 1.96. Since the value of z-cal. of 0.43 is less than the value of z-crit. of 1.96, the null hypothesis was accepted and this implied that there is no significant difference between the mean ratings of male and female principals' awareness of child's right act on students' freedom of expression enhancing effective students' administration in private and public secondary schools in Osun State.

## **Discussion of the Findings**

### **To what extent to which principals' awareness of children's rights act on students' freedom from discrimination enhance effective student' administration in private and public secondary schools in Osun State?**

The findings of this study revealed that to a high extent, private and public principals need to be aware of child's right act on students' freedom from discrimination. This enhances effective students' administration in private and public secondary schools in Osun State. The test of hypothesis showed that there is no significant difference between the mean ratings of principals with specialization in educational management and without specialization in educational management. Awareness of child's right act on students' freedom from discrimination enhances effective students' administration in private and public secondary schools in Osun State.

This finding is in consonance with Anyalebechi (2022) who posited that in dealing with students, sentiments should not be priority, irrespective of birth, sex, state, background, tribe or political affiliations. According to him, discrimination is an act of putting forth unjustified prejudiced distinctions between people based on the groups, classes, or other conceived priorities to which people belong or considered belonging. Similarly, Imed (2022) posited that discrimination involves the destruction of members of one group from opportunities or privileges that are available to members of another group. Furthermore, he posited that individuals are guaranteed freedom from discrimination on the basis of tribe, place of origin, religion or political origin. For example, refusing to admit a qualified student to your school on the basis of tribe, religion, political belief or subjecting a student to disabilities or destructions to which other students are not subjected.

**To what extent to which principals' awareness of children's rights act on students' freedom of expression enhance effective student' administration in private and public secondary schools in Osun State?**

The findings of this study revealed that to a high extent, private and public principals need to be aware of child's right to act on students' freedom of expression. This enhances effective students' administration in private and public secondary schools in Osun State. The test of hypothesis showed that there is no significant difference between the mean ratings of male and female principals' awareness of child's right act on students' freedom of expression. This enhances effective students' administration in private and public secondary schools in Osun State.

This finding is in agreement with Jean (2023) who submitted that freedom of expression as a characteristic attribute of social life, allows people to vent their thoughts and feelings without fear or punishment or persecution. It makes people to be more responsible and aware of liability, improvement of self-confidence, facilitates communication channel between authorities and the governed, and promotes 5 points of innovation. In agreement to this view, Apraymeta (2023) noted that freedom of expression has certain merits and notable ones include; it enhances self-esteem, it brings new notions that foster development, it encourages social confidence, and it reinforces all other human rights, allowing the society or institutions to develop and progress. In the same vein, Jason and Jennifer (2023) posited that freedom of speech also known as freedom of expression is the right to voice your idea without fear not retaliation, favour or censorship from the superior person or authority including the government. According to them, freedom of expression is important to students because it broadens the scope and number of subjects that students can learn about in school.

**Findings**

1. The study revealed that to a high extent, principals are aware of child's right act on students freedom from discrimination for effective student's administration in the following ways; students are treated based on their ethnicity, students are treated based on their sex, students are treated based on their religion, students are treated based on their physical appearance, students are treated based on socio-economic status, students are treated based on nationality, students are restricted because of age, and students are treated due to their ideology.

2. The study revealed that to a high extent, principals are aware of child's right act on students freedom of expression for effective student's administration in the following ways; students have right to seek opinion, students have right to impact information, students are denied the opportunity of expressing their feelings, teachers deny the students to voice their ideas, students have right to influence special interest, students have right to encourage social confidence, students have right to promote spirit of innovation and students have right to enhance self-esteem.
3. There is no significant difference between the mean ratings of principals with specialization in educational management and without specialization in educational management. Awareness of the Child's Rights Act on students' freedom from discrimination for effective students' administration in private and public secondary schools in Osun State.
4. There is no significant difference between the mean ratings of male and female principals' awareness of Child's rights Act on students' freedom of expression for effective students' administration in private and public secondary schools in Osun State.

### **Conclusion**

The study concluded that an awareness of the child rights Act by principals of secondary schools enhanced the effective administration of students in private and public secondary schools in Osun State.

### **Recommendations**

Based on the findings and conclusions of the study, it is recommended as follows;

1. Legal measures should be taken against secondary school principals who violate the Child Rights Act on students' freedom from discrimination.
2. Rules should be made public, and students should be allowed to express their opinions and be involved in the school decision-making process.

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