

**AN INVESTIGATION OF CHILD RIGHTS AND SAFEGUARDING MEASURES IN  
SECONDARY SCHOOLS IN DAGORETTI SUB-COUNTY NAIROBI COUNTY, KENYA.**

**BY**

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**(A Constituent College of the Catholic University of Eastern Africa -CUEA)**

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**DECLARATION**

This research project is my original work and it has never been submitted in any University for the award of a degree on any Higher Education level. No part of this project should be replicated without the prior consent of the author or the Marist International University College.

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**Date**

This research project has been submitted for examination with my approval as the University College Supervisor.

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**Date**

This project has been accepted by the Head of Department of Education.

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**Rev. Br. Moses Fegher, Fms**

.....

**Date**

## **DEDICATION**

This work is dedicated to the dehumanized and deprived children in whatever part of the globe they may be found. To all Marist Brothers in the world and to all people who have devoted themselves to educate and protect children, especially the most neglected.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

**AAC** Area Advisory Council

**ACRWC** African Charter on the Rights and welfare of the Child

**CRC** Child Rights Conventions

**DAT** Dynamic Awareness Theory

**MIUC** Marist International University College

**NCCS** National Council for Children's Services

**SPSS** Statistical Package for Social Sciences

**UDHR** Universal Declaration on Human Rights

**UN** United Nations

**UNESCO** United Nations Educational, Scientific and Cultural Organization

**UNICEF** United Nations Children's Fund

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## ABSTRACT

The United Nations Convention on the Rights of the Child which guarantees children rights in matters that affect them was ratified by Kenya in 1990. The purpose of the study was to investigate the child rights and safeguarding measures in secondary schools in Dagoretti Subcounty-Kenya. Four research objectives guided the researcher namely: To explore the extent of child rights awareness in secondary schools; to determine the commonly types of abuses encountered by children in secondary schools; to find out the influence of children' rights awareness on students' academic performance in secondary school, to examine the safeguarding measures put in place to protect child rights in secondary schools. The study was based on two theories: The motivation and Dynamic awareness theories. The study used a descriptive survey design to collect the data; the sample was purposive. The study targeted 3 secondary schools, 3 principals, 18 teachers and 132 students. The data collection instruments used included questionnaire for teachers and students and an interview guide for the principals. Data was analyzed using SPSS version 25 Computer Package and excel and presented using frequency tables and percentages, tables and diagrams. From the analysis the study found out the following: there is child rights awareness among various stakeholders in secondary schools though the awareness level varies from each stage. Children rights are observed in all secondary school. The documents that advocate for child rights were considered unfamiliar to the respondents. There are abuses of child rights in some schools though this was rejected by teachers. Respondents strongly believe that awareness of Child rights has an influence on academic performance of the students. Ways of enhancing safeguarding measures and protection were recommended as school level. However, the lack of sensitization of Child rights, personnel who is trained in Child rights, lack of signs and posters all around the school contributed to the low of child right awareness. Therefore, researcher recommends that the Ministry of Education provide regular seminars and workshops to the teachers and principals to update them on the issues concerning respect of the Child rights in schools and provide copies of the children act to schools and update students on recent developments on Child rights, the Techers training Agency should ensure teachers are trained to work effectively and share information with social workers and other public services staff concerns with Child rights. Principals on their part should make efforts in acquiring information on Child rights issues and be in position to educate their students and teachers from time to time

## **CHAPTER ONE**

### **INTRODUCTION**

This chapter examined the background of the study, the statements of the study, the research objectives, the research questions, the scope and delimitation of the study and the significance of the study. The conceptual framework, the theoretical framework, the limitations of the study and the operational definition of key terms are also discussed.

#### **1.1 Background of the Study**

Baginsky (2018) outlines that, millions of children all over the world continue to be victims of violence and exploitation in the home, at school or within their community, the very settings that are supposed to provide a protective environment for them. As a result of the effects of violence, the International Community felt that legislation was needed to prohibit all forms of physical and humiliating acts on children, especially in schools. This was necessary in order to put an end all kinds of abuse against children. The legislation or framework was to promote the wellbeing of children, through prevention from unnecessary harassment and infringement of their rights.

According to Verhellen (2006), since 1989 the United Nations Organisation (later became the UN), established a subsidiary organization with the responsibility to promote the rights and responsibilities of children. The child rights advocacy groups sprung up including the UN's advocacy of Children's Rights and Freedom. The advocacy for the protection of children's rights and freedom defined what is due to the child by claim, legal guarantees and moral principle. It also abolished all forms of punishments that inflicted physical or psychological pain on children as a means of disciplining them.

United Nations General Assembly adopted the Convention on the Advocacy on the rights of the Child on 20 November 1989. Some of the highlights of the Convention detailing the rights and privileges of children include the following: *Articles 12 & 13 that states “every child has the right of expression of his/ her opinion must be taken into account in any matters of procedure affecting them” Article 16 states that “the child has the freedom of privacy”. Article 17 states “the child has the right to access appropriate information and a right to be protected from all kinds of harm.”* Prior to declaration 44/25 of November 1989, on 10<sup>th</sup> December 1959, The UN had stated in its first article that “children shall enjoy protection and shall be given opportunities and facilities by the law and other means to enable them to develop physically, emotionally, spiritually, and socially in a healthy and moral manner and in condition of freedom and dignity (Office of the High Commissioner for Human Rights, 1990).

The Child Rights Convention (1989) is the key legal instrument on children’s rights. This convention and its three optional protocols codify the human rights of children in international, legally binding instruments. With almost all states in the world being parties to the treaty. The CRC offers a set of minimum standards on children’s rights for which can be held accountable. Guided by what has gradually come to be seen as the four underlying general principles. For example, of non-discrimination, best interests of the child, right to life, survival and development, and participation (Verhellen, 2015).

During the week of November 20<sup>th</sup> 1999, the tenth anniversary of the children's Rights Convention on the Rights of the Child was adopted, without a dissenting vote, by the UN General Assembly on November 20<sup>th</sup> 1989 (resolution 44/25) exactly 30 years after the adoption of the Declaration of the Rights of the Child, and 10 years after the international year of the Child. "Less than one year later, it entered into force on September 2<sup>nd</sup> 1990. At the moment 191 countries have ratified the Convention (Somalia and the United States are the only ones not yet to have done so). This means there is almost universal ratification, which is unique in the history of human rights instruments" (Timothy, Seth & Janet, 2012, p.2.).

According to Verhellen, (2000); The Convention can be regarded as a historic milestone. On the other hand, it is the culmination of a difficult struggle over decades, aiming at improving children's situation in society, it is the beginning of a new way of dealing with children, enshrined now in hard law by the international community. Since the previous turn of the century, the law has reflected our relationship with children, founded on a view of them as creatures who are "not yet" human beings, which has led to them being considered mere objects of the law. Over the last decades, however, more and more criticism has been levelled at this child-image. Gradually, but with increasing insistence, voices have been heard emphasising that children are in fact first and foremost human beings, and that therefore our relationship with them has to be based on respect for them as human beings.

In legal terms this means that children are to be regarded as individuals with fundamental human rights. This new child-image is becoming ever more forceful and hence the present situation has become confused and, at times, even paradoxical. Indeed, our relationship with children is still based on the dominant child-image, while, simultaneously, a new one is gaining influence. The Convention on the Rights of the Child reflects this situation. Children are now formally recognised as bearers of human rights. Enshrining these rights in positive law is however not the end of the matter. Central to the debate is the relationship between the law and education. Educational science, teaching us how to deal with children, is all about human (children's) rights, (DoH 2011).

The Convention offers a vision of the child as an individual and as a member of a family and community, with rights and responsibilities appropriate to his or her age and stage of development. By recognizing children's rights in this way, the Convention firmly sets the focus on the whole child (Webb & Vulliamy, 2001). The Convention recognizes the fundamental human dignity of all children and the urgency of ensuring their well-being and development. It makes clear the idea that a basic quality of life should be the right of all children, rather than a privilege enjoyed by a few.

Webb & Vulliamy, (2001) stated that Children are neither the possessions of parents nor of the state, nor are they mere people-in-the-making; they have equal status as members of the human family. Children must rely on adults for the nurture and guidance they need to grow towards independence. Such nurture is ideally found from adults in children's families, but when primary adult caregivers cannot meet children's needs, it is up to the State as the primary duty bearer to find an alternative in the best interests of the child.

Research done by Imber et al., (2013) observed that many changes in society are having a disproportionate, and often negative, impact on children, transformation of the family structure, globalization, climate change, digitalization, mass migration, shifting employment patterns and a shrinking social welfare net in many countries all have strong impacts on children. The impact of these changes can be particularly devastating in situations of armed conflict and other emergencies. The recent studies carried out in Kenya proved that significant strides in addressing obstacles that stand in the way of full realization of child rights. The UN Convention on the Rights of the Child (UNCRC) and the African Charter on the Rights and welfare of the Child (ACRWC) have large been domesticated and incorporated into Kenya law mainly through the Children Act of 2001 and now the constitution of 2010 (Warria, 2019).

Another report of the mapping (Ponge, 2009) confirmed that despite the critical role played in child protection by specific line government ministries such as Education, Health, the Judiciary, among others, there is no statutory guidance as to what their roles are in child protection. There is also no official accountability or linkage among ministries with a stake in children's issues. The same report, further, observed that membership and participation in the National Council for Children Service (NCCS) and Area Advisory Councils (AACs), is not defined for the most critical members, such as, social workers, police, health workers, education, youth services, probation and after care services. It noted that there is an over emphasis on institutionalization of children, inadequate skills and shortage of children officers, and lack of reliable data on children.

Racheal, (2011), who investigated the Framework for the National Child Protection System for Kenya notes that, the overall purpose of any child protection system is to promote the wellbeing of children, through prevention of violence and exploitation, ensuring that when violence and exploitation occurs, prompt and coordinated action is taken to protect further abuse; and ensuring that all actions taken and decisions made are in the best interest of the child. Available information reveals that in Kenya this system often fails or breaks down, hence the need to define the framework for the child protection system in Kenya. It is within these viewpoints that the researcher sought out to investigate child rights and safeguarding measures in secondary schools in Dagoretti Sub-County, Nairobi Kenya.

## **1.2. Statement of the Problem**

Child rights and safeguarding measures play an essential role in the growth and life of a child. It does not only establish the well-being of a child but it also affects the academic performance and personality of the child. A number of researchers have conducted studies, in relation to this child rights and safeguarding measures: Haswell (2016) Exploring the Awareness Level and Views of Primary School Children in Mexico; Iqbal et al., (2017) legal protection and enforcement of children's rights against domestic violence in the Kyrgyz republic in Pakistan, Masiaga (2017) in south Africa; Kay (2003) effect of teacher's Guide to protecting children rights in Tanzania; Ndembu (2013) in Kenya-Magumu Division, Kinangop District, Kamau (2013) influence of child's rights awareness on students' performance in Kenya-Kiambu County.

All the above researchers affirmed that there have been many violation cases of child rights abuse in some schools though this was disputed greatly by teachers and teachers do not believe that children rights have an influence on academic performance of the students. They discovered that child rights abuse ranges from poor class control, beating, and use of abusive words on students to assigning underserved marks to students during quiz. In their attempt to do so, a gap has been created because a lot of emphasis has been placed on the influence of children rights awareness on various stakeholders at the expenses of the effects attributed to various aspects of a child or learner's life.

Despite the fact that research has been conducted on child right abuses none of the studies was conducted in Dagoretti Subcounty where the conditions are generally different from other places because of socio-economic factors and culture. There is a need therefore, to investigate Child rights and safeguarding measures that are in place in Dagoretti Sub-County Nairobi. This study therefore, is to investigate the child rights and safeguarding measures in secondary Schools in Dagoretti Sub-County Nairobi Kenya.

### **1.3. Objectives of the Study**

The purpose of the study was to investigate the child rights and safeguarding measures in secondary Schools in Dagoretti Sub-County Nairobi Kenya.

### **1.3.1. Specific Objectives**

The study was guided by the following objectives to achieve its goal:

- i. To examine the extent of child rights awareness in secondary schools.
- ii. To determine the commonly forms of abuses encountered by children in secondary schools.
- iii. To find out the influence of children' rights awareness on students' academic performance in secondary school.
- iv. To examine the safeguarding measures put in place to protect child rights in secondary schools.

### **1.4. Research Questions**

Based on above objectives, this study was intended to answer the following research questions:

- i. What is the extent of child rights awareness in secondary Schools?
- ii. What are the commonly types of abuses encountered by children in secondary schools?
- iii. What is the influence of children' rights awareness on students 'academic performance in secondary school?
- iv. To what extent does the safeguarding measures, put in place to protect child rights in secondary schools?

### **1.5. The Scope and Delimitation**

The Child rights and safeguarding measures involves both primary and secondary schools. This investigation is limited to secondary schools; there are many secondary schools in the country and in Dagoretti; This investigation was not done in all of them due to time and financial issues. The research focused solely on Dagoretti Sub-County, Nairobi County secondary schools. The study further focused on learners, teachers and principals. Furthermore, the study was conducted only in three secondary schools. Therefore, this research was to investigate the role of teachers and principals to strengthen child rights and to put safeguarding measures in secondary school in Dagoretti Sub-County.

### **1.6. Limitation of the study**

The study has had the following challenges in the research process. The first challenge was that some teachers and students refused to bring back questionnaires given to them and to cooperate in providing the needed information to the researcher. Another limitation was that some schools requested the researcher to present the certificate of COVID 19 test (PCR test). The researcher had to work within stipulated budget, this could not enable the researcher to carry out the study as he desired, by moving to more schools. Therefore, it may be presumptuous to generalise the findings, on the investigation of Child rights and safeguarding measures in secondary schools.

### **1.7. Significance of the study**

This study is beneficial to different people involved in school management. The findings of this study are beneficial to the learners as the mechanisms for raising up their awareness of their rights.

The findings will also help decision makers to formulate policies that are respect child rights.

The study offers the school teachers a new way of understanding child rights and safeguarding measures enable them build environments in schools that are both physically, emotionally, mentally, socially and spiritually conducive for students to grow and develop.

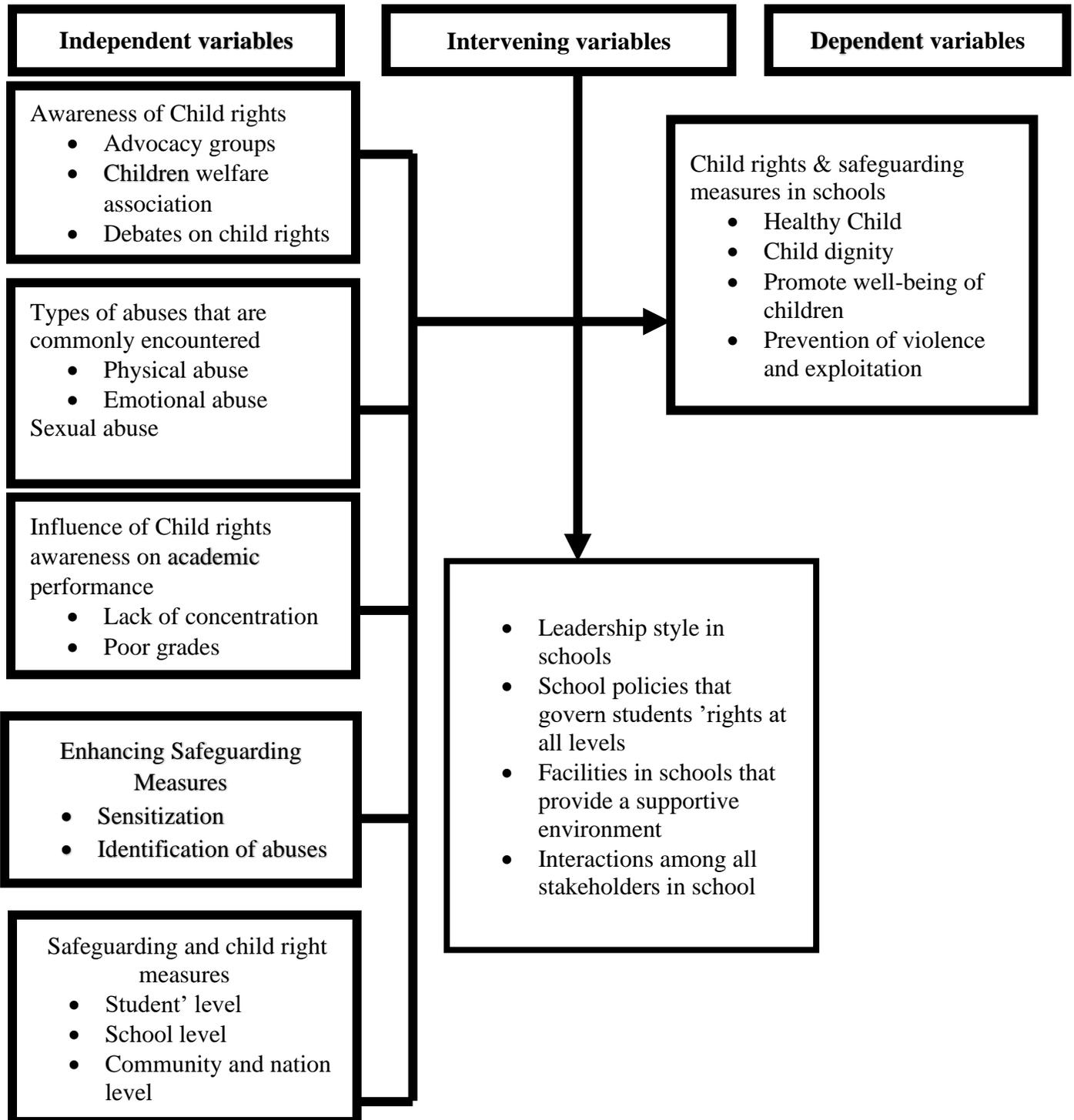
The research also is useful to teacher-training institutions as it will inform them on the need to collaborate with organizations involved in Child 'rights issues for better promoting child rights and it will remind them that teachers should be trained to work effectively and share information with social workers and other public services staff.

And lastly the findings from this study may arise awareness to the Ministry of Education in reviewing the curriculum of teacher training institutions by setting appropriate policies on students' discipline in secondary schools.

It will also provide some guidelines for the Teacher Service Commission in formulation of a teacher's code of ethics that factors the rights of children.

Finally, the research adds to knowledge on which further research on related issues can be used.

## 1. 8. The Conceptual Framework



*Figure 1.1: Relationship between variables.*

The above figure (1) shows the diagrammatical conceptual framework of the study. According to Orodho (2011), conceptual framework forms a simplified familiar structure, meant to help to get insight into understanding. It explains the relationships between variables. Another researcher McGaghie (2001) puts it: The conceptual framework “sets the stage” for the presentation of the particular research question that drives the investigation being reported based on the problem statement.

According to Kamau (2013), a conceptual framework is a graphical or diagrammatical representation of the relationship between variables in the study whose purpose is to assist the reader see the proposed relationship. Kamau (2013) continues it is a graphical or visual representation that is used to describe the phenomenon under study.

Creation of child rights awareness arises over time and belittled when not being actively attended to by the users. In order student to know their rights; there should be avenues where this awareness is being created and an environment where these rights are enforced.

### **1.9. Theoretical Framework**

The research has based its study in two theories: The motivation theory and dynamic awareness theory (DAT). The motivation theory stresses that motivated people are those who have made a conscious decision to devote significant effort to achieve what they value. However, what people value will differ greatly from one person to another. It is from this principle that the study considered the theory of Abraham Maslow (1943), which states that a man is a wanting being. A satisfied need is not a motivator of behaviour, only unsatisfied needs motivate. Man’s needs are arranged in a series of levels, a hierarchy of important. As possible as needs on the lower level are met, those on the next higher-level demand satisfaction. Within those levels, there could be many specific needs, from lowest to highest.

The study as well used the dynamic awareness theory (DAT) by Kai Riemer, Russel Haines & Kai Riemer, (2008) that offered an alternative to explaining the creation of awareness in distributing work group that can be related to child right awareness in schools. DAT highlights the important role of users and social practices in awareness creation. The theory further points to the dynamic nature of awareness creation. According to the taxonomy proposed by Gregor, the dynamic awareness theory qualifies as a type II theory, meaning that the theory explains well how and why things are. It contributes to enhance the understanding of awareness via mediated communication. Furthermore, Kai et al., (2008) continues by saying that a person's awareness is not a static state which can be arbitrarily turned on and off. It is rather a slow buildup of information about his surroundings. Regarding instant messaging as an example, before the actual communication process takes place, one must feel that the other person is capable of receiving and responding. Moreover, it would not make a sense to write a message in the first place. This feeling of presence is essential for the continuation of interaction. Once a response is received, the presence of the other is confirmed and as the conversation continues, this feeling will increase in intensity. On the other hand, if no more messages are received, the feeling of the other's presence can vanish quickly. This nature of awareness underlines one of the most important aspects of dynamic awareness theory, which says: "Awareness develops gradually over time, meaning different levels of awareness can exist" (Kai et al., 2008).

By communicating intensively via mediated means, one can gather enough information about the other's environment in order to create himself a quite accurate picture of the other's surroundings.

This might be where the other person is situated and what his feelings and thoughts are.

As time goes by and no more messages are exchanged, these perceptions start to fade and gradually diminish unless they are replenished. Again, DAT aspects says "Awareness requires active maintenance because it diminishes over time."

Stipek (2001) explained that children do not enjoy learning if they feel disrespected and emotionally disconnected. Therefore, anything like harsh punishments which make the learner to feel like missing a close and caring relationship with the teacher and being respected and valued by peers should be avoided and this give a motivation to foster higher levels of engagement and learning in the classroom.

The two theories facilitated to explain the reasons which push the teacher not to abide on the UN Advocacy of Children Rights. These reasons are the challenges, which teachers face and make their need in school unsatisfied. This unsatisfaction brings about using measures that are against child rights in school.

## **1. 10. Operational Definitions of Key Terms**

**Advocacy:** This is the act of pleading for, supporting or recommending.

**Awareness:** Knowing that something exists and its important

**Child:** An individual who has not attained the age of eighteen years (The constitution of Kenya, 2010).

**Child Protection:** These are measures and structures that prevent and respond to abuse, neglect, exploitation and violence affecting children. (Save the Children International, 2011).

**Child rights:** Involve right of children to be involved in decisions that affect them, both as individuals and as a group and right of active engagement has been broadly.

**Child Protection System:** A set of laws, policies, regulations and services, capacities, monitoring, and oversight needed across all social sectors, especially, social welfare, education, health, security, and justice to prevent and respond to protection related risks (UNICEF, 2010).

**Influence:** The effect that something has on the way a person thinks or behaves or the way something works or develop.

**Learner/Student:** The young person who is in school following structured education under the guidance of a teacher.

**Policy formulation:** Formulate a plan of action agreed or chosen by an organization.

**Rights:** Something which is due to an individual by just claim, legal, or moral principle.

### **1.11. Organization of the Study**

The study was organized into five chapters, which are arranged in subtopics. The first chapter contains the introduction, which is the background of the study, the problem of the study, the objective and research questions, the significance of the study, the delimitation and limitation of the study, the theoretical and conceptual framework as well operational definition of terms.

Chapter two of the research is based on the review of related literature and presented a summary to the investigation of child rights and safeguarding measures in secondary schools.

Chapter three contains the research design, population of the study, sampling techniques, and sample size. It also described the research instruments used for data collection, the reliability and validity of the instruments, the methods and procedures for data analysis, and the ethical considerations used in data collection.

Fourth chapter presented the data analysis, interpretations of the research findings, and discussion of the findings.

The fifth chapter gave a summary of the findings, conclusions of the research findings, recommendations for future action by key stakeholders, and proposed areas for further study.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0. Introduction**

This chapter presented the literature review for this study. Literature review was reviewed from journals, policy papers, the internet, books and any other material that will be deemed relevant to the study. The literature review was thematically reviewed under the following sub headings: The level of awareness of children's right in schools, the concept of child rights advocacy, types of abuses encountered by children in schools, the influence of children's rights awareness on students' academic performance in school and the safeguarding measures to protect children rights in schools. The review looked at studies done in Kenya, Africa and the world at large.

#### **2.1. The level of awareness of children's rights in schools**

The school is a major social institution responsible for socializing the young. In keeping with provisions of the Convention on Child's Rights (CRC), children and young people who spend a great part of their time in schools should have influence in matters that affect them. The realization of these participatory rights of school children is one of the most difficult challenges of the Convention (Ejeh & Akinola, 2009).

Meeting this challenge may not be difficult in some countries such as the United Kingdom where the school curricula for citizenship education emphasize the development of skills of participation and responsible action (Webb & Vulliamy 2001).

Covell et al., (2010) mentioned that evaluations of a children's rights education initiative in schools in Hampshire, England, with previous research findings demonstrate the effectiveness of a frame of rights for school policy, practice, and teaching, for promoting rights, respecting attitudes and behaviours among children, and for improving the school ethos.

The value of rights consistent schooling is seen not only in its contemporaneous benefits on children, but also in its capacity to have a long-term effect on the promotion and maintenance of a rights supporting culture. The research showed that the Hampshire educators were able to successfully implement child rights in their program. The schools were very successful in incorporating children's rights across the curriculum and throughout all school policies and practices. The evaluation concluded that generally, knowledge and awareness of the rights perspective have increased, as well as the ability to integrate this perspective in school curriculum. Regionally, The research carried out in Nigeria in Ile-Ife town by Ejieh & Akinola, (2009) on children's rights and participation in schools: The findings revealed that 9 out of the 144 pupils in the study (less than 1%) showed that they were aware that they had some rights as children by describing some of the rights, such as right to life, rights to education and rights to play. Fifty-six of them (about 39%) claimed to be aware of their rights but had wrong notions of what rights are by mentioning these, among as some of their rights: "rights to be respected, rights to write notes in class, rights to ask questions, rights to do things in my own way, rights to separate children who are fighting and right to help my parents at home". The rest of the pupils (a little over 50%) stated that they had not heard of the term.

Locally, Kenya ratified the UN Convention on the Child's Rights in 1990. This implies that henceforth the country had committed itself to a code of binding obligations towards her children. Among these obligations are the raising of awareness and the involvement of the civil society, including children, in the realization of children's rights. As Nelson Mandela said "There can be no keener revelation of a society's soul than the way in which it treats its children. Following the submission of her initial progress report, the committee on children's Rights recommended, among other things, that the country should domesticate the convention in order to facilitate its implementation under Kenyan law (Racheal, 2011).

The study carried out by Kiprotich Anne & Ong'ondo Charles (2013) on the extent to which both the adult Kenyan citizens and children are aware of child's rights. It was revealed that children are not sufficiently aware about their rights. Based on the findings from the study, it was recommended that, to enhance awareness of children's rights among children, the media like TV and Radio should raise awareness of societal concerns in a balance way so that pertinent aspects like children's rights are not left unaddressed. Access by children to programmes which address issues relevant to children should be enhanced.

### **2.3. The Concept of Child rights Advocacy**

The concept of advocacy is best understood when taken in the context in which it is used. Digolo (2021) states that in child advocacy, it is viewed as a lobbying process focused on influencing policy makers. In this context, advocacy is about influencing powerful people and decision-makers about problem affecting children to make decisions that favour them. Advocacy for children is about talking and representing them because they are too young, still immature, and have not acquired language competence to be able to talk for themselves.

Furthermore, Digolo continues saying that their rights as human beings would continue to be violated if we do not stand up in order to advocate for them and influence people in authority to make good policies that favour them. Advocacy on children rights is therefore a strategic means to speak up for children and their rights, and to effect changes in policies, practices, and attitudes that will make a lasting difference in their rights.

Republic of Kenya re-erected legal instruments for conducting child rights advocacy as follows: The Children's Act of 2001, the constitution of Kenya of 2010, and the Education Act of 2012 have outlined the rights and welfare of the child and charged the Government, the communities and parents to make sure that the rights of children are respected and protected. It is stated clearly in these legal instruments that the best interest of the child must be protected at all times, and all actions and decisions made that may affect a child must be in the best interest of the child. It is categorically stated that the Government and its institutions and parents must use maximum effort in protecting the rights and freedoms of the child (Orodho & Waweru 2013).

#### **2.4. Forms of child abuse encountered by Children in Schools**

In general, the term "abuse" is negative treatment to anyone. It can come in any forms, such as physical or verbal maltreatment, injury, rape, unjust practices, crimes, assault or other types of aggression (Mbaegbu 2010). In relation to the term of "child abuse", Staff (1998) described it as psychological, sexual or physical maltreatment, which is made by parents, caregivers, relatives, friends, teachers or even strangers.

Kiprotich & Ong'ondo (2013) for most Kenyan children, violence is a regular part of the experience. Teachers use canning, slapping, and whipping to maintain classroom discipline and to punish children for poor academic performance. The infliction of corporal punishment is routine, arbitrary, and often brutal. Bruises and cuts are regular by products of school punishments, and more severe injuries (broken bones, knocked out teeth, internal bleeding) are not infrequent. At times, beatings by teachers leave children permanently disfigured, disabled or dead (Human Rights Watch, 1999).

According to Tobin & Cashmore, (2020) there are four main forms of child abuse that are present in schools, which are described in General Comment No.13. First is physical abuse, which is the most common type of child abuse going on openly in schools and approved or ignored by the school authority. General Comment No. 13 states following to identify physical abuse: “Physical violence includes: all corporal punishment and all other forms of torture, cruel, inhuman or degrading treatment or punishment, physical bullying and hazing by adults and by other children”. Torture is intentionally act to inflict harm, physical or psychologically suffering on someone by another to punish or fulfill desires, it is also concern to cruel, inhuman, degrading treatment.

The second one is sexual abuse. Mbaegbu (2010) described that about 80% of sexual abused victims are girls. However, both boys and girls are likely to be abused by someone by whom they know and trust. It is described as any form of sexual involvement or contact between an adult (who can be parent, relative, teacher or caregiver) and child. Sexual abuse and exploitation include: “The inducement or coercion of a child to engage in any unlawful or psychologically harmful sexual activity; the use of children in commercial sexual exploitation; and the use of children in audio or visual images of the child sexual abuse; child prostitution; sexual slavery; sexual exploitation in travel and tourism, trafficking and sale of children for sexual purposes and forced marriage.

The third form of child abuse is emotional or mental abuse. It is bad treatment to child from parent, relatives or teacher side, which follows by yelling, bullying, isolating, criticizing, ignoring, terrorizing, and shaming are all types of emotional abuse in school as referred to in the Convention of the Rights of the Child 1989, is often described as psychological maltreatment, mental abuse, verbal abuse and emotional abuse or neglect and this can include all forms of persistent harmful interaction with the child. Mbaegbu (2010) states that physical abuse might have the most visible signs of abuse, and other types of abuse, such as emotional abuse or child neglect, also leave deep long-lasting scars on the child.

The last one is neglect abuse, General Comment No. 13 defined as the failure to meet children's physical and psychological needs and care, protect children from danger, providing medically, birth registration or other services when parents responsible for children's care have the means, knowledge and access to services to do so. Mbaegbu, (2010) continues describing child neglect in three ways through which a child can be neglected, such as physical neglect, emotional neglect and educational neglect. Child neglect is a very common type of child abuse.

## **2.5. The influence of Children's rights awareness on students 'academic performance**

Research done by Kamau, (2013) on influence of child' rights awareness on students' performance in Gatundu North District, Kiambu County, Kenya; concluded that teachers do not believe that awareness of children rights has an influence on academic performance of students.

Covell et al., (2011) indicated that among all the positive findings of the evaluation of the Rights, Respect and Responsibility, the most intriguing was that at each time measure the most disadvantaged school showed the greatest positive changes.

Covell et al, (2011) note that there were remarkable improvements in students' engagement in school activities, positive behaviour and academic achievement among students that were attributed to how the 3 Rs (Rights, Respect and Responsibility) transformed the culture of the school. The evidence suggests that schools that are fully consistent with the provisions of the Convention on the Rights of the Child can mediate the effects of challenging environment of rearing and help close achievement gap between disadvantaged children and their more advantaged peers to perform better. This research examined the relationship that exist between child rights awareness and students' academic achievement in schools.

## **2.6. The Safeguarding Measures to Protect Children Rights in Schools**

Study that was carried out in U.S, indicated that public schools are not designed as fortresses. However, by using basic crime prevention techniques and precautionary measures, communities can help create safer schools. For example, schools should limit access to their property by locking all unmonitored entrances and requiring all visitors to check in at the office. They should issue distinct identification for visitors to wear while on compound and to show it when it requires where legally permissible. Student dress codes or uniforms to identify intruders more easily. Schools should assign specific individuals to monitor campus perimeters and hallways and provide two-way radios for staff members (Bridges, 1999).

Muriuki, (2014) research findings recommended that resources should be mobilized to sensitize teachers and students on children's rights. The study also recommended that regular and appropriate forum for dialogue should be instituted in all learning institutions. This would enable teachers and students to discuss pressing issues and consequently prescribe appropriate remedies. It was also recommended that self-discipline should be emphasized in secondary schools in order to counteract social disorder.

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

The concept that schools have a role in promoting the health and welfare of children and young people is not a new one. Schools have traditionally offered medical and welfare services of some sort alongside their more traditional educative function. The Children Act 1989 had attempted both to safeguard children and to promote their welfare, providing for both the welfare and protection of children in need. It had been based on a philosophy which recognized that child protection cannot be separated from policies to improve children's lives as a whole. For some children, a teacher may be one of the most consistent adults in their lives. It is for those reasons that the key role teachers and schools play in safeguarding children is now being properly acknowledged and recognized. Safeguarding can be exercised via schools as places, teachers as people and education as a process. It encompasses a spectrum of concern, from the promotion of the wellbeing of all children, to the protection of the smaller number of children whose needs are not being met, including needs for protection (Baginsky, 2018).

Lastly, Kamau (2013) recommended that a more aggressive and effective human rights education program is necessary to ensure the proper dissemination and education of human rights among high school students. This includes the commitment of school officials to propagate and espouse the principle of UDHR, and making sure that they are taught during school year.

Training of teachers in handling human rights discussions including making them understand the importance of human rights education in maintaining quality life, is necessary. Teaching methods should emphasize the application or relevance of human rights to daily life as lived by the respondents in their respective milieus. Since knowledge of human rights does not automatically translate into participation in human rights activities and practices, school policies and gaps between theory and practice should be reviewed and evaluated.

## **2.7. Summary of Literature Review**

This chapter reviewed the literature that recorded information in various books, magazines and research papers written in relation to child rights: the investigation of child rights and safeguarding measures in secondary school, Dagoretti sub-county, Nairobi. It focused on the underlined research objectives, while included the level of awareness of child rights, the concept of child rights advocacy, forms of child abuse, the influence of child rights on students' performance and the safeguarding measures to protect child rights in schools. From the analysis by different researchers such as Kiprotich & Ong' Ondo (2013), Muriuki (2014), Ejieh & Akinda (2009), Covell et al., (2010), Racheal (2011), Mbaegbu (2010) and among others have shown out rightly that child rights awareness among pupils is less understood and the studies as well as reports reviewed have also given reasons as to why some pupils are more aware of Child rights.

Several studies, such as Rachael (2011), Bridges (1999), and Muriuki (2014) have indicated the concept of child rights advocacy as it was reviewed as a lobbying process focused on influencing policy makers; about problem affecting children to make decisions that favour them.

On the assessment of the forms of abuses, many researchers mentioned above have indicated that violence of child rights is a regular part of the experience of students and there are four main forms of child right abuses that are present in schools. Kamau (2013) on the ways that can enhance safeguarding measures to protect children's rights studies have been conducted and suggested that self-discipline should be emphasized in secondary schools and school policies. The above-mentioned researches were done outside Dagoretti sub-county, Nairobi. Therefore, this study aims at establishing the investigation on child rights and safeguarding measures in Dagoretti sub-county, Nairobi.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0. Introduction**

This chapter presented the methodology that was used in the study, that is the research design, population of the study, sampling techniques and Sample size. It also described the research instruments used for data collection, the reliability and validity of the instruments, the methods and procedures for data analysis, and the ethical considerations used in data collection and analyzing data.

#### **3.1. Research Design**

Bhat (2020) defined research design as the framework of research methods, and techniques chosen by a researcher. The design allows researchers to improve research methods that are suitable for the subject matter and set up their studies for success. Therefore, a descriptive survey research design that caters for qualitative and quantitative techniques was used in the process of investigation. According to Andrew et al., (2011) means a methodological activity that requires a systematic design procedure and cross- selection survey.

A survey is an attempt to collect data from members of a population in order to determine the status of that population with respect to one or more variables. Ogula (2012) notes that the survey design is an efficient method of collecting descriptive data regarding current practices, conditions and needs in population. The researcher used survey design to identify the population interest, classify the objectives, select the relevance sample, develop questionnaires for teachers and students of sampled schools, and giving semi- structured interviews guide to the principals of these schools that administered by the researcher.

### **3.2. Population of the Study**

Ogula, (2012), described population as any group of people, institution, objects, or any other thing that has common characteristics. It is the aggregate of all individuals or group of things that conform to a given specification. McLeod (2014), states that the target population is the total group of individuals to which the researcher wants to make an inference. The target population includes all the students of Forms One and Two, teachers and principals from three sampled secondary Schools which are Ruthimitu Mixed, Ruthimitu Girls secondary schools and Christ the Teacher High school (Enna School) in Dagoretti Sub- County, Nairobi, Kenya, targeting the form one and two students, teachers and principals. Secondary schools were chosen because the researcher found them in a position to provide relevant information the topic under consideration.

### **3.3. Sampling Techniques and Sample Size**

Sampling means selecting a given number of subjects from a defined population as representative of that population. Sample size of a statistical sample is the number of observations that constitute it. The sample size is drawn from the target population of the study (Ogula,2012). In this study, only three secondary schools were selected by the researcher through simple random sampling.

According to Wagenaar & Babbie (2001), a purposively sample, also commonly called a judgmental sample, is one that is selected based on the knowledge of a population and the purpose of the study. Purposive sampling is very useful for situations where the researcher needs to reach a targeted sample quickly and where sampling for proportionality was not the main concern. Therefore, using purposive sampling, the researcher selected Ruthimitu Mixed, Ruthimitu Girls Secondary schools and Christ the Teacher High school (Enna School). The purposive sampling method considered students, teachers and principals as respondents in the research since they were assumed to provide appropriate and relevant variables.

### **3.3.1 Sampling Techniques**

Probability and non-probability sampling procedures used for the purposes of obtaining the appropriate sample for the study. Under probability sampling each teacher and student had an equal chance of being sampled as a respondent. Firstly, a representative sample of students was sampled using stratified and systematic random sampling methods. The classification of the schools was based on ownership whether it is private or public secondary school in order to form the stratus. Systematic random sampling was used to sample respondents' students and teachers.

Under non- probability sampling, the study used purposive sampling technique. This involved selection of samples using set criteria.

### **3.3.2 Sample Size**

This based on recommendation by Jwan, (2010) stating that in any research with a known population 10% to 30 % of the target population should be considered as appropriate. He asserts that 10 to 50 % of the total target population compose a representative sample. Henceforth, for this study, it used 15% onwards of the target population. The sample for the study is explained below.

**Table 1: Target population and selected sample**

<b>Name of selected schools</b>	<b>Number of Students, teachers and head teachers</b>	<b>Number of Students, teachers and head teachers selected</b>	<b>Percentage (%)</b>
Christ the Teacher High school (Enna School)	Students: 120	40	34
	Teachers:12	6	50
	Head teacher:1	1	100
Ruthimitu Mixed Secondary School	Students: 205	42	20.49
	Teachers: 40	6	15
	Head teacher: 1	1	100
Ruthimitu Girls' Secondary School	Students: 301	50	17
	Teachers: 37	6	16.21
	Headteacher: 1	1	100

*source; Data field, 2021*

### **3.4. Description of research instruments**

According to Nsubugu (2000), research instruments are the methods of collecting data from the sample. Data is the information that is needed to solve a problem. Jwan (2010) and Mugenda & Mugenda, (2013) described research instruments as tools used by the researcher to collect necessary information. In this research, two instruments will be used: questionnaire and semi-structured interview guide.

### **3.4.1 The Questionnaires**

A questionnaire is a research instrument consisting of a series of questions to gather information from respondents. Questionnaires can be thought of as a kind of written documents that provides a relative cheap, quick, and efficient way of obtaining large amounts of information from a large sample of people (Solans- Domènech et al., 2019)

The questionnaires were provided in Six sections: A, B, C, D, E and F. They were arranged according to objectives of the study. Section A comprised demographic information, section B collected information on level of awareness of children ‘rights in schools, section C sought information on the concept of child rights advocacy, section D sought information on forms of abuses that are encountered by children in schools, section E dealt with the influence of children’s rights awareness on students’ academic performance while F sought information on ways of safeguarding measures to protect children rights in schools. Two sets of questionnaires to cater for the different categories of the respondents were administered. These were questionnaires for students and the teachers only.

### **3.4.2 Semi-Structured Interview Guide for Principals**

This instrument was used by the researcher to conduct intensive interview with the principals of schools. This interview guide allowed flexibility where the researcher may make clarification, expound on the items or change the items if need be that the respondents fully understand the intention of the researcher. Mason (2014) notes that, there are many forms of interviewing most commonly associated with qualitative research questions.

By using this instrument respondents gave more complete and satisfaction answers in order to obtain basic information necessary to meet specific objectives of the study. The semi- structure interview guide was given with some structured questions, while others were open-ended: Section A: Demographic information and section B: Factual information. The semi- structure interview guide was administered to the principals. During the interview sessions, researcher used a paper form which contained the interview items on which responses were recorded and written down.

### **3.5. Reliability and Validity of Research Instruments**

#### **3.5.1 Reliability**

Mugenda & Mugenda, (2013) described reliability as a measure or the degree to which a research instrument yields constant results or data after repeated trials. Reliability of a measuring instrument is understood as the degree of consistency with which it measures whatever it is measuring. It is generally accepted that all measurements of human qualities contain random errors. To arrive at considerable reliability in this study, the researcher used measuring internal consistency as way of reliability in data collection.

#### **3. 5.2 Validity of the Instruments**

Joppe, (2000) defined validity as the degree to which any measurement approach or instrument succeeds in describing or quantifying what is designed to measure. In this study, the validity was taken to mean the extent to which the instruments covered the objectives. The instruments used in the study were scrutinized by some experts in the field of education. The supervisor of the study judged the aptness of the questions or items. This was done to validate the instruments so that they match with the objectives of the study.

### **3. 6. Data Collection Procedures**

The researcher prepared the questionnaires and administered them to students of Forms One and Two and to teachers within the three sampled Schools. This was done after visiting the schools and submitting an authorization letter from the Office of Registrar of Marist International University College, to the administration of the sampled schools and after applying and getting these permissions the researcher proceeded to administer the questionnaire to students, teachers and interview guide to the principals.

### **3.7. Data Analysis Procedures**

Data analysis is the process of systematically applying statistical and or logical techniques to describe and illustrate, shorten and outline, and evaluate data (Chapman, 2018). After collecting the data, the researcher edited, coded, analyzed and classified it in orderly manner. The data was then analyzed both qualitatively and quantitatively. Statistical package for Social Sciences (SPSS, version 25). Qualitative technique was for providing explanation thematically in line with the study objectives and research questions. And the results were presented by the use of percentages and frequency distribution tables, pie charts, and bar graphs for easy interpretation.

### **3.8. Ethical Considerations**

Babbie (2013) defined ethics as a conforming to the standards of conducts of a given profession or group. He continues that anyone who is involved in research, then, needs to be conscious of the general agreements shared by researchers about what is right and wrong in the conduct of scientific inquiry. For harmonious research process, official permission was obtained from relevant authorities of Marist International University college, for the easy process of study and communication with the principals of the sampled Schools. Therefore, participation in this study was voluntary, anonymity and confidentiality were respected and the purpose of this study was made known to all the institutions and the participants.

## **CHAPTER FOUR**

### **PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS**

#### **4.0. INTRODUCTION**

This chapter dealt with the findings, analysis, presentation and interpretation of data collected from the field, on the investigation of Child rights and Safeguarding measures. Orodho (2011) notes that presentation of data refers to ways of arranging data to make it clearly understood. The researcher used questionnaires and semi-structured interview guide to collect data in Dagoretti Subcounty. The questionnaires were administered to students and teachers and semi-structured interview guide conducted to principals. These questionnaires and semi- structured interview guide were based on the objectives of the study. Thus, this chapter provided an analysis of collected data using frequency tables, pie charts and graphs, and discussed findings.

#### **4.1. Questionnaires and Semi-Structured Interview Return Rate**

The study was conducted among three categories of respondents: The students, teachers and principals. Their questionnaires and interview guide return rate are presented in Table 4.2. below;

**Table 4.2: Questionnaires and Semi-Interview Return Rate**

<b>Respondents</b>	<b>Administered</b>		<b>Returned</b>	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
<b>Students</b>	132	<b>100</b>	100	76
<b>Teachers</b>	18	100	16	89
<b>Head teachers/Principals</b>	3	100	3	100
<b>Total</b>	<b>153</b>	<b>100</b>	<b>119</b>	<b>88</b>

*Source: Data field 2021*

Table 4.2 showed that, 153 questionnaires were distributed to the respondents, including 116 for students, 18 for teachers and 3 semi- structured interviews for three Schools, (Enna school, Ruthimitu Girls' secondary and Ruthimitu Mixed secondary Schools) for both students, teachers and semi-structured interview to the principals. However, 101 (87%) questionnaires from students were returned while 16 (89%) questionnaires were returned from the teachers and 3 (100%) semi-structured interviews were conducted. The total number of the returned questionnaires were 120 (88%).

#### 4.1.2 Demographic information of the Student and Teacher Respondents

Respondents were asked to provide their demographic details in terms of gender, age, the present year of study, Status of the School, academic qualification for teachers and working experience.

This data is presented in Table 4.3 below,

**Table 4.3: Demographic Information of Respondents**

<b>Demographic characteristics</b>	<b>Description</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
<b>Age of students</b>	13-15	15	15.0
	16-18	84	84.0
	Above 18	1	1.0
<b>Age of Teachers</b>	Less than 30	8	50.0
	From 31 to 40	7	43.8
	From 40 to 50	1	6.3
<b>Gender of Students</b>	Male	21	21.0
	Female	79	79.0
<b>Gender of Teachers</b>	Male	9	56.3
	Female	7	43.8
<b>Students 'year of Study</b>	Form One	40	40.0
	Form Two	60	60.0
<b>Status of the School (Students)</b>	Girls	60	60.0
	Mixed	40	40.0
<b>Status of The school (Teachers)</b>	Mixed	6	37.5
	Girls	10	62.5
<b>Teachers 'years of Teaching Experience</b>	Less than one year	3	18.8
	From one to five	7	43.8
	From five to ten	4	25.0
	More than ten	2	12.5

*Source: Data field 2021*

Table 4.3 showed that, 15 (15%) of students were aged between 13 and 15, 84 (84%) students were aged between 16 and 18, while 1 (1%) student was aged from 18 and above. This variation of students' age indicates that, majority of students were adolescents (84%), able to reason out well. Appreciate and critic the issues related to Child rights and safeguarding measures. Therefore, validating the findings of the current research.

Table 4.3 also showed that, 8 (50%) teachers were aged below 30 years, 7 (43.8%) teachers were aged between 31 and 40 years, while 1 (6.3%) teacher was aged between 40 and 50 years. This is evidence that the majority teacher respondents were young and this might be the contributory factor to the violation of Child Rights issues in classrooms, whereby the teachers may still be to find the best way of disciplining students. Thus, this leads to the use of unacceptable measures to discipline students.

About the gender of students Table 4.3 shows that, 21 (21%) of the students were males while 79 (79%) were female. This shows that, majority of respondents were female. Therefore, two schools were Girls' Schools and one Mixed school.

Table 4.3 also demonstrated that 9 (56.3%) teachers were males while 7 (43.8) were female. Therefore, it is evident that majority of teacher respondents were male in the study area. About the students' year of study, Table 4.3 showed that, 40 (40%) students were in Form One while 60 (60%) were in Form Two. In this way the form Two student respondents were the majority.

Table 4.3 demonstrated that the study also sought to investigate the type of school the student respondents are studying. The 40 (40%) are in Mixed School, while 60 (60%) are in Girls' Schools. While those 6 (37.5%) teachers had their teaching experience in Mixed Schools and 10 (62.5%) showed that they had experience from Girls' Schools. The study concluded that these teachers had experience on various ways of handling the behaviour of learners without hindering their rights.

Table 4.3 also presented data on the teachers' teaching experience. It shows that, the 3 (18.8%) teachers had less than one year in teaching experience, 7 (43.8%) teachers had between One and Five years in teaching, 4 (25%) teachers had between Five and Ten years in teaching while 2 (12.5%) teachers had more than 10 years and above in teaching experience. This indicates that, the majority 7 (43.8) they were more familiar with the Child rights policies. Therefore, their responses are reliable.

#### **4.1.3 Demographic information of the Headteachers interviewed**

The research sought to find out the gender distribution of the Headteachers who were involved in the study. Table 4.4 summarizes the information given by the Headteacher interviewed.

***Table 4.4: Gender of Principals interviewed***

<b>Gender</b>	<b>frequency(f)</b>	<b>Percentage (%)</b>
Male	1	33.3
Female	2	66.3
<b>Total</b>	<b>3</b>	<b>100.0</b>

*Source: Data field 2021*

The findings from Table 4.4 showed that 33.3% of the headteacher respondents were male while 67.3% were female. The findings showed that the female headteachers were more than their counterparts. This concurred with James (1996), who found that female principals were more likely to report the use of physical discipline more than their male peers.

**4.2.1 Distribution of Principals’ Ages**

The researcher sought to establish the ages of principals who were involved in the interview. The principals’ interviews’ information about their ages is demonstrated in Table 4.5.

*Table 4.5: Age of the respondents*

<b>Age</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
<b>Between 30-35</b>	<b>1</b>	<b>33.3</b>
<b>Over 51</b>	<b>2</b>	<b>66.7</b>
<b>Total</b>	<b>3</b>	<b>100.0</b>

*Source: Data field 2021*

Table 4.5 showed that 33.3 % of participants in the interview were aged between 30 and 35 years old while 66.7% were aged above 51 years old. In this way the 66.7% principals were the majority.

**4.2.3 Working Experience**

The researcher analysed the numbers of years the principals interviewed have had in this headship in order to assess the relationship between the outcomes of child rights and safeguarding measures in schools. Furthermore, the number of years in headship profession could be directly proportional to the experiences acquired to relation with child rights policy.

**Table4. 6: Distribution of principals' experience in Working Experience**

<b>Number of years</b>	<b>frequency (f)</b>	<b>Percentage (%)</b>
From 1- 5 years	1	33.3
From 6- 10 years	1	33.3
Over 11 years	1	33.3
<b>Total</b>	<b>3</b>	<b>100.0</b>

*Source: Data field 2021*

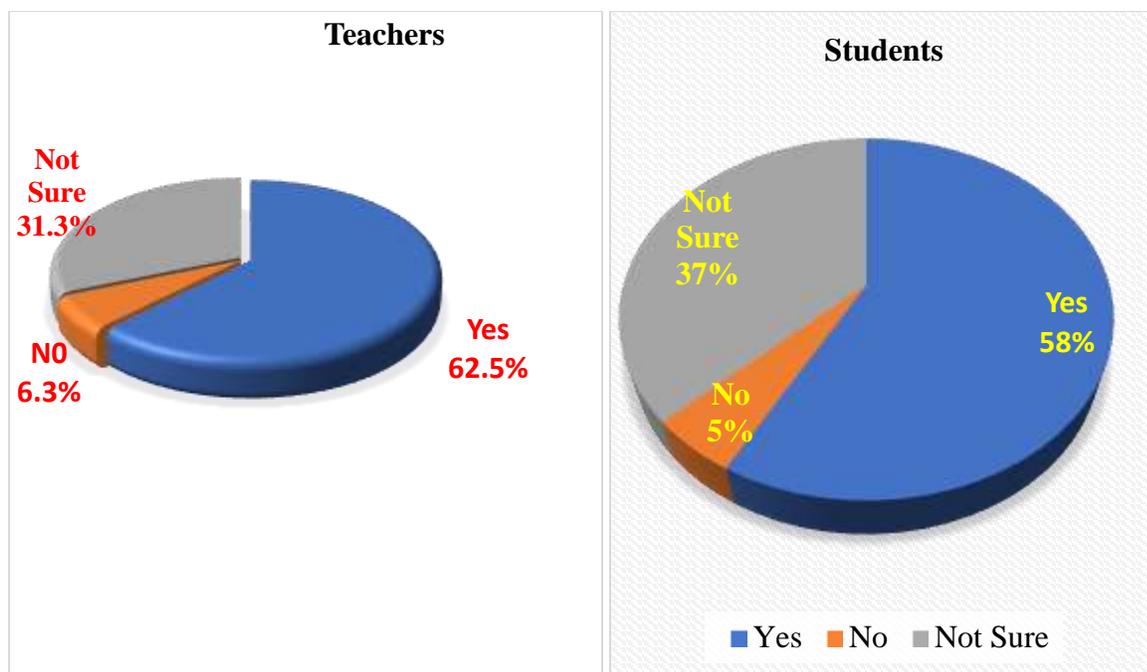
Table 4.6 showed that principal who had experience for 1-5 years was 1 (33.3%). Similarly, those 2 remains had experience for 6-10 and over 11 years respectively.

### **4.3 Extent of child rights awareness in secondary schools**

Research done by Kamau (2013) on the influence of Child's rights awareness on students' performance found that Child rights awareness provides learners with basic information and knowledge on the nature of rights and the specific rights that children are to enjoy. This shapes the learners' attitudes, values and behaviours consistent with the understanding of rights that finally empowers children to take action in support of the rights of others.

#### **4.3.1 Extent to which Child rights and safeguarding measures are present in school**

Respondents were required to state whether the school is well informed in matters pertaining Child rights and safeguarding measures.



Source: Data field 2021

**Figure 4.2: Respondents ‘views on Child rights and safeguarding measures is present in school**

From figures 4.3, 58% students indicated that the school is well informed in matters pertaining child rights and safeguarding measures, 5% indicated that the school is not well informed while 37% of students were not sure. The other hand 62.5 % teachers indicated that the school is well informed, 6.3% of teachers demonstrated that the school is not well informed while 31.3% of teachers were not sure if the school is well informed in matters pertaining Child rights and safeguarding measures.

### **4.3. 2 Extent of Child rights awareness in secondary schools**

The study further sought to determine the extent of agreement and disagreement with various statements regarding child rights awareness in secondary schools. Respondents including students, and teachers were asked to rate different statements according to their level of agreement and disagreement. Five statements were incorporated with a scale ranging from agree to disagree. The respondents’ percentages of agreement and disagreement with the various statements have been worked out as shown in below:

**Table 4.7: Respondents view on extent to which Child rights awareness is present in schools**

Statements	Agree	Undecided	Disagree.	Agree	Undecided	Disagree
	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)
	Students			Teachers		
Teachers are aware of the child rights in school.	81(81%)	11(11%)	8(8%)	14(87.5%)	1(6.3%)	1(6.3%)
Students are aware of their rights in school.	96 (96%)	3(3%)	1(1%)	13(81.3%)	1(6.3%)	2(12.6%)
The Subordinate staffs are aware of the child rights in school.	...	...	...	8(50%)	7(43.8%)	1(6.3%)
Child rights are observed in the school all the time.	61(61%)	17(17%)	22(22%)	11(68.8%)	4(25%)	1(6.3%)
There is a known, active, and effective child safeguarding and protection in the school.	46(46%)	14(14%)	40(40%)	7(43.8%)	5(31.3%)	4(25%)
<b>Total</b>	<b>100</b>			<b>16</b>		

**Source: Data field 2021**

From the table 4.7, students indicated that the teachers are aware of the child rights in school (81%), students indicated that they are aware of their rights in schools (96%); Child rights are observed in the school all the time (61%); There is a known, active, and effective Child safeguarding and protection Officer in the school (46%). The study further sought from the teachers the extent of awareness of child rights in secondary schools. Data above shows also that (87.5%) of the teachers are aware of the child rights in school, (81.3%) of students are aware of their rights in school. The observation of child rights in school all time receives an approval of (68.8%), while (50%) of the subordinate staffs are aware of child rights in school and there is known, active, and effective child safeguarding and protection Officer in the school received an approval (43.8%).

This low approval for both students and teachers is a clear pointer that the schools are not having a known, active and effective child safeguarding and protection officer. The majority of the students and teachers noted that the extent of awareness among students was higher. From these results it is apparent that there is awareness of child rights in secondary school, based on information. Thus, the researcher upon seeing the findings from respondents, found that there is a need of having a known, active and effective Child Safeguarding and Protection Officer in the school.

### 4.3.3 Awareness of Child rights in school

Then study sought to find out whether the principals’ interviewed are aware about the Child rights. They were supposed to indicate either YES to agree or NO to disagree. Table 4.8 gives the information provided by principals in interview.

**Table 4.8: Principals’ view on awareness of Child rights**

<b>Statements</b>	<b>YES (f)</b>	<b>(%)</b>
<b>Are you aware of Child rights</b>	3	100
<b>Are students aware of their rights in schools</b>	3	100
<b>Are schools observing these rights</b>	3	100
<b>Total</b>	<b>3</b>	<b>100</b>

*Source: Data field 2021*

Table 4.8 showed that 100% of respondents were aware of child rights in school, 100% of students are aware of their rights in school, the observation of child rights in school is 100%. All principals who responded to the semi-structured interview showed that there is awareness of Child rights in school.

The study further sought to determine the extent of agreement and disagreement with two statements regarding child rights awareness in secondary schools. Respondents showed that the schools observe child rights. Principals were further asked to give their opinion on Child rights in secondary school. Principals affirmed that it could be dealt with by: To be sensitized and all to know their bounds both teachers and students, Children rights are important as they protect their dignity and promotes social justice, Children rights are sound to promote good citizens though some are very limiting.

#### **4. 4. The Concept of Child rights Advocacy**

The study sought to find out whether the students and teachers are aware about the document that advocate for Child rights, they had ever come across. The respondents were further requested to indicate by ticking the documents. The question yielded the following results as indicated in the table that follows:

##### **4.4.1 The instruments that advocate for children’ rights**

*Table 4.9: Students’ response on documents that advocate for children rights*

<b>Documents that advocate for Child rights</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
<b>Child Rights Convention (CRC)</b>	12	12
<b>Universal Declaration of Human Rights (CRC)</b>	12	12
<b>None</b>	76	76
<b>Total</b>	<b>100</b>	<b>100</b>

*Source: Data field 2021*

Table 4.9 showed that majority of the students (76%) gave none to this question. This could be interpreted that they had not come across these two documents that advocate for child rights. However, 12% of the students indicated that they had come across these two documents in equal proportion.

Similar findings were also noted by Kamau (2013) in Influence of Child Rights Awareness on Students' Performance in Gatundu North District, Kiambu County-Kenya study where only 18.5% of respondents had heard of the UDHR and CRC.

The teachers were also requested to indicate documents that advocate for children rights that they had ever come across. The results are summarized in table 4.10.

**Table 4.10: Teachers 'response on documents that advocate for Child rights**

<b>Documents that advocate for Child rights</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
<b>Child rights convention (CRC)</b>	4	25.0
<b>Universal declaration of human rights</b>	5	31.3
<b>Both instruments (CRC and UDHR)</b>	3	18.8
<b>None</b>	4	25.0
<b>Total</b>	<b>16</b>	<b>100.0</b>

*Source: Data field 2021*

As table 4.10, above (31.3%) of the teachers had come across the Universal declaration of human rights, (25 %) of teachers had known the Child right convention, while (18.8%) of teachers had come across these two documents compared to a mere (25%) of teachers had not heard or known any of it. Thus, the researcher upon seeing the findings from teachers found that indeed teachers had known or head any of these documents that advocate Child rights and therefore, teachers are better placed to create awareness of Child rights within schools.

#### 4. 5. Form of abuses that are encountered by Children in Schools

The researcher further wanted to determine the extent of agreement and disagreement with various statements regarding form of abuses encountered by children in schools. Students were asked to rate different statements according to their level of choice. Four statements were incorporated with a scale ranging from strongly agree to strongly disagree. The results provided by respondents with their various statements have been provided out below in table 4.11:

##### 4.5.1 Corporal punishment is administered in schools

*Table 4.11: Corporal punishment is administered in this school*

statements	Students		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Strongly agree	30	30.0	1	6.3
Agree	18	18.0	0	0.0
Undecided	17	17.0	4	25.0
Disagree	21	21.0	6	37.5
Strongly disagree	14	14.0	5	31.3
<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>

*Source: Data field 2021*

Table 4.11 responses demonstrated the analysis of data collection from both students and teachers. The results showed that 30% of the students strongly agreed that corporal punishment is administered in school, 18% agreed, 17% opted on the option of undecided, 21% disagreed, and 14% strongly disagreed. Based on the analysis, students have shown that corporal punishment is administered in schools. On the other side of teachers, the scenario is different, in which, 6.3% strongly agreed, 25% undecided, 37.5% disagreed, and 31.3% strongly disagreed that corporal punishment is not administered in schools.

There is a contradiction, students being victims agreed that corporal punishment is administered, on the other hand, teachers strongly disagreed, since they are the main violators of child rights in schools because teachers do not know clearly the right disciplinary measures, they can use to discipline students as recommended by the Child Right Convention.

#### 4.5.2 Cases of bullying, hitting, or beating of students have been reported in school

*Table 4.12: Cases of bullying, hitting or beating of students have been reported in school*

Statements	Students		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Strongly Agree	20	20.0	2	12.5
Agree	13	13.0	5	31.3
Undecided	8	8.0	1	6.3
Disagree	26	26.0	5	31.3
Strongly disagree	33	33.0	3	18.8
<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>

*Source: Data field 2021*

Table 4.12 above represented the findings from both teachers and students under the question research. For the students, 20% strongly agreed that there have been cases of bullying, hitting or beating of students by the senior or colleagues in school, 13% also agreed, 8% were those with the undecided option, 26 disagreed, and 33%strongly disagreed. While teachers gave a very contradictory finding, in which 12.5% Strongly agreed, 31.3% agreed, 6.3 were undecided, 31.3 disagreed with the statement and 18.8 strongly disagreed. Therefore, it brought a clear understanding to the mind of the researcher to conclude that cases of bullying, hitting or beating of students by the senior or colleagues are exercised in schools.

#### 4.5.3 Sexual harassment of students

*Table 4.13: There is sexual harassment of students by students or teachers*

Statements	Students		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Strongly Agree	5	5.0	1	6.3
Agree	7	7.0	0	0.0
Undecided	12	12.0	3	18.8
Disagree	25	25.0	2	12.5
Strongly disagree	51	51.0	10	62.5
<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>

*Source: Data field 2021*

Table 4. 13 represented the findings both from the students and teachers respectively. For students, 5% strongly agreed with the statement that says there is sexual harassment of students by students or teachers in school, 7% agreed, 12% were undecided, 25% disagreed and 51% strongly disagreed. This showed that there is no sexual harassment in schools. The same findings came from teachers in which 6.3% agreed that there is sexual harassment in school, 18.8% undecided, 12.5% disagreed, and 62.5% strongly disagreed. The outcome illustrated that there is no sexual harassment in schools.

#### 4.5.4 Parental control should be fully imposed on children

**Table 4.14: Below 18 years, control should be fully imposed on children without dialogue**

Statements	Students		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Strongly Agree	17	17.0	5	31.3
Agree	26	26.0	1	6.3
Undecided	18	18.0	2	12.5
Disagree	15	15.0	3	18.8
Strongly disagree	24	24.0	5	31.3
<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>

*Source: Data field 2021*

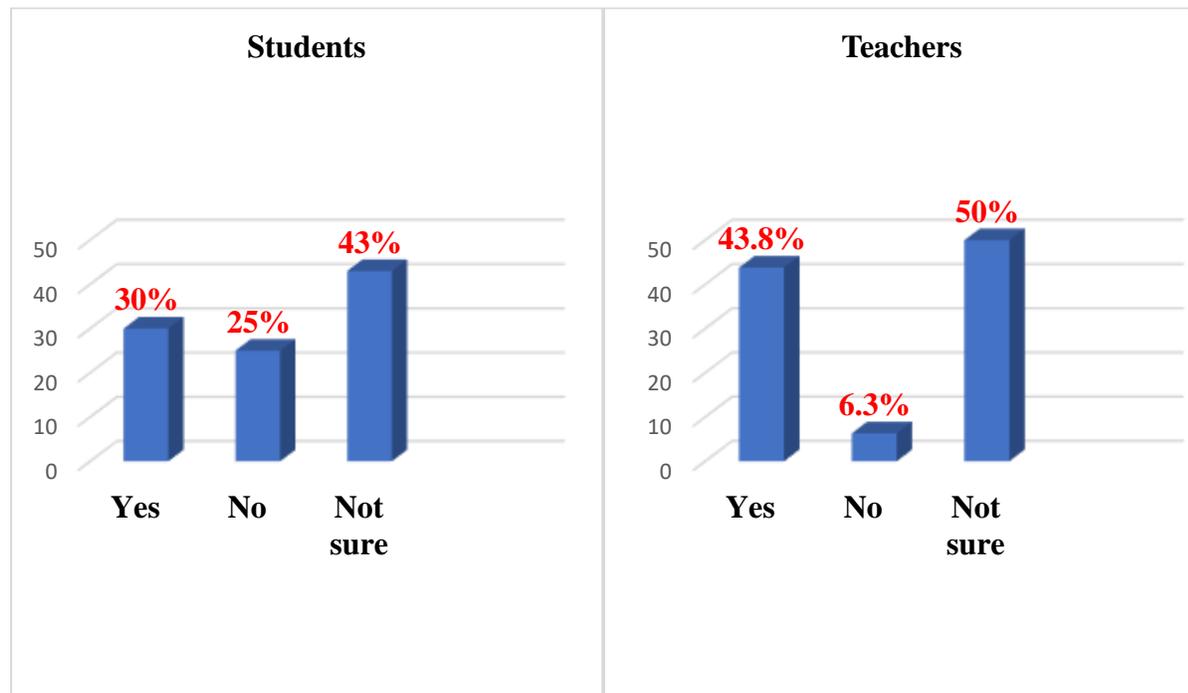
Table 4.14 represented the findings from both the students and teacher. Both of them were posed with the same question and 17% of the students strongly agreed with the fact that below 18 years, teachers, parental control should be fully imposed on children, with no room for dialogue, 26% agreed, 18% were those with the undecided option, 15% disagreed, and 24% strongly disagreed. Therefore, it brought a clear understanding to the mind of the researcher to conclude that all these forms the bases under which abuses of child rights in school take place. Teachers should abide with the code of regulation that guides their conduct in schools, strengthening of guidance and counseling so that students with deviant behaviour receive appropriate guidance, adoption of alternative forms of punishment to students with deviant behaviour other than corporal punishment. Principals were further asked in semi- structured interview if teachers are involved in abuses of Child rights, they affirmed that there is none involved in child rights abuses. Principals were further asked if they are aware of any case of abuse within their school.

#### **4.6.1 The influence of children's rights awareness on students' academic performance**

The researcher sought to find out from students and teachers, the awareness of child rights and its influence on students' academic performance. Respondents were to indicate this by ticking the level of their choices.

A study tried to gauge the influence of students' rights awareness and its influence on students' academic performance. Students and teachers were required to indicate whether they believe children rights in school has influence on academic performance. They were supposed to indicate either YES to agree or NO to disagree and NOT SURE to doubt. Figure 4.4 gives information provided by respondents.

#### 4.6.2 The Academic performance of children's rights awareness on academic performance



Source: Data field 2021

Figure 4.3: Effect of awareness of students' rights on their academic performance

Figures 4.4 represented how students' rights have effect on their academic performance. In the first place, 43% of student respondents were not sure of the students' academic performance is affected by the child rights awareness in secondary school, while 30% agreed that academic performance is affected by the child rights awareness, and 25% disagreed that academic performance is affected by the child rights awareness in school. On the other hand, 50% of teacher respondents were not sure if the academic performance is affected by child rights awareness, 43.8% of teachers agreed that the academic performance is affected by the child rights awareness in secondary school, 6.3% of teachers disagreed that academic performance is not affected by the child rights awareness.

On the other hand, three principals who responded to the semi-structured interview stated “YES”, and were requested to indicate reasons for their answer and the following responses were realized: Awareness of child rights helps students to feel secure hence good progress in their academic performance, they know their obligations, limits, duties and responsibility, they are able to escape some conditions that might hinder them from attending education.

#### 4.6.3 Observation of students’ rights

*Table 15: Observation of students’ rights improves their academic performance*

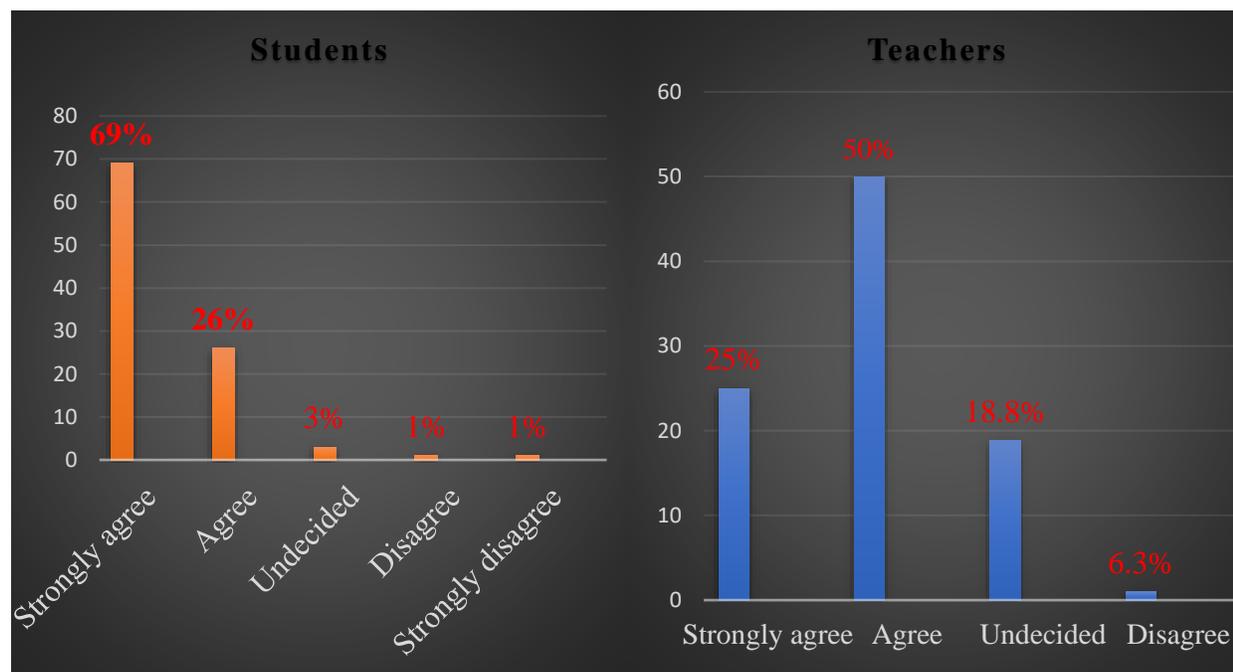
Statements	Students		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
<b>Strongly Agree</b>	49	49.0	6	37.5
<b>Agree</b>	34	34.0	6	37.5
<b>Undecided</b>	7	7.0	4	25.0
<b>Disagree</b>	7	7.0		
<b>Strongly disagree</b>	3	3.0		
<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>

*Source: Data field 2021*

Table 4.15 The above table represented the findings from students and teachers. Out of the number of students who were taken as a sample for this study, 49% strongly agreed that observation of students’ rights improves academic, 34% agreed, 7% were undecided, 7% disagreed and 3% strongly disagreed that students’ rights improve academic. The conclusion was drawn that indeed the awareness of students’ rights have effect on their academic performance.

For the teachers, 37.5% strongly agreed that students' rights have effect on academic performance, 37.5 agreed, and 25% were undecided. Therefore, the conclusion was seen that observation of child rights have effect on students' academic performance. The reason the researcher was pleased with the findings from both students and teachers, especially the teachers was due to their experience in the field of teaching.

#### 4.6.4 Awareness of students' rights make them to be more responsible and confident



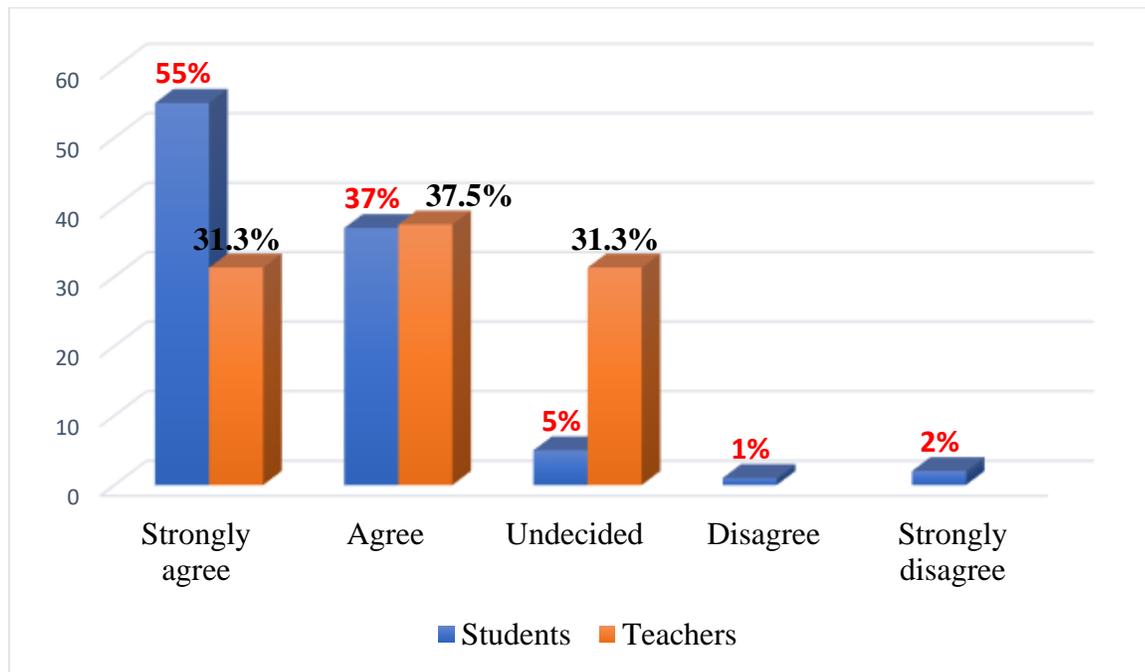
Source: Data field 2021

Figure 4.4: Awareness of students' rights make them to be more responsible and confident

Figure 4.4: the above graph showed the findings from students and teachers. For the students ,95% of students affirmed that awareness of students' rights make them to be more responsible, confident and they are more engaged in school learning. On the side of the teachers, 75% agreed with the fact that awareness of students' rights make students to be more responsible, confident and they are more engaged in school learning.

A conclusion was drawn in the sense that both students and teachers agreed with the fact that awareness of students' rights makes students to be more responsible and confident in school learning.

#### 4.6.5 Child rights make learners more performing, cooperative and achieving learning

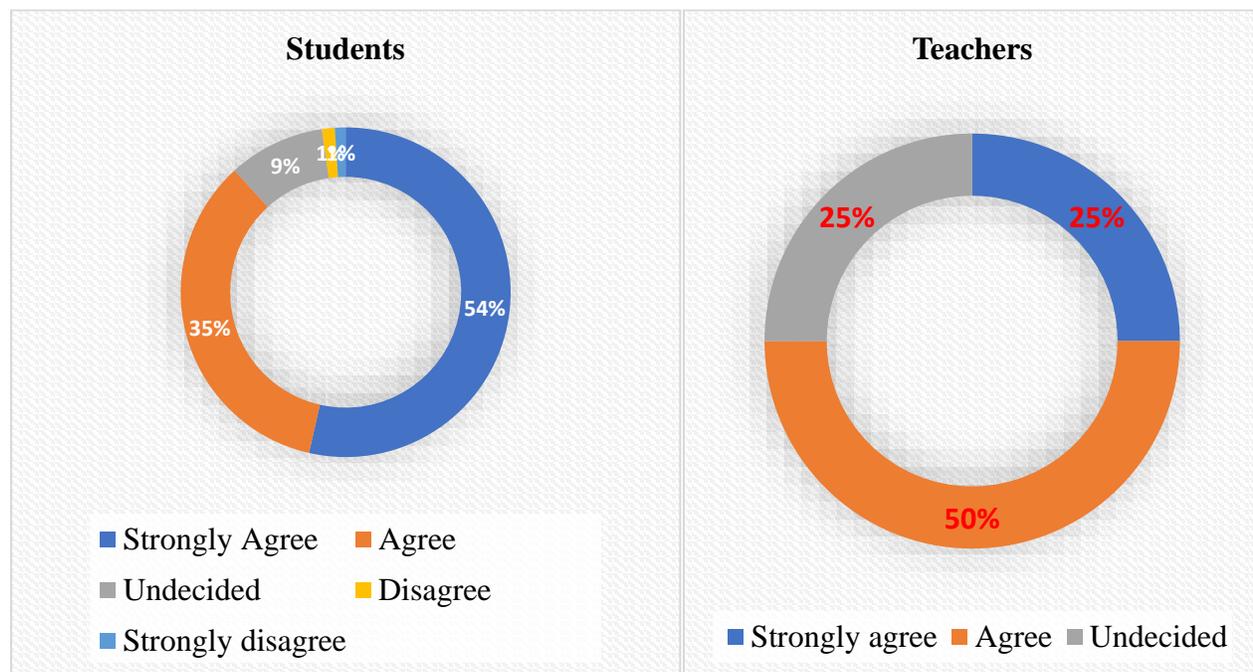


*Source: Data field 2021*

**Figure 4. 5: The awareness makes students more performing and cooperative with teachers**

The above graph represented the child rights awareness makes students more performing and more cooperative with teachers in learning process, as it is shown in figure 4.5, 92% were students and 68.8% were teachers. The results showed that that the majority of the students and teachers agreed with the facts awareness of child rights makes students more performing and more cooperative with teachers in learning process.

#### 4.6.6 Child rights in school helps students to attain good grades in examinations



*Source: Data field 2021*

**Figure4. 6: Child rights in school helps students to attain good grades in examinations**

The above graph showed the findings from teachers and students. For students 54% strongly agreed, 35% agreed, 9% did not take a side, thus remain undecided, 1% disagreed and 1% strongly disagree that child rights in school helps students to attain good grades in examinations. On the side of the teachers 25% strongly agreed, 50% agreed, and 25% undecided on the matter.

A conclusion was drawn in the sense that both teachers and students noted that awareness of Child rights in school helps them to attain good grades in examinations. These findings are in the same line with Right (2014) who noted that, progressive learning is a learner -centered approach to learning, in which Child rights belongs.

#### **4.7. The safeguarding measures to protect Children rights in schools**

The study further sought to determine the extent of agreement and disagreement with various statements regarding ways of enhancing safeguarding measures to protect Children rights in schools. Students and teachers were asked to rate different statements according to their level of choices. Five statements were incorporated with a scale ranging from strongly agree to strongly disagree.

#### 4.7.1 Ways that can enhance safeguarding measures to protect Child rights in Schools

**Table 4.16: Students' view on ways enhancing safeguarding measures to protect Child rights in schools**

Ways of enhancing Safeguarding measures	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Information on Child rights are published in the schools' magazines.	9(9%)	25(25%)	20(20%)	20(20%)	26(26%)
The Child rights included in the schools' rules and regulation.	17(17%)	33(33%)	13(13%)	21(21%)	16(16%)
There are proper communication channels regarding how to handle cases of abuse in the school.	21(21%)	36(36%)	16(16%)	13(13%)	14(14%)
Your school has personnel Who is trained in child rights safeguarding and protection measures.	21(21%)	28(28%)	20(20%)	8(8%)	23(23%)
There are signs and posters all around the school to sensitize the children about their rights.	8(8%)	14(14%)	11(11%)	29(29%)	38(38%)

**Source: Data field 2021**

The above table indicated the analysis for students. For students 9% strongly agreed that information on Child rights are published in the schools' magazines, 25% agreed with the validity of the statement, 20% took the side on undecided, 20% disagreed and 26 strongly disagreed. Therefore, the big number of students have rejected the argument that indeed, information on Child rights are published in the school's magazine, and including Child rights in the school's rules and regulation (50%), through proper communication channels regarding how to handle cases of abuse in the school (57%), the school has personnel who is trained in Child safeguarding and protection measures (49%), there are no signs and posters all around the school to sensitize the children about their rights (67%). The school has personnel who is trained in child rights safeguarding and protection measures 49% agreed, 20% took the place of undecided, and 31% disagreed. Thus, researcher concluded that schools having personnel who are trained in child rights safeguarding measures and putting signs and posters all around the school to sensitize the children about their rights, researcher considered these ways as possible avenues of enhancing safeguarding measures to protect Child rights in schools.

**Table 4.17: Teachers' view on ways enhancing safeguarding measures and child protection**

Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
The school leader holds talk with students on their rights.	4 (25%)	8 (50%)	4 (25%)		
Teachers and principal attend workshops and seminars on Child rights.	6(37.5%)	6(37.5%)	2 (12.5)	2 (12.5%)	
The school has personnel who is trained in Child safeguarding measures.	3(18.8.%)	6(37.5%)	5(31.3%)	2(12.5%)	
There are signs and posters all around the school to sensitize the children about their rights	3(18.8%)	4(25%)	6(37.5%)	3(18.8%)	

**Source: Data field 2021**

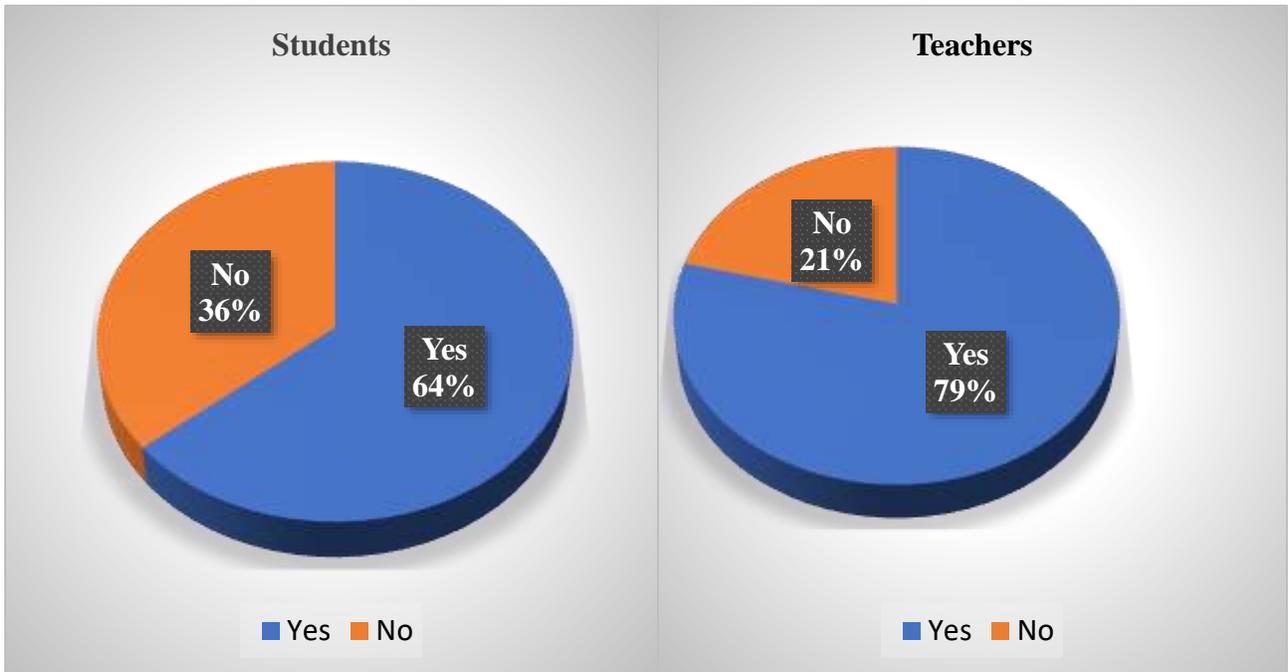
Similar results obtained from teachers with teachers considering the school leader holds talk with students on their rights (75%), Teachers and principals attend workshops and seminars on child rights (75%), school has personnel who is trained in Child safeguarding and protection (56.3%), and the signs and posters all around the school to sensitize the children about their rights.

Similar findings also noted in a study carried out by Centre for Research and development in education of the Philippine Normal University (2014) that recommends forum for dialogue and a more aggressive and effective human rights education program and training of teachers in handling human rights discussion.

Other ways of enhancing safeguarding measures and child rights awareness in secondary schools in Dagoretti sub-county suggested by Principals through semi-structured interviews includes: Sensitizing teachers and students, inviting resource person on child rights in schools to talk to students, by putting posters in schools about Child rights, educating students about the importance of Child rights, the ministry of education should provide copies of the children act to schools, incorporation of children rights in the school curriculum, churches should disseminate information about these rights and requesting NGOs to draw programs that sensitize and advocate for Child rights awareness in the schools.

#### **4.7.3 The adequate skills in Child safeguarding and protection**

The study sought to determine the extent of the adequate skills in child safeguarding measures and protection from both sides of respondents. The respondents were to use “Yes” to agree or “No” to refute, and further were requested to indicate reasons for their answer. Figures 4.5 summarizes the views of student and teacher respondents.



*Source: Data field 2021*

**Figure 4.7: The Student and Teacher Respondents in adequate skills in Child safeguarding and protection**

Respondents who stated “yes” were further asked to indicate reasons for their answer and the following responses were realized: The majority of respondent students and teachers stated the presence of the guidance and the counselling in the school, School has established peer counsellors and board to advocate for child rights in schools, teachers are trained how to treat students, affairs concerning Child protection are found in the teachers’ code of conduct, the teachers have adequate knowledge on child rights, it is each teacher’s duty to take up responsibility of safeguarding and protecting child rights, the free line to call anytime to report abuses.

Respondents who stated “No” also indicated reasons for their answers and the following results were realized: Sometimes we face disasters like recently was a fire outbreak, school buildings and facilities are not designed to minimize risk of injuries to students, the lack of confidentiality among teachers, the emphasis in our school is towards academic excellence. In the same way, the principals of schools were asked to mention three basic actions they apply when dealing with cases of sexual abuse of a child. The principals noted the following actions: Investigating, making decision and responding, and getting to know whole story through guidance and counselling.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION, AND RECOMMENDATIONS**

#### **5.0. INTRODUCTION**

This chapter presented summary, conclusions and recommendations based on the findings of the study. This chapter presented each part of the study in brief, and recommendations are based on the general findings of the study.

#### **5.1. SUMMARY OF THE STUDY**

This study set out to investigate of Child rights and safeguarding measures in secondary schools in Dagoretti sub-County Nairobi County-Kenya. This study analyzed, interpreted and findings presented in chapter four. This research had the following objectives: To explore the extent of child rights awareness in secondary schools; to determine the commonly types of abuses encountered by children in secondary schools; to find out the influence of children' rights awareness on students' academic performance in secondary school and to examine the safeguarding measures put in place to protect child rights in secondary schools.

To achieve these objectives, the researcher sampled 153 respondents; 132 Forms One and Two students, 18 teachers and 3 principals from Ruthimitu Girls, Ruthimitu Mixed and Christ the Teacher High school (Enna School) secondary schools, both genders were represented in the study. Located in Dagoretti Subcounty, using random sampling techniques. The instruments designed for data collection includes questionnaires and semi-structured interview guide. The questionnaires were administered to students and teachers while the semi- structures interview guide was for the principals. The semi- structured interview was aimed at getting more clarification and deeper information.

From the 153 respondents sampled who were expected to the questionnaires and semi-structured interview guide, 119: 100 students, 16 teachers and 3 principals were the ones who returned the questionnaires.

Under the study, the researcher noticed that there is awareness of Child rights in secondary schools in Dagoretti Subcounty. However, the findings have shown that the schools do not have a known, active and effective Child safeguarding and protection Officer in the school.

On the documents that advocates for children rights it was clear that few students had come across these documents. Majority of the students (76%) gave none when asked whether they had come across the Child rights convention or the universal declaration of human rights. This could be due to the absence of these documents in schools. While the teachers (31.3%) indicated that they had across at least one of these documents. This creates ground for schools to seek additional information from the Child rights advocacy about Child rights.

The study established that there were some forms of Child rights abuses in schools as indicated by 48% of the students compared to 35 % who felt differently. Among of forms of abuse are corporal punishment in school, no right to participate in decision making in school, 43% of students noted that control is fully imposed on students with no room for dialogue, while teachers being in the field for some time where child rights is violated, they objected to the idea of child rights abuse. This contradiction is due to the fact that teachers readily endorse any forms of corrective measures taken to manage classroom instructions.

On the issue of the academic performance in relation to Child rights awareness, the study established that all students, and majority teachers (75%) felt that academic performance is affected by Child rights awareness. Similar sentiments were also echoed from the principals, who observed that student's performance is achieved when their rights are recognized by school because it makes them more aware of the importance of good results and make them more responsible to their roles and duties assigned to them.

The study also showed that the ways that can enhance safeguarding measures to protect Children rights in schools, information on Child rights are published in the schools' magazines 46% of students indicated that information are not published to create more awareness, 50% of Child rights are included in the schools' rules and regulations, 57% there are proper communication channels regarding how to handle cases of abuse in the school, 49% school has personnel who is trained in Child safeguarding and protection measures, there are statements in relation to enhance safeguarding measures that failed to get an approval of above 67% of students noted that there are no signs and posters all around the school to sensitize the children about their rights.

Teachers and principals also stated that there is a need to publish Child rights in the schools' magazines and establish the signs and posters all around the school to sensitize the Child rights. Similar results were obtained from teachers with teachers considering publishing, including rules and regulations, to have an expert who is trained in Child rights and putting signs and posters all around school to sensitize Child rights as major avenues of enhancing the safeguarding measures to protect Child rights.

## **5.2. CONCLUSIONS**

The following conclusions were made based on the findings of the study; first, from its findings, the study concluded that there is Child rights awareness among various stakeholders in secondary schools though the awareness level varies from each group. Children rights are observed in all the secondary schools. All secondary schools do not have a known, active and effective Child rights safeguarding and protection Officer.

The documents that advocate for child rights like the universal declaration of human rights and the Child rights convention were considered unfamiliar to the students. There are abuse of Child rights in some schools though this was undecided by teachers and principals. Students, teachers and principals strongly believe that awareness of Child rights has an influence on academic performance of the students.

## **5.3. RECOMMENDATIONS FOR FUTURE ACTION**

From the contents of the findings and conclusions of this study, on investigation of Child rights and safeguarding measures in secondary schools in Dagoretti Subcounty Nairobi Kenya; the study recommends implementation of the following:

### **5.3.1 Students' Level**

There is need to sensitize the students enough on the presence of their rights. There is also need to address students' attitude and make them more aware and understand that students' rights exist. What is required is for them to be responsible to themselves and to the authority in place. Students should also be encouraged to be assertive and speak out when their rights are being abused.

### **5.3.2. School Level**

Principals should initiate talks in schools to discuss issues touching on Child rights, competitions and debate clubs could also be established to initiate plays and debates that inform students on issues touching on Child rights, establishment of students council with the guidance of teachers to advocate for students issues in schools, teachers and principals of schools should attend regularly workshops and seminars on Child rights, the schools should establish the press to help in publication of students' rights in the school magazines to create more awareness.

Child right issues should guide the formulation of school rules and regulations, strengthening of proper communication channels regarding how to handle cases of abuse in the school, strengthening of guidance and counseling department in schools so that students receive appropriate guidance instead of corporal punishment. Education of child rights should start from home thus; parents are supposed to be the ones to build in the mind of their children the importance of child rights followed by teachers in the school setups.

Principals should make all possible efforts to acquire information about the instruments that advocate for children rights and convey this information to their students and teachers time to time. Principals also should make sure that all education that is given to the students in their school is given with respect of children rights.

### **5.3.3. The Ministry of Education Level**

The ministry of Education should work hand in hand with UN Advocacy of Child rights Commission and School Curriculum Planning Commission to find the ways of inserting the Child rights in the curriculum of the teacher trainees. The Ministry of Education also should be providing regular seminars and workshops to the teachers and principals to update them on the issues concerning respect of the Child rights in schools. The Ministry of Education should provide copies of the children act to schools and update students on recent developments on Child rights. The Teachers training Agency should ensure teachers are trained to work effectively and share information with social workers and other public services staff concern with Child rights.

### **5.3.4 Government level**

There is need for a systematic process for identification and categorization of abused children and their various types of circumstances in urban and rural Kenya schools. Through a comprehensive national policy on the prevention of child abuse is urgently needed, possibly by bringing together various government bodies and NGOs dealing with such children.

There is a need for an advocacy programme for children in difficult circumstances. Such a programme would develop strategies towards more positive public attitudes on child rights. This could also review the effectiveness and relevance of present laws and existing legal machinery for dealing with children in difficult circumstances.

#### **5.4. AREAS FOR FURTHER STUDY**

This study limited itself to the investigation of Child rights and safeguarding measures in secondary schools in Dagoretti Subcounty Nairobi, Kenya. Therefore, from the findings of the study and with regards to some research gaps, the researcher suggests the following topics for further research:

1. Role of school administrations in safeguarding Child rights in secondary schools in Kenya.
2. Impact of Child rights teacher-student relationship in secondary schools in Kenya.
3. Quality of education given to children in schools after the UN Convention on Children Rights.
4. A study on Teachers' attitude towards Child rights awareness in secondary schools in Kenya.

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## APPENDICES

### APPENDIX A: LETTER OF INTRODUCTION

Marist International University College

P. O. Box 24450-00502

Karen-Nairobi

May 2021

Dear Respondent,

I am an undergraduate' student at the Marist International University College, undertaking a research on *Investigation of Child Rights and Safeguarding Measures in Secondary Schools in Dagoretti subcounty Nairobi Kenya*. The research is one of the requirements in our course. I will be grateful if you kindly assist me to fill in this questionnaire as sincerely possible. The information obtained shall be used only for the purposes of this study and at no instance will the identity of any respondent be shared or exposed. Your answers are completely anonymous, all results will be presented in aggregate form. Answer each question as per choices available. I greatly appreciate your contribution and may God bless you.

Yours faithfully,

Ignace Mbaruramye

## APPENDIX B: QUESTIONNAIRE FOR STUDENTS

### SECTION A: Demographical Information

Kindly respond to the questions by ticking [ ] in the spaces provided.

1. Gender:            Male [ ]                                  Female [ ]
2. Age:                13 to 15 [ ]                                  16 to 18 [ ]    Above 18 [ ]
3. Class /Form:    Form 1 [ ]                                  Form 2 [ ]
4. Status of the School: Mixed [ ]    Boys [ ]    Girls [ ]

### SECTION B: Extent of child rights awareness in secondary schools.

5. My school is well informed in matters pertaining child rights and safeguarding measures?  
 Yes [ ]                                  No [ ]                                  Not sure [ ]

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

	STATEMENT	SA	A	U	D	SD
		1	2	3	4	5
6	Teachers are aware of the child rights in school					
7	Are you aware of your rights					
8	Child rights are observed in the school all the time					
9	There is a known, active and effective Child Safeguarding and Protection Officer in the school					

**SECTION C: The Concept of Child rights Advocacy**

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

Instruments advocating for children 'rights	Tick [v]
10. Child Rights Convention (CRC)	
11. Universal Declaration of Human Rights (UDHR)	
12. None	

**SECTION D: forms of abuses that are encountered by children in schools**

The table below shows the forms of abuses that are encountered by children in schools, tick according to your level of agreement. (Please indicate by using 1- Strongly agree, 2- Agree, 3- Undecided, 4- Disagree, 5- Strongly disagree).

	STATEMENT	SA	A	U	D	SD
		1	2	3	4	5
13	Corporal punishment is administered in this school					
14	There have been cases of bullying, hitting or beating of students by their seniors and colleagues have previously been reported in this school					
15	There is sexual harassment of students by students or teachers					
16	Below 18 years, teachers, parental control should be fully imposed on children, with no room for dialogue					

**SECTION E: The influence of children’s rights awareness on students’ academic performance**

17.The students’ academic performance is affected by the child rights awareness in secondary schools?

Yes [ ] No [ ] Not sure [ ]

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

	<b>STATEMENT</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
18	Observation of students’ rights improves academic performance					
19	Awareness of students ‘rights make students to be more responsible, confident and they are more engaged in school learning					
20	The awareness makes students more performing, cooperative with teachers to achieve learning process.					
21	Awareness of children’ rights in schools help students attain good grades in examinations					

**SECTION F: The Safeguarding measures to protect children rights in schools.**

The table below shows the ways that can enhance safeguarding measures to protect children rights in schools, tick according to your level of agreement. (Please indicate by using 1- Strongly agree, 2- Agree, 3- Undecided, 4- Disagree, 5- Strongly disagree)

	STATEMENT	SA	A	U	D	SD
		1	2	3	4	5
22	Informations on child rights are published in the schools' magazines					
23	Are Child rights included in the schools' rules and regulations					
24	There are proper communication channels regarding how to handle cases of abuse in the school					
25	Your School has personnel who is trained in child safeguarding and protection measures					
26	Are there signs and posters all around the school to sensitize the children about their rights					

27. Do you consider your school as having the adequate skills in child safeguarding and protection?

Yes [ ] No [ ]

Explain.....  
 .....

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

## APPENDIX C: QUESTIONNAIRE FOR TEACHERS

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

### SECTION A: BACKGROUND INFORMATION

1. What is your gender?

Male [ ]                  Female [ ]

2. What is your age?

Less than 30 [ ]    31 to 40 [ ]    40 to 50 [ ]    51 to 60 [ ]    Above 60 [ ]

3. What is your level of education?

Diploma [ ]                  Bachelors [ ]    Masters [ ]    PhD [ ]

4. Status of the School

Mixed [ ]    Boys [ ]    Girls [ ]

5. Teaching experience

Less than 1 year [ ]    1-5 years [ ]    5-10 years [ ]    More than 10 years [ ]

### SECTION B: Extent of child rights awareness in secondary schools.

6. My school is well informed in matters pertaining to child rights and safeguarding measures?

Yes [ ]                  No [ ]                  Not sure [ ]

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

	STATEMENT	SA	A	U	D	SD
		1	2	3	4	5
7	Teachers are aware of the child rights in school					
8	Students are aware of their rights in school					
9	The subordinate staffs are aware of the child rights in school					
10	Child rights are observed in the school all the time					
11	There is a known, active and effective Child Safeguarding and Protection Officer in the school					

### SECTION C: The Concept of Child rights Advocacy

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

Instruments advocating for children 'rights	Tick [v]
12. Child Rights Convention (CRC)	
13. Universal Declaration of Human Rights (UDHR)	
14. None	

**SECTION D: forms of abuses that are encountered by children in schools**

The table below shows the forms of abuses that are encountered by children in schools, tick according to your level of agreement. (Please indicate by using 1- Strongly agree, 2- Agree, 3- Undecided, 4- Disagree, 5- Strongly disagree).

	<b>STATEMENT</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
15	Corporal punishment is administered in this school					
16	There have been Cases of bullying, hitting or beating of students by their seniors or colleagues have previously been reported in this school					
17	There is sexual harassment of students by students or teachers					
18	Below 18 years of age, teachers, parental control should be fully imposed on children, with no room for dialogue					

**SECTION E: The influence of children’s rights awareness on students’ academic performance**

19. The students’ academic performance is affected by the child rights awareness in secondary schools?

Yes [ ] No [ ] Not sure [ ]

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

	<b>STATEMENT</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
20	Observation of students’ rights improves academic performance					
21	Awareness of students ‘rights make students to be more responsible, confident and they are more engaged in school learning					
22	Child rights awareness makes students more performing and more cooperative with teachers in learning process.					
23	Awareness of child rights in schools helps students to attain good grades in examinations					

**SECTION F: The safeguarding measures to protect children rights in schools.**

The table below shows the ways that can enhance safeguarding measures to protect children rights in schools, tick according to your level of agreement. (Please indicate by using 1- Strongly agree, 2- Agree, 3- Undecided, 4- Disagree, 5- Strongly disagree).

	STATEMENT	SA	A	U	D	SD
		1	2	3	4	5
24	Is a school leader Holds talk with students on their rights					
25	Teachers and principals attend workshops and seminars on child rights					
26	Your School has personnel who is trained in child safeguarding and protection					
27	Are there signs and posters all around the school to sensitize the children about their rights					

28. Do you consider your school as having the adequate skills in child safeguarding and protection?

Yes [ ] No [ ]

Explain.....  
 .....  
 .....

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

**APPENDIX D: INTERVIEW SCHEDULE FOR PRINCIPALS**

**SECTION A: BIO DATA**

1. Gender: Male [ ] Female [ ]

2. Age:

30- 35yrs [ ] 36-40yrs [ ] 41-45yrs [ ] 46-50yrs [ ] Over 51yrs [ ]

3. Academic qualification(s).

Master’s Degree [ ] Post graduate Diploma in Education [ ] Degree [ ] Diploma in Education [ ]

Other (specify).....

4. Headship/working experience:

1-5years [ ] 6-10 years [ ] Over 11years [ ]

5. Are you aware of child rights?

Yes [ ] No [ ] Not sure [ ]

6. Are students aware of their rights in schools?

Yes [ ] No [ ] Not sure [ ]

7. Are schools observing these rights?

Yes [ ] No [ ] Not sure [ ]

8. What is your opinion on Child rights.

.....  
.....

9. Are teachers involved in abuses of child rights?

.....  
.....

10. Does child rights awareness have any impact in students’

academic performance? Explain your response.

.....  
.....

11. Are you aware of any case of abuse within your school.

.....  
.....

13. Please suggest ways to enhance child right awareness in secondary schools

in Dagoretti subcounty, Nairobi County.

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

14. What are the three basic actions your school applies when dealing with cases of sexual abuse of a child?

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

***Thank you very much for your availability!!!***

## APPENDIX E: LETTERS OF AUTHORIZATION



**MARIST INTERNATIONAL UNIVERSITY COLLEGE (MIUC)**  
Constituent College of the Catholic University of Eastern Africa  
Langata Road, P. O. Box 24450 Karen, 00502, Nairobi

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Email: [registrar@miuc.ac.ke](mailto:registrar@miuc.ac.ke) ; [admissions@miuc.ac.ke](mailto:admissions@miuc.ac.ke)

---

### OFFICE OF THE REGISTRAR

**Our Ref:** REG/15/05/2021

#### TO WHOM IT MAY CONCERN

19<sup>th</sup> May, 2021

Dear Sir/Madam,

**RE: IGNACE MBARURAMYE B.Ed/516/18/19**

The person named above is registered as a full-time student at Marist International University College. We kindly request you to assist her carry out the research exercise.

The research topic is:

*Investigation of Child Rights and Safeguarding Measures in Secondary Schools in Dagoretti Subcounty – Nairobi Kenya*

The research project is being undertaken in partial fulfillment of the requirements for the award of Bachelor of Education Degree in this institution.

We would, therefore, be grateful if you kindly facilitate the exercise in whichever way possible.

Thank you very much in advance for your assistance.

Yours sincerely

**MR. MOSES AYIGA**  
**REGISTRAR**



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**MIUC Core Values:** *Love of God and neighbour, Respect for human life, lawful authorities and colleagues, Concern for the poor, Integrity, Generosity, Leadership, Patriotism, Love for work, Sensitivity to the environment, Self-discipline*

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Yours sincerely

**MR. MOSES AYIGA**  
**REGISTRAR**



Received  
*[Handwritten signature]*

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