

PRINCIPALS', TEACHERS' AND STUDENTS' AWARENESS OF HUMAN RIGHTS FOR ADMINISTRATION OF PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE

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ABSTRACT

The school system is replete with fundamental human right abuses. This necessitated this investigation. Therefore, this study investigated Principals', Teachers' and Students' Awareness of Human Rights (fundamental human right to life, fundamental human right to the dignity of human person, fundamental human right to personal liberty, and fundamental human right to fair hearing) for Administration of Public Senior Secondary Schools in Rivers State. Four research questions were answered while four null hypotheses were tested. The study adopted analytical descriptive research design. The population of this study consisted of 68,228 in the 286 secondary schools in Rivers State with a sample size of 1,932 respondents. The multistage sampling procedure was used to select the sample. Principals', Teachers' and Students' Awareness of Human Rights for Administration of Public Senior Secondary Schools Scale (PTSAHRAPSSSS) was used for data collection. The reliability coefficient of .810 was obtained through Cronbach alpha. Mean and standard deviation statistics were used to answer the research questions while the hypotheses were tested using the ANOVA at 0.05 level of significance. It was found that the principals, teachers and students are very much aware of the fundamental human right for the administrative effectiveness of public senior secondary schools in Rivers State. They are aware of the right to life, dignity of human person, right to personal liberty, right to fair hearing. It was recommended that principals, teachers and students should embrace peaceful and convivial school climate that will not infringe on fundamental right to life, schools should cultivate the habit to prohibit any form of malicious act, slandering, character assassination and verbal abuses that can demean dignity of human person in the administration. The disciplinary committee of the schools should be regularly briefed by the school guidance counselors every week on the importance of emotional control and regulation in order to have patience and adequate time for fair hearing on cases.

Keywords: Principals, Teachers, Students, Awareness, Human Rights, Administration, Public, Senior, Secondary Schools, Rivers State

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INTRODUCTION

Secondary school is the level of education that comes just after the primary and before the tertiary level of education in Nigeria. This level of education is guided by goals and objectives for the day to day academic activities. The goals of secondary education according to the Federal Republic of Nigeria (FRN, 2014, p.17) shall be to prepare the individual for: (1) useful living within the society; and (2) higher education. The goals of secondary education were broken into measurable specific objectives. The specific objectives of Post-Basic Education (secondary education) as enshrined in FRN, 2014, p.17) are to:

- Provide holders of the Basic Certificate and Junior Arabic and Islamic Studies Certificate with opportunity for education of higher level irrespective of gender, social status, religious or ethical background;
- Offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles;
- Provide trained manpower in the applied sciences, technology and commerce at sub-professional grade;
- Provide entrepreneurial, technical and vocational job specific skills for self-reliance, and for agricultural, industrial, commercial and economic development;
- Develop and promote Nigeria languages, art and culture in the context of world's cultural heritage;
- Inspire students with desire for self-improvement and achievement of excellence;
- Foster patriotism, national unity and security education with emphasis on the common ties in spite of our diversity; and
- Raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour.

These noble objectives of secondary schools may not be properly achieved without effective administration (Ololube 2011a,b). Administration is the process of tendering or discharging instructions on the most possible way(s) of getting work done. The process of administration is the responsibility of the administrator and to an extent with anybody in the school system saddled with responsibility. A school administrator is one that is assumed to oversee the school planning, decision on budgetary issues, facility allocation and maintenance, policies on curriculum implementation, community-school relation, teachers' and students welfare and teachers and students disciplinary measures. In the process of carrying out administration disciplinary measures, the school administrator may violate the fundamental human right of persons (Ololube, 2017). When the human rights are enshrined in a written document especially constitution, it becomes a fundamental human right. A constitution is the embodiment of fundamental principles that regulates the activities of a country, workplace or organization (Ede, 2011).

The fundamental human rights in the constitution are basic rights that cannot be violated by anybody mostly when there is compliance. The violation of human right is tantamount to legal action against the violator. It has been reported that infringement on constitutional right could be intentional or unintentional (Alfred, 2018). Infringement and infraction of fundamental human right is intentional when it is perpetrated as a result of open and fragrance violation

(Light, 2015). On the other hand, unintentional violation of fundamental human right is founded on ignorance to the law (Godwin, 2018).

Principals, Students and teachers have right to personal liberty. Personal liberty connotes the right of not being incarcerated illegally. School administrators may be committing a serious legal offense by incarcerating one another at every slightest provocation. The right to liberty personal liberty advocates that arrest or detention of an individual must be in line with the law. The right therefore protects the individual against the excesses of the government, its agents and others (Olomjobi, 2017). The right to personal liberty is essentially a personal freedom in which no government or anybody can abridge without any form of incriminating evidence. However, the lack of fair hearing may lead to lose of human personal liberty even in the school systems.

Statement of the Problem

Secondary school administration to an extent is not effectively carried out in Nigeria. The case of secondary schools in Rivers state is no exception. It is easily noticed across our nation about reports of how our secondary schools are marred with administrative lapses and over-bloated undeserving principals, students and teachers' punitive punishment and disciplinary measures and much disrespect. Most of the principals, teachers and students are unduly expelled, suspended, flogged, harassed, intimidated, frustrated and demoralized and the school administration also suffering the own mayhem. The ineffectiveness in the discharge of administrative functions may cause mental, emotional, physical, spiritual and academic imbalance of the principals, students as well as the teachers. Consequently, the reputation of the schools may be undermined. Therefore, the study investigated the extent administrators whether as principals, teachers and students are aware of the fundamental human rights for the administration of public senior secondary schools in Rivers State.

Aim and Objectives of the Study

The aim of the study was to instigate Principals', Teachers' and Students' Awareness of Human Rights for Administration of Public Senior Secondary Schools in Rivers State. Specifically, the study sought to:

- Ascertain the extent of principals, teachers' and students' awareness of human right to life in the administration of public senior secondary schools in Rivers State.
- Determine the extent of principals, teachers' and students' awareness of human right to the dignity of human person in the administration of public senior secondary schools in Rivers State.
- Ascertain the extent of principals, teachers' and students' awareness of human right to personal liberty in the administration of public senior secondary schools in Rivers State.
- Examine the extent of principals, teachers' and students' awareness right to fair hearing in the administration of public senior secondary schools in Rivers State.

Research Questions

The following questions guided the study:

- To what extent are principals, teachers' and students' aware of the fundamental human right to life in the administrative effectiveness of public senior secondary schools in Rivers State?
- To what extent are principals, teachers' and students' aware of the fundamental human right to the dignity of human person awareness in the administrative effectiveness of public senior secondary schools in Rivers State?
- To what extent are principals, teachers' and students' aware of the fundamental human right to personal liberty in the administrative effectiveness of public senior secondary schools in Rivers State?
- To what extent are principals, teachers' and students' aware of the fundamental human right to fair hearing in the administrative effectiveness of public senior secondary schools in Rivers State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

- There is no significant difference among principals, teachers and students on the extent of awareness of fundamental human right to **life in the administrative effectiveness** of public senior secondary schools in Rivers State.
- There is no significant difference among principals, teachers and students on the extent of awareness of fundamental human right to the **dignity of human person** in the administrative effectiveness of public senior secondary schools in Rivers State.
- There is no significant difference among principals, teachers and students on extent of awareness of fundamental human right to **personal liberty** in the administrative effectiveness of public senior secondary schools in Rivers State.
- There is no significant difference among principals, teachers and students on the extent of awareness of fundamental human right to **fair hearing** in the administrative effectiveness of public senior secondary schools in Rivers State.

Scope of the Study

The study is delimited to principals', teachers' and students' awareness of human rights for administrative of public senior secondary schools in Rivers State. The independent variable is principals, teachers and students awareness of fundamental human rights in the areas fundamental right to life, right to the dignity of human person, personal liberty, and the right to fair hearing, while the dependent variable is administrative effectiveness of public senior secondary schools in Rivers State. The respondents are principals, teachers and students in public senior secondary schools in Rivers State, Nigeria.

REVIEW OF RELATED LITERATURE

Theoretical Framework

Marxist Theory of Rights

Karl Marx and Engels did not in any way allot an exclusive place for the detailed analysis of rights, but were very conscious of the condition of various rights as it was captured in the bourgeois society. The liberal thinkers paid little attention to the realization of economic rights. They paid much emphasis on political rights which were of prime importance. For them, if the citizens get the opportunity to enjoy all the political rights, there will be no problem posed to the political rights with the absence of economic rights. For Marx, the non-realization of economic inequalities which for the liberalist theoreticians it is a good sign of freedom. Engels and Marx have stated that in the absence of economic rights there is practically no significance of political rights (<https://www.politicalsciencenotes.com/theory-of-rights>). For them they admitted that in a class society this is inevitable because economically powerful class will create an atmosphere in which the general public will not get any opportunity to have all sorts of rights.

Marx opined that the rights in bourgeois society are somehow partial in character. Due to the limited number of persons getting the freedom to have right, it becomes partial. The three organs of government are under the control of the powerful class and they work as it dictates. The right of the majority always suppressed the dominant class. The Marxist admits that in a bourgeois society attempts are always made to expand the number of rights, which does not come to the benefit of common people.

Through the efficient machinery, the powerful class arrogate all the rights for its enjoyment, leaving the deprived section of the population no benefit. The separation between the two classes stands on the way of exercise of rights by the working class. One can see that almost all the rights of any bourgeois society are only meant for the powerful section. All the rights of any bourgeois society are meant for the powerful section, which is called bourgeois rights. As far as the structure of capitalist society is conceived, this condition remains unavoidable and cannot be changed.

Marx and Engels have also tackled the issue of equality before law and equal rights. All citizens in liberal democratic countries are equally treated. No sort of difference is counted. It is the right of individuals and no authority or agency can violate the right to equality before the law or be subjected to punishment. In a society where there are various sorts of inequalities such a right has no validity. It is always the elite's bourgeois class and other powerful persons that control the state administration, and the judiciary interprets the constitution and laws made always to safeguard the interests of these persons. Law is strict only where the poor people are involved.

Marx and his adherents have avouched that for proper implementation of equality before law, the distribution of wealth must be even. Before we achieve equality before law, gross economic inequalities are to be eradicated. It is unfortunate that the liberal philosophers do not have this within their scope. Their main bone of contention is political rights at the detriment of economic problems.

In this view, Marx in critiquing the Gotha programme has also criticised the bourgeois concept of equal rights. He affirms that it is not possible for two labourers to have equal physical

strength and mental capability. Hence their contribution cannot be equal. Differences must arise. Consequently, equal right is pernicious and meaningless. Marx has this to say:

This equal right is an unequal right for unequal labour. It recognises no class differences, because everyone is only a worker like everyone else, but it tacitly recognises unequal individual's endowment and this productive capacity as natural privileges. It is, therefore, a right of inequality, in its content like every right (<https://www.politralsciencenotes.com/theory-of-rights>).

From the above view, he points out that equal right is still very much discredited by a bourgeois limitation. Therefore, in considering the concept of equal right or anything as such, the class difference of society and the productive power should be properly harnessed since mere avowing of equal right idea cannot absolve capitalists of responsibility.

Still in his critique of Gotha, Marx makes the following observations concerning the theory of right. He insists that by its very nature, right can consist only in the application of an equal standard. On how many or how much rights an individual will be permitted to enjoy can only be decided by the equal standard. As much as we cannot place all the individuals at a particular level, we cannot decide the standard by which we want to call equal. Marx maintained that since there are unequal individuals everywhere, they can only be measured by an equal standard as much as they are brought under an equal point of view. Everybody is to be treated as workers. His point still went against his view and he became helpless even after the establishment of the proletarian rule. The point is that some will still be richer.

To rattle this discrepancy, he came with the establishment of the communist society which will eradicate this deficiency. This will be a classless society where the inequality of the superior and inferior ability of persons is to be appreciated. Marx states, "Right can never be higher than the economic structure of society and its cultural development conditioned thereby". This implies that in the communist society, the right of the bourgeois is not totally abolished, but only part of it and in the proportion to the economic revolution that is attained and only in respect of the means of production.

In the socialist system, private property is not recognized but common property. To that extent bourgeois right disappears. It is only in the classless society that the instruments of production are completely owned by the society as a whole. On this ground, workers will have a genuine opportunity to exercise their rights which differs from the capitalist political system that encourages only the private property owners and elites have the rights in the true sense of the term which is unavoidable. In the capitalist system, the cultural, economic and political exploitation was part of their system. The common people enjoyed only the so-called rights. Socialism will turn the Aegean's table as regards both the notion and practice of rights. For the fact that socialism eradicates an absence of gross inequalities among groups and classes, then there can be a wider and better scope of the realization of rights.

Marx has further acclaimed that the concepts of natural rights and justice are abstract which cannot be related to real life situation in our society. Also there is no fixed and clear cut conception of justice as well. Thus, it varies from time to time, place to place. Therefore, such a concept which is highly volatile cannot be tangible enough to be determinant of rights. He finally went against some bourgeois philosophers who justified eternal justice. Marx sustains that there is nothing eternal in this changing world since what is eternal for one, may not be for the other.

Not minding the great contributions made by Karl Marx on his theory of rights his perception is not left without huge criticism. This will not form part of our work.

In this theory, the deprivation of a section of the population in school system should be frowned at. The separation of two classes of citizens in the school system is wrong. Hence the theory purports for the equality of all in the school system before the law. All should be treated equally in the school system. The law of equality in the school cannot be cajoled. In the school system, the law shouldn't be held tenaciously only when the poor people are involved, but also for the bourgeois. School gifts should properly be handled and distributed. In the schools, individuals are unequal, but they could be measured by an equal standard. Other views on Human rights theory abounds.

Knowledge of Education Law in Secondary Schools

We are living in a highly litigious Society more than ever. Everybody is now keen on their individual rights and very much prepared to advocate for those rights. The technological mechanisms and advances especially the internet and the media in general have facilitated individuals becoming conscious and informed as to what their rights are perceived to have been violated. Today our School houses are made up of collection of individuals who come along with them daily into their classrooms an array of highly complicated issues which range from low self-esteem to peer pressures. Although, there is no dearth of writing on educational law, but there appears to be a gap in literature on exactly how educational law affects the daily practice of educations. Wagner (2007, p. 2) avers that:

It can be argued that public schools litigation has had an important impact upon education. In the previous century, lawsuits were influential in ending segregation, protecting the first amendment rights of all students, and expanding the public education opportunities for children with disabilities. Presently, there are lawsuits seeking to change schools (e.g. School funding challenges, school choice, and No Child Left Behind Act). While it can be argued that education lawsuits have had an important impact upon education, others argue that there are too many school lawsuits and that matters could be resolved in other non-litigious ways.

Taylor (2001) asserted that in the 21st century that with the vast amount of legal actions against school managers requires educators to have a basic understanding of the laws that impact them and the concerns that frequently in education law. Dunklee and Shoop (1986) avows that teacher programs in schools do not often prepare them to understand the relationship of the constitution, status, and judicial decisions to the daily process of delivering instructions and providing supervision. Sergiovanni et al. (1992) have opined that school administrators may have a large responsibility than other professionals to understand the legal process as well as the substantive requirements of certain landmark decisions and their effects on school policies.

Many countries of the world are very much preoccupied with the “legal literacy” of educators especially school administrators (Ololube, 2018). Legal literacy therefore refers to the knowledge level that administrators have with regard to educational law and how it impacts on the governance of their schools. School personnel need to be conscious of this bearing in mind that their actions and inactions could cause an infringement upon the rights of the students under

their tutelage. School personnel actions or inactions may constitute human right violations. Arop (2010) perceived human right violation as the abuse, infringement and utter disregard of the rights provided in the constitution. It is to deny the individual his fundamental human entitlements. Today, parents are becoming legally conscious of the fundamental rights of their children in their schools and are ready to contest a legal brouhaha with the school authorities whenever the rights of their children are violated. Apparently, parents and students sue teachers and schools. It is becoming glaring that schools is becoming a legally hazardous setting even to those who are legally illiterate. Many school personnel are still unaware of their rights and responsibilities not minding the growing awareness and relevance of school-related law. This could be termed as costly professional blind spot (Myra & David, 2003).

The future survival of teachers and other school officials hinges upon a knowledge and understanding of the basic principles of law and the application and adherence to these principals in the management of the school environment (Ololube, 2019). It is a professional task to stay legally up-to-date. Gullat and Tolletl (1995) averred that school personnel need to be aware of the nitty-gritty mandated upon them by the courts and the legislatures of the state. Furthermore, Dunklee and Shoop (1986) agree that the programmes teachers acquire in school do not prepare them to understand the relationship of the constitution, statutes, and judicial decisions to the daily process of achieving instruction and providing supervision.

Numerous studies by researchers such as Peters and Montgomerie (1998), Findlay (2007), McCann and Stewart (1997) suggested the importance of teachers having knowledge of education law. Two subcategories of education law that are specifically relevant for teachers are tort liability and students right. The student of education law is not to make teachers lawyers, yet the knowledge of it is quite an imperative in school practices. William (2013) opined that public school principals must be prepared to apply the knowledge of school law in a variety of situations. Some of these situations apply to school discipline, decision making and law by judicial decision, examination malpractice decision, imposition of corporal punishment, expulsion of students from school and the rights of students.

Knowledge of education law will help school administrators to minimize their own legal liability and to prevent potential legal problems in the school system. With principals knowledge of education law, not only help them in response to the growing number of education related court cases, but also as a proactive way of providing an effective defence against possible litigation (Biokoro, 2019). It will also go a long way to place principals in a better position to make informed decisions concerning legal issues. They will also be on a stand to anticipate legal problems that may accrue from their disciplinary actions and decisions that may infringe on student's rights, hence the ability to consider legal implications and respond appropriately.

Nakpodia (2008) emphasized that school system, rules and regulations are provided for and enforced by school principals for the purpose of maintaining effecting discipline based on laid down procedures. Nonetheless, these rules and regulations must be consistent with the provisions of the constitution as they affect students, parents and other persons in the educational sector. Accordingly, the knowledge of the existing legislation on education with particular reference to school discipline should constitute the quality of the school principals.

Education law derives its birth from the constitution of the country. These rights in the constitution prevent the school principals from acting indiscriminately when dealing with students and staff. The administrative abilities and function of the school principals are exercised under the rule of law. For effective administration of school system, education law becomes important.

Education law provides legal knowledge for school administration. Oyedeji (2012) asserts that education law and school law are nomenclatures given to the branch of civil law that covers the operation of education. In the view of Viet Nam (2013) education law is a set of rules and regulations that guide the workings of an education system. It deals with the creation and funding of schools and the school policy, teacher requirements and the school policy, teacher requirements and the right of students. It can also dictate the standards and practices of teachers. Thus, education law operates as civil law as it concerns the operation of education system.

It is suggested that school administrators such as principals, should employ preventive legal management strategies in the management of students. For educators to survive on the job, the legal aspects that border on educational management becomes indispensable. The legal aspects which relates to the school administrative practices such as students management find their sources from the constitution, legislation in forms of decrees, edicts, bye-laws and common laws (courts decisions or judgment law) (Biokoro, 2019). Others are from administrative and executive directives (memos, circular letters, and guidelines) from ministry of education, national policy on education and school rules and regulations.

Legal training for school principals which should consist of fundamental human rights is highly recommended. This training in human rights will equip the school principal with the knowledge to avoid violation of student's human right, ability to apply the rule of law due process of the law in the management of social problem arising from school discipline. The training of principals in interpersonal relations and interactions on the basis of the doctrine of *in-loco-parentis* constitute an important aspect of the principals' legal knowledge and training. Against this backdrop, principals have the right to administer discipline which is traceable to the doctrine of *in-loco-parentis* (in the place of parents). Ergo, this position of the principals with regards to disciplinary control of students is well expressed in the *Corpus Juris Secundum* (79 C.J.S 493). Standing on this knowledge, the principal will understand his limitation when student discipline may involve expulsion from the school.

As *abinitio* emphasized, education law helps all in school milieu to serve at an extent as to aid them enhance in legal awareness. Therefore, in law the school principal and other school personnel acts constitutionally in his control and disciplinary measures only and only if the derogations from the students right as well as others working in the institution are reasonably justifiable and are not excessive or out of proportion. Apparently, for the principal's role performance as much as others who are heads of difference department effectiveness implies absolute compliance with the necessary legal instrument establishing the principals as much as they ensure that their authority, rights and privileges are not unduly utilized (Igwe, 2014). Acting otherwise makes them ineffective in the performance of their various roles.

Furthermore, the Nigeria Teachers Service Manual (1987) according to Ayeeerun (2021) emphasized that it is expected that principals shall continuously seek to uphold the constitutional provisions and the various states education laws in order to protect their own right, that of the staff, students and all those under their jurisdiction. With adherence to the constitutional provisions, principals, teachers and others will become more efficient, effective and productive professionals.

Education law informs both policy and practice. Its knowledge prepares you to make decisions that are consistent with the law. The saying has been from the cradle that man is a legal being and especially from the time of Aristotle that "nobody is thought to be ignorant of the law" (*nema censetur ignorance legem*). It is also thought that not knowing the law is harmful (*ignorantia juris nocet*) (Peretomode, 2019). We were taught during my Latin class days in

school that “*Ignorantia legis neminem excusat*” (ignorance of the law excuses no one). This implies then for one to imbue himself/herself as a school administrator with the knowledge of education law). On this note, it is pointed out, that ever since the existence of schools it has been heavily influenced by law (<https://www.mun.ca/edu>).

The education law impacts on school policies, procedures and practice as it rapport between the school leader, teachers and students. This implies that the school head need to know the rules guiding admission of students, withdrawal, attendance, school timing, promotion, punishment, time tables, and size of class, staff employment, filing policy, sacking and expulsion, supervision etc. as it is fixed by the Ministry of Education or State Board of Education. While the constitution protects the rights of the principals, students and teachers at school, many school officials are unaware of their legal protections, or simply ignore them. School liability is an area of considerable concern to school authorities. Courts generally do use two standards in determining negligence:

- Whether a reasonable person with similar training would act in the same way; and
- Whether or not the school authorities could have foreseen the possibility of an injuring (Sadker & Sadker, 2005).

The common terms and typical situations related to the school liability are:

- Misfeasance: This lies on the failure of the school authority to conduct in an appropriate manner an act that might otherwise have been lawfully performed; for instance, unintentionally using too much force in breaking up a fight;
- Nonfeasance: This is the failure of the school authority to perform an act that one has a duty to perform. For an instance, the school refectory is nonfeasance, since the person assigned to supervise the area did not carry out his/her responsibility;
- Malfeasance: An act that cannot be done lawfully regardless of how it is performed. For an instance, starting a fight, or bringing a gun to the school.

In all of the cited instances, the school authority could face a legal charge. There is another act termed “Educational Malpractice” which is different from “Liability Litigation”. Liability litigation usually involves physical injury to a student or staff because of what an authority did or failed to do. Educational malpractice is concerned with academic damage”. This is where the school fails to provide an adequate education. Though some of the cases sued in this regard have been rejected by courts, pointing out that many factors affect learning and the failure to learn should not be blamed on school system alone.

The different aspects of education law specified lays emphasis on the constitution of the nation. The constitution of the nation outlined the different rights an individual do and inalienably have.

The Limits of Human Rights in Secondary Schools

The term limit is the lawful extent to which a right beneficiary can enjoy his right; beyond which there may be lawful deprivation. We could as well ask, Can fundamental human right be non-derogable right? Or limits fewer rights? The answer to the question could be that since human freedom is part of human and human is finite being, it follows that human freedom is necessarily

limited. For there can be no such thing as absolute or unlimited human freedom (Obilade, 2005). Our focus here is fixed on the limitations imposed by the law of the constitution and other legislation on the schools personnel exercise of their fundamental rights. It is substantiated in Odogu vs. A.G. Federation (2000) in Obilade (2005) that fundamental human rights are those guaranteed in Nigerian constitution are those guaranteed in the Nigerian constitution, and it is a right which every person is entitled when he is not subject to the disabilities enumerated in the constitution. In a case cited in Somolu J, in Asemota Vs. Yusufu (1982) in Aniekan (2014, p.150) declared that fundamental rights enshrined in the 1979 constitution of Nigeria constitute “a people’s expression of political and Civic and or Civil rights; but only to the extent that the strictness or largeness of Modern system of government does permit.” This judicial declaration entails that there are fundamental rights to be enjoyed by the students, teachers and principal in the school but not without limitations.

School administrations may sometimes legally restrict the rights of those within their schools. Parents must know that in enrolling their children in schools also means putting them in a place that’s legally permitted to curtail some of their children’s constitutional rights. Justin Driver said that “constitutional rights assume particular contours within the nation’s schools that are different than when minors are in the public park across from schools (Stephen, 2019). The Principals knowledge of Education law is an “*instrumentalis laboris*” (Instrument of labour) for school administration. For a principal to value human rights, the knowledge of education law becomes imperative, and that forms the bulk of the next discussion.

Concept of Right to Life (Section 33)

Life to every living soul is all that matters. Fundamental human rights can only exist if human life is protected. The sanctity of human life is as such recognized and guaranteed under section 33 of the 1999 constitution of the Federal Republic of Nigeria which provides that; “Every person has a right to life, and no one shall be deprived intentionally of his life, save in execution of the sentence of a court in respect of a criminal offense of which he has been found guilty in Nigeria”.

Based on this, it is apparent that extra-judicial killings, that is any killing not permitted or authorized by the constitution or law whether by government or private agencies, including ethnic militia or vigilante groups are unlawful and unconstitutional. The circumstances where the right to life can be derogated may be found in section 33(2) of the 1999 constitution which state that a person shall not be regarded as having been deprived of his life if he dies as a result of the use, to such extent and in such claim stances as are permitted by law of such force as is reasonably necessary.

- For the defense of any person from unlawful violence or for the defense of property;
- In order to effect a lawful arrest or to prevent the escape of a person lawfully detained; or
- For the purpose of suppressing a riot, insurrection, or mutiny.

The constitution also provides in section 45(2) of the 1999 constitution that any death resulting from war is not considered a derogation of the right life. Except in these instances, the right to life must be respected and protected since life is the basis of human existence.

The right to life is as such sacrosanct and sanctimonious. Therefore euthanasia or mercy killing is not allowed. Suicide and taking of one’s life is not permitted. Right to life is the pivot

of all rights. As we said earlier, students and teachers do not shed their rights at the school gate. As regard rights to life there are actions that violate students' human rights in school: actions that can lead to death or disfigure the student permanently. In *Akinjide vs. Ademola* as cited by Arop (2010) where a principal negligently allowed a student bleed to death after an accident in the school playground. The court in judgment held that the principals' action is a gross violation of the right of the dignity of the student. In another instance, a teacher who flogged a 12 year old girl to death was convicted for manslaughter (Ukpai & Mkpandiok, 2016). It is also common to find threats to students' life in school premises as a result of dirty and bushy environment infested with reptiles, dilapidated buildings and overcrowded classrooms which constitute high risk and health hazards.

Institutions of learning have responsibility to prevent or make effort to limit injury on campus from dangerous property and criminal conditions so long as injury is both foreseeable and preventable. She must ensure the safety of facilities. Apparently students and teachers have the right to protection from injury in facilities under campus jurisdiction, right to protection from foreseeable crime on campus especially unwarranted loitering of unauthorized personnel in dormitories. Principals, Students and teachers have the right to protection from injury caused by other students or teachers over whom the institution has oversight including voluntarily assumed jurisdiction e.g. clubs, sororities, fraternities and teams.

In the school environment, the administrators of schools often violates the right of students and teachers in the form of corporal punishment or other forms of punishment that leads to loss of life or causes permanent disfigurement. Schools often maintain attractive nuisance life, unsafe playground or dangerous condition of premises that may cause death or serious injury to students' life or staff. This may be in the form of uncovered well, soak away, septic tank, bad roof or sharp objects in the compound.

The knowledge and value for human life can only be determined if the principal has value for the dignity of human person. Without core value for the right to the dignity of human person, human life can never be valued. Next on our discussion is the right to the dignity of Human person which is found in section 34 of the Amended 1999 constitution of the Federal Republic of Nigeria.

Concept of Right to Dignity of Human Person (Section 34)

Wikipedia perceived dignity to imply the right of a person to be valued and respected for their own sake and to be treated ethically (<https://en.wikipedia.org/wiki/dignity>). It has to do with the worth of the human person. Every individual (students, teachers, principals and other school personnel) according to section 34 of the constitution of the Federal Republic of Nigeria is entitled to respect for the dignity of his/her person, hence no person shall be subjected to torture or inhuman degrading treatment. No citizen of Nigeria shall be held or subjected to slavery or servitude, or to perform forced labour. It is important to note that any labour dishd out to a student as a consequence of his/her rascality by a constituted school authority is not seen as a forced labour. Likewise any communal service, civil obligation to the school like school manual labour, morning duty does not come under this law.

Right to dignity of persons can come in different ways especially when students face excessive or unreasonable corporal punishment, shaving students' hair and skirts to fit in school assembly or classroom in the name of grooming. Students are made to go naked partially before other students for putting on wrong uniform. They are also made to go partially naked before

administering the cane often on their back, buttocks and other parts of the body. The use of derogatory or fowl language on a student or staff in the presence of others which often lowers his or her person before others or causes him/her emotional disturbance is also abuse of the right of the dignity of the person.

It shall be the duty of the employee to provide culturally adequate salaries, security in illness and adequate retirement income for the staff. The teachers have the right to such a salary as will help them afford a family standard of living comparable to that enjoyed by other professionals; afford the opportunity for leisure and recreation. The teacher is also entitled to good classrooms, adequate teaching materials, teachable class size and administrative protection and assistance in maintaining discipline. It is only when the right to the dignity of the human person is understood that the right to personal liberty of an individual can be given a credence. Haven seen what the right to the right to human dignity implies, the researcher will now dwell on the right to personal liberty which is found in section 35 of the 1999 constitution of the Federal Republic of Nigeria.

Concept of Right to Personal Liberty (Section 35)

The right to personal liberty is guaranteed under section 35(1) of the 1999 constitution in that every person is entitled to his personal liberty and no person shall be deprived such liberty except in circumstance and in accordance with the procedure prescribed by law. Personal liberty is the right not to be subjected to imprisonment, arrests and any other physical coercion in any manner that does not admit of legal justification.

The constitution recognized circumstances where right to personal liberty can be derogated and in accordance with procedure prescribed by law. It involves the following six ways:

- In the execution of sentence or order of a court of a criminal offense of which he has been found guilty. This means that if the court finds a person guilty of a criminal offense after trial, the court can sentence such person to imprisonment for a specified period of time, thereby lawfully restricting the person's liberty;
- By reason of his failure to comply with the order of a court or in order to secure the fulfillment of any obligation imposed upon him by law;
- For the purpose of bringing him before a court order or upon reasonable suspicious of him having committed a criminal offense or to such extent as may be reasonably necessary to prevent his committing a criminal offense;
- In case of a person who has not attained the age of 18 years for the promotion of his education or general welfare. This means that the liberty of anybody below 18years can be restricted by the parents, teachers, or guardians either for his/her education or welfare. For example, secondary school students living in school hostel may not be allowed to leave their dormitory anytime they feel like, and this will not be perceived as unlawful;
- In the case of the person suffering from infections or contagious disease, person of unsound mind, person addicted to drug or alcohol or vagrant for the purpose of their care or treatment and or the protection of the community. For the purpose of preventing the unlawful entry of any person into Nigeria or effecting expulsion, extradition or other lawful removal from Nigeria of any person or the taking of proceedings relating thereto.

There are practical actions or inactions that violate students' right in school such as subjecting a student to false imprisonment, barring a student from writing examination duly registered for. Principals, teachers and students also have a liberty right to protect themselves from defamation of character or a threat to their reputation. Due process is required in cases involving charges of plagiarism, cheating and falsification of research data.

Teaching is a profession, the right to practice which is not subjected to the surrender of other human rights. No one shall be deprived of professional status, or the right to practice it, or the practice thereof in any particular position, without due process of law.

The right of principals and teachers to be secure in their jobs, free from political influence or public clamour, shall be established by law. Since teachers must be free in order to teacher freedom, the right to be members of organizations of their own choosing must be guaranteed. In all matters pertaining to their salaries and working conditions they shall be entitled to bargain collectivity through representations of their own choice. Too much freedom and permissiveness leads to an absence of structure and order. Some measure of freedom must be granted to children, but only within the limits of their capacity to cope (Schultz & Schultz, 2005).

School personnel can only have a full preference to the right to personal liberty addressed if he/she is given the right to fair hearing. Without the right to fair hearing, human dignity and liberty cannot be fully comprehended.

Concept of Right to Fair Hearing (Section 36)

Under section 36(1) of the 1999 constitution it is guaranteed that in both civil and criminal proceedings a person is entitled to fair hearing within a reasonable time before a court or other tribunal established by law. A person's right to fair hearing is guaranteed at all times including where the question or issue for determination is by or against any government or authority. The tribunal or court seized of these civil criminal proceedings shall be "constituted" in such a way as to secure its independence and impartiality. The right to fair hearing is the cornerstone of justice. Constitutionally and from the body of judicial decision, the right to fair hearing is rooted in the twin pillar of justice which is that:

- A person should be given ample and full opportunity of presenting his own side of a matter (*audi alteram partem* rule). Where there is no such hearing, the revocation is unconstitutional, null, void and no effect whatsoever; and
- To secure the independence and impartiality of the adjudicating tribunal or court, it is also a rule of fair hearing that an accuser should not sit as a judge in his own case or matter (*nemo index in causa sua* rule).

A fair hearing is meant to include the observance of the rules of natural justice. That the court or tribunal must not only be unbiased it must also not place itself in a position in which it may appear that there is likelihood of bias. Another pertinent constitutional provision safe-guarding the right to fair hearing is the requirement that justice should not be done but should manifestly be seen to have been done. Hence, all civil and criminal proceedings including their judgment shall be held in public except where the interest of defense, public safety morality, order, otherwise dictates (<https://martinslibrary.blogspot.com>). Public hearing may not be allowed if the person affected is below the age of Eighteen years. Where a person is charged with

a criminal offence, he shall among other things be presumed innocent until he is proved guilty. This is provided in section 36(5) of the 1999 constitution.

The constitution makes provision for elaborate procedural safeguards in respect of criminal matters. Hence, under section 36(6) every person charged with a criminal offense shall be entitled:

- To be informed promptly in the language that he understands and in detail of the nature of the offense;
- To be given adequate time and facilities for the preparation of his defense;
- To defend himself in person or by a legal practitioner of his choice;
- To examine in person or by his legal practitioner the witness called by the persecution before the court and to obtain the abundance and carry out the examination of witnesses; to testify on his behalf before the court on the same conditions as those applying to the witness called by prosecution; and
- To have without payment the assistance of an interpreter if he cannot understand the language used at the trial of the offense.

Section 36(8) excludes retroactive and retrospective criminal legislation while section 36(12) prescribes unequivocally that, “a person shall not be convicted of a criminal offense unless that offense is defined and the penalty is prescribed in a written law”. There are actions that can violate students human rights in school such as punishing a student without an opportunity to defend himself/herself against charges, punishing a student without making his offense known to him/her being a judge and accuser in a case against a student and breaching the laid down disciplinary procedures.

In an instance of a case between Garba vs University of Maiduguri, students were expelled from school for involvement in demonstration. The court reversed the decision on the ground that the students were denied the right to fair hearing (Peretomode, 1999). In disciplinary measures students are entitled to the provision of a definite charge. They are entitled to prompt notice of charge, e.g. 10 days before hearing. In cases involving expulsion or dismissal, students are entitled to right to “expert” judgement with a judge who is empowered to expel. Students may also inspect documents considered by institutional officials in disciplinary hearings. Students may stand as a witness and tell their story during disciplinary hearings, as well as record disciplinary hearings to ensure they are conducted in a legal fashion. Students can expect rulings in disciplinary hearings to be based solely on evidence presented at the hearing. They are also entitled to a hearing before a person or committee not involved in the dispute. Students have right to receive written account of findings from disciplinary hearings showing how decisions are in line with evidence.

In the disciplining of students, hearings must be conducted before suspension or discipline unless there is a proven threat to danger, damage of property or academic disruption. Outcomes of investigation must be taken seriously. Hence a student cannot be dismissed when he has not been found guilty. Students accused of criminal acts including drug possession, plagiarism, cheating and falsification of research data or fraud may have greater due process rights (Brian, 2017). The student accused of crime may cross-examine witnesses, counsel, and may have an open trial to ensure that it is conducted fairly. A student accused of criminal acts may have counsel present. The institution does not need to pay. Students accused of criminal acts should have access to a higher appeal process.

Review of Empirical Studies

Right to Life and Secondary School Administration

In a study carried out by Ukpai and Mkipaudiok (2016) titled, “knowledge of education law and human rights violations among secondary school personnel in Nigeria, two research questions and one hypothesis were answered and tested in the study”. Survey research design was adopted. The population of the study is made up the principals, vice principals, compound masters and labour masters. A sample size of 92 respondents were selected using stratified random sample technique from a population of 1458 secondary school personnel which comprised of principals vice principals, compound masters and labour masters. 17 items questionnaire was developed known as “Knowledge of Education Law and Human Rights Violations Questionnaire” (KELHRVQ) was used for data collection. Data generated were analyzed using mean, standard deviation and t-test statistical tool. Findings from the study indicates that secondary schools personnel do not possess knowledge of the basic principles of law as related to education in Nigeria and indicates a high level of human rights violation as it relates to right to life. The study agreed that the extent of the violations of student’s rights was contingent upon the ignorance of secondary school personnel of basic principles of law related to education. The study recommends among others that all teachers’ education institutions and programmes should incorporate legal aspect of education. This present empirical study is similar to this study in these areas: the instrument used in both study is questionnaire for data collection and the hypothesis were analyzed in both study using means and standard deviation. On the other hand, there are some dissimilarity in these studies in the areas of the title, research design, the number of research questions and hypothesis, area of the study, population of the study, sample and sampling technique and the data analysis for the hypothesis.

In a study carried out by Melisa (n.d) titled “assessment of principals violation of students’ rights in secondary school administration in Kogi State” which is aimed at finding out the extent to which the principals are aware of students rights. Descriptive survey design was used for the study. Six research questions and six hypotheses guided the study. The population for the study was 47,388 students, teachers and principals from 345 schools in Kogi State. The sampled population was 6,191 comprising 138 principals, 1,794 teachers and 4,259 students from 138 sampled schools. The instrument for the study was “Principals Awareness of Students’ Right Violation Questionnaire” (PASRVQ). Mean and standard deviation were used to answer the research questions while one way ANOVA and Scheffe test were used to test the null hypothesis. The internal consistency and reliability of the instrument were determined using Cronbach Alpha method. The study revealed that to a great extent that principals are not generally aware of student’s right and therefore violate students’ right to life. The study among others recommended that principals should be made properly aware of student’s rights through conferences, seminars, workshops and other studies. The present empirical review is similar to the present study in the areas of research design, the method of instrument and the data analysis for the hypothesis. On the other hand, they are dissimilar in the areas of the title of the study, number of research questions and hypothesis, area of the study, population, sample and sampling technique and method of data analysis for the hypothesis.

Right to the Dignity of Human Person and Secondary School Administration

In a work carried out by Arop and Bassey (2018), “Administrators conflict management technique and supervision of students’ legal rights in secondary schools in Cross Rivers State, Nigeria”. Descriptive survey research design was used. The population of the study was 231 public secondary schools in Cross River State. The sample of the study is 92 principals selected through the simple random sampling technique. Two instrument were used, “Administrators effectiveness in conflict management technique Questionnaire” (AECMTQ) and “Administrators Recognition and Protection of Students’ Rights Questionnaire” (ARPSRQ) were used for data collection. The instrument were validated and the reliability of the instrument gotten through the test- retest approach using Pearson Product Moment Correlation analysis. T-test was used to analyze the data. The result showed that the use of dialogue by administrators has no significant influence on their recognition and protection of students’ right to the dignity of human person, while the administrators use of dominance influences students right to dignity of human person. Among others the study recommended that a proper conflict management skills as well as proper dialogue use should be an option for resolving conflicts in the schools instead of the use of brute force. In the present empirical review is similar to the present study in the areas of research design, the instrument and the data analysis for the hypothesis. On the other hand, there are dissimilarity in the areas of the title of the work, number of research questions and hypothesis, area of the study, population, sample and sampling technique and method of data analysis for the hypothesis.

In another study carried out by Bassey et al. (2012) titled “Schools Students’ Personnel administration in Cross River State, Nigeria”, ex post facto research design was used in the work. The population of the work is 95,000 students in 232 public secondary schools in Cross River State. The sample of the study is 1000 students selected through the multistage sampling technique from 50 secondary schools. The instrument for the study is “Students’ Legal Rights Protection Questionnaire” (SLRPQ). One research question and one hypothesis were used for the study. Face validation was done and reliability gotten through test-retest method. The data was analyzed using the SPSS. The statistical tool used was one-way ANOVA. The result of the study revealed that there is a significant difference in the violation of students right to dignity of human persons exists only between urban and rural persons, none between urban and semi-urban, and none between rural and semi-urban schools. Among others, the study recommended that legal education of principals, teachers and students was consequently necessary as well as inclusion of education law in teacher education curriculum. In the present empirical study, there are some similarity with the study at hand in the areas of the use of questionnaire as an instrument for data collection, the use of multi stage sampling technique to draw sample, the use of mean and standard deviation to analyze the research questions and one way ANOVA to test the hypothesis. In terms of dissimilarity, both studies didn’t agree in the title of the study, research design, number of research questions and hypothesis, area of the study and population and sample of the study.

In a study carried out by Melisa (n.d) titled “assessment of principals violation of students’ rights in secondary school administration in Kogi State” which is aimed at finding out the extent to which the principals are aware of students rights. Descriptive survey design was used for the study. Six research questions and six hypotheses guided the study. The population for the study was 47,388 students, teachers and principals from 345 schools in Kogi State. The sample population was 6,191 comprising 138 principals, 1,794 teachers and 4,259 students from

138 sampled schools. The instrument for the study was “Principals Awareness of Students’ Right Violation Questionnaire” (PASRVQ). Mean and standard deviation were used to answer the research questions while one way ANOVA and Scheffe test were used to test the null hypothesis. The internal consistency and reliability of the instrument were determined using Cronbach Alpha method. The study revealed that to a great extent that principals are not generally aware of student’s right and therefore violate students’ right to human dignity. The study among others recommended that principals should be made properly aware of student’s rights through conferences, seminars, workshops and other studies and that teacher’s capacity building curriculum should incorporate element of education law and human rights education should be in secondary schools curriculum. The present empirical review is similar to the present study in the areas of research design, the method of instrument and the data analysis for the hypothesis. On the other hand, they are dissimilar in the areas of the title of the study, number of research questions and hypothesis, area of the study, population, sample and sampling technique and method of data analysis for the hypothesis.

In a study carried out by Ukpai and Mkipaudiok (2016) titled, “Knowledge of education law and human rights violations among secondary school personnel in Nigeria, two research questions and one hypothesis were answered and tested in the study”. Survey research design was adopted. The population of the study is made up the principals, vice principals, compound masters and labour masters A sample size of 92 respondents were selected using stratified random sample technique from a population of 1458 secondary school personnel which comprised of principals vice principals, compound masters and labour masters. 17 items questionnaire was developed known as “Knowledge of Education Law and Human Rights Violations Questionnaire” (KELHRVQ) was used for data collection. Data generated were analyzed using mean, standard deviation and t-test statistical tool. Findings from the study indicates that secondary schools personnel do not possess knowledge of the basic principles of law as related to education in Nigeria and indicates a high level of human rights violation as it relates to right to dignity of human person. The study agreed that the extent of the violations of student’s rights was contingent upon the ignorance of secondary school personnel of basic principles of law related to education. The study recommends among others that all teachers’ education institutions and programmes should incorporate legal aspect of education. This present empirical study is similar to this study in these areas: the instrument used in both study is questionnaire for data collection and the hypothesis were analyzed in both study using means and standard deviation. On the other hand, there are some dissimilarity in these studies in the areas of the title, research design, the number of research questions and hypothesis, area of the study, population of the study, sample and sampling technique and the data analysis for the hypothesis.

In another study carried out by Arop et al. (2011) titled, “Evaluation of human rights violations in students’ personnel administration in secondary schools in Cross River State”. Ex-post facto research design was used. 1000 SS3 students were randomly sampled from a population of 7378 SS3 students in 232 public secondary schools in Cross River State. The instrument used is “Students Legal Rights Protection Questionnaire” (SLRPQ) for data collection. The data collected was analyzed using one sample t-test. The finding revealed that there is a significant violation of school students’ rights and other personnel in the school especially in the area of right to the dignity of human person. Among others, the study recommended that legal education of principals, teachers and students was consequently necessary as well as inclusion of education law in teacher education curriculum. In the present empirical study, there are some similarity with the study at hand in the areas of the use of

questionnaire as an instrument for data collection, the use of multi stage sampling technique to draw sample, the use of mean and standard deviation to analyze the research questions and one way ANOVA to test the hypothesis. In terms of dissimilarity, both studies didn't agree in the title of the study, research design, number of research questions and hypothesis, area of the study and population and sample of the study.

Right to Personal Liberty and Secondary School Administration

In a study carried out by Melisa (n.d) titled "assessment of principals violation of students' rights in secondary school administration in Kogi State" which is aimed at finding out the extent to which the principals are aware of students rights. Descriptive survey design was used for the study. Six research questions and six hypotheses guided the study. The population for the study was 47,388 students, teachers and principals from 345 schools in Kogi State. The sample population was 6,191 comprising 138 principals, 1,794 teachers and 4,259 students from 138 sampled schools. The instrument for the study was "Principals Awareness of Students' Right Violation Questionnaire" (PASRVQ). Mean and standard deviation were used to answer the research questions while one way ANOVA and Scheffe test were used to test the null hypothesis. The internal consistency and reliability of the instrument were determined using Cronbach Alpha method. The study revealed that to a great extent that principals are not generally aware of student's right and therefore violate students' right to personal liberty. The study among others recommended that principals should be made properly aware of student's rights through conferences, seminars, workshops and other studies. The present empirical review is similar to the present study in the areas of research design, the method of instrument and the data analysis for the hypothesis. On the other hand, they are dissimilar in the areas of the title of the study, number of research questions and hypothesis, area of the study, population, sample and sampling technique and method of data analysis for the hypothesis.

Right to Fair Hearing and Secondary School Administration

In a study carried out by Biokoro (2019) titled "principals' knowledge of law in secondary schools administration in Delta and Bayelsa States, Nigeria" to determine the right of fair hearing and the administration of secondary schools.. He used the ex-post facto research design for the study. The population of the study is 617 principals of public secondary schools. Random sampling technique was use to draw sample of 124 participants. A self-developed instrument was used to obtain data. Test retest method was used to generate data, mean and standard deviation were used to answer the research questions and Pearson (r) statistics employed to test the hypothesis at 0.05 level. The result indicated that students' right to fair hearing was a correlates of principals administration of secondary schools and that principals' in secondary schools in Bayelsa and Delta have not obtained legal knowledge of education law in secondary school administration. The study among others recommended that school principals should be trained in education law since all aspects of school administration involves application of legal guidelines. This empirical study supports with the present study at hand in the use of mean and standard deviation to answer the research questions and the use of questionnaire for the instrument. The dissimilarity amongst them falls in the areas of the research design, number of research questions and hypothesis, area of the study, population, sample and sampling technique, reliability and method of data analysis for the hypothesis.

In another work carried out by Arop and Bassey (2018) “administrators conflicts management techniques and supervision of students legal rights and secondary schools in Cross Rivers State, Nigeria”. Descriptive survey research design was used for the study. The population of the study comprised 231 principals in all the 231 public secondary schools in Cross River State. The sample of the study is 92 principals selected through the simple random sampling technique. The instrument used for the study are titled: “Administrators Effectiveness in Conflict Management Technique Questionnaire” (AECMTQ) and “Administration Recognition and Protection of Students’ Rights Questionnaire” (ARPSRQ) were used for data collection. The instrument were validated and the reliability of the instrument gotten through the test- retest approach using Pearson Product Moment Correlation analysis to analyze the result. From the result, it was found that the use of dialogue by administrators has no significant influence on their recognition and protection of students’ right to fair hearing. The work also showed that administrator’s use of dominance influenced students’ right to fair hearing. Among others the study recommended that a proper conflict management skills as well as proper dialogue use should be an option for resolving conflicts in the schools instead of the use of brute force. In the present empirical review is similar to the present study in the areas of research design, the instrument and the data analysis for the hypothesis. On the other hand, there are dissimilarity in the areas of the title of the work, number of research questions and hypothesis, area of the study, population, sample and sampling technique and method of data analysis for the hypothesis.

In another work carried out by Bassey et al. (2012) titled school location and human rights violation in secondary schools students’ personnel administration in Cross River State, Nigeria. Ex-post facto research design was used. One research question and one hypothesis were used for the study. The population of the work is 95,000 students drawn from across the state in the 232 public secondary schools. The sample for the study is 1000 students and 50 secondary schools selected through the multi-stage sampling technique. The instrument for the study is “Students Legal Rights Protection Questionnaire” (SLRPQ). Face validation was done and reliability gotten through test-retest method. The data was analyzed through SPSS using one-way ANOVA. The result gotten indicates that there is a significant difference in violation of the rights to fair hearing of students and exists only between rural and semi-urban schools. Wide spread differences in violation of students right to fair hearing exist only between urban and semi-urban as well as between rural and semi-urban schools. Among others, the study recommended that legal education of principals, teachers and students was consequently necessary as well as inclusion of education law in teacher education curriculum. In the present empirical study, there are some similarity with the study at hand in the areas of the use of questionnaire as an instrument for data collection, the use of multi stage sampling technique to draw sample, the use of mean and standard deviation to analyze the research questions and one way ANOVA to test the hypothesis. In terms of dissimilarity, both studies didn’t agree in the title of the study, research design, number of research questions and hypothesis, area of the study and population and sample of the study.

In another study carried out by Arop et al. (2012) titled “Religious Affiliation and Human Rights Violation in Student Personnel Administration in Secondary School in Cross River State, Nigeria”. Ex-post facto research design was used for the study. One research question and one null hypothesis were used for the study. From a population of 2130 senior secondary school students in Cross River State 232 public secondary school systems, 1000 of them randomly selected from 50 schools were sampled for the study through multi-stage sampling technique. A

38 item “Students Legal Rights Protection Questionnaire” (SLRPQ) was constructed by the researcher. The instrument was face validated by experts. The reliability of the instrument was established through a test-retest reliability estimate, and the data obtained were analyzed through Pearson Moment Correlation Analysis (r). One-way ANOVA was used to analyze the data coupled with a post-hoc analysis in the form of “Fishers Least Significance Difference” (LSD), multiple comparison analysis of the differentiated levels of students’ human rights violation on the basis of religious affiliation (Catholics, Pentecostals and others). The result showed that Catholics tended to experience significant violation of students rights to fair hearing than Pentecostals and others. Among others, the study recommended that conscious and concerted efforts should be made to integrate human rights culture in secondary schools, the school curriculum should also have subjects called human rights in secondary level of education, and workshops and seminars on human rights education should form part of the training and retraining programme for secondary school teachers to enhance the realization of human rights culture and religious tolerance in the polity. In this empirical study there run some similarities with the present study in the areas of sampling technique through questionnaire and the use of one way ANOVA to test the hypothesis. There are also some areas the both work did not tally like in these areas; the title of the work, number of research question and hypothesis, area of the study, population and sample of the work and the reliability.

In a study carried out by Ukpai and Mkipaudiok (2016) titled, “Knowledge of education law and human rights violations among secondary school personnel in Nigeria, two research questions and one hypothesis were answered and tested in the study”. Survey research design was adopted. The population of the study is made up the principals, vice principals, compound masters and labour masters. A sample size of 92 respondents were selected using stratified random sample technique from a population of 1458 secondary school personnel which comprised of principals vice principals, compound masters and labour masters. 17 items questionnaire was developed known as “Knowledge of Education Law and Human Rights Violations Questionnaire” (KELHRVQ) was used for data collection. Data generated were analyzed using mean, standard deviation and t-test statistical tool. Findings from the study indicates that secondary schools personnel do not possess knowledge of the basic principles of law as related to education in Nigeria and indicates a high level of human rights violation as it relates to right to fair hearing. The study agreed that the extent of the violations of student’s rights was contingent upon the ignorance of secondary school personnel of basic principles of law related to education. The study recommends among others that all teachers’ education institutions and programmes should incorporate legal aspect of education. This present empirical study is similar to this study in these areas: the instrument used in both study is questionnaire for data collection and the hypothesis were analyzed in both study using means and standard deviation. On the other hand, there are some dissimilarity in these studies in the areas of the title, research design, the number of research questions and hypothesis, area of the study, population of the study, sample and sampling technique and the data analysis for the hypothesis.

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Violation Questionnaire” (PASRVQ). Mean and standard deviation were used to answer the research questions while one way ANOVA and Scheffe test were used to test the null hypothesis. The internal consistency and reliability of the instrument were determined using Cronbach Alpha method. The study revealed that to a great extent that principals are not generally aware of student’s right and therefore violate students’ right to fair hearing. The study among others recommended that principals should be made properly aware of student’s rights through conferences, seminars, workshops and other studies. The present empirical review is similar to the present study in the areas of research design, the method of instrument and the data analysis for the hypothesis. On the other hand, they are dissimilar in the areas of the title of the study, number of research questions and hypothesis, area of the study, population, sample and sampling technique and method of data analysis for the hypothesis.

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METHODS

Research Design

The study adopted an analytical descriptive survey research design. This is because this design would enable the researcher to gather information about the existing situations and conditions with the view of describing and analyzing the information. The data that were collected would not be manipulated in any way.

Population for the Study

The population of this study consists of 68,228 (61,049 SS Two students, 6,893 teachers and 286 principals) in 286 secondary schools in Rivers State.

Sample and Sampling Techniques

The sample size of this study is 1,932 (920 students, 920 teachers and 92 principals) respondents. The multistage sampling procedures through cluster, simple and purposive random sampling techniques were used to arrive at the sample size. Firstly, the cluster sampling technique was

used to cluster the schools into 23 Local Government Areas. Secondly, four schools were simple randomly drawn from each of the Local Government Areas from the 23 Local Government Areas making a total of 92 schools. Using purposive sampling technique, this 92 school automatically gave 92 principals. Similarly, 10 students were simple randomly drawn from each of the 92 sampled schools making a total of 920 students. Finally, 10 teachers were drawn from the 92 schools which gave 920 teachers. The sample size of 1,932 is statistically justified since it is above the minimum sample size of 398 for a population of 68228 as determined using Taro Yamene

Instrument for Data Collection

The instrument for data collection is titled Principals, Teachers and Students Awareness of Human Rights for Administration of Public Senior Secondary Schools in Rivers State Scale (PTSAHRAPSSSS). The instrument has two sections; mainly 'A' and 'B'. Section 'A' elicited demographic information of the respondents such as gender, status, location and school. The section 'B' has 4 clusters (fundamental human right to life, fundamental human right to the dignity of human person, fundamental human right to personal liberty, and fundamental human right to fair hearing) to represent the various research questions. Each of the clusters contains 6 items, gave a total of 24 items. The instrument was structured along the Four-Point Likert response options of Very High Extent (4), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) respectively. Items in the questionnaire were structured in such a way that principals, teachers and students could respond to them. The criterion mean value was determined thus: $4 + 3 + 2 + 1 = 10 / 4 = 2.50$. Items that are above the criterion mean value of 2.50 were agreed upon while those below the criterion mean value were disagreed upon.

Validity of the Instrument

The face and content validities of the instrument were conducted. To ensure this, the instrument, was validated by one lecturer from the Department of Educational management and two lecturers in test and measurement in University, Port Harcourt. They were requested to look at the ambiguity of the words, clarity of expression, facial arrangement, content coverage and suitability for the purpose of the study. Their comments, corrections, suggestions and recommendations were incorporated into the final draft of the instrument.

Reliability of the Instrument

The internal consistency reliability coefficient was determined using Cronbach alpha statistical method. The researcher administered the instrument to 30 (10 teachers, 10 students and 10 principals) subjects that constitute the sample of the study. The Cronbach alpha method was suitable because the instrument has clusters as well as multiple response options. It also ascertained the inter-item correlations of the instrument. A reliability coefficient of .810 was realised. The reliability coefficient is high and justified the use of the instrument for this study.

Administration of the Instrument

The researcher administered the instrument with the help of two research assistants. These assistants were briefed on how to administer and collate the instrument when properly completed. Out of 1,932 copies of administered only 1907 (90 principals, 911 students and 906 teachers) copies were collated thus, representing 99% return rate. Out of the 92 copies distributed to principals, 90 copies were duly completed, returned and were used for the study showing 97% returned rate. Out of the 920 copies distributed to teachers, 906 copies were duly completed, returned and were used for the study showing 98% returned rate. Out of the 920 copies distributed to students, 911 copies were duly completed, returned and were used for the study showing 99% returned rate.

Method of Data Analysis

Mean and standard deviation statistics were used to answer the research questions while the null hypotheses were tested using One Way Analysis of Variance (ANOVA) at 0.05 level of significance. The Decision rule for the research questions were: 1.00 – 1.49 (Very Low Extent), 1.50 – 2.49 (Low Extent), 2.50-3.49 (High Extent) and 3.50-4.00 (Very High Extent).

RESULTS

Answers to Research Questions

Research Question 1: To what extent are principals, teachers' and students' aware of the fundamental human right to life in the administrative effectiveness of public senior secondary schools in Rivers State?

Table 1: Weighted mean and standard deviation on the extent of principals, teachers' and students' awareness of fundamental human right to life in the administrative effectiveness of public senior secondary schools in Rivers State

S/N	Items	Principals			Teachers			Students		
		Mean	Sd	Decision	Mean	SD	Decision	Mean	Sd	Decision
1	There is not supposed to be verbal abuse to life in the school	2.32	.83	LE	2.76	.51	HL	3.40	.49	HL
2	There is not supposed to be written abuse to life in the school	2.83	.52	HE	2.95	.68	HE	3.26	.68	HE
3	There is not supposed to be physical abuse to life in the school	2.81	.52	HE	2.89	.61	HE	3.39	.92	HE
4	There is not supposed to be emotional torture to life in the school	2.81	.49	HE	2.93	.69	HE	3.37	.48	HE
5	Life is no to be threatened with sharp objects in the school	2.92	.46	HE	3.83	.38	HE	3.43	.62	HE
6	One is not supposed to be disregarded in the school	2.88	.49	HE	1.35	.48	VLE	3.19	.60	HE
Aggregate mean and SD		2.76	0.55	HE	2.78	0.56	HE	3.34	0.63	HE

Table 1 revealed that principals, teachers and students have aggregate mean values of 2.76, 2.78 and 3.34 respectively. This showed that the principals, teachers and students are to a high extent aware of fundamental human right to life in the administrative effectiveness of public senior secondary schools in Rivers State.

Research Question 2: To what extent are principals, teachers' and students' aware of the fundamental human right to the dignity of human person awareness in the administrative effectiveness of public senior secondary schools in Rivers State?

Table 2: Weighted mean and standard deviation on the extent of principals, teachers' and students' awareness of fundamental human right to the dignity of human person in the administrative effectiveness of public senior secondary schools in Rivers State

S/N	Items	Principals			Teachers			Students		
		Mean	SD	Decision	Mean	SD	Decision	Mean	SD	Decision
7	Is personal value upheld in the school	2.96	.59	HE	2.34	.93	LE	3.09	.47	HE
8	Is work value given credence in the school	3.00	.56	HE	2.94	.83	HE	3.29	.46	HE
9	Is ethical value respected in the school	2.95	.59	HE	2.56	.85	HE	3.27	.51	HE
10	Are people not called names that are irritating	3.16	.81	HE	1.82	1.05	LE	3.36	.55	HE
11	Are people respected irrespective of ethnicity	3.07	.76	HE	2.64	.62	HE	3.29	.46	HE
12	Are people respected irrespective of gender	3.16	.76	HE	2.38	.75	LE	3.26	.68	HE
Aggregate mean and SD		3.05	0.68	HE	2.45	0.84	HE	3.26	0.52	HE

Table 2 revealed that principals and students have aggregate mean values of 3.05 and 3.26 respectively. This showed that the principals and students are to a high extent aware of fundamental right to the dignity of human person in the administrative effectiveness of public senior secondary schools in Rivers State while the teachers are to a low extent aware of fundamental human right to the dignity of human person in the administrative effectiveness of public senior secondary schools in Rivers state with aggregate mean value of 2.45.

Research Question 3: To what extent are principals, teachers' and students' aware of the fundamental human right to personal liberty in the administrative effectiveness of public senior secondary schools in Rivers State?

Table 3: Weighted mean and standard deviation on the extent of principals, teachers' and students' awareness of fundamental human right to personal liberty in the administrative effectiveness of public senior secondary schools in Rivers State

S/N	Items	Principals			Teachers			Students		
		Mean	SD	Decision	Mean	SD	Decision	Mean	SD	Decision
13	Does the school not fail to incinerate people when they speak out	3.19	.65	HE	1.91	1.08	LE	3.23	.43	HE
14	Are people incarcerated in the school when they just have small civil dispute	3.16	.65	HE	1.47	.49	LE	3.36	.61	HE
15	Are peoples liberty fragrantly denied by not allowing the closure of school on time without any just cause	3.08	.58	HE	2.32	.57	LE	3.39	.56	HE
16	Are people locked overnight in the school without just cause	2.91	.51	HE	3.09	.48	HE	3.26	.68	HE
17	Are people locked in the police post for demonstrating for their rights	3.04	.59	HE	3.13	.47	HE	3.27	.57	HE
18	Is the toilet used for a cell in the school for offenders	2.72	.69	HE	3.27	.49	HE	3.47	.49	HE
Aggregate mean and SD		3.02	0.61	HE	2.53	0.59	HE	3.33	0.56	HE

Table 3 revealed that principals, teachers and students have aggregate mean values of 2.96, 2.53 and 3.32 respectively. This showed that the principals, teachers and students are to a high extent aware of fundamental right to personal liberty in the effective administration of public senior secondary schools in Rivers State.

Research Question 4: To what extent are principals, teachers' and students' aware of the fundamental human right to fair hearing in the administrative effectiveness of public senior secondary schools in Rivers State?

Table 4: Weighted mean and standard deviation on the extent of principals, teachers' and students' awareness of fundamental human right to fair hearing in the administrative effectiveness of public senior secondary schools in Rivers State

S/N	Items	Principals			Teachers			Students		
		Mean	SD	Decision	Mean	SD	Decision	Mean	SD	Decision
19	Is considerable attention not always given to demonstration feelings	3.00	.52	HE	3.11	.45	HE	3.33	.54	HE
20	Is opportunity given to the parties to express themselves when there is disagreement	3.04	.47	HE	3.16	.41	HE	3.46	.56	HE
21	Is punishment given based on antecedent without fair hearing	3.07	.44	HE	3.18	.49	HE	3.17	.59	HE
22	Is fair hearing not considered as peoples right when they commit offence	3.22	.47	HE	3.21	.66	HE	3.36	.61	HE
23	When crimes are done before	3.09	.47	HE	3.09	.71	HE	3.37	.55	HE

	the authorities, to what extent is there is no need for fair hearing									
24	Has the lack of fair hearing affected disciplinary decision making	3.11	.38	HE	3.28	.57	HE	2.23	.49	LE
Aggregate mean and SD		3.09	0.46	HE	3.17	0.55	HE	3.15	0.56	HE

Table 4 revealed that principals, teachers and students have aggregate mean values of 3.09, 3.17 and 3.15 respectively. This showed that the principals, teachers and students are to a high extent aware of the fundamental right to fair hearing in the effective administration of public senior secondary schools in Rivers State.

Test of Hypotheses

Hypothesis 1: There is no significant difference among principals, teachers and students on the extent of awareness of fundamental human right to life in the administrative effectiveness of public senior secondary schools in Rivers State?

Table 5: ANOVA calculation on the difference among principals, teachers and students on the extent of awareness of fundamental human right to life in the administrative effectiveness of public senior secondary schools in Rivers State

	Sum of Squares	Df	Mean Square	F	Probability value	Alpha extent	Decision
Between Groups	5376.83	2	2688.41	1182.16	.000	.05	Significant
Within Groups	4330.00	1904	2.27				
Total	9706.83	1906					

Table 5 revealed that the ANOVA value (F) is 1182.16 with degrees of freedom of 2 and 1904. The null hypothesis is rejected because the probability value of .00 is less than the alpha extent of .05. This implied that there is a significant difference among principals, teachers and students on the extent of awareness of fundamental human right to life in the administrative effectiveness of public senior secondary schools in Rivers State. Since the hypothesis is significant, there is need for post hoc mean comparison.

Table 6: Post Hoc Mean Comparison

(I) Respondents	(J) Respondents	Mean Difference (I-J)	Probability value	Alpha extent	Decision
Principals	Teachers	-.12862	.440	.05	NS
	Students	-3.47820*	.000	.05	S
Teachers	Principals	.12862	.440	.05	NS
	Students	-3.34958*	.000	.05	S
Students	Principals	3.47820*	.000	.05	S
	Teachers	3.34958*	.000	.05	S

In Table 6, the mean comparison between the principals and teachers is not significant with probability value of .440 greater than alpha value of .05. The mean comparison between the principals and students is significant because the probability value of .000 is less than alpha extent of .05. Finally, the mean difference between the teachers and students is significant because the probability value of .00 is less than the critical alpha extent of .05. This showed that principals and students differed significantly in their opinion as well as teachers and students.

Hypothesis 2: There is no significant difference among principals, teachers and students on the extent of awareness of fundamental human right to the dignity of human person in the administrative effectiveness of public senior secondary schools in Rivers State?

Table 7: ANOVA calculation on the difference among principals, teachers and students on the extent of awareness of fundamental human right to the dignity of human person in the administrative effectiveness of public senior secondary schools in Rivers State

	Sum of Squares	Df	Mean Square	F	Probability value	Alpha extent	Decision
Between Groups	10935.86	2	5467.93	1003.21	.000	.05	Significant
Within Groups	10377.62	1904	5.45				
Total	21313.48	1906					

Table 7 revealed that the ANOVA value (F) is 1003.21 with degrees of freedom of 2 and 1904. The null hypothesis is rejected because the probability value of .000 is less than the alpha extent of .05. This implied that there is a significant difference among principals, teachers and students on the extent of awareness of fundamental right to dignity of human person in the effective administration of public senior secondary schools in Rivers State. Since the hypothesis is significant, there is need for post hoc mean comparison.

Table 8: Post Hoc Mean Comparison

(I) respondents	(J) respondents	Mean Difference (I-J)	Probability value	Alpha extent	Decision
Principals	teachers	3.60132*	.000	.05	S
	students	-1.27958*	.000	.05	S
Teachers	principals	-3.60132*	.000	.05	S
	Students	-4.88091*	.000	.05	S
Students	Principals	1.27958*	.000	.05	S
	Teachers	4.88091*	.000	.05	S

Table 8 revealed that principals and teachers differed significantly in their opinion on the extent of constitutional provision of human dignity. Also principals differed significantly with the students. Finally, teachers differed significantly with students in their opinion on the extent of awareness of human dignity.

Hypothesis 3: There is no significant difference among principals, teachers and students on extent of awareness of fundamental human right to personal liberty in the administrative effectiveness of public senior secondary schools in Rivers State?

Table 9: ANOVA calculation on the mean difference among principals, teachers and students on the extent of awareness of fundamental human right to personal liberty in the administrative effectiveness of public senior secondary schools in Rivers State?

	Sum of Squares	Df	Mean Square	F	Probability value	Alpha extent	Decision
Between Groups	10184.37	2	5092.19	1727.33	.000	.05	significant
Within Groups	5613.03	1904	2.95				
Total	15797.39	1906					

Table 9 revealed that the ANOVA value (F) is 1727.33 with degrees of freedom of 2 and 1904. The null hypothesis is rejected because the probability value of .000 is less than the alpha extent of .05. This implied that there is a significant difference among principals, teachers and students on the extent of awareness of fundamental right to personal liberty in the effective administration of public senior secondary schools in Rivers State. Since the hypothesis is significant, there is need for post hoc mean comparison.

Table 10: Post Hoc mean Comparison

(I) respondents	(J) respondents	Mean Difference (I-J)	Probability value	Alpha extent	Decision
Principals	Teachers	2.83620 [*]	.000	.05	S
	Students	-1.89451 [*]	.000	.05	S
Teachers	Principals	-2.83620 [*]	.000	.05	S
	Students	-4.73071 [*]	.000	.05	S
students	Principals	1.89451 [*]	.000	.05	S
	Teachers	4.73071 [*]	.000	.05	S

Table 10 revealed that principals and teachers differed significantly in their opinion on the extent of constitutional provision of personal liberty. Also principals differed significantly with the students. Finally, teachers differed significantly with students in their opinion on the extent of awareness of fundamental right of personal liberty.

Hypothesis 4: There is no significant difference among principals, teachers and students on the extent of awareness of fundamental human right to fair hearing in the administrative effectiveness of public senior secondary schools in Rivers State?

Table 11: ANOVA calculation on the difference among principals, teachers and students on the extent of awareness of fundamental right of fair hearing in school administration

	Sum of Squares	Df	Mean Square	F	Probability value	Alpha extent	Decision
Between Groups	21.16	2	10.58	3.47	.070	.05	Not Significant
Within Groups	5813.11	1904	3.05				
Total	5834.267	1906					

Table 11 revealed that the ANOVA value (F) is 3.47 with degrees of freedom of 2 and 1904. The null hypothesis is accepted because the probability value of .070 is greater than the alpha extent of .05. This implied that there is no significant difference among principals, teachers and students on the extent of awareness of fundamental right of fair hearing in the effective administration of public senior secondary schools in Rivers State.

DISCUSSION

Principals, teachers' and students' awareness of human right to life in the administration of public senior secondary schools in Rivers State

The study revealed that principals, teachers and students to a high extent are aware of fundamental right to life in the administration of public senior secondary schools in Rivers State. Past studies did not support the present study in the sense that it found that secondary schools personnel do not possess knowledge of the basic principles of law as related to education in Nigeria and indicates a high extent of human rights violation as it relates to right to life (Ukpai & Mkipaudiok, 2016; Alfred, 2018; Light, 2015; Godwin, 2018; Clifford, 2016). Secondary school personnel were able to possess the knowledge of fundamental human right to life probably because Rivers State is a state where most of the people who are enlightened reside. More so, the awareness could be because of the involvement of life. Issues about life are very important because it is the essence of existence. It is worthy to note that the violations of student's rights could be contingent upon the ignorance of secondary school personnel of basic principles of law related to education. In consonance to the finding of this study was Melisa (n.d) who revealed that to a great extent that principals are not generally aware of student's right and therefore violate students' right to life. The hypothesis revealed that there is a significant difference among principals, teachers and students on the extent of awareness of fundamental right to life in the effective administration of public senior secondary schools in Rivers State.

Principals, teachers' and students' awareness of human right to the dignity of human person in the administration of public senior secondary schools in Rivers State

The study revealed that principals and students are aware of fundamental right to the dignity of human person to a high extent in the administration of public senior secondary schools in Rivers State while the teachers are to a low extent aware of fundamental right to the dignity of human person in the administration of secondary schools in Rivers state. The study has shown that the respect for and awareness of fundamental human right of dignity of human person is sacrosanct in effective school administration. Administrative function is effective only if the administrators use of dominance to influence students' right to dignity of human person owing to its importance (Arop & Bassey, 2018; Jude, 2011; Ndukwu, 2012). On the converse, the study revealed that Melisa (n.d) found that to a great extent principal and others are not generally aware of fundamental right and therefore violate the right to human dignity. The hypothesis revealed that there is a significant difference among principals, teachers and students on the extent of awareness of fundamental right to dignity of human person in the effective administration of public senior secondary schools in Rivers State. This showed that the teachers, students and principals differed significantly in their awareness extents of right to the dignity of human person

in school (Arop & Bassey, 2018). More so, Bassey et al. (2012) revealed that there is a significant difference in the violation of right to dignity of human persons among the school personnel. This means that the extent the dignity of human person is respected the most likely administration will be properly achieved in public senior secondary schools in Rivers State.

Principals, teachers' and students' awareness of human right to personal liberty in the administration of public senior secondary schools in Rivers State

The study revealed that principals, teachers and students are aware of fundamental right to personal liberty to a high extent in the effective administration of public senior secondary schools in Rivers State. On the contrast, Melisa (n.d) found that school functionaries are not generally aware of constitutional provision of right to personal liberty and tend to abuse it in ignorance. Fundamental right to personal liberty cannot be denied or alienated owing to the great importance attached to it in the administrative roles in secondary school (Olomojibe, 2017). The hypothesis revealed that there is a significant difference among principals, teachers and students on the extent of awareness of fundamental right to personal liberty in the effective administration of public senior secondary schools in Rivers State. This goes on to depict the fact that the lack of implementation or appropriation could be as a result of the perceived difference that existed among the teachers, principals and students on the fundamental right to personal liberty.

Principals, teachers' and students' awareness of human right to fair hearing in the administration of public senior secondary schools in Rivers State

It was revealed that principals, teachers and students are aware of fundamental right to fair hearing to a high extent in the effective administration of public senior secondary schools in Rivers State. The school is a system where all including the teachers, principals and students cooperate towards the enhancement of effective and efficient administration that can achieve the goals and objectives of education. At the instance of offence and other related cases, it is expected that fair hearing should be given reasonable room for both parties to provide justifications for their actions. This study was supported by Biokoro (2019) on his principals' knowledge of law in secondary schools administration in Delta and Bayelsa States on fair hearing and the administration of secondary schools indicated that right to fair hearing was a correlates of effective administration of secondary schools. It is reported that fair hearing eliminates chaos and unlawful decision and judgment in the administration of disciplinary measures in the school (Idowu, 2013). In this vein, Arop and Bassey (2018) submitted that there is need to promote right to fair hearing for effective school administration. The hypothesis revealed that there is no significant difference among principals, teachers and students on the extent of awareness of fundamental right of fair hearing in the effective administration of public senior secondary schools in Rivers State. The finding of Bassey et al. (2012) did not agree with the finding of this study that peoples opinion in the did not differ significantly in the provision ad promotion of fair hearing for effective school administration in secondary schools in Rivers State. The teachers, principals and students did not differ in their perception on the importance of fair hearing in the administration of public senior secondary schools in Rivers State.

CONCLUSION

In this paper, I examined principals, teachers and students awareness of their rights to the right to life, dignity of human person right to personal liberty, right to fair hearing. This study is based on a questionnaire administered to principals, teachers, and students in public senior secondary schools in Rivers State of Nigeria. The instrument (questionnaire) sought the opinions of respondents on 24 problematic awareness items in public senior secondary schools and whether or not these issues affected their administrative effectiveness. Fortunately, principals, teachers and students were very much aware of their human rights in the administration of public senior secondary schools in Rivers State, Nigeria. The constitutional declaration demands that stakeholders in school affairs should be respected, be aware their rights and protected as zones of peace to foster administrative effectiveness.

Recommendations

Based on the findings and conclusion of this work, the following recommendations were made:

- The principals, teachers and students embrace peaceful and convivial school climate that will not infringe on fundamental right to life in the administration of public senior secondary schools in Rivers State.
- Schools should cultivate the habit to prohibit any form malicious act, slandering, character assassination and verbal abuses in order to sustain constitutional provision of fundamental right to the dignity of human person in the administration.
- The school should properly outline rules and regulations that will determine the extent of control and restrictions in the school milieu as posted in strategic positions in order to give room for fundamental right to personal liberty in the administration.
- The disciplinary committee of the school should be regularly briefed by the school guidance and counselors every week on the importance of emotional control and regulation in order to have patience and adequate time for fair hearing on cases.

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