

Knowledge, Attitudes and Practices of Primary School Teachers Regarding Rights of Children

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ABSTRACT

Children are the future of a nation. UN Convention on Rights of Child (CRC) is the document which details civic, social, economic and moral rights of children. In Pakistan, there have been positive steps forward in 2005 with increasing admittance of the harmful effects of corporal punishment and child sexual abuse for children. Pakistan has recognized that rights of children have very important role in the future life endures of children. Teachers are a crucial link in providing valuable information about rights of children. The teacher is the key person in determining the success of the child. As a facilitator of each child's skill development, the teacher may need to creatively "stage" interaction with children and use a variety of materials. Sowing the seeds for peace and justice in classrooms could nurture a new generation of world leaders and ordinary citizens who have a vision of peaceful world. So there is a need to collect data about knowledge, attitudes and practices of primary school teachers regarding CRC. For the purpose of data collection a sample of government primary school teachers was selected randomly from Lahore city of the Punjab province of

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Pakistan. The knowledge, attitude and practices of teachers regarding UN Convention on the Rights of Child were measured through three self-developed and structured survey questionnaires. First two questionnaires collected data from teachers and the third one collected data from primary school children of grade four and five. Results of the study indicate that a big majority of primary school teachers is knowledgeable regarding rights of children. Similarly they have a good enough positive attitude towards the rights of children. They are also practicing the rights of children in their classes in a great number. These results can be used by teacher training institutions and NGOs for the development of Early Childhood Education Programmes.

Introduction

Future of the mankind heavily rests on the peace and stability of this planet called earth and it is linked with the cognitive, physical, social and moral development of children. To survive and thrive well, children need conducive environment. The conducive environment is a setting that provides opportunity for optimal cognitive, physical, social and moral development.

To establish a conducive environment there is a need to adopt a right-based approach at micro, meso and macro levels of action and policy. At micro level which is the first level of action, care providers of the children like parents and teachers play key role in the provision of environment conducive to development.

Convention on the Rights of Child (CRC), 1990 proclaims that an atmosphere of happiness, love and understanding should be provided for the full and harmonious development of the personality of the child. Implementation of CRC provisions can guarantee the environment conducive to optimal development of children and in this connection primary school teachers have to play an important role.

To the best of researchers' knowledge there is little published literature that focuses on the knowledge, attitudes and practices of primary school teachers regarding rights of children. Clearly such studies seem important because knowledge, attitudes and practices of key actors in primary care giving like teachers may impede or enhance the implementation of child rights. Therefore this study explored whether the primary school teachers are aware of the rights of children as described by United Nations Convention on the Rights of Child.

Purpose of the Study

The purpose of the study was to explore and describe the perceptions of primary school teachers of Government schools regarding their knowledge and attitude towards rights of children as expressed in Convention on the Rights of Child of United Nations Organization. The purpose of the study was also to explore the perceptions of children of 4th and 5th grade regarding practices of their teachers related to rights of children. The study was driven by the following four main questions:

1. Do the primary school teachers regard themselves knowledgeable regarding rights of children?
2. Whether the primary school teachers have a positive attitude towards rights of children?
3. Whether primary school teachers practice rights of children in their classrooms?
4. Is there any relationship in the knowledge, attitudes and practices of primary school teachers regarding rights of children?

It was hypothesized that primary school teacher's knowledge, attitude and practices regarding rights of children are related to;

- a) gender of primary school teachers
- b) experience of primary school teachers
- c) age of primary school teachers
- d) qualifications of primary school teachers.

Further, it was hypothesized that relationship exists between

- a) knowledge and attitudes
- b) knowledge and practices
- c) attitudes and practices

Review of Related Literature

In line with the purpose of this study "to explore the knowledge, attitudes and practices of Government primary school teachers regarding rights of child", this review of related literature is to draw out, first what is known of Convention on the Rights of Child(CRC) and its implementation in Pakistan and second , what is known of Government primary school teachers' knowledge, attitudes and practices regarding rights of children and then to draw line of action for further research on the topic.

After the Second World War (1945) many nations in the world formed a union called United Nations .One of the most cherished goals of this union was to support peace and liberty in the world. Towards the goal of peace and liberty efforts continued till December 10, 1948, when the United Nation adopted the Universal Declaration of Human Rights .These basic human rights were promised to each and every citizen of this planet.

These basic rights of all human beings in the world were also understood to apply to children but soon it was suggested that children were some thing special and therefore they were in need of special protection. (Rolf Gollb and Peter Krapf, 2006)

The felt need of special protection of children in 1950 gave birth to the first draft of children rights .Before the birth of this draft on the children rights, it was thoroughly discussed by the member states of United Nations. .Ultimately, on November 20, 1959, United Nation adopted the Declaration of the Rights of the Child. This declaration was not binding for all states but it has the advantage of addressing all states as a recommendation for their future policies. After a long period of twenty years, 1979 was celebrated as the Year of the Child in the whole world. The rights of the children were thought about and discussed every where in different seminars and conferences. Children became at once focus of the interest of the world .For the benefit of children more and more people wished these rights to be worked out in more detail, and what was more important, to be made more legally binding. It took ten years to convince member states to do the needful for the children. On November 20, 1989 the General Assembly of the United Nations unanimously adopted the Convention on the Rights of the Child. This was very unique and special agreement on children's rights. Since then Governments of all nations in the world have signed this convention on children's rights.

The United Nation convention on the rights of the child is an international human rights treaty about young people. It was accepted by the UN General Assembly in 1989 and was ratified by Pakistan in 1990. The convention is made up of 41 articles about the rights of young people, one article about public awareness and education, and 12 articles on how to monitor, ratify, and enforce the convention. The convention on the rights of the child has been adopted by more countries than any other international human rights treaty. By January 1996, 187 countries had signed or ratified it.

The Convention on the Rights of the Child is the first legally binding international instrument to incorporate the full range of human rights, civil and political rights as well as economic, social and cultural rights. Two optional protocols on the involvement of children in armed conflicts and on the sale of children, child prostitution and child pornography were adopted to strengthen the provisions of the convention in these areas. They entered in force respectively on 12 February, and 18 January, 2002.

On November 12, 1990 Pakistan ratified the U.N Convention on the Rights of the Child and it entered into force on December 12, 1990. At the time of ratification Pakistan made a general reservation that the provisions of the U.N, CRC shall be interpreted according to the principles of Islamic laws and values. The reservation was withdrawn on July 23, 1997. However unlike some of the other countries of the world conventions are not enforceable in Pakistan until there is enabling legislation making them law of the land. Pakistan has not introduced any such law.

The NCCWD (National Commission of Child Welfare and Development) working under the Ministry of Social Welfare is the agency given the task of implementing the U.N, CRC in Pakistan. NCCWD also prepares the progress report for the U.N Committee on the Rights of the Child.

Pakistan submitted its first progress report to the committee in 1993. The report laid more emphasis on goals and intentions than on concrete measures taken to ensure compliance with the U.N, CRC provisions. The Committee criticized Pakistan for not submitting a standard report and for not following the Committee Guidelines with respect to report writing.

The U.N committee on the rights of the Child on September 22, 2003 considered Pakistan's second progress report on its implementation of the U.N, CRC. An NGO namely SPARC submitted to the Committee an alternative report on the state of Pakistan's children.

In Pakistan, there have been positive steps forward in 2005 with increasing recognition of the harmful effects of corporal punishment and child sexual abuse on children. The federal Government has taken steps to train police, pass legislation on child protection and ban marriages of young girls to the Holy Quran. The federal investigation agency is starting to tackle the long standing problem of International Child trafficking. However, there is still widespread denial of infanticide, underreporting of child sexual abuse, acceptance of child

marriage and complicity to child prostitution regarding child-related violence means that offenders go unpunished and are able to continue hurting children. (SPARC, 2006)

As an exception to allow Pakistan to catch up with its reporting obligations, the committee has invited Pakistan to submit its third and fourth report as one consolidated report by December 11, 2007, the due date for submission of the fourth report.

On October 31, 2001 Pakistan signed the optional protocol to the U.N, CRC on the sale of children, child prostitution and child pornography and optional protocol on involvement of children in arm conflict. These have yet to be ratified.

There is no standard definition of the child in Pakistan under the majority act 1875. The child is defined as a person less than 18 years of age while the labor laws fix the minimum age of employment at 14 years. The voting age is 18 years and the national identity card is also issued at this age. Under child marriage laws, the marriageable age of a girl is 16 years and for a boy 18 years. Under the Muslim law, maturity is attained on reaching puberty and this definition applies in criminal matters covered under the HADOOD ordinance 1979. A positive step towards a standard definition of a child is the Juvenile Justice System Ordinance 2000. It sets the definition of a child at 18 years of age raising it from 15 and 16 in the provisional laws. However the age of criminal responsibility remain 7 years.

More than 30% of Pakistan population lives below the poverty line, where basic needs especially those of children remain unfulfilled? Government's institution that can safe guard the rights of children are weak and suffer from mismanagement and bureaucratic apathy, lack of funds and an overall no commitment to the social needs of the population. At the societal level centuries old traditions discriminate against women and girls with long time consequences on maternal health, female literacy and lack of participation in decision making. Poverty has created a criminal divide in the society where the plight of poor children goes unmentioned. The Constitution of Pakistan 1973 clearly speaks of fundamental Rights and it also covers children's, women and family. (The Constitution of Pakistan, 1973.p.14)

One thing is worth mentioning here that Pakistan has promulgated Juvenile Justice System Ordinance, 2000. According to M. Ilyas Khan (2005), "The Government of Pakistan ratified the United Nations Convention on the Rights of the Child in November 1990 and it was obliged to bring the change in

accordance with the Convention. Earlier a bill in the name of 'Child Offender Act, 1995' was drafted but unfortunately the bill could not pass on account of the down fall of the Government which introduced the bill. Child Offenders Act 1995 (Bill) was therefore deleted from the book and Juvenile Justice Ordinance (Ordinance XXII of 2000) was added.

Part two of the review of literature deals with knowledge, attitudes and practices of primary school teachers. Children spend a significant part of their lives in their educational institutions, which contribute to the formation of their personalities and evolve their world view as productive members of a society. In our society, the role of primary school teacher is of utmost importance because most of the children leave school before or after completing primary school education. The teacher is not only a mentor, but also a role model for the children and so influences them in forming a balanced and a constructive personality. His/her knowledge, attitudes and practices have far reaching effects on the personalities of children.

Becoming an advocate for children and for the early childhood profession is an important and often overlooked role for the teachers of young children. Teacher has a responsibility to provide the best possible environment and resources for each child enrolled in the program. Occasionally the teacher may need to be advocate for specialized testing of a child if there is evidence that behavioral, physical, or developmental problem may exist.

The teacher is the key in determining the success of the child, in determining the quality of integration, in creating an attitude of acceptance, and in facilitating skill development. The teacher has an important role as an advocate for the child and family (Anastasiow, 1978; O'Connel, 1986).

For the child with special needs to be truly targeted into the program, a climate of acceptance must be present. Teacher who convey a welcoming attitude and prepare children through appropriate, reassuring discussion of the "handicap" help all children to have a positive learning experience. Together teacher and children can explore ways to help the child with special needs become a part of the group (Heekin& Mengel, 1984).

The teacher's role as an advocate reaches beyond advocacy for meeting the needs of an individual child into the realm of public policy and commitment to excellence in the field of early childhood education. Teachers also need to give voice to children's issue at the community and national level. Being

knowledgeable about programmatic and funding needs, being aware of legislative activities, and writing or calling Government officials are avenues for advocacy. Involvement in professional organizations offer opportunities for work in public policy and enables early childhood professionals to combine efforts to bring children's need to the attention of the public and to advocate for the national state, and local resources needed to fully support high-quality programs for all young children (Gofin & Lombardi,1988).

A study by Sahil Pakistan also endorses the role of teacher in these words "Sahil believe that educational institutions and teachers are the key players in the development of a child's personality. The level of their knowledge, attitude and practices on the issue of child sexual abuse is vital in reducing the phenomenon in society and shaping the lives of the victims. (Sahil, 2003, p.3)

Through this review of literature, it has been found that primary school teachers are key actors in promoting and advocating Rights of Children. Because in Pakistan most of the children attend primary school and even if some children do not attend school, there parents are normally under the influence of primary school teacher, especially in rural areas. We also know that enabling children to exercise their rights is possible through school teacher, through home, society at large. State legislation also play an important role in implementation of child rights. However, teacher's role can not be underestimated.

There is an almost complete lack of research on knowledge, attitudes and practices of Government primary school teachers regarding rights of children. This review has informed us that there is a need to locate precisely whether child rights commitments are reflected in the knowledge, attitudes and practices of Government primary school teachers.

Study Design

Cross-sectional Analytical Survey Design was used in this study. A Cross-sectional survey involves the collection of data from selected individuals from a defined population in a single time period.

Subject Selection

Population: Population of this study comprised all the 595 male and female primary school teachers working in Government primary schools of Allama Iqbal Town of Lahore (City) and all the Primary school children of grade Four and Five

of those primary schools from where primary school teachers were selected as respondents.

Sample Size: A sample size of 929 children of 4th and 5th grades were surveyed in the Allama Iqbal Town of District Lahore City and 212 primary school teachers including 63 male and 149 female teachers of the same area were surveyed.

Sampling Procedure: Two stage sampling procedure was adopted to select the desired sample. In the first stage out of 4 towns of District Lahore City one town namely Allama Iqbal Town was randomly selected. In the second stage of sampling 212 primary school teachers including 63 male and 149 female teachers were randomly selected from a list of 595 primary school teachers working in 150 primary schools provided by District Education Office and then 929 children of 4th and 5th grades were selected randomly of the same schools from where teachers were selected.

Survey Instruments

Three self developed, structured survey questionnaires were used for collecting data from the sample of teachers and children. All the three questionnaires included demographic information like name, age, gender, qualification, name of the school, location of the school i.e. rural or urban and experience (years of service). Three questionnaires namely, Questionnaire for Measuring the Knowledge of Primary School Teachers Regarding Rights of Children(QMKPSTRRC), Questionnaire for Measuring the Attitudes of Primary School Teachers Regarding Rights of Children (QMAPSTRRC), and Questionnaire for Measuring the Practices of Primary School Teachers Regarding Rights of Children(QMPPSTRRC) were used for collecting data from primary school teachers and children. First two questionnaires collected data from teachers and the third one collected data from primary school children of grade four and five.

Questionnaire QMKPSTRRC asked questions on Yes/No format. The second questionnaire QMAPSTRRC asked questions on a Likert scale format of 1-5 (5 representing Strongly Agree, 4 representing Agree, 3 representing Undecided, 2 representing Disagree, 1 representing Strongly Disagree). The third questionnaire QMPPSTRRC asked questions on a Likert Scale format of 1-5 (5 representing Always, 4 representing often, 3 representing sometimes, 2 representing rarely, 1 representing never).

A set of directions for respondents was also included in the questionnaires.

Tryout of the Instruments: Before administering the questionnaires to the participants these were tried out on a small sample for each instrument. Participants of tryout were similar to the participants of the research. They were asked to note issues of both emission and omission and in this way content validity was judged. On the bases of these information the instruments were revised and fine tuned.

Data Collection

The study was conducted with survey method involving personal administration of the questionnaires. A complete anonymity was observed. Questionnaires were administered personally and the queries of the participants were answered on the spot. A system of numbers identifying the non-responders known only to the researcher was used.

Respondents

In all 929 children of 4th and 5th grade and 212 primary school teachers responded to the three instruments. All returns produced useable data. Data collected in the result of personal administration constituted the data base for the study.

Table 1
Response Rate by Gender

Respondents	Total	Male	%	Female	%
Primary School Teachers	212	63	29.71	149	70.29
Children	929	443	43.68	486	52.32

Description of Samples by Variables

The 212 primary school teachers who participated in the survey were divided by gender (29.71% male; 70.29% female) and 929 children (43.68% boys; 52.32% girls) also participated in the survey. Primary school teachers were divided by experience; (17% experienced; 83% novice) by age (49% above 40

years; 51% below 40 years). Primary school teachers were also divided on the basis of qualification (45% Matric; 28% F.A., 13% B.A. and 14% M.A.).

Table 2

Distribution of Primary School Teachers by Age

Age	Male	%	Female	%
Above 40 years	28	44.4	76	51
Below 40 years	35	55.6	73	49
Total	63	100	149	100

Table 3

Distribution of Primary School Teachers by Qualification

Qualification	Male	%	Female	%
Matric	23	36.5	73	49.0
F.A.	18	28.6	41	27.5
B.A.	12	19.0	16	10.7
M.A.	10	15.9	19	12.8

Table 4

Distribution of Primary School Teachers by Years of Service

Years of Service	Male	%	Female	%
5 years or less than 5 years	51	81	125	83.9
More than 5 years	12	19	24	16.1

Statistical Analysis of Data

In order to answer the questions posed by the study the data were analyzed for descriptive statistics with mean scores being used to determine the strength and direction of primary school teachers' knowledge, attitudes and practices while using frequency analysis procedure. 'T-test' was run to analyze the differences of means on gender, experience and age. ANOVA was run to analyze the differences of means on different qualifications of respondents.

The questions posed by the study and the statistical treatments were as follows:

Question 1: Do the primary school teachers regard themselves knowledgeable regarding rights of children?

Descriptive statistics were used to answer this question. Statements (A1–A42) measured on a two point scale on Yes No format for each of 212 respondents. Questionnaire 1 which was measuring knowledge of primary school teachers produced interval data. This data was subjected to descriptive statistical analysis so as to produce frequency distribution of primary school teachers. To score the scale to measure the knowledge of the primary school teachers Yes - No format was used. One score was assigned to Yes and zero score was assigned to No. Total scores of the scale were calculated 42, which indicated the highest level of knowledge of a primary school teacher.

Variations in means were also calculated on the bases of gender, age, qualification and years in service. The t-statistic was computed and two tail probability tests were used to judge the significance of resulting mean variations. ANOVA was used to compare differences of means on qualifications of primary school teachers.

Question 2: Whether the primary school teachers have a positive attitude towards rights of children?

As in Question 1 descriptive statistics were used to answer this question. Statements (B1 – B42) measured on a five-point likert type Attitude Scale for each of 212 respondents which produced 8904 pieces of interval data. To score the scale of attitude of primary school teachers towards rights of children, 5 points were assigned to strongly agree, 4 points to agree, 3 points to undecided, 2 points to disagree and one to strongly disagree. Total statements of the scale were 42. Frequency analysis was run to measure the level of attitudes of primary school teachers towards rights of children.

Means were also calculated on the basis of gender, age, qualification and years in service. The t-test and two tail probability were calculated to judge significance of mean variations. ANOVA was used to compare differences of means on qualifications of primary school teachers.

Question 3: Whether primary school teachers practice rights of children in their classrooms?

Descriptive statistics were used again to answer Question 3. Statement (C1–C20) measured on a five-point likert type scale for each of 929 respondents

which produced 18580 pieces of interval data. To measure the practices of primary school teachers a five point likert scale was used. Score five was assigned to always, four to often, three to sometimes, two to rarely and one to never. Total score was calculated for each respondent. This score indicated the level of practice of rights of children in classroom by primary school teachers.

Means of sub-groups of primary school teachers on gender, age and years in service were compared with t-test while ANOVA was used to compare differences of means on qualifications of primary school teachers.

Question 4: Is there any relationship in the knowledge, attitudes and practices of primary school teachers regarding rights of children?

Question four was designed to seek out pattern that might exist in the relationship of knowledge, attitudes and practices regarding rights of children of the sample group of primary school teachers.

Correlation coefficient was computed to identify the relationships among the knowledge, attitudes and practices of primary school teachers regarding rights of children.

Table 5

Statements of Questionnaire 1 and 2 related to Questionnaire 3

	Questionnaire 1 Knowledge	Questionnaire 2 Attitude	Questionnaire 3 Practices
Statements	2, 7, 12, 14, 15, 16, 19, 23, 28, 29, 31, 32, 34, 35, 37, 39, 40	2, 7, 12, 14, 15, 16, 19, 23, 28, 29, 31, 32, 34, 35, 37, 39, 40	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

Means ranged +.0 to +1.0 with a .5 crossover point for questionnaire 1 used for measuring knowledge. For questionnaire 2 used for measuring attitude means ranged from +1.0 to +5.0 with a 3.0 crossover point and same was mean range with same crossover point for questionnaire 3 which measured practices of primary school teachers regarding rights of children. Table 6 was used to compare the relationship of means from knowledge to attitude and from attitude to practices.

Table 6
Comparison of Means on Knowledge, Attitude and Practices Related Statements

Knowledge statement	Mean	Attitude statement	Mean	Practice statement	Mean
A-2	0.41	B-2	3.09	C-1	4.83
A-7	0.98	B-7	4.81	C-2	4.82
A-12	0.83	B-12	4.38	C-3	4.68
A-14	0.99	B-14	4.69	C-4	4.39
A-15	0.96	B-15	4.50	C-5 & C-6	5.54
A-16	0.60	B-16	3.51	C-7	3.65
A-19	0.96	B-19	4.67	C-8	3.59
A-23	1.00	B-23	4.86	C-9	4.84
A-28	0.99	B-28	4.81	C-10 & C-11	6.78
A-29	1.00	B-29	4.77	C-17	4.75
A-31	0.90	B-31	4.56	C-13	4.39
A-32	0.91	B-32	4.66	C-14	4.62
A-34	0.89	B-34	4.60	C-15	2.71
A-35	0.94	B-35	4.78	C-16	4.67
A-37	0.83	B-37	4.31	C-18	2.38
A-39	0.96	B-39	4.72	C-19	4.59
A-40	0.87	B-40	4.36	C-20	4.07

Results

The results of the study are reported in the four sections; each section dealing with one research question. The first section addresses the question, “Do primary school teachers regard themselves knowledgeable regarding rights of children?” The research data, in answer to this question, are presented in descriptive statistical form with ‘t’ values for comparing subgroups of the sample on gender, age and experience to determine if the hypothesized dimensions of the knowledge of the primary school teachers regarding rights of children and ANOVA for qualification groups. The second section which addresses the research question, “Whether the primary school teachers have a positive attitude towards rights of children?” is subjected to the same statistical treatment as question one.

Section three deals with the research question, “Whether primary school teachers practice rights of children in their classrooms? Means were calculated for boys and girls and ‘t’ value was computed to compare the subgroups to see whether the difference is significant or not.

Section four makes use of PPMr to answer the question, “Is there any relationship in the knowledge, attitudes and practices of primary school teachers regarding rights of children?”

Question One

“Do the primary school teachers regard themselves knowledgeable regarding rights of children?”

Using a survey instrument which employed a two point scale measuring responses from ‘No’ to ‘Yes’ (Appendix A). Data were collected from 212 subjects. All provided useable data from which measures of frequency and inferential statistics were calculated for gender, age, years in service and for subgroups of primary school teachers each of the forty two statements.

Table 7

Quartile-wise Percentages of Primary School Teachers in Knowledge of Rights of Children

Quartile	Frequency	%	Cum. %
Lower	0	0	0
Second	1	.5	.5
Third	14	6.6	7.1
Upper	197	92.9	100.0
Total	212	100.0	

Above table shows that 92.9% primary school teachers fall in upper quartile of knowledge level regarding rights of children. While 6.6% fall in third quartile and only .5% fall in the second quartile.

It is concluded that a big majority of primary school teachers is knowledgeable regarding rights of children.

Table 8
'T Values' for Male and Female Primary School Teachers on Knowledge Regarding Rights of Children

Gender	N	M	SD	t	df	Sig.
Male	63	38.30	3.68	2.834	210	.005
Female	149	36.93	3.03			

Above table indicates that mean scores of primary school teachers both male and female is 38.30 and 36.93 respectively. Significant value for the t test is .005 which is not greater than .05 level of significance. The null hypothesis that there is no significant difference between the mean scores of knowledge level of male and female primary school teachers is rejected.

It is concluded that both male and female teachers are having same knowledge level regarding rights of children.

Table 9
'T Values' for Novice and Experienced Primary School Teachers Regarding Rights of Children

Category	N	M	SD	t	df	Sig.
Novice	22	37.91	3.13	.866	210	.387
Experienced	190	37.27	3.30			

Above table shows that mean scores of primary school teachers both novice and Experienced is 37.91 and 37.27 respectively. Significant value for the 't' test is .387 which is greater than .05 level of significance. The null hypothesis that there is no significant difference between the mean scores of novice and experienced primary school teachers is accepted.

It is concluded that both novice and experienced teachers are having same knowledge level on rights of children.

Table 10
Age-wise Distribution of 't' Values in Knowledge of Rights of Child of Primary School Teachers

Age	N	M	SD	t	df	Sig.
Upto 40 years	108	37.79	2.40	2.059	210	.041
Above 40 years	104	36.87	3.96			

Above table shows that mean scores of primary school teachers both upto 40 years old and above 40 years old is 37.79 and 36.87 respectively. Significant value for the t test is .041 which is not greater than .05 level of significance. The null hypothesis that there is no significant difference between the mean scores of knowledge level of upto 40 years old and above 40 years old primary school teachers is rejected.

It is concluded that both upto 40 years old and above 40 years old primary school teachers are having same knowledge level on rights of child.

Table11

Analysis of Variance for the Comparison of Means Among Primary School Teachers for the Rights of the Children on the Basis of Qualification

Variations	SS	M S	df	F	Sig.
Between groups	2.907	.969	3	.089	.966
Within groups	2270.315	10.915	208		

Table 11 shows that significant value is greater than .05 level of significance. The null hypothesis that there is no significant difference between the mean scores of knowledge level of primary school teachers having different qualifications is accepted.

It is concluded that different qualification based groups of primary school teachers are having same knowledge level.

Question Two

Whether the primary school teachers have a positive attitude towards rights of children?

In answering this question attempt was made what primary school teachers believe about their attitude towards rights of children using a survey instrument which employed five-point likert scale measuring responses from strongly agree to strongly disagree (Appendix B). Data was collected and used to draw a statistical picture of primary school teacher's responses to forty two statements of the questionnaire. The frequency analysis of the responses was made. Means were calculated for subgroups of primary school teachers on the basis of gender, age and years in service. ANOVA was applied to analyze differences in means on the basis of qualifications of primary school teachers.

Table 12
Quartile Distribution of Primary School Teachers on the Basis of their Attitude Towards Rights of Children

Quartile	Frequency	%	Cum. %
Lower	2	.5	.5
Second	2	.5	1.0
Third	112	52.6	53.6
Upper	96	46.4	100.0
Total	212	100.0	

Table 12 is clearly mentioning that 52.6% primary school teachers fall in the third quartile whereas 46.4% fall in the upper quartile. Lower and 2nd quartiles are negligible because only .5% primary school teachers fall in these quartiles.

It is concluded that majority of the primary school teachers have a good enough positive attitude towards rights of children.

Table 13
Comparison of Means on Attitude of Male and Female Primary School Teachers Towards Rights of Children

Gender	N	M	SD	t	df	Sig.
Male	63	185.396	14.708	-.756	210	.450
Female	149	187.228	16.662			

Above table shows that mean scores of primary school teachers both male and female is 185.396 and 187.228 respectively. Significant value for the 't' test is .450 which is greater than .05 level of significance. The null hypothesis that there is no significant difference between the mean scores of attitude level of male and female primary school teachers is accepted.

It is concluded that both male and female primary school teachers are having same attitude towards rights of children.

Table 14
Comparison of Means on Attitude Towards Rights of children Based on Nature of Experience of Primary School Teachers

Category	N	M	SD	t	df	Sig.
Novice	22	189.00	14.292	-.712	210	.477
Experienced	190	186.415	16.302			

Table 14 shows that mean scores of primary school teachers both novice and experienced is 189.00 and 186.415 respectively. Significant value for the t test is .477 which is greater than .05 level of significance. The null hypothesis that there is no significant difference between the mean scores of novice and experienced on attitude level of primary school teachers is accepted.

It is concluded that both novice and experienced primary school teachers are having same attitude towards rights of children.

Table 15

Comparison of Means on Attitude Towards Rights of children Based on Age of Primary School Teachers

Age	N	M	SD	t	df	Sig.
Upto 40 years	107	186.168	19.500	-470	210	.639
Above 40 years	105	187.209	11.721			

Above table shows that mean scores of primary school teachers both upto 40 years old and above 40 years old is 186.168 and 187.209 respectively. Significant value for the t test is .639 which is greater than .05 level of significance. The null hypothesis that there is no significant mean scores difference between the teachers upto 40 years old and above 40 years old on attitude level of primary school teachers is accepted.

It is concluded that both upto 40 years old and above 40 years old primary school teachers are having same attitude towards rights of children.

Table 16

Analysis of Variance for the Comparison of Means Among Primary School Teachers Attitude Towards Rights of Children on the Basis of Qualification

Variations	S S	MS	Df	F	Sig.
Between groups	2487.074	829.025	3	3.305	.221
Within groups	52166.752	250.802	208		

Above table shows that significant value is greater than .05 level of significance. The null hypothesis that there is no significant difference between the mean scores on attitude level of different qualification based groups of primary school teachers is accepted.

It is concluded that different qualification based groups of primary school teachers are having same attitude level.

Question Three

Whether primary school teachers practice rights of children in their classrooms?

In answering question three the attempt was made to ascertain what students of primary school teachers believe about their teaches practices regarding rights of children in classroom.

Data was collected through a survey instrument which employed a five-point likert scale from never to always on twenty statements related to practices of primary school teachers regarding rights of children.

Descriptive and inferential statistics were employed to analyse the data. Frequency analysis was made and to determine significance of mean differences 't' test was used. ANOVA was run where more than two groups of comparison were involved. To determine significance of differences between groups Post-Hoc test was employed.

Following tables reflect different findings based on data analysis for answering question three.

Table 17

Quartile Distribution of Primary School Teachers on Practices Regarding Rights of Children

Quartile	Frequency	%	Cum. %
Lower	2	.2	.2
Second	79	8.5	8.7
Third	655	70.5	79.2
Upper	193	20.8	100.0
Total	929	100.0	

Above table shows that 91.3% children (both third and upper quartile) perceive that their teachers practice rights of children and only 8.7% are falling in second and lower quartile.

It is concluded that primary school teachers are practicing rights of children in their classes in a great number.

Table 18
Comparison of Means on Practices of Male and Female Primary School Teachers Regarding Rights of Children

Gender	N	M	SD	df	t	Sig.
Male	443	83.284	8.414	927	-1.702	.089
Female	486	84.214	8.217			

Table 18 shows that mean scores of male and female primary school teachers is 83.284 and 84.214 respectively. Significant value for the 't' test is .089 which is greater than .05 level of significance. The null hypothesis that there is no significant difference between the mean scores of practice level of male and female primary school teachers is accepted.

It is concluded that both male and female primary school teachers are having same practices regarding children rights.

Table 19
Analysis of Variance for the Comparison of Means Among Primary School Teachers Regarding Practices for the Rights of the Children on the basis of Qualification

Variations	S S	M S	df	F	Sig.
Between groups	271.880	135.940	3	1.968	.140
Within groups	63978.284	69.091	926		

Above table shows that significant value is greater than .05 level of significance. The null hypothesis that there is no significant difference between the mean scores of practices of different qualification based groups of primary school teachers is accepted.

It is concluded that different qualification based groups of primary school teachers are having same practices level for children rights.

Following table mentions results of Post-Hoc Test for analyzing multiple mean differences based on qualification of primary school teachers towards their practices regarding rights of children.

Question Four

“Is there any relationship in the knowledge, attitudes and practices of primary school teachers regarding rights of children?”

The intent of designing question four was to seek any relationship between three aspects i.e. knowledge, attitude and practices of primary school teachers in respect of implementation of rights of children mentioned in CRC document of United Nations.

Analysis for answering questions four used data produced by all the three instruments implemented in this study.

First statement related to practices of primary school teachers in questionnaire 3 (Appendix C) were identified and matched with statements in questionnaire 1 (Appendix A) and questionnaire 2 (Appendix B). These statements were shown in table form (Table 5). Means of matched statements were shown in table 6.

This data was subjected to PPMr formula in an effort to find out correlation coefficients to measure relationships in knowledge, attitudes and practices of primary school teachers. Following tables mention the treatment of data.

Table 20

Pearson Correlation Coefficient Between the Knowledge and Attitude of Primary School Teachers Regarding Rights of Children

Variables	Sig	r
Knowledge and Attitude	.000	.98
Practice and Knowledge	.406	.215
Practice and Attitude	.483	.183

Above table indicates that There is significant correlation (.980) at .01 level of significance between knowledge level and attitude of primary school teachers regarding rights of children.

It is further indicated that there is no significant correlation between practice and knowledge (.215), practice and attitude (.183).

It is concluded that knowledge and attitude of primary school teachers are in strength to promote the rights of children but practices of the teachers regarding rights of the children are not so strong

Conclusions

Conclusions of the study are mentioned below in four subsections namely, conclusions related to knowledge of primary school teachers regarding rights of children, attitudes of primary school teachers towards rights of children, practices of primary school teachers related to child rights and relationship of knowledge, attitude and practices of primary school teachers.

Knowledge

1. A big majority of primary school teachers is knowledgeable regarding rights of children.
2. Both male and female primary school teachers are having same knowledge level regarding rights of children.
3. Both novice and experienced primary school teachers are have same knowledge level on rights of children.
4. Both upto 40 years old and above 40 years old primary school teachers are having same knowledge level on rights of children
5. Different qualification based groups of primary school teachers have same knowledge level regarding rights of children.

Attitudes

6. Majority of the primary school teachers have a good enough positive attitude towards rights of children.
7. Both male and female primary school teachers have same attitude towards rights of children.
8. Both novice and experienced primary school teachers have same attitude towards rights of children.
9. Both upto 40 years old and above 40 years old primary school teachers have same attitude towards rights of children.
10. Different qualification based groups of primary school teachers have same attitude level towards rights of children.

Practices

11. Primary school teachers are practicing rights of children in their classes in a great number.

12. Both male and female primary school teachers are having same practices regarding child rights.
13. Different qualification based groups of primary school teachers are having same practice level for child rights.

Relationship of Knowledge, Attitudes and Practices

14. Knowledge and attitude of primary school teachers are in strength to promote the rights of children but practices of the teachers regarding rights of children are not so strong

Implications of Results

The results of the study suggest that the realm of primary school teachers' knowledge, attitudes and practices can be studied meaningfully. Primary school teachers and children are willing to share their perceptions. As a result of this sharing the study was able to identify status of knowledge, attitudes and practices of primary school teachers regarding rights of children.

The issue that remains is how the information resulting this study can and should be showed. There are several arenas in which the information could prove to be useful.

The results of the study can be used by teacher training institutions, NGO's working in the field of ECD and ECCE in planning training programmes of short duration for primary school teachers.

With validation studies and further reliability checks, a refined version of the instruments could be used by future researchers to gather information from primary school teachers. Such information would prove useful in long term curriculum for pre-service and in-service training of primary school teachers.

Recommendations

Following recommendations are made on the bases of the results of this study:

1. This study has indicated that knowledge level of primary school teachers is very high regarding rights of children. This is a positive sign that a very important group of caregivers is well aware of rights of children. It is recommended that this knowledge power of primary school teachers should be utilized by Government Agencies and Non-Government

Organizations to launch awareness campaigns in other influential groups in the society.

2. Primary school teachers should be organized to work as advocates of rights of children and in this regard they should be sensitized through workshops and seminars.
3. As primary school teachers are knowledgeable regarding rights of children, they can help Child Protection Bureau, Punjab to identify cases of child abuse and home violence and these cases may be referred by them for protection against abuse and violence.
4. Primary school teachers may be utilized for counseling and guidance of parents who are not well aware of rights of children.
5. Study has indicated that attitude of primary school teachers is highly positive towards rights of children. This is another good sign. This positive attitude of primary school teachers shows that their belief system regarding rights of children is strong. They may be asked to convince different groups of the society to deliver lectures and arrange focus group discussions in favour of Convention on Rights of Child.
6. Child rights education should be made part of the primary school curriculum because a good number of primary school teachers is available to teach them with a knowledge base and positive attitude.
7. In-service teacher training programmes should be started for both male and female primary school teachers in respect of child rights as both have same knowledge level, same attitude pattern and same practicing level.
8. As novice and experienced primary school teachers also have same knowledge level, same attitude pattern and same practicing style, both groups require same training needs on rights of children.
9. Academic qualification has made no difference in knowledge level, in attitude pattern and practice level regarding rights of children so there is a need to include content on child rights in curriculum at all levels.
10. Further research is recommended on KAP of primary school teachers regarding rights of children with refined instruments and vast sample.

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