

**INFLUENCE OF CHILD'S RIGHTS AWARENESS ON
STUDENTS' PERFORMANCE IN GATUNDU NORTH
DISTRICT, KIAMBU COUNTY, KENYA.**

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DECLARATION

This research project report is my original work and has not been presented for award of a degree in any other university.

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DEDICATION

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LIST OF ACRONYMS

AIDS	-	Acquired Immune Deficiency Syndrome
ANPPCAN	-	The African Network for the Prevention and Protection Against Child Abuse and Neglect
CRADLE	-	Child Rights Legal and Advisory Centre
CRC	-	Convention on Child's Rights
CRDEPNU	-	Centre for Research and Development in Education of the Philippine Normal University.
DAT	-	Dynamic Awareness Theory
D.E.O	-	District Education Officer
DQASO	-	District Quality Assurance and Standards Officer
KNBS	-	Kenya National Bureau Standards
KCPE	-	Kenya Certificate
KCSE	-	Kenya Certificate of Secondary Education
KIE	-	Kenya Institute of Education
MOE	-	Ministry Of Education
NGO	-	Non Governmental Organization
SPSS	-	Statistical Package for Social Sciences
RRR	-	Rights, Respect and Responsibility
TSC	-	Teachers Service Commission
UN	-	United Nations
UDHR	-	Universal Declaration on Human Rights
UNESCO	-	United Nations Education, Scientific and Cultural Organization
UNICEF	-	United Nations Children's Fund
SIDA	-	Sweden International Development Agency
NORAD	-	

ABSTRACT

Studies that have targeted creating children' rights awareness have placed a lot of emphasis on the influence of children' rights awareness on various stakeholders at the expense of the effects attributed to various aspects of a child' or student' life. The purpose of the study was to investigate the influence of children rights awareness on students' performance in Gatundu North District, Kiambu County, Kenya. Four research questions guided the researcher namely: to what extent is there children rights awareness among secondary schools; which are the commonly violated children's rights in secondary schools; what is the influence of children' rights awareness on students' behaviour and academic performance in secondary schools; and what ways can enhance children' rights awareness in secondary schools in Gatundu North District, Kiambu County. The study adopted a descriptive survey research design to carry out the study.

The study targeted 31 secondary schools, 31 principals of schools, 620 teachers and 12,400 students. The study had a sample size of 124 students, 62 teachers, 9 principals a D.E.O and DQASO. This gave a total sample of 197 respondents. A total of 108 students, 50 teachers, 8 principals, a D.E.O and a DQASO participated in the study. Schools were stratified as either private or public secondary schools. Systematic random sampling was used to sample out the students and the teachers. Purposive sampling was used to sample out the principals, DQASO and D.E.O. The data collection instruments used included questionnaire for teachers and students and an interview guide for the principals, DQASO and DEO. Document analysis was used to gather data on students' academic performance. Data was analyzed using SPSS Version 16 Computer Package and excel and presented using frequency tables and percentages. From the analysis the study found out the following: there is child rights awareness among various stakeholders in secondary schools though the awareness level varies from each group. Children rights are observed and exercised in all secondary schools in the district. The main sources of information on children rights among students include the school, television, radio, newspapers and magazines. The

documents that advocate for child rights like the universal declaration of human rights and the child rights convention were considered alien to the students. There is violation of children rights in some schools though this was disputed greatly by teachers. Students' discipline is positively or negatively influenced by awareness of child rights among students in schools. Teachers do not believe that awareness of children rights has an influence on academic performance of the students. Most schools in the district attained a mean grade of D plain in KCSE. Ways of enhancing child rights awareness were established to be fourfold; those that address initiatives at a student' level, school level, community level and at the government level. In order to enhance children' rights awareness in there is need for teachers to change their attitude and all stakeholders in school should team up for the success of the initiative.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The United Nations General Assembly adopted the International Convention on the Rights of the Child in 1989. This international legal instrument identifies a specific body of rights for children in such areas as protection, provision, and participation (Jonyniene and Samuelsson, 1999). The Convention on the Rights of the Child, which Kenya ratified in 1990, spells out basic human rights to which children everywhere are entitled. Article 12 of the Convention specifically states that children have a right to be heard in matters that affect them and to have their opinions taken into account according to their age and level of maturity.

The Convention has been ratified by 191 out of the 193 member states and, according to Tang (2003), no other human rights instrument has been found so quickly acceptable to almost the whole international community. The Convention affirms children's entitlement to development, protection, participation and non-discrimination. It also acknowledges that the realization of these rights for children can only be accomplished through the care and assistance of adults with the active and meaningful participation of children and youth themselves.

Tibbitts (1997) has suggested that child rights education can be expected to affect learners in three ways. First is in the providing of basic information and knowledge on

the nature of rights and the specific rights that children are to enjoy. Children can be expected to have a more accurate and deeper understanding of rights. Second is in attitudes, values, and behaviors consistent with the understanding of rights. Children can be expected to have greater respect for the rights of others as shown in their attitudes and behaviors. Third is in empowering children to take action in support of the rights of others. Tibbitts refers to this as the 'transformational model' of rights education. Children here are more likely to take a stand in preventing or redressing human rights abuses. An example would be to support a victim of bullying and stand up against a bully in the school playground.

The school is a major social institution responsible for socializing the young. In keeping with the provisions of the Convention on Child's Rights (CRC), children and young people who spend a great part of their time in schools should share power in matters that affect them. The realization of these participatory rights of school children is one of the most difficult challenges of the Convention (Howe and Covell, 2000). Meeting this challenge may not be difficult in some countries such as the United Kingdom where the school curricula for citizenship education emphasize the development of skills of participation and responsible action (Selwyn, 2003). In some of these countries it has been found that participation by young people not only contributes to building civil society and strengthening democracy but it also, in addition to other benefits, fosters learning and enables them to build life skills (Cook, Blanchet-Cohen and Hart, 2004).

In some other countries especially those in which adults hold the liberal caretaking viewpoint (Archard, 1993), however, realizing child's rights may be a more difficult undertaking. The assumption among the adult members in these countries is that certain kinds of psychological maturation are necessary before a child is ready to attempt any behavior which depends on it. In Kenya and Nigeria, for instance, the administration of schools has been traditionally based on the liberal caretaking theory and important decisions on education are made by policy makers and top administrators for implementation in schools. Within the schools, head teachers of primary schools, principals of secondary schools and teachers do not usually share power with pupils or students especially in primary schools where it is believed that the latter are too young and immature to make rational decisions. Primary schools and even their generally older counterparts in the secondary schools are, for instance, not allowed to participate in making the rules and regulations which affect their lives in their schools. Consequently, the voices of children are never heard in regard to decisions that affect them in the school (Ejeh and Akinola, 2009).

Andrews (1989) asserts that discriminatory comments or conduct can lead to a poisoned environment. A series of discriminatory statements or incidents or an extreme single statement or incident can create a poisoned environment for individuals. Poisoned environment is characterized by condonation of, or participation in, such matters as: pinups, language or graffiti that demeans groups on the basis of prohibited grounds. He adds that harassment is a conduct or a pattern of behavior resulting in the isolation,

humiliation, intimidation or exclusion of individuals based on one or more of the designated human rights grounds. Derogatory comments, jokes or gestures about race, gender, place of origin, age, creed (religion), etc and sexualized touching are forms of harassment in schools. The impact of harassment on harassed persons, harassers and the community can be severe. It can cause them physical, emotional, economic and social harm. Harassment can also affect careers and academic performance, as well as preventing people from enjoying education, employment, benefits, residence and other opportunities.

Corporal punishment in Kenya does not differ in extent from other parts of the world. According to a study by the African Network for the Prevention and Protection Against Child Abuse and Neglect (ANPPCAN) in 2001, corporal punishment against children spans domestic violence, prostitution, begging, forced labor and street life. Documented evidence shows that corporal punishment occurs in many settings, including rehabilitation and remand homes. The ANPPCAN help desk handles a wide range of corporal punishment cases. In November 2000 it addressed 92 cases, 80 of which concerned victims of neglect. The cases mainly involved the abdication of responsibility by a parent, usually the father.

For most Kenyan children, violence is a regular part of the school experience. Teachers use caning, slapping, and whipping to maintain classroom discipline and to punish children for poor academic performance. The infliction of corporal punishment is

routine, arbitrary, and often brutal. Bruises and cuts are regular by-products of school punishments, and more severe injuries (broken bones, knocked-out teeth, internal bleeding) are not infrequent. At times, beatings by teachers leave children permanently disfigured, disabled or dead (Human Rights Watch, 1999).

According to the Kenya Human Rights Watch report (1999), Kenyan law restricts the use of school-based corporal punishment. According to the Education (School Discipline) Regulations, corporal punishment may only be administered for certain behavior, after a full inquiry, and in the presence of a witness, but not in the presence of other pupils. Only the head teacher is permitted to administer corporal punishment, and he or she must use a cane or strap of regulation size, hitting boys on the buttocks and girls on the palm of the hand. The head teacher may give no more than six strokes as punishment, and must keep a written record of all the proceedings. In 1996 the Director of Education reportedly issued a statement banning the imposition of corporal punishment, although no ban has ever been enforced, and the Education (School Discipline) Regulations continue to authorize the punishment.

Under the 2010 Constitution, article 53, one finds a bill of rights for children, establishing in national law internationally recognized principles such as the best interest of the child and the non-discrimination principle. Moreover, article 53 gives children a constitutional right to education, as well as protection from any form of violence or maltreatment, and unlawful and arbitrary detention. Sadly, though, such safeguards are

not always respected, and the rights of children are often being violated. In its concluding observations from 2007, the UN Committee on the Rights of the Child criticized the fact that children, and especially street children, are often arbitrarily deprived of their liberty, and in some cases also victims of abuse and maltreatment. Furthermore, there are still many children who do not attend school. Despite the fact that primary education is free in Kenya, the costs of purchasing books and school uniforms are such that many families cannot afford them. These are illustrative examples of the existing gaps between the strong legislative safeguards on the one hand, and the weak implementation on the other (Oslo Centre, 2012).

Given that the available research points to a real potential for children to ‘fall through the system’ and have their subsequent life chances compromised, it is important that schools take pro-active steps to ensure that they do their utmost to provide a positive educational experience for students. This can be done in ways which do not stigmatize or label the students concerned. Children should be consulted and their views sought regarding any decisions that affect their right to education, a designated teacher should be given responsibility to function as a point of contact for children, information that is directly relevant to the child’s academic performance, behavior, attendance or other aspect of school life should be communicated to members of staff who teach the child, school managers should take into account their special circumstances when making any disciplinary decisions. For example, if a child has an emotional and behavioral difficulty (Lavery et. al, 2001).

According to the Kenya National Bureau of Statistics (2009) Kiambu County is located in central Kenya. It covers a total area of 2,543.4 Km². Temperatures range from a minimum of 12.8°C to a maximum of 24.6°C with an average of 18.7°C. The average rainfall is 989mm per annum. It has 11 Districts – Lari, Limuru, Githunguri, Kiambaa (Kiambu East), Kiambu West, Kikuyu, Thika East, Thika West, Ruiru, Gatanga, Gatundu. Gatundu District has two constituencies – Gatundu North and Gatundu South. Gatundu town is currently hosting the district headquarters. Gatundu North District has a total of 31 secondary schools with 31 principals. The number of teachers in secondary schools in the district is 620 with a students' population of 12,400.

Society seems to believe that students' poor level of education in secondary schools is a consequence of denial of children's rights. It is possible that lack of awareness of children's rights may cause even more problems and escalate the poor level of education (Asiimwe, 2009). The information obtained from the D.E.O of Gatundu North district indicates that the district has registered major success as well as challenges in the education sector. Amongst the success noted are increased numbers of schools, education officers, education infrastructure for example classrooms, the FPE and subsidized secondary education. However, the major challenge in the district is that of lower performance in both KCPE and KCSE. However, though the private schools have enhanced competition, the performance in public schools is still below 250 marks and most public secondary schools are under-performing (see table 1.1: Mean score

performance of secondary schools between 2009 to 2011). This is the reason this study will investigate the influence of child’s rights awareness on student’s behavior and performance.

Table 1.1: Mean scores of secondary schools in Gatundu North District

Schools	2011	2010	2009
Mataara	3.980	3.243	3.168
Nyamathumbi	3.959	3.271	2.902
Mbichi	3.842	3.490	3.602
Gacege	3.839	3.017	3.250
Myamangara	3.816	3.417	2.988
Kanjuku	3.760	3.660	3.090
Njahi	3.671	3.428	3.105
Igegania	3.192	3.247	3.023
Ng’ethu	3.130	3.316	3.229
Kairi Rumwe	2.965	2.357	3.125

Source: D.E.O Gatundu North District.

1.2 Statement of the Problem

Kenya ratified the United Nations Convention on the Rights of the Child (CRC) on 30 July 1990. The most recent periodic report to the treaty body was submitted in 2005 and since Kenya is lagging behind in its reporting duties the combined third, fourth and fifth periodic reports is due in September 2012. The Committee on the Rights of the Child commended Kenya for the legal, policy and substantive progress made in meeting its obligations as a duty-bearer. However, more disaggregated statistics were wanting (Amiri and Tostesen, 2011). It is yet to be known whether these efforts aimed at protecting the rights of her children made by the country at both the international and domestic levels have started to have any impact on the children. Are Kenyan children now aware of their rights? What are the children's rights that are commonly violated in

schools? How does the awareness of these rights influence students' academic performance? Which ways can enhance children rights awareness in schools? These and other questions related to the implementation of children's rights in the country are yet to be answered.

Few scholars have attempted to address the influence of children' rights awareness on students' academic performance. Kamanyi (2012) carried a study on children's rights awareness among teachers and students in secondary schools in Nairobi province. Another study was carried out by Human Rights Watch (1999) on spare the child: corporal punishment in Kenyan schools. The Oslo Center (2012) conducted a workshop on raising awareness among the youth politicians in Kenya on ways of preventing common youth problems like drug abuse, crime and unemployment in the future by adopting good child policies today. In their attempt to do so, a gap has been created because a lot of emphasis has been placed on the influence of children' rights awareness on various stakeholders at the expense of the effects attributed to various aspects of a child or student' life. This study sought to examine the influence of children rights awareness on students' academic performance in Gatundu North District, Kiambu County.

1.3 Purpose of the study

The purpose of the study was to examine the influence of child's rights awareness on student's academic performance in Gatundu North District, Kiambu County.

1.4 Objectives of the study

The study was guided by the following objectives:

- i) To determine the level of awareness of children' rights among secondary schools in Gatundu North District, Kiambu County.
- ii) To examine children's rights that is commonly violated in secondary schools in Gatundu North District, Kiambu County.
- iii) To examine the influence of children' rights awareness on students' behaviour in secondary schools in Gatundu North District, Kiambu County.
- iv) To examine the influence of children' rights awareness on students' academic performance in secondary schools in Gatundu North District, Kiambu County.
- v) To establish ways that can enhance children right awareness in secondary schools in Gatundu North District, Kiambu County.

1.5 Research Questions

- i) To what extent is there children rights awareness among secondary schools in Gatundu North District, Kiambu County?
- ii) Which are the commonly violated children's rights in secondary schools in Gatundu North District, Kiambu County?
- iii) What is the influence of children' rights awareness on students' behaviour and in secondary schools in Gatundu North District, Kiambu County?
- iv) What is the influence of children' of children' rights awareness on students' academic performance in secondary schools in Gatundu North District, Kiambu County?

- v) What ways can enhance children' rights awareness in secondary schools in Gatundu North District, Kiambu County?

1.6 Significance of the Study

The aim of the study was to examine the influence of children rights awareness on student's academic performance in Gatundu North District, Kiambu County. This particular research is imperative as it studies the level of awareness of children' rights among secondary schools, examines children rights that are commonly violated in secondary schools, examines the influence of children rights awareness on students' discipline and academic performance and identify ways that can enhance children rights awareness in secondary schools in Gatundu North District, Kiambu County. The study may increase available knowledge in the field of education on the rights of students in schools by equipping students with life skills that enabled them face day to day life challenges. This study also helped students build environments in schools that are physically and emotionally safe for learning.

The knowledge derived from this study may assist the school administrators be aware of children rights and enabled them build environments in schools that are both physically, emotionally, mentally, socially and spiritually enable students grow and develop. This helped the administrators discover ways of encouraging students and teachers, adopt and advocate for appropriate practices that provided a voice to children, as well as underscore the vital role that students play as community leaders across. The findings of

this study may also help school administrators identifying the possible causes and remedies of rising cases of students' unrest in secondary schools. The findings of this study also promoted awareness to the teachers as curriculum implementers on appropriate methodologies to use that will emphasize the application/relevance of children' rights to students' daily life.

The findings from this study may create awareness to the Ministry of Education (in reviewing the curriculum of teacher training institutions and universities, set appropriate policies on students' discipline in schools), TSC (in formulation of a teacher' code of ethics that factors the rights of children) and KIE (in structuring the curriculum content and learning materials to address children rights in schools), the government through the department of children services, donor community, policy makers and non-governmental organizations (such as CRADLE, Uzima, Human Rights Watch, African Network on Prevention and Protection Against Child Abuse and Neglect (ANPPCAN), UNICEF among others) on areas that need adequate attention such as building of a functioning child protection system other than just creating awareness. There is also need of addressing teachers' attitude on child rights education, sponsoring child line awareness campaigns in schools, meet awareness material costs, organize for workshops as well as seminars to train teachers, school managers, parents, politicians and the society at large on children rights and finally host a range of events that will promote the views of children and youth, as well as engage all players as advocates for children's rights and

best interests. Finally, the findings from this study added to knowledge on which further research on related issues can be based.

1.7 Delimitation of the study

The study was delimited to nine secondary schools. Nine principals from the same secondary schools will also be incorporated in the study. 62 teachers and 124 students from the sampled schools were used in the study. The study intended to cover the performance of the students in KCSE and terminal examinations between 2009 and 2011. Focus will be on administrators, teachers, students, and D.E.O who represents Gatundu North District. The reason here was due to the fact that these respondents gave more information on children rights awareness and the performance of students over the years. Questionnaires were administered to teachers and students while interviews were conducted to principals of secondary schools and the District education officer. This helped the researcher to get crucial information about the children rights awareness and students' performance at KCSE level.

1.8 Limitations of the study

The study was conducted in Gatundu North District of Kiambu County. This was due to the fact that performance of students in secondary schools in the district in national examinations has been dismal over the years at KCSE level. The study intends to cover the performance of students in KCSE and internal examinations between 2009 and 2011.

Since the study was carried out in Gatundu North district only, it limited the ability to draw descriptive and inferential conclusions from the sample data. Consequently, the generalization of the research findings to the target population is affected (Mugenda, 2008). Shortage of time allocated for the study will be a limit in carrying out this study, not only that it will be possible to visit school in session, but also visit a great number of schools. Time constraints made it impossible to do a district or rural- urban comparison of schools, which also would have added perspective to the study.

Transportation acted as deterrence in this study. Due to the fact that the researcher had no personal transportation it was difficult to commute from school to school by motor-bike especially having no prior knowledge in some schools where they are located. As a result, some schools were crossed off of the list because they might be difficult to arrive. The choice of the schools partly depended on how easy it was to locate the school from a motor-bike route; finally, obtaining quantitative records from secondary schools was difficult.

1.9 Assumptions of the study

- i. There is a significance relationship between Child Rights awareness and student's academic performance.
- ii. The participants will be cooperative and able to give the required information without any reservations.

- iii. The schools will have kept records on students' performance and the observation of child's rights in schools.

1.10 Definition of significant terms as used in the study

Awareness – knowing that something exists and it is important.

Children rights – involve right of children to be involved in decisions that affect them, both as individuals and as a group and right of active engagement has been broadly.

Influence – the effect that something has on the way a person thinks or behaves or the way something works or develops.

Management style – The way an individual conducts, supervise and controls the activities of an institution.

Performance refers to scores attained at the end of a test, examination or an assignment.

Policy formulation – formulate a plan of action agreed or chosen by an organization.

Positive approach – an ability to view issues positively.

Positive interactions – interaction between students and teachers that create a conducive environment for learning.

Students' behavior refers to the way the students think or act in schools.

Ways refers to avenues that can be pursued towards the realization of certain objectives.

1.11 Organization of the Study

This study was organized into five chapters. Chapter one dealt with the background of the study, statement of the problem, purpose of the study, objectives, research questions of the study, significance of the study, delimitations of the study, limitations of the study, and assumptions of the study and operational definition of key terms. Chapter two dealt with literature review on the influence of child rights awareness on students' performance, theoretical framework and conceptual framework. Chapter three dealt with research design, target population, sample size and sampling technique, research instruments, validity and reliability of the instruments, data collection procedure and data analysis technique. Chapter four contained presentation of data collected, its analysis and interpretation. Chapter five summarized the research findings, made conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presented the literature review for this study. Literature review was reviewed from journals, policy papers, the internet, and any other material that will be deemed relevant to the study. The literature review was thematically reviewed under the following sub titles: the level of awareness of children' rights among schools, children's rights that are commonly violated in secondary schools, the influence of children' rights awareness on students' discipline and academic performance in secondary schools and ways that can enhance children' rights awareness in secondary schools. The review looks at studies done in Kenya, Africa and the rest of the world.

2.2 The level of awareness of children' rights in schools

'Mainstreaming in Action' project initiated in 2003 by the Swedish Embassy in Nairobi was a tool intended to raise awareness about mainstreaming the rights perspective – including child rights – into Sweden International Development Agency' (SIDA) development cooperation with Kenya, and to design methods whereby this could be achieved. The rights perspective was condensed into four main principles: participation of stakeholders in decision-making processes affecting them, with particular reference to participation by children in this context; non-discrimination regardless of criterion (gender, age, ethnicity, social status, etc.); transparency with a view to providing access to information for stakeholders; and accountability whereby decision-makers could be

brought to account for their policies and actions. The evaluation report concluded that generally, knowledge and awareness of the rights perspective have increased, as well as the ability to integrate this perspective in programming (Brun et al. 2008).

Ejeh and Akinola (2009) study on children's rights and participation in schools, explored the awareness levels and views of Nigerian primary school children. A case study approach was adopted in this study. Two public and two private primary schools in Ile-Ife, a university town in south – western part of Nigeria, were purposively selected for the study. The schools were almost of equal size with student populations of between 900 and 1100. The four schools were among the best in the town in terms of pupils' academic performance. The findings revealed that nine out of the 144 pupils in the study (less than 1%) showed that they were aware that they had some rights as children by mentioning some of those rights, such as right to life, right to education and right to play. Fifty six of them (or about 39%) claimed to be aware of their rights but had wrong notions of what rights are by mentioning these, among others as some of their rights: 'right to respect from teachers'; 'right to write notes in class'; 'right to ask questions'; 'right to do things in my own way'; 'Right to separate children who are fighting'; and, 'right to help my parents at home'. The rest of the pupils (or a little over 50%) stated that they had not heard of the term. Seven out of the nine pupils that were aware of children's rights were in the primaries five and six of the private school located in the university campus while the other two were in primary five of the private school located in the town. There was no relationship between type of school and the number of pupils

who either had the wrong notions of the term 'child's rights' or those who had never heard of it. There were also no relationship between sex and awareness of children's rights.

The Center for Research and Development in Education of the Philippine Normal University (2004) surveyed a sample of secondary school students in the Philippines to measure and analyze their human rights awareness. The survey involved 2,001 secondary school students (second year students) who individually answered a survey questionnaire, while 10 teachers and 50 students took part in the focus group discussions held immediately after administering the survey questionnaire. The study findings revealed that more than 95% of the respondents across all variables (gender, ethnicity, type of school, geographical classification and region) are aware of "human rights". A very minimal percentage of respondents indicated that they absolutely do not have any knowledge on human rights. Respondents from the Region VII (urban areas) have the highest percentage of knowledge of human rights. This may indicate better human rights education in Region VII (Urban areas) schools. This study established the level of child rights awareness among students in secondary schools located in Gatundu town and areas away within Gatundu North District as envisaged in its first objective.

2.2.1 Sources of awareness

Ejeh and Akinola (2009) found out that pupils in Nigeria knew about their rights from watching television while others from their parents – four of the pupils said they knew

about their rights by watching television programs, two of them heard about children's rights from their parents who in turn, heard about them while listening to radio programs. One of the three other pupils said that he heard about it through a newspaper; one claimed to have heard about it from her teacher, while the third said that she heard about it when she was in Brazil.

The Center for Research and Development in Education of the Philippine Normal University (2004) survey revealed the primary source of knowledge on human rights is the school, followed by television/radio, and family/parents. However, family/parents are regarded as the most helpful source of knowledge on human rights. Only 30% of the respondents have heard of or known the Universal Declaration on Human Rights. Apparently, the UDHR is not perceived as a priority document to be taught to sophomore students in secondary schools. More respondents have heard of or known the CRC than the UDHR. This implies that between the two documents, the CRC is considered more significant to be taught to the sophomore students. This study captured this aspect by posing a question that required students as well as all respondents in the study to indicate their source and instruments that they have come across addressing child rights in school.

2.3 Children' rights that are commonly violated in schools

Kamanyi (2012), conducted a study on children' right awareness among teachers and students in secondary schools in Nairobi province. The purpose of the study was to

analyze the rights of children and the awareness of these rights amongst teachers and students in secondary schools in Nairobi Province. The methodology used consisted of questionnaires, which were administered by the researcher to get accurate information from the respondents sampled. The sample was selected through a purposive sampling method. The sample consisted of 32 secondary school teachers and 320 students proportionately selected from the population. The study established that children's rights continue to be violated in secondary schools by both teachers and students themselves. The study revealed that, rising cases of students' unrest in secondary schools stem out from students' rights violations. It was established that intra-student rivalry, which has resulted to a lot of suffering and sometimes death, is associated with those violations. Lack of avenues for dialogue in most secondary schools was found to be another factor that leads to students' unrest.

The rise in incidents of reported crimes of a sexual nature and the periodic mass sexual violence directed at girls within learning institutions attest to threatened sexual safety in Kenyan schools today. Ruto (2009) examined the extent of sexual abuse against school children in Kenya and reasons attributed to it. It is anchored on a study conducted in 10 districts purposefully selected because they represented populations that are socio-economically more vulnerable and exhibit lower school participation. Data was collected from 70 schools. The paper makes reference to data collected from 1,279 and 1,206 children who responded to items on sexual harassment and unwanted sex respectively. Two thirds of the respondents were girls. According to the findings 58 of every 100

children have been sexually harassed while 29% boys and 24% girls reported to have been forced into unwanted sex. The main perpetrators of the violence were mentioned as peers while the home featured as the most unsafe place.

A study conducted by Onyancha (2001) on corporal punishment revealed that in some rehabilitation schools or homes, children live in unhealthy conditions in which they are subjected to overcrowding, inadequate shelter, lack of clothing, medical services and food and where they also suffer maltreatment by staff. They do not receive a quality education as in Kenya's public schools. Moreover, some teachers do not possess the necessary skills, such as counseling, to rehabilitate children effectively.

According to the Human Rights Watch Report (1999) Kenyan children affirmed that they perceive corporal punishment as humiliating, painful, frightening, and anger-inspiring. Children unhappy about corporal punishment find themselves at odds with both teachers and parents, who insist that corporal punishment is for their own good, and necessary to maintain "proper discipline" in schools. Head teachers and teachers often believe strongly in the value of corporal punishment. Some school officials readily endorsed the idea that fear is what makes corporal punishment effective. Parents interviewed generally supported the use of corporal punishment.

Despite teacher and parent claims that corporal punishment makes it easier for instructors to manage their classrooms, there is little evidence that canings, whippings and other cruel, inhuman, or degrading treatment are as effective as many Kenyans believe. According to experts in the field, "there is considerable data indicating that corporal punishment does not, in any consistent way, deter misbehavior or encourage good behavior on the part of children. Most experts agree that corporal punishment does nothing to fulfill the disciplinary goal of developing a child's conscience so as to enable him or her to behave well (Human Rights Watch, 1999). This study delved into these and many more violations in schools as observed in research question two and looked for alternatives approaches that could be considered in order to uphold the dignity of students in schools by collecting views from all education players.

2.4 The influence of children' rights awareness on students' behaviour and academic performance

Child rights education makes learners to have a more accurate and deeper understanding of rights. This shapes their attitude, values and behaviour that makes them have greater respect for the rights of others and prevent or redress human rights abuses like supporting a victim of bullying or standing up against a bully in school.

2.4.1 The influence of children' rights awareness on students' behaviour

Child participation is a key mechanism for ensuring that all the structures of the government, including local authorities, are made aware of children's rights. In Tanzania, children's councils, comprising children under the age of 18, have been

formed to raise policy-makers' awareness about key issues of concern to children in the local community. Mtengeti and Couzens (2010) from their evaluation observed that the existence of children's councils has made policy-makers aware of the need for a children's budget at local governance level, strengthened communication between children and officials, and led to better service delivery. For example, orphans infected by HIV and AIDS are now being helped to get to school and are being taken to medical centres to be given antiretroviral vaccine.

Ejeh and Akinola (2009) study stated reasons given by the majority of those who wished to participate in decision making had to do with enhancement of the tone of discipline in the school. Two of them, for instance, stated that pupil's participation would ensure "better compliance with school rules". The concern for discipline and orderly behavior by the children in the present study also finds expression in their wishing to participate in decision making in order to "settle disputes among pupils" and to "maintain good sanitation".

Evaluation data from Wallberg and Kahn (2011) show that their preschool rights project was highly successful. They found that teaching young children about their convention rights in an age-appropriate way transformed the learning environment. As classroom rules were replaced with rights, less adult control was needed and group conversations changed from chaotic chatter to the respectful exchange of ideas. The children's behavior toward each other changed markedly. Their interactions reflected an

understanding of the universality of rights and the importance of protecting the rights of others. And even at this very young age, rights discourse replaced arguing; for example, "you are hurting my right to play" became an effective problem solver that replaced tears and fighting. Wallberg and Kahn conclude that the children's recognition of the relationship between rights and responsibilities shifted their focus "from 'me' to 'we'."

De Coene and De Cock (1996) carried out an evaluation of a child rights education project in Bruges, Belgium involving children ages 3 to 12, the primary focus of the evaluation was on the students' social behavior. Gains in social understanding, respectful behaviors, concern for others, and pro-social action were the key observed changes. For example, the children became more interested in social justice and rights – related issues such as peace, war, injustice, and hunger. And they wanted to discuss the rights of marginalized children – those living with disabilities, in institutions, and of ethnic minority status.

Similar outcomes were found in evaluations of the effects of children's rights education in Cape Breton schools. Evaluations conducted on students in grades 6 and 8 (ages 12 and 14 years) showed improved classroom climate, engagement, and behavior (Covell and Howe, 1999). At the grade 6 level differences were found in children's understanding of rights, their acceptance of minority children, and their perceived levels of peer and teacher support. Teachers reported improved behavior and more positive classroom climates. In addition at the grade 8 level, children in rights-based classes

showed increases in their self-esteem. Similar child-initiated projects to those reported from Bruges were seen also. For example, at one school upon realizing that not every child in the area was assured their right to nutritious food, the students initiated a breakfast program by obtaining cooperation and donations from the local community. In a different school, the class decided to work at a local food bank to help children whose families were unable to provide sufficient nutritious food.

Covell, Howe and Polegato (2011) noted that anecdotal data from the teachers who used the grade 12 curriculum which incorporated child rights education, described how engaged their students were in the activities, and noted improvements in their students' appreciation of global problems, and of the complexity and importance of respecting human rights. Students who had participated in the project completed a survey. The results showed them to be three times more likely than their peers to understand humanitarian assistance for children in difficult circumstances as a fundamental human right.

The most comprehensive evaluation data are of the Hampshire Rights, Respect and Responsibility (RRR) initiative. Annual assessments over six years were conducted to assess the effects of the RRR. Included were children ages 4 – 14. Children and teachers in schools where RRR had been fully implemented were compared with those in demographically equivalent schools without RRR. These comparisons showed the

following effects of RRR. Across ages, children showed a greater understanding of rights and their relation to responsibilities, increased levels of self-regulation, confidence, effort and motivation, participation and engagement in school, and achievement. These cognitive and attitudinal changes were reflected in significant improvements in behaviors. Children were reported by both their classroom teachers and the school principal to be more respectful, cooperative, inclusive and sensitive to the needs of other children. Incidents of bullying were reduced dramatically with disagreements being resolved using the discourse of rights rather than through physical or verbal aggression (Covell, Howe and McNeil, 2010).

Teaching in schools under human Rights, Respect and Responsibility programme also led to changes in the teachers. School administrators noted significant changes in teachers use of democratic teaching and positive classroom management, and in less confrontational dealings with their students. Teachers were listening to children and taking their views into account. And the greater the level of student engagement and participation, the more teachers showed gains in a sense of personal achievement and significant decreases in emotional exhaustion and depersonalization (Covell, Howe and Polegato, 2011).

Are these revelations likely to be attained if such queries were inferred on students in Kenya and especially those in secondary schools in Gatundu? This study made an attempt to address this by raising queries among various respondents as indicated in

research question three and ascertain the relationship between child rights awareness and students' discipline levels in schools.

2.4.2 The influence of children' rights awareness on students' performance

The Center for Research and Development in Education of the Philippine Normal University (2004) revealed the following salient points on performance: in terms of gender, the male respondents performed comparably with the females. Thus, gender is not a factor influencing the respondents' application of their knowledge of human rights concepts on hypothetical, though depicting real-life, situations. Type of school whether public or private is a significant factor in the respondents' performance. Between public and private high schools, the latter significantly performed better in the test than the former. Ethnic groupings of students also significantly affected the sample's scores, with the Christian-respondents scoring significantly higher than the Moslem-respondents. Between respondents from the urban and town areas, the former significantly performed better than the latter. Hence, this makes geographical location also a factor of performance.

Covell, et al., (2011) indicated that among all the positive findings of the evaluation of the RRR, the most intriguing was that at each time of measure the most disadvantaged school showed the greatest positive changes. There was remarkable improvements in students' engagement in school activities, positive behaviour and academic achievement among students, that were attributed to how the RRR transformed the culture of the

school. The evidence suggests that schools that are fully consistent with the provisions of the Convention on the Rights of the Child can mediate the effects of a challenging environment of rearing and help close the achievement gap between disadvantaged children and their more advantaged peers. This study examined the relationship that exists between child rights awareness and students academic achievement in schools.

2.5 Ways that can enhance children' rights awareness in schools

Kamanyi (2012) research findings recommended that resources should be mobilized to sensitize teachers and students on children's rights. The study also recommended that regular and appropriate forum for dialogue should be instituted in all learning institutions. This would enable teachers and students to discuss pressing issues and consequently prescribe appropriate remedies. It was also recommended that self-discipline should be emphasized in secondary schools in order to counteract social disorder.

The Center for Research and Development in Education of the Philippine Normal University (2004) recommended that a more aggressive and effective human rights education program is necessary to ensure the proper dissemination and education of human rights among second year high school students. This includes the commitment of school officials to propagate and espouse the principles of UDHR, and making sure that they are taught during the school year. Training of teachers in handling human rights discussions including making them understand the importance of human rights

education in maintaining quality life, is necessary. Teaching methods should emphasize the application/relevance of human rights to daily life as lived by the respondents in their respective milieus. The curriculum should be reviewed to identify the strength and weaknesses of the integration of human rights concepts and each subject area. The seeming lack of materials for teaching human rights specifically in public schools should be resolved. Teaching materials such as textbooks, copies of laws, UN documents, lesson plans, and learning standards should be provided to the teachers. Since knowledge of human rights does not automatically translate into participation in human rights activities and practice, school policies and gaps between theory and practice should be reviewed and evaluated. The ambivalence of teachers in teaching human rights should be looked into. Intensive teacher training together with clear policies and administrative support should be put in place. This study as envisaged in research question four looked for ways at school level, society level and Government level that will help improve children rights in the country.

2.6 Theoretical framework

This study was guided by dynamic awareness theory (DAT) by Kai (2008) that offers an alternative to explaining the creation of awareness in distributed work groups that can be related to child right awareness in schools. DAT highlights the important role of users and social practices in awareness creation. The theory further points to the dynamic nature of awareness creation: awareness emerges over time and depreciates when not being actively attended to by the users. According to the taxonomy proposed by Gregor, the dynamic awareness theory qualifies as a type II theory, meaning that the theory

explains how and why things are. According to this theory understanding of awareness is via mediated communication, a person's awareness is not a static state which can be arbitrarily turned on and off. It is rather a slow build-up of information about his surroundings. Regarding instant messaging as an example, before the actual communication process takes place, one must feel that the other person is capable of receiving and responding. Otherwise it would not make sense to write a message in the first place. This feeling of presence is essential for the continuation of interaction. Once a response is received, the presence of the other is confirmed and as the conversation continues, this feeling will increase in intensity. On the other hand, if no more messages are received, the feeling of the other's presence can vanish quickly. This nature of awareness underlines one of the most important aspects of DAT, which is that: "Awareness develops gradually over time, meaning different levels of awareness can exist."

2.7 Conceptual Framework

A conceptual framework is a graphical or diagrammatical representation of the relationship between variables in the study whose purpose is to assist the reader see the proposed relationship. It is a graphical or visual representation that is used to describe the phenomenon under study (Mugenda and Mugenda, 2003). Conceptual framework in this study is informed by the Kai' theory of Dynamic awareness and literature reviewed.

Creation of child rights awareness emerges over time and depreciates when not being actively attended to by the users. In order for students to know their rights; there should

be avenues where this awareness is being created and an environment where these rights are enforced. All players in the education sector and particularly in school should strive to create an enabling ground that will ensure students exercise their civil liberties thus making informed choices about their lives. The relationship between different variables is as summarized in the figure below:

Conceptual Framework

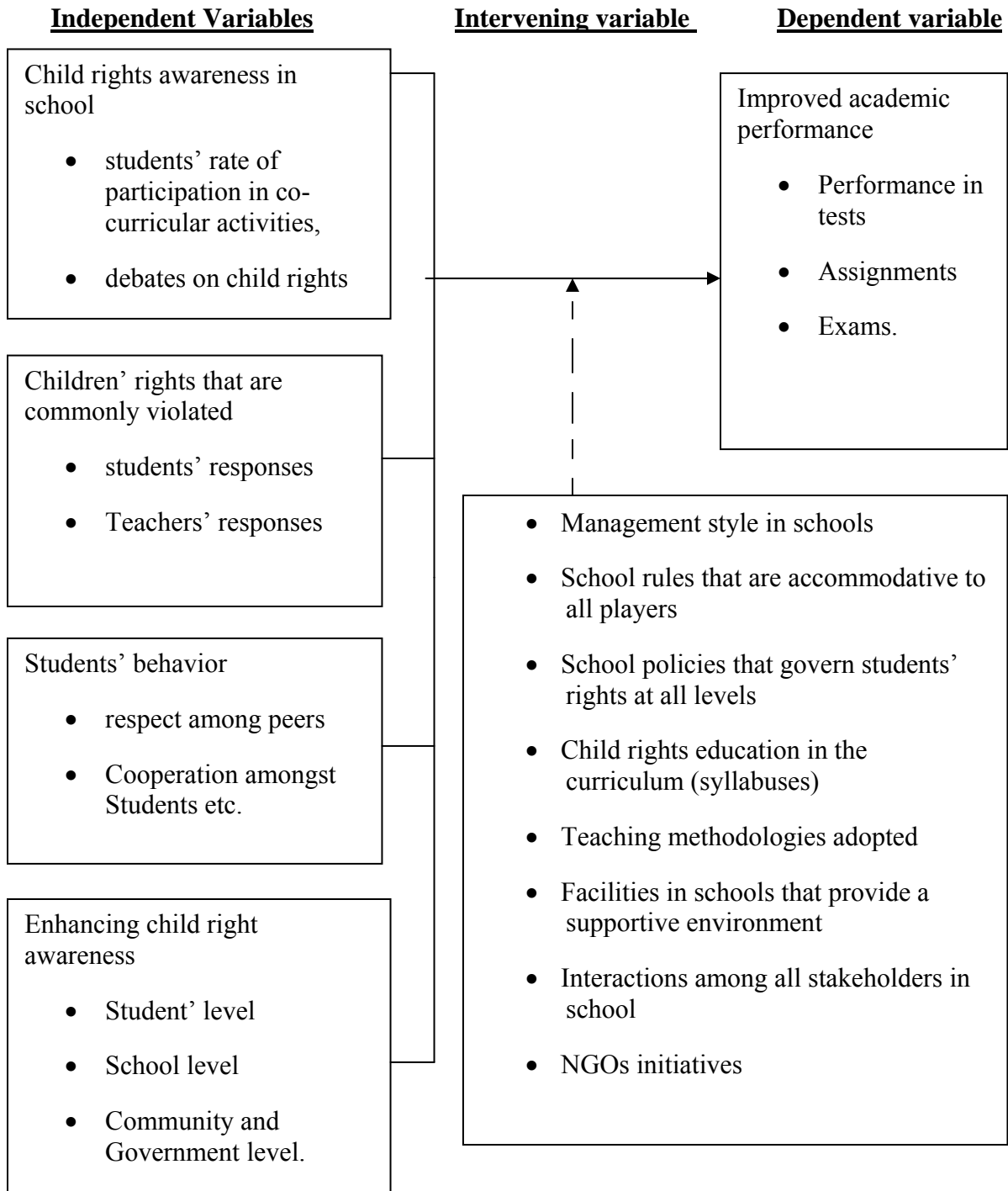


Figure 1

2.8 Summary of literature review

The literature reviewed has shown out rightly that child rights awareness among pupils from private primary schools, schools located in urban areas and with parents or guardians who are slightly empowered economically and are literate is higher compared to their counterparts in public primary schools and in rural set ups. The studies as well as reports reviewed have also given reasons as to why such pupils are more aware. These pupils are exposed and have access to various sources of information. The main source of information to pupils in Africa is the media while those outside Africa and especially in Philippines the school takes a leading role. Awareness levels in Africa are extremely low. The gap here arises in that most of these studies have been done on awareness among pupils in primary schools and where students have been incorporated; the studies were outside Africa.

Several studies have indicated the rights that are commonly violated but the focus has been among pupils in primary schools. In addition under the influence of child rights awareness projects that have been initiated the focus has been learners between ages 2 – 14 years. A number of studies specifically relied on questionnaires and purposive sampling in addressing students' rights that are commonly violated in schools. This study incorporate a broad spectrum of respondents and especially in secondary schools and in a rural district of Gatundu, triangulate a number of sampling techniques as well as data collection techniques.

On the influence of these child rights awareness initiatives, majority of the studies have been done in other countries other than Kenya and the process has targeted projects initiated by NGOs. And on the ways that can enhance children rights awareness limited studies have been conducted to ascertain this. Therefore this study aimed at addressing these gaps by establishing the influence of child rights awareness on students' performance in Gatundu North District, Kiambu County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains the research design, the target population, sampling techniques and the sample size, research instruments, validity and reliability of the instruments, ethical considerations, data collection and procedures and data analysis methods.

3.2 Research Design

This study adopted a descriptive survey design to establish the influence of child's rights awareness on student's performance. A survey is an attempt to collect data from members of a population in order to determine the status of that population with respect to one or more variables. It is a method through which data is collected from members of target population by use of questionnaires and interviews schedule (Mugenda and Mugenda, 1999). The design was chosen because the researcher gathered data on the state of affairs in the study location without manipulating any variables. Ogula (2005) notes that the survey design is an efficient method of collecting descriptive data regarding current practices, conditions and needs in population. According to Mugenda and Mugenda (2003) survey design also enabled the researcher to summarize and organize data in a meaningful way and be able to describe the existing relationship effectively.

3.3 Target Population

The study targeted the 31 secondary schools which are in Gatundu North District. The target population of this study consisted of the 31 principals. The study targeted the 620 teachers and 12,400 students from the 31 schools in Gatundu North district.

3.4 Sampling Techniques and Sample Size

Sampling means selecting a given number of subjects from a defined population as representative of that population. Sample size of a statistical sample is the number of observations that constitute it. The sample size is drawn from the target population of the study (Ogula, 2005).

3.4.1 Sampling techniques

Probability and non-probability sampling procedures were used for the purposes of obtaining the appropriate sample for the study. Under probability sampling each student had an equal chance of being sampled as a respondent. The teachers in all secondary schools were sampled under probability sampling procedure. This was necessary because the teachers' population is not homogenous due to their differences in gender. Firstly, a representative sample of students was sampled using stratified and systematic random sampling methods. The classification of the schools were based on ownership – whether it was a private or public secondary school – in order to form the stratus. Systematic random sampling was used to sample respondents – students and teachers.

Under non-probability sampling, the researcher used purposive sampling technique. This involves selection of samples using set criteria. Purposive sampling was used in identifying principals, DQASO and the D.E.O. The main reason was to ensure they furnish the researcher with appropriate information. The table 2 summarizes the sample size information.

3.4.2 Sample size

According to Jwan (2010) 10 – 30% of the total target population forms a representative sample. He asserts that 10-50% of the total target population forms a representative sample. However, for this study, it will use 30% of the target population. The total number of schools in district is 31. Thus the sample that was chosen for this study was a sample size of 30% of 31 which is nine. This study picked nine schools at random from the district. From the nine schools, 9 principals were used in the study. As recommended by Jwan (2010) 10 – 30% of the target population being appropriate; 10% of the teachers and 10% of students were used as a sample in the study. Ten percent of the total number of teachers (620) in the district and ten percent of the total number of students (12,400) was calculated and this led to a sample of 62 teachers and 124 students used in the study.

Each school sampled provided seven teachers and 16 students in total. Teachers and students were randomly sampled. For students, the number of students used in the study was divided by the number of classes present in order to ensure that each class is equally represented in the study.

Table 2: Targeted population and the sample size of the respondents

Category of respondents	Targeted population	Sample size	%
D.E.O and Dqaso	2	2	100
Principals	31	9	29.03
Teachers	620	62	10
Students	12,400	124	10
Total	13,075	197	

3.5 Research Instruments

Questionnaires, interview guides and document reviews were used for this research. Questionnaires were preferred because they are more efficient and require less time, they are less expensive and permits collection of data from a wide population as suggested by Jwan (2010). Questionnaires were used to collect data from students and teachers while interview guides were used to collect data from principals, DQASO and D.E.O.

3.5.1 Questionnaires

The researcher used both open and close ended type of questions. This instrument made it possible for the researcher to reach a large number of respondents who are able to read and write independently. Close ended questions were used for the purpose of getting specific information by providing the respondents with all possible alternatives from which the respondents select the answer that best describes their situation. The open ended items enabled the respondents to have a chance to think beyond the researcher's scope and by so doing the researcher got more useful information. The questionnaires comprised of sections A, B, C, D and E arranged according to objectives of the study.

Section A comprised demographic information, section B collected information on level of awareness of children' rights in schools, section C sought information about children' rights that are commonly violated in secondary schools, section D collected information on the influence of children' rights awareness on students discipline and performance while E sought information on ways of enhancing children' rights awareness in schools. Two sets of questionnaires to cater for the different categories of the respondents were used. These are:

- (a) Questionnaires for students
- (b) Questionnaire for the teachers.

3.5.2 Interview guides for principals, DQASO and D.E.O

This instrument was used by the researcher to conduct intensive interview with the principals of schools, DQASO and D.E.O. This interview guide allowed flexibility where the researcher may make clarification, expound on the items or change the items if need be that the respondents fully understands the intention of the researcher. By using this instrument, the respondent gave more complete and valid answers because clarifications and elaboration was provided by the researcher. Section A of the guide was on the bio-data of the respondents, while section B sought information on avenues in place in the Gatundu North for creating awareness of children' rights, methods used, statistics concerning students' rights violation in schools and in the district, the effects of programs or projects initiated to sensitize students about their rights, challenges encountered and ways of addressing these challenges.

3.5.3 Document Analysis

This instrument was used to gather information about mean scores attained at KCSE and mean scores for various classes in terminal examinations between 2009 and 2011. Students' profiles that incorporate these scores were sort from the deans of students or class teachers.

3.6 Pilot testing

The researcher pilot tested the instruments in schools in the district that did not constitute the sample. The pilot testing helped the researcher to determine the validity and reliability of the instrument.

3.7 Validity of the Instruments

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomena under study (Mugenda and Mugenda, 1999). In this study, the validity was taken to mean the extent to which the instruments cover the objectives. To determine the validity of the instruments, a pilot study was conducted in two schools from the neighboring Gatundu South District. The questionnaires were issued to the 20 students and 20 teachers.

The school that was chosen for pilot study was not included in the sample used in the study. Through the pilot study, the researcher was able to determine ambiguities in the items. The items that failed to measure the variable intended were modified and other

were discarded. Expert advice was sought from the supervisors and other lecturers in the department of Project Planning and Management, who critically examined the items of the instruments and gave professional advice that found a basis for the modification and improvement of the questionnaires.

3.8 Reliability of the Instruments

Reliability is a measure or the degree to which a research instrument yields constant results or data after repeated trials (Mugenda and Mugenda 1999). To test the reliability of the instruments, the researcher employed the test-retest during the pilot study. The researcher administered the questionnaire on to one principal, ten teachers and 20 students. After one week the researcher administered the same instruments to the same respondents. A test retest was done to test the reliability of the study techniques and to perfect the questionnaire concepts and wording. It also helped to find out if the wording was clear and if all the questions were interpreted in the same way by the respondents.

The researcher used Spearman rank moment correlation formula to correlate the scores from both test periods to obtain correlation coefficient; Spearman rank moment correlation established the extent to which content of the instruments are consistent in eliciting the same responses every time the instrument is administered (Jwan, 2010). A correlation coefficient of about 0.8 to 1 was considered high enough to judge the instruments as reliable for the study.

3.9 Data Collection Procedures

The researcher applied a research permit from the National Council of Science and Technology. After permission was granted the researcher sought clearance from the area education officer, Gatundu North district where permission and introduction letter to the participating schools will be issued. The researcher booked appointment with the help of the participating schools. The researcher visited the selected schools to establish rapport with the members of the staff. The researcher then administered the research instruments of the study to the principals and the teachers of the sampled schools. The researcher collected completed questionnaires after one week.

3.10 Data Analysis

The researcher used questionnaires and interview schedule to collect data related to information on the effects of child's rights awareness on student's behaviour and performance. Statistical package for Social Sciences (SPSS) was used to process what would be obtained.

The data was then analyzed both qualitatively and quantitatively. Quantitative data was analyzed by use of descriptive statistics and presented in frequency tables using Statistical Package for Social Sciences (SPSS) software. Qualitative data was analyzed using content analysis based on respondents' information on effects of child's rights awareness on students' behavior and performance. The qualitative data was presented thematically in line with the study objectives and research questions. Thematic

representation involved analyzing the findings according to the subject matter using the given objectives. Major concepts and themes were identified and discussed Jwan (2010). The themes were in line with the previous study findings and the relationships were explained.

3.11 Ethical Considerations

The following ethical considerations were taken into account during the study; the need for approval of the research proposal by the school of Education, University of Nairobi was essential and mandatory to give validity to the document and to show that the study has been done according to approved research standards and practices. Informed consent from the participants in the study was necessary so as to gain their trust and confidence in the objectives of the study which was purely academic in nature. Observation and maintenance of confidentiality was vital, especially for participants who would like to remain anonymous for either official or personal reasons, for fear of reprisals or otherwise.

3.11 Operationalization of variables

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter deals with data analysis, presentation and interpretation of the findings on the influence of child rights awareness on students' performance in Gatundu North District, Kiambu County. The data was analyzed using SPSS version 16 and Excel computer programs. Frequencies and tables were used to present the data gathered. For systematic presentation and analysis of data, the chapter specifically analyses the response rate, the bio data of the respondents, level of awareness of children' rights among secondary schools, children's rights that are commonly violated in secondary schools, the influence of children' rights awareness on students' behaviour and academic performance in secondary schools and identify ways that can enhance children right awareness in secondary schools in Gatundu North District, Kiambu County.

4.2 Questionnaire response rate

The study had a sample size of 124 students, 62 teachers, 9 principals a D.E.O and DQASO. This gave a total sample of 197 respondents. A total of 108 students, 50 teachers, 8 principals, a D.E.O and a DQASO participated in the study. This ensured that a total of 153 respondents were used in the study giving out an instrument return rate of 85.2%.

4.3 Bio data of the respondents

The bio data covered by the study were gender, form or class level of students, age, level of education and working experience of the respondents.

4.3.1 Gender of the respondents

In order to determine the gender of the respondents, a question was posed to the respondents to indicate their gender. The responses gathered are as shown in table 4.1:

Table 4.1 Gender of the respondents

Gender	Students f (%)	Teachers f (%)	Principals/D.E.O/Dqaso f (%)
Male	48 (44.4)	26 (52)	5 (50)
Female	55 (50.9)	24 (48)	5 (50)
No response	5 (4.6)	-	-
Total	108 (100)	50 (100)	10 (100)

From the table, majority of the students (50.9%) who participated in the study were girls compared to 44.4% who were boys. These findings clearly reveal the higher number of girls in secondary schools compared to the boys in the district. In terms of gender, male teachers formed 52% compared to 48% representing female teachers in the district. Key respondents including principals, D.O.E and DQASO were evenly distributed in terms of gender. This fair representation in terms gender by teachers and key respondents ensures that students' rights irrespective of their gender are ensured, enforced and protected in secondary schools in the district.

4.3.2 Class level of students

In order to ensure that students from all the class levels were represented in the study and gauge their responses on awareness of child rights in their school; a question was posed to the students requiring them to indicate their class or form level. The question yielded the following feedback:

Table 4.2 Class level of students

Form or Class level	Frequency	Percent
Form 1	23	21.3
Form 2	31	28.7
Form 3	44	40.7
Form 4	9	8.3
No response	1	0.9
Total	108	100

Table 4.2 indicates that majority of the students 40.7% who participated in the study were in form three; followed by 28.7% in form two, 21.3% in form one and a distant 8.3% in form four.

4.3.3 Age of the respondents

Respondents were further required to indicate their age. A question was posed to this effect and the following responses obtained as summarized in table 4.3:

Table 4.3 Age of the respondents

Age brackets	Students f (%)	Teachers f (%)	Principals/D.E.O/Dqaso f (%)
12 - 14 years	9 (8.3)	-	-
15 - 17 years	77 (71.3)	-	-
over 18 years	20 (18.5)	-	-
below 25 years	-	2 (4)	-
25 - 35 years	-	23 (46)	-
36 - 45 years	-	21 (42)	4 (40)
46 - 50 years	-	4 (8)	4 (40)
Over 51 years	-	-	2 (20)
No response	2 (1.9)	-	-
Totals	108 (100)	50 (100)	10 (100)

Table 4.3 clearly shows that 71.3% of the students were between 15 – 17 years of age, 46% of the teachers were between 25 – 35 years while majority of the key respondents were between 46 – 50 years.

4.3.4 Academic qualifications

A study of this nature requires information on respondents' academic qualification in order to gauge if it has an influence in creating awareness and observation of child rights among the enforcers of these rights in schools. Respondents were requested to indicate their academic qualification. The data collected is summarized as follows in Table 4.4:

Table 4.4 Academic qualifications of the respondents

Academic qualifications	Teachers f (%)	Principals/D.E.O/Dqaso f (%)
Masters	6 (12)	1 (10)
Bachelor degree	37 (74)	9 (90)
Diploma	7 (14)	-
Total	50 (100)	10 (100)

Data depicted in the Table 4.4 clearly reveal that majority of the teachers (74%) and key respondents (90%) had attained bachelor degrees. This ensured that teachers as well as principals of secondary schools in the district had a wide exposure to emerging issues in education including child rights awareness and hence could easily ensure that these rights are observed and enforced in schools.

4.3.5 Working experience

In order to provide the situation analysis of child rights awareness in secondary schools in the district it is imperative to determine the working experience and duration of stay of teachers and key respondents in the district. Teachers and key respondents were requested to indicate the working experience and duration of stay in schools in the district. The following responses were realized:

Table 4.5 Working experience of the respondents

Working experience	Teachers f (%)	Principals/D.E.O/DQASO f (%)
Less than 1 year	6 (12)	
1 - 5 Years	24 (48)	4 (40)
5 - 10 Years	7 (14)	1 (10)
More than 10 years	13 (26)	5 (50)
Total	50 (100)	10 (100)

Data depicted in Table 4.5 shows that 48% of the teachers had a worked in schools in the district for between 1 -5 years while 50% of principals had worked in schools in the district for more than 10 years. Majority of the teachers (60%) had a teaching experience in the district of below 5 years. This vast working or headship experience among the key respondents in the district ensures they have a wider understanding on child abuse and neglect within schools and the extent child rights awareness interventions have yielded tangible results in the district. It also provides a sound base for orienting young teachers who have recently joined teaching workforce in the district on issues that touches on child rights.

4.4 Extent of child rights awareness in secondary schools

Child rights awareness provides learners with basic information and knowledge on the nature of rights and the specific rights that children are to enjoy. This shapes the learners attitudes, values, and behaviors consistent with the understanding of rights that finally empowers children to take action in support of the rights of others.

4.4.1 Awareness of child rights in school

Respondents were required to state whether they were aware of child rights in schools. A question to this effect was posed to the respondents the following feedback obtained:

Table 4.6 Awareness of child rights in schools

Awareness of child rights	Students f (%)	Teachers f (%)	Key respondents f (%)
Yes	103 (95.4)	47 (94)	10 (100)
No	3 (2.7)	3 (6)	-
No response	2 (1.9)	-	-
Total	108 (100)	50 (100)	10 (100)

From table 4.6, 95.4% students indicated that they are aware of their rights in schools, 94% indicated that there is awareness of child rights in secondary schools while all key respondents including the principals stated they are aware of these rights. From these results it is apparent that all players in schools are aware that child rights exist and should be observed in schools. Findings similar to these have been noted by CRDEPNU (2004) among secondary school students in Philippines who found that more than 95% of the students were aware of human rights. Ejieh and Akinola (2009) findings in Nigerian primary schools findings were different in that the awareness level was very low. The study further sought from the teachers the extent of awareness of child rights in secondary schools. Majority of the teachers noted that the extent of awareness among students was low and only arise when students are at loggerheads with the school administration or teachers.

4.4.2 Rights observed in schools

Students were required to indicate rights that are observed in schools by ticking against these rights. A question was posed to students and the following responses obtained:

Table 4.7 Rights observed in schools

Rights observed in school	Yes f (%)	No response f (%)	Totals f (%)
Right to quality education.	107 (99.1)	1 (.9)	108 (100)
Right to participate in school activities	105 (97.2)	3 (2.8)	108 (100)
Right to participate in decision making in school.	81 (75)	27 (25)	108 (100)
Ensuring transparency is exercised in school activities.	67 (62)	41 (38)	108 (100)
Students are not discriminated in school	70 (64.8)	38 (35.2)	108 (100)
Ensuring accountability is exercised in school matters.	71 (65.7)	37 (34.3)	108 (100)

From the table, students indicated that they exercise right to quality education (99.1%), right to participate in school activities (97.2%), right to participate in decision making in school (75%), right to ensure transparency is exercised in school activities (62%), students are not discriminated in school (64.8%) while they ensure accountability is exercised in school matters (65.7%). From these results it is apparent that students exercise different rights in school though in varying proportions.

4.4.3 Source of information for children rights in schools

In order to determine the awareness level it is equally important to determine the source of information about child rights. A question was posed to the respondents about the source of information and the following respondents were achieved:

Table 4.8 Source of information for children rights among students

Source of information	Yes f (%)	No response f (%)	Totals f (%)
School	95 (88)	13 (12)	108 (100)
Family/parent	60 (55.6)	48 (44.4)	108 (100)
Television/radio	74 (68.5)	34 (31.5)	108 (100)
Newspapers/magazine	64 (59.3)	44 (40.7)	108 (100)
Internet/websites	26 (24.1)	82 (75.9)	108 (100)
Government agencies	34 (31.5)	74 (68.5)	108 (100)
Neighbors	31 (28.7)	77 (71.3)	108 (100)
Legal documents	22 (20.4)	86 (79.6)	108 (100)
NGOs initiatives	22 (20.4)	86 (79.6)	108 (100)

From the table, majority of the students indicated that the school (88%) was the main source of information on children rights. This was followed by television and radio (68.5%), Newspapers and magazines (59.3%) and Family and parents (55.6%). The remaining sources had values of below 50% indicating that they were not popular sources of information on children rights among students. Teachers were also requested to indicate the source of information for children rights for students in their schools and the following responses were obtained: the school (84%) remains the major source of information for awareness on children rights, followed by Newspapers and magazines

(60%) and television and radio (56%) respectively. Similar findings were also noted in Centre for Research and Development in Education of the Philippine Normal University (2004) and Ejieh and Akinola (2009) signaling the school was the most appropriate place to teach and instill these rights to the students.

Students were further requested to indicate by ticking the document that advocate for children rights that they had ever come across. The question yielded the following responses as indicated in the table that follows:

Table 4.9a Students’ response on documents advocating for children rights

Documents that advocate for child rights	Frequency	Percent
Child rights convection (CRC)	21	18.5
Universal declaration of human rights (UDHR)	20	18.5
No response	67	63
Total	108	100

Data depicted in Table 4.9 shows that majority of the students (63%) gave no response to this question. This could be interpreted that they did not understand the question or they had not come across these two documents that advocate for children rights. Despite this 37% of the students indicated that they had come across these documents in equal proportion. Similar findings were also noted in Centre for Research and Development in Education of the Philippine Normal University (2004) study where only 30% of the respondents had heard of or known the UDHR and CRC. Teachers were also requested

to indicate documents that advocate for children rights that they had ever come across.

The results are summarized in table 4.9b:

Table 4.9b Teachers’ response on documents that advocate for child rights

Documents that advocate for child rights	Frequency	Percent
Child rights convention (CRC)	18	36
Universal declaration of human rights (UDHR)	19	38
CRC and UDHR	6	12
No response	7	14
Total	50	100

As depicted in the table, majority of the teachers (86%) had come across these two documents compared to a mere 14% who had not. This clearly conclude that teachers are well aware of the existence of these documents that articulate rights of children and hence are better placed to create child rights awareness among children both within and outside schools.

4.4.4 Extent to which child rights awareness is present in school

The study further sought to determine the extent of agreement and disagreement with various statements regarding child rights awareness in secondary schools. Respondents including students and teachers were asked to rate different statements according to their level of agreement and disagreement. Five structured statements were incorporated with a scale ranging from strongly agree to strongly disagree. For ease of analysis, strongly agree and agree were combined as agree while strongly disagree and disagree became

disagree. The respondents' percentages of agreement and disagreement with the various statements have been worked out as shown in Table 4.10:

Table 4.10 Extent to which child rights awareness is present in school

Statements	Agree f (%)	Undecided f (%)	Disagree f (%)	No response f (%)	Total f (%)
Teachers are aware of the child rights in school	45 (90)	-	2 (4)	3 (6)	50(100)
Students are aware of their rights in school	34 (68)	10 (20)	3 (6)	3 (6)	50(100)
The parents are aware of the children rights in school	25 (50)	11 (22)	11 (22)	3 (6)	50(100)
The subordinate staffs are aware of the child rights in school	29 (58)	11 (22)	7 (14)	3 (6)	50(100)
Child rights are observed in the school all the time	21 (32)	11 (22)	15 (30)	3 (6)	50(100)

Data depicted in the table above shows that 90% of the teachers are aware of the child rights in school, 68% of students are aware of their rights in school, 58% stated that the subordinate staffs are aware of the child rights in school, 50% of the teachers reported that parents are aware of the children rights in school. The observation of child rights in school all time received an approval of 32%. This low approval is a pointer that child rights are not observed at all times in schools. Students also indicated similar findings with 87.1% indicating that teachers are aware of the child rights in school, 86.1% observing that students are aware of their rights in school, 76.7% stating that parents are aware of the children rights in school, 73.1% the subordinate staffs are aware of child

rights in school and 47.3% stated that children rights are observed in the school all the time.

Teachers were further asked to state how children rights awareness in secondary school could be improved. The question elicited the following responses: by making children aware of their rights and the right channels to use to claim these rights, by holding rights awareness seminars in schools, formation of child rights clubs to champion for students rights at school level, strengthening students' representatives council or body and academic councils, creating awareness to members of staff in order for them to be aware and how they can enforce these rights, by sensitizing the students on the current trends all over the world concerning child rights, encouraging students to speak out when their rights are violated, children rights should be properly enshrined in the school syllabus and be taught at all levels in schools, holding forums between students and teachers where issues touching on their rights are openly discussed, provision of enough literature that touches on these rights, sensitizing all key stakeholders in schools about the legislations and policies on children rights and by schools inviting resource people to give talks to teachers and students on children rights in schools.

4.5 Children' rights that are commonly violated in secondary schools

Respondents were further required to indicate whether they thought children rights were being violated in their secondary schools. A question was posed to the students and the following results were obtained:

Table 4.11 Students' response on violation of their rights in school

Gender	YES f (%)	NO f (%)	Total f (%)
Male	21 (19.5)	26 (24.1)	47 (43.5)
Female	30 (27.9)	21 (19.5)	51 (47.4)
No response	-	-	10 (9.3)
Total	51(47.4)	47 (43.5)	108 (100)

From the table, 47.4% of the students indicated that their rights were being violated in school compared to 43.5% who indicated they were not. Among the 47.4% who indicated that their rights were being violated 27.9% were females. Teachers and principals were also requested to indicate whether the rights of students were being violated in schools in the district. A question was posed and the following results were obtained:

Table 4.12 Teachers' response on violation of students' rights

Response	frequency	percent
Yes	9	18
No	41	82
Total	50	100

Data depicted above shows that 82% of teachers are of the opinion students' rights are not violated in secondary schools in the district. This is contradicted by principals of schools and other key respondents (70%) who reported that there is violation of children rights though on rare occasions. Findings of Kaimanyi (2012) also reveal that children

rights continue to be violated in secondary school by both teachers and students themselves. Teachers' position seems to contradict with the responses given by students and principals of schools. This contradiction could be attributed to the power struggles in schools where teachers want to assert themselves in schools and also failure by students to fully understand what is expected of them in order to ensure that these rights are observed in schools.

The study further sought to establish whether the violation of children rights in secondary schools could be dealt with. Students indicated that this was achievable through protection of children rights and by ensuring there are punitive measures against those who violate students' rights.

4.5.1 Extent to which children rights are violated in secondary schools

The study further sought to determine the extent of agreement and disagreement with various statements regarding child rights that are commonly violated in schools. Teachers were asked to rate different statements according to their level of agreement and disagreement. Five structured statements were incorporated with a scale ranging from strongly agree to strongly disagree. For ease of analysis, strongly agree and agree were combined as agree while strongly disagree and disagree became disagree. The respondents' percentages of agreement and disagreement with the various statements have been worked out as shown in table 4.13:

Table 4.13 Teachers’ response on the extent to which children rights are violated

Statements	Agree f (%)	Undecided f (%)	Disagree f (%)	Total f (%)
Corporal punishment is administered in this school	20 (40)	3 (6)	27 (54)	50 (100)
Cases of bullying of students by their seniors have previously been reported in this school	9 (18)	8 (16)	33 (66)	50 (100)
There is sexual harassment of students by teachers	-	1 (2)	49 (98)	50 (100)
Students are not involved in coming up with decisions on matters that affect them.	7 (14)	7 (14)	35 (70)	50 (100)
Students discriminate against each other in the school.	11 (22)	9 (18)	30 (60)	50 (100)

Data depicted in Table 4.13 clearly shows that 54% of teachers indicated that corporal punishment is not administered in school, 66% indicated that there are no cases of bullying of students by their seniors that have previously been reported in the school, 98% indicated that there is no sexual harassment of students by teachers, 70% reported that students are involved when coming up with decisions on matters that affect them while 60% stated that students do not discriminate against each other in the school.

Teachers and students were further asked to give their opinion on whether violation of children rights in secondary school could be dealt with. Teachers and students affirmed that it could be dealt with by: involving all stakeholders and especially the school administration in having dialogue with the students on matters than concern them, organizing workshops to sensitize various stakeholders on the child rights, by all stakeholders having concerted efforts in dealing with incidences of violation of these rights, teachers should abide with the code of regulation that guides their conduct in schools, strengthening of guidance and counseling department in schools so that students with deviant behavior receive appropriate guidance, adoption of alternative forms of punishment to students with deviant behavior other than corporal punishment, adherence to the ministry of education guidelines when dealing with discipline cases and by rooting out cases of bullying among students to protect weaker students.

4.6 Students' behaviour and performance in relation to child rights awareness

This study was also interested in determining how students' discipline influences academic performance in schools. A question was posed to teachers, key respondents and students requiring them to indicate whether students' behaviour is affected by child rights awareness in secondary schools and the question yielded the following responses as summarized in the table that follows:

Table 4.14 Students' behaviour and child right awareness

Students' behaviour and awareness	Students f (%)	Teachers f (%)
Yes	37 (34.2)	43 (86)
No	56 (51.8)	6 (12)
No response	15 (13.9)	1 (2)
Total	108 (100)	50 (100)

Data depicted in Table 4.14 shows that majority of students (56%) reported that students' behaviour is not affected by child rights awareness. Majority of teachers (86%) indicated that students' discipline is affected by child rights awareness. Similar findings were also realized from the key respondents who stated that students take advantage of their rights while ignoring responsibilities that accompany these rights. Students tend to view this differently from teachers and other key respondents. This could be attributed to lack of awareness and proper understanding on the part of students and this confirms the earlier position taken by teachers that child rights awareness levels among the students was extremely low.

Teachers were further requested to explain how students' discipline is affected by the child rights awareness in secondary schools and the following was realized: with the abolishment of corporal punishment there is malicious breaking of school rules, some students reject punishment, others disobey the authority, some students misinterpret issues and consider any form of correction as a violation of their rights, others do wrong

acts in the name of exercising their rights, others with slight provocation they do revolt against the school, poor performance is registered due to indiscipline and students who are aware of their rights are more responsible, avoid conflicts and saves a lot of their time by engaging in meaningful activities. From these findings it is apparent that teachers view students as a lot that requires guidance and awareness of these rights among students should be accompanied with responsibilities in order for students to act in a mature and responsible manner.

4.6.1 Students' behaviour in relation to child rights awareness

The study further sought to determine the extent of agreement and disagreement with various statements regarding students' behaviour in relation to child rights awareness. Students and teachers were asked to rate different statements according to their level of agreement and disagreement. Twelve structured statements were incorporated with a scale ranging from strongly agree to strongly disagree. For ease of analysis, strongly agree and agree were combined as agree while strongly disagree and disagree became disagree. The respondents' percentages of agreement and disagreement with the various statements have been worked out as shown in Table 4.15:

Table 4.15 Extent of students' behaviour in relation to child rights awareness

Statements	Agree f (%)	Undecided f (%)	Disagree f (%)	No response f (%)	Total f (%)
Observation of students' rights improves behaviour in school.	86 (79.6)	4 (3.7)	8 (7.4)	10 (9.3)	108 (100)
Students' participation in decision making process ensures compliance with school rules.	73 (67.6)	6 (5.6)	15 (13.9)	14 (13)	108 (100)
It enables students settle disputes amongst them.	78 (72.2)	7 (6.5)	14 (13)	9 (8.3)	108 (100)
Child rights awareness among students helps improve sanitation in school	74 (68.5)	13 (12)	6 (5.6)	15 (13.9)	108 (100)
Child rights awareness makes students to be less controlled.	47 (43.5)	11 (10.2)	39 (26.1)	11 (10.2)	108 (100)
Students easily comply with the school rules due to the child rights awareness.	48 (44.5)	22 (20.4)	22 (20.4)	16 (14.8)	108 (100)
The awareness makes students interactions reflect the importance of protecting the rights of others.	77 (71.3)	14 (13)	7 (6.5)	10 (9.3)	108 (100)
The awareness makes it possible students to accept students from different cultural backgrounds in school.	76 (70.3)	12 (11.1)	9 (8.4)	11 (10.2)	108 (100)

Awareness of students' rights makes students to be more responsible, confident and they are more engaged in school.	79 (73.1)	11 (10.2)	5 (4.7)	13 (12)	108 (100)
The awareness makes students more respectful, cooperative, inclusive and sensitive to the needs of others.	81 (75)	8 (7.4)	7 (6.5)	12 (11.1)	108 (100)
Incidents of bullying reduce as a result of students' rights awareness.	53 (49.1)	11 (10.2)	30 (27.7)	14 (13)	108 (100)
Teachers and the school administration are less confrontational when dealing with students due to the awareness.	53 (49.1)	17 (15.7)	23 (21.3)	15 (13.9)	108 (100)

Table 4.15 shows that majority of the students (79.6%) reported that observation of students' rights improves behaviour in school, 67.6% of the students observed that students' participation in decision making process ensures compliance with school rules, 72.2% noted that child rights awareness enables students settle disputes amongst themselves, 68.5% indicated that child rights awareness among students helps improve sanitation in school, 71.3% stated that awareness makes students' interactions reflect the importance of protecting the rights of others, 70.3% indicated that awareness makes it possible for students to accept students from different cultural backgrounds in school, 73.1% stated that awareness of students' rights makes students to be more responsible, confident and more engaged in school while 75% it makes students more respectful, cooperative, inclusive and sensitive to the needs of others. In spite of these revelations;

there are statements in relation to students' behaviour and child rights awareness that failed to get an approval of above 50%. Ability of child rights awareness to make students to be less controlled (43.5%), students to easily comply with school rules due to awareness (44.5%), incidences of bullying to reduce as a result of awareness and teachers and school administration to be less confrontational when dealing with students due to awareness failed to get an approval of above 50% from the students.

Teachers were also expected to rate various statements in relation to discipline and child rights awareness in schools. The results are as summarized in the table below:

Table 4.16 Teachers' responses on students' behaviour in relation to child rights awareness

Statements	Agree f (%)	Undecided f (%)	Disagree f (%)	Total f (%)
Observation of students' rights improves discipline in school.	17 (34)	5 (10)	28 (56)	50 (100)
Students' participation in decision making process ensures compliance with school rules.	42 (84)	6 (12)	2 (4)	50 (100)
It enables students settle disputes amongst them.	29 (58)	5 (10)	16 (32)	50 (100)
Child rights awareness among students helps improve sanitation in school	23 (46)	7 (14)	20 (40)	50 (100)
Child rights awareness makes students to be less controlled.	29 (58)	5 (10)	16 (32)	50 (100)

Students easily comply with the school rules due to the child rights awareness.	19 (38)	2 (4)	29 (58)	50 (100)
The awareness makes students interactions reflect the importance of protecting the rights of others.	30 (60)	8 (16)	12 (24)	50 (100)
The awareness makes it possible students to accept students from different cultural backgrounds in school.	40 (80)	2 (4)	8 (16)	50 (100)
Awareness of students' rights makes students to be more responsible, confident and they are more engaged in school.	29 (58)	6 (12)	15 (30)	50 (100)
The awareness makes students more respectful, cooperative, inclusive and sensitive to the needs of others.	27 (54)	3 (6)	20 (40)	50 (100)
Incidents of bullying reduce as a result of students' rights awareness.	27 (54)	8 (16)	15 (30)	50 (100)
Teachers and the school administration are less confrontational when dealing with students due to the awareness.	29 (58)	9 (18)	12 (24)	50 (100)

As depicted in Table 4.16, 84% of teachers noted that students' participation in decision making process ensures compliance with school rules; 58% of the teachers observed

that child rights awareness enables students to settle disputes amongst themselves, makes them to be less controlled, it makes students to be more responsible, confident and more engaged in school and makes teachers and school administration to be less confrontational when dealing with students; 60% indicated that awareness makes students interactions reflect the importance of protecting the rights of others; 80% stated that awareness makes it possible for students to accept students from different cultural backgrounds; 54% indicated that awareness makes students more respectful, cooperative, inclusive and sensitive to others needs and reduces incidences of bullying. Despite these revelations 56% of teachers indicated that observation of students' rights does not improve discipline in school; 46% indicated that awareness of child rights does not improve sanitation in school while 58% noted that awareness of child rights does not make students to comply with school rules.

From these findings it is clear teachers are of view that observation of child rights in schools is accompanied by a myriad of challenges with regard to students' behaviour. This could be attributed to the fact that instead of students acting responsibly they tend to challenge the administration and teachers on a number of issues and when corrective measures are undertaken against their wrongful deeds they question and lament that their rights are being trampled upon. These findings point out the differences associated with awareness of child rights and students' behaviour with reference to programs put in place to create awareness as noted in studies by Wallberg and Khan (2011) and Covell and Howe (1999) which yielded positive behavior traits among learners.

Key respondents including principals of schools also noted that when students' rights are violated it can cause unrests in schools, rebellion and collision with the school administration.

4.6.2 Awareness of child rights and its influence on academic performance.

A study of this nature will try to gauge the influence of students' rights awareness and its influence on students' academic performance. Teachers were required to indicate whether they believed children rights in schools help students attain good grades in examinations. A question was posed and the following results realized:

Table 4.17 Effect of awareness of students' rights on their academic performance

Teachers' response	Frequency	Percent
Yes	17	34
No	33	66
Total	50	100

Table 4.17 shows that a mere 34% of the teachers believe that awareness of children's rights in schools help students attain good grades in examinations compared to 66% who believe differently.

Teachers who stated yes were further requested to indicate reasons for their answer and the following responses were realized: students are more discipline, students settle down in class and are more serious, it makes them more aware of the importance of good grades, handle issues well, make them more responsible to their roles and duties

assigned to them, it makes students more peaceful and mindful of their studies and save a lot of time doing the right thing thus excelling. Key respondents including principals, D.E.O and DQASO also stated that when students are aware of their rights some demand to be taught as required and this can boost their academic performance, it enhances self discipline and it also improves their relationships with teachers.

4.6.3 KCSE mean scores

Teachers were also asked to indicate the KCSE means scores for their schools from 2009 to 2012 and the following results were obtained:

Table 4.18 KCSE mean scores

KCSE scores	2009 f (%)	2010 f (%)	2011 f %	2012 f %
D-	8 (16)	8 (16)	8 (16)	8 (16)
D	17 (34)	19 (38)	12 (24)	23 (46)
D+	7 (14)	12 (24)	14 (28)	4 (8)
C-	8 (16)	-	-	8 (16)
No response	18 (36)	11 (22)	8 (16)	7 (14)
Total	50 (100)	50 (100)	50 (100)	50 (100)

As depicted in the table, majority of the schools (34%) in 2009 obtained a mean score of D plain, in 2010 38% of the schools attained D, in 2011 28% of the schools attained a mean score of D+ while in 2012 majority of the schools (46%) attained a mean score of D plain in KCSE. From these results it is clear majority of the schools attain a mean grade of D in KCSE from 2009 to 2012. The study also cross tabulated the responses of

teachers who believe that awareness of children rights help students attain good grades in examinations and the KCSE grades attained over the years and came up with the following:

Table 4.19 Teachers’ response on academic performance

Teachers' response	KCSE MEAN SCORES			Total
	D-	D	D+	
Yes	3	7	1	11
No	5	10	6	21
No response	-	-	-	18
Total	8	17	7	50

From the table the number of teachers who indicated that awareness of children rights does not help students attain good grades in examinations out numbers those who indicate otherwise in all the grades attained. This points out that without proper guidance students are more likely to demand a lot from schools and teachers in the name of their rights and this is more likely to interfere with their performance in schools.

4.7 Ways of enhancing child right awareness in schools

The study further sought to determine the extent of agreement and disagreement with various statements regarding ways of enhancing child rights awareness in schools. Students and teachers were asked to rate different statements according to their level of agreement and disagreement. Five structured statements were incorporated with a scale ranging from strongly agree to strongly disagree. For ease of analysis, strongly agree and agree were combined as agree while strongly disagree and disagree became disagree.

The respondents' percentages of agreement and disagreement with the various statements have been worked out as shown in table 4.20:

Table 4.20 Ways of enhancing child rights awareness in schools

Ways of enhancing child rights	Agree f (%)	Undecided f(%)	Disagree f (%)	No response f (%)	Total f (%)
Holding talks with students on their rights	89 (94.4)	6 (5.6)	8 (7.4)	5 (4.6)	108 (100)
Teachers and principals attending workshops and seminars on child rights	66 (61.1)	17 (15.7)	17 (15.8)	8 (7.4)	108 (100)
Through publication in the schools magazines	63 (58.4)	19 (17.6)	18 (16.6)	8 (7.4)	108 (100)
Exchange programs with other schools that observe child rights	77 (71.3)	8 (7.4)	18 (16.6)	5 (4.6)	108 (100)
Including the child rights in the schools rules and regulations	76 (70.4)	9 (8.3)	17 (15.8)	6 (5.6)	108 (100)

From the table students indicated that holding talks with students on their rights (94.4%), by teachers and principals attending workshops and seminars on child rights (61.1%), through publication in the school magazines (58.4%), exchange programs with other schools that observe child rights (71.3%) and including child rights in the school rules and regulations (70.4%) were considered as possible avenues of enhancing child rights awareness in schools. Similar results were obtained from teachers with teachers considering attending workshops and seminars on child rights, organizing for exchange

programs with schools that observe child rights and by holding talks with students on their rights as major avenues of enhancing students' rights in schools. Similar findings are also noted in a study carried out by Kaimanyi (2012) and Centre for Research and Development in Education of the Philippine Normal University (2004) that recommends forum for dialogue and a more aggressive and effective human rights education program and training of teachers in handling human rights discussions.

Other ways of enhancing child rights awareness in schools include: establishment of peer counselors and students council to advocate for students issues in schools, establishment of drama and debates clubs that stage plays and hold debates on issues touching on child rights, sensitizing teachers, parents and students on these rights so that they can make students aware of their role in school, encouraging talk shows in the radio and television channels on legal issues concerning the implications of child rights in schools, inviting experts on child rights in schools to talk to students on the responsibilities attached to these rights, holding barazas in schools to discuss students' issues, the ministry of education should provide copies of the children act to schools and update students on recent developments on children rights, incorporation of children rights in the school curriculum, churches can also be used to disseminate information about these rights, by the government legislating punitive measures to those who violate children rights and by encouraging NGOs to come up with programs that sensitize and advocate for child rights awareness in the community.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents summary, discussions, conclusions and recommendations based on the findings of the study. The summary presents each part of the study in brief, conclusions are made for each research question and recommendations are based on the general findings of the study.

5.2 SUMMARY OF FINDINGS

On the issue of child rights awareness in secondary schools majority of the respondents indicated that there is awareness of child rights in secondary schools in the district with 95.4% of students indicating that they are aware of their rights, 94% of the teachers and 70% of principals indicating that there is awareness. Majority of the teachers noted that the extent of awareness among students was low and only arose when students were at loggerheads with the school administration or teachers. Students indicated that they exercise right to quality education (99.1%), right to participate in school activities (97.2%), right to participate in decision making in school (75%), right to ensure transparency is exercised in school activities (62%), students are not discriminated in school (64.8%) and in ensuring accountability is exercised in school matters (65.7%). From these results it is clear students do exercise different rights in school though in varying proportions.

Majority of the students and teachers indicated that the school (88%) was the main source of information on children rights. Other sources included television and radio (68.5%), Newspapers and magazines (59.3%) and family and parents (55.6%). On documents that advocate for children rights it was clear that few students had come across these documents. Majority of the students (63%) gave no response when asked whether they had come across the child rights convention or the universal declaration of human rights. This could be due to the absence of these documents in schools. Majority of the teachers (86%) indicated that they had come across these two documents. This creates ground for students to seek additional information from their teachers about child rights when need arises.

The study further established that 90% of the teachers were aware of the child rights. On how children rights awareness in secondary school could be improved the study found out: by making children aware of their rights and the right channels to use to claim these rights, by holding rights awareness seminars in schools, formation of child rights clubs to champion for students rights at school level, strengthening students' representatives council or body and academic councils, creating awareness to members of staff in order for them to be aware and how they can enforce these rights, by sensitizing the students on the current trends all over the world concerning child rights, encouraging students to speak out when their rights are violated, children rights should be properly enshrined in the school syllabus and be taught at all levels in schools, holding forums between students and teachers where issues touching on their rights are openly discussed,

provision of enough literature that touches on these rights, sensitizing all key stakeholders in schools about the legislations and policies on children rights and by schools inviting resource people to give talks to teachers and students on children rights in schools.

The study established that there was violation of students' rights in schools as noted by 47.4% of the students compared to 43.5% who felt differently. Among the 47.4% who indicated that their rights were being violated 27.9% were females. Principals of schools and D.E.O and DQASO (70%) also supported this assertion. This position was disputed by teachers in that 82% of teachers were of the opinion students' rights are not violated in secondary schools in the district. Teachers' position seems to contradict responses given by students and principals of schools. This contradiction could be attributed to the idea that teachers readily endorse any form of corrective measure taken to manage classroom instructions.

On the extent to which children rights are violated in secondary schools the study found out that 54% of teachers do not administer corporal punishment in school, 66% indicated that there are no cases of bullying of students by their seniors previously reported in the school, 98% indicated that there is no sexual harassment of students by teachers, 70% indicated that students are involved when coming up with decisions on matters that affect them while 60% stated that students do not discriminate against each other in the school. On whether violation of children rights in secondary school could be dealt with,

the study established that it could be done by: involving all stakeholders and especially the school administration in having dialogue with the students on matters than concern them, organizing workshops to sensitize various stakeholders on the child rights, by all stakeholders having concerted efforts in dealing with incidences of violation of these rights, teachers should abide with the code of regulation that guides their conduct in schools, strengthening of guidance and counseling department in schools so that students with deviant behavior receive appropriate guidance, adoption of alternative forms of punishment to students with deviant behavior other than corporal punishment, adherence to the ministry of education guidelines when dealing with discipline cases and by rooting out cases of bullying in order to protect weaker students.

On the issue of students' behaviour and performance in relation to child rights awareness the study established that majority of students (56%) felt that behaviour is not affected by child rights awareness. This was contradicted with the response obtained from teachers. Teachers (86%) indicated that students' behaviour is affected by child rights awareness. Similar sentiments were also echoed from the principals, D.E.O and DQASO who observed that students take advantage of their rights while ignoring responsibilities that accompany these rights. This contradiction could be attributed to lack of awareness and proper understanding on the part of students and this affirms teachers' earlier assertion that child rights awareness levels among the students were low and students seem to have a wrong notion about these rights.

On students' behaviour in relation to child rights awareness the study established that majority of the students (79.6%) noted that observation of students' rights improves students' behaviour in school. This statement seems to show how students are contradicting themselves. Students (67.6%) observed that participation in decision making process ensures compliance with school rules, 72.2% noted that child rights awareness enables students settle disputes amongst themselves, 68.5% indicated that child rights awareness among students helps improve sanitation in school, 71.3% stated that awareness makes students' interactions reflect the importance of protecting the rights of others, 70.3% indicated that awareness makes it possible for students to accept students from different cultural backgrounds in school, 73.1% stated that awareness of students' rights makes students to be more responsible, confident and more engaged in school while 75% it makes students more respectful, cooperative, inclusive and sensitive to the needs of others. In spite of these revelations; there are statements in relation to students' discipline and child rights awareness that failed to get an approval of above 50%. Ability of child rights awareness to make students to be less controlled (43.5%), students to easily comply with school rules due to awareness (44.5%), incidences of bullying to reduce as a result of awareness and teachers and school administration to be less confrontational when dealing with students due to awareness failed to get an approval of above 50% from the students. Similar sentiments were also received from teachers.

On the awareness of child rights and its influence on academic performance the study found a mere 34% of the teachers believe that awareness of children' rights in schools help students attain good grades in examinations compared to 66% who believe differently. Teachers who agreed that awareness of children rights influences students' academic performance gave the following reasons: students are more discipline, students settle down in class and are more serious, it makes them more aware of the importance of good grades, handle issues well, make them more responsible to their roles and duties assigned to them, it makes students more peaceful and mindful of their studies and save a lot of time doing the right thing thus excelling. Key respondents also stated that when students are aware of their rights some demand to be taught as required and this can boost their academic performance, it enhances self discipline and it also improves their relationships with teachers. On KCSE mean scores the study found out that majority of the schools usually register a mean score of D plain.

On the issue of ways of enhancing child right awareness in schools holding talks with students on their rights (94.4%), teachers and principals attending workshops and seminars on children rights (61.1%), publication of these rights in the school magazines to create more awareness (58.4%), exchange programs with other schools that observe child rights (71.3%) and including child rights in the school rules and regulations (70.4%) were considered as possible avenues of enhancing child rights awareness in schools. Similar results were obtained from teachers with teachers considering attending workshops and seminars on child rights, organizing for exchange programs with schools

that observe child rights and by holding talks with students on their rights as major avenues of enhancing students' rights in schools.

Other ways of enhancing child rights awareness in schools include: establishment of peer counselors and students council to advocate for students issues in schools, establishment of drama and debates clubs that stage plays and hold debates on issues touching on child rights, sensitizing teachers, parents and students on these rights so that they can make students aware of their role in school, encouraging talk shows in the radio and television channels on legal issues concerning the implications of child rights in schools, inviting experts on child rights in schools to talk to students on the responsibilities attached to these rights, holding barazas in schools to discuss students' issues, the ministry of education should provide copies of the children act to schools and update students on recent developments on children rights, incorporation of children rights in the school curriculum, churches can also be used to disseminate information about these rights, by the government legislating punitive measures to those who violate children rights and by encouraging NGOs to come up with programs that sensitize and advocate for child rights awareness in the community.

5.3 DISCUSSIONS OF THE FINDINGS

In regard to the gender distribution of the respondents, the study established that 50.9% of the students who participated in the study were girls compared to 44.4% who were boys. These findings clearly reveal the higher number of girls in secondary schools

compared to the boys in the district. In addition male teachers formed 52% compared to 48% representing female teachers in the district. Key respondents including principals, D.E.O and DQASO were evenly distributed in terms of gender. This fair representation of respondents from different genders ensured a balanced opinion of the influence of child rights awareness in schools. Majority of the students (40.7%) who participated in the study were in form three; followed by 28.7% in form two, 21.3% in form one and a distant 8.3% in form four. This was also meant to guarantee a balanced representation of students across all class levels. In terms of age, 71.3% of the students who formed the majority were between 15 – 17 years, 46% of the teachers were between 25 – 35 years while majority of the key respondents were between 46 – 50 years. In terms of academic qualifications of the teachers and other key respondents majority had attained bachelor degrees. This ensured that teachers as well as principals of secondary schools in the district had a wide exposure to emerging issues in education including child rights awareness and hence could easily ensure that these rights are observed and enforced in schools. In addition 48% of the teachers had worked in schools in the district for between 1 -5 years while half the number of principals had worked in schools in the district for more than 10 years. Majority of the teachers (60%) had a teaching experience in the district of below 5 years. This vast working or headship experience among the key respondents in the district ensured they have a wider understanding on child abuse and neglect within schools and the extent child rights awareness interventions have yielded tangible results in the district. It also provides a sound base for orienting young teachers

who have recently joined teaching workforce in the district on issues that touches on child rights.

The study further established that there is awareness of child rights in secondary schools in the district with 95.4% of students indicating that they are aware of their rights, 94% of the teachers and 70% of key respondents indicating that there is awareness of child rights in secondary schools. Findings similar to these have been noted by CRDEPNU (2004) among secondary school students in Philippines who found that more than 95% of the students were aware of human rights. Ejieh and Akinola (2009) findings in Nigerian primary schools findings were different in that the awareness level was very low. This could be attributed to the age difference of the respondents involved. The study also found out that majority of the teachers felt that the extent of awareness of child rights among students was low and only arose when students were at loggerheads with the school administration or teachers. Teachers sentiments could be attributed to the notion and attitude students have developed with reference to these rights. On the rights that are observed in schools students indicated that they exercise right to quality education (99.1%), right to participate in school activities (97.2%), right to participate in decision making in school (75%), right to ensure transparency is exercised in school activities (62%), students are not discriminated in school (64.8%) and in ensuring accountability is exercised in school matters (65.7%). From these results it is clear students do exercise different rights in school though in varying proportions.

On the source of information for children rights in schools majority of the students indicated that the school (88%) was the main source of information on children rights. This was followed by television and radio (68.5%), Newspapers and magazines (59.3%) and family and parents (55.6%). Similar findings were also noted in CRDEPNU (2004) and Ejieh and Akinola (2009) signaling the school as the most appropriate place to teach and instill these rights to the students. The remaining sources had values of below 50% indicating that they were not popular sources of information on children rights among students. Teachers were also indicated that the school (84%) was the main source of information for awareness on children rights, followed by Newspapers and magazines (60%) and television and radio (56%) respectively. On documents that advocate for children rights it was clear that few students had come across these documents. Majority of the students (63%) gave no response when asked whether they had come across the child rights convention or the universal declaration of human rights. This could be due to the absence of these documents in schools or they had not heard on the existence of these documents. Similar findings were also noted in CRDEPNU study where only 30% of the respondents had heard of or known the UDHR and CRC. Majority of the teachers (86%) indicated that they had come across these two documents. This creates ground for students to seek additional information from their teachers about child rights when need arises.

The study further established that 90% of the teachers were aware of the child rights, 68% indicated that students are aware of their rights, 58% stated that the subordinate staffs are aware of the children rights while 50% of the teachers indicated that parents are aware of the children rights. The observation of child rights in school all the time received an approval of 32%. This low approval is a pointer that child rights are not observed at all times in schools.

On how children rights awareness in secondary school could be improved the study found out: by making children aware of their rights and the right channels to use to claim these rights, by holding rights awareness seminars in schools, formation of child rights clubs to champion for students rights at school level, strengthening students' representatives council or body and academic councils, creating awareness to members of staff in order for them to be aware and how they can enforce these rights, by sensitizing the students on the current trends all over the world concerning child rights, encouraging students to speak out when their rights are violated, children rights should be properly enshrined in the school syllabus and be taught at all levels in schools, holding forums between students and teachers where issues touching on their rights are openly discussed, provision of enough literature that touches on these rights, sensitizing all key stakeholders in schools about the legislations and policies on children rights and by schools inviting resource people to give talks to teachers and students on children rights in schools.

On the issue of children rights that are commonly violated in secondary schools the study established that 47.4% of the students indicated that their rights were being violated in school compared to 43.5% who felt differently. Among the 47.4% who indicated that their rights were being violated 27.9% were females. Principals of schools and other key respondents (70%) also supported students' position that there was violation of children rights though on rare occasions. Findings of Kaimanyi (2012) also reveal that children rights continue to be violated in secondary school by both teachers and students themselves. This assertion was disputed by teachers in that 82% of teachers were of the opinion students' rights were not being violated in secondary schools in the district. Teachers' position seems to contradict students' and principals' assertions. This contradiction could be attributed to the idea that teachers are the main culprits who violate students' rights and readily any form of corrective measure for it makes it easier for them to manage their classrooms.

On the extent to which children rights are violated in secondary schools the study found out that 54% of teachers do not administer corporal punishment in school, 66% indicated that there are no cases of bullying of students by their seniors that have previously been reported in the school, 98% indicated that there is no sexual harassment of students by teachers, 70% indicated that students are involved when coming up with decisions on matters that affect them while 60% stated that students do not discriminate against each

other in the school. On whether violation children rights in secondary school could be dealt with, the study established that it could be done by: involving all stakeholders and especially the school administration in having dialogue with the students on matters than concern them, organizing workshops to sensitize various stakeholders on the child rights, by all stakeholders having concerted efforts in dealing with incidences of violation of these rights, teachers should abide with the code of regulation that guides their conduct in schools, strengthening of guidance and counseling department in schools so that students with deviant behavior receive appropriate guidance, adoption of alternative forms of punishment to students with deviant behavior other than corporal punishment, adherence to the ministry of education guidelines when dealing with discipline cases and by rooting out cases of bullying among students to protect weaker students.

On the issue of students' behaviour and performance in relation to child rights awareness the study established that majority of students (56%) felt that discipline is not affected by child rights awareness. This was contradicted with response obtained from teachers. Teachers (86%) indicated that students' discipline is affected by child rights awareness. Similar sentiments were also echoed from the key respondents who observed that students take advantage of their rights while ignoring responsibilities that accompany these rights. This contradiction could be attributed to lack of awareness and proper understanding on the part of students and this confirms the earlier assertion taken by teachers that child rights awareness levels among the students were extremely

low in most secondary schools. These findings point out the differences associated with awareness of child rights and students' behaviour with reference to programs put in place to create awareness as noted in studies by Wallberg and Khan (2011) and Covell and Howe (1999) which yielded positive behavior traits among learners.

To support teachers' claims on the effect of child rights awareness on students' behaviour in secondary schools teachers noted the following: with the abolishment of corporal punishment there is malicious breaking of school rules, some students reject punishment, others disobey the authority, some students misinterpret issues and consider any form of correction as a violation of their rights, others do wrong acts in the name of exercising their rights, others with slight provocation they do revolt against the school, poor performance is registered due to indiscipline and students who are aware of their rights are more responsible, avoid conflicts and saves a lot of their time by engaging in meaningful activities. From these findings it is apparent that teachers view students as a lot that requires guidance and awareness of these rights among students should be accompanied with responsibilities in order for students to act in a mature and responsible manner.

On students' discipline in relation to child rights awareness the study established that majority of the students (79.6%) indicated that observation of students' rights improves discipline in school. This statement seems to show how students are even contradicting

themselves. Students (67.6%) observed that participation in decision making process ensures compliance with school rules, 72.2% noted that child rights awareness enables students settle disputes amongst themselves, 68.5% indicated that child rights awareness among students helps improve sanitation in school, 71.3% stated that awareness makes students' interactions reflect the importance of protecting the rights of others, 70.3% indicated that awareness makes it possible for students to accept students from different cultural backgrounds in school, 73.1% stated that awareness of students' rights makes students to be more responsible, confident and more engaged in school while 75% it makes students more respectful, cooperative, inclusive and sensitive to the needs of others. In spite of these revelations; there are statements in relation to students' discipline and child rights awareness that failed to get an approval of above 50%. Ability of child rights awareness to make students to be less controlled (43.5%), students to easily comply with school rules due to awareness (44.5%), incidences of bullying to reduce as a result of awareness and teachers and school administration to be less confrontational when dealing with students due to awareness failed to get an approval of above 50% from the students. Similar positive behavior traits were noted in the study carried out by Wallberg and Khan (2011) and Covell and Howe (1999) in their studies.

Teachers (84%) noted that students' participation in decision making process ensures compliance with school rules; 58% of the teachers noted that child rights awareness enables students to settle disputes amongst themselves, makes them to be less controlled, it makes students to be more responsible, confident and more engaged in school and

makes teachers and school administration to be less confrontational when dealing with students; 60% indicated that awareness makes students interactions reflect the importance of protecting the rights of others; 80% stated that awareness makes it possible for students to accept students from different cultural backgrounds; 54% indicated that awareness makes students more respectful, cooperative, inclusive and sensitive to others needs and reduces incidences of bullying. Despite these revelations 56% of teachers indicated that observation of students' rights does not improve discipline in school; 46% indicated that awareness of child rights does not improve sanitation in school while 58% noted that awareness of child rights does not make students to comply with school rules. From these findings it is clear teachers are of view that observation of child rights in schools is accompanied by a myriad of challenges with regard to students' discipline. This could be attributed to the fact that instead of students acting responsibly they tend to challenge the administration and teachers on a number of issues and when corrective measures are undertaken against their wrongful deeds they question and lament that their rights are being trampled upon.

On the awareness of child rights and its influence on academic performance the study found a mere 34% of the teachers believe that awareness of children' rights in schools help students attain good grades in examinations compared to 66% who believe differently. Teachers who agreed that awareness of children rights influences students' academic performance gave the following reasons: students are more discipline, students settle down in class and are more serious, it makes them more aware of the importance

of good grades, handle issues well, make them more responsible to their roles and duties assigned to them, it makes students more peaceful and mindful of their studies and save a lot of time doing the right thing thus excelling. Key respondents also stated that when students are aware of their rights some demand to be taught as required and this can boost their academic performance, it enhances self discipline and it also improves their relationships with teachers. This finally translates to improvement in engagement, behavior and academic performance as noted in a study by Covell, Howe and Polegato (2011). On KCSE mean scores the study found out that majority of the schools (34%) in 2009 obtained a mean score of D plain, in 2010 38% of the schools attained D, in 2011 28% of the schools attained a mean score of D+ while in 2012 majority of the schools (46%) attained a mean score of D plain in KCSE. From these results it is clear majority of the schools attain a mean grade of D in KCSE from 2009 to 2012. The study also cross tabulated the responses of teachers who believe that awareness of children rights help students attain good grades in examinations. Teachers supported the assertion that awareness of children rights does not help students attain good grades in examinations. This points out that without proper guidance students are more likely to demand a lot from schools and teachers in the name of their rights and this is more likely to interfere with their performance in schools.

On the issue of ways of enhancing child right awareness in schools; holding talks with students on their rights (94.4%), teachers and principals attending workshops and seminars on children rights (61.1%), publication of these rights in the school magazines

to create more awareness (58.4%), exchange programs with other schools that observe child rights (71.3%) and including child rights in the school rules and regulations (70.4%) were considered as possible avenues of enhancing child rights awareness in schools. Similar results were obtained from teachers with teachers considering attending workshops and seminars on child rights, organizing for exchange programs with schools that observe child rights and by holding talks with students on their rights as major avenues of enhancing students' rights in schools. Similar findings are also noted in a study carried out by Kaimanyi (2012) and Centre for Research and Development in Education of the Philippine Normal University (2004) that recommends forum for dialogue and a more aggressive and effective human rights education program and training of teachers in handling human rights discussions.

Other ways of enhancing child rights awareness in schools include: establishment of peer counselors and students council to advocate for students issues in schools, establishment of drama and debates clubs that stage plays and hold debates on issues touching on child rights, sensitizing teachers, parents and students on these rights so that they can make students aware of their role in school, encouraging talk shows in the radio and television channels on legal issues concerning the implications of child rights in schools, inviting experts on child rights in schools to talk to students on the responsibilities attached to these rights, holding barazas in schools to discuss students' issues, the ministry of education should provide copies of the children act to schools and update students on recent developments on children rights, incorporation of children

rights in the school curriculum, churches can also be used to disseminate information about these rights, by the government legislating punitive measures to those who violate children rights and by encouraging NGOs to come up with programs that sensitize and advocate for child rights awareness in the community.

5.4 CONCLUSIONS

The following conclusions were made based on the findings of the study: there is child rights awareness among various stakeholders in secondary schools though the awareness level varies from each group. Children rights are observed and exercised in all secondary schools in the district. The main sources of information on children rights among students include the school, television, radio, newspapers and magazines. The documents that advocate for child rights like the universal declaration of human rights and the child rights convention were considered alien to the students. There is violation of children rights in some schools though this was disputed greatly by teachers. Students' discipline is positively or negatively influenced by awareness of child rights among students in schools. Teachers do not believe that awareness of children rights has an influence on academic performance of the students. Most schools in the district attained a mean grade of D plain in KCSE. Ways of enhancing child rights awareness were established to be fourfold; those that address initiatives at a student' level, school level, community level and at the government level.

5.5 RECOMMENDATIONS

In order to enhance awareness of children rights and influence students' performance in schools, there is need to implement the following:

5.5.1 Student' level

There is need to sensitize the students enough on the existence of their rights. There is also need address students' attitude and make them more aware and understanding that students' rights exist, do not exist in a vacuum and are accompanied with responsibilities. What is required is for them to be accountable to themselves and to the authority in place. Students should also be encouraged to be assertive and speak out when their rights are being violated.

5.5.2 School level

Talks should be initiated in school where various experts and guest speakers are invited to discuss issues touching on children rights, clubs such as drama, press or debating clubs could also be established to initiate plays and debates that inform students on issues touching on children rights, establishment of peer counselors and students council with the guidance of teachers to advocate for students issues in schools, forums should also be set up such as students' barazas to discuss students' issues and other school matters that affect students, teachers and principals of schools should attend workshops and seminars on children rights and existing trends of addressing emerging issues emanating from these rights in schools, the press club and other clubs could help in publication of students' rights in the school magazines to create more awareness, schools

should initiate and encourage exchange programs with other schools that observe child rights, child rights issues should be mainstreamed in various topics and subject matters in schools and should guide the formulation of school rules and regulations, teachers should abide with the code of regulation that guides their conduct in schools, strengthening of guidance and counseling department in schools so that students with deviant behavior receive appropriate guidance, adoption of alternative forms of punishment to students with deviant behavior other than corporal punishment and by teachers adhering to the ministry of education guidelines when dealing with discipline cases and by rooting out cases of bullying among students to protect weaker students.

5.5.3 Community level

There is need to sensitize the parents and the community at large on the existence of children rights in order to create an enabling environment for enforcement of these rights in and outside schools. Churches, community based organization and NGOs can take a leading role to disseminate information about these rights. NGOs can also fund facilitation of workshops and seminars for teachers and principals of schools to ensure teachers are well acquainted with information and existing trends regarding child rights interventions in the world. NGOs could also establish programs or projects that sensitize and advocate for child rights awareness in schools and in the community.

5.5.4 Government policy

The government through the Ministry of Education should provide copies of the children act to schools and update students on recent developments on children' rights, Kenya

Institute of Education should mainstream children' rights in the school curriculum and encouraged publishing firms and authors to write books that have children' rights content and the government through the Attorney general' office and parliament should legislate policies and measures that will instill heavy penalties to the offenders of child rights.

5.6 SUGGESTIONS FOR FURTHER RESEARCH

- i. A comparative study on the influence of child rights awareness on students' performance between schools in urban areas and schools in rural areas.
- ii. A study on teachers' attitude towards child rights awareness in secondary schools in Kenya.

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APPENDIX A
LETTER OF INTRODUCTION

IRENE N. KAMAU

P.O Box 5193,

Madaraka, Kenya

Dear respondents,

RE: INFLUENCE OF CHILD'S RIGHTS AWARENESS ON STUDENTS BEHAVIOUR AND PERFORMANCE IN GATUNDU NORTH DISTRICT, KIAMBU COUNTY

I am a master's student at the University of Nairobi, undertaking a research on the *INFLUENCE OF CHILD'S RIGHTS AWARENESS ON STUDENTS' PERFORMANCE IN GATUNDU NORTH DISTRICT, KIAMBU COUNTY*. Your school has been selected to participate in the research. I request you kindly to fill the attached questionnaires as sincerely as possible. Your contribution will be vital to the development of secondary education in our County and Kenya as a whole.

Thank you very much for your cooperation.

Yours faithfully,

IRENE N. KAMAU

L50/70054/2011

APPENDIX B

QUESTIONNAIRE FOR TEACHERS

Kindly answer the following questions. The researcher would like to assure you that the information gathered will be kept confidential and used strictly for the purpose of this research only. However the usefulness of the information to the researcher will solely depend on your honesty.

Please tick [√] where appropriate or fill the information as necessary

PART [A] BACKGROUND INFORMATION

1. What is your gender?

Male

Female

2. What is your age?

Below 25 years

25 - 35 years

36 - 45 years

Above 45 years

3. What is your level of education?

Diploma

Bachelors

Masters

PHD

Other (specify.....)

4. How long have you been in a principal in this school?

Less than 1 year

1-5 years

5-10 years

More than 10 years

PART B: EXTENT OF CHILD RIGHTS AWARENESS IN SECONDARY SCHOOLS.

4. a) There is awareness of child rights in secondary schools?

Yes

No

b) If Yes, please explain to what extent.....

.....

5. Indicate by ticking the main source of information for children' rights for students in your school.

	Source of information	tick
a)	School	
b)	Family/parent	
c)	Television/radio	
d)	Newspapers/magazines	
e)	Internet/websites	
f)	Government agencies	
g)	Neighbors	
h)	Legal documents	
i)	NGOs initiatives	
j)	Others	

6. Indicate by ticking the instruments that advocate for children’ rights that you have ever come upon.

Instruments advocating for children’ rights	tick
Child Rights Convention (CRC)	
Universal Declaration of Human Rights (UDHR)	

7. The table below shows to the extent to which there is child right awareness in secondary schools, Please tick according to your level of agreement. (Please indicate by using 1-Strongly agree, 2-Agree, 3- Undecided, 4- Disagree, 5- Strongly disagree)

	STATEMENT	SA 1	A 2	U 3	D 4	SD 5
a)	Teachers are aware of the child rights in school					
b)	Students are aware of their rights in school					
c)	The parents are aware of the children rights in school					
d)	The subordinate staffs area aware of the child rights in school					
e)	Child rights are observed in the school all the time					

8. In your opinion, how can children' rights awareness in secondary be improved?

.....

PART C: CHILDREN'S RIGHTS THAT ARE COMMONLY VIOLATED IN SECONDARY SCHOOLS

9. Do you think children rights are violated in your secondary school?

Yes

No

If Yes in the question above, please give a reason

.....

9. a) Do you think students, teachers, principals and subordinate staffs play a role in the violation of the children's rights in school?

Yes

No

b) If Yes, please explain.....

.....

10. The table below shows to what extent the children's rights that are commonly violated in secondary schools, tick according to your level of agreement. (Please indicate by using 1- Strongly agree, 2-Agree, 3- Undecided, 4- Disagree, 5- Strongly disagree)

	STATEMENT	SA 1	A 2	U 3	D 4	SD 5
a)	Corporal punishment is administered in this school					

b)	Cases of bullying of students by their seniors have previously been reported in this school					
c)	There is sexual harassment of students by teachers					
d)	Students are not involved in coming up with decisions on matters that affect them.					
e)	Students discriminate against each other in the school.					

11. In your opinion, can the violation of children rights in secondary schools be dealt with? Please explain.

.....

.....

PART D: STUDENTS' BEHAVIOUR AND PERFORMANCE IN RELATION TO CHILD RIGHTS AWARENESS IN SECONDARY SCHOOLS

12. The students' behaviour is affected by the child rights awareness in secondary schools?

Yes

No

b) If yes, please

explain.....

13. The table below shows the students' behaviour in relation to child rights awareness in secondary schools, tick according to your level of agreement. (Please indicate by using 1-Strongly agree, 2-Agree, 3- Undecided, 4- Disagree, 5- Strongly disagree)

	STATEMENT	SA 1	A 2	U 3	D 4	SD 5
a)	Observation of students' rights improves behaviour in school.					
b)	Students' participation in decision making process ensures compliance with school rules.					
c)	It enables students settle disputes amongst them.					
d)	Child rights awareness among students helps improve sanitation in school					
e)	Child rights awareness makes students to be less					

	controlled.					
f)	Students easily comply with the school rules due to the child rights awareness.					
g)	The awareness makes students interactions reflect the importance of protecting the rights of others.					
h)	The awareness makes it possible students to accept students from different cultural backgrounds in school.					
i)	Awareness of students' rights makes students to be more responsible, confident and they are more engaged in school.					
j)	The awareness makes students more respectful, cooperative, inclusive and sensitive to the needs of others.					
k)	Incidents of bullying reduce as a result of students' rights awareness.					
l)	Teachers and the school administration are less confrontational when dealing with students due to the awareness.					

14. Do you believe that awareness of children' rights in schools help them attain good grades in examinations?

Yes

No

If Yes in the question above, please give a reason

.....

.....

15. Please indicate the mean scores attained by your school in KCSE

	Years	KCSE mean scores
a)	2009	
b)	2010	
c)	2011	

PART E: WAYS TO ENHANCE CHILD RIGHT AWARENESS IN SECONDARY SCHOOLS

16. The table below shows to the ways to enhance child right awareness in secondary schools, tick according to your level of agreement. (Please indicate by using 1-Strongly agree, 2-Agree, 3- Undecided, 4- Disagree, 5- Strongly disagree)

	STATEMENT	SA 1	A 2	U 3	D 4	SD 5
a)	Holding talks with students on their rights					
b)	Teachers and principals attending workshops and seminars on child rights					

c)	Through publication in the schools magazines					
d)	Exchange programs with other schools that observe child rights					
e)	Including the child rights in the schools rules and regulations					

17. In your opinion, what are some of ways to enhance child rights awareness in secondary schools?

.....
.....

(End of the questionnaire)

Thank you very much for taking your time to fill this questionnaire.

APPENDIX C

QUESTIONNAIRE FOR STUDENTS

Kindly answer the following questions. The researcher would like to assure you that the information gathered will be kept confidential and used strictly for the purpose of this research only. However the usefulness of the information to the researcher will solely depend on your honesty.

Please tick [√] where appropriate or fill the information as necessary

PART [A] BACKGROUND INFORMATION

1. Gender: Male () Female ()
2. Class/Form: Form 1 () Form 2 () Form 3 () Form 4 ()
3. Age: 12-14yrs () 15-17yrs () Over 18 yrs ()

PART B: EXTENT OF CHILD RIGHTS AWARENESS IN SECONDARY SCHOOLS.

4. Are you aware of your rights in school?

Yes

No

5. Indicate by ticking the rights you exercise in your school.

	Rights observed in school	tick
a)	Right to quality education.	
b)	Right to participate in school activities	
c)	Right to participate in decision	

	making in school.	
d)	Ensuring transparency is exercised in school activities.	
e)	Students are not discriminated in school	
f)	Ensuring accountability is exercised in school matters.	

6. Indicate by ticking where you heard or read child rights in your school.

	Source of information	tick
a)	School	
b)	Family/parent	
c)	Television/radio	
d)	Newspapers/magazines	
e)	Internet/websites	
f)	Government agencies	
g)	Neighbors	
h)	Legal documents	
i)	NGOs initiatives	
j)	Others	

7. Indicate by ticking the instruments that advocate for children' rights that you have ever come upon.

Instruments advocating for children' rights	tick
Child Rights Convention (CRC)	
Universal Declaration of Human Rights (UDHR)	

8. The table below shows to the extent to which there is child right awareness in secondary schools, Please tick according to your level of agreement. (Please indicate by using 1-Strongly agree, 2-Agree, 3- Undecided, 4- Disagree, 5- Strongly disagree)

	STATEMENT	SA 1	A 2	U 3	D 4	SD 5
a)	Teachers are aware of the child rights in school					
b)	Students are aware of their rights in school					
c)	The parents are aware of the children rights in school					
d)	The subordinate staffs area aware of the child rights in school					

e)	Child rights are observed in the school all the time					
----	--	--	--	--	--	--

9. In your opinion, how can children's rights awareness in secondary be improved?

.....

PART C: CHILDREN'S RIGHTS THAT ARE COMMONLY VIOLATED IN SECONDARY SCHOOLS

10. Do you think children rights are violated in your secondary school?

Yes

No

If Yes in the question above, please give a reason

.....

11. a) Do you think students, teachers, principals and subordinate staffs play a role in the violation of the children's rights in school?

Yes

No

b) If Yes, please explain.....

.....

12. The table below shows to what extent the children's rights that are commonly violated in secondary schools, tick according to your level of agreement.

(Please indicate by using 1-Strongly agree, 2-Agree, 3- Undecided, 4- Disagree, 5- Strongly disagree)

	STATEMENT	SA 1	A 2	U 3	D 4	SD 5
a)	Corporal punishment is administered in this school					
b)	Cases of bullying of students by their seniors have previously been reported in this school.					
c)	There is sexual harassment of students by students or teachers.					
d)	Students are involved in matters that concerns them in coming up with decisions.					
e)	Students discriminate against each other in the school.					
f)	Teachers discriminate students in school activities.					

13. In your opinion, can the violation of children rights in secondary schools be dealt with? Please explain.

.....

PART D: STUDENTS’ BAHIOUR AND PERFORMANCE IN RELATION TO CHILD RIGHTS AWARENESS IN SECONDARY SCHOOLS

14. The students’ behaviour is affected by the child rights awareness in secondary schools?

Yes

No

b) If Yes, please explain.....

.....

15. The table below shows the students’ behaviour in relation to child rights awareness in secondary schools, tick according to your level of agreement. (Please indicate by using 1-Strongly agree, 2-Agree, 3- Undecided, 4- Disagree, 5- Strongly disagree)

	STATEMENT	SA 1	A 2	U 3	D 4	SD 5
a)	Observation of students’ rights improves behaviour in school.					
b)	Students’ participation in decision making process ensures compliance with school rules.					
c)	It enables students settle disputes amongst them.					

d)	Child rights awareness among students helps improve sanitation in school					
e)	Child rights awareness makes students to be less controlled.					
f)	Students easily comply with the school rules due to the child rights awareness.					
g)	The awareness makes students interactions reflect the importance of protecting the rights of others.					
h)	The awareness makes it possible students to accept students from different cultural backgrounds in school.					
i)	Awareness of students' rights makes students to be more responsible, confident and they are more engaged in school.					
j)	The awareness makes students more respectful, cooperative, inclusive and sensitive to the needs of others.					
k)	Incidents of bullying reduce as a result of students' rights awareness.					
l)	Teachers and the school administration are less confrontational when					

	dealing with students due to the awareness.					
--	---	--	--	--	--	--

15. Do you believe that awareness of children’ rights in schools help them attain good grades in examinations?

Yes

No

If Yes in the question above, please give a reason

.....

PART E: WAYS TO ENHANCE CHILD RIGHT AWARENESS IN SECONDARY SCHOOLS

17. The table below shows to the ways to enhance child right awareness in secondary schools, tick according to your level of agreement. (Please indicate by using 1-Strongly agree, 2-Agree, 3- Undecided, 4- Disagree, 5- Strongly disagree)

	STATEMENT	SA 1	A 2	U 3	D 4	SD 5
a)	Holding talks with students on their rights					
b)	Teachers and principals attending workshops and seminars on child rights					
c)	Through publication in the					

	schools magazines					
d)	Exchange programs with other schools that observe child rights					
e)	Including the child rights in the schools rules and regulations					

18. In your opinion, what are some of ways that can enhance child rights awareness in secondary schools?

.....
.....

(End of the questionnaire)

Thank you very much for taking your time to fill this questionnaire

APPENDIX D

INTERVIEW SCHEDULE FOR PRINCIPALS, DQASO and D.E.O

PART A: BIO DATA

1. Gender: Male () Female ()

2. Age:

30- 35yrs ()

36-40yrs ()

41-45yrs

46-50yrs ()

Over 51yrs ()

3. Academic qualification(s)

Masters Degree ()

Post graduate Diploma in Education ()

Degree ()

Diploma in Education ()

Other (specify).....

4. Headship/working experience:

1-5yrs ()

6-10 yrs ()

Over 11yrs ()

5. Are you aware of child rights?

6. Are students aware of their rights in schools?

7. Are schools observing these rights?

8. Are there incidences of children's rights violations that have been noted in secondary schools in Gatundu North District?

.....
.....
.....

9. Are teachers or principals of schools involved in violation of child rights in school?

.....
.....

10. Does child rights awareness have any impact in students' discipline in school? Explain your response.....

.....
.....

11. Does child rights awareness have any impact in students' in students' academic performance? Explain your response

.....
.....
.....

12. Does the violation of child rights cause indiscipline in school?

.....
.....

13. Please suggest ways to enhance child right awareness in in secondary schools in Gatundu North District, Kiambu County.

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