

**EFFICACY OF LITERATURE–BASED INSTRUCTIONAL  
STRATEGIES ON PUPILS’ AWARENESS OF AND ATTITUDE TO  
CHILD RIGHTS IN KWARA STATE, NIGERIA**

**BY**

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## ABSTRACT

Nigeria has domesticated the Convention on the Rights of the Child, but majority of Nigerian children are still being denied their rights to survival, development, participation and protection from inhuman treatment and exploitation. Lack of awareness of child rights among Nigerian children is one of the major factors identified with child rights abuse. Earlier attempts on awareness creation were limited to activities of media and advocacy groups without empirically finding out the effectiveness of strategies such as Drama-Based Instructional Strategy (DBIS), Poem/Song-Based Instructional Strategy (PSBIS) and Prose-Based Instructional Strategy (PBIS) that can be adopted to increase awareness and influence pupils' attitude to child rights. This study, therefore, determined the efficacy of these three modes of literature-based instructional strategies on pupils' awareness of and attitude to child rights in Kwara State, Nigeria. The moderator effects of school location and parents' educational background were also examined.

Pretest-posttest control group, quasi-experimental design with a 4x2x2 factorial matrix was adopted. Kwara Central senatorial district was purposively selected because of the rampant incidence of child rights abuse observed in the district. One each of rural and urban primary school was randomly selected from each of the four Local Government Areas in the district. All the primary four pupils in each of the eight schools were used for the study, totaling 325 pupils. The selection of primary four pupils arose from the fact that they were free from any immediate external examination, therefore, the schools administrators readily made the pupils available for the study. The treatment lasted ten weeks. The participants were randomised into DBIS (91), PSBIS (96), PBIS (69) and control (69) groups. Instructional guide for DBIS, PSBIS, PBIS and control, Pupils' Awareness to Child Rights ( $r=0.76$ ) and Pupils' Attitude to Child Rights ( $r=0.85$ ) questionnaires were used for data collection. Data were analysed using descriptive statistic and Analysis of Covariance at 0.05 level of significance.

Treatment had significant main effect on pupils' attitude to child rights ( $F_{(3,308)}=3.16, \eta^2=0.03$ ) but not on awareness. Participants in PSBIS had the highest attitude mean score (33.53), followed by those in PBIS (32.87), DBIS (32.04) and control groups (30.76). School location and parents' educational background had no significant main effect on pupils' awareness and attitude to child rights. The 2-way interaction effect of treatments and school location was not significant on pupils' awareness but was significant on pupils' attitude to child rights ( $F_{(3,308)}=7.60, \eta^2=0.07$ ). Participants in urban schools had mean score of (31.99) while rural had mean score of (32.61). Poetry/song and prose strategies enhanced pupils' attitude significantly better than drama and conventional strategies.

Poetry/song, drama and prose-based instructional strategies enhanced pupils' attitude to child rights. Hence, stakeholders in child rights protection and child educators could adopt these strategies to positively change pupils' attitude to child rights.

**Keywords:** Literature-based instructional strategies, Pupils' awareness of child rights, Pupils' attitude to child rights

Word count: 456

## **DEDICATION**

This study is dedicated to God Almighty.

The Giver of all good things.

My Strength and my Power,

without whom I am nothing.

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## CERTIFICATION

I certify that this research was carried out by Olabisi ADEDIGBA in the Department of Teacher Education, University of Ibadan, Ibadan, Nigeria.

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Children are held in high esteem virtually in all societies. This is because they are the future of the human race, the leaders of tomorrow and the flag bearers of any nation. In the traditional African society, children are perceived as precious assets and sources of joy not only to their parents and immediate families but to the entire community where they reside. By reason of their physical weakness, innocence and mental immaturity, their survival is largely dependent on the care, stimulation and protection given to them by older people. If children are not well catered for, they may constitute a threat to the nation's development because the quality of Nigeria's tomorrow leaders is dependent on the quality of care, love, education and social support given to young ones.

Soyibo (2005) supports this and affirms that the survival and continuity of the human society depends upon the protection, preservation, nurture and development of the child. That means for a society to have a better future; it must give quality attention to the welfare as well as all-round development of its children. Osanyin (2004) also states that children should be given good quality human and material environment in order to have healthy, happy, friendly, peaceful and socially competent generation. Akwara, Soyibo and Agba (2010) lend credence and declare that the quality of a nation's future is directly proportional to the quality of their children today. In the same vein, Bellamy (2005) acclaims that the quality of a child's life depends on decisions made everyday in households, communities and in the corridors of power. More emphatically, Anna (2001) submits that there is no duty more important than ensuring that children's rights are respected and their welfare is protected, their lives free from fear and want and that they grow up in environment where peace reigns.

The Constitution of the Federal Republic of Nigeria 1999 (as amended) provides certain fundamental rights to every person including children. Notable among these rights are Nigerian child's right to life, survival, security and

development (Chapter IV, No 33-41). Apart from the Constitution of the Federal Republic of Nigeria, 1999, there are other statutes in the country dealing with the rights of the child before the enactment of Child Rights Act 2003. One of the laws protecting children at this period is contained in the Criminal Code Act Laws of the Federation of Nigeria 1990 CAP 77. Under criminal law, several provisions protect children from harm and sexual exploitation and also make provisions that exempt the child from criminal responsibility and punishment for some offences. There are also Children and Young Persons Act which dealt mainly with Juvenile Justice Administration, and the Labour Act (1974), which specifically protects children from physical and mental injury. Also, Nigerian Labour Act, Laws of Federation of Nigeria 1990 CAP 198, which sought to regulate child labour and to protect children from exploitative labour and abuse or circumstances that may be injurious to their health.

When one analyzes these various human rights documents critically, even though they are applicable to all human beings, one can deduce that they are not child specific and most times they fail to address the peculiar needs of children (Ladan, 2004). To come up with the one that basically takes care of children rights, an International law or “International convention” was required. On 20<sup>th</sup> November 1989, the United Nations General Assembly adopted the Convention on the Rights of the Child (CRC). The Convention on the Rights of the Child is the first legally binding international instrument to incorporate laws that spell out the rights of the full range of human rights- civil, cultural, economic, political and social rights of the child. General Assembly adopted the Convention on the Rights of the Child (CRC). African Union Assembly of heads of states and governments adopted the African Union Charter on the Rights and in Welfare of the Child (ACRCW) in July 1990. Nigeria is a signatory to these documents and ratified them in 1991 and 2000 respectively. Both documents contain universal set of standards and principles notable for survival, development, protection and participation of children. They reflect children as human beings and as subjects of their own rights. The Convention on the Rights of the child enjoins that:

Member States shall undertake to disseminate the Conventions Principle and take all appropriate legislative, administrative and other measures for the implementation of the rights recognized in the present Convention. (Article 42)

Against this background, a draft of Child's Right Bill aimed at principally enacting into law in Nigeria the principles enshrined in the Convention on the Rights of the Child and the AU Charter on the Rights and Welfare of the Child was prepared in the early 90s. The Bill was eventually passed into Law by the National Assembly in July, 2003. It was assented to by the president of Nigeria, Chief Olusegun Obasanjo in September, 2003, and promulgated as the Child Rights Acts 2003. Basically, the Act is a legal document that sets out the rights and responsibilities of a child in Nigeria and provides for a system of child justice administration. It consolidates all laws relating to children into one single legislation, as well as specifying the duties and obligations of government, parents and other authorities, organizations and bodies.

Children's rights as contained in Child Right Act 2003 (CRA 2003) cover every aspect of the lives of children and adolescents and can be broken down into the following main categories:

***Survival rights:*** These are the right to life and to have the most basic needs met (adequate standard of living, shelter, nutrition, medical treatment).

***Development rights:*** These are the rights enabling children to reach their fullest potential (education, play and leisure, cultural activities, access to information and freedom of thought, conscience and religion).

***Participation rights:*** These rights allow children and adolescents to take an active role in their communities (the freedom to express opinions; to have a say in matters affecting their own lives; to join associations).

***Protection rights:*** These are rights that are essential for safeguarding children and adolescents from all forms of abuse, neglect and exploitation. These include special care for refugee children; protection against child labour, sexual exploitation, torture and drug abuse (Human Rights Education Associates -HREA, 2003).

In an effort to popularize the CRA 2003, several efforts have been taken by the government to create awareness of child rights in Nigeria. For example, Nigeria joins other nations to celebrate international days for children. Notable among these are celebration of Children's Day (May 27), World Day against Child Labour (June, 12), Day of the African Child (June 16). The Nigerian Children's Parliament, which raises issues concerning ill treatment of children, among other things was established. Child Rights Act, 2003 Awareness- Build (CRAAB) was also designed to equip children, youths, parents, guardian and all stakeholders with knowledge, practical and tested tools in the defence of children's right to survival, development, protection and participation as protected by the act.

It is noteworthy that in 2006, three states enacted the Act into law and at present twenty-eight (28) states Kwara inclusive have ratified and adopted the Child Rights Act, but its operation has continued to be a problem. Many children are not aware they have rights and majority of Nigerian parents do not understand or appreciate the need to protect child rights and so children rights are far from being respected in Nigeria. This is confirmed by Elohor (2011) who notes the offhand attitude of many Nigerians children inclusive towards child rights protection. Similarly, Ajayi and Torimiro (2004) and Okoye (2010) observe that many people do not appreciate Child Rights based on the belief and fear that they destroy children's respect for their parents.

The attitude of many people to child rights and the prevailing situations of Nigerian children show that child rights are not yet well respected. For instance, Adedigba (2008) observes that despite the efforts that have been made towards the child rights implementation, children still suffer from abuse, neglect, preventable diseases and unequal access to education. Ojewumi and Ojewumi (2012) also note that many children do not enjoy right to survival even though it is the building block towards the realisation of a child's potential and on it hinges other basic rights of the child. Also, in 2010, United Nations International Children's Fund (UNICEF), World Health Organisation (WHO) World Bank and United Nations Development Programme (UNPD) reported that child survival in Nigeria is threatened by childhood malnutrition,



nutritional deficiencies, poor immunisation status, poor living conditions (housing, water, and sanitation), and poor home practices for childcare during illnesses. The health indicators still rank Nigeria among the worst in the world. World Health Organisation (2012) reported that Nigeria remains the only polio-endemic country in Africa. The number of confirmed cases in Nigeria was 122, Also, in Nigeria one in every five children does not live beyond his/her fifth birthday (UNICEF 2004, 2007). World Bank (2012) reported that even though there was decline in the value of the country's under-five mortality rate, Nigeria still ranks 8<sup>th</sup> in 2011 and 2012. Table 1.1 gives the value of Nigerian Children Under-Five Mortality Rate per 1,000 Live Births from 1960 -2014.

**Table 1.1: Nigerian Children Under-Five Mortality Rate per 1,000 Live Births (1960 2014)**

<b>YEAR</b>	<b>VALUE</b>
1960	275
1965	255
1970	234
1975	214
1980	196
1985	176
1990	165
1995	153
1999	143
2000	140
2001	183
2002	177
2003	201
2004	197
2005	194
2006	154
2007	148
2008	157
2009	138
2010	132
2011	128
2012	124
2013	117
2014	117

*Sources: UNICEF 2007, WORLD BANK 2010 &2012, UNICEF 2013 & 2014*

Further, in the area of education, the report issued by the nation's Ministry of Education as reported by Olatunji (2006) showed that out of 42.1 million Nigerian

children that were eligible for primary education, only 22.3 million were in school. The data from the Education for All Global Monitoring Report and the UNESCO Institute for Statistics reveals that Nigeria alone had 10.5 million out-of-school children in 2010 and that Nigeria has the highest number of out of school children in the world.

Similarly, despite the fact that the nation signed a memorandum of understanding with the International Labour Organization (ILO) in 2000 for cooperation in implementing the International Protocol for Elimination of Child Labour and created a national programme on the elimination of child labour there is no fight against child labour yet in Nigeria. As observed by Ebigbo (2003) and Elohor (2011) there are still different forms of child labour, ranging from domestic servant which is the most prevalent one, child beggars and street hawking. Many children do not attend school because their labour is needed to either help at home or to bring additional income into the family. There is no legal minimum age for starting work in Nigeria, but the ILO recommends that children should be in school until the age of 14 (Nbakogu, 2004; Olley, 2007). From daily observations and reports, one can conclude that children right to pleasant living is constantly abused. Majority of Nigerian children are being denied their rights to freedom from abuse and neglect, proper care and right to life. UNICEF (2007) periodic report on the rights of children confirmed that the problem of violence against children and physical abuse of children in the family, schools and the community at large persist. Children are subject to torture by their parents, guardians, teachers and others. For instance, a five year old girl was flogged to death by her father in Warri, a ten year old girl in Ilorin was physically assaulted by her guardian who poured hot water on her and a primary school pupil was killed as a result of the flogging she received from a teacher. (Centre for Constitutionalism and Demilitarisation - CENCOD, 2011 & 2012).

On the whole, Kwara State which is chosen as the study area has a population of 2,748,100 with 48% of its population being under 15 years of age (City Population, 2011). In this part of the country, many practices still exist in the state that violates the

rights of children. Cases of sexual, physical and emotional abuse; the exploitation of children's labour; and practices of harmful, cultural and traditional practices continue unabated. For example, children are used for different forms of child labour. They hawk goods, beg, forced to lead handicapped adult beggars about on the streets and some work as house-helpers Children are made to fend for themselves. (Nuhu and Nuhu, 2010 ). A typical example is the Almajiri children who are required by their Islamic teachers to go out and beg for money, food and other alms. Not only these, Kwara State is one of the states in Nigeria where child marriage is still rampant and shows little sign of abating. Young girls are still pulled out of school to marry men that are old enough to be their granddads. They are still being made to suffer both physical and psychological damage through early pregnancy and child birth.

Even though, Nigeria graciously joined the other 191 countries of the world to sign the United Nations Conventions on the Right of the Child, there exist certain traditional and cultural factors influencing children rights. For example, Akinbote (2007) observes that in African culture children are expected to adhere or follow the strict rules established by the parents and failure to follow the rules will result in punishment. The parents give order and it must be done without explanations and questions. The child should only be seen and not listened to. All these child rearing styles negate the child rights as contained in United Nations Child Rights Convention.

According to Anne & Ong'ondo (2013) advocating for protection of child rights can be a critical platform to achieve meaningful development in the society. There are lots of benefits that would be enjoyed today if the spirit of the Convention of the Rights of the Child (CRC) had been implemented. It will restore children's confidence and self-esteem. It will also enable children, including children with disabilities, to enjoy their rights fully, as the Acts provides special measures for their care and protection. All sectors of the society, including government and the people, will benefit from the production of well-rounded and self-confident future leaders. (Save the Children, 2010). This would help to build up children that will become responsible adult citizens of tomorrow as they learn to respect human rights, in the basic sense of respecting the dignity of others, and carry that respect into the future.

Among other measures that should be taken in promoting child rights, awareness creation is undeniably the key and the foremost. Child rights may not be realized and upheld if children are not aware. Creating awareness of child rights among children is highly essential as this can help in increasing rights-respecting attitude and behaviours in the society particularly among children. Numerous documents witness to the lack of awareness of child rights and confirm that one of the child rights implementation problems is people's lack of awareness and knowledge of children's rights. (Akinbote, 2007; Adedigba, 2008; Sopekan, 2009; Akinwumi, 2009; Okoye, 2011). For instance, Okoye (2011) in his study reported that the Child's Rights Act has not received sufficient awareness and acceptance since its domestication because of a general but undue apathy as a result of lack of understanding and full appreciation. According to Akinwumi (2009), knowledge of the child rights generally, is lacking at all levels of the societies especially children and youth those it meant to protect. Akinwumi (2009) submitted that there is very little knowledge of child rights outside academic and advocacy circles, in government and even among those dedicated to protecting children rights. Okoye (2011) observed that awareness of child rights only occasionally gets down to those it is meant to protect, children and youth themselves. This was also confirmed in the studies of Adedigba (2008) and Sopekan (2009) where they reported low level of awareness of child rights among primary school pupils, teachers and parents.

Awareness-raising in this context is a means of alerting children, parents and the public in general to the existence of child abuse and child rights, to the harm non respect of child rights does, and to the urgent need to address it. Studies have given substantial points supporting the importance of awareness creation of child rights. (Asha, 2003; Racelis & Aguirre, 2005; Kaltham, 2009; Okoye, 2011; Elohor, 2011). For instance, Adedigba (2008) stated that awareness could improve the behaviour and attitude of parents, communities, the government and members of the public and children themselves towards child rights. Also, Covell and Rowe (1999) submitted that educating people on the rights of the child is important not only for legal reasons but also for its potential in producing rights-respecting society.

Okoye (2011) also emphasized the importance of public awareness as the foundation on which understanding and empowerment are built. Elohor (2011) concluded that child rights education will orientate us with the need to build a culture of child rights. Kaltham (2009) and Okoye (2011) submitted that without a high level of public awareness of the child rights, no country can be confident of effective implementation let alone having a changed attitude to child rights. As reported by Vanguard Media (2012) lack of awareness of the Child Right Act has caused millions of Nigerian children to suffer abuse and maltreatment of all kinds. Suffice to say that rights are of little use to individuals unless individuals are aware of them because through this there is possibility of attitudinal and behavioural change.

In essence, for Nigerian children to be able to take up the mantle of leadership from the older generation, they need to be educated about their rights. Children constitute a significant part of the population, the knowledge of child rights is critical in their overall development. It is therefore imperative that Nigerian children be helped to be knowledgeable and self-aware of their rights. This may enable them to grow up in the society with the ability to protect their own rights and respect the rights of others and their own children when they become adults. Likewise, it is extremely important that adults, especially parents and others who handle and interact with children know about children's rights, children can be effective ways of information dissemination among these people. Overall, without awareness about children's rights by children and parents successful implementation of children rights may not be possible. In view of the limited awareness about children's rights in Nigeria as revealed by previous studies, it is of great necessity that more awareness raising strategies about children's rights are identified and utilised which was the primary aim of this present study.

Regrettably, one of the easiest way of spreading information among children 'the school subjects' where one expects child rights to be taught do not really have much to educate children about their rights. See Table 1.2.

**Table 1.2: New Primary School Social Studies curriculum Primary 1-6**

S/N	Primary One	Primary Two	Primary Three	Primary Four	Primary Five	Primary Six
1	Family: Concepts of the family Roles of members of the family.	Family: Living together in the family	Family: The nuclear and extended family	Family:	Family:	Family:
2	Culture	Culture: Foods, dresses hair style, adornment religion	Health Issues	Culture	Culture	Culture
3	Social Issues and Problems	Social Issues and Problems	Social Issues and Problems	Citizenship	National economy	National Economy
4	Substances taken into the body	Storage	Science, Technology and Society	National Economy	Infrastructural facilities	Infrastructural facilities
5	National Economy	National Economy	National Economy	Infrastructural facilities	Health issues	Social Issues and Problems
6		Health issues		Social Issues and Problems	People and environment	
7				Health issues	Agricultural Technology	
8				People and environment	Social Issues and Problems	
9				Agricultural; Technology		
10				Government and Non Governmental		

**Source: Nigerian Educational Research and Development Council (NERDC) 2007 & 2011**

Going through Social studies curriculum in the primary school, it was discovered that themes on child rights were not adequate.

Auspiciously, researches (Machado, 1999; Morrow, Gambrell and Penninton 2000; Ghosn, 2002; Ellis and Brewster 2002) have shown that literature strategy can be more effective in teaching and learning of children. The authors pointed out that literature is an important device of educational experience and that children learn best when they are exposed to literature of good quality. Ellis and Brewster (2002) noted that literature offers a unique education in itself, representing a wealth of ideas, perspectives, world views, emotional insights and more, all of which enrich the learner's knowledge, expanding the range of thoughts and ideas available to the learner. The study of literature also helps learners see the world - people, places, things and events through different eyes and by way of a different viewpoint. This contributes to a student forming and developing their own belief set, opinions, views and such. Literature is important because it moulds human behaviour. Also, that literature can function as a change agent, good literature deals with some aspects of the human condition, and can thus contribute to the emotional development of the child, and foster positive interpersonal and intercultural attitude. Literature – Based Instructional Strategy in this study comes under three main "genres" Prose, Poetry/song and Drama which are seen as a body of works.

Prose plays a vital role in the growth and development of children. Prose (story) serves as a useful source of information for children to understand the world around them. Stories can help build confidence and self-esteem in children helping them to know where they fit into the world. It helps to develop a child's imagination by introducing new ideas into their world – ideas about fantastical worlds, other planets, different points in time and invented characters. Further, Ghosn (2002) affirmed that a syllabus that is based or that draws heavily on authentic children's stories provides a unique learning experience. He identified that literature has the potential power to transform, to change attitudes, and to help eradicate prejudice while fostering empathy, tolerance, and an awareness of social problems. Similarly,

Morrow, Gambrell and Penninton (2000) also revealed the potentiality of literature as a strategy of developing meaningful and permanent learning in children. Reading stories, singing songs and rhymes are important means through which children learn. Their studies confirmed that stories and play have potential for pupils to construct new knowledge, taking them from passive recipients of information to active learner participants in learning and promoting opportunities for pupils' growth in social interactions.

Likewise, drama as a genre of literature gives a child the opportunity to approach new knowledge (which might be otherwise inaccessible) through dimension of imaginative activity and experience. Through the imaginative engagement of the child's intellectual, emotional and physical capacities, he/she can be brought to new perceptions and new understanding and thus increases in awareness of a particular issue. (Carter, 1991; Mustapha, 2011; Wright, 2013). Drama provides a unique gateway to learning and affords a dimension of knowledge that is otherwise inaccessible. It benefits children in fostering self-confidence, in giving them the opportunity to appear on stage and in allowing them to express themselves publicly. Educational drama is a creative process that allows children to explore the full potential of drama as a learning experience. (Yusof, 2008; Kemp, 2013). It is improvisational in nature and has as its aim a quest for knowledge that involves every aspect of the child's personality: spiritual, moral, emotional, intellectual and physical. According to Carter (1991), this method stimulates the learners to respond and participate imaginatively.

In the same way, Klein (2005) noted that the repetitive nature of poems and the joy songs impose to the learning activity and associative power between the melody and the content make children respond enthusiastically to poems and songs and welcome them at all time. Poems and songs share the same features in form and use. Both are most often instructional, morally edifying, and repetitive, rhymed in order to aid in memorization and as well appeal to our emotions and imagination. They are a kind of rhythmic, compressed language, written in lines and stanzas. Poetry for children continues to flourish and evolve because of the capacity for



perception and imagination shared by children and poets. Poetry has always been used to instruct and entertain children. Clearly, poetry is a powerful tool for acquiring knowledge, in both written and oral form, as well as a rich means of expression that both entertains and inspires. Songs and poems provide excellent opportunities and practice which would otherwise be tedious. This repetition helps learning and this in turn makes them to be comfortable with the content and the teaching. Songs and poems are very important for the development of children. They not only help with using and understanding words but give children interest and encourage them to be involved in group activities because they love songs and poems with actions.

Studies have also reflected efficacy of literature in teaching and learning (Carter, 1991; Morrow, Gambrell and Penninton, 2000; Klein, 2005; Mustapha, 2011; Wright, 2013). For example, in the teaching of language skills like reading, listening and communication, teaching critical thinking strategies and increase in writing ability after exposure to a range of different literary forms. (Johnston, 1999; Zhang, 2005; Machado, 2007; Mattias, 2008). Effectiveness of literature in Mathematics instruction was also confirmed by McGee (1992) while Williams and McLean (1997) reported positive benefits of this approach when they were utilised in teaching children with disabilities. In addition, Peltier (2010) pointed out that interacting with books is part of a good quality programme in early childhood and primary education. Children never get tired of listening to stories, watching or reading play or drama, chanting poems and singing songs. These strategies are particularly useful ways of opening up problems, themes, topics and issues on child abuse and child rights.

It is pertinent to note that in order to address the issue of child rights to the grassroot, children need proper understanding of the rights and the laws protecting them so that they can grow up to become parents that will know the rights of their children and also protect these. Perhaps, this might help to change and build a right respecting culture in the society at large. Akinwumi (2009) in support of the necessity of creating awareness of child rights among children submitted that

children particularly need to know their rights so that they could be aware of their rights and demand them when those rights are neglected or violated.

In Nigeria, available literature revealed that efforts taken so far by the government and non-governmental organization on implementation of child rights did not include adopting a strategy. Particularly literature-based instructional strategies have not been used. Also, the issue of child rights has not been adequately addressed in our curriculum while children themselves have not been so much involved in awareness creation of child rights. In order to disseminate information on child rights and possibly change negatives behaviours and beliefs the society has toward children, children themselves should be educated about their rights and also be actively involved in spreading it. Therefore, this study utilized and measured the effectiveness of literatures like stories, plays, poems and songs that are appropriate to children's age on pupils' awareness and attitude to child rights.

However, there are indications from research findings that some variables can influence the level of pupils and their parents' awareness of and attitude to child rights. Pamela and Davies (2005) submitted that parents' education were important predictors of the physical environment and child care and learning experiences in the home. Parental education is predictive of parental warmth. It influences the beliefs and behaviours of the parent, leading to positive outcomes for children and youth. For example, there is a positive correlation between the mother's education level and her child's likelihood to be registered after birth (UNICEF, 2007). Research on parenting has also shown that parents' education is related to a warm, social climate in the home which is all related to child abuse and child rights protection. As Kearneey et al (2008) noted, parents' education may have important effect on children's future outcome, both economics and otherwise. The children of higher educated parents enjoy more time with the active attention of their parents, or conversely than the children of lower education parents who receive less. Educated parents allocate quite different amounts of time to their children, with the more highly educated parents devoting more time to their children.

Equally, Odinko (2007) noted that the location of school whether urban or rural would most likely make the school acquire different characteristics simply due to the variation among care givers and the kind of intellectual developmental opportunities offered in the different environment. This assertion has been confirmed in studies on school location that rural- urban location all over the world has important indicator or differences in performance of learners. Owoeye (2002), Bedi and Cargo (2000), David and Kathleem (2005) and Obasi (2011) observed that the rural-urban variables affect the teaching and learning of pupils in such a way that pupils from urban school location have superior academic achievement over those from rural schools. For instance, Obasi (2011) examined the rural-urban variables affecting the teaching and learning in Imo state and found that learners located in urban areas performed better in their school subjects compared with their contemporaries in rural setting.

## **1.2 Statement of the Problem**

Nigeria has ratified and domesticated the Convention on the Rights of the Child but the extent to which the child rights are protected remained very poor. Awareness creation is undeniably important in the fight against child abuse and protection of child rights. The numerous programmes designed and committees formed by government and non-governmental agencies are dominated by few people and mostly children are not actively involved. The information of child rights rarely gets to children and parents. This may be the reason why it has not been so popularized and embraced in Nigerian societies. Besides, previous studies available to the researcher have only succeeded in investigating and measuring the level of awareness of child rights among parents and teachers. Little has been said and done on strategies to adopt in awareness creation which is the keystone of measures to prevent child rights abuse. The benefits of Literature-based instructional strategies to the development of language and learning have been confirmed, so also, its effectiveness in the teaching of psychology and mathematics instruction has been reported. Its potency in teaching children with disabilities and promotion of critical

thinking cannot also be denied but not yet utilized in awareness creation and changing of attitude to child rights in Nigeria. Notably too, those previous researches only used one mode of the literature-based instructional strategies to teach a particular subject and none of the available studies used the three modes of literature-based instructional strategies on an issue which the current study did. In view of this, this study was carried out to determine the level of efficacy of literature-based instructional strategies on awareness of and attitude of pupils to child rights.

### 1.3 Research Questions

1. What is the level of pupils' awareness of child rights before the treatment?
2. What is the level of pupils' awareness of child rights after the treatment?
3. What is the level of pupils' attitude to child rights before the treatment?
4. What is the level of pupils' attitude to child rights after the treatment?

### 1.4 Hypotheses

The following seven null hypotheses were tested in the study at  $p < 0.05$  level of significance.

Ho<sub>1</sub>: There is no significant main effect of treatment on

- a. Pupils' awareness of child rights
- b. Pupils' attitude to child rights.

Ho<sub>2</sub>: There is no significant main effect of school location on

- a. Pupils' awareness of child rights
- b. Pupils' attitude to child rights.

Ho<sub>3</sub>: There is no significant main effect of parental educational background on

- a. Pupils' awareness of child rights
- b. Pupils' attitude to child rights.

- Ho<sub>4</sub> There is no significant interaction effect of treatment and school location on
- a. Pupils' awareness of child rights
  - b. Pupils' attitude to child rights.
- Ho<sub>5</sub> There is no significant interaction effect of treatment and parental educational background on
- a. Pupils' awareness of child rights
  - b. Pupils' attitude to child rights.
- Ho<sub>6</sub> There is no significant interaction effect of school location and parental educational background on
- a. Pupils' awareness of child rights
  - b. Pupils' attitude to child rights.
- Ho<sub>7</sub> There is no significant interaction effect of treatment, school location and parental educational background on
- a. Pupils' awareness of child rights
  - b. Pupils' attitude to child rights.

### **1.5 Significance of the Study**

This study is considered significant because the findings would provide relevant information on child rights and child protection to the children themselves, thus making them custodian of information on issues that concern them. This may perhaps influence their parents' awareness and understanding of child rights and subsequently, may help the parents in making reasonable decisions and as well renew their commitment to their responsibilities towards their children.

It is also hoped that the literatures-prose, drama, poetry and songs on child rights would serve as useful reference books for teachers and also provide an invaluable aids in disseminating adequate information about child rights. The study would also help greatly in reducing or eradicating the incidence of child abuse, child neglect and child maltreatment. As children disseminate information about their

rights and talk confidently about the legal instruments protecting these rights, the parents, teachers, communities and government would be sensitive, be cautious of how they handle the children around them.

Results from the study may prompt the need to address the issue of abuses of children's rights in our curriculum. This can help in making education more relevant to the children to promote justice, equity, citizenship and social responsibility. Through this, children will learn to respect right of others and as well guide against their own rights being abused.

Moreover, the study is hoped to re-awaken the government as to her commitment and responsibility to protect the rights of the Nigerian child. It would gear them up to realize that what a Nigerian child needs is no more paper work but real action, conscious effort to make much investment into our children and later reap the harvest of productive children. This can also challenge all and sundry to support children rights and make our society a better place for children to live and develop to their full potentials.

This study would also provide baseline information for policy makers and also be of tremendous help in boosting the literature in studies relating to child rights and child protection. It would as well stimulate early childhood educators and teachers of young children to investigate more and conduct more researches on issues relating to child rights and child welfare.

### **1.5 Scope of the Study**

This study covered 325 primary four pupils in four local government areas in Kwara Central Senatorial District of Kwara State. Eight primary schools were drawn from rural and urban location of the four local government areas. The study examined the efficacy of Literature-based instructional strategies (prose, drama and poetry/songs) on pupils' awareness of and attitude to child rights. Also, the effect of school location and parental educational background on pupils' awareness and attitude were also measured.

## 1.6 Operational Definition of Terms

For the purpose of clarity, major terms which are central to the understanding of this work are given some operational definitions:

**Attitude to child rights:** Pupils' disposition to child rights.

**Awareness of child rights:** Pupils' knowledge of child rights

**Child:** This is every human being below the age of 12 years

**Child Rights:** These are the claims children have to survival, development, participation and protection from abuse and inhuman treatment.

**Drama-Based Instructional Strategy:** This is writing in form of a play containing issues on abuse of child rights

**Literature-Based Instructional Strategies:** These are stories, plays, poems and songs used as strategies to educate pupils on child rights.

**Parental Educational Background:** This refers to the pupils' parents' level of education.

**Poetry/Songs-Based Instructional Strategy:** These are literary works written in verse with emotional sincerity expressing issues on child rights with rhythm and accompanied with music.

**Prose-Based Instructional Strategy:** These are stories written in a continuous form used to provide information on child rights.

**School Location:** This refers to the place where the school of the pupils' used in the study was located, either rural or urban.

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## CHAPTER TWO

### LITERATURE REVIEW

Literature was received in this chapter based on theoretical framework, theoretical and empirical findings of researchers on various aspects of the variables of the study. Therefore, the literature review focused on the following sub-headings:

- 2. 1 Theoretical Framework
  - 2.1.1 Experiential Learning Theory
- 2.2 Theoretical Literature Review
  - 2.2.1 The Concept of a Child
  - 2.2.2 Legal Instruments Protecting Rights of a Nigerian Child before Child Rights Act 2003
  - 2.2.3 Evolution of Child Rights Act 2003
  - 2.2.4 Abuse of Child Rights
  - 2.2.5 Importance of Child Rights Awareness
  - 2.2.6 Literature and Children
- 2.3 Empirical Literature Review
  - 2.3.1 Awareness Creation of Child Rights
  - 2.3.2 Attitude to Child Rights
  - 2.3.3 Empirical Studies on Literature and Children
  - 2.3.4 Parental Educational Background on Awareness and Attitude to Child Rights
  - 2.3.5 School Location on Awareness and Attitude to Child Rights
- 2.4 Appraisal of Literature Review

#### **2.1 Theoretical Framework**

##### **2.1.1 Kolb's Experiential Learning Theory**

Kolb's Experiential Learning Theory which advocates 'Experience as the source of learning and development' was first published in 1984 since when his ideas have had a dramatic impact on the design and development of lifelong learning models. Experiential learning is an instructional strategy where learners gain knowledge by the experiences they encounter during the learning process. Kolb's

theory attempts to describe the underlying structures of the learning process and is derived from research in the fields of education, psychology, and epistemology, especially the work of John Dewey, Kurt Lewin and Jean Piaget (Clark et al 2010).

Smith (2001) described the first context of experiential learning as the sort of learning undertaken by learners who are given a chance to acquire and apply knowledge, skills and feelings in an immediate and relevant setting. Experiential learning involves a direct experiential encounter with the learning event rather than simply a thought process associated with the learning (Borzak, 1981). This direct experiential encounter with a learning event requires active engagement of the student as opposed to passive engagement commonly associated with teacher directed instruction that generally results in minimal student interaction in the learning process.

This concept of experiential learning presents itself in a less structured format and in some respect aligns with the term life-long-learning. As Smith (2001) noted, this form of experiential learning is not sponsored by some formal educational institutions, but by people themselves. It represents the idea of learning new things based on the innate variations of life-experiences one attains each day. Experiential learning is learning "knowledge by acquaintance" in literal or symbolic form and involving action, reflection, emotion and imagination. Kolb's experiential learning model describes a learning cycle in which experience leads to observation and reflection, followed ultimately by concept formation. New concepts, in turn, may guide choices for new experiences. One of the premises of experiential learning theory, when incorporated into instructional designs, is that the experiential learning experience can actually shorten learning time.

In relation to this study, literature –prose, drama, poetry and songs that pupils would be exposed to would acquaint them with the knowledge of child rights. These strategies would provide them with a knowledge based scenarios that would increase

their understanding and bring them to the awareness of child rights. Pupils gain knowledge of child rights by the experiences they encounter from the literatures (LBI) in the learning process.

Literature-based instruction is also a form of experiential learning where learners are placed into a learning environment where they can bridge new knowledge with previously learned knowledge through direct application of the information being taught, as opposed to passively conventional method. Learners can construct meaning from interacting with real events, or interactive environments that simulate real events to integrate this new knowledge with already existing knowledge. Literature like experiential learning involves symbolic rather than literal experience and appeals naturally to the learner's imagination. It typically elicits an emotional reaction from the learner through his or her vicarious participation in the world of the narrator or storyteller or the identified main character. It also creates an active intellectual learning environment.

A productive, experiential learning environment then, consists of learner-centred and active instruction. In such a classroom, the teacher provides students with experiences that allow them to hypothesize, predict, manipulate objects, pose questions, research, investigate, imagine, and invent. The teacher's role is to facilitate this process. Piaget (1977) asserts that learning occurs by an active construction of meaning, rather than by passive recipients. He explains that when we, as learners, encounter an experience or a situation that conflicts with our current way of thinking, a state of disequilibrium or imbalance is created. We must then alter our thinking to restore equilibrium or balance. To do this, we make sense of the new information by associating it with what we already know, that is, by attempting to assimilate it into our existing knowledge. When we are unable to do this, we accommodate the new information to our old way of thinking by restructuring our present knowledge to a higher level of thinking.

As well, the relevance of this theory to the present study lies in the fact that it recognizes that meaningful learning occurs through rethinking on what we already know (old ideas) and coming to new conclusions about new ideas. The pupils

encounter with the information of child rights through the literatures would bring a situation that conflict with their old ideas (child abuse, maltreatment, neglect). The pupils will make sense of the new information on child rights by associating it with what they already know and through this there will be a change of attitude to the issue under study.

Experiential learning is also based on the premise that knowledge cannot be given directly from the teacher to the learner, but must be constructed by the learner and be reconstructed as new information becomes available. Information on child rights that would be made available for pupils through literatures would enable them to construct knowledge. (Wright et al, 2013). Drama exercises can help to change pupils' attitudes and behavior through experience. It is easier to imagine how another person might feel under certain circumstances if one has experienced something similar, even symbolically as part of a role-play. Experiencing a situation through the immediacy of drama is more likely to evoke emotion than reading about it (Lefebure, 2004).

Literature involves imagination and feelings and helps us to make sense of the world. It does this through the creation of imagined characters and situations, the relationships and events that they encounter. This is an aspect of experiential based learning which appeals to more elements of the human psyche: feelings, emotions, and cognitions, and makes it possible for learners to achieve a higher learner level of retention long after the initial learning episode (Klein, 2005). Literature-based Instructional strategy allows child-centeredness. It provides children opportunities to engage in physical and mental activity in their environment, use prior knowledge to acquire new knowledge, makes learning meaningful to them, and become aware of and solve their own problems in learning, all these are characteristics of experientialism.

## 2.2 Theoretical Literature Review

### 2.2.1 The Concept of the Child

Child is defined in different legal documents. The various definitions as given in these documents span through birth to eighteen years of age (18). The Children and Young Persons Law of Lagos State (2004: section 2), which provides for the welfare of the young and treatment of young offenders, defines a child as a person under the age of fourteen (14) years while a young person is one who has attained the age of fourteen years. The Nigerian Labour Act (1974) considers a child as a person less than fifteen (15) years of age while the National Child Welfare Policy (1989) defines a child as anybody who is twelve years of age and below. This uncertainty trailing the definition of a child under the Nigeria law was finally laid to rest by the Childs Rights Act (2003: section 274) which defines a child as a person who has not attained the age of eighteen (18) years. This definition of a child as contained in the Child Rights Act is in line with the Convention on the Rights of the Child (CRC) and the African Charter on the Rights and Welfare of the Child, both of which Nigeria is a signatory.

Children are valued in every society of the world. They are leaders of tomorrow, and man's ticket of continuity on earth. Development cannot be achieved and can never be sustainable without children. The child is the future pool on which the future generation is predicted. Little wonder, the Nigerian people concluded with a common saying that 'It is better to accumulate children than to amass wealth'. The premium placed on children in Nigeria society is revealed in the various names given to them. According to Ajala (2001) such names personify individuals, and greatly reflect the mirrors of social values in them. Examples of such names are, among Yoruba, 'Omoleye', Omoniyi meaning child is honour or intergrity. 'Nwahuba' among Igbo means 'A child is more valuable than wealth'. The success of a man in a typical African society is also measured by the number of children he has. This may be the reason why a childless couple would go to any length to make sure they have their own children as observed by Uka (1966) because

childlessness is regarded as a calamity that pushes a childless couple to go to any length to make sure they have their own children.

### **2.2.2 Legal Instruments Protecting Rights of a Nigerian Child before Child Right Act 2003**

The idea of human rights is perhaps as old as man. Human rights are believed to be inherent in man; they arise from the very nature of man as social being. They are those rights which all human beings enjoy by virtue of their humanity, whether black, white, yellow, or red, the deprivation of which constitutes a grave affront to one's natural sense of justice. According to Uzodike (1990), human rights are those rights which the international community recognizes as belonging to all individuals by the very fact of their humanity. Before the introduction and enactment of Child Right Act, 2003, there are a number of legal instruments protecting rights of children in Nigeria. These are as highlighted below:

#### **1. The Federal Constitution of the Federal Republic of Nigeria 1999**

The constitution guarantees certain fundamental rights to every person including children. The constitution of Federal Republic of Nigeria as amended in 2011 made provision for fundamental rights in Chapter IV (that is from sections 33 to 46). It made provision for: Right to life, Right to dignity of human person, Right to personal liberty, Right to fair hearing, Right to private and family life, Right to freedom of thought, conscience and religion; Right to Freedom of expression and the press, Right to peaceful assembly and association, Right to freedom of movement, Right to freedom from discrimination, and Right to acquire and own immovable property.

The fundamental rights are co-related and interdependent on one another. Right to life is said to be the most fundamental of all rights because without it, all other rights are not enforceable and right to liberty is wide enough to encompass other rights such as right to movement and right to assemble and associate. Right to

privacy often times has been linked to right to dignity of human person, while freedom of expression is closely related to right to peaceful assembly as without freedom of expression to ventilate one's opinions, right to peaceful assembly is a mockery of its purpose. This is also applicable to right to freedom of thought, conscience and religion which guarantees the right to exhibit and express one's faith for without freedom of expression; freedom of religion is greatly incapacitated.

## **II. The Nigerian Labour Act, Laws of Federation of Nigeria 1990 CAP 198**

The Act protects the child from being employed under exploitative circumstances or circumstances that may be injurious to his health. Under this Act a child can only do work of a light nature. It also forbids the employment of a young person under the age of sixteen years to work underground, on machine or in any employment, which is dangerous or immoral. No 59 states that no child shall be employed or work in any capacity except where he is employed by a member of his family on light work of an agricultural, horticultural or domestic character approved by the Minister; or be required in any case to lift, carry or move anything so heavy as to be likely to injure his physical development.

No young person under the age of fifteen years shall be employed or work in any industrial undertaking. Provided that this subsection shall not apply to work done by young persons in technical schools or similar institutions if the work is approved and supervised by the Ministry of Education (or corresponding department of government) of a State. A young person under the age of fourteen years may be employed only on a daily wage; on a day-to-day basis; and so long as he returns each night to the place of residence of his parents or guardian or a person approved by his parents or guardian.

No young person under the age of sixteen years shall be employed in circumstances in which it is not reasonably possible for him to return each day to the place of residence of his parent or guardian except with the approval of an authorized labour officer; and on a written contract (which, notwithstanding any law to the contrary, shall not be voidable on the ground of incapacity to contract due to

infancy) conforming with Part I of this Act: Provided that, save as may be otherwise provided by any regulations made under section of this Act, this subsection shall not apply to a young person employed in domestic service.

No young person under the age of sixteen years shall be employed- to work underground; on machine work; or on a public holiday. No young person shall be employed in any employment which is injurious to his health, dangerous or immoral; and, where an employer is notified in writing by the Minister (either generally or in any particular case) that the kind of work upon which a young person is employed is injurious to the young person's health, dangerous, immoral or otherwise unsuitable, the employer shall discontinue the employment, without prejudice to the right of the young person to be paid such wages as he may have earned up to the date of discontinuance.

No person shall continue to employ any young person under the age of sixteen years after receiving notice either orally or in writing from the parent or guardian of the young person that the young person is employed against the wishes of the parent or guardian. No young person under the age of sixteen years shall be required to work for a longer period than four consecutive hours or permitted to work for more than eight working hours in any one day

### **III. Children and Criminal Law**

The Criminal Code Act, C38, Volume 4, Laws of the Federation of Nigeria 2004 provides some laws to protect children as contained below:

According to Criminal Code, a person under the age of twelve is not criminally responsible for any act or omission, unless it is proved that at the time of the act or making the omission he had capacity to know that he ought not to do the act or make the omission. The Criminal Code says that assaulting a child or threatening to assault a child is a crime. Slapping, punching, pinching, kicking, restraining, or even touching are all examples of actions that may be considered assault. The Criminal Code contains a section that provides another exception to the law on assault.



Section 43 allows parents, caregivers and teachers to use reasonable force to correct a child's behaviour or a student's behaviour without being found guilty of assault. Section 43 of the Criminal Code says:

‘Every school teacher, parent or person standing in the place of a parent is justified in using force by way of correction toward a pupil or child, as the case may be, who is under his care, if the force does not exceed what is reasonable under the circumstances’.

This means that, under some circumstances, when parents, caregivers, or teachers use reasonable force to control a child or keep the child or other children, safe, they may not be found guilty of a criminal offence. However, section 43 is not a defence for every action a parent, teacher, or caregiver may take. A parent, teacher or caregiver may only use reasonable force when it is connected to their duties to the child. Section 43 cannot be used as a defence, for example, when a child has been harmed or abused.

Also, the criminal code imposes a duty on the person who has charge of a child to provide necessities of life for such a child; that is the child should be given care, love, adequate nutrition and medical care. The person will be held responsible for any eventuality to the life or health of the child, which is caused by the failure of omission to perform the duty (Section 300 - 301). There are also offences connected with Childbirth. A child is protected right from the moment of conception, for it is an offence to procure the miscarriage of a woman. When a child dies in consequences of an act done or omitted to be done by any person before or during his birth, the person who did or omitted to do such act is deemed to have killed the child (Section 309) and this may amount to the crime of murder or manslaughter. Section 328 similarly protects a child from being unlawfully killed during delivery. Under that section, any person who, when a woman is about to be delivered of a child; prevents the child from being born alive by any act or omission of such a nature that, if the child had been born alive and has then died, he would be deemed to have killed the child, is guilty of

a felony and is liable to life imprisonment. So also is infanticide which is the offence committed when a mother kills her child who is under the age of twelve months but at the time of killing, her balance of mind was disturbed by reason of her not having fully recovered from the effect of giving birth to the child or by reason of the effect of lactation following the birth of the child. This offence is punishable in the same way as manslaughter - maximum of life imprisonment (Chapter 21).

As well, under section 216 and 217 any person who unlawfully and indecently deals a boy or girl under the age of fourteen years is guilty of felony, and is liable to imprisonment for seven years. This involves making any sexual bodily contact with another person or treating somebody as a sex object. It can also be verbal in nature like offensive remarks or jokes of a sexual nature. The criminal code forbids the treatment of a child in such manner. Another serious criminal offence against children is rape. Rape is unlawful carnal knowledge of a woman or girl without her consent or if her consent is obtained by force or by means of threats, intimidation or any kind or by fear of harm or by means of false and fraudulent. Rape is the most serious form of sexual assault and is punishable with life imprisonment with or without whipping (Section 358). Sexual intercourse with a child even if the child consents is also defined as rape since the child is not considered to be mature enough to make an informed judgment.

A similar offence to rape is defilement which is engaging in sexual activity with a child through natural or unnatural means. Any person who has unlawful carnal knowledge of a girl under the age of 13 years is guilty of felony, and is liable to life imprisonment with or without whipping. (Section 218). Likewise, any person who attempts to have unlawful carnal knowledge of a girl under the age of 13 years is guilty of a felony, and is liable to imprisonment for 14 years, with or without whipping. If it is with an idiot or imbecile, the person is liable to imprisonment of two years with or without

canning. A person who has unlawful dealings with a boy under the age of fourteen years is also guilty of felony and is liable to imprisonment for seven years.

Added to the list is abduction which deals with any person who with intent to marry or carnally know a girl under the age of eighteen takes her away or detains her against her will is guilty of a felony and is liable to imprisonment for seven years (Section 361). Unlawful taking away of a girl under the age of 16 years out of the custody or protection of her father or mother or guardian is guilty of misdemeanour and is liable to imprisonment for two years. (Section 362). Also, under Section 219 of the criminal code, a household who permits his premises to be used for the above crime or induces its commission in his premises is liable to imprisonment for two years if the girl is above thirteen but under sixteen years of age. However, such household is liable to imprisonment of life with or without whipping if the girl is under thirteen years of age.

### **2.2.3 Evolution of Child Right Act 2003**

The welfare of a child is of world concern. As far back as 20th November, 1959, The United Nation Convention of the Rights of the Child was adopted by the General Assembly (UNICEF, 1989). Since then, several conventions on the Rights of a Child had been held. Currently, over 191 countries including Nigeria have endorsed the United Nations Convention on the Rights of the Child. Child Right Act 2003 is basically a domestication of the United Nations Convention of the Rights of the Child and the African Charter of Rights and Welfare of the child.

### **The United Nations Convention on the Rights of the Child (UNCRC)**

Convention of the Rights is the first legally binding international instrument to incorporate the full range of human rights-civil, cultural, economic, political and social rights adopted by UN General Assembly in 1989. The Convention sets out these rights in 54 articles and two Optional Protocols. It spells out the basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection

from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. The four core principles of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child. Every right spelled out in the Convention is inherent to the human dignity and harmonious development of every child. The Convention protects children's rights by setting standards in health care; education; and legal, civil and social services. By agreeing to undertake the obligations of the Convention (by ratifying or acceding to it), national governments have committed themselves to protecting and ensuring children's rights and they have agreed to hold themselves accountable for this commitment before the international community. States parties to the Convention are obliged to develop and undertake all actions and policies in the light of the best interests of the child.

The UNCRC group all the articles together under the following themes:

**Survival rights:** These include the child's right to life and the needs that are most basic to existence, such as nutrition, shelter, an adequate living standard, and access to medical services.

**Development rights:** These include the right to education, play, leisure, cultural activities, access to information, and freedom of thought, conscience and religion.

**Protection rights:** These ensure children are safeguarded against all forms of abuse, neglect and exploitation, including special care for refugee children; safeguards for children in the criminal justice system; protection for children in employment; protection and rehabilitation for children who have suffered exploitation or abuse of any kind.

**Participation rights:** These encompass children's freedom to express opinions, to have a say in matters affecting their own lives, to join associations and to assemble peacefully. As their abilities develop, children are to have increasing opportunities to participate in the activities of their society, in preparation for responsible adulthood.

Rights granted to children under the Convention on the Rights of the Child must be implemented with regard to three key principles:

**Best interests** - In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration. (Article 3);

**Non-discrimination** - Each child's rights are ensured without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status (Article 2).

**Participation** – A child who is capable of forming his or her own views have the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child (Article 12).

There are 193 states that are parties to the Convention. If a government signs the UNCRC it indicates a formal commitment by a government to uphold the UNCRC. This is a binding agreement to meet the provisions and obligations set out in the convention. On ratification of a convention, like the UNCRC, a country becomes a State Party to it. A State Party can, within reason, enter declarations and reservations on a convention. A declaration clarifies the country's interpretation of a section of a convention. A reservation indicates where a particular provision or article is not acceptable to the State Party. Accession is the term given to the process when a government ratifies the UNCRC without having previously signed it, thus making signature and ratification a single act.

### **African Charter on the Rights of the Child**

In Africa, certain members of the states of the then Organization for African Unity (OAU) taking into account the virtue of their historical traditions, the values of African civilization and human rights problem in the region agreed to a charter known as African Charter on Human and Peoples' Right. This came into force on 21st October, 1986, but was registered with the United Nations on 10th

September, 1991. Related to the African child is another regional charter known as African Charter on the Rights and Welfare of the child which came into force ten years after UN Convention on the Rights of the Child on (November 29, 1999).

Nigeria became a signatory to the Convention on the Rights of the Child (CRC) in 1991 and the African Charter on the Rights and Welfare of the Child in 2001. After much agitation for legislation, which declared the rights and responsibilities of children and made adequate provision for them in line with the Convention on the Rights of the Child and the African charter on the Rights and Welfare of the child; the National Assembly enacted the Child Right Act in July 2003. This has been described as a major victory for the Nigerian child because children's interest have been ignored or forgotten far too long.

### **Child Right Act 2003**

Consequent upon this endorsement by Nigeria, States' assemble had passed the bill on the Rights of a Child into law. Since 1989, Nigeria had been fully involved in protection of children against harmful practices. A concrete step in this direction is the passage of Child Rights bill into law. The Act is the basic law which governs all matters relating to the rights and welfare of Nigerian children. It spells out the fundamental rights of the child which can be classified into survival rights, development rights, participation rights and protection rights. Under survival rights, children have the right to life; survival and development; health and health services; dignity of the child; and freedom from discrimination. Under development rights, they have the right to leisure, recreation and cultural activities; to freedom of thought, conscience and religion; to free, compulsory and universal primary education; to parental care, protection and maintenance. Under participation right, they have the right to freedom of association and peaceful assembly; freedom of expression; freedom of movement; right to personal liberty; and under protection right, there is the right of the child in need of special protection; right of the unborn child to protection against harm; and contractual right of a child.

To further empower this Act, Section 274 specifically states as follows:

(1) The provisions of this Act supersede the provisions of all enactments relating to:

- (a) Children;
- (b) Adoption, fostering, guardianship and wardship;
- (c) Approved institutions, remand centres and borstal institutions; and
- (d) Any other matter pertaining to children already provided for in this Act.

(2) Accordingly, where any provision of this Act is inconsistent with that of any of the enactments specified in sub-section (1) of this section, the provision of this Act shall prevail, and that other provision shall, to the extent of its inconsistency, be void.

### **Survival Rights**

Survival rights are inarguably the most fundamental of rights as survival is the basis for the enjoyment of other rights. Survival rights: the right to life and to have the most basic needs met (adequate standard of living, shelter, nutrition, medical treatment).

The Act provides the following rights and the responsibilities of government/parents as below:

#### ***Right to Life***

The right to life is the crux of survival rights and it is undeniably the most traditional recognition of rights of man. Here, the government is expected to develop policies and programme for child survival, protection and development, protect by law, the inalienable rights to and dignity of children from harmful traditional social, religious practices that affect their life and growth. The parents are to give the child parental care, love, affection and proper upbringing. Provide necessary protection through provision of medical attention and security from exploitation. Provide good living conditions necessary for the physical, moral and

mental growth of the child through the provision of adequate food, health, education, housing and other necessity of life.

### ***Right to Identity***

Article 6 (a) (CRA Section 5 (2) Every child has right to a name, a family and a nationality. Every child has right to know his/her parent and be cared for. It is the responsibility of the government to enforce registration of all births, preserve and protect the identity of each child as required by law; and provide re-establishment of identity of any child illegally deprived of one. Section 1 of the Births, Death etc. (Compulsory Registration) The Act provides for the compulsory registration of births in Nigeria. Births registration processes are regulated by the National Population Commission. The parents are to register every child immediately after birth and ensure respect for the child by giving him or her name and identity.

### ***Right to health and health services***

Every child is entitled to enjoy the best attainable state of physical, mental and spiritual health. The child should be protected from diseases and proper medical care for survival, personal growth and development should be given him/her. No child should be deprived of his/her rights to health care services.

### **Development Rights**

Development rights are the second category of rights under the Act, which focus on the rights of children to develop into their full potentials. Developmental rights are the rights enabling children to reach their fullest potential (e.g. education, play and leisure, cultural activities, access to information and freedom of thought, conscience and religion). It is the fundamental right of each child to learn and develop to his or her full potential, through equal access to quality education, regardless of their age, gender, origin, ethnicity and or social background.



The act imposes a duty on the state to provide an enabling condition of life for every child to develop to full extent of his universal primary education, right to parental care, protection and maintenance and right to private and family life.

### **Participation Rights**

Participation is the underlying principle of democracy. Participation rights allow children and adolescents to take an active role in their communities (e.g., the freedom to express opinions; to have a say in matters affecting their own lives; to join associations). Provision of information to children and promotion of their participation – Article 12 The cumulative effect of Sections 210 and 214 (1) of the CRA, 2003 is that Nigerian Children enjoy the right to participate in the process of child justice administration. In the case of children in need of special protection measures, Section 16 of the CRA obliges all responsible persons, authorities and bodies to ensure their full rights to participation. It evolves around the rights of freedom of expression, thought, conscience and religion. The child being human and capable of forming wishes and aspirations, it is being increasingly recognized that they should be allowed to participate in the society especially in matters that affect them. Other legal provisions prohibiting the production and dissemination of harmful publications are contained in Sections 35 and 36 of the CRA, 2003.

### **Protection Rights**

Children are believed to be the most vulnerable members of the society; as a result the Child Right Act provides a category of rights to shield children from abuse and exploitation. These include right of the child in need of special protection, right of the unborn child to protection contractual rights of a child.

It is germane to say here that since CRA 2003 has been enacted that some efforts have been taken. For, instance, Child's Rights Implementation Committees at the national, state, local government, work towards realizing these rights. The different states to enact their own Child Right Laws as the president has urged, this is Nigeria's greatest gift to children and this must not be allowed to waste. The ratification of the

convention reflects a total commitment to the principles of children rights and which must be put into practice.

The state parties are obligated to amend and create laws and policies to fully implement the Convention. The task, however must engage not just governments but all members of society. In Nigeria, in order to ensure maximum implementation of Child Rights membership was drawn from across section of Governmental, Non-Governmental Organisations, Higher Institutions and individuals. Nigerian Government also established various National Policies and deliberate programmes to pursue and advance child survival concerns in the country. Prominent among them are National Policy on Education (1981), National Policy on Health (1991) and National Policy on Population (1988).

The Federal Government also inaugurated the Children's Parliament in 2003 to enhance children's participation. Since then, 26 States have inaugurated children's parliaments. The main challenge is to make these Parliaments truly representative of the broad categories of Nigerian children, including the most vulnerable and disadvantaged. Increased participation of children in issues affecting their lives can have positive and far reaching effects on their health and socio-economic conditions. When children participate in decision making, they tend to be more creative, positive and energetic, offering ideas devoid of prejudices and stereotypes.

Efforts have also been made to enhance girl children enrolment and promote their rights and bridge the gap between the boy and girl child. To complement government efforts, relevant non-governmental organizations are involved in the enlightenment campaign on Vesico Vaginal Fistula (WF), breast-feeding, children in especially difficult circumstances (CEDC), harmful traditional practices and immunization. They are also involved in research and data collection, establishment of day care, running of orphanages and setting up counselling centres.

In addition, the effort of Nigeria Chapter of African Network for the Prevention and Protection of Child Abuse and Neglect in Nigeria (ANPPCA) is also acknowledged. The ANNPPCA makes available information and expertise at its disposal to the government and uses the same information to influence government policy on issues related to children. They also established regional monitoring centres on child rights violation in the country. Also, worthy of note is the effort of Nigeria Centre for Gender, Health and Human Rights (NCGHHR), a child's project on creating awareness of the fundamental rights of the child and redressing perceived infraction of these rights. Nigeria has also undertaken to work towards the elimination of discrimination against children with respect to their participatory rights, and has thus established a normative framework for children's participation.

So also, some programmes have been put in place to celebrate Nigerian children. Among these are: Biannual sessions of National Children's Parliament since 2004 till date, defence of the 1st and 2nd CRC Periodic Report before the UN Committee on the Rights of the Child (January 2005), Week of Young Child celebrated in 6 states Lagos Ogun, Oyo, Kwara, Abia and Sokoto States, 2005. For effective sensitization and enlightenment of the public on the rights of the child, some activities are embarked on annually by government agencies. Among these are Day of African Child (June, 16<sup>th</sup>) and Children Summer camps (2005), Nigerian Children's Day Celebration (May 27) and World Disability Day, December.

The activities of the mass media in the country also have been largely supportive; various media messages on child rights are being regularly featured on radio, television, magazines and newspapers. There has also been an increase in the establishment of children's magazines, comics and clubs.

#### **2.2.4 Abuse of Child Rights**

According to Chinweike (2012), child abuse is any action or inaction towards children that will either cause them pains or harm (directly or indirectly), or deprive

them of their rights. Child abuse can be seen as situation whereby the fundamental human rights of a child are tampered with. That is, the child is not given adequate care and protection as it is the responsibility of every parent to take good care of their children. Also, World Health Organization – WHO (2012) submitted that Child abuse or maltreatment constitutes all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.

Child abuse is a complex issue which includes many different forms of maltreatment. Simply put, any attempt to violate children's right is what child abuse is all about. Child abuse is a violation of the basic human rights of a child and is an outcome of a set of inter-related familial, social, psychological and economic factors. The problem of child abuse and human rights violations is one of the most critical matters on the international human rights agenda. Ebigbo (2003) Child abuse and neglect constitute a serious problem in Nigeria. Child abuse in Nigeria is increasing on an alarming rate Chinweike (2012). Child abuse has serious physical and psychosocial consequences which adversely affect the health and overall well-being of a child. Awosola and Omoera (2008) submitted that these saddening experiences have strong emotional impact on the victim. Often times abused and neglected children are overwhelmed and shattered. This usually results in emotional imbalance which eventually manifest in delinquency and deviance. For instance, youth crime and breeding of street children are direct consequences of child abuse and neglect.

Further, Fuller-Thomson and Brennenstuhl (2009) observed that child abuse is not limited to beating and inflicting visible injuries. He opines that a child is abused when the situation at home becomes threatening to the child's survival. Middlebrooks and Audaga (2009) expand on this perspective again by including malnutrition, sexual abuse, educational neglect, medical neglect and mental abuses. Such a broad approach was also supported by John (2004) who said that child abuse

includes the abandonment of children, child labour, and the failure to protect a child from physical and social danger.

For Hosin (2007), child abuse also the misuse or exploitation of under-aged children for economic reasons. The practices of having children engage in economic activity, on part or full-time basis. The practice deprives children of their childhood, and is harmful to their physical and mental development. Most of these children do not have a childhood and they have no education at all. This is referred to as 'child labour' according to International Labour Organization (ILO), which is best defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. It refers to work that is mentally, physically, socially or morally dangerous and harmful to children. Also refers to work whose schedule interferes with their ability to attend regular school, or work that affects in any manner their ability to focus during school or experience healthy childhood. Various forms of child labour carry with them multiple forms of child abuse and neglect. Child labour in itself constitutes a form of abuse and neglect since it is exploitative and does not cater for the overall moral, physical, mental and emotional well-being of children. Children in Nigeria are engaged in work that is mentally, physically, socially or morally dangerous and harmful to them and deprives them of opportunities for schooling and development. (Ebigbo, 2003; Hosin, 2007 and Elohor, 2011). The presence of a large number of child labourers is regarded as a serious issue in terms of economic welfare. Children who work fail to get necessary education. They do not get the opportunity to develop physically, intellectually, emotionally and psychologically. Children in hazardous working conditions are in worse condition. Children who work, instead of going to school, remain illiterate which limits their ability to contribute to their own well-being as well as to community they live in.

Ebigbo (2003) also noted that in many instances young girls and boys are sent from rural areas to families in the cities to serve as house-maids and house-boys. In the eastern and western parts of Nigeria children may attend morning or afternoon school and hawk goods out of school hours, though there are some children who

trade on the streets the whole day. Their income helps their families or house-madams financially or pays for school fees. In northern Nigeria where begging is allowed, young boys and girls lead handicapped adults about on the streets to beg. The practices of hawking, begging and abandonment all place children at extreme risk of physical danger and sexual abuse.

Many reasons are given for why parents and other adults abuse children. In many cases, children work because their parents and other adults in their communities also worked as children. Some families make children to work because they need the additional income gained from the child's work. Some parents do not see the value of education, because they were deprived of it themselves. Several authors identified poverty as one of major causes of child abuse and non-respect of child rights in Nigeria (Ajayi and Torimiro 2004; Okoye, 2010; Nuhu and Nuhu, 2010). For instance, Nuhu and Nuhu (2010) submitted that poverty has led to various survival ploys that abuse children, such as child labour, hawking begging and children working as house-helps. While European kids are still playing with toys, African children usually have to work. In Nigeria, hundreds of thousands go to school in the morning and in the afternoon they help their parents in the fields and many have to look after themselves at a pretty tender age, because their parents can't feed them.

### **2.2.5 Importance of Child Rights Awareness**

The Convention on the Rights of the child realizing the importance of awareness in the implementation of child rights enjoins that:

Member States shall undertake to disseminate the Conventions Principle and take all appropriate legislative, administrative and other measures for the implementation of the Rights recognized in the present Convention.'(Article 42)

Nigeria's signature of the United Nation's Convention on the Rights of the Child puts an obligation on her to raise awareness of child rights among the society including the

children. Studies have also given substantial reasons why awareness of child rights should be created at all levels and among different people. (Ajayi and Torimiro, 2004; Akinbote, 2008; Akinwumi, 2009; Okoye, 2010; Akwara, et al. 2010). Akinbote (2008) strongly advocated that there should be a rigorous and conscientious drive towards education of the citizenry on the evil of child abuse under every cover. He saw this as a solution to curbing the violation of child rights in Nigeria. Awareness-raising in this context is a means of alerting children, parents and the public in general to the existence of child abuse and child rights, to the harm non respect of child rights does, and to the urgent need to address it. Awareness-raising is a two-way street, fostering communication and information exchange in order to improve mutual understanding and mobilizing communities and wider society to bring about the necessary change in attitudes and behaviour.

Awareness-raising is the keystone of measures to prevent or eliminate child abuse and encourage people to know about child rights, particularly. People should be educated on why non protection of child rights is harmful both to the children concerned and society as a whole. Akinbote (2008) recommended that educating to create awareness of child rights should be a joint affair where everybody is involved. The children, parents, teachers, law enforcement agencies, Government agencies, Legislators and the general public should all be educated about child rights. According to Akinwumi (2009), lend credence to this where he opined that children rights education is for everybody, children inclusive so that they could be aware of their rights and demand for them when those rights are neglected or violated.

One of the main objectives of raising awareness of social issues, particularly of child labour and child rights, is to prompt change in attitudes and behaviour in society. Situations are sometimes perpetuated by the attitude “this is how it has always been and nothing will or can change.” While this is only one reason for the existence of child labour, with poverty the main cause, it does underline the importance of awareness-raising efforts to convince target audiences that change is both desirable and possible. It is only by educating communities and providing them with knowledge, capacities, and motivation that the process of change of attitude to

child rights can begin. Children and young people respond positively when given the chance to participate alongside adults in activities such as awareness-raising. It enhances their sense of responsibility and self-respect and has a beneficial effect on the activities themselves and their sustainable outcomes.

Awareness-raising is an essential part of creating an enabling environment for other project activities to take place. As part of efforts to create an enabling environment, awareness-raising can help to mobilize support for the project from a broad range of stakeholders, members of the community, local and central government, schools, teachers, and employers. Their commitment and participation can establish or reinforce appropriate infrastructure to support the project both in the immediate and the longer term, and attract the necessary human, financial, and structural resources to sustain the project. Awareness-raising is also an important part of forging institutional linkages and alliance-building. Awareness-raising should not be seen as an end in itself but as a means to an end. It should be a key element in a combination of interventions. If communities can be influenced and government authorities and institutions won over, they are more likely to take ownership of the project and be willing to work to sustain the outcomes after it ends.

#### **2.2.6 Literature and Children**

The importance of the role played by literature (Drama, Prose, Poetry and Songs) in a child's learning and development has been confirmed by several authors. (Morrow, 1992; Zhang and Alex, 1995; Poorman, 2002; Reilley, 2007; Yusof, 2008; Peltier, 2010). These studies all espoused that children's literature will produce benefits to the development of and learning in children. For instance, Ghosn (2002) observed that children literature plays an important role in cognitive and linguistic development. That the rich variety of material offered by children's literature stimulates language growth, and thus improves the learners' empowerment by increasing communication skills. Zhang and Alex (1995) bemoaned the fact that in teacher-centred classrooms, dominated by teacher discourse and worksheets, the development of language is not as progressive as that where (children's) literature



dominates. Machado (1999) also supported this when he remarked that a syllabus that is based, or that draws heavily on authentic children's literature, provides a motivating medium for language learning.

Moreover, children's literature use in fulfilling a number of functions within a whole school curriculum cannot be denied. Machado (1999) points out that interacting with story books is part of a good quality programme in Early Childhood education. As identified by Ellis and Brewster (2002) literature provides rich learning activities involving children personally, creatively and actively in an all-round whole curriculum approach. That literature-based instruction promotes the active construction of meaning by encouraging and allowing learners to respond to literature. Poorman, (2002) submitted that the use of literature as a teaching tool has been associated with stimulating and maintaining student interest. VanderWey (2001) lends credence to the use of storytelling that it increases understanding and provides opportunity for creation of shared knowledge.

Literature can also act as a powerful change agent by developing pupils' intercultural awareness while at the same time nurturing empathy, a tolerance for diversity, and emotional intelligence and a vehicle for addressing equity issues (Williams and McLean, 1997. It increases sense of self-worth and a sense that they have a chance for a successful future. Many scholars have also identified that literature can be used to foster moral development in children. (Ellis and Brewster, 2002; McVerry, 2007; Peltier, 2010; Wright, 2013). They all confirmed that the first literature written especially for children was intended to instruct them. In the 17<sup>th</sup> century most of the early books for children were didactic rather than artistic, meant to teach letter sounds and words to improve the child's moral and spiritual life. In the middle 1700s there was a gradual transition from the deliberate use of purely didactic literature to inculcate moral, spiritual and ethical values in children to the provision of literature to entertain and inform.

Literature is seen as a body of works which offers a unique education in itself, representing a wealth of ideas, perspectives, world views, emotional insights and

more, all of which enrich the reader's "ideational vocabulary", expanding the range of thoughts and ideas available to the reader. One of the most important skills children learn through literature is how to react to different situations. Reading allows children to experience situations vicariously, and think about what they would do in the character's place. Literature offers learners the opportunity to discover, think, evaluate, and analyze the world around them in broader, more universal terms. Studying literature naturally lends itself to involving those higher level thinking skills that we as teachers so desperately want. Not only do they build their vocabulary and reading comprehension skills, students can build their metacognitive skills while annotating literature, and then use those annotations to assist them in comparing or contrasting, or evaluating and analyzing the text in terms of theme, conflict, figurative language, tone or mood. The study of literature also helps students see the world - people, places, things, events - through different eyes and by way of a different viewpoint. This contributes to a learner forming and developing their own belief set, opinions, views, and such. Literature is important because it moulds our human behaviour.

### **Genres of Literature**

Various works of literature are categorized by genre. Sometimes forms are used interchangeably to define genre. However, a form, e.g., a novel or a poem, can itself be written in any genre. Genre is a label that characterizes elements a reader can expect in a work of literature. The major forms of literature can be written in various genres. Genre is a category characterized by similarities in style, or subject matter. The major genres of literature that are relevant to this study are prose, drama and poetry/songs.

### **Prose**

Consists of those written within the common flow of conversation in sentence and paragraphs. Prose is a form of language which applies ordinary grammatical structure and natural flow of speech rather than rhythmic structure (as in traditional

poetry). Prose comes in various forms. Prose can be in form of a novel which is long narrative divided into chapters. It can also be a short story which is also narrative but involving one or more characters, one plot and one single impression. There are also fictitious (legend) they deal with animals and imitate things that speak and act like people, and their purpose is to enlighten the minds of children to events that can mould their ways and attitudes. Prose also comes in anecdotes, a merely product of the writer's imagination and the main aim is to bring out lessons to the readers and attitudes. There is also essay which expresses the viewpoint of the writer about a particular problem or event. So also is biography which deals with the life of a person, which may be about himself, his autobiography or that of others. It can also come like news the report of everyday events in society, government, science and industry and accidents, happening nationally or not.

According to Shirley (2008) stories play a vital role in the growth and development of children. Stories serve as a useful source of information for children to understand the world around them. Stories can help build confidence and self-esteem in children helping them to know where they fit into the world. Stories help to develop a child's imagination by introducing new ideas into their world – ideas about fantastical worlds, other planets, different points in time and invented characters.

Ellis and Brewster (2002), also observed that primary school children enjoy listening to stories over and over again. Stories could help us in learning and it could be more fun. Psychologists believe that children need stories, legends and fairy tales when they grow up. They are a part of children's intellectual life. Stories are very important for children's psychological health. Stories are very motivating, challenging and great fun for children. They can help develop positive attitude towards a particular issue in the society. When children listen to stories in class they share social experience, it provokes a shared response of laughter, sadness, excitement and anticipation which is not only enjoyable but can help to build up the child's confidence and encourage social and emotional development. These authors further

noted that stories are a useful tool in linking fantasy and the imagination with the child's real world. They provide a way of enabling children to make sense of their everyday life and forge links between home and school (Ellis and Brewster, 2002).

Children exercise their imagination through stories. They can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations. This imaginative experience helps them develop their own creative potential (Zazkis & Lignedahl, 2009). They allow children to play with ideas and feelings and to think about issues which are important and relevant to them. Stories help to develop a child's imagination by introducing new ideas into their world – ideas about fantastical worlds, other planets, different points in time and invented characters. It will encourage the children to realize that they can, and should, imagine anything they want (Ellis and Brewster, 2002). The beauty of stories is that they can be super realistic or incredibly fantastical. One of the most important skills children learn through literature is how to react to different situations. Reading literature allows children to experience situations vicariously, and think about what they would do in the character's place.

## **Drama**

Drama is the genre of literature that is subject for compositions is dramatic art in the way it is represented. This genre is stories composed in verse or prose, usually for theatrical performance, where conflicts and emotion are expressed through dialogue and action. It is possible to use drama as a learning method even in such situations which seem to be very difficult for promoting learning. By offering a "new start", drama has functioned as a motivating impulse for people with learning difficulties or low motivation for learning. The use of drama in such situations has also opened doors for social inclusion by increasing self-esteem, personal and emotional skills and approves creativity. Drama can also serve as a holistic therapeutic healing device.

## Poetry/Songs

Poems and songs are a very important for the development of your child. They not only help with using and understanding words but give children interest in these areas. Stress can be relieved with songs and poems chants, finger plays, and moving to music. Singing together creates a feeling of safety and makes learning in a classroom much easier. Poems and song teach us about language and help us to remember stories. Many poems end up to be sung (Lefebure, 2004). Children love songs and poems with actions. This encourages them to be involved in group activities. In participating, they do not only learn the song but the actions too. Both of which need skill and lots of concentration to put the two together at the same time. Poetry is verse and rhythmic writing with imagery that evokes an emotional response from the reader. The art of poetry is rhythmical in composition, written or spoken. This genre of literature is for exciting pleasure by beautiful, imaginative, or elevated thoughts. It is refers to those expressions in verse, with measure and rhyme, line and stanza and has a more melodious tone. There are two types of poetry, narrative poetry which describes important events in life real or imaginary and lyric poetry which refers to that kind of poetry meant to be song to the accompaniment of a lyre, but now this applies to any type of poetry that expresses emotions and fillings of the poet.

Poetry is a kind of rhythmic, compressed language that uses figures of speech and imagery to appeal to our emotions and imagination and written in lines and stanzas. Early poetry printed specifically for children was most often instructional, morally edifying, and rhymed in order to aid in memorization. Poetry for children continues to flourish and evolve because of the capacity for perception and imagination shared by children and poets. The development of poetry for children thus far can be traced from its beginnings in rhyme, to its use as a tool for instruction, and finally to a genre that elicited delight in the telling of a story, evoked a mood, or revealed in the sounds and rhythms of language (Lazar, 2004).

From its origins as an orally expressed art, poetry has always been used to instruct and entertain children. But it is more than a simple pedagogical tool—while shaping the development of children for countless generations, it has affected their literature as a whole and evolved as a genre, reflecting historical and social contexts. Clearly, poetry is a powerful tool for acquiring language and other types of knowledge, in both written and oral form, as well as a rich means of expression that both entertains and inspires. As long as children need to learn, and as long as vibrant poetry is presented to them, it is likely that poetry's oral roots will take hold in children. Poetry is an educational tool to a multifaceted—and multi-formatted—source of enrichment, delight, and discovery.

When young children listen to familiar words in songs, the neural transmitters in their brains are firing away, and their brains are building connections to the sounds they are hearing and the words they are singing. Singing songs and reciting poems and rhymes with children helps them develop early literacy skills. Songs helps develop children's listening skills. It encourages the ability to listen and thus to concentrate. Songs encourage speech and auditory discrimination. Music helps stimulate children's brain connections. A study from the University of California found that music trains the brain for higher forms of thinking. For example, researchers believe that music affects spatial-temporal reasoning (the ability to see part-whole relationships). Songs and movement go together. Children naturally respond to music by moving and being active. Songs helps children learn about rhythm and develop motor coordination.

## **2.3 Empirical Literature Review**

### **2.3.1 Awareness Creation of Child Rights**

Literatures have shown some awareness-raising activities that have been used by various researchers in raising awareness on issues that concern children. (Asha, 2003; Racelis, 2005; Awosola and Omoera, 2008; Kansar, 2010; UNICEF, 2011 & 2012). These researchers have confirmed the use of street theatre, puppet theatre,

and other similar methodologies like organizing forums for different stakeholders, such as children's clubs, women's self-help groups, youth forums, children's parliaments, and indigenous groups, children's camps including singing, dance, art, and sports and other recreational activities, poster campaigns, distribution of leaflets, flyers, stickers, etc. media campaigns, including radio and television broadcasts.

In Nigeria, Awosola and Omoera (2008) reported the activities of the media most especially television medium coverage in awareness creation of child abuse and child rights. For instance, The United Nations Fund for Population (UNFPA) and Canadian International Development Agency (CIDA) have produced "I Need to Know" a drama serial which is shown weekly on most TV stations in Nigeria. In Oredo local government area of Edo State for example, the programme is a regular feature on Edo Broadcasting Service (EBS), Nigerian Television Authority (NTA) and Independent Television (ITV). It addresses child rights, abuse, and welfare and issues. Similarly, Women Trafficking and Child Labour Eradication Foundation (WOTCLEF), at the instance of Mrs Titi Abubakar the wife of the then Vice President bankrolled the production of "Izozo" a drama serial on national television. This programme which shows weekly (NTA network service) is mainly on child labour and its evils.

The use of media in awareness creation of child abuse and child rights is also reported in Kenya. For example, African Network for the Prevention and Protection Against Child Abuse and Neglect (ANPPCAN) in Kenya worked with the University of Nairobi and the International Organization for Migration (IOM) to broadcast a six-programme television series to raise public awareness of trafficking, including the trafficking of children into forced labour or the commercial sex industry. VOCRDC in India collaborated with a cable television network to produce a public service announcement on the elimination of child labour and the importance of education, which was played every 30 minutes during the campaign. CWIN in Nepal produced a television documentary highlighting the Child Rights Forums' work to reduce child labour through education, which was broadcast on the national television station.

Also, Kansar (2010) reported that Aasaman in Nepal used a number of different methods, including public rallies, sensitization and training workshops, a birth registration campaign, carrying out home visits, and street theatre to raise awareness among disadvantaged communities of the importance of education for all children and of withdrawing children from work and enrolling them in school. It found that street theatre was particularly effective in attracting the interest of the whole community.

Furthermore, in the Philippines, Racelis (2005) reported that Kaugmaon found that addressing the worst forms of child labour through education is more effective if awareness-raising is coupled with other approaches, the project's main objective was to raise awareness among parents and community members of the hazards of child labour and the importance of education to prevent it. Kaugmaon educated children about child labour, through their experiences and observations of the situation of children in their own communities. A range of methodologies was used to facilitate discussions on children's issues, including role play, visual arts, poetry, and games. These meetings led to the identification of a core group of children who received training in leadership and life skills, reinforcing their self-esteem and providing them with skills and opportunities for self-expression and participation in matters concerning them directly.

Similarly, Children Research for Action and Development Agency (CRADA) in Ghana produced a short instructional video for social workers to help them in their work with vulnerable children. The video included specific activities they could conduct with these children, such as those promoting self-awareness and sensitization workshops. The initiative was aimed at raising the awareness of social workers about child labour and about the need for social services to target child labourers and at-risk children.

Rehabilitation and Development Agency (RADA) in Sierra Leone 2013 established an Anti-Child-Labour Club involving parents of at-risk children in the targeted community on the Liberian border. The club members were trained in anti-trafficking legislation and peer education techniques to enable them to raise the



awareness of other adults. In addition, children's clubs were formed in each school in the target communities. Members learned about child trafficking and conducted an outreach program to raise awareness in neighbouring communities.

Asha (2003) of India in awareness-raising strategies organized an "education caravan" that travelled to the different project villages. The aim of these drives was to highlight the importance of education and encourage parents to enrol their children in local schools or non-formal education programs. Wherever the caravan stopped, volunteers and field staff handed out leaflets and posters and informed villagers about child labour and its legal implications. The caravan staff would put on audiovisual shows for the communities, perform pieces of drama, give presentations, sing songs, and shout out slogans to entertain and inform. Asha also set up education camps to occupy the project beneficiaries during vacations and to support their personal and social development. Participants were encouraged to bring other children along to join in the camp's activities. Also, in some cases, it was found that enrolment drives were more effective if led by children. For example, Arunodhaya in India supported beneficiaries from child labourers' schools and children's forums in organizing street rallies, with the children carrying placards and banners and chanting slogans. The marches were also supported by women's and youth forums and employers who had signed on to stop employing children. Arunodhaya project in India in a human chain involved 1,200 children in the calling for a clean and healthy environment, thereby linking environmental issues to the protection of children, including the reduction of child labour.

Committee for Legal Aid to Poor (CLAP) in India conducted a major six-day school enrolment drive in targeted communities during which vehicles with demonstrations, rallies, and public activities. Public demonstrations and rallies, especially those involving children, are a popular awareness-raising activity as they can be fun, noisy, colourful, and instill a sense of purpose. The objective is to win the attention and support of observers and bystanders. Involving the participants, especially children, in the planning and preparation of the activity, for example, by

having them create banners, paint posters, or develop flyers, is a good idea. Music, song, dance, drama, and other participatory activities that were integrated into the activities attracted the attention of bystanders (Asha, 2003).

National Development Strategy (NDS) in Bangladesh set up mobile education centres which visited the project's target areas, raising children's awareness of different forms of child labour and fundamental children's rights. They also encouraged them to seek a better future through education and skills training; sporting events, such as a friendly football match organized by MUK in Bangladesh as part of an open-air public awareness event or a cricket tournament organized by DWAY in Pakistan. They also made use of children and youth clubs which provide children with a safe after-school space where they can join in extracurricular activities, such as sports, art, drama, and music, and enjoy socialization opportunities. In some cases, these clubs offer additional or remedial tutoring for children experiencing difficulties in school. The clubs also provide a forum for children to learn about and discuss issues of concern to them, such as child labour, education, children's rights and responsibilities, and their hopes for the future. Moreover, the clubs enable the young to keep an eye out for each other and can act as an early warning system to identify children at risk of entering situations of child labour or falling victim to trafficking. Clubs serve as forums where children learn how to protect themselves and report cases of abuse and neglect.

Theatre and arts-related activities also is a widely used awareness-raising tool among children and young people, combining fun and entertainment with a means of developing confidence, memory, self-discipline, and self-esteem. Theatre has healing powers and is often used in therapy for those who have suffered psychological, emotional, or even physical trauma. As an awareness-raising tool, it can take a variety of forms, from basic role-play to wholesale theatre productions. Sociedade 1 de Maio in Brazil used a form of therapeutic theater called "psychodrama" in the children's club, Clubere. Therapists used puppets with primary school-age children suffering from behavioural problems. Children used the

puppets to recreate stories based on their own situations at home and in the streets. This enabled them to express their feelings and the therapists to work through the puppets to help the children understand and cope with these situations. The process had a positive impact on their behaviour and their ability to socialize with other children.

Similarly, arts-related activities, such as painting, drawing, writing, music, singing, dance, and photography, are commonly used tools in awareness-raising, particularly with children. They have featured in extracurricular programs for at-risk children or former child labourers, encouraging them to sing, draw or write about child labour and their personal experiences. For example, a similar activity was conducted by Asha in India, in which messages relating to the problem of child labour, corresponding legislation, and the roles and responsibilities of parents and the community were painted onto walls. Children can express themselves in a variety of artistic ways to communicate to other children about the dangers of child labour and the importance of education. Arts-related competitions were organized to raise awareness, incentives were offered to encourage greater participation of children, such as books, paints, and stationery that can support children in their education.

In the Aasaman project in Nepal, primary school children painted educational and awareness-raising messages and pictures on school walls. These included the alphabet, a map of Nepal, and some pro-education slogans. The aim was to provide some fun for children withdrawn from child labour and also to pass on important life messages to other children. Part of the exercise included a meeting between the school children and a professional painter to discuss the concept of conveying social messages through painting.

Apart from these strategies adopted some days have been separated to celebrate children in different ways. Like events to mark National or International days, such as the World Day against Child Labour. Day of African Child (June, 16<sup>th</sup>) and National Children's and Youth Day Celebration (May, 27<sup>th</sup>) and World Disability Day (December, 3<sup>rd</sup>)

### 2.3.2 Attitude to Child Rights

Several researches confirmed that the child rights are far from being protected because many people are not yet aware. (UNICEF 2007,; Ebigbo, 2003,; Eholor, 2011 and Okoye 2011). For instance, The United Nations Children's Fund – UNICEF (2007) reports that three in four children in the region are subject to physical punishment. Birth registration remains a critical issue in Nigeria, where only 22 per cent of births are registered, adversely affecting the ability of children to have access to public services, including health care and education.

Ebigbo (2003) in an intensive study of 100 female hawkers and 100 female non-hawkers reported significant difference in sexual abuse of hawkers and non hawkers female children, 50% had had sexual intercourse during hawking, while 9% of the non-hawkers had been forced into sexual intercourse while out on errands or walking to or from school. Studies revealed cultural bias as the cause of low enrolment, especially in the North (Ekpeyong and Asain, 2011; Elohor, 2011 and Owolabi, 2011). For instance, most parents in the Northern part do not send their children, especially girls to school; they prefer to send them to Qur'anic schools rather than formal schools. Even when children enroll in schools, many do not complete the primary cycle.

Moreover, UNICEF estimates that 1.1 million children are threatened with severe acute malnutrition in the region, which is fuelled by poverty, insecurity and lack of access to clean water, 41 per cent of Nigeria's children are stunted as reported. UNICEF, (2010) reported that the nation's health care delivery sector progress remains very slow as health indicators still rank Nigeria among the worst in the world. The nation ranks second in the world, after India, in the scale of maternal mortality with the rate of 545 deaths per 100000 live births. In 2011, 6.9 million children under five died. According to a World Bank report the country's Under 5 (U5) mortality rate stands at 143 per 1000 live births. Also it is estimated that for every 1000 birth, one will die before reaching age five, if subject to current age-specific mortality. Every single day, Nigeria loses about 2,300 under-five year olds

and 145 women of childbearing age. This makes the country the second largest contributor to the under-five and maternal mortality rate in the world. (UNICEF, 2007). It is also estimated that 70% of child deaths in Nigeria, are attributed to a few mainly preventable causes such as acute respiratory infections, diarrhoea, malaria, measles, malnutrition among others. According to UNICEF 2010, more children die in Nigeria from these simple preventable and curable health conditions. Malaria alone accounts for about 24% of child deaths annually in the country.

Also, UNICEF 2010 reported that many children are not registered after birth. Children whose births are unregistered may not be able to claim the services and protections due to them on a full and equal basis with other children. Birth registration is crucial in the implementation of national policies and legislation establishing minimum age for work, conscription and marriage. During emergencies, birth registration provides a basis for tracing separated and unaccompanied children.

Research has also confirmed that many children do not attend school because their labour is needed to either help at home or to bring additional income into the family (Ekpeyong and Asain, 2011; Elohor, 2011 and Owolabi, 2011). Even when children enrol in schools, many do not complete the primary cycle. According to data reported by Ebigbo (2003), a total number of eight million children who have reached the primary school age are not in school, suggesting that around 40 percent are not attending primary school while about 60 percent are not attending secondary school, particularly amongst girl children in the northern states of the country. 30% of pupils drop out of primary school and only 54% transit to Junior Secondary Schools. Reasons for this low completion rate include child labour, economic hardship and early marriage for girls. The data from the Education for All Global Monitoring Report and the UNESCO Institute for Statistics also reveals that Nigeria alone had 10.5 million out-of-school children in 2010.

At the root of many of the traditional practices that prey on the marginalization and vulnerability of the girl-child is the belief that girls are not as valuable as boys. Practices such as 'female genital mutilation and early marriage all affect the female

child. It poses challenge on female children's education. In the North particularly, the gender gap remains particularly wide and the proportion of girls to boys in school ranges from 1 girl to 2 boys to 1 to 3 in some states (Nuhu & Nuhu 2010).

African beliefs encourage some barriers that hinder a girl child to develop her full potential and skills. Girls are deprived equal access to education and training, nutrition, physical and mental health care and related information. Available indicators show that the girl child is discriminated against from the earliest stages of life, through her childhood and into adulthood. For example, Ijaiya (2005) study on gender discrimination against female children in Nigeria, confirmed issues such as early marriage, female genital mutilation and limited access to education of female children, son preference, child or early marriage, sexual exploitation, sexual abuse, discrimination against girls in food allocation. Ijaiya (2005) reported that these harmful attitudes and practices are all related to health and well-being. As a result, fewer girls than boys survive into adulthood. Girls are often treated as inferior and most times not given the same opportunity as to male children, thus undermining their self-esteem. Gender-biased educational processes, including curricula, educational materials and practices, teachers' attitudes and classroom interaction, reinforce existing gender inequalities. A value of between 0.97 and 1.03 is considered gender parity. Less than 0.97 indicates girl disadvantage, whereas greater than 1.03 indicates boy disadvantage. Source: UIS database, 2008; 2011).

UNICEF (2001) observed that early marriage is practised in different parts of Nigeria but more in the Northern parts of Nigeria (among the Muslims). These young girls are given into marriage for various reasons, which include economic, maintenance of chastity and maintenance of family name. Early marriage is considered abuse because the girl's consent is not sought for and it exposes the girls to various social, psychology, economic, and health problems. Girls are also at risk of sexual violence within the family. A study in Benin found approximately 32% of children that were interviewed had experienced sexual abuse within the family, most often at the hands of cousins, uncles and aunts (UN, 2005).

As noted by UNICEF (2010) Female Genital Mutilation (FGM) is widely practiced in Nigeria. Female Genital Mutilation (FGM) which involves the “partial or total removal of the external female genital and/or injury to the female genital organs whether for cultural or any one non-therapeutic reasons (WHO, 2010) is another cultural practice that leads to child abuse.

Further, a child with disabilities faces additional barriers as they suffer discrimination and are denied equal enjoyment of all human rights and fundamental freedoms. Children with disabilities experience neglect and abuse because of the taboo and traditional beliefs that surround them. UNESCO (2007) reported that children with disability experience maltreatment significantly more often than their peers. Their educational needs are unmet, and they suffer from exclusion from school and other social activities basically because of the traditional beliefs and customs, which see disability as a curse or the manifestation of sin and disgrace. Ebigbo (2003) found that children are engaged in the sales and services sector of the economy in both rural and urban areas as street hawkers, domestic servants, car washers, beggars and even prostitutes. He confirmed from his studies that some children employed in these endeavours, often labelled "street children" or "children of the street", have run away from parental or guardian abuse, leaving them to eke out a living on their own.

CENCOD (2011, 2012) reported children's rights violation and abuses from different states in Nigeria. For example, in Akwa Ibom, a child aged eight was battered and tortured. She suffered burnt from hot knife from her mistress for stealing biscuit worth of N10.00. and a seventy year old man raped a nine year old girl after luring her with N200. In Ekiti State, it was reported that a policeman raped and impregnated a minor and a physically challenged 12 year-old girl raped by a 30 year-old man in Osun State. Also, in Kwara State CENCOD (2012) reported that a girl was defiled by a retired soldier and a school girl sexually abused by a 65 year old man.

### 2. 3.3 Empirical Studies on Literature and Children

Several studies have proved the effectiveness of literature-based method in teaching and learning of children. (Sprod, 1995; Senechal et al 1996; Johnston 1997). For instance, Senechal et al (1996) undertook a study of 47 first-grade children. Investigating the effects of storybook exposure, it was found that language skills and emergent literacy were enhanced. Kelly (1990) examined third graders' response to children's literature that was read aloud to them, and determined that the exposure fostered comprehension, discussion, writing skills and promoted emotional involvement. The role of interactive storybook software was also examined by Johnston (1997) in relation to kindergarten children, finding a significant increase in verbal ability was measurable after a 7 week period. Similarly, Otto (1993) undertook a project designed to increase inner-city children's opportunities to interact with storybooks. She found that 75% of those in the study demonstrated a higher level of emergent reading at the end of the project.

Further, Sprod (1995) after using a number of case studies recommended children's literature as a strategy to promote critical thinking. This was further confirmed by Angeletti (1990) research on teaching critical thinking strategies with the use of student-selected reading materials. It was proven that gains were made in skills areas and attitudes towards reading. Exposure to a wide range of literature increases the learners' skills in critical thinking by providing a broad knowledge base in scenarios. Also, Smith (1991) summarises the results of a study of second graders who demonstrated an increase in writing ability after exposure to a range of different literary forms, when compared to a control group. Readers draw on background experiences to compose a text, whether in concrete or abstract form.

Van Sledright and Kelly (1998) found that children's literature can be applied as an alternative to set "textbooks". In their studies with fifth grade students who were permitted to use alternative texts that they had selected demonstrated emerging signs of advanced thinking, in addition to the development of information-quality judgment skills. Staniford (1984) investigated the application of children's literature



and its value from a metacognitive perspective. In identifying common features of comprehension deficiencies, it was concluded that contributing to this deficit was the lack of appropriate schemata. This issue could be addressed by the application of children's literature when and as appropriate.

Effectiveness of literature in Mathematics instruction was also confirmed by McGee, (1992) in his teaching of Mathematics through literature. He found that literature offers a natural way for students to connect the abstract ideas, language, and symbols of mathematics to a context they understand. As students listen, read, write, and talk about mathematics from these stories, teachers take opportunities to connect them with mathematics terminologies and symbols. The use of children's literature in teaching children with disabilities was also confirmed by Williams & McLean (1997) in his study found that deaf children's responses to picture books were found to be similar to those of hearing children. Children experiencing learning difficulties were exposed to children's literature. Englert et al (1995) reported positive benefits of this approach when they utilized children's literature for the development of literacy with mildly intellectually handicapped children. Also, a longitudinal study of low socioeconomic status background Literature-based reading programme effectiveness was also confirmed by D'Alessandro (1990) who undertook research on the introduction of a literature-based reading programme for emotionally handicapped children and found that not only did they learn to read more proficiently, but also there was a measurable increase in their desire to read.

Many scholars have also acclaimed the teaching of psychology using literature (Norcross et al.;2001, Shirley, 2008; These researchers found that complementing readings from basic psychology textbooks with a selection of fictional, factual and religious literature adds to greater students involvement and engagement with the psychological constructs under study. For example, Norcross et al (2001) had undergraduate psychology students taking a class in abnormal psychology study a selection of autobiographies. These researchers concluded that the use of literature to

teach core psychological constructs matched the traditional didactic methods in effectiveness.

Researchers have also found correlations between music and songs making and some of the deepest workings of the human brain. Research has linked active music making with increased language discrimination and development, mathematics ability, improved school grades, better-adjusted social behavior, and improvements in spatial-temporal reasoning, a cornerstone for problem solving. A study conducted by psychologists demonstrated that preschoolers who were given early exposure to complex multi-sensory stimulation in musical keyboard lessons and group singing scored higher on tests measuring spatial reasoning, a skill used later in math, science, and engineering.

#### **2.3.4 Parental Educational Background on Awareness and Attitude to Child Rights**

Many researchers have noted that the educational attainment of a child's parent is a strong influence on the achievement of the child. Parents who are, for instance educated could be better equipped and understand their role in their child's learning than those with less than secondary education. Parents with less education do not participate as often in their children's education to some effect because they do not realize the importance of their interaction with schools and they are probably intimidated, just like they were in high school. (Eccles and Jacob, 1986).

Research on parenting has also shown that parents' education is related to a warm, social climate in the home which is all related to child abuse and child rights protection (Ojenike, 1995). Parents who have finished high school and gone on to receive additional schooling understand the pressures and stress of school and are more equipped to handle them with their children when they go through schools. Parents who have obtained further educational opportunities also have less stress in their lives because they are most likely making more money while spending less time making that money than those who unfortunately have not been able to finish high school for one reason or another. With this, they can be more supportive of

their children's learning and can provide children with greater learning opportunities, assistance and pressure for learning.

Ferugson (1991) pointed out that parental education accounted for twenty percent of the variance in the students' scores. Kearneey et al (2008) also noted that parents' education may have important effect on children's future outcome, both economics and otherwise. They all agreed to the fact that the children of higher educated parents enjoy more time with the active attention of their parents, or conversely than the children of lower education parents who receive less. Educated parents allocate quite different amounts of time to their children, with the more highly educated parents devoting more time to their children. It is unfortunate that less educated parents are less likely to be involved in their children's education process because research repeatedly demonstrates that schools and school districts do better when parents are engaged as equal partners in the decision making that affect their children and their schools. Only through this richer level of engagement will parents and the public at large better understand their vital connection to quality public education (Pamela & Davies, 2005).

Additional research shows that uniquely the mother's education has a significant impact on her children's learning process (Kearneey, 2008) says the mother's education is one of the most important factors influencing children's reading levels and other school achievements. Generally, traditional research has revealed that more highly educated mothers have greater sources in providing their children with the cognitive and language skills that contribute to early success in school (Ann, 1993). This is because stereotypically, the mother is more involved in her children's education and therefore has more influence on it. Another good point that Ann makes is that children of mothers with high levels of education stay in school longer children of mothers with low levels of education (Ann, 1993). Again, this conclusion is reinforced by all the other research that convincingly shows that parents who have completed levels of higher education will be more involved in their children's education.

UNICEF (2007) also confirmed that there is a positive correlation between the mother's education level and her child's likelihood to be registered after birth. The 2008 demography and health survey in Nigeria also indicated that mother's level of education is strongly related to immunization coverage, with mothers with secondary education more than eight times more likely to fully immunize their children than mothers without education. Even though parents of low-income homes participate less in their children's education, according to Neurman and Dickinson (2002), most parents even low-income and culturally and linguistically diverse parents- possess the attitudes and at least the sufficient early literacy skills and knowledge to help their children get on the road to literacy.

### **2.3.5 School Location on Awareness and Attitude to Child Rights**

Researches have also confirmed the influence location can have on the learning of children and their awareness (Brown & Swanson, 2001; Odinko, 2007). Attitude of learners is greatly affected by the area in which they live. The National Education Association said that the low performing students are in rural schools (Brown & Swanson, 2001). Historically, rural areas are usually noted for lagging behind urban and suburban schools in educational achievement. Reasons for the variations in performance may be because of some characteristics of rural located schools as opined by Odinko (2007) that the location of school whether urban or rural would most likely make the school to acquire different characteristics. The variation in the availability of technology resources and other facilities, the kind of intellectual developmental opportunities offered in different environment and quality of teachers in rural urban locations are all significant to a child's learning.

This argument is confirmed in Programme for International Student Assessment (PISA, 2000) with 5500 students from 231 schools across Australian major cities, inner regional, outer regional, remote and very remote areas. He found that students in remote areas were not achieving at the same level as their city counterparts. Results for Australian schools located in major cities and inner regional areas were above the OECD average in reading literacy. Outer regional areas and remote and

very remote areas were at or below the OECD average. Also, the 2008 demography and health survey in Nigeria indicated that children in urban areas are more than twice as likely as rural children to be fully vaccinated. On the contrary Ajayi (1999) found that there was no significant difference between students' academic achievement in rural and urban locations. This is further confirmed by Yusuf and Adigun (2010) where they reported that there is no significance between students' location and their academic performance.

#### **2.4 Appraisal of Literature Reviewed**

The review of literature took into account the theoretical framework and hinged the study on experiential learning theory. The Literature reviewed showed that there were laws protecting children's right before the enactment of Child Right Act 2003; except that they were not child specific hence they could not adequately address children's needs. Literature revealed that Nigeria became a signatory to the Convention on the Rights of the Child (CRC) in 1991 and the African Charter on the Rights and Welfare of the Child in 2001 and enacted the Child Right Act in July 2003. Some efforts that have been taken by government and non-governmental organizations in implementation of laws protecting children in Nigeria were also revealed. For example, celebration of special days for children globally, regionally and nationally and use of electronic and media for advocacy on issues dealing with child rights. Literature revealed that despite these, child rights abuse and neglect still constitute a serious problem in Nigeria and it is increasing on an alarming rate. Also, it is confirmed that non protection of child rights is harmful both to the children concerned and the society as a whole. Numerous documents witness to the lack of awareness of child rights and confirm that one of the child rights implementation problems is people's lack of awareness and knowledge of children's rights.

In actual fact, literature identified substantial reasons why awareness of child rights should be created at all levels and among different people children inclusive. Awareness-raising is recognised as the keystone of measures to prevent or eliminate

abuse of child rights and to bring about the necessary change in attitudes and behaviour of the wider society. Literatures have shown some awareness-raising activities that have been used by various researchers basically in other countries in raising awareness on issues that concern children. These researchers have confirmed the use of street theatre, puppet theatre, dance, art, and sports and other recreational activities, poster campaigns, distribution of leaflets, flyers, stickers, media campaigns, including radio and television broadcasts and other similar methodologies.

In Nigeria, literature revealed mostly the activities of the media and establishment of different committees on child rights protection. Literature also confirmed that earlier research conducted investigated level of awareness of child rights among parents and teachers and not many efforts have been taken use strategies to educate and change the attitude of parents and children particularly about child rights. Literature also revealed that several studies have proved the effectiveness of literature-based strategy in teaching and learning of children while its efficacy has not been looked into in creation of awareness of and changing pupils' attitude to child rights. There is an urgent need to research into the strategies that can popularize and possibly help in encouraging pupils' to have right attitude to child rights which the current study did by examining the efficacy of literature-based instructional strategies on pupils' awareness and attitude to child rights in Kwara State Nigeria.

## CHAPTER THREE

### METHODOLOGY

The chapter is concerned with the research design, variables in the study, population and sample selection description of and validity and reliability of the instruments, procedure for treatment and data collection as well as the statistical tools used to analyze the data collected in the study.

#### 3.1 Research design

This study adopted a pretest-posttest, control group, quasi-experimental design.

The research design is presented as:

O <sub>1</sub>	X <sub>1</sub>	O <sub>5</sub> Experimental Group 1
O <sub>2</sub>	X <sub>2</sub>	O <sub>6</sub> Experimental Group 2
O <sub>3</sub>	X <sub>3</sub>	O <sub>7</sub> Experimental Group 3
O <sub>4</sub>	X <sub>4</sub>	O <sub>8</sub> Control Group 4

Where:

O<sub>1</sub>, O<sub>2</sub>, O<sub>3</sub> and O<sub>4</sub> are pretest scores of experimental groups 1,2,3 and Control

O<sub>5</sub>, O<sub>6</sub>, O<sub>7</sub> and O<sub>8</sub> are post-test scores of experimental groups 1,2,3 and Control

X<sub>1</sub> Experimental Group 1- Drama-Based Instructional Strategy

X<sub>2</sub> Experimental Group 2- Poetry/Song-Based Instructional Strategy

X<sub>3</sub> Experimental Group 3- Prose-Based Instructional Strategy

X<sub>4</sub> Experimental Group 4 Conventional Strategy

The design employed the 4x2x2 factorial matrix as shown in Table 3.1

**Table 3.1: 4 x2x 2 Factorial Matrix**

Treatment	School Location	Parental Educational Background	
		High	Low
Experimental Group 1 Drama-Based Instructional Strategy	Urban		
	Rural		
Experimental Group 2 Poetry/Songs-Based Instructional Strategy	Urban		
	Rural		
Experimental Group 3 Prose-Based Instructional Strategy	Urban		
	Rural		
Control Group Conventional Strategy	Urban		
	Rural		

This study adopted a 4x2x2 factorial matrix. This shows that instructional strategy (treatment) operated at four levels (Prose, Drama, Poetry/ Song Instructional Strategies and Conventional Strategy which serves as control), School Location at two levels (urban and rural) and Parental Educational background which operated at two levels (High and Low)

### **3.2 Variables in the Study**

The following variables were involved in the study:

#### **3.2.1 Independent Variable**

The independent variable is the literature-based instructional strategy manipulated at four levels:

- i. Drama-Based Instructional Strategy (DBIS)
- ii. Poetry/Song-Based Instructional Strategy (PSBIS)
- iii. Prose-Based Instructional Strategy (PBIS)
- iv. Conventional Strategy (CS)



### **3.2.2 Moderator Variables**

These are:

- i. School Location at two levels (urban and rural)
- ii. Parental Educational Background at two levels (high and low)

### **3.2.3 Dependent Variables.**

These were two:

- i. Pupils' Awareness of Child Rights
- ii. Pupils' Attitude to Child Rights

### **3.3 Selection of Participants**

Participants for this study were primary four pupils in both urban and rural locations in Kwara Central Senatorial District, Kwara State of Nigeria. Primary four pupils were used on the basis that a successful completion of primary four is widely considered as essential threshold for attaining literacy (FGN/UNICEF, 1993). Primary four is the middle point of primary education. At this stage children are expected to have ability to read and comprehend the materials introduced to them which was confirmed in the pilot study of this research. Another reason for the selection of primary four pupils arose from the fact that the pupils were not preparing for any immediate external examination, therefore, the schools administrators were expected to make them available for the study. Three hundred and twenty five pupils participated in the study. Intact classes of selected schools in both urban and rural areas of Kwara Central Senatorial district were used to prevent disruption of the school programme. There are four local governments in Kwara senatorial district, two primary schools (one urban and one rural) were randomly selected from each of the four Local Governments. These gave a total number of eight schools that were selected through simple random sampling. Further, one school from the urban and one from the rural locations were randomly assigned to Prose Instructional Strategy group, Drama Instructional Strategy group, Poetry/Song Instructional-Strategy group while the fourth school was assigned to Conventional Strategy group.

**Table 3.2: Sample Frame**

<b>Kwara Central Senatorial District</b>	<b>No of Urban schools pupils</b>	<b>No of Rural School pupils</b>	<b>Total no. of pupils in each experimental group from each LG</b>
Ilorin East LG Experimental Group 1	66	30	96
Ilorin West LG Experimental Group 2	58	33	91
Asa LG Experimental Group 3	35	34	69
Ilorin South LG Experimental Group 4	39	30	69
<b>Total</b>	<b>198</b>	<b>127</b>	<b>325</b>

**3.4 Instruments**

The instruments used in the study were questionnaires, the instructional packages and teachers' guide. These were:

1. Pupils' Awareness of Child's Rights Questionnaire (PUACRQ)
2. Pupils' Attitude to Child Rights Questionnaire (PUATCRQ)
3. Drama-Based Instructional Strategy (DBIS)
4. Prose-Based Instructional Strategy (PBIS)
5. Poetry/ Song-Based Instructional Strategy (PSBIS)
6. Reading Comprehension for control group (CS)
7. Instructional Guide on Poetry/Song-Based Instructional Strategy (IGPSBIS)
8. Instructional Guide on Drama-Based Instructional Strategy (IGDBIS)
9. Instructional Guide on Prose-Based Instructional Strategy (IGPBIS)
10. Instructional Guide on Conventional Strategy (IGCS)
11. Evaluation Sheet on Teachers' Performance in Drama-Based Instructional Strategy
12. Evaluation Sheet on Teachers' Performance in Poetry/Song-Based Instructional Strategy
13. Evaluation Sheet on Teachers' Performance in Prose-Based Instructional Strategy

## 14. Evaluation Sheet on Assessing Teachers' Performance in the Conventional Strategy

### 3.4.1 Pupils' Awareness of Child Rights Questionnaire (PUACRQ)

This instrument was developed by the researcher. It consisted of two sections, A and B. Section A solicited information on demographic characteristics of the pupils. Section B consisted of 20 items eliciting information on pupils' awareness of child rights structured in dichotomous scale of True or False. It covered the four categories of child rights which are: Survival Rights, Developmental Rights, Participation Rights and Protection Rights. Every item responded to as – True was scored 2 marks while every item – False received 1 mark. This instrument was used to measure the pupils' level of awareness of child rights before and after the treatment.

The items generated were given to lecturers in Early Childhood and Primary Education and in Faculty of Law for both content and face validity. The draft of Pupils' Awareness of Child's Rights Questionnaire (PUACRQ) was thereafter given to my supervisor for further scrutiny. They all ensured that the language used to construct the instrument was not above the level of the pupils. Their modifications and suggestions were incorporated and thus aided getting the final items of this instrument. PUACRQ was also trial tested on thirty primary four pupils who did not partake in the study and a test-re-test reliability coefficient of 0.76 was established using Pearson Product Moment.

### 3.4.2 Pupils' Attitude to Child Rights Questionnaire (PUATCRQ)

This instrument was designed by the researcher to measure Pupils' attitude to some issues on child rights before and after the treatment. It consisted of two sections, A and B. Section A solicited information on demographic characteristics of the pupils like age, sex etc. Section B consisted of 20 items eliciting information on pupils' attitude to child rights. Pupils responded 'Yes or No' to statements on four categories of child rights which are: Survival Rights, Developmental Rights, Participation Rights and Protection rights. Every positive item 'Yes' was scored 2 marks while every negative item 'No' received 1 mark and the reverse was the case for negative items. This

instrument was used to measure the pupils' attitude to child rights before and after the treatment.

To establish the validity and reliability of the instrument, it was given to lecturers in Faculty of Law and Early Childhood and Primary Education. They assessed the face and content validity of the instrument as well as the appropriateness of the language to the level of the pupils. Their suggestions and corrections were considered in the production of the final copy. The instrument was pretested on thirty pupils that were not involved in the research and a reliability coefficient of 0.85 was obtained using Guttman Split Half Technique.

### **3.4.3 Drama-Based Instructional Strategy (DBIS)**

The drama titled "Ten Big Questions" was written by the researcher to educate children on their rights. It consists of five scenes. Examples of different ways children are abused at home and in the society are acted in the drama. The rights of a Nigerian child as contained in the Child Right Act 2003 are creatively highlighted. The play was written in such a way that it could amuse and make them to be actively involved, influence as well challenges them to want to spread the content of Child Right Act to people around them especially their parents. For the purpose of validity, copies of the text were given to lecturers in English Department, Early Childhood Education Unit, Faculty of Law and the supervisor. Based on their corrections, face and content validity of the strategy were confirmed.

### **3.4.4 Poetry/ Song Based Instructional Strategy (PSBIS)**

PSBIS was titled "My Favourite Beats" also packaged by the researcher. It consisted of five poems and five songs. The poems expressed feelings of the poet on attitude of Africans towards children in the society. The poems and songs were written in such a way that children themselves were used as the advocates of their own rights to awaken parents, society and the government to their responsibilities and do all things in the best interest of children. Some of the expressions in the poems and songs were illustrated with pictures through which pupils were able to interpret the poems and songs easily.

PSBIS was given to higher degree students and lecturers in English Department, Theatre Arts, Early Childhood Education and Faculty of Law. The face validity and the appropriateness of the language to the level of the pupils were established. The validity of PSBIS was further confirmed by musicologists who assisted in editing the rhythm, adjusting the scale and the timing of the songs. The final scrutiny was done by the researcher's supervisor.

### **3.4.5 Prose-Based Instructional Strategy (PBIS)**

PBIS was titled "Amaka meets her Angel" and contained stories relating to child rights and child abuse written by the researcher to educate children about their rights and responsibilities of their parents. It was written in four chapters which covered information about United Nations Convention on the Right of the Child, African Charter on Right of the Child and the Child Right Act 2003 of Nigeria. The prose basically intimated the pupils with the four categories of child rights which are Right to Survival, Development, Participation and Protection. The stories in these chapters were also illustrated with pictures in order to fascinate the pupils and sustain their interest. PBIS was given to lecturers in Theatre Arts Department, Early Childhood Education Unit, Faculty of Law and the supervisor. Their constructive suggestions were used to establish the face and content validity of the text. Corrections were also made on the language and volume of the prose in order to make it match the level of the learner.

### **3.4.6 Conventional Strategy (CS)**

This consisted of four reading comprehension passages written by the researcher. The passages dealt with issues on child abuse and child rights to teach pupils in the conventional way. The passages were given to lecturers in English department, early childhood educators and the supervisor for face and content validity. The appropriateness of the language to the level of the pupils was also examined. Necessary corrections were made based on their suggestions.

### **3.4.7 Teachers' Instructional Guide**

These were teaching guides prepared by the researcher for the teachers on Drama-Based Instructional Strategy, Poetry/Song-Based Instructional Strategy, Prose-Based Instructional Strategy and Conventional Strategy. These were used to during the training period for the experimental and control group. The main features were general

information which consisted of subject, topic, class, the objectives, previous knowledge of the pupils, the reference books, the procedural steps which contain teacher's activities, pupils' activities, evaluation and assignment.

The teacher's instructional guides were:

- i. Instructional Guide on Drama-Based Instructional Strategy (IGDBIS)
- ii. Instructional Guide on Prose-Based Instructional Strategy (IGPBI)
- iii. Instructional Guide on **Poetry/Song**-Based Instructional Strategy (IGPSBS)
- iv. Instructional Guide on Conventional Strategy (CS) – Control group

Each of these guides was given to experienced literacy teachers teaching primary four, lecturers in Early Childhood and Primary Education and English Language units of University of Ibadan to examine their content and face validity. The appropriateness of the language used to the age of the children was also examined. Their suggestions were used to reconstruct the guides.

#### **3.4.8 Evaluation Sheets on Assessing Teachers' Performance**

These are the guidelines for evaluating performance of the teacher and research assistants' on the effective use of the strategies based on each instructional guide that was used to provide procedural steps on each of the strategies as they were exposed to during training.

#### **3.5 Research Procedure**

The procedure for the collection of data followed the outlined sequence of activities as below:

1. Sought permission from SUBEB and Introduction in schools and locations selected for the study.
2. Training of Research Assistants/Teachers (class teachers of pupils and other research assistants).
3. Random assignment of participating schools into Groups.
4. Administration of pretest on Experimental and Control Groups.

5. Administration of treatment in the Experimental and Control Groups with conventional strategy.
6. Administration of posttest.

### **Schedule/ Breakdown of the Field Work Activities**

The study covered ten weeks. The activities embarked on during this time are scheduled as follows:

<b>S/No</b>	<b>Week</b>	<b>Activities</b>
1	1 <sup>st</sup>	Permission from SUBEB and Introduction in selected schools
2.	2 <sup>nd</sup> -3 <sup>rd</sup>	Training of Research Assistants/Teachers and Random assignment of participating schools into Groups
3	4 <sup>rd</sup>	Administration of Pretest on Experimental Groups
4	5 <sup>th</sup> -9 <sup>th</sup>	Treatments (Group 1-4) all running simultaneously
5	10 <sup>th</sup>	Administration of Posttest to all the groups

#### **3.5.1 Introduction in the Selected Schools for the Study**

The letter of introduction collected from the department was taken to Kwara State Universal Basic Education Board to seek permission to use the selected schools. The researcher thereafter visited the sampled schools for formal introduction with the letter of approval given from SUBEB. Here, the researcher explained vividly her mission, the purpose of the study, the mode and form it would take, the duration of the study and other necessary information as was required from her. The arrangement was made on the day the study would commence and the exercise was allotted two periods (literacy periods) in a week on their time table

#### **3.5.2 Training of Research Assistants**

Two weeks training was given to primary four teachers in selected schools and other research assistants using the Instructional guides to provide step by step explanation on the use of the three modes of Literature-Based Instructional Strategies. After two weeks of training, the teachers and other facilitators were assessed

using Evaluation Sheet on Assessing Teachers' Performance in the Strategies. Participating teachers in Control Group were not trained in the use of Literature-Based Instructional Strategies (LBIS).

### **3.5.3 Administration of Pre-test on Experimental and Control Groups**

One week was used for the administration of the pretest. The Pupils' Awareness of Child Rights (PUACRQ) and The Pupils' Attitude to Child Rights (PUATCRQ) were administered to the pupils before the treatment by teachers and research assistants under the supervision of the researcher.

### **3.5.4 Treatment**

This was the exposure of the pupils in selected schools to experiments. They were taken through the contents of child rights using the three modes of Literature-Based Instructional Strategies (Drama Instructional Strategy, Poetry/Song Instructional Strategy and Prose Instructional Strategy). The pupils in control group were also taught topics on child rights but with Conventional Strategy during reading comprehension as in normal literacy class as contained in the guide.

#### **1. Instructional Guide on Drama Strategy (IGDS)**

##### **Experimental Group 1**

- Step I: Pupils were asked to observe and say what the pictures illustrate in the chapter.
- Step II: Teacher used a chart to take them through the pictures before the passage.
- Step III: Pupils were assigned to characters to read through the scene
- Step IV: Teacher encouraged each actor to assume the roles of the character as they read in turns.
- Step V: Teacher asked pupils 'who', 'what', 'when' 'where', 'how'
- Step VI: Pupils were encouraged to act the incidence in the play
- Step VII: Pupils were encouraged to ask questions
- Step VIII: With the assistance of the teacher pupils discussed the important incidence in the play.
- Conclusion: Teacher gave the summary of the play.
- Assignment: Pupils were instructed to share the drama with two people at home.



## **2. Instructional Guide on Poetry/Song Strategy (IGPSS)**

### **Experimental Group 2**

- Step 1: Pupils were asked to observe and talk about the pictures in the poem/song.
- Step II: Teacher reads the poem/sing the song aloud first in order to familiarize pupils with the words, lyrics, mood and tempo.
- Step 11: Pupils listened to the teacher as she chanted the rhyme/sing the song.
- Step 111: Pupils chanted the poem /sing the song after the teacher.
- Step IV: Teacher explained words of the rhyme /songs to the pupils.
- Step V: Pupils chanted the rhyme /sang the song several times supported by the teacher's voice.
- Step VI: Pupils chanted the rhyme /sang the song without the teachers support.
- Step V11: Pupils sang and danced to the songs.
- Step VIII: Teacher discussed the content and other features of the poem/song.
- Conclusion: Pupils were allowed to express their feelings and ask questions

## **3. Instructional Guide on Prose Strategy (IGPS)**

### **Experimental Group 3**

- Step 1: Pupils were asked to observe the pictures on the chapter and were encouraged pupils to say what the picture portrays
- Step 11: Teacher used a chart to take them through the pictures before the passage.
- Step 111: Pupils were assigned to read the stories in turns.
- Step 1V: Teacher asked them 'who', 'what', 'when' 'where' and 'how'
- Step V: Pupils were asked them to retell the story.
- Step VI: Pupils were encouraged to ask questions.
- Step VII: Teacher encouraged them to recall a similar case they have seen or watched in a movie.
- Step VIII: Pupils were allowed to say what they have learnt from the story and also share their feelings about the story.
- Conclusion: Teacher summarized the incidence in the chapters paying attention to necessary details.
- Evaluation: Pupils were asked series of question in order of sequence to enable the pupils narrate the story step by step.

Assignment: Pupils were instructed to retell the story to their parents at home and also read the next chapter.

#### **4. Instructional Guide on Conventional Strategy (IGCS)**

##### **Control Group**

Step I: Teacher wrote the topic on the board.

Step II: Pupils were asked to observe the picture in the exercise and say what the illustrations talk about

Step III: Teacher asked pupils to read silently.

Step IV: Teacher read the passage while the pupils listen and follow.

Step V: Teacher asked pupils to explain their understanding of the passage.

Step VI: Teacher explained the content of the passage read.

Step VII: Teacher asked questions on the passage read.

Step VIII: Teacher encouraged pupils to ask questions.

Conclusion: Teacher answered their questions by giving more explanation.

Evaluation: Teacher gave them exercise on the topic and collected their notes to mark.

#### **3.6 Administration of Posttest on Experimental and Control Groups**

After treatments, posttest was administered to the participants using the same instruments earlier administered as pretest. Pupils' Awareness of Child Rights Questionnaire (PUACRQ) and Pupils' Attitude to Child Rights Questionnaire (PUATCRQ) were administered to the pupils in both experimental and control groups again by teachers under the supervision of the research assistants and the researcher. They maintained close monitoring to ensure that those questionnaires were filled and these were collected back.

#### **3.7 Data Analysis**

Descriptive and inferential statistics were used for analyzing the data in this study. Analysis of Covariance (ANCOVA) was used to test the hypotheses and the differences among the groups using the pre-test scores as covariates. Estimated Marginal Means (EMM) was used to identify the performance of each group. The Scheffe Multiple Range

test was used for post hoc analysis to identify the source of significant difference. Line graph was used to show the levels of significant interaction effect. All the hypotheses were tested at  $p < 0.05$  level of significance.

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## CHAPTER FOUR

### ANALYSIS AND RESULTS

In this chapter the research questions raised in the chapter one are fully discussed based on the information gathered during data collection exercise. The results are also presented according to the sequence of the hypotheses which were tested. All hypotheses were tested at  $P < 0.05$  Alpha level.

#### 4.1 Answers to the Research Questions

**4.1.1 Research Question 1:** What is the level of pupils' awareness of child rights before the treatment?

To answer this question, descriptive statistics was used to analyze the responses of the pupils to awareness questionnaire which has 20 items and each item that shows awareness is scored 2, therefore the mark obtainable is 40 marks. Table 4.6 presents the mean scores of the pupils across the groups:

**Table 4.1: Pupils' Level of Awareness of Child's Rights before the Treatment**

Treatment Groups	N	Mean	Std. Dev
Drama Instructional Strategy	96	29.98	2.11
Poetry/Song Instructional Strategy	91	30.21	1.77
Prose Instructional Strategy	69	29.35	1.53
Conventional Strategy	69	30.04	3.53
<b>Average</b>		<b>29.92</b>	<b>2.32</b>

Table 4.1 shows that those in poetry/song group had the highest pre-awareness mean score (30.21), followed by those in conventional group (30.04), followed by those in drama group (29.98) and those in prose had the lowest pre-awareness mean score (29.35). The average pre-awareness mean score is 29.92 which can be rated as 74.8%. This implies that the awareness level of the pupils was high before the treatment.

**4.1.2 Research Question 2:** What is the level of pupils' awareness of child rights after the treatment?

**Table 4.2: Level of Pupils' Awareness of Child's Rights after the Treatment**

Treatment Groups	N	Mean	Std. Dev
Drama Instructional Strategy	96	32.97	2.96
Poetry/Song Instructional Strategy	91	33.44	3.95
Prose Instructional Strategy	69	32.41	3.93
Conventional Strategy	69	33.45	2.49
<b>Average</b>		<b>33.08</b>	<b>3.42</b>

Table 4.2 indicates that those in conventional group had the highest post-awareness mean score (33.45), followed by those in poetry/song group (33.44), followed by those in drama group (32.97) and those in prose group had the lowest post-awareness mean score (32.41). The average post-awareness mean score is 33.08 which can be rated as 82.7%. This implies that the post awareness is higher compared with the pre awareness.

**4.1.3 Research Question 3:** What is the level of pupils' attitude to child rights before the treatment?

As done in research question 1, descriptive statistics was used to analyze the responses of the pupils to attitude questionnaire which has 20 items and each item that shows positive attitude is scored 2, therefore the mark obtainable is 40 marks. Table 4.3 presents the mean score of the pupils across the groups.

**Table 4.3: Level of Pupils' Attitude to Child's Rights before the Treatment**

Treatment Groups	N	Mean	Std. Dev
Drama Instructional Strategy	96	30.52	1.93
Poetry/Song Instructional Strategy	91	29.79	2.27
Prose Instructional Strategy	69	30.46	1.89
Conventional Strategy	69	28.51	3.16
<b>Average</b>		<b>29.89</b>	<b>2.43</b>

Table 4.3 shows that those in Drama Instructional Strategy group had the highest pre-attitude mean score (30.52), followed by those in Prose Instructional Strategy group (30.46), followed by those in Poetry/Song Instructional Strategy group (29.79) and those in Conventional Strategy group had the lowest pre-attitude mean score (28.51). The average pre-attitude mean score is 29.89 which can be rated as 74.7%. This implies that the attitude level of the pupils is high before the treatment.

**4.1.4 Research Question 4:** What is the level of pupils' attitude to child rights after the treatment?

**Table 4.4: Level of Pupils' Attitude to Child's Rights after the Treatment**

Treatment Groups	N	Mean	Std. Dev
Drama Instructional Strategy	96	32.28	3.23
Poetry/Song Instructional Strategy	91	32.93	2.29
Prose Instructional Strategy	69	31.55	5.33
Conventional Strategy	69	30.17	7.06
<b>Average</b>		<b>31.86</b>	<b>4.70</b>

Table 4.4 shows that those in poetry/song group had the highest post-attitude mean score (32.93), followed by those in drama group (32.28), followed by those in prose group (31.55) and those in conventional group had the lowest post-attitude mean score (30.17). The average post-attitude mean score is 31.86 which can be rated as 79.7%. This implies that the post attitude is higher compared with the pre-attitude.

## 4.2 Testing the Null Hypotheses

**4.2.1 H<sub>01</sub> (a):** There is no significant main effect of treatments on pupils' awareness of child rights

**Table 4.5: Summary of Analysis of Covariance on Pupils' Awareness of Child Rights**

Dependent Variable:postawareness

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	318.922 <sup>a</sup>	16	19.933	1.776	.033	.084
Intercept	2053.234	1	2053.234	182.992	.000	.373
Preawareness	1.507	1	1.507	.134	.714	.000
STRATEGY	29.118	3	9.706	.865	.460	.008
Schlocatn	.089	1	.089	.008	.929	.000
Parenteducatn	15.882	1	15.882	1.415	.235	.005
STRATEGY * schlocatn	79.677	3	26.559	2.367	.071	.023
STRATEGY * parenteducatn	11.897	3	3.966	.353	.787	.003
schlocatn * parenteducatn	9.724	1	9.724	.867	.353	.003
STRATEGY * schlocatn * parenteducatn	56.270	3	18.757	1.672	.173	.016
Error	3455.866	308	11.220			
Total	360146.000	325				
Corrected Total	3774.788	324				

a. R Squared = .084 (Adjusted R Squared = .037)

Table 4.5 shows that the treatment had no significant main effect on the pupils' level of awareness ( $F_{(3,308)} = 0.865$ ;  $p > 0.05$ ;  $\eta^2 = 0.01$ ). Therefore, H<sub>01a</sub> is not rejected.

Table 4.6 presents the magnitude of awareness across the group

**Table 4.6: Estimated Marginal Means of Awareness across the Groups**

Variables	N	Mean	Std. Error
INTERCEPT			
Pre-awareness	325	29.93	-
Post-awareness	325	33.35	.278
TREATMENT			
Drama	96	33.160	.568
Poetry/Song	91	33.610	.472
Prose	69	32.693	.633
Conventional	69	33.938	.543
SCHOOL LOCATION			
Urban	213	33.375	.311
Rural	112	33.325	.462
PARENTAL EDUC. QUALIFICATION			
Low	259	33.019	.222
High	66	33.681	.510

Table 4.6 shows that those exposed to conventional strategy had the highest awareness mean score (33.94), followed by those exposed to poetry/song (33.61), followed by those exposed to drama (33.16) while those exposed to prose had the lowest awareness score (32.69). The difference among the groups is shown not to be significant by the ANCOVA results.

**4.2.2 H<sub>0</sub>(b):** There is no significant main effect of treatments on pupils' attitude to child rights



**Table 4.7: Summary of Analysis of Covariance on Pupils' Attitude**

Variable: postattitude

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1501.379	16	93.836	5.110	.000	.208
Intercept	2589.407	1	2589.407	141.021	.000	.311
Preattitude	52.373	1	52.373	2.852	.092	.009
<b>Treatments</b>	173.888	3	57.963	3.157	.025*	.029
Schlocatn	14.654	1	14.654	.798	.372	.003
Parenteducatn	58.889	1	58.889	3.207	.074	.010
<b>treatments</b> * schlocatn	418.815	3	139.605	7.603	.000*	.068
<b>treatments</b> * parenteducatn	96.033	3	32.011	1.743	.158	.016
schlocatn * parenteducatn	22.773	1	22.773	1.240	.266	.004
<b>treatments</b> *schlocatn*	22.674	3	7.558	.412	.745	.004
parenteducatn						
Error	5728.907	308	18.362			
Total	341125.000	325				
Corrected Total	7230.286	324				

a. R Squared = .208 (Adjusted R Squared = .167)

Table 4.7 shows that the treatment had a significant main effect on the pupils attitude to child rights ( $F_{(3,308)} = 3.16$ ;  $p < 0.05$ ;  $\eta^2 = 0.03$ ). Therefore,  $H_{01b}$  is rejected. Table 4.13 presents the magnitude of pupils' attitude across the groups.

**Table 4.8: Estimated Marginal Means of Pupils' Attitude across the Groups**

Variables	N	Mean	Std. Error
INTERCEPT			
Pre-attitude	325	29.890	-
Post-attitude	325	32.301	.347
TREATMENT			
Drama	96	32.037	.729
Poetry/Song	91	33.530	.602
Prose	69	32.872	.746
Conventional	69	30.764	.709
SCHOOL LOCATION			
Urban	213	31.990	.366
Rural	112	32.611	.591
PARENTAL EDUC. QUALIFICATION			
Low	259	31.678	.284
High	66	32.923	.634

Table 4.8 shows that those exposed to poetry/song strategy had the highest attitude mean score (33.53), followed by those exposed to prose (32.87), followed by those exposed to drama (32.04) while those exposed to conventional had the lowest attitude score (30.76). The difference among the groups is shown to be significant by the ANCOVA analysis. Table 4.9 presents the pair wise comparison to reveal the source (s) of the significant effect.

**Table 4.9: Scheffe's Post Hoc Pair-wise Comparison of the Pupils' Attitude among the Groups**

Treatment Groups	Mean	Drama	Poetry/song	Prose	Conventional
<b>Drama</b>	32.037				
<b>Poetry/song</b>	33.530				*
<b>Prose</b>	32.872				*
<b>Conventional</b>	30.764		*	*	

Table 4.9 shows that the significant main effect showed by Table 4.12 was as a result of the significant difference in the pupils' attitude between:

Poetry/song group and conventional group

Prose group and conventional group.

But there is no significant difference in drama group and conventional group; drama group and poetry/song group; drama group and prose group and also poetry group and prose group. This implies that both poetry/song and prose strategies enhance pupils' attitude significantly better than drama and conventional strategies.

**4.2.3 H<sub>02</sub> (a):** There is no significant main effect of school location on pupils' awareness of child rights

Table 4.5 shows that the school location has no significant main effect on the level of pupils' awareness of child rights ( $F_{(1,308)} = 0.01$ ;  $p > 0.05$ ;  $\eta^2 = 0.00$ ). Therefore,  $H_{02a}$  is not rejected.

**4.2.4  $H_{02}$  (b):** There is no significant main effect of school location on pupils' attitude to child rights

Table 4.5 shows that the school location has no significant main effect on the pupils' attitude to child rights ( $F_{(1,308)} = 0.80$ ;  $p > 0.05$ ;  $\eta^2 = 0.00$ ). Therefore,  $H_{02b}$  is not rejected.

**4.2.5  $H_{03}$  (a):** There is no significant main effect of parents' educational background on pupils' awareness of child rights.

Table 4.5 shows that the parents' educational background has no significant main effect on the level of pupils' awareness of child rights ( $F_{(1,308)} = 1.42$ ;  $p > 0.05$ ;  $\eta^2 = 0.01$ ). Therefore,  $H_{03a}$  is not rejected.

**4.2.6  $H_{03}$  (b):** There is no significant main effect of parents' educational background on pupils' attitude to child rights.

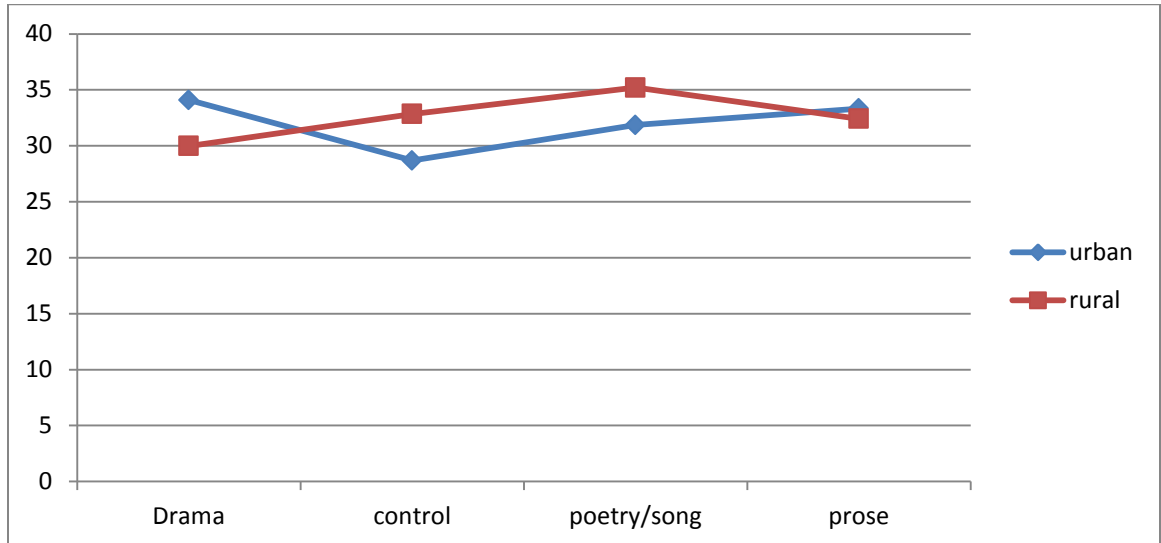
Table 4.5 shows that the parents' educational background has no significant main effect on the pupils' attitude to child rights ( $F_{(1,308)} = 3.21$ ;  $p > 0.05$ ;  $\eta^2 = 0.01$ ). Therefore,  $H_{03b}$  is not rejected.

**4.2.7  $H_{04}$  (a):** There is no significant interaction effect of treatment and school location on pupils' awareness of child rights.

Table 4.5 shows that the interaction effect of treatment and school location is not significant on the level of pupils' awareness of child rights ( $F_{(3,308)} = 2.37$ ;  $p > 0.05$ ;  $\eta^2 = 0.02$ ). Therefore,  $H_{04a}$  is not rejected.

**4.2.8  $H_{04}$  (b):** There is no significant interaction effect of treatment and school location on pupils' attitude to child rights.

Table 4.7 reveals that the interaction effect of treatment and school location is significant on the pupils' attitude to child rights ( $F_{(3,308)} = 7.60$ ;  $p < 0.05$ ;  $\eta^2 = 0.07$ ). Therefore,  $H_{04b}$  is rejected. Figure 4.1 presents line graph that disentangles the interaction effects.



**Figure 4.1: Line graph showing interaction effect between Treatment and School Location on pupils' attitude to child rights**

Figure 4.1 shows that pupils in urban schools did better in drama and prose groups while pupils in the rural schools did better in poetry/song and control groups. Therefore, the interaction is disordinal.

**4.2.9  $H_{05a}$  There is no significant interaction effect of treatment and parents' educational background on pupils' awareness of child rights.**

Table 4.5 shows that the interaction effect of treatment and parents' educational background is not significant on the level of pupils' awareness of child rights ( $F_{(3,308)} = 0.35$ ;  $p > 0.05$ ;  $\eta^2 = 0.00$ ). Therefore,  $H_{05a}$  is not rejected.

**4.2.10  $H_{05b}$  There is no significant interaction effect of treatment and parents' educational background on pupils' attitude to child rights.**

Table 4.7 shows that the interaction effect of treatment and parents' educational background is not significant on the pupils' attitude to child rights ( $F_{(3,308)} = 1.74$ ;  $p > 0.05$ ;  $\eta^2 = 0.02$ ). Therefore,  $H_{05b}$  is not rejected.

**4.2.11  $H_{06a}$  There is no significant interaction effect of school location and parental educational background on pupils' awareness of child rights.**

Table 4.5 shows that the interaction effect of school location and parents' educational background is not significant on the level of pupils' awareness of child rights ( $F_{(1,308)} = 0.87$ ;  $p > 0.05$ ;  $\eta^2 = 0.00$ ). Therefore,  $H_{06a}$  is not rejected.

**4.2.12  $H_{06}$  (b) There is no significant interaction effect of school location and parental educational background on pupils' attitude to child rights.**

Table 4.7 shows that the interaction effect of school location and parents' educational background is not significant on the pupils' attitude to child rights ( $F_{(1,308)} = 1.24$ ;  $p > 0.05$ ;  $\eta^2 = 0.00$ ). Therefore,  $H_{06b}$  is not rejected.

**4.2.13  $H_{07}$  (a) There is no significant interaction effect of treatment, school location and parental educational background on pupils' awareness of child rights.**

Table 4.5 shows that the interaction effect of treatment, school location and parents' educational background is not significant on the level of pupils' awareness of child rights ( $F_{(3,308)} = 1.67$ ;  $p > 0.05$ ;  $\eta^2 = 0.02$ ). Therefore,  $H_{07a}$  is not rejected.

**4.2.14  $H_{07b}$  There is no significant interaction effect of treatment, school location and parental educational background on pupils' attitude to child rights.**

Table 4.7 shows that the interaction effect of treatment, school location and parents' educational background is not significant on the pupils' attitude to child rights ( $F_{(3,308)} = 0.41$ ;  $p > 0.05$ ;  $\eta^2 = 0.00$ ). Therefore,  $H_{07b}$  is not rejected.

## Summary of the Findings

The findings of the study revealed the following:

1. The awareness level of the pupils was high before the treatment but there was an increase after the treatment.
2. The attitude level of the pupils was high before the treatment but recorded an increase after the treatment. This implies that the post attitude is higher compared with the pre-attitude.
3. There is no significant main effect of treatments on pupils' awareness of child rights. Those exposed to conventional strategy which is the control group had the highest awareness mean score, followed by those exposed to poetry/song, followed by those exposed to drama while those exposed to prose had the lowest awareness score. The difference among the groups is shown not to be significant.
4. There is a significant main effect of treatments on pupils' attitude to child rights. Those exposed to poetry/song strategy had the highest attitude mean score, followed by those exposed to prose, followed by those exposed to drama while those exposed to conventional had the lowest attitude score. The difference among the groups is shown to be significant.
5. There is no significant main effect of school location on pupils' awareness of child rights.
6. There is no significant main effect of school location on pupils' attitude to child rights.
7. There is no significant main effect of parents' educational background on pupils' awareness of child rights.
8. There is no significant main effect of parents' educational background on pupils' attitude to child rights.

9. There is no significant interaction effect of treatment and school location on pupils' awareness of child rights.
10. There is significant interaction effect of treatment and school location on pupils' attitude to child rights.
11. There is no significant interaction effect of treatment and parents' educational background on pupils' awareness of child rights.
12. There is no significant interaction effect of treatment and parents' educational background on pupils' attitude to child rights.
13. There is no significant interaction effect of school location and parents' educational background on pupils' awareness of child rights.
14. There is no significant interaction effect of school location and parents' educational background on pupils' attitude to child rights.
15. There is no significant interaction effect of treatment, school location and parents' educational background on pupils' awareness of child rights.
16. There is no significant interaction effect of treatment, school location and parents' educational background on pupils' attitude to child rights.

## CHAPTER FIVE

### DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter presents the discussion of findings of the study, the recommendations and conclusion.

#### 5.1 Discussion

##### 5.1.1 Level of Pupils' Awareness of Child Rights before and after the Treatments

The findings of the study reveal that the level of pupils' awareness of child rights was high before they were exposed to treatments. This was not in conformity with the findings of Adedigba (2008) and Sopekan (2009) who reported low level of awareness of child rights among primary school pupils, teachers and parents. This was also against the conclusion of UNICEF (2007) and Eholor (2011) that the child rights are far from being protected because many people are not yet aware. This result also negates Okoye (2011) who in his study reported that the Child's Rights Act has not received sufficient awareness and acceptance since its domestication.

The findings show that pupils claimed to be aware of child rights but not aware of the laws that make them binding on parents which of course is contradictory. This may be connected with the fact that pupils just responded to the questionnaires out of the instinct of their desire or need just like any other human being. If they are aware of their rights then it is expected that they should know that those rights are claim or benefit that is recognized or safeguarded by law.

The result also shows that those in poetry/song group had the highest pre-awareness mean score; followed by those in conventional group, followed by those in drama group and those in prose had the lowest pre-awareness mean score. After the treatment, conventional strategy had the highest post awareness mean score followed by those exposed to poetry/song, followed by those exposed to drama while those



exposed to prose had the lowest awareness score. The result reveals that participant in conventional group did better than those in other groups. This clears the conventional method from condemnation it continues to receive from some researchers that it is as an old method and always seen as ineffective in teaching and learning. Conventional method is still relevant and cannot be totally dodged from our learning process as most of the strategies we develop emanate from it and at one point or the other we still make use of it. May be, what we need to do is harmonization or modification of it into new strategies we come up with every day.

### **5.1.2 Level of Pupils' Attitude to Child Rights before and after the Treatment**

The findings also reveal that the attitude of pupils to child rights was high before the treatments. The finding is not in consonance with Okoye (2011) who observed unconcern attitude and non-appreciation of child rights at all levels. However, the result shows that there is an increase in pupils' attitude after treatment. Those in poetry/song group had the highest post-attitude mean score, followed by those in drama group, followed by those in prose group and those in conventional group had the lowest post-attitude score. This implies that the post attitude is higher compared with the pre-attitude.

### **5.1.3 Effects of Treatment on Pupils' Awareness of and Attitude to Child Rights**

The main focus of the study is to find out the efficacy of three modes of literature-based instructional strategies on pupils' awareness of and attitude to child rights. The findings show that the treatment has no significant effect on the awareness of pupils to child rights. This finding is not in conformity with VanderWey (2001) who found in his study that the use of storytelling increases understanding and provides opportunity for creation of shared knowledge. This is also not in agreement with Smith (1991) who summarises the results of a study of second graders who demonstrated an increase in writing ability after exposure to a range of different literatures, when

compared to a control group. This result is also contrary to Senechal, LeFevre, Thomas and Daley (1996) who found that 47 first-grade children language skills and emergent literacy were enhanced after been exposed to storybook. The study also tends to contrast Poorman (2002) who submitted that the use of literature as a teaching tool has been associated with stimulating and maintaining student interest.

Another major finding of this study is that the treatment has significant effect on pupils' attitude to child rights. This implies that the treatments enhance pupils' attitude significantly better than conventional strategy. Those exposed to poetry/song strategy had the highest attitude mean score, followed by those exposed to drama, followed by those exposed to prose while those exposed to conventional had the lowest attitude score. It can be inferred that the three modes of literatures-based instructional strategies (prose, drama, poetry/songs) enhanced pupils' attitude to child rights. This result corroborates those of Morrow, Gambrell and Penninton (2000) who revealed the potentiality of literature as a strategy of developing meaningful and permanent learning in children. The finding also confirms the assertion of Yusof (2008) and Kemp (2013) that educational drama is a creative process that allows children to explore the full potential of drama as a learning experience. In the same way, Klein (2005) noted that the repetitive nature of poems and the joy songs impose to the learning activity and associative power between the melody and the content make children respond enthusiastically to poems and songs and welcome them at all time. In other words, the result suggests that literature-based instructional strategies have potential to make human behavior and can function as a change agent. This lends support to the previous research findings that have proved the effectiveness of literature-based method in teaching and learning of children. For instance, Kelly (1990) examined third graders' response to children's literature that was read aloud to them, and determined that the exposure fostered comprehension, discussion, writing skills and promoted emotional involvement. The role of interactive storybook software was also examined by Johnston (1997) in relation to kindergarten children, finding a significant increase in verbal ability was measurable after a 7 week period. Similarly, Otto (1993) undertook a project designed to increase inner-city children's opportunities to interact

with storybooks and found that 75% of those in the study demonstrated a higher level of emergent reading at the end of the project.

The findings reveal that poetry/song strategy was more effective than others; the reason might be because children do have more interest in poems and songs because they encourage them to be involved in group activities and also help them to be relieved from stress. As children are engaged with songs and poems chants, finger plays, and dance, it creates a feeling of safety and makes learning in a classroom much easier.

#### **5.1.4 Two-Way Interaction Effect of Treatment and Parental Education on Pupils' Awareness of and Attitude to Child Rights**

The findings reveal that there was no significant interaction effect of treatment and parents' educational background on pupils' awareness of and attitude to child rights. This is at variance with the findings of UNICEF (2007) that there is a positive correlation between the mother's education level and her child's likelihood to be registered after birth. This is also not in line with the assertion of National Institutes of Health who says that the education level of a parent is a significant predictor of a child's educational achievements and behavioral outcomes. The study also does not agree with a study by the Institute of Social Research (2005) who found that a parent's education directly affects standardized achievement testing scores. This is not in agreement with the position of Eccles (1986) that parents with higher education levels have stronger confidence in their child's academic abilities, and they also have higher expectations of their child which builds his own confidence in his academic abilities and makes him more likely to succeed. This result is not in agreement with the findings of David-Kean (2005) who reported that data analyzed over time suggests that maternal education plays a significant role in a child's developing intellect.

Going by this result, then it is safe to conclude that children should be taken care of and their rights protected regardless of whether the parents are literate or illiterate, well read and not well read. Experience has even shown that illiterate parents

do have more time for their children than literate ones. As the literate parents continue to strive all in the name of improving or maintaining their status those who are not well read stay at home to monitor their wards and be available when they are needed to attend to issues. This reflected in this other part of this study when the parents were called together for focus group discussion, those with no or low education turned up and really appreciated the programme while the turn out and responses of the so called literates was nothing to write home about.

#### **5.1.5 Two-way Interaction Effect of Treatment and Location on Pupils' Awareness of and Attitude to Child Rights**

There was no significant main effect of treatment and school location on pupils' awareness of child rights. This finding was in agreement with Ajayi (1999) who found that there was no significant difference between students' academic achievement in rural and urban locations. This is further confirmed by Yusuf and Adigun (2010) who reported that there is no significance of school location on their academic performance. This result was not in conformity with the National Education Association report that the low performing students are in rural schools (Brown and Swanson, 2001) and that rural areas are usually noted for lagging behind urban and suburban schools in educational achievement. This also does not agree with the opinion of Odinko (2007) that the location of school whether urban or rural would most likely make the school to acquire different characteristics.

There was significant main effect of treatment and school location on pupils' attitude to child rights. This indicates that the location of school have influence on the treatment and pupils' attitude to child rights. Pupils in urban schools did better in drama and prose groups while pupils in the rural schools did better in poetry/song and control groups. The finding was in conformity with Brown and Swanson (2001) who reported low performance among rural schools while urban schools are noted for better educational achievement. This result was not in agreement with Yusuf and Adigun (2010) who reported that there is no significance between students' location and their academic performance.

### **5.1.6 Two-way Interaction Effect of Treatment, Parental Education and School Location on Awareness of and Attitude to Child Rights**

The study also showed that there was no significant interaction effect of treatment, parents' educational background and school location on pupils' awareness of and attitude to child rights. This result does not tally with findings of Oyekale and Adewale (2002) that urban children always perform better than rural ones in many examination and that in the urban areas the educational status of the father determines children's involvement in child labour. However, this result adds a credit to literature-based instructional strategies in the sense that pupils were able to learn and change their attitude regardless of their parents' education and where the school is located or where they live. This study corroborates those studies who confirmed the efficacy of literature in the teaching of children with disabilities. For example, Williams and McLean (1997) in their study found that deaf children responded to children's literature in teaching and Englert et al (1995) reported positive benefits when they utilized children's literature for the development of literacy with mildly intellectually handicapped children. This indicates that these strategies can take care of children's individual differences and their special needs in teaching and learning therefore it would be very useful particularly in educating and changing children's attitude to child rights.

### **5.1.7 Three-Way Interaction Effect of Interaction Effect of Treatment, Parental Education and School Location on Pupils' Awareness of and Attitude to Child Rights**

The result also reveals that the interaction effect of treatment, school location and parents' educational background is not significant on the level of pupils' awareness of and attitude to child rights. This result is not in line with Kearney et al (2008) submission that parents' education may have important effect on children's future outcome. The finding is however, in tangent with the study of Yusuf and Adigun

(2010) where they reported that there is no significance between students' location and their academic performance.

## **5.2 Conclusion**

The results of the study have shown that literature-based instructional strategies increase pupils' level of awareness though the effect was not significant which may be attributable to the fact that the level of awareness was high before the treatment. Unlike on awareness, the three strategies, poetry/song, prose and drama strategies produce better and more positive attitude to child rights than the conventional method. This means that pupils' negative attitude to child rights could be effectively addressed through the use of these three modes of literature-based instructional strategies. The conventional strategy which was used as control group was also found to be effective in improving the awareness of pupils to child rights that indicates that one cannot remove conventional strategy entirely to achieve an effective education. Learners and teachers will benefit more if conventional strategy and other strategies like literature-based instructional strategies are fused together in order to create a more effective, fun and interactive learning experience. The findings also acclaim literature-based instructional strategies potency in managing students from different background as the results reveal no significant interaction effect of treatment, school location and parents' educational background on pupils' awareness of and attitude to child rights.

## **5.3 Implications of the findings**

The study has the following implications for the pupils, parents, teachers and stakeholders.

### **Pupils**

The findings reveal that pupils claimed to be aware of child rights and their attitude towards it was poor, this implies that there is still need for child educators and other stakeholders to intensify their effort in awareness creation of child rights.

Also, the findings showed that pupils claimed to be aware of child rights but not aware of the laws that make them binding on parents. There is still need to create more awareness of the indicators of child rights as the entitlements backed up by law. This becomes necessary as the knowledge of their rights can influence them act as agents of change to uphold the rights of other children around them and also will grow up to become adults that will respect rights of their own children.

### **Parents, Teachers and other Adults**

Teachers should be encouraged to use literature-based instructional strategies to improve attitude of pupils to child rights and also in teaching and learning to make pupils more actively involved in their own learning and other matters that concern them. Also, the study has undoubtedly impacted the pupils and has provided relevant information on child rights and child protection to them thus making them custodian of information on issues that concern them. This would enable them to disseminate information about their rights and talk confidently about the legal instruments protecting these rights. As a result, the parents, teachers, communities and government would be sensitive, be cautious and be mindful of how they relate with or handle the children around them. This should also challenge all and sundry to think on what one can do to support children rights and thus making our society a better place for children to live and develop to their full potentials

### **Researchers and Child Educators**

This study showed that there are few empirical studies on child rights; therefore the study has helped in boosting the literature on studies relating to child rights and child protection which can serve as baseline information for policy makers

and researchers. This can also motivate early childhood educators and researchers to conduct more researches on issues relating to child rights and child welfare.

### **Stakeholders**

It would also gear all stakeholders up to realize that they need to make conscious effort to making much investment into strategies like literature-based instructional strategies to propagate child rights. The literature reviewed in this study also revealed the need to address the issue of abuses of children's rights in our curriculum, as this can help in making education more relevant to the children to promote justice, equity, citizenship and social responsibility. Through this, children will learn to respect right of others and as well guide against their own rights being abused.

The study has successfully provided reference books (the strategies and data collection instruments which can serve as invaluable aids in disseminating adequate information about child abuse and child rights. Likewise, these literatures can travel as far as wherever human beings are found and this can be found useful by any reader who comes across it to educate and sensitize them. The literature texts can be recommended and used by Non-governmental agencies to spread child rights in the society. This can help greatly in reducing or eradicating the incidence of child abuse, child neglect and child maltreatment in our society.

### **5.4 Recommendations**

Based on the findings of the study, the following recommendations are made:

1. The studies showed that literature-based instructional strategies improved pupils' awareness of child rights and also have significant effect on attitude of pupils. Therefore, these strategies can be adopted to increase pupils' awareness of and particularly change their attitude to child rights. These strategies facilitated children's active participation during the teaching-learning process and beyond classrooms and so their use should be encouraged among pupils.



2. The potency of these strategies on pupils from both low and high parental educational background and different locations (rural and urban) indicates that these strategies can also be adopted by teachers in classrooms to take care of pupils from different background and bring about effectiveness in their teaching and learning.

3. Nigerian government and Non-Governmental Organization can source for write-ups like stories, plays, poems and songs on child abuse and child rights, make enough publications and distribute to children in schools for awareness creation.

4. Curriculum planners should also endeavour to include more themes child rights and other issues related to children in pre-primary and primary schools' curriculum instruction to educate children about issues that concern them.

5. SUBEB, states and federal ministries of education should sponsor teachers on conferences both locally and internationally where they will be kept abreast of happenings and issues relating to children.

6. Training and retraining programmes such as seminars, workshops and symposia should be organised by the government and other professional bodies who are concerned and actively involved in serving the needs of young children from time to time for teachers to enable them acquire more skills in on the use of literature-based instructional strategies.

7. Authors and publishers should be encouraged through fund to write books especially literature books covering topics on child abuse and child rights.

### **5.5 Limitations of the Study**

Empirical literature related to this study was very few. Most of the studies on literature-based instructional strategies were basically on learning and achievement. Also, research findings on child rights especially using children as participants are very scarce and this posed a serious challenges. Also, poor reading ability of some pupils in the intact classes used constituted a major constraint of the study.

## 5.6 Suggestions for further Study

In view of the findings and limitation of the study, the following suggestions are made for further studies:

1. Since this study was limited to Kwara State it could be replicated with pupils in the other states, geo-political zones of the country- Northern Area, South West or the whole federation so as to make the findings more generalizable.

2. The study could be carried out looking into pupils' awareness of and attitude concentrating on only one of the four categories of child rights.

3. The study only covered an aspect of Child rights which are the entitlements of children. The Child Rights Act 2003 also confers responsibilities on children, providing the necessary guidance, education and training to enable the children to live up to these responsibilities is also important. Another study can be conducted to educate children about their responsibilities.

4. The three modes of literature-based instructional strategies could also be used in indigenous language.

5. The study was limited to primary school pupils, other studies could be carried out to cover pre-primary, junior secondary and senior secondary school as well.

6. Another study can also be conducted using parents as the population.

7. Further research could be conducted using other moderator variables such as age, mental ability, gender and parental socio-economic status which could influence pupils' awareness and attitude to child rights.

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**APPENDIX I**

**Department of Teacher Education**

**University of Ibadan, Ibadan**

**PUPILS' AWARENESS OF CHILD RIGHTS QUESTIONNAIRE**

**(PUACRQ)**

This study is a research endeavour based in the Early Childhood Education Unit, Department of Teacher Education, University of Ibadan, Ibadan. This questionnaire is meant to assess pupils' awareness of child rights. Your earnest response and cooperation is sincerely solicited, for this will help immensely to obtain useful information for this study. Information supplied will be used solely for research purpose and also treated with utmost confidentiality.

**Thank you**

**Section A**

**Background Information**

**Age:**

**Sex:**

**School Location:**

**Urban**

**Rural**

**Parental Educational Qualification:**

**No education**

**School Certificate/Grade II**

**NCE/OND**

**HND/B.Ed/B.A/B.Sc**

**M.Ed/ M.A/M.Sc**

**Ph.D**

**SECTION B:**

**Please, Tick the option either True or False**

S/N	STATEMENT	True	False
	<b>SURVIVAL RIGHTS</b>		
1	There is a law that tells parents to give children care and love		
2	It is not compulsory for parents and guardians to give children food if they could not get		
3	Parents can be arrested if they do not take good care of their children		
4	Child registration after birth is compulsory		
5	Clean and good water should be available for children at all the time		
	<b>DEVELOPMENTAL RIGHTS</b>		
6	Nigeria law makes education compulsory for all children		
7	It is not compulsory for parents to take their children to hospital when they are sick.		
8	Parents can choose not to send their children to school		
9	Parents may decide not to immunize their children because it is not compulsory.		
10	Children with disability do not need to be cared for, it is a waste of money.		
	<b>PARTICIPATION RIGHTS</b>		
11	Nigeria has a law that allows children to participate in matters that affect them.		
12	Children have rights to choose their food and clothes.		
13	Children should keep quiet when their parents talk.		
14	Children should be allowed to talk about their needs.		
15	Children are too young to participate in family matters or meetings.		
	<b>PROTECTION RIGHTS</b>		
16	Nigeria has a law that protects children from bad treatment.		
17	Parents can beat their children anyhow because they are their property.		
18	Children can be taken away from their parents' custody if they are not given good care.		
19	Children should be allowed to work for money to support the family.		
20	Children should be sent on errand at any time.		

## APPENDIX II

### Department of Teacher Education

### University of Ibadan, Ibadan

#### PUPILS' ATTITUDE TO CHILD RIGHTS QUESTIONNAIRE (PUATCRQ)

This study is a research endeavour based in the Early Childhood Education Unit, Department of Teacher Education, University of Ibadan, Ibadan. This questionnaire is meant to assess pupils' attitude to child rights. Your earnest response and cooperation is sincerely solicited, for this will help immensely to obtain useful information for this study. Information supplied will be used solely for research purpose and also treated with utmost confidentiality.

**Thank you.**

#### SECTION A

##### Background Information

Age:

Sex:

##### School Location:

Urban

Rural

##### Parental Educational Qualification:

No education

School Certificate/Grade II

NCE/OND

HND/B.Ed/B.A/B.Sc

M.Ed/ M.A/M.Sc

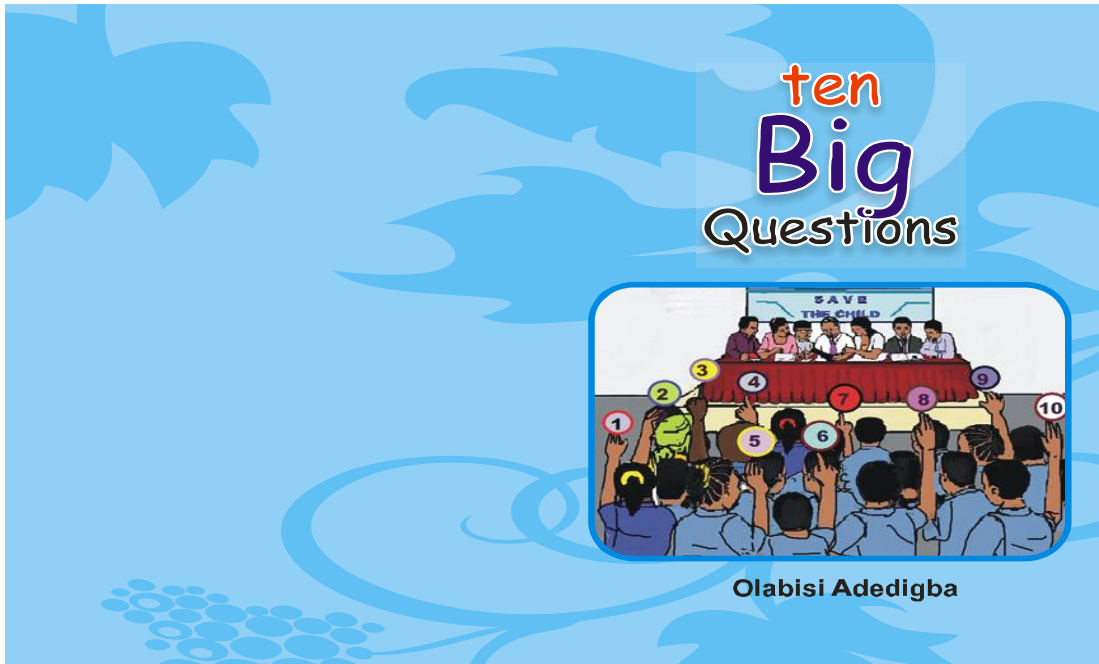
Ph.D

## SECTION B

Please, Tick the option either Yes or No

S/N	STATEMENT	YES	NO
	<b>SURVIVAL RIGHTS</b>		
1	Only children that listen to parents should be given care and love.		
2	Parents and guardians may not give children food if they could not get.		
3	It is good for parents to be arrested if they do not take good care of their children.		
4	Child registration after birth should not be made compulsory		
5	Children with disability should not be cared for		
	<b>DEVELOPMENTAL RIGHTS</b>		
6	Coming to school should not be made compulsory for all children		
7	It is not compulsory for parents to take their children to hospital when they are sick		
8	Parents' can choose not to send their children to school		
9	Immunization for children is not compulsory		
10	Giving children drugs that are not prescribed by doctors is not too bad		
	<b>PARTICIPATION RIGHTS</b>		
11	Boy child should be given better treatment in all cases		
12	Children should keep quiet when their parents talk		
13	There is nothing bad in making children from poor family to work as house girls/boys		
14	Children should be allowed to talk about their needs		
15	Children are too young to participate in family matters or meetings		
	<b>PROTECTION RIGHTS</b>		
16	Any case of maltreatment of children or abuse should be reported to law agencies		
17	Parents can beat their children anyhow because they are their property		
18	Children can be taken away from their parents' custody if they are not given good care.		
19	Making children to work for money to support the family is good		
20	Children should be sent on errand at any time		

APPENDIX III  
DRAMA-BASED INSTRUCTIONAL STRATEGY (DBIS)



**CHARACTERS**

*Bolu- school pupil*  
*Dele - school pupil*  
*Nike - school pupil*  
*Raimot - school pupil*  
*Mama Raimot*  
*Baba Raimot*  
*Muinat- Raimot's sister*  
*Mr.Bashir school teacher*  
*Miss Oye- school teacher*  
*Proprietress-*  
*Dr. Adesola- a member of Save the Child team*  
*Dr. Garba a member of Save the Child team*  
*Dr. Omoleye- a member of Save the Child team*  
*Mrs. Kolade- a member of Save the Child team*  
*Pupil 1-10- school pupils*

**SCENES**

Scene I  
Scene II  
Scene III  
Scene IV  
Scene V

### Scene I

*(It is an open space in the school compound. Pupils can be seen in small groups chatting spiritedly all over the school compound. It is the first day of school after the long vacation. Dele and Bolu arrive at school early.)*

**Bolu:** Hello! Dele, how are you?

**Dele:** Fine

**Bolu:** Oh! We are here again

**Dele:** Yes, we are

**Bolu:** I just hope Mr. Bashir will not be our class teacher again.

**Dele:** I hope so too. At times I don't want to come to school because of how he beats us as if we are goats.



**Bolu and Dele chatting on resumption day**

**Bolu:** I told my dad to change my school for me but he refused. He said I'm going to finish here.

**Dele:** Bolu what are you saying? I don't think you want to go to another school as much as I do.

**Bolu:** Now, we are happy that we are moving to another class, with new books and everything very new. You will be encouraged and willing to come to school.

**Dele:** See my new shoes and my bag; I was happy the day my mummy took me to Emporium stores to get them.

**Bolu:** Yes, I also followed my mum to Shoprite to get things I needed for resumption. I was very happy but the moment I remembered Mr. Bashir I became sad. *(Nike sees Bolu and Dele and runs to meet them).*

**Bolu:** Dele, see Nike

**Bolu & Dele:** Nike, how are you?

**Nike:** I'm fine. I have been looking for you; I went to look for you at the playing ground and the library. I didn't know you are here.

**Bolu:** I know you will look for us when you come.

**Dele:** Nike, how was holiday?

**Nike:** Holiday! Not fine. You know now that it can't be fine.

- Bolu:** At least generally I say it is not fine. Holiday that daddy did not allow me to do anything apart from reading and attending lessons? I could not go out to visit anybody, either friends or relatives. I could not even play, it was all books.
- Dele:** That's good now. That will prepare you for the next class.
- Nike:** What do you mean? Are others not preparing for the next class? Am I the only one?
- Bolu:** In my own case, my parents also registered me in a lesson class but after returning and doing my homework I was allowed to play and watch T.V. They only made sure they monitored the things I did.
- Nike:** That's better. If I had the same opportunity I would not complain.
- Dele:** I also attended coaching classes in my uncle's house in Lagos where I travelled to. Occasionally my uncle would take me and his children out to places like Bar Beach, Shoprite and some other interesting places; In fact, I really enjoyed myself.
- Nike:** Anyway, that's gone. Only I don't like that my parents don't ...
- Mr. Bashir:** Alright! How are you pupils?
- Pupils:** *(They reply coldly)* Fine sir.
- Mr. Bashir:** Yes, you are welcome back to school. Now, listen to these announcements.



**Pupils listening to Mr Bashir giving announcement on the assembly ground**

- You must come to school early.
- You must keep yourself neat. Your uniform clean and ironed
- Always put on white socks and black sandals.
- Boys must cut their hair low and girls plait the hair style called for the week.
- Don't take something that does not belong to you; it is stealing.

- Do your homework regularly and well. Are these noted?

**Pupils:** Yes! Sir.

**Mr. Bashir:** Now to your classes

*(The pupils march into their various classes, singing)*

The day is bright

Is bright and fair

Oh! Happy day

The day of joy etc

*(They settle to start class work. Mr. Bashir goes straight to primary five. As he enters Bolu and Dele's face meet).*

**Pupils:** Good morning sir.

*(Waiting for them to finish their greetings but they stop midway)*

**Mr. Bashir:** Won't you finish?

**Pupils:** *(Sluggishly and very coldly).* We are....happy....to....see....you....here,  
God ----bless you sir.

**Mr. Bashir:** Hope there is no problem? What's wrong with you small rats? You have started, hun! *(He takes a cane and gives them two strokes of the cane each). (He writes– 'Mathematics' and the topic Fraction on the board).*

**Mr. Bashir:** What subject did I write on the board?

**Pupils:** *(Pupils still answer).* Mathematics.

**Mr. Bashir:** And the topic?

**Pupils:** Fraction

**Mr. Bashir:** I'm supposed to revise the last examination but you have annoyed me and so I will not do that. I will go straight to this term's work.

**Mr. Bashir:** What is this again?

**Pupils:** *(They shout)* Fraction

**Mr. Bashir:**  $\frac{1}{2}$      $\frac{1}{3}$      $\frac{2}{4}$      $\frac{2}{4}$

**Mr. Bashir:** Do these in your note. If you miss one I will beat hell out of you. Is that taken?

**Pupils:** Yes sir

*(He collects their notes to mark. He still beats Bolu, Nike and Dele for not submitting their notes on time. The bell for closing time rings and the pupils stand up to say the closing prayer).*

**Pupils:** Day by day etc

Good night Mr. Kenny!

**Mr. Bashir:** *(Harshly)* Thank you, thank you

*(Bolu, Nike and Dele carry their bags and walk towards primary playing ground to wait for their parents to pick them).*

**Bolu:** Ah! we didn't see Raimot in school since we came back from holiday and we didn't bother to check on her.



**Dele:** Oh! we all forgot  
**Nike:** I'm sure it will be the usual story. She won't be allowed to come to school until after a week. She should be hawking until she makes enough sales to pay her fees.  
**Bolu:** The usual thing again. You know she was asked to repeat.  
**Dele:** Repeat! No, I'm not aware of that.  
**Nike:** When a child is made to hawk goods along the street all the time, what else do you expect?  
**Bolu:** She was severely beaten by her parents for repeating.  
**Dele:** Beaten! Is it her fault? She always looks too tired and sleeps in the class. Most of the times, she hardly does the homework given by the teacher.  
**Nike:** Her parents are too bad for my liking.  
*(As they are chatting Dele's dad and Bolu's mum drive in at the same time. The two of them leave. Not quiet five minutes after they left, Nike's dad arrives to pick her).*

## SCENE II

*(At Raimot's house, her mum peeps through the window every two minutes expecting her to come back home from Gbajumo park. At last, the girl appears, looking rough and tired)*



**Mama Raimot looks through the window**  
**Raimot:** Good evening Mummy

**Mama Raimot:** Good evening too. Who is your mummy? I'm not a mummy to such a useless girl like you. You left home since and you are coming back late and your bucket is still full.

**Raimot:** It is not my fault. I tried selling all the drinks but we were many at the selling spots.

**Mama Raimot:** You are too many? Is that an excuse for not making good sales? No problem, you are not resuming school until you make enough sales to pay your fees.

**Raimot:** Ha! Please Mum don't do that. Let me go tomorrow; you know I'm repeating.

**Mama Raimot:** Olodo! You still have the mouth to say this. You will make enough sales to pay your school fees. It is left to you.

**Raimot:** Hu! Hu! (She starts crying).

**Mama Raimot:** (Shouting at her). Stop that rubbish! You goat! Am I the one to cry to or your dad? *(Raimot is still crying when her dad enters. She gets up immediately as she sights her dad tries to wipe tears from her face).*

**Baba Raimot:** What is going on here?

**Raimot:** No... No... nothing Wel...come, sir

**Baba Raimot:** Keep shut! Nothing like how? I heard you crying from a distance; from Mr. Okiki's house. Now, you are telling me 'nothing'.

**Mama Raimot:** Don't mind her, she didn't make enough sales and still have the gut to tell me, she wants to start school tomorrow.



**Baba Raimot Beating her**

*(Hearing this, he gets annoyed and beats her all over again till she could not even cry again. Not quite ten minutes after that her elder sister Muinat enters)*

**Muinat:** Good evening daddy

**Baba Raimot:** Good evening. Why are you coming home so late?

**Muinat:** There were no sales. I was trying to tarry a while just to have good sales.

**Baba Raimot:** Then how much sales did you have?

**Muinat:** N1,500

**Baba Raimot:** N1,500 since. What will N1,500 do? Can that pay your school fees? Anyway, your own case is settled. I'm just deceiving Mr. Okiki that has been coming to plead for you to be retained in school. You see! that my friend Alhaji Abdulsalam's son will arrive from Saudi in the next few days to take you as wife.

**Muinat:** Please, daddy, don't do this to me. Allow me to finish my education.

**Raimot:** Listen to this foolish girl. I'm trying to help you and give you something good in life; you are talking of finishing your education. At age sixteen, are you not matured? Get away from my sight because the more you beg the more I get angry.

*(Muinat leaves for their room where she meets her sister, Raimot, still sobbing)*

**Muinat:** *(Quietly)* Raimot, what's the matter?

**Raimot:** Daddy beat me.

**Muinat:** Heh! I'm even fed up and tired of life.

**Raimot:** I also prefer to die than staying with our parents.

**Muinat:** What exactly did you do?

**Raimot:** I did not make much sales in the market today because there were other children hawking soft drinks at the park.

**Muinat:** Yes, there were so many children on the streets today. You know schools just resumed. People like our parents would send their children out to make sales for their school fees.

**Raimot:** I also pleaded with mum to allow me start school tomorrow; you know repeating Primary Four. But she said until I make enough sales to pay my fees. Then, I started crying. Daddy met me where I was crying, I tried to hide but I did not know.....

**Muinat:** Anyway, Raimot, just make sure you try your best tomorrow to make enough sales so that you can get back to school on time. Your own case is still under control at least. In my own case, I don't know what to do?

**Raimot:** What's the matter?

**Muinat:** Daddy is just pretending that he had listened to Mr. Okiki's advice. He told me when I came now that he is forcing me to marry without completing my secondary education.

**Raimot:** Ah! What do we do now?

**Muinat:** Raimot, don't tell anybody, I warn you *(whispering into Raimot's ear silently)*. I will run away from home. He said in the next few days the man would be coming from Saudi to take me as his wife.

**Raimot:** I will follow you to wherever you go; I can't stay again, I'm tired of life.

**Mama Raimot:** Muinat! Raimot! *(The mother calls from the kitchen. They rush to meet her)*

**Mama Raimot:** You goats, what are you doing in the room? *(Pointing to Muinat)* You take your daddy's food to him. *(Talking to Raimot)* You lazy girl; good for nothing, carry your food.

### SCENE III



**Proprietress stopping Mr. Bashir from beating Raimot**

*(A week after resumption Raimot starts going to school. She gets to school late as usual, because she had to do some house chores till some few minutes after 8.a.m. At the gate, she runs into Mr.Bashir).*

**Raimot:** Go...ood..morning sir.

**Mr. Bashir:** You rat! Why are you just coming? You have started again. You this dullard. *(As he moves closer to beat her, the proprietress appears and he stops)*. Ma, she is just coming and I ....

**Proprietress:** I know. That's alright.

**Raimot:** Good morning ma.

**Proprietress:** How are you? Why are you just coming?

**Raimot:** *(Tries to talk, but the words would not come).*

**Proprietress:** O.k. Mr. Bashir, Please take her to primary four, I think she is repeating.

**Mr. Bashir:** Yes ma.

**Proprietress:** Take her to her class.



**Mr. Bashir insults the girl as they walk down to the class**

**Mr. Bashir:** Dirty girl, see how she is shivering like a rat that has entered into water. We don't even know what your problem is.

*(They enter the class and pupils stand up to greet).*

**Primary four pupils:** Good morning sir. God bless you sir.

**Mr. Bashir:** *(Talking to Raimot).* See, there is a vacant seat there, go there.

**Raimot:** *(She moves there quickly)* Thank you sir.

**Miss Oye:** *(She continues)* I was saying that pronouns are words that we use instead of nouns. What did I say?

*(The pupils repeat the statement)*

**Miss Oye::** Can you give examples? *(Pupils put up their hands).* Yes, Mariam

**Mariam:** He, I, me

**Miss Oye:** Clap for her *(She calls another person).* Yes, Tolu

**Tolu:** They, we, she

**Miss Oye:** Clap for her too.

*(The bell rings announcing break time. Raimot carries her food and goes to look for her friends in Primary five)*



**Raimot going to look for her friends during break**

**Bolu:** Raimot !Raimot !! Good day. How are you?

**Dele:** Raimot, how are you?

**Raimot:** Fine.

**Nike:** We are worried that you did not show up since school resumed.

**Bolu & Dele:** Yes, we were seriously worried.

**Raimot:** Thank you all. I so much appreciate your love and concern. It is all about my parents you know. *(Her friends look into one another's face and they sigh).*

**Bolu:** So, they didn't allow you to come since?

**Raimot:** Ha! Ha! You know already that they won't let me come until I make enough sales to pay my school fees.  
*(All of them sympathize with her. There is silence for a while.)*

**Bolu:** *(Bolu breaks the silence)* I know of two other pupils in Primary Five too, Tade and Henry. They hawk in the streets too. In fact, Henry has been knocked down once by a car.

**Dele:** This bad habit of some parents making children to hawk, should stop.

**Bolu:** And another two girls in Primary Six, Fatima and Agnes. They are housemaids where they live. They are not regular in school because they have to work at home for their mistresses. It's only when the mistresses allow them to come that you will see them in school.

**Nike:** Listen, there are problems everywhere. What of me that is not allowed to play or have freedom to do what I like to do at least occasionally?

**Bolu:** That is not a problem, Nike.

**Nike:** Ah! It is a great problem on my own part. No freedom to talk, no freedom to play, no freedom to do anything except what my dad wants.

**Dele:** It's true; there is one problem or the other with our parents; it is only that some are big problems while some are small. Like my own; you cannot eat any food of your choice except the one mum decides for everybody. Also, you cannot explain your action or speak out your mind in any matter. Just do what my parents want you to do.

**Bolu:** My own also is like yours, Dele. My parents will beat the hell out of us, his children if we make any slight mistake. See my body *(She shows them scars all around her body).* But I think they love me. They are just trying to train me.

**Dele:** Yes, but our neighbor, Mr. Jejelaye, does not beat to correct her children and they are doing fine. He allows them to play and also

plays with them. Whatever they want to do they ask their children to say their opinion. I think I like the way he and his wife relate with their children.

**Bolu:** Our own complaints are minor compared to children whose parents rent out to earn a living. Most of them are not allowed to concentrate in school. *(The bell rings for afternoon lesson. They all begin to depart)*

**Bolu/Dele/Nike:** Raimot later! Later.

**Raimot:** *(Runs to her class too)* Alright. Later

#### SCENE IV

*(Raimot arrives home, meets her mum in the sitting room and greets her)*

**Raimot:** Good afternoon mum.

**Mama Raimot:** Welcome. Hurry up and eat your food; fetch water into these pots and carry your wares to sell for me in the market. Make sure you make enough sales if you want to go to school tomorrow.

**Raimot:** It's alright mum

*(She is weeping as she eats and tries to hide the tears from her mum).*



**Raimot eating and weeping**

**Mama Raimot:** Sluggish girl; you are still there, hurry up.

*(She leaves the remaining food to fetch water into the pots. When she finishes; she carries soft drinks in a big bowl on her head and goes where she normally stays to sell her drinks. Shortly after that her sister Muinat arrives from school).*

**Muinat:** *(Reluctantly)* Good afternoon mum

**Mama Raimot:** Welcome. Why are you coming home at this time of the day?

**Muinat:** I waited to do lesson

**Mama Raimot:** *(She laughs to make jest of her)* You are just wasting your time. Mallam will be around in the next 2 days and off you go.

**Muinat:** Ah! Mummy I have begged you to help me beg Daddy. I'm too young for marriage, please, let me finish my education.

**Mama Raimot:** Keep shut. We're trying to help you to have a good life but you are talking of education. Foolish girl!

**Muinat:** Please, Mum, have mercy. My age mates are still with their parents. They have good plans for them to finish their education. Some are planning to become doctors, some lawyers, some engineers. I also want to become a nurse. Please Mum.

**Mama Raimot:** We are talking of cash this one is talking of lawyer, doctor, nurse. That man will come from Saudi and will give us good money and take you away as wife. That will be a big relief for us  
*(Still talking about the matter, Baba Raimot enters. Raimot moves away from the scene).*

**Baba Raimot:** What is going on here?

**Mama Raimot:** Don't mind her; she is still begging me to convince you about her marriage to Mallam.

**Baba Raimot:** See, Mama Raimot I will get angry with you if you give this stupid girl any chance to discuss about that matter with you again. My words are final. Is she the one to dictate to me or determine my decision about her. Please, let that rubbish stop henceforth. *(Muinat leaves for the room and sits on her bed weeping)*

**Mama Raimot:** Muinat, Muinat

**Muinat:** Ma, ma, ma.

**Mama Raimot:** Won't you go and make sales? Eat your food and go. *(Muinat carries her wares and reluctantly walks away to go and sell).*

**Mama Raimot:** *(Asks her husband)* Can I bring your food?

**Baba Raimot:** If you want to. *(Mama Raimot carries a tray and put the food on a table before him. As he washes his hand to eat; Muinat and Raimot enter).*



**Raimot/Muinat:** Good evening, Mummy, Daddy

**Mama Raimot:** Welcome, how was the market?

**Raimot:** *(Raimot counts her money and hands it over to her mummy).*  
Mummy, take my money

**Mama Raimot:** How much is this?

**Raimot:** N5,000.00, Only two cans of apple drinks remain.

**Mama Raimot:** O.k. Muinat, what of you? *(Muinat gives her own money too).*

**Mama Raimot:** How much is this?

**Muinat:** N4,000; I have six drinks left five bottles of maltina and one can of coke.

**Mama Raimot:** O. k. you people should hurry up to wash the clothes in the bath at the backyard.

**Raimot: Mama,** I want to do my homework.

**Mama Raimot:** I said go and wash clothes. Foolish girl.

**Muinat:** Mama, let her go and do her homework I will wash the clothes.  
*(Raimot rushes to the room and starts with the mathematics first; she still has English homework. She is just on number two of ten sums when she starts dozing and later sleeps off. After Muinat finished washing of clothes, she enters the room and finds Raimot deeply asleep).*

**Muinat:** Raimot, Raimot *(trying to wake her up)*. The girl is too tired. She cannot really do anything again. Why should she not sleep? She has walked round the market to sell; she did not even eat before she slept. The homework is there not done. Oh! God, are these really our parents? Or did they adopt us?  
*(Muinat too is tired and heavy with sleep but she struggles to stay awake)*

**Muinat:** *(Talking to herself).* I wish I was not born at all. What kind of life is this? Alhaji Raheem did the same thing for Mariam last year. This year, three of his friends have done the same for their daughters.



**Muinat:** *(Silently) I should start packing some of my things and escape from this house that is the only solution for me to avoid this issue of marriage to one stupid mallam at my early age. (She steps quietly as she walks around packing her clothes and books preparing to run away from home.*

### SCENE V

*(It is extra-curricular day. The pupils are happy going running to take their seats in the school hall. The guest speakers are already in the proprietress office. Some of the pupils gather round the bus to read a caption that catches their attention 'Save the Child' They call to one another; pointing to the caption and whispering 'Save the Child!')*



**Pupils pointing to the bu**

**Omolewa:** *(A primary two girl says)* They come to take us

**Olaolu:** Take us to where? They want to preach. See 'save the child'  
*(After they have all gathered in the hall, Miss Oye climbs the rostrum)*

**Miss Oye:** Good morning pupils

**Pupils:** Good morning Ma

**Miss Oye:** *(She sings)* Hello! Hello!! Children

**Pupils:** Hello! Hello!! Aunty

**Miss Oye:** How are you today?

**Pupils:** We are fine, thank you

**Miss Oye:** Today, is another day for our extra- curricular activities. Are you happy to hear this?

**Pupils:** Yes! Yes!! Ma.

**Miss Oye:** Today, we are not going into our different clubs; we are staying together throughout the programme. We have some guests from 'Save the Child' an organisation that works to protect the interests of children *(As she still speaks, the proprietress leads five guests to the high table)*

**Miss Oye:** *(Pauses as they walk in)* Let us all rise up and welcome them.

**Pupils:** Good morning Sirs, Good morning Ma. We are happy to see you. God bless you.  
*(The guests wave to them from their seats“ Miss Oye hands over the microphone to the proprietress)*

**Proprietress:** Great children of Excellent Life School!

**Pupils:** Great!

**Proprietress:** How are you today?

**Pupils:** We are fine, thank you Mummy.

**Proprietress:** I'm glad to bring to your notice this morning that 'Save the Child' team, a non-governmental organization, promoting welfare and development of the child are already in our midst. Today, you may not hold your class lessons because we have important things to learn from our guests. So let all listen attentively. *(She goes ahead to introduce the people on the high table).* Here on the high table, I have Dr. Adesola, Mr. Idris, Dr. Garba , Dr. Omoleye and Mrs . Kolade. They will be talking to us about our rights as children. Show us different pictures that will tell us about ourselves. I hope we will all listen to enjoy all they have for us. Thank you. *(She hands over the microphone to one of them – Dr.Garba).*

**Dr.Garba:** Thank you Proprietress for giving us this golden opportunity to speak with your pupils. The teachers and the pupils of Excellent Life School, we are very glad to be in your midst, we believe we will all have a nice time. *(He turns to the pupils).*To start with, let me tell you how important you children are in the society.



Pupils sitting down in the hall listening to Save the Child Team

You are the future of the society. Without children there cannot be a society. You are far more important than anything one can have as possession (asset). You are leaders of tomorrow -The presidents, the governors, the managers, the doctors, the engineers, teachers and professors of tomorrow.

*s(The pupils listen with full attention and their faces look brighten). Are you happy to hear that?*

**Pupils:** *(Shout) Yes, sir.*

**Dr. Garba:** I know many of you have questions. Please write those questions down. We will have time to answer all of them. *(He continues).* Parents should take good care of you if you are to achieve all these good things. As a child you need to be given the necessary care to develop well in life. If a child is treated badly it means he or she is not given the good treatment he or she deserves to grow well. Such a child would have been deprived of his rights. My colleague will talk more on child rights *(He waves to Dr. Omoleye to come and continue)*

**Dr. Omoleye:** Hello Children!

**Pupils:** Hello Ma.

**Dr. Omoleye:** Are you tired?

**Pupils:** (They shout.) No, no , no  
(She asks Mrs. Kolade to handover the snacks and drinks to one of the teachers. The teachers go round to give pupils to eat as Dr. Omoleye continues.)

**Dr. Omoleye:** (She sings)  
If you 're happy and you know jump up/2x  
If you 're happy and you ....etc.  
(They all stand up to sing. She raises another song)  
My head my shoulder/2x  
They all belong to God.

(The pupils are excited as they dance round the hall Dr. Omoleye then continues). Children have rights, just like adults have. These rights are written in many law documents. (She asks them). Can anybody tell me what Law means?

**Pupils:** I, I, I (She points to one of them, it is Dele).

**Dele:** These are things you should do and things you should not do.

**Dr. Omoleye:** Yes, good of you, clap for him. (Pupils clap!!!! Then she continues)

There are books of law that tell us about the rights of children. They are: United Nations Convention on Child rights of a child 1998, African, Charter on Right and Welfare of the Child 1999 and Child Right Act 2003.



(Some children yawn; many stretch their bodies).

Hello! Hello! Children

**Pupils:** Hello ma

**Dr. Omoleye:** I will stop here for now. We will continue later. (The proprietress comes up to tell them to go for lunch and come back to the hall immediately the bell is rung). They all depart

to their different classes to eat. After 30 minutes, one of the teachers rings the bell and pupils troop back into the hall. In the hall, some banners have been pasted around the hall. Pupils move round the hall to have a look at them, they chat as they move around happily. The proprietress comes to the microphone, tell them to get seated and maintain perfect silence as they continue to enjoy the talk. She invites Dr. Adesola to the microphone.)

**Dr. Adesola:**

*(She sings a song)*

*I love to sing, about child rights  
I love to sing and sing it again./2x*

*It is my right, to be cared for and loved  
It is my right, to develop healthily  
It is my right, to be given a name  
It is my right, to live with my parents*

*It is my right, to go to school  
It is my right, to eat good food  
It is my right, to speak out my mind  
It is my right, to play and belong.*

**Pupils:**

*(They whisper to one another). The song is sweet! It's is good! Teach us ma, teach us.*

*(She sings and the pupils sing the song after her; they sing and dance round the hall)*

**Dr. Adesola:**

Ask me, what are these rights?

**Pupils :**

What are these rights *(laughing)*

**Dr. Adesola:**

Alright, good of you. *(She continues)*  
Children rights are grouped into four categories. This I will show you one after the other on these slides. Now, let's go *(Goes to the slides)* the first one is Survival rights. Everybody say it.

**Pupils:**

*They shout)* Survival rights!

**Dr. Adesola:**

Can you read this?

**Pupils:**

Yes! Yes!! *(She points to one of them to read from the slide)*

**Pupil:**

*(He reads with surprise)*

## **SURVIVAL RIGHTS**

- **Children have the right to attention from both parents.**
- **Children have the right to a home.**
- **Children have the right to privacy.**
- **Children have the right to special care and assistance.**
- **Every child has the right to an identity.**
- **Every child has the right to food and nutrition.**

*(She moves to another slide and points to another pupil to read)*

**Pupil:** *(Reading the slide with excitement)*

## **DEVELOPMENTAL RIGHTS**

- **Every child has the right to healthcare and education.**
- **Children have the right to adequate health services.**
- **Every child has the right to quality education**
- **Children have the right to access special education.**

*(Pupils look at one another's face with feelings of surprise. She moves to another slide and asks another pupil to read)*

Pupil: *(Pupil reading from the slide)*

## PARTICIPATION RIGHTS

- ❖ **Every child has the rights to a life free from discrimination.**
- ❖ **All children have right to participate in family discussion.**
- ❖ **Children have right to play.**
- ❖ **Children have right to express their opinion.**
- ❖ **Children have right to meet and share views with others.**

DR. Adesola: The last but not the least of the categories of these rights is Protection rights, let me hear you say it.

Pupils: Protection rights !!!!!  
*(She points to another pupil to read from the slide)*

Pupil: *(Pupil reading from the slide)*

## PROTECTION RIGHTS

- ❖ **Children have the right to protection from abuse.**
- ❖ **Every child has the right not to be exploited.**
- ❖ **Children have the right to protection from neglect.**
- ❖ **Children have the right to protection from sexual abuse.**
- ❖ **Children have the right to protection from trafficking and abduction.**



*(Pupils jumping up and dancing, Dr. Adesola goes back to her seat when the proprietress takes over, pupils eyeing Mr. Bashir and smiling)*

**Proprietress:** Silence please. Let's clap for all the people that have spoken. Yes, it is question time. If you have any question put up your hand. *(Three quarter of the pupils put up their hands. It is not possible to take all the questions. So she gives out numbers. Those with numbers are to come out to and ask their questions. Miss Oye randomly assigns no 1 – 10 them. Brings those pupils to the rostrum to ask their questions)*



**Pupils putting up their hands to ask questions**

**Miss Oye:** Alright let's have question no 1. Tell us your name and your class then your question.

**Pupil 1:** My name is Bolu. I'm in Primary 5. Should a child work for money before he/she is taken care of?

**Dr. Garba:** No, it is against the law. It is called child labour.

**Pupil 2:** My name is Helen. I'm in Primary 4. Should a child be beaten for any little error. Beaten with horse whip, belt, cut with blade or slapped?

**Dr. Garba:** It is not proper; that is child maltreatment. But children should always be careful so that they will not be beaten in that manner.

**Pupil 3:** My name is Kabir. I'm in Primary 5. In my neighbourhood, some children don't go to school, they are sent out either to beg or lead beggars. They even called some group 'Almanjiri' Is that good?

- Pupil 4:** My name is Nike. I'm in Primary 5. Should a child be made to read and attend lessons all the time without playing? (*Everybody laughs*)
- Dr. Adesola:** It is the right of a child to play, either with toys or play games. All works and no play make Jack a dull boy. This comes after you have read your books and done your homework.
- Pupil 5:** My name is Aminat. I'm in Primary 4. Is it proper to send a child to live with relatives or other people?
- Dr. Adesola:** It is not all that good. The child right law says every child must be given right to live with his or her parents. Sending children to work as house helps is a bad practice.
- Pupil 6:** My name is Raimot. I'm in Primary 4. Should parent force a child to marry when she is still going to school?
- Dr. Garba:** It is a bad practice. Child marriage has many disadvantages. It is child abuse. Children should be allowed to grow to adulthood, finish their education and make their own choice of who to marry. It is against the law to force a child to marry.
- Pupil 7:** My name is Tade. I'm in Primary 5. Should a child be looked down upon and silenced all the time?
- Dr. Omoleye:** It is against child right law. Children should be heard, not only seen. They should be given freedom of speech and be allowed to take part in decisions on matters that affect them.
- Pupil 8:** My name is Toba. I'm in Primary 5. How can a child be denied his right to good health?
- Dr. Omoleye:** (i) When a child is not fully immunized  
(ii) When a child is not given access to good health  
(iii) When drugs that are not prescribed by a qualified doctor are given to a child.  
(iv) When a child is not taken to hospital for proper treatment.
- Pupil 9:** My name is Mercy. I'm in primary 4. There are children that are blind or cannot walk, should they be sent to school? Is it not a waste of money?

**Dr. Adesola:** It is not a waste of money. They should also enjoy the same right that other children enjoy. They are entitled to all rights as stated in Child Right Acts. 2003.

**Pupil 10:** My name is Wisdom. I'm in Primary 5. My own question is different from what others have asked. Are parents aware of these rights? If they are, why do they treat us the way they do? If they are not aware, how would they know about these rights and change their attitude to us? *(There is a loud shout in the hall; pupils run round the hall banging tables and clapping).*

**Dr. Garba:** *(Rises up and smiles)* Wisdom, you asked so many important questions. Some parents are aware of child rights while some are not aware of the detail of child rights. However, everybody should know that children need to be taken care of to develop in all aspects. What makes most adults maltreat or deny children are their rights is bad cultural beliefs that children their possessions which they can use to achieve their own personal interests. For our parents and adults around us to know and change their attitude, we are all going to do these. Ask me how?

**Pupils:** *(Shout very loudly)* How! How!! How!!!

**Dr. Garba:** Good! Now, listen, share all you have learned today with the adults around you. Sing songs on child rights around. Respect another person's right Be of good conduct at home, in school and in the society.

*(With a loud noise they shout and dance around)*

**Pupils:** Yes, we will ! Yes, we will !! Yes, we will !!!

*(My Bashir standing in a corner looking at them with annoyance while pupils jubilate and dance).*

## Glossary

Annoyed - make angry  
Disciplined - punished  
Extracurricular activities - outdoor activities  
Misbehave - behave badly  
Occasionally - sometimes  
Pattern - way  
Prescribed- recommended.  
Regularly - Always  
Severely - seriously  
Shivering - shaking  
Tension - fear  
Wards - children

## QUESTIONS

### Scene I

1. Who were the pupils chatting about how they spent their holiday on resumption day?
2. Who later joined them and what did she say about her holiday?
3. How did Bolu comment about her holiday?
4. What did Dele say about his holiday?
5. What was the name of the teacher that gave announcement to pupils on resumption day?
6. What was Bolu and Dele's comment about him?
7. Who did Bolu say has not come to school since resumption?

### Scene II

1. Where was Raimot coming from when her mummy peeped from the window?
2. Why was Raimot crying?
3. What was the name of Raimot's sister?
4. What was Baba Raimot planning to do concerning Raimot's sister?
5. Why was Raimot and her sister not able to make good sales from their hawking that day?

### Scene III

1. Who did Raimot see first on getting to school?
2. What did he want to do?
3. Who stopped him?
4. Mention two other pupils in primary five that used to hawk around the streets.
5. Who were the two girls mentioned that were house maids where they lived?
6. Mention three ways parents treat their children as stated by pupils in this scene.

### Scene IV

1. What did mama Raimot tell her to do if she wanted to go to school the following day?
2. What was she doing when she was eating?
3. When Raimot came back from hawking what did her mother tell her to do?
4. What was Raimot's Reply?
5. Who helped her to do what her mother asked her to do?
6. What happened to Raimot when she was trying to do her homework?
7. What was her sister doing in the room?

### Scene V

1. What was the name of the organization that came to Excellent Life School?
2. What does the organization stand for?
3. Mention the names of the team members?
4. Mention two points the first speaker talked about?
5. Mention the three books of law mentioned by the second speaker?
6. How many categories are children rights? Mention them
7. Mention two rights in each category.
8. How many questions did pupils ask?
9. Write out the questions and the names of pupils that asked the questions.
10. Who asked the last question and what were the questions asked.

APPENDIX IV  
POETRY/SONGS-BASED INSTRUCTIONAL STRATEGY (PSBIS)



TABLE OF CONTENTS

POEMS (RHYMES)

1. Give it a blow
2. Do you know?
3. Glad to hear
4. My right not a favour
5. I look up to you

SONGS

1. I love to sing
2. Every child has right
3. Child abuse must go
4. All we need is action
5. My simple prayer

## GIVE IT A BLOW

Child neglect  
Give it a blow!  
Child Maltreatment  
A Bigger Blow!!



Child Labour  
Big, Bigger Blow!!!  
Child Abuse  
Big, Bigger and Biggest Blow  
Gbosa! Gbosa!! Gbosa!!



## DO YOU KNOW?

Do you know? Know, Know,  
As a child, child, child  
I must eat, Good food  
I must have, sound health

I must play, Play play  
I must learn, Learn well  
I can think, Well well  
I'm not, A fool,  
I'm not, A robot

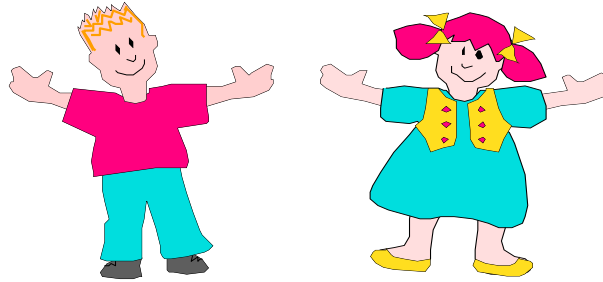
I can speak, well, well  
I can talk, talk sense  
I can make good decisions  
Just like any other human being.



UI



**GLAD TO HEAR, HAPPY TO KNOW, HURRAY!!!**



Have you heard? Heard what?  
That better life belongs to us.  
Are you sure? I'm very sure  
Tell me more, I want to know

As a child you have rights to  
A loving and caring family  
Protection from neglect  
Play and express yourself  
Protection from abuse

Food and nutrition  
A name and nationality  
Healthcare and education  
All things in the best interests of us children

**Glad to hear and happy to know, HURRAY!!!!**

## MY RIGHT NOT A FAVOUR

Love and affection

My right, not a favour

Balanced diet and clean water

My rights, not a favour

Quality education

My right, not a favour

Good health care

My right, not a favour

Taking part in family discussion

My right, not a favour

Protection from Risk and Harms

My right, not a favour

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## I LOOK UP TO YOU



United Nations Convention of Child Right, 1989  
You have great concern for me  
African Charter of Right and Welfare, 1999  
You desire good things for me  
Nigeria Child Right Law, 2003  
You wish me well, as a good mother.  
My faith looks up to you.  
I'm still abused, I'm still ignored  
Sufferings at home, Denials in schools  
Maltreatment and insecurity all around me  
I only hear of my rights but never taste them  
Give me love and care  
To survive and develop to the fullest  
I look up to you.

## I LOVE TO SING

I love to sing, about child rights  
I love to sing and sing it again (twice)

It is my right, to be cared for and loved  
It is my right, to develop healthily  
It is my right, to be given a name  
It is my right, to live with my parents

It is my right, to go to school  
It is my right, to eat good food  
It is my right, to speak out my mind  
It is my right, to play and belong.

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## EVERY CHILD HAS RIGHT

Every child has right to survival

Every child has right to development

Every child has right to participation

Every child has right to protection.



I have a right to survival, Mummy

I have a right to development, Daddy

I have a right to participation

I have a right to protection.

# CHILD ABUSE MUST GO

Child abuse must go. YES  
Child neglect must leave. YES  
Child labour must die. YES  
Never, to return.

Whether he's a boy  
Whether she's a girl  
Give him, his right  
Give her, her right

Whether he can hear  
Whether he cannot hear  
Give him his right  
He's also a child

Whether she can walk  
Whether she cannot walk  
Give her, her right  
He's also a child



Don't abuse a child  
Don't suffer a child  
Don't maltreat a child



Give him his rights

## ALL WE NEED IS ACTION

All we need is action (twice)

Enough of policies

Enough of committees

Enough of promises

We've had them enough

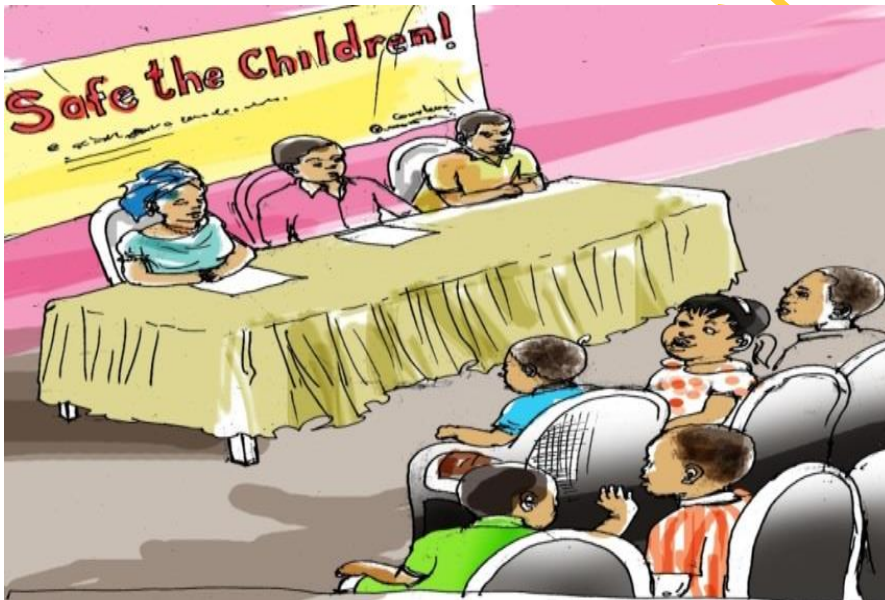
All we need is action (twice)

Action from Daddy

Action from Mummy

Action from Government

Action from all.



All we need is action (twice)

Respect our rights

Stop abusing us

Do all

In our best interest

All we need is action

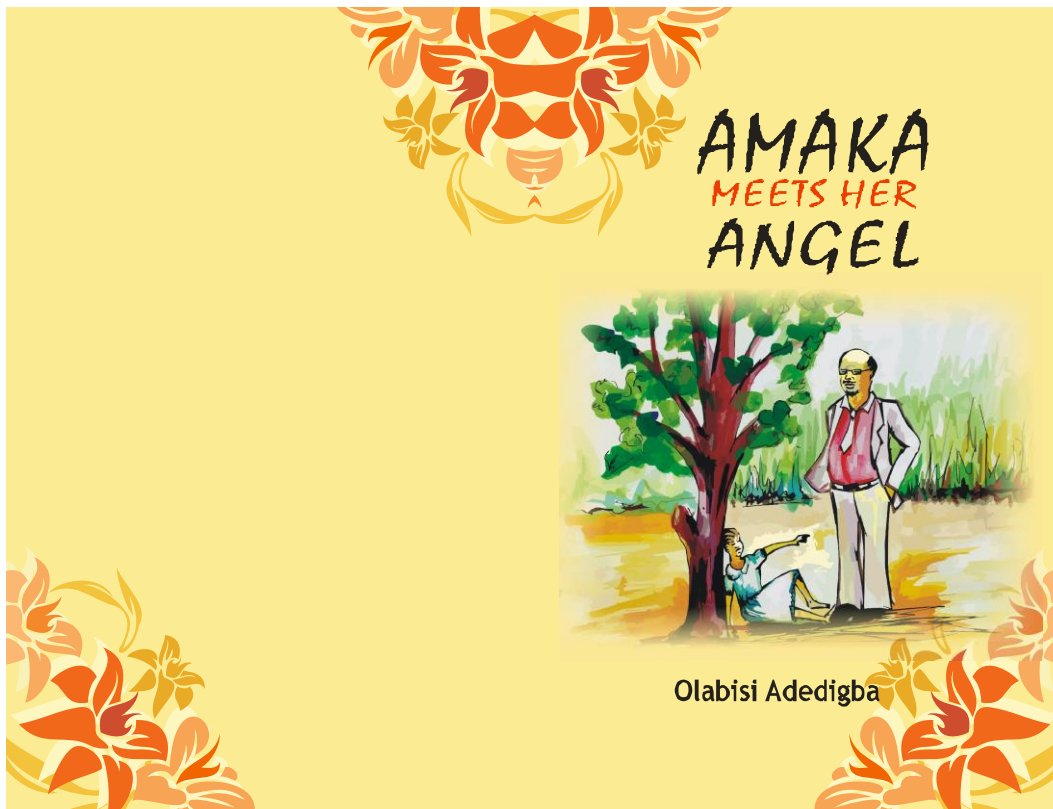
## MY SIMPLE PRAYER



I will lift up my eyes  
To where comes my rights  
My rights come from you my mummy  
My rights come from you my daddy  
My rights come from you my teacher  
My rights come from you Governor  
My rights come from you President  
My rights come from you all my people  
Make me a fulfilled child.  
May God help you.



**APPENDIX V**  
**PROSE-BASED INSTRUCTIONAL STRATEGY (PBIS)**



**CONTENTS**

<b>CHAPTER</b>	
<b>ONE</b>	<b>Amaka leaves Jankara Village</b>
<b>TWO</b>	<b>Amaka Parents with Mr and Mrs. Omoniyi</b>
<b>THREE</b>	<b>Mama Gold is turned down</b>
<b>FOUR</b>	<b>Mr. Omoniyi at PTA in Amaka's school</b>
<b>GLOSSARY</b>	
<b>QUESTIONS</b>	

## Chapter One

### AMAKA leaves Jankara Village

Amaka, the third child of Mr. and Mrs. Oghene, was eight years old. She had five brothers and three sisters. Beautiful, slim and talented, she was desperate to go to school but her parents did not have enough money to send any of them to school.



AMAKA AND HER FAMILY

One sunny afternoon, there was a knock on Mr. and Mrs. Oghene's door. 'Who is that?' Mrs. Oghene shouted. 'It's Mama Gold,' the person at the door answered. Mr. and Mrs. Oghene exchanged anxious looks and whispered to each other. They knew exactly what she came for. Mama Gold was a child trader. She took children from poor families to live and work as house helps to rich families. The parents received money for giving their children away while Mama Gold also got paid for bringing them. She had already taken away Amaka's elder sisters, Ada and Chinyere. They knew she had come to see if she could take another one of their children away.

'Amaka! Amaka!' Mrs. Oghene called out 'Yes Mama!' Amaka answered as she ran out from the kitchen where she had been washing plates. Amaka

opened the door and collected Mama Gold's bag as she entered. 'Thank you my good daughter;' she said to Amaka. Mama Gold was offered seat. Amaka put the bag beside her and left the room. 'Mama Gold, good afternoon; glad to see you'. 'How are Ada and Chinyere doing?' asked Mr. Oghene 'They are doing excellently well', answered Mama Gold. 'And you too?' asked Mr. Oghene. 'Oh! I'm fine thank you'.

There was silence for a while. The three of them kept looking at one another until Mrs. Oghene broke the silence. 'Mama Gold, is there something we can do for you?' 'I've just come to follow up on our last discussion on Amaka,' she responded. Mr. Oghene cleared his throat. (Hun, Hun) You see, Amaka has refused completely to leave home'. Mama Gold did all she could do to convince Mr. and Mrs. Oghene to let her take Amaka away. She concluded "After all, she is your child. Is she the one to dictate to you?"



### **MAMA GOLD IN MR & MRS OGHENE'S HOUSE TO TAKE AMAKA**

Finally, Mama Gold succeeded in convincing Mr. and Mrs. Oghene to release Amaka for her. The little girl was forced to pack her things and follow Mama Gold to Akure. Amaka frowned her face and was unhappy throughout the journey. She wept softly and did not want Mama Gold to see her tears for she was afraid of her. Mama Gold noticed that she was crying. "What's the matter with you?" She asked with a mean laughter.

"Why are you crying, you little rat? Mama Gold laughed at her again and said, 'Naughty girl, you don't know your parents are too poor to ever send any of their children to school'. Tomorrow, I will take you to the family you will be working for; then you will know you are no more in Jankara.



**AMAKA IN MAMA GOLD'S HOUSE**

On the following day, Amaka was taken to madam Kofowosere, a harsh woman of a very bad temper. She would not pardon any mistake from Amaka And even for doing the right thing Amaka will still be insulted for having a poor background. She wept bitterly each time she was abused and beaten up for no just cause. until after a year of his harsh treatment, Amaka finally decided to go back home even without knowing the way.

It was very dark, and the rain was threatening to fall. One would have thought it was already midnight but it was just dusk. Amaka was in the midst of people running around for safety. She headed for the road she believed would take her to her native home. A driver suddenly applied the brakes in fright as she sighted a girl by the forest road. It was Amaka.

Mr. and Mrs Omoniye were driving back to Akure from a weekend wedding ceremony in Owo when they saw Amaka sitting all alone by in a

deserted high way. They stopped and Mr. Omoniyi to meet her where she was sitting.



**MR. OMONIYI MET AMAKA UNDER THE TREE**

He asked her, "Where are you coming from small girl?" "I lost my way" Amaka responded and narrated her painful experience. Mr. and Mrs. Omoniyi took her home because it was already dark.

On getting home they made her comfortable. They asked her many questions from her. She told them that their village was Jankara and described her home to the kind hearted Mr. and Mrs. Omoniyi. They were quick to notice that Amaka was intelligent and smart. They agreed to help the little girl if her parents would allow them to do so.



### AMAKA IN MR AND MRS OMONIYE'S HOUSE

On the next day, Mr. Omoniye took Amaka with him to locate her parents. He asked for direction as he drove on. On getting to Jankara village, Amaka jumped out of the car and shouted as she rushed to embrace her parents. 'Mama! Papa! thank God I see you again', Amaka shouted as she rushed in to embrace them. Mr. and Mrs. Oghene were surprised to see Amaka and Mr. Omoniye. They looked with fear as they could not understand what brought Amaka to the village without any previous message from Mama Gold.



## MR OMONIYI WENT TO JANKARA WITH AMAKA

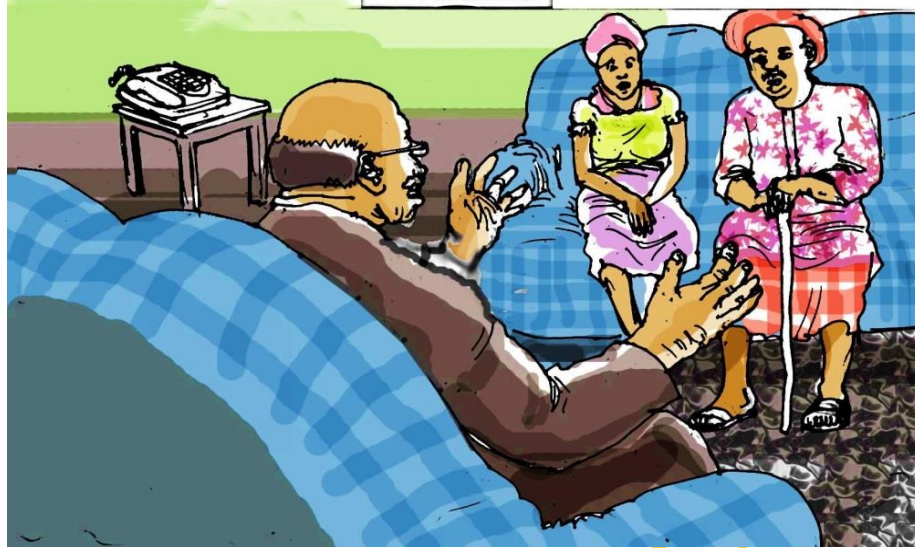
Amaka narrated her experience to her parents. They thanked Mr. Omoniyi for his kindness. Mr. Omoniyi thereafter asked whether they could release Amaka for his family to take care. He condemned the act of not giving children necessary care and sending them into forced labour. He talked Mr and Mrs Oghene into agreeing to that and the deal was sealed.

Amaka fared well with her new family. She proved to be the intelligent girl Mr and Mrs Omoniyi suspected her to be. She informed Mr and Mrs Omoniyi that her brothers and sisters were just as intelligent as her but not as lucky as she was because they were housemaids somewhere. Mr and Mrs Omoniyi's hearts were troubled. They decided to invite the Oghenes for a proper discussion over their children.

### Chapter Two

#### Amaka's Parents with Mr & Mrs Omoniyi

Early morning, on the day the Omoniyis fixed for the meeting with Amaka's parents, Amaka heard the bell rang. She opened the door and was surprised to see her parents. 'Mama! Papa!' she greeted. 'Hope there is no problem. How are my young ones? She asked. For the one year and two months that she left Jankara she has not seen any of them. She ran in and called 'Mummy-Daddy you have visitors. My Mama and Papa from the village'. 'Good morning', Mr. and Mrs. Oghene greeted; 'Good morning; you are welcome', answered Mr. and Mrs. Omoniyi. They were offered a seat and Mr. Omoniyi asked Amaka to get water for them while Mrs. Omoniyi departed to the kitchen to prepare food for them.



**MR OMONIWI SPEAKING WITH AMAKA'S PARENTS**

Mr Omoniwi welcomed them once again and started his discussion by telling them how good and obedient Amaka has been. He went further to explain why they were invited. He told them about the impressive progress that Amaka was making in school. Mr Oghene, in his reaction, first thanked the family for taking good care of their daughter. He said that they were aware of Amaka's ambition to go to school and confirmed that they were in support but forced the girl out of their custody because they needed money to take care of others.

Mr Omoniwi asked them how many of their children were in school. They looked at each other and were silent for a few seconds. Mr. Oghene started explaining that they bore the number of children they had so that they could send some of them out to work as a relief to the family. He concluded that they use the money to send their young ones to school.

Mr Omoniwi reacted by telling the Oghenes that each of their children had rights which must be protected. Every child has the right to quality education. Not only this, every child has a right to a home, to a loving and caring family, to eat good food and receive adequate health services



Mr Omoniyi said'. He explained further that if those rights are not given to a child it means the child is abused. He also told them that using their children to work to fetch money to live is called child labour.

Mr Omoniyi patiently explained that every child, male or female should be sent to school because they have equal rights, even if a child is physically challenged. He concluded by making them realise that there are laws protecting children rights and that parents can be arrested if they go against such rights. Mr and Mrs Oghene were scared when they heard that they could be arrested for blocking their children's education. They thanked Mr Omoniyi and his wife and promised to change for the better.

### Chapter Three

#### Mama Gold is turned down

Mr and Mrs Oghene returned home to reflect on all they heard from Mr Omoniyi. Mrs Oghene told her husband. Infact, our decision to release Amaka to Mr and Mrs Omoniyi was right. 'Yes, very, very right' replied Mr. Oghene. She continued, 'You see, they have taken up Amaka for over one year now, the girl is really making progress. She is given the best care that she can never receive from us. I beg! leave Amaka! Her case is been settled long ago'. They remembered Ada and Chinyere and their hearts were disturbed. Their meeting with Mr Omoniyi has really influenced them. They were anxious to know how the girls were faring. They decided to look for Mama Gold to take them to where their children were.

As they were rounding off their discussion, there was a knock at the door. It was Mama Gold. She came for her usual request. Mrs. Oghene managed to greet her. Mama Gold noticed this but pretended not to be aware. Mr. Oghene offered her a seat and informed her about Amaka's

welfare in Omoniyi's house and her progress in school. She was disturbed; her eyes turned red, but she pretended to be okay. 'That is alright' said Mama Gold. I'm even happy that Amaka can start schooling at last; that was the agreement between you and the girl before we forced her out of the village'. 'I'm happy for her'.

Mama Gold was not happy but she covered up thinking that she would have her request granted as usual. She started to play around the presentation of her request. 'I came to help you take Nkechi, I have got a place for her', said Mama Gold.

She continued 'Now, that Nkechi can go out of your custody at least the dues you will be collecting on her will be of much help since you have decided not to take money on Amaka', she continued.

She continued 'Now, that Nkechi can go out of your custody at least the dues you will be collecting on her will be of much help since you have decided not to take money on Amaka', she continued.



**MRS OGHENE SHOUTING ON MAMA GOLD**

'Thank you', replied Mr Oghene. Mrs Oghene got up in annoyance and shouted, 'No! No!! No!!!, we are not giving any of our children out as house help again. That has stopped'. 'Please, we want to know how Ada and Chinyere are faring, 'Mr Oghene broke in. Mama Gold said: 'Yes, they are doing very, very fine. You can trust me on that'. 'No! I no longer trust you on anything', said Mrs Oghene, 'We want to see them where they are. Please, take us there'.

'There is no problem; but you know, you can't have them back now because the two families just paid for another three years'. Mama Gold also threatened that her own agent fee can't be returned if at all they are able to get money to pay the two families back; that she would not return a kobo of her own share. Mama Gold was not successful despite her threatening Mr & Mrs Oghene insisted that they want to see their children. They agreed on a date and Mama Gold departed unhappily.

At Ondo, Ada and Chinyere were living in despair. They had made several attempts to run away from their mistresses. Ada had really suffered hell on earth from Mrs Apampa.



**ADA HAWKING**

The poor girl would hawk from morning till dusk. She would still get home to face house chores that she could not finish. She was not always given food at the right time and hardly ate twice in a day.

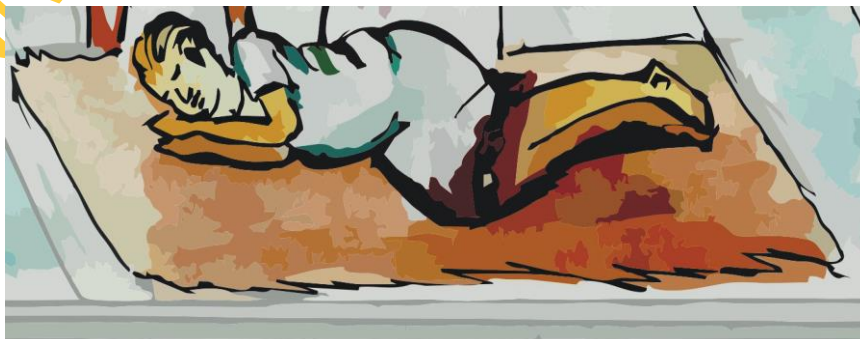
There was a day Chinyere was knocked down by a car. The man that knocked her took her to the hospital and contacted Mrs Ajakaiye; who

did not show up until later in the day. The man paid the hospital bill and hospital bed for five days. When the days the man paid for was due; Mrs Ajakaiye asked that Ada be discharged compulsorily. The hospital personnel advised her against this but she would not listen.

She carried the girl home even though she was not yet well. The effect of the accident was still on Chinyere as she suffered from serious body pain. A Few days after she had forcefully ejected Chinyere from hospital, the man that knocked her down came around to check on her in the hospital only to discover that she had been discharged. The man was furious and insisted on getting in touch with the girl because he knew that the girl was not yet healed before she was carried away from the hospital.

He exclaimed to the nurses, 'That woman is wicked! The girl told me that this woman makes her hawk from morning till very late in the night without giving her food, to make sure that she makes enough sales to be entitled to one meal at the end of the day'. He continued; 'It is high time such habits and attitudes stopped in this society. Those people are exploiters. They deny poor children their rights to a good living. They even prevent them from going to school'. After expressing his annoyance, he asked the nurse to assist in getting the contact address as contained in the patient's card for him.

On getting to Mrs Ajakaye's house Mr Omoniyi asked Mrs Ajakaiye why she forcefully asked the girl to be discharged. She could not give any reasonable answer. He requested to see Chinyere. The poor girl was on bed rolling in pain.



## CHINYERE LYING DOWN IN PAIN

She could not walk yet and her wounds had turned to smelly sores. Mrs Ajakaiye explained that it was not her fault that the parents had just collected another three year dues on her. 'She is my maid and must work for me in return –for the money her parents collected on her. Apart from this, hospital treatment is costly. She will soon get over the pain with time', she said.

As she was about to end her explanation, two of her children, a boy of ten years and a girl of eight years came out from the room where they had been eavesdropping.



**MRS. AJAKAYE'S CHILDREN EAVESDROPPING**

They interjected; 'Papa, it is not only because she is a maid, Mummy doesn't take any of us to hospital when we are sick', the boy said. 'She always complains that the money they will charge in the hospital is too much', added the girl. Mrs Ajakaiye would never take any child to hospital whenever he or she ill. She always visited the chemist's shops to get '*pasep'*, a cure all single dose for the children. 'The little girl continued; 'Mummy doesn't like us, she would not give us food on time too.' 'Will you keep shut and get inside now, you rats?' shouted Mrs Ajakaiye.

The children went back to the room. Mrs Ajakaiye apologized for the children's interruption and said that they were stupid and he should not mind them. 'Do you mean those kids are stupid?' asked Mr. Omoniyi. 'They are not'. 'They said exactly what your attitude to them is.' He continued, 'Madam, don't you know these children are not foolish; they can also reason. 'It is their rights to be heard. Allow them to express their feelings about an issue'. Mrs Ajakaiye retorted; 'That's against our culture'. 'You don't allow children to talk. They are only to be seen and not heard. 'They will misuse the opportunity. They will disrespect their elders, No, I can't allow that'. Mr. Omoniyi made her to realize that whatever her excuses are her attitude to her children and other children in her custody must change. He emphasized that children deserve the right to good care, love and affection. Mr. Omoniyi requested that Chinyere be taken back to hospital and promised to take care of the bill.

At that point, there was a knock at the door. As the door opened, Mr & Mrs Oghene and Mama Gold entered. They all greeted. They exchanged greetings and Mr and Mrs Oghene wondered what would have brought Mr Omoniyi to that place. Mr Omoniyi noticed this and told them that he came to see a child that ran into her car some days ago. He went further to explain to them that he took the girl to hospital for treatment but the woman the girl was staying with forcefully ejected her from hospital against the doctor's advice.

They all looked at one another as Mr Omoniyi spoke. Mrs Ajakaiye was speechless. Mrs Oghene shouted, 'Please bring out my daughter!' Mrs took them to where Chinyere was lying, rolling in pain. Mr Omoniyi now discovered that the girl that ran into her car was a sister to Amaka. The girl was quickly taken back to hospital for treatment. Mr Omoniyi took care of the hospital bill and chinyere was discharged after two weeks.

Mr & Mrs Oghene withdrew Ada and Chinyere from Ondo and left only Amaka who was fortunate to live with a caring family in Akure. Through the assistance of Mr Omoniyi they were able to pay back the three year payment collected on Ada and Chinyere.

Mr and Mrs Oghene thanked Mr Omoniyi and wished him greater success in all his undertaking. They informed him that they refused to give out their other children when mama Gold came for them.

#### **Chapter Four** **Mr Omoniyi at PTA in Amaka's school**

It was time for Parents' and Teachers' Association meeting at Amaka's school. The arrangement was that Mrs Omoniyi should attend the PTA but she developed fever towards the afternoon of the day so she could not attend. But Mr Omoniyi was able to attend.

The guest speaker spoke on 'Parenting'. After her speech, she entertained questions from the audience. A parent asked, 'You said in your speech that we should allow children to choose their food, and even clothes! Is that right?' Not patient for an answer, he answered the question himself. 'It is against our culture'. 'Children will get out of hand'. 'You won't be able to control them again' another parent added from the floor. 'Yes, you are right', they all agreed.

Another parent stood up and said 'Mrs. Speaker, you have disappointed me. With this huge amount of school fees we pay, you still advised that children should be given time to play. I'm sorry, but I'm not in support of that. He had not taken his seat when another one said, 'Yes, not only that, she even said we should not allow them to hawk goods or give them to relatives to serve as a relief to the family. 'What kind of bad teaching is this?' This is a culture, we grow up with, if there is need for a parent

to do that I think there is nothing bad in it. 'At least children should do something to assist the family, nuclear or extended'.

Another one stood up angrily, 'Those things you have pointed out are not annoying but telling us not to beat them is seriously annoying. When children misbehave they are bound to be beaten. You know they always want to be stubborn. If we can't beat, how do we get that stubbornness out of them?' A woman stood up and asked 'Do you really mean we cannot use a drug for a child except it is prescribed by a doctor?' 'We women are 'doctor mummies,' we are used to their illnesses. So, nothing stops us from using any drug we think can cure the diseases.' Another woman interrupted, 'the speaker said we shouldn't send them on errands, especially girls to protect them from abuse. Are we to do all the works in the house by ourselves? That reminds me; you said that the practice of using children as house maids should not be encouraged. What concerns you about that, once you can pay for the services of the child?' 'Please, don't kill us; we women cannot live in the house without them', another parent added. The questions were many. The parents were so hot in their reactions. They asked questions and answered themselves. They didn't want anybody to tell them that what they were doing was not right. They went on arguing and shouting. The proprietress was confused likewise the guest speaker.

Mr Omoniyi walked to the proprietress and asked for permission to answer the questions the parents had asked. The proprietress gladly allowed him to do that. He observed all the - protocols and started his address by singing a song.

Omoniyi	-	Children are integrity
Omoleye	-	Children are honour
Omolaso	-	Children are clothes
Omoladeori mi-		Children are the crown on my head

They all sang and clapped. Then Mr Omoniyi began. 'All we have listened to today is what we need to do if we want our children to be what we



just sang in this song. We need to put into consideration the points the speaker mentioned in her speech. They are all for our good. We should give children good care, love, affection, listen to them when they talk, allow them to participate in discussions on matters that affect them, protect them from harm, exploitation and inhuman treatment.

All these would help them to develop well and become good children and good citizens that will contribute to the development of this nation as a whole. 'It will reduce delinquency and abnormal behaviour in children. Robbery and assassinations will reduce greatly, if not eliminated completely. Poverty will be reduced to its barest minimum and we will all continue to enjoy a peaceful society'.

A parent cut in; 'But how are these possible? They are difficult things to do; they are not in line with our culture'. Mr Omoniyi responded; 'It is not difficult at all. Those things are very simple. If we make up our minds and agree to do them, they will ease our parenting and make it less stressful.'

At this juncture, Mr Omoniyi asked how many of them agreed that children too have rights as adults have. 'No, no' they murmured. One asked, 'what rights have children?'. Another said, 'Children are their parents' possessions. We determine what they can have. Yet another said; 'Nigerian constitution only spells out right for us adults. 'Then what rights do children have?'

Mr Omoniyi told them that they reacted to the speech in the way they did because they were not aware that children have rights. He requested for a few more minutes to explain. 'Not to waste your time, there are three special documents that put all these laws together'. They are:

- United Nations Convention on the Rights of the Child 1989.
- African Charter on Rights and Welfare of the Child, 1999.
- Child Rights Act 2003

As he was explaining, he remembered that he has a copy of Child Rights Act 2003 in his car. He took permission, rushed to bring it and showed it to them. They were dumbfounded. There was perfect silence because they had never heard that before. They were seeing the Child Rights Act 2003 for the first time. They never knew there was a document or law on child rights and their responsibilities as parents.



All of them wanted to have a copy of the CRA. The proprietress arranged with the Mr Omoniyi to get them copies. They appreciated making such information available to them. The meeting was ended and they all departed to their different homes promising to change their attitude to their children and all other children around them.

## GLOSSARY

Abused- Maltreated	
Adequate - Enough	
Ambition - Plan (resolve)	
Annoyance - Anger	
Anxious- A look of worry	
Assassination	- killing for reward
Aware	- Know
Barest minimum	- Low degree
Benefit	- Advantage
Child labor	- using children to work for money
Consideration	- (look at the points)
Constitution	- Law
Delinquency	- bad behavior
Desperately	- By all means
Dumb-founded	- Speechless.
Eliminated	- Stopped completely
Entertained	- Allowed questions
Eventually	- Now let the cat.
Exploitation	- Misuse
Faring	- Doing
Frowned	- did not smile
Highlighted	- Listed
Implored	- Begged
Impressive	- Good
Influenced	- Affected
Interrupted	- Got in
Misbehave	- Behave wrongly
Offered	- Given
Performing	- doing
Physically challenged	- Disabled
Prescribed	- (Recommended)
Pretended	- Act as if

Protocols	-	Greetings
Quality	-	Excellence or Good
Realize	-	Get to know
Reflect	-	Show
Requested	-	Asked
Stressful	-	Problematic
Threatened	-	warned, frightened
Turned down	-	Refused

### QUESTIONS CHAPTER ONE

1. What was the position of Amaka in her family?
2. How many children did her parents have?
3. What was the name of the woman that came to Mr. & Mrs Oghene's house?
4. What was her job?
5. What was the purpose of her visit?
6. What was Amaka's decision?
7. Give two things Mama Gold said to make Mr. & Mrs. Oghene released Amaka?
8. Did she achieve her purpose of coming at the end?
9. How would you feel if you were Amaka?
10. Who was Amaka given to as housemaid?
11. How did she treat her?
12. What did she do at the end?
13. Where was she found sitting?
14. Who saw her and what did they do?
15. How was she treated there?
16. What was their decision about Amaka?

### CHAPTER TWO

1. Narrate how Amaka was taken back to the village
2. What was the final decision about Amaka?

3. How was Amaka doing in School?
4. What habit did Mr. Omoniyi condemn?
5. How was Amaka doing in omoniyi's house?
6. What did she tell them about her sisters?
7. What did they decide to do?

### CHAPTER THREE

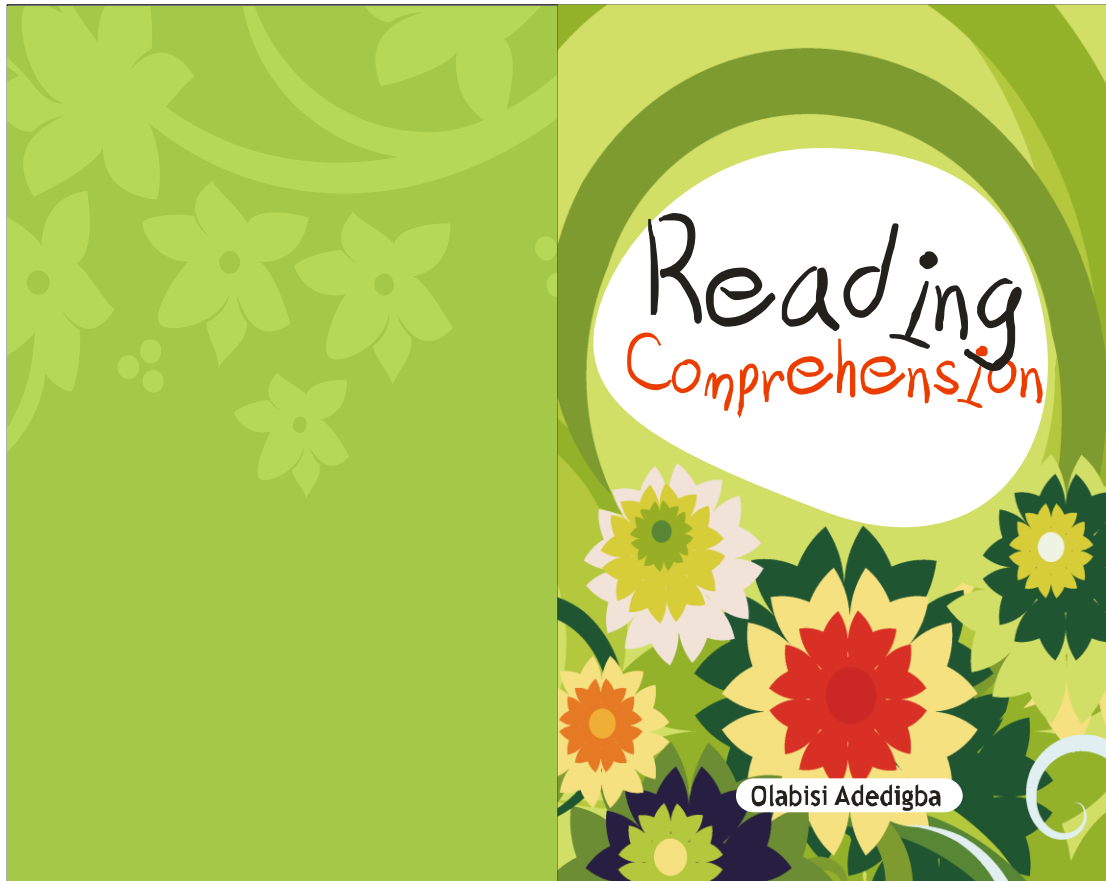
1. Who did they remember during their discussion?
2. What was their conclusion?
3. Who did Mr. & Mrs. Omoniyi invite and why ?
4. According to Oghenes why did they give out their daughters out as housemaids?
5. What did Mr. Omoniyi tell them that every child has?
6. Mention three of those things he told Oghenes that children have?
7. What was their reaction?
8. Who came around when they were rounding off their discussion?
9. What was the purpose of her coming?
10. Did she achieve the purpose?
11. Where was Ada and what was she doing there?
12. What happened to Chinyere when she was hawking?
13. Who was the man that knocked Chinyere in this story?
14. What did Mrs. Ajakaiye do after the man left Chinyere in the hospital?
15. How did the man get the address of Mrs. Ajakaiye's house?
16. Why did Mrs. Ajakaiye tell Mr.Omoniyi that it is not herfault?
17. Who interrupted them?
18. Mention two things they said about Mrs. Ajakaiye?
19. What was Mr. Omoniyi's reaction?
20. What did Mr. & Mrs. Oghene do concerning Ada and Chinyere?

## CHAPTER FOUR

1. What was the topic of the speech given at PTA?
2. Describe parents' reaction to the speech.
3. Mention five of what parents said and complained about.
4. Who finally helped to answer their questions?
5. Write the song the person sang to start his speech.
6. Mention four things Mr. Omoniyi said should be given to children
7. What are the benefits of giving children their rights?
8. Mention the three special documents that contain rights of children.
9. Why did one of the parents say those things are difficult to do?
10. Describe the parents' attitude after they had listened to Mr. Omoniyi.
11. How do you feel as a child after reading this story?

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APPENDIX VI  
CONVENTIONAL STRATEGY (CS) –CONTROL GROUP



Exercise One

CHILD RIGHTS

Before you read:

Look at the picture in the passage and say what you see.

Do you know that you have rights as a child?

In every society, children are valued and seen as precious asset especially in African traditional system. Children everywhere are seen as the future of the human race. They are sources of joy not only to their parents and immediate families but to the entire community where they reside. They have to be cared for, loved, given education and social support to become good

citizens so as not to become a threat to the nation's development.



Before the coming of Child Right Act 2003, there were certain laws that provided certain fundamental rights to every person including children. These are: Constitution of the Federal Republic of Nigeria 1999, the Criminal Code Act Laws of the Federation of Nigeria 1990. There is also Children and Young Persons Act, Nigerian Labour Act, Laws of Federation of Nigeria 1990. Looking carefully at these laws, even though they are applicable to all human beings, one can say that they are not child specific and most times they fail to address the peculiar needs of children.

To come up with the one that basically takes care of children, Nigeria joined other countries of the world to ratify United Nations General Assembly adopted the Convention on the Rights of the Child (UNCRC). The Convention on the Rights of the Child is the first legally binding international instrument that spells out the rights of the child. In Africa, Union Assembly of heads of states and governments adopted the African Union Charter on the Rights and in Welfare of the Child (CRCW) in July 1990. Nigeria is a signatory to these documents and signed them in 1991 and 2000 respectively. After much deliberation among the law makers, Nigeria as a nation made it into the Child Rights Acts 2003.



Mainly, the Act is a legal document that sets out the rights and responsibilities of a child in Nigeria and provides for a system of child justice administration. It consolidates all laws relating to children into one single legislation, as well as specifying the duties and obligations of government, parents and other authorities, organizations and bodies.

The good news is that twenty eight states have passed it into law, but putting it into practice has continued to be a problem. How do we tackle this problem? The writer suggests educating children themselves about their rights as the first step in the nation's effort to put child rights into practice.

### Questions

1. Write three things the writer says children are.
2. What are the things we should do to children according to the passage?
3. Write three special documents that contain rights of children.
4. When did Nigeria make documents into law?
5. What is it called in Nigeria and what does it contain?
6. How many states have made it into law?

### Match the words in a-f with their meanings.

reside	-	find solution
adopted	-	discussion
peculiar	-	duty/responsibility
deliberations	-	took up
obligations	-	live
tackle	-	special

## Exercise Two

### RIGHT TO SURVIVE AND DEVELOP TO THE FULLEST

Child Rights Acts 2003 is a legal document that sets out the rights and responsibilities of a child in Nigeria and provides for a system of child justice administration. It combines all laws relating to children into one single book. Children's rights as contained in CRA 2003 cover every aspect of the lives of children and adolescents and can be broken down into four main categories. These are survival rights, developmental rights, participation rights and protection rights

Children have the right to survive and develop to the fullest. Survival means having clean water to drink, a safe place to live and a healthy and balance diet. Parent should ensure that a child is given all the basic needs he/she needs to survive in life. What are the chances of survival if a child does not receive care and love?

Apart from basic survival, every child has right to develop to their full potentials. Education is the foundation of any person's development. Therefore, every child has the right to quality education. Whether a child is a boy or a girl, every child should attend school and learn basic reading and writing and number skills. As part of development, children also have the right to adequate health services and appropriate information as well as the right to play.

#### Questions

1. Say **two** things about Child Rights Acts 2003 that you learnt from the passage.
2. Child Rights Acts 2003 is divided into how many groups?
3. Should a girl child be allowed to go to school and enjoy other rights?

4. Write three things children have rights to rights under survival rights.
5. Write two rights of a child to develop.

**Match the words in a-f with their meanings.**

- |    |             |   |            |
|----|-------------|---|------------|
| a. | Justice     | - | types      |
| b. | Categories  | - | right      |
| c. | Potentials  | - | fairness   |
| d. | Adequate    | - | ability    |
| e. | Appropriate | - | necessary  |
| f. | Basic       | - | sufficient |

### Exercise Three

#### RIGHT TO PARTICIPATION AND PROTECTION



In African society, the common saying is that a child should be seen and not heard. Children are expected to follow the strict rules established by the parents and failure to follow the rules will result in punishment. Parents give order and children follow without explanations and questions is a way of destroying the intelligent inquisitiveness of

children. They are not allowed to express their thoughts and feelings freely even in matters that concern them. This is more or less a deprivation of child's right to freedom of speech and thought.

Every child has the right to participate actively in the promotion of his/her rights. This means as a child you have the right to express your views and share views with others. Every child has right to join lawful associations like clubs and organizations which are not banned by law. The right of children to speak, participate in decisions on matters that concern them do not mean giving them license to be rude.

Children have right to be protected from all indecent and degrading acts that expose them to exploitation and abuse. This is the last but not the least of categories of child rights. Children are vulnerable, so they need the protection of all: parents, family and community members, police, other law enforcement officers and government institutions. Children should not be abused in any form.

Children have the right to protection from neglect and maltreatment of any kind. They have the right to protection from sexual abuse and exploitation. Children also have the right to protection from work that threatens their health, education or development.

Child labour should be discouraged in the society. The practice of making children to hawk goods on the street put their lives at risk. Taking children from their parents' custody especially girls to serve as house maids and using children to make money in different forms should be abolished.

### Questions

1. Mention the two child rights talked about in this passage.

2. What is the common saying in Africa as mentioned in the passage?
3. What do parents expect children to do when they give rules?
4. What happens if children fail to do it?
5. What result does this have on children?
6. Write four things children have rights to as stated in the passage.
7. What are the things that should be removed from the society as mentioned in the passage?

**Match the words in a-f with their meanings**

- |    |                 |   |               |
|----|-----------------|---|---------------|
| a. | strict          | - | harsh         |
| b. | order           | - | instruction   |
| c. | inquisitiveness | - | questioning   |
| d. | deprivation     | - | denial        |
| e. | indecent        | - | unacceptable  |
| f. | vulnerable      | - | weak/helpless |

**Exercise Four**

**CHILDREN RIGHTS SHOULD BE RESPECTED**

Children are abused in different ways in every society including Nigeria. Child abuse is any form of unkindness to a child's physical, social and emotional wellbeing. Any act by the parents or other caregivers that could cause a child serious a behavioral, emotional, or mental disorder is an abuse of child's right. A child is every human being of 18 years of age or below A child is abused when his or her right is not given; be it right to survival and development, right to participation or right to protection.

For example, the parents/caregivers may use extreme forms of punishment, such as keeping of a child in a dark closet, habitual scapegoating, belittling, or rejecting treatment. When a child is regularly threatened, shouted at, disgraced, ignored or blamed. Making fun of a child, calling a child names, and always finding fault, not

providing healthy and balanced diet, not given access to quality health care denying children right to sound education.

Also, due to poverty, parents in the rural areas hand over their children to urban dwellers who most often fail to put them through school. They are used as unpaid servants or street hawkers. There are also thousands of youth who are beggars in the northern part of Nigeria. They are known as *Almajiris*. Many of these children are subjected to all forms of maltreatment. Child marriage is also very common. Children (young girls of 8, 9, 10, 12 years old) are forced to marry men that are old enough to be their fathers or grandfathers. Such girls are not ready for marriage and end up being damaged physically and emotionally.

The interests of children should be given a priority for the benefit of everyone. If parents are warm, caring and loving, children grow to see the world as a secure place for exploration and learning. They grow up with the attitude of respecting others rights and at the end become parents that would protect their children's rights. It produces a good return on investment. Moreover, protecting the rights of children restores their confidence and makes them better citizens. It enables children to develop to their full potentials.

Children's rights are to be respected and protected by all. Efforts should be devoted to addressing issues of child labour, sexual abuse and exploitation of children, violence against children in schools and at home, and society at large. We should all work to put children's rights in the forefront. There should be campaign and advocacies against child's rights abuse and we should and strive to provide available information and knowledge on children's right to people and organizations.

### Questions

1. Who a child as defined in the passage?
2. What is child abuse in the passage?
3. Write four examples of ways children can be abused in the society.
4. What is child marriage?

5. Mention three examples of child labour.
6. Write three benefits of giving children their rights.
7. Who are the people that should protect children's right?
8. Mention three things that any of them can do to protect children's right?

**Match the words in a-f with their meanings**

- |    |              |                     |
|----|--------------|---------------------|
| a. | belittling   | mocking             |
| b. | ignore       | pay no attention to |
| c. | fault        | mistake             |
| d. | maltreatment | abuse               |
| e. | violence     | gain                |
| f. | benefit      | bad treatment       |

**WORD STUDY**

- |               |   |  |
|---------------|---|--|
| Abolished     | - | put an end/remove                        |
| abuse         | - | misuse                                   |
| action        | - | accomplishment                           |
| adequate      | - | sufficient                               |
| adopted       | - | took up                                  |
| affection     | - | care or love                             |
| applicable    | - | affecting/connected                      |
| appropriate   | - | right/correct                            |
| asset         | - | somebody that is useful                  |
| Basic         | - | necessary                                |
| Categories    | - | types                                    |
| child abuse   | - | misuse of a child                        |
| child labour  | - | act of using child to work for           |
| child neglect | - | disregarding or not giving a child money |
| consolidate   | - | combine, join                            |
| deliberations | - | discussion                               |
| ensure        | - | make sure                                |
| fullest       | - | completeness                             |

fundamental	-	important/basic
human race	-	nation/people
Intelligent	-	ability to think right
understand	-	have knowledge of something
Justice	-	fairness
Legal	-	lawful
Maltreatment	-	ill or bad treatment
Nationality	-	belonging to a country
obligations	-	duty/responsibility
Participation	-	taking part or involvement
peculiar	-	special
Potentials	-	ability
Protection	-	safety
precious	-	much loved
reside	-	live
responsibilities	-	duty
source	-	basis/foundation
specific	-	particular
tackle	-	find solution
threat	-	danger
traditional	-	relating to practices and belief

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## APPENDIX VII

### INSTRUCTIONAL GUIDE FOR DRAMA STRATEGY (IGDS)

#### Week One

Subject: English Language (Literature)

Class: Primary Four

Topic: Drama Reading (Scene I & II )

Duration: 35 minutes

Previous Knowledge: The teacher asks pupils to say how they usually feel when they want to resume to school after a long vacation.

Reference Book: Adedigba O. (2012). Ten Big Questions. Faithouse. Ibadan.

Instructional Materials: A chart showing pictures of the school important incidence in the play.

Objectives: At the end of the lesson the pupils should be able to:

- i. Read and retell the incidence in the play.
- ii. Act the scene.
- iii. Answer questions that follow the scene read.

#### Presentation

Introduction: The teacher asks pupils to say how they usually feel when they want to resume to school after a long vacation.

Step	Teacher's Activities	Pupils' Activities
Step I	Calls pupils' attention to the pictures in the scene	Pupils observe the pictures
Step II	Allows them to observe the pictures and say what they can see.	Pupils observe the pictures and say what they can see
Step III	Tells the pupils to read through the scene	They read through the scene
Step IV	Assign them to roles (characters) as in the scene	They assume the characters as in the scene
Step V	Allow them to read the scene as if they are acting the play.	They read the as they are acting the play.
	Encourages each actor to master his/her part	Each actors read to master

Step VI	until he/she can recite lines audibly.	his/her parts
Step VI	Encourages them to ask questions.	Pupils' asked questions
Step VII	Asks them questions to be sure they have gotten the subject matter of the play	Pupils enthusiastically answer the questions.

Conclusion: Let the pupils read through the scene again

Evaluation: The teacher asks the pupils these questions

8. Who were the pupils chatting about how they spent their holiday on resumption day?
9. Who later joined them and what did she say about her holiday?
10. How did Bolu comment about her holiday?
11. What did Dele say about his holiday?
12. What was the name of the teacher that gave announcement to pupils on resumption day?

Assignment: Encourage the pupils to practice acting the play. Also instruct them to share the drama with two people at home.

## Week Two

Subject: English Language (Literature)

Class: Primary Four

Topic: Drama Reading (Scene III)

Duration: 35 minutes

Previous Knowledge: The pupils can retell the incidence in the previous scenes.

Reference Book: Adedigba O. (2012). 10 Big Questions. Faithouse. Ibadan.

Instructional Materials: A chart showing the four categories of child rights.

Objectives: At the end of the lesson the pupils should be able to:

- i. Read and retell the incidence in the play.
- ii. Act the scene.
- iii. Answer questions that on scene read.

Presentation:

Introduction: The teacher asks series of question in order of the event to enable the pupils recount the event in the previous scenes paying attention to the subject matter 'Incidence of child rights abuse.

Steps	Teacher activities	Pupils' activities
Step 1	Asks them to study the pictures before the passage and say what they can observe.	Pupils observe the pictures and say what they can see
Step II	Asks the pupils to narrate the events in the scene III they have been asked to read at home.	They narrated the events in scene III.
Step III	Assigns them to roles (characters) as in the scene	Pupils play role (characters) as in the scene.
Step IV	Allows them to read the scene as if they are acting the play.	They read the scene as if they are acting the play.
Step V	Encourages each actor to master his/her part until he/she can recite lines audibly	The actors master their part.
Step VI	Asks them questions to be sure they have gotten the subject matter of the play	Pupils answer the questions actively.
Step VII	Let them act it out.	They act the play as stated

Conclusion: The teacher summarizes the incidence in the scene paying attention to necessary details

Evaluation: The teacher asks the pupils questions on the scene

8. What did mama Raimot tell her to do if she wanted to go to school the following day?
9. What was she doing when she was eating?
10. When Raimot came back from hawking what did her mother tell her to do?

11. What was Raimot's Reply?
12. Who helped her to do what her mother asked her to do
  - Assignment: Ask the pupils to
    - i. read Scene III at home and
    - ii. share the incidence in the previous scenes with their parents at home

### Week Three

Subject: English Language (Literature)

Class: Primary Four

Topic: Drama Reading (Scene IV)

Duration: 35 minutes

Previous Knowledge: The pupils can identify different ways children are abused of their rights in the society from what they have been exposed to in the play.

Reference Book: Adedigba O. (2012). 10 Big Questions. Faithouse. Ibadan.

Instructional Materials: A chart showing pictures of interesting actions in the story.

Objectives: At the end of the lesson the pupils should be able to:

- i. Read and retell the incidence in the play
- ii. Act the scene
- iii. Answer questions on scene read.

Presentation

Introduction: The teacher asks the pupils to say narrate the events in the previous chapters.

Steps	Teacher activities	Pupils' activities
Step I	Asks them questions on the chapter she asked them to read at home	They respond to the questions actively
Step II	Takes them through the pictures before the passage	Pupils observe the pictures
Step III	Chooses some of them to read in turns (paragraphs)	Pupils read in turns

Step IV	Asks them ‘who’, ‘what’, ‘when’ ‘where’ and ‘how’	Pupils enthusiastically answer the questions
Step V	Entertains their questions	Pupils ask questions

**Conclusion:** The teacher summarizes the incidence in the chapter paying attention to necessary details

Evaluation: The teacher asks pupils to:

1. What was the name of the organization that came to excellent life school?
2. What does the organization stands for?
3. Mention the names of the team members?
4. Mention two points the first speaker talked about?
5. Mention the three books of law mentioned by the second speaker?

Assignment: The teacher asks the pupils to

- i. read Scene IV at home
- ii. and continue sharing the play with their parents at home

#### **Week Four**

Subject: English Language (Literature)

Class: Primary Four

Topic: Drama Reading (V)

Duration: 35 minutes

Previous Knowledge The pupils have been reading and acting the play in the previous scenes.

Instructional Materials: A chart with pictures of important incidence in this chapter and highlighting issues on child abuse and the detailed of child rights in the four categories.

Reference Book: Adedigba O. (2012). Ten Big Questions. Faithouse. Ibadan.

Objectives: At the end of the lesson the pupils should be able to:

- i. Read and retell the incidence in the play.
- ii. Act the scene.

iii. Answer questions that on scene read.

Presentation

Introduction: The teacher asks them questions on the last scene.

Steps	Teacher activities	Pupils' activities
Step I	Calls their attention to the pictures in the scene and say what they see.	Pupils observe the pictures and say what they can see
Step II	Assigns them to roles (characters) as in the scene.	Pupils' take roles (characters) as in the scene.
Step III	Allows them to read the scene as if they are acting the play.	They read the scene as they act the play
Step IV	Encourage each actor to master his//her part until he/she can recite lines audibly.	The actors master their part.
Step V	Encourage them to ask questions	They asked questions

Conclusion: Ask them question to be sure they have gotten the subject matter of the play.

Evaluation: The teacher asks pupils to:

- i. retell the incidence in the play
- ii. Act the scene
- iii. What was parents' reaction to the speech of the guest speaker
- iv. Write 4 different forms of abused identified from the parents questions
- v. Write the 3 major documents that spell out the rights of a child.
- vi. Mention the 4 categories of child rights as stated by the Prof.

Assignment: Encourage the pupils to practise acting the play.

### **Week Five**

Subject: English Language ( Literature)

Class: Primary Four

Topic: Drama Reading (Revision)

Duration: 35 minutes

Previous Knowledge: The pupils have finished reading and acting the play. They are very much familiar with incidence of child abuse and can talk to someone about their rights

Reference Book: Adedigba O. (2012). 10 Big Questions. Faithouse. Ibadan.

Instructional Materials: Different charts containing pictures of main incidence as contained in each of the five scenes of the play.

Objectives: At the end of the lesson the pupils should be able to:

- i. Retell the events in each of the scenes
- ii. Answer questions that follow the play.
- iii. Act the play out
- iv. Discuss the themes of the play 'Child abuse and child rights with somebody'.

#### Presentation

Introduction: The teacher asks the pupils the questions as below to mention the number of scenes in the play.

<b>Steps</b>	<b>Teacher activities</b>	<b>Pupils' activities</b>
Step 1	Calls on them one after the other to narrate the incidence in each of the scenes of the play.	Pupils narrate the incidence in the scenes of the play
Step II	Asks them to mention three characters that suffer abuse in the play.	They mention the characters that experience abuse in the play.
Step III	Asks them what child abuse means.	They say what they know about child abuse
Step IV	Allows them to make a list of child rights they know	They list child rights they know
Step V	Encourages them to ask questions	Pupils ask questions

Evaluation: The teacher asks pupils questions on each scene of the play focusing on the subject matter 'Child rights'

Conclusion: The teacher goes over to narrate the incidence in the scenes paying attention to the important message of the subject matter of the play.

Assignment: Tell people everywhere you get to about child rights an also respect other pupils' rights.

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## APPENDIX VIII

### INSTRUCTIONAL GUIDE FOR POETRY/SONG STRATEGY (IGPSS)

#### Week One

**Subject:** English Language (Literature)

**Class:** Primary Four

**Topic:** Poetry & Songs : Song-- I love to sing

Poetry - Give it a blow

**Duration:** 35 minutes

**Previous Knowledge:** The pupils have been chanting poems and singing in their previous learning. Also have one time seen a person slapped (Gbosa!) or might have been slapped or slapped somebody before.

**Reference Book:** Adedigba O. (2012) My Favourite Beats. Faithouse. Ibadan.

**Instructional Materials:** A chart with relevant pictures to the message of the poem and the poem

**Objectives:** At the end of the lesson the pupils should be able to:

- i. Read and enjoy the poem / sing and enjoy the song
- ii. Recite the poem/ sing and dance to the song
- iii. Answer questions that follow the poem/ song

#### Presentation

**Introduction:** The teacher asks the pupils who among them love to be treated well by parents and the people around him. She asks them to listen to this song as she sings

1st Lesson - Song

Steps	Teacher activities	Pupils' activities
Step 1	The teacher sings the song while pupils listen	Pupils' listen to the song
Step 1I	She asks the pupils to clap the rhythm and sing the song after her	They clap and sings the song after their teacher
Step 1II	Explains words of the songs to the pupils.	Pupils listen with rapt attention

Step IV	The pupils sing the song several times supported by the teacher's voice.	They sing the song with their teacher
Step V	The teacher asks them to sing the song without the support.	They sing the song without the teacher's support. Pupils sing and dance to the songs
Step V11	Discusses the content and other features of the rhyme.(the poem should be related to something or incidence familiar to the children)	They talk about the content and other features of the rhyme

Conclusion: Allow pupils to express their feelings and ask questions and ask the pupils to sing and dance to the song together.

Evaluation: The teacher asks the pupils these questions

- i. What do you love to sing about?
- ii. Mention 4 of those rights?
- iii. How many times should they sing about it?

Assignment: She asks the pupils to sing the song to three people at home.

## 2nd Lesson - Poem

Steps	Teacher's Activities	Pupils' Activities
Step I	Teacher reads the poem aloud first in order to make the children become familiar with the words, mood and tempo	Pupils listen to teacher reading the poem
Step II	She reads the poem line by line and asks them to say after her	The pupils chant the rhyme several times supported by the teacher's voice.
Step III	She asks the pupils to clap the rhythm	The pupils chant the rhyme without the teachers support
Step IV	Explains words of the rhyme to the pupils.	Pupils listen with rapt attention
Step V	Discuss the content and other features of the rhyme (the poem should be related to something or incident familiar to the children)	Pupils listen with captivated attention

Conclusion: The teacher allows pupils to express their feelings and ask questions.

Evaluation: The teacher asks questions relevant to the title of the poem.

Week Two

Subject: English Language (Literature)

Class: Primary Four

Topic: Poetry/Songs: Song: Child abuse must go

Poem: My right not a favour

Duration: 35 minutes

Previous Knowledge: The pupils have been introduced to their rights and have also learnt a poem that child abuse must be away from the society so they can mention what those rights are and can also mention acts.

Reference Book: Adedigba O. (2012) My Favourite Beats. Faithouse. Ibadan.

Instructional Materials: A chart showing pictures of different ways a child can be abused in the society.

Objectives: At the end of the lesson the pupils should be able to:

- i. Read and enjoy the poem / sing and enjoy the song
- ii. Recite the poem/ sing and dance to the song
- iii. Answer questions that follow the poem/ song

Presentation

Introduction: The teacher asks the pupils to look at the pictures and say what they can see.

1st Lesson - Song

Steps	Teacher activities	Pupils' activities
Step I	The teacher sings the song while the pupils listen.	The pupils sing the song several times supported by the teacher's voice.
Step III	She asks the pupils to clap the rhythm and hum the song	The pupils sing the song without the teachers support.

Step IV	Explains words of the songs to the pupils.	They sing and dance to the songs.
Step V	Discuss the content and other features of the rhyme (the poem should be related to something or incident familiar to the children).	Pupils participate in the discussion.
Step VI	Allows pupils to express their feelings.	Pupils to express their feelings about the theme of the poem.
Step VII	Teacher encourages them to ask question while she gives appropriate answers.	Pupils ask questions

Evaluation: Ask relevant questions on the title of the poem.

#### 2nd Lesson - Poem

Steps	Teacher activities	Pupils' activities
Step I	Teacher reads the poem aloud first in order to make the children become familiar with the words, mood and tempo	Pupils listen with rapt attention
Step II	She reads the poem line by line and asks them to say after her	They repeat after her
Step III	She asks the pupils to clap the rhythm	Pupils clap and dance to the rhythm
Step IV	Explains words of the rhyme to the pupils.	Pupils listen with captivated attention
Step V	The pupils chant the rhyme several times supported by the teacher's voice.	They repeated the poem with the help of their teacher
Step VI	The pupils chant the rhyme without the teachers support	They chanted the poem without the teachers support
Step VII	Discuss the content and other features of the rhyme (the poem should be related to something or incident familiar to the children)	They talk about the content and allow them to related the poem

Conclusion: Allow pupils to express their feelings and ask questions

Evaluation: Ask relevant questions on the title of the poem.

Assignment: Chant the poem and sing the song around.

Week Three

Subject: English Language ( Literature)

Class: Primary Four

Topic: Poetry & Song: Song— Glad to hear

Poetry – All we need is action

Duration: 35 minutes

Previous Knowledge: The pupils have been learning about child rights and child abuse.

Reference Book: Adedigba O. (2012) My Favourite Beats. Faithouse. Ibadan.

Instructional Materials: A chart with relevant pictures to the message of the poem and the song.

Objectives: At the end of the lesson the pupils should be able to:

- i. Read and enjoy the poem / sing and enjoy the song
- ii. Recite the poem/ sing and dance to the song
- iii. Answer questions that follow the poem/ song

Presentation

Introduction: The teacher asks pupils to sing the song and chant the poems learnt in their previous lessons.

1st Lesson- Song

Steps	Teacher activities	Pupils' activities
Step I	The teacher sings the song while the pupils listen	Sing the song without the teachers support.
Step II	She sings and asks the pupils to sing after her	Pupils to sing after her
Step V	Discusses the content and other	Pupils ask questions on the

	features of the rhyme	poems
Step VI	Explains words of the songs to the pupils.	The pupils sing and dance to the songs.

Conclusions: Allow pupils to express their feelings and ask questions

Evaluation: Ask relevant questions on the title of the poem.

Assignment: Chant the poem and sing the song around.

2nd Lesson - Poem

Steps	Teacher activities	Pupils' activities
Step I	Teacher reads the poem aloud first in order to make the children become familiar with the words, mood and tempo	Pupils listen with rapt attention
Step II	She reads the poem line by line and asks them to say after her	They repeat after her
Step III	She asks the pupils to clap the rhythm	Pupils clap and dance to the rhythm
Step IV	Explains words of the rhyme to the pupils.	Pupils listen with captivated attention
Step V	Pupils chant the rhyme several times supported by the teacher's voice.	They repeated the poem with the help of their teacher
Step VI	The pupils chant the rhyme without the teachers support	They chanted the poem without the teachers support
Step VII	Discuss the content and other features of the rhythm (the poem should be related to something or incident familiar to the children)	They talk about the content and allow them to related the poem

Conclusion: Allows pupils to express their feelings and ask questions

Evaluation: Asks questions relevant to the title of the poem.

## Week Four

Subject: English Language (Literature)

Class: Primary Four

Topic: Poetry/Song Song: I look up to you

Poetry: My simple prayer

Duration: 35 minutes

Previous Knowledge: The pupils can talk about their rights as a child and can mention actions that can be seen as abuse of a child.

Reference Book: Adedigba O. (2012) My Favourite Beats. Faithouse. Ibadan.

Instructional Materials: A chart with relevant picture of a child kneeling down and praying.

Objectives: At the end of the lesson the pupils should be able to:

- i. Read and enjoy the poem / sing and enjoy the song
- ii. Recite the poem/ sing and dance to the song
- iii. Answer questions that follow the poem/ song

1st Lesson

Presentation

Introduction: The teacher asks the pupils to mention the title of the poems and songs they have learnt during the exercise.

Songs

Steps	Teacher activities	Pupils' activities
Step I	The teacher sings the song for the pupils.	The pupils listen.
Step II	She asks the them to clap to the song and hum it	Pupils clap the rhythm and hum the song.
Step III	She sings and asks pupils to sing after her.	Pupils sing the song several times supported by the teacher's voice.
Step IV	Encourage pupils to sing without her support.	Pupils sing the song without the teachers

Step IV	Explains words of the songs to the pupils.	support. Pupils listen carefully.
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Conclusion: Allows pupils to express their feelings and ask questions

Evaluation: Ask relevant questions on the title of the poem.

Assignment: Sing the song around.

### 2nd Lesson: Poem

Steps	Teacher activities	Pupils' activities
Step 1	Teacher reads the poem aloud first in order to make the children become familiar with the words, mood and tempo.	Pupils listen with rapt attention.
Step 11	She reads the poem line by line and asks them to read after her.	They repeat after her.
Step111	She asks the pupils to clap the rhythm.	Pupils clap and dance to the rhythm.
Step 1V	Explains words of the poem to the pupils.	Pupils listen with captivated attention.
Step V	The pupils chant the poem several times supported by the teacher's voice.	They repeated the poem with the help of their teacher.
Step VI	The pupils chant the poem without the teachers support.	They chanted the poem without the teachers support.
Step VII	Discuss the content and allow them to related the poem to something or incident familiar to them).	They talk about the content of the poem.



Conclusion: Allows pupils to express their feelings and ask questions

Evaluation: Asks relevant questions on the title of the poem.

Assignment: Teach a child the song.

### Week Five

Subject: English Language (Literature)

Class: Primary Four

Topic: Poetry/Songs : Revision

Duration: 35 minutes

Previous Knowledge: The pupils have learned songs and poems on child rights and they have been singing and chanting them around.

Reference Book: Adedigba O. (2012) My Favourite Beats. Faithouse. Ibadan.

Instructional Materials: The banners with pictures and the poems and the songs that have been previously used to teach them in each of the lessons.

Objectives: At the end of the lesson the pupils should be able to:

- i. Mention the title of the poems and songs they have been taught in this exercise.
- ii. Recite the poems/ sing and dance to the songs
- iii. Mention the central theme of the poems and songs
- iv. Mention the categories of rights they have been chanting and singing around
- v. Say when a child's rights are denied
- vi. Mention different ways children can be abused

Presentation

Introduction: The teacher sings one the songs while pupils sing along

Steps	Teacher activities	Pupils' activities
Step I	She asks pupils to mention the title of the poems and songs they have learnt in this exercise.	They mention the title of the poems and songs as contained in the reference book.
Step II	Asks pupils to say what the songs and the poems taught have been talking about.	Pupils say what the songs and the poems taught have been talking about.
Step III	She calls on them one after the other to chant one of the poems and sing one of the songs.	Pupils enthusiastically answer the questions and narrate the poem step by step.
Step IV	The pupils chant the poems, sing and dance to the songs.	They recite the poems, sing and dance.

Evaluation: Questions are asked on the poems and songs paying attention to the main themes which are child abuse and child rights.

Assignment: Ask pupils to continue to tell people every place they get to about child abuse and child rights and also respect other pupils' rights.

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## APPENDIX IX

### INSTRUCTIONAL GUIDE FOR PROSE STRATEGY (IGPS)

**Week One**

Subject: English Language (Literature)

Class: Primary Four

Topic: Prose Reading (Chapter One: Amaka Leaves Jankara Village)

Previous Knowledge: The teacher asks the pupils to say how they usually feel when they have reason to travel especially to a big town.

Reference Book: Adedigba O. (2012). Amaka Meets her Angel. Faithouse. Ibadan.

Instructional Materials: A chart showing pictures of important incidence in the story.

Objectives: At the end of the lesson the pupils should be able to:

- i. Read and enjoy the story.
- ii. Narrate the events in the story/chapter.
- iii. Answer questions that follow the story.
- iv. Say what they have learnt from the story.
- v. Share their feelings about the story.

Presentation:

Introduction: The teacher asks the pupils to say how they usually feel when they have reason to travel especially to a big town.

Steps	Teacher activities	Pupils' activities
Step I	Teacher calls pupils' attention to the pictures before the passage and asks them to say what they can see.	Pupils observe the pictures and say what they see.
Step II	Teacher selects some of them to read in turns	Pupils read the chapter in turns
Step III		Respond to teacher's question
Step IV	Teacher asks them 'who', 'what', 'when' 'where' and 'how'	Pupils ask questions
Step V	Encourages them to ask questions.	Pupils listen with wrath attention.

Step VI	The teacher summarizes the incidence in the chapters paying attention to necessary details.	Pupils share their feelings/ lesson learnt among themselves.
Step VII	Ask pupils to share their feelings/ lesson they have learnt with another person.  Ask them series of questions, in order of sequence to enable the pupils narrate the story step by step.	Pupils respond to the teacher's questions.

Evaluation: The teacher asks pupils these questions

- a. What was the position of Amaka in the family?
- b. How many children did her parents have?
- c. What was the name of the woman that came to Mr & Mrs Oghene's house?
- d. What was her job?
- e. What was the purpose of her visit?
- f. What did Amaka say she wanted to do before leaving Jankara?
- g. Who was Amaka given to as housemaid?

Assignment: Ask the pupils to retell the story to somebody at home and also read chapter two at home.

## Week Two

Subject: English Language ( Literature)

Class: Primary Four

Topic: Prose Reading (Chapter Two): Amaka Parents with Mr & Mrs Omoniyi

Duration: 35 minutes

Previous Knowledge: Pupils have read about and can tell the purpose of Mr & Mrs Oghene Visit to Mr & Mrs Omoniyi

Reference Book: Adedigba O. (2012). Amaka Meets her Angel. Faithouse. Ibadan.

Instructional Materials: A chart showing the four categories of child rights.

Objectives: At the end of the lesson the pupils should be able to:

- i. Read and enjoy the story
- ii. Narrate the events in the story/chapter

- iii. Answer questions that follow the story
- iv. Say what they have learnt from the story.
- v. Share their feelings about the story.

Introduction: The teacher asks pupils to narrate briefly the events in the previous chapter.

Presentation:

Steps	Teacher activities	Pupils' activities
Step I	Teacher calls pupils' attention to the pictures before the passage and asks them to say what they can see.	Pupils observe the pictures and say what they can see
Step II	Teacher selects some of them to read in turns	Pupils read the chapter in turns and discuss the event in the story.
Step III	Asks them series of questions, in order of sequence to enable the pupils narrate the story step by step.	Pupils enthusiastically answer the questions and narrate the story step by step.
Step IV	Encourages them to ask questions.	Pupils ask questions
Step V	The teachers summarizes the incidence in the chapters paying attention to necessary details	Pupils listen with rapt attention
Step VI	Encourages them to recall a similar case they have seen, or watched in a movie.	They recall related cases they have seen.

Evaluation: The teacher asks the pupils to:

1. Narrate how Amaka was taken back to the village.
2. What was the final decision about Amaka?
3. How was Amaka doing in school?
4. What did she tell Mr and Mrs Omoniyi about her sisters?
5. What did they decide to do?

Assignment: The teacher asks pupils to:

- i. share the stories in the previous chapters with their parents at home,

- ii. read chapter three at home
- iii. Answer the questions that follow it.

**Week Three**

Subject: English Language (Literature)

Class: Primary Four

Topic: Prose Reading (Chapter Three- Mama Gold is turned down)

Duration: 35 minutes

Previous Knowledge: The pupils have had encounter with Mama Gold in the chapter one and could say who she was.

Reference Book: Adedigba O. (2012). Amaka Meets her Angel. Faithouse. Ibadan.

Instructional Materials: A chart showing pictures of interesting actions in the story.

Objectives: At the end of the lesson the pupils should be able to:

- i. Read and enjoy the story.
- ii. Narrate the events in the story/chapter.
- iii. Answer questions that follow the story.
- iv. Say what they have learnt from the story.
- v. Share their feelings about the story.

Presentation:

Introduction: The teacher asks the pupils to narrate the events in the previous chapters.

Steps	Teacher activities	Pupils' activities
Step I	Asks them questions on the chapter she asked them to read at home	Pupils answer the questions excitedly.
Step II	Uses a chart to take them through the pictures before the passage.	Pupils observe the pictures and say what they observe.
Step III	Chooses some of them to read in turns paragraphs)	Pupils read the chapter in turns
Step IV	Asks them series of questions, in order of sequence.	Pupils enthusiastically answer the questions and narrate the story step by step.

Step V	Entertains questions from pupils.	Pupils ask questions
Step VI	The teacher summarizes the incidence in the chapters paying attention to necessary details.	Pupils listen with rapt attention

Evaluation: The teacher asks the pupils these questions

1. What question did Mrs. Oghene ask her husband when they got back home?
2. What was the reply given?
3. Who did they remember during their discussion?
4. What was their conclusion?
5. Who did Mr. & Mrs. Omoniyi invite and why?
6. According to Oghenes why did they give out their daughters out as housemaids?
7. What did Mr. Omoniyi tell them that every child has?

#### **Week Four**

Subject: English Language (Literature)

Class: Primary Four

Topic: Prose Reading (Chapter Four - Mr. Omoniyi at PTA in Amaka's School)

Duration: 35 minutes

Previous Knowledge: The pupils have been following the story from chapter one and they can retell the stories in the previous chapters.

Reference Book: Adedigba O. (2012). Amaka Meets her Angel. Faithouse. Ibadan.

Instructional Materials: A chart with pictures of important incidence in this chapter and highlighting the detailed of child rights in the four categories.

Objectives: At the end of the lesson the pupils should be able to:

- i. Read and enjoy the story.
- ii. Narrate the events in the story/chapter.
- iii. Answer questions that follow the story.
- iv. Say what they have learnt from the story.
- v. Share their feelings about the story.

Presentation:

Introduction: The teacher asks two of the pupils to recall the incidence in the previous chapter.

Steps	Teacher activities	Pupils' activities
Step I	Teacher calls pupils' attention to the pictures before the passage and asks them to say what they can see.	Pupils observe the pictures and say what they can see.
Step II	Divide them into pairs and allow them to read and discuss the event in the story.	Pupils read the chapter in turns and discuss the event in the story.
Step III	Teacher selects some of them to read in turns	Pupils read in turns.
Step IV	Ask them series of questions, in order of sequence to enable the pupils narrate the story step by step.	Pupils enthusiastically answer the questions and narrate the story step by step.
Step V	Encourages them to ask questions.	Pupils ask questions
Step VI	The teacher summarizes the incidence in the chapters paying attention to necessary details.	Pupils listen with rapt attention

**Evaluation:** The teacher asks the pupils these questions

1. Describe parents' reaction to the speech.
2. What was the topic of the speech given at PTA?
3. Mention five of what parents said and complained about.
4. Who finally helped to answer their questions?
5. Write the song the person sang to start his speech.
6. Mention four things Mr. Omoniyi said should be given to children
7. What are the benefits of giving children their rights?

Assignment: Encourage pupils to retell the stories to people around them.



## Week Five

Subject: English Language (Literature)

Class: Primary Four

Topic: Prose Reading (Revision of the four chapters of the prose)

Duration: 35 minutes

Previous Knowledge:

Reference Book: Adedigba O. (2012). Amaka Meets her Angel. Faithouse. Ibadan.

Instructional Materials: Different charts containing pictures of main incidence as contained in each chapter of the story book

Objectives: At the end of the lesson the pupils should be able to:

- i. Retell the stories in the chapters
- ii. Answer questions that follow the stories
- iii. Discuss the main themes of the stories in the book
- iv. Discuss the themes of the stories with somebody

Presentation:

Introduction: The teacher asks pupils to

1. Say the main subject the stories have been addressing
2. Mention the number of chapters in the story book
3. Mention the title of each chapter.

Steps	Teacher Activities	Pupils' Activities
Step I	Asks them what the stories in the book have been talking about as she aids them by showing the chart of pictures in each of the chapters of the story book.	Pupils answer the questions and observe the pictures been showed to them
Step II	Allows the pupils to go into their individual groups to retell the stories in the chapters of the prose.	They go to their groups to rehearse to retell the incidences in the story.
Step III	Goes round to supervise and make corrections where necessary.	They are narrating the stories among themselves.
Step III	Assigns chapters and allow each group	Each group narrates the main

	to narrate the main incidence in the assigned chapter as others listen and watch.	incidence in the assigned chapter as others listen and watch
Step IV	Encourages them to ask questions and the teacher answer their question	Pupils ask questions

Conclusion: The teacher summarizes the stories in the chapters paying attention to the subject matter of the story book.

Evaluation: The teacher asks pupils to answer the questions at the end of each chapter of the story.

Assignment: The teacher asks them to continue sharing the stories in the prose among other children and adult around them.

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## APPENDIX X

### INSTRUCTIONAL GUIDE FOR CONVENTIONAL STRATEGY

#### Week One

Subject: English Language (Reading Comprehension)

Class: Primary Four

Topic: Child Rights

Sub- Topic: Definition of Rights and Categories of Child Rights.

Duration: 35 minutes

Previous Knowledge: The pupils have one way or the other experienced abuse or been maltreated at one time or the other.

Reference Book: Adedigba, O. (2012). Reading Comprehension. Faithouse Publications.

Instructional Materials: A chart showing what rights are and a copy of Child Right Act 2003

Objectives: At the end of the lesson the pupils should be able to:

- i. Say what rights are.
- ii. Tell when those rights are abused
- iii. Mention the four categories of child rights
- iv. Answer questions on the exercise.

Presentation:

Introduction: The teacher asks pupils to say one thing their parents did to them sometimes that they felt they have not been treated.

Steps	Teacher activities	Pupils' activities
Step I	Asks pupils to have a look at the picture in the comprehension passage.	Pupils have a look at the picture in the comprehension passage.
Step II:	Encourages them to say what they see in the picture.	Pupils say what they see in the picture.
Step III	Asks pupils to read the exercise silently	Pupils read the exercise silently.
Step IV	Asks pupils to say what they understand from the passage.	Pupils say what they understand from the passage.
Step V	Asks pupils questions from the passage read.	Pupils answer questions from the passage read
Step VI	Teacher explains the content of the passage.	Pupils listen with rapt attention.

Conclusion: Goes over the exercise briefly to answer their questions and make the lesson clearer

Evaluation: The teacher asks pupils the following questions:

1. Write three things the writer says children are.
2. What are the things we should do to children according to the passage?
3. Write three special documents that contain rights of children.
4. When did Nigeria make documents into law?
5. What is it called in Nigeria and what does it contain?
6. How many states have made it into law?

Assignment: Instructs pupils to answer the questions that follow the passage at home.

## Week Two

Subject: English Language (Reading Comprehension)

Class: Primary Four

Topic: Categories of Rights

Sub- Topic: Survival Rights

Duration: 35 minutes

Previous Knowledge: Pupils have been taught definition of rights and can mention the categories of Child Rights

Reference Book: Adedigba, O. (2012). Reading Comprehension. Faithouse Publications and Child Right Act 2003

Instructional Materials: A chart showing pictures of where survival rights given or denied and a copy of Child Right Act 2003

Objectives: At the end of the lesson the pupils should be able to:

- i. Mention the four categories of rights.
- ii. Mention 5 of survival rights a child must enjoy.

Introduction: The teacher asks them questions on the previous lesson.

Steps	Teacher activities	Pupils' activities
Step I	Write the topic on the chalkboard.	Pupils look up with expectation
Step II	Asks pupils to have a look at the picture in the comprehension passage.	Pupils have a look at the picture in the comprehension passage.
Step III	Encourages them to say what they see in the picture.	Pupils say what they see in the picture.
Step IV	Asks pupils to read the exercise silently	Pupils read the exercise silently.
Step V	Read the passage again.	Pupils follow the reading.
Step VI	Asks pupils to say what they understand from the passage.	Pupils say what they understand from the passage.
Step VII	Asks pupils questions from the passage read.	Pupils answer questions from the passage read
Step VIII	Teacher explains the content of the passage.	Pupils listen with rapt attention.

Conclusion: Go over the topic briefly to answer their questions and make the topic clearer

Evaluation: The teacher asks pupils the following questions:

- i. Child rights is grouped into how many categories
- ii. Mention them
- iii. Mention 5 survival rights

Assignment: Also instruct them to write down any of these rights that is not given to them at home that day when they get back home from school.

### **Week Three**

Subject: English Language (Reading Comprehension)

Class: Primary Four

Topic: Categories of Rights

Sub-Topic: Developmental Rights and Participation Rights

Duration: 35 minutes

Previous Knowledge:

Reference Book: Adedigba O. (2012). Reading Comprehension. Faithouse. Ibadan

Instructional Materials: A chart highlighting developmental rights of a child.

Objectives: At the end of the lesson the pupils should be able to

- i. Mention 5 rights under developmental rights
- ii. Mention 5 rights under participation rights.
- iii. Say when these rights are abused or denied.
- iv. Cite examples they have seen in their environment.

Presentation:

Introduction: The teacher gives examples of children that are denied some rights and asks the pupils to give their own examples.

<b>Steps</b>	<b>Teacher activities</b>	<b>Pupils' activities</b>
Step 1	Ask them to mention the category of right they learnt in their previous lesson.	They mentioned the category of right.

Step II	Tell them that children have rights to all they need to develop healthily and totally	Pupils listened attentively.
Step III	Write these rights on the chalkboard.	They wrote the rights on their books.
Step IV	Read these to them and let them say after you.	The pupils repeated what was read to them.
Step V	Explains each of these rights with examples from the environment.	Pupils listen with rapt attention.
Step VI	Encourage them to ask questions	Pupils ask questions
Step VII	Ask them questions to be sure they have gotten the content.	They responded to the questions brilliantly.

Conclusion: The teacher summarizes the lesson and asks pupils to copy the chalkboard summary.

Evaluation: The teacher asks pupils to:

- i. Mention 5 rights under developmental rights.
- ii. Give two examples of how child can be denied these rights.
- iii. Cite examples from their environment.

Assignment: Read and memorize those rights.

#### **Week Four**

Subject: English Language (Reading Comprehension)

Class: Primary Four

Topic: Categories of Rights

Sub- Topic: Protection Rights

Duration: 35 minutes

Previous Knowledge: The pupils are already familiar with survival rights, developmental rights, and participation rights and different ways these rights can be abused or denied.

Instructional Materials: A chart with pictures of issues on child abuse and the detailed of child rights in the four categories.

Reference Book: Adedigba, O. (2012). Reading Comprehension. Faithouse Publications and Child Right Act 2003

Objectives: At the end of the lesson the pupils should be able to:

- i. Mention ways a child can be exposed to risk or harm
- ii. Say how a child can be exploited
- iii. Mention different ways a child can be used in child labour..
- iv. Mention 5 of protection rights a child must enjoy.

Introduction: The teacher asks them questions on the previous lessons

**Presentation:**

Steps	Teacher's Activities	Pupils' Activities
Step I	Writes the topic on the board.	Pupils' write on their various note book
Step II	Explains what protection rights of child cover	Pupils listen with captivated attention.
Step III	Writes the related terms to protection rights on the chalkboard. E.g child labour, child trafficking, child maltreatment	Pupils' write them on their books.
Step IV	Explains these terms	Pupils listen with rapt attention.
Step V	Allows pupils to copy the note on the chalkboard.	They write the note in their note book
Step VI	Encourages pupils to ask and answer their questions.	They ask questions

Conclusion: Answer their questions by giving more explanation.

Evaluation: Give them exercise on the topic and collect their notes and mark.



## Week Five

Subject: English Language (Reading Comprehension)

Class: Primary Four

Topic: Child Rights (Revision)

Duration: 35 minutes

Previous Knowledge: The pupils have been exposed to the four categories of rights. They are very much familiar with incidence of child abuse and can talk to someone about their rights

Reference Book: Adedigba, O. (2012). Reading Comprehension. Faithouse Publications and Child Right Act 2003

Instructional Materials: A chart with pictures on issues of child abuse and the detailed of child rights in the four categories.

Objectives: At the end of the lesson the pupils should be able to:

- i. Say what child rights are.
- ii. Mention different ways children are abused in the home and the society.
- iii. Mention the four categories of rights
- iv. Mention at least 3 of rights in each category

Introduction: The teacher asks the pupils to express their minds about the child they have taught.

Presentation

Steps	Teacher activities	Pupils' activities
Step I	Go over the previous lessons by reaffirming that children have rights.	Pupils' are aware of their rights.
Step II	Ask them to mention those rights they have been taught.	They mentioned the rights they have been taught.
Step III	Ask them what child abuse means.	They responded with their various views.
Step IV	Allow them to make a list of child rights they know.	They responded by listing the child rights they know.
Step V	Encourage them to ask questions	The pupils asked different questions.

Conclusion: Answer their questions and give more explanation where necessary.

Assignment: Share with people around you that children have rights and also learn to respect other pupils' right.

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## APPENDIX XI

### EVALUATION SHEET FOR TEACHERS' PERFORMANCE IN DRAMA

#### STRATEGY

S/ N	Teachers Ability	V.Good 5	Good 4	Fair 3	Poor 2	V.Poor 1
1	Teacher' ability to introduce the events using the pictures used to illustrate the incidences in the play.					
2	Teacher's ability to assign pupils to characters to read through the scene					
3	Teacher's ability to encourage each actor to assume the roles of the character as they read in turns.					
4	Teacher's ability to encourage pupils to state the important details in the play using 'who', 'what', 'when' 'where', 'how' of an action or incidence.					
5	Teacher's ability to encourage pupils to ask questions.					
6	Teacher's ability to encourage pupils to act the play.					
7	Teacher's ability to give the summary of the play.					
8	Teacher's ability to give pupils assignment which involves rehearsing the character roles sharing the drama with people at home and reading ahead the next scene.					

**APPENDIX XII**  
**EVALUATION SHEET FOR TEACHERS' PERFORMANCE IN**  
**POETRY/SONGS STRATEGY**

s/n	Teacher's Ability	V.Good 5	Good 4	Fair 3	Poor 2	V.Poor 1
1	Teacher's ability to take pupils through the pictures to have an idea of the theme of the poem/song.					
2	Teacher's ability to read the poem/sing the song aloud first in order to familiarize pupils with the words, lyrics, mood and tempo.					
3	Teacher's ability to carry pupils along to chant the poem /sing the song after him/her.					
4	Teacher's ability to explain words of the rhyme /songs to the pupils.					
5	Teacher's ability to encourage pupils to chant the rhyme /sing the song several times supported by the teacher's voice.					
6	Teacher's ability to motivate facilitate pupils chant the rhyme /sing the song without the teachers support.					
7	Teacher's ability to discuss the content and other features of the poem/song.					
8	Teacher's ability to ask pupils to chant or sing the songs and also ask some other relevant questions .					
9	Teacher's ability to allow pupils to express their feelings and ask questions					
10	Teacher's ability to give pupils follow-up activities and homework by instructing them to sing the song/chant the poem to at least three people at home.					

### APPENDIX XIII

#### EVALUATION SHEET FOR TEACHERS' PERFORMANCE IN PROSE STRATEGY

s/n	Teachers Ability	V.Good	Good	Fair	Poor	V.Poor
		5	4	3	2	1
1	Teacher's ability to use the pictures in the chapters of stories to introduce pupils the main events in the chapters.					
2	Teacher's ability to assign pupils to read the stories in turns.					
3	Teacher's ability to ask pupils series of question in order of sequence to enable the pupils narrate the story step by step.					
4	Teacher's ability to narrate the stories in the chapter giving the necessary details.					
5	Teacher's ability to encourage pupils to ask questions.					
6	Teacher's ability to encourage pupils to recall a similar case they have seen or watched in a movie.					
7	Teacher's ability to ask pupils questions and also answer their questions on the stories in this chapter-Evaluation					
8	Teacher's ability to motivate pupils to retell the story to their parents at home and also read the next chapter- Assignment.					

**APPENDIX XIV**  
**EVALUATION SHEET FOR TEACHERS' PERFORMANCE IN**  
**CONVENTIONAL STRATEGY**

S/ N	Teachers Ability	V.Good 5	Good 4	Fair 3	Poor 2	V.Poor 1
1	Teacher 's ability to introduce the passage using the pictures that come before it .					
2	Teacher's ability to select some pupils to read the passage while others listen and follow.					
3	Teacher's ability to encourage pupils to explain their understanding of the passage.					
4	Teacher 's ability to explain the content of the passage read to the pupils.					
5	Teacher 's ability to ask pupils questions on the passage read					
6	Teacher 's ability to encourage pupils to ask questions from the passage read.					
7	Teacher 's ability to answer their questions and give pupils more explanation where necessary.					
8	Teacher 's ability to give them exercise on the topic and collected their notes to mark.					
9	Teacher 's ability to give them exercise as homework which involves word study answering questions on the content of the passage.					

# EXPERIMENTAL GROUP 1: DRAMA-BASED INSTRUCTIONAL STRATEGY



## EXPERIMENTAL GROUP II: POETRY/SONG-BASED INSTRUCTIONAL STRATEGY





**EXPERIMENTAL GROUP III: PROSE-BASED INSTRUCTIONAL STRATEGY**



## CONTROL GROUP: CONVENTIONAL STRATEGY

