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The Relationship of Child Protection Rights Observance with the Students' Level of Satisfaction at Secondary School Level

Abstract — *The aim of this quantitative descriptive study was to investigate the “relationship of child protection rights observance with the students’ level of satisfaction at secondary school level in Khyber Pakhtunkhwa”. School management and students at the public sector secondary schools of Khyber Pakhtunkhwa were the populations of the study. Stratified random sampling was used to select a sample of 320 principals, 640 teachers and 3200 students from 320 randomly selected secondary schools. Three satisfaction scales of five-point Likert type options were used for data collection. Data were analyzed using percentage, chi-square (χ^2), and Pearson values. School management showed a significant relationship between child protection rights observance and the level of satisfaction of students. Observance of the fundamentals of child rights played a pivotal role in making sure the child protection rights. Students’ mutual interaction did not impede the instructional activities of the school management through a significant number of the sample considered teaching as a hectic job.*

Key Words: Child Rights, Education Management, Protection Rights, Students’ Satisfaction

Introduction

Child rights observance by School management plays an important role in the whole process of education. The word right is meant morally good, justified, or acceptable, true, or correct as a fact, proper, permissible, accurate, valid, precise etc. ([Oxford Dictionary, 2010](#)). In the encyclopedia, rights are characterized as legal, social, or ethical rules of entitlements; i. e., rights are the fundamental norms about what is authorized of people or obliged to people ([Britannica, 2005](#)). Just like rights, human rights are also similar ethics that illustrate established standards of behaviour for mankind. These are regularly protected in society under community stress. [Bentham \(2010\)](#) explained human rights as these are general as inalienable, like fundamental rights to which an individual is inherently entitled being mankind, and these are intrinsic. [Siddique \(2012\)](#) declared the human rights are as obligations on every person to respect the others’ rights. It is normally recognized that they should not be removed except adopting acceptable legal open process based on the certified state of affairs.

Review of the Literature

Various studies have shown that child protection rights observance has a strong relationship with students’ satisfaction ([Shaheen, 2011](#)). Similarly, [Klocke \(2014\)](#) has noted a strong relationship between child protection rights observance and students’ satisfaction. Optimum child rights observance increases the satisfaction and performance of the students ([Rehmani, 2010](#)). Studies have confirmed that non-observance of child rights obstruct students’ achievements in learning, and consequent low performance ([Shah, 2012](#)).

Child Protection Rights and Students’ Satisfaction

Child rights are relatively actions to respond in consistent ways to a particular child in a specific event. Students’ satisfaction towards their rights has an effect on their performance ([Hussain, 2009](#)). Teachers’ actions towards their students’ satisfaction have great importance in fulfilling the

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requirements of their rights in the schools ([Qadri, 2003](#)). Moreover, observance of rights is one of the most important factors to be successful in the profession for students' satisfaction ([Swan, 2015](#)).

UN Convention of the Rights of Child

A recent study, by [Inger B. et al. \(2007\)](#), highlighted that the barriers of a swiftly changing social order and exciting contest in schooling had made students at risk. It has been producing serious social problems, like suicide and maladjustment etc. Having adopted the UN Child Rights Convention on 20th November 1989, countries were bound to have accession and ratification. Pakistan implemented it on 2nd September 1990 and ratified on December 12, 1990, with a simple objection of transforming the articles of CRC under the Islamic instructions, which was withdrawn on July 23, 1997 ([SPARC, 2018](#)). That's why the child rights observance matters most in Pakistan just like the whole world.

[Chishti \(2007\)](#) found the crux of CRC that was lying in the wording of an article, which acknowledged the best interest of a child as an original matter. This is also a basic standard of both Islamic rules and the statutory rules of Pakistan. [Abubakar \(2006\)](#) emphasized the deviation of CRC article 14 with the Islamic principle that the child can select his/her own religion freely under the state's protection. The parents are also guaranteed, under Islamic law, to bring up their kids according to Islam (Child Protection, 2016). In a brief report on CRC (2007), the convention of child rights has been designated as a "Magna Carta". The CRC contains 54 articles explaining the rights of every child.

Protection Rights

Although the research studies are available on child protection rights, their observance and students' satisfaction is untouched yet. As despite dissemination of Divine instructions, putting observance of the established rights, of all segments of the living organism, into practice has been neglected to some extent. A similar situation may be prevailing in Pakistan. The school management is an area of the study, and how much students of secondary school are satisfied by the observance of their protection rights? Hence, the rationale behind the problem is to study the relationship between child protection rights observance with the students' level of satisfaction at the secondary school level in Khyber Pakhtunkhwa.

Statement of the Problem

Like human rights, child protection rights' observance by elders, in the society, has well-established background tracing back to creation of human beings. Beauty lies in the universe due to the creatures of Allah, which are mainly in two forms; the living and the non-living creation. Living organisms are further divided into three categories: human beings, plants, and animals. Child belongs to the human family. Just like everything's development, a child can grow to the best of his/her potential, if his/her rights are observed. Children cannot ask for the observance of their rights. They cannot raise complaint. It is the elders' responsibility to grant them their rights in terms of observance. The chief institution of child Rights' Observance, after family and society, is the school. It has foremost duty of wholesome development of children. Just like other family members and society individuals, school management observe the children rights to the best of their entire satisfaction.

Although research studies are available on child rights, but an area of their observance and students' satisfaction needs further work. The school management is an area of the study, and how much students of secondary school are satisfied by the observance of their protection rights? Hence, the rationale behind the problem is to study the relationship between child protection rights' observance with the students' level of satisfaction at secondary schools of Khyber Pakhtunkhwa.

Objective of the Study

The objective of the study was to investigate the relationship between child protection rights observance with the students' level of satisfaction at the secondary school level.

Research Questions

The study intended to probe into the following research questions:

- 1) What is the students' level of satisfaction with child Protections rights observance by school management?
- 2) What is the relationship of child protection rights observance with the level of satisfaction of students?

Delimitations of the Study

The research study was delimited to the four out of five zones of Khyber Pakhtunkhwa i. e., Eastern, Western, Northern, Southern and Central Districts. However, Western part i. e., FATA was excluded from the study due to military operation. It was further delimited to two districts per zone with at least 8 schools (5 boys and 3 girls) from each district.

Limitations of the Study

The research work was carried out carefully, still there were unavoidable limitations. The study was focused to explore the relationship of child protection rights' observance with the students' level of satisfaction, but it was difficult to classify the rights under major themes. On one hand, an identical classification of child protection rights was not available. Most of the rights overlapped one another. On the other hand, the sample of the study was taken from a restricted class having ethnic, linguistic, economic and intellectual differences. Such characteristics might have negative influence on findings to generalize the results. Despite the fact, the researcher tried to deal with the attributes by involving all such respondents.

Research Design

For the study, quantitative cum descriptive research design was adopted. It provides details regarding population, sample, data collection and analysis techniques and validity and reliability of the study.

Population and Sample of the Study

The population consisted of all 1190 principals, 23970 teachers and 291726 students of secondary schools in Khyber Pakhtunkhwa (EMIS E&SED 2014-15). A sample of 320 principals, 640 teachers, and 3200 students, was selected under stratified random sampling, keeping in view the criteria of population ratio suggested by Gay (2008). The sample of principals, teachers and students was one, two and ten respectively from each (boy and girl) secondary school.

Research Instruments

Three questionnaires, containing 16 items each were developed to collect data. These were questionnaire for principals, teachers and students of 10th class of the secondary schools, followed by an interview of open-ended questions for principals and teachers. The questionnaires were based on the two variables, i.e., (1) fundamentals of child rights observance, (2) protection rights.

The instrument scale, based on five-point Likert technique, was developed with the help of experts in the field. Items of the scale were developed by studying and seeking guidance from existing literature. In one of such studies, [Monroe & Kumar \(2013\)](#) provided beacon lights in the construction, improvement and finalization of the scale. Pearson product-moment reliability coefficient of the scales was 0.813 for the principals, 0.840 for the teachers, 0.902 for the students.

Data Collection

The questionnaires were administered and collected from the principals, teachers and students of the schools by mail.

Data Analysis and Interpretation

The collected data was arranged, analyzed using chi-square, correlation ratio, and percentage as a statistical tool, using computer software Microsoft Excel and SPSS 18. The descriptive interpretation was given for each table. As a result, findings and conclusions were drawn, and recommendations were made.

Table 1. School Management's Observance of Fundamentals of Child Rights

Statement	Type of Respondents	Response Frequency					Chi-square	p
		SDA	DA	UD	A	SA		
Fundamentals of Child Rights' Observance	Principals	8 2%	13 4%	18 6%	115 36%	166 52%	400.0	0.000
	Teachers	16 3%	23 4%	52 8%	242 38%	307 48%		
p < 0.05		df = 4						

Table 1 depicts the response frequency of school management (principals and teachers) regarding their own observance of the fundamentals of child rights. The calculated values of both, principals (chi-square = 400.000) and teachers (chi-square = 728.000), $p < 0.05$ indicate that the response of the school management is significant about their own observance of fundamentals of child rights. Majority of both principals (SA = 52%, A = 36%) and teachers (SA = 48%, A = 38%) agreed that they observe the fundamentals of child rights. It means that the teachers interact with one another respectfully. They treat students affectionately. They treat parents sympathetically.

Table 2. School Management's Observance of Child Protection Rights

Statement	Type of Respondents	Response Frequency					Chi-square	p
		SDA	DA	UD	A	SA		
Protection rights	Principals	34 115%	21 6%	44 14%	79 25%	142 44%	293.0	0.000
	Teachers	48 8%	42 7%	92 14%	170 27%	288 45%		
p < 0.05		df = 4						

Table 2 illustrates the response frequency of school management (principals and teachers) regarding their own observance of child protection rights. The calculated values of both, principals (chi-square = 293.000) and teachers (chi-square = 597.000), $p < 0.05$ indicate that the response of the school management is significant about their own observance of child protection rights. Majority of both principals (SA = 44%, A = 25%) and teachers (SA = 45%, A = 27%) agreed that they observe the child protection rights. It means that the school management arrange such an environment that their students have no life threat and no fear of kidnapping in the school. The hospital is available in or around the school for the children treatment in case of illness. The children are protected from misconduct, negligence and disgrace in the school. The children are educated to protect themselves from exploitation and labouring. The school protects children from cruelty, torture, imprisonment and death.

Table 3. Students' Response on School Management's Observance of Fundamentals of Child Rights

Statement	Type of Respondents	Response Frequency					Chi-square	p
		SDA	DA	UD	A	SA		
Fundamentals of Child Rights' Observance	Principals	163 5%	142 4%	220 7%	951 30%	1724 54%	3412.0	0.000
	Expected	640	640	640	640	640		
p < 0.05		df = 4						

Table 3 indicates the response frequency of students regarding their school management’s own observance of fundamentals of child rights. The value of chi-square = 3412.0, $p < 0.05$ indicates that the response of the school management is significant about their own observance of fundamentals of child rights. Majority of the principals (SA = 54%, A = 30%) agreed that they observe the fundamentals of child rights. It means that the school management (principals and teachers) interact with one another respectfully. They treat students affectionately, and treat parents sympathetically.

Table 4. Students’ Response on School Management’s Observance of Child Protection Rights

Statement	Type Respondents	Response Frequency					Chi-square	p
		SDA	DA	UD	A	SA		
Protection Rights	Principals	471 15%	136 4%	444 14%	612 19%	1537 48%	3531.0	0.000
	Expected	640	640	640	640	640		

$p < 0.05$ $df = 4$

Table 4 explains the response frequency of students regarding their school management’s own observance of child protection rights. The values of chi-square = 3531, $p > 0.05$ indicate that the response of the school management is not significant about their own observance of child protection rights. Majority of the principals (SA = 48%, A = 19%) agreed that they observe the child protection rights. It means that the school management (principals and teachers) observe the child protection rights. The majority of students agreed that they had no life threat and no fear of kidnapping in the school. The school educates students to maintain good health and protect them from intoxication. The children are protected from misconduct, negligence and disgrace in the school. They are educated to protect themselves from exploitation, labouring, cruelty, torture, imprisonment and death.

Table 5. Relationship of Principals’ Observance of Fundamentals of Child Rights with Students’ Satisfaction

S. No	Aspects of students’ satisfaction from Child Rights Observance	Correlation with Principals’ observance of Fundamentals of Child Rights (r)	p
1	Fundamentals of Child Rights	-0.028	0.622
2	Protection	.290**	0.000

Table 5 describes the mutual relationship of principals’ observance of the fundamentals of child rights with students’ satisfaction in the institutions. The calculated statistical value discloses that there was negative correlation between the value of students’ satisfaction with fundamentals of child rights and principals’ observance of fundamentals of child rights ($r = -0.028$, $p > 0.05$). However, there was a positive but weak relationship between the value of students’ satisfaction on protection rights and principals’ observance of the fundamentals of child rights ($r = .290$, $p < 0.05$).

Table 6. Relationship of Principals’ Observance of Protection Rights with Students’ Satisfaction

S. No.	Aspects of students’ satisfaction from Child Rights Observance	Correlation with Principals’ observance of Protection Rights (r)	p
1	Fundamentals of Child Rights	.283**	0.000
2	Protection	.291**	0.000

Table 6 shows the mutual relationship of principals’ observance of protection rights students’ satisfaction in the institutions. The calculated statistical value discloses that there was a positive but

weak relationship between the value of students' satisfaction on protection rights and principals' observance of fundamentals of child rights ($r=.283$, $p<0.05$). There was a positive but weak relationship between the value of students' satisfaction on protection rights and principals' observance of protection rights ($r=.291$, $p<0.05$).

Discussion about Protection Rights

The current study revealed that the response of school principals and teachers regarding protection rights, such as students' facing corporal punishment, is significant. As the study of [Bradshaw \(2011\)](#) confirmed the present results that students often face punishment in the schools. The study revealed that the majority of both principals and teachers were undecided about the statement that they punish the students. However, the results indicate that the response of the principals and teachers is significant about students' protection from life threats and kidnapping. Majority of both principals and teachers agreed about the statement that students have no life threat and no fear of kidnapping in the school.

The major responsibility of the principals and teachers is significant about educating the students to keep good health. The results of the present study were in line with [Schimmack \(2008\)](#), who identified many advantages for students, as and when they were educated to maintain their health. The results of the current study are in line with the previous research of [Cheung \(2011\)](#), who endorsed that often hospitals were built near the school for the public.

The study reveals that the response of the principals and teachers is significant about students' protection from misconduct, negligence and disgrace. Majority of both principals and teachers agreed that they educate children to protect themselves from exploitation, labouring, cruelty, torture, imprisonment, death and etc.

Findings

The findings of the research study emerged as a result of data analysis. The objective of child protection rights' observance by the school management with especial reference to the fundamentals of child rights observance is found significant. As in school management both, principals (chi-square = 400.000) and teachers (chi-square = 728.000), $p < 0.05$ indicate that the response of the school management is significant about their own observance of fundamentals of child rights. Majority of both principals (SA = 52%, A = 36%) and teachers (SA = 48%, A = 38%) agreed that they observe the fundamentals of child rights. It means that the teachers interact with one another respectfully. They treat students affectionately. They treat parents sympathetically, in accordance with the findings of [Tower \(2003\)](#). Similarly, it is confirmed the previous study of [Washington Mutual \(2003\)](#), in which, it has been already proved that most students treat teachers respectfully.

In addition to this, with reference to the observance of protection rights by the school management, it has been found significant. As in school management both, principals (chi-square = 293.000) and teachers (chi-square = 597.000), $p < 0.05$ indicate that the response of the school management is significant about their own observance of child protection rights. Majority of both principals (SA = 44%, A = 25%) and teachers (SA = 45%, A = 27%) agreed that they observe the child protection rights. It means that the school management protects children from cruelty, torture, imprisonment, death and etc.

Conclusions

The following were the conclusions of the study, regarding students' level of satisfaction with child protection rights observance by school management (principals and teachers). The results of the study reveal that students' satisfaction has a strong relationship with the total observance of child rights by school management (principals and teachers). Students are satisfied with the fundamentals of child rights observance by the school management. It is revealed in the results that both teachers, parents and students have a cordial relationship with one another.

Similarly, results show that the students are convinced about the observance of their protection rights, except corporal punishment by the school management, about which they could not come to

a decision. However, they are pleased that they have no life threat and no fear of kidnapping in the school. School protects them from cruelty, torture, imprisonment, death and etc.

Regarding the relationship of child protection rights observance with the level of satisfaction of students, the result of the study concluded that students' satisfaction has a strong positive relationship with the total observance of child rights by the school management (principals and teachers). Results of the study show that there is a moderate positive relationship in total child rights observance by principals and teachers with students' satisfaction regarding child protection rights.

Recommendations

In light of the findings and conclusions, it was recommended to enhance child protection rights observance by school management, in letter and spirit, at secondary level. Effective refresher courses on rights based education and ACAD (Altercation and Creative Approach Development), which advised by Khan K. (2003) to develop approaches in the students for teachers by the DCTE (Directorate of Curriculum and Teacher Education). Regular follow up, monitoring and evaluation, feedback of child rights observance can increase their observance by all stake holders. Full observance of survival and protection rights should be disseminated by to minimize the gulf between theory and practice in this regard.

Additionally, students' facing corporal punishment in the schools is dilemma. Its remedy should be devised by the educationists of the education department for the reformation of the notorious children. As nod for the wise and rod for fool often become indispensable.

Moreover, the NCCWD (National Commission for Child Welfare & Development) supported by the Provincial Commission for Child Welfare & Development in all four provinces should be made fully functional. Furthermore, the study opens new avenues for further research on the following topics:

1. Relationship of students' satisfaction with observance of their survival rights.
2. Relationship of students' academic achievement with observance of their development rights.

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