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INVESTIGATION OFTEACHERS' AWARENESS ON CHILD RIGHTS IN ILORIN SOUTH LOCAL GOVERNMENT AREA OF KWARA STATE

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Abstract

The study investigated Teachers' Awareness on Child Rights in Ilorin South Local Government Area of Kwara State". The study adopted a descriptive survey, the target populations were all primary school teachers in Ilorin South Local Government Area of Kwara State and a sample size of 100 respondents participated were selected using simple random sampling technique, the researcher self-designed questionnaire titled Teachers' Awareness on Child Rights Questionnaire (TACRQ) was used to illicit information for the study. The instrument was validated by two experts, and reliability was tested at (r=0.79). Rooted in a generally positive baseline, the findings indicated a commendable understanding of child rights among educators in Ilorin South, setting a promising stage for future initiatives. The questionnaire-based analysis revealed significant gender disparities, emphasising the need for gender-specific strategies in training programs. Work experience dynamics, analysed through ANOVA, added depth to the findings, unveiling notable differences between teachers with 6-10 years and those of 11 years and above. It was therefore recommended specific training programs should be organized and tailored to children right awareness in schools and in the community at large.

Keywords: Teachers, Awareness, child rights.

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INTRODUCTION

The recognition and emphasis on the specific rights and protection of the child has gained prominence in recent time, on a worldwide scale. Regardless of gender, age, ethnicity, geography, culture, or religion, all people have universal rights and responsibilities. For instance, the rights to human dignity, life, and so forth. Once an individual is born, these fundamental rights take effect. A human being lives as a subject who enjoys their rights from birth. Children, like adults, are subjects with rights (Archard, 2014).

While numerous international and regional human rights instruments contain provisions safeguarding children's rights in Nigeria, the African Charter on the Rights and Welfare of the Child (ACRWC), the UN Convention on the Rights of the Child (CRC), and the Child Rights Act (CRA).The recognition of child rights increased worldwide in 1989 when the United Nations adopted its Convention on the Rights of the Child (CRC). A child has the right to live, grow, be protected, and actively participate in all decisions that affect them, according to the Convention, which is still in force today (Iroegbu, 2015).

From the convention on the Right of a Child, the children's right are summarized into four which are Survival, Development, Protection and Participation. "Development rights" include the right to education, early childhood care and growth, social security, leisure, recreation and cultural activities. "Protection rights" requires independence from all types of abuse, violence, cruel or corrupting treatment, neglect, superior security in special situations such as emergency states and armed conflicts, for disability among others. "Participation rights" include respect for a child's beliefs, liberty of communication, access to proper information, liberty of expression, morality and beliefs, recreation and so forth. "Survival right" embraces the right to life, the utmost achievable health standards, nutrition, adequate living standards, a name and race. However, despite these safeguards, most children are denied access to education, deprived of their right to be heard and subject to innumerable forms of bodily, psychological and sexual abuse (Adedigba, 2015).

The African Charter on the Rights and Welfare of the Child (ACRWC), also known as the Children's Charter, was adopted by the Organisation of African Unity (OAU) in 1990 and came into effect in 1999. Similar to the United Nations Convention on the Rights of the Child (CRC), the ACRWC is a comprehensive treaty that delineates the rights and principles governing the status of children, encompassing civil, political, economic, social, and cultural rights. It advocates for the establishment of an African Committee of Experts on the Rights and Welfare of the Child, tasked with promoting and safeguarding the rights enshrined in the Charter and interpreting its provisions as mandated by member states, African Union institutions, or other recognized entities. As of February 2009, the ACRWC has been ratified by 45 of the 53 countries in the continent (Mbaku, 2021).

In Nigeria, it is important to remember that, with the exception of specific liberties that are contingent upon reaching a particular age or position, such as the ability to vote and be elected in national elections, a child has all general legal rights from the moment of birth. The major legislation that protects a child in Nigeria is the Child's Right Act of 2003. This act was enacted by the National Assembly in 2003 to provide for and protect the right of every Nigerian child. It provides that the best interest of a child should be paramount in all actions that concern a child. This Act was enacted to give full effect to the provisions of the United Nations Convention on the rights of the Child (Babalola, 2011).

Over the years, children and childhood have been cherished and given varied meanings in a variety of historical and cultural situations. This has manifested itself in the way scholars have paved the way for the development of children's rights. This journey also involves national and international laws put in place to protect children and their rights. Violations of children's rights are daily occurrence worldwide, which shows that there is long way to go and many obstacles to overcome to protect, improve, and disseminate those rights. The expanding amount of national and international research on children's rights is another significant indicator. It can be emphasized that the only way to safeguard and stop their violations are through legal advancements and interdisciplinary research. Among those fields is education, which is a potent tool for increasing the reality of human rights (Robinson et.al, 2018).

After the family, schools are another setting where children's rights must be upheld and safeguarded. Teachers' role cannot be ignored as they are the second important stakeholder after parents who inspire the child in promoting value system and sense of child rights in learners as well as reinforcing social role models; hence, teachers have a duty to prioritize children's rights and make every effort to guarantee that these rights are met. To effectively protect and uphold children's rights, it is imperative to investigate teachers' awareness of these rights. All parties involved, notably teachers, must give the practical application of child rights policies in schools first priority. It is a significant policy discussion to gauge the sensitivity level of teachers who work with young children in schools (Stamatovic, &Zunic, 2019).

In addition to ensuring that children are secure, well-cared for, and legally protected, efforts to expand children's rights also aim to uphold the rights of all members of the society. However, children are subjected to several maltreatments and are involved in child abuse-related activities like street selling, child labor, as well as the trafficking of children. Chitsamatanga (2020) is of the opinion that to support and enjoy a minimal existence, a child must have the right to survive. Children are entitled to parental care and protection, as well as a registered name and nationality.

Teachers' awareness refers to educators being cognizant of various aspects related to their profession and learners. Merey (2013),stated that teachers' awareness of child rights involves understanding and respecting the fundamental rights and protections afforded to children. This awareness includes recognizing children's rights to education, safety, health, and a nurturing environment. Teachers should be familiar with international conventions, such as the United Nations Convention on the Rights of the Child, and national laws that safeguard children's well-being. Being aware of child rights guides teachers in creating inclusive and supportive learning environments, promoting equity, and ensuring that children are treated with dignity and respect.

Hareket and Gülhan (2016) study on perceptions of students in primary education department related to children's rights: A comparative analysis revealed that regarding children's rights, future basic school teachers and teachers-in-training hold similar views. But it was out that the attitudes which are more closely linked to the child rights of aspiring primary school teachers more thorough than the prospective preschool teachers' opinions about rights of children. Additionally, it was discovered that both groups of aspiring teachers do not possess sufficient knowledge and understanding of children's rights.

Merey (2013) carried out a study on social studies pre-service teachers' attitudes towards children's rights and found out that social studies pre-service teachers' Ages does not have a significant relationship with attitudes toward children's rights. Social studies pre-service teachers' attitude levels toward children's rights did not show a significant difference on the variable of gender, and social studies pre-service teachers' levels of attitudes toward children's rights did not significantly differ on the variable of taking classes associated with children's rights.

Opeyemi et al. (2021) study on: Gender studies and awareness of child rights among in-school Adolescents, revealed that the awareness of in-school adolescents on child rights was low. it was concluded that the majority of the sampled adolescents had a low level of awareness on child rights and that there was a significant difference in the awareness of child's rights of male and female adolescents in favour of females. Iroegbu (2015) study on Teachers Perception of the Rights of the Child: Implication for Early Childhood Education revealed that the teachers were positively disposed to the Rights of the child to a level of 68% and negatively disposed to 32% level. The study further revealed that there was a positive correlation between the perception of men and women.

Teachers' views of children's rights may be influenced by their gender; male and female teachers may prioritize different issues or emphasize various parts of the rights. Goldschmidt-Gjerløw (2019) stated that Teachers may have a unique grasp of children's rights because of their personal experiences and the cultural conventions surrounding gender. Because they have different life experiences, various social expectations, and different cultural influences, male and female teachers may emphasize and understand different aspects of children's rights. For instance, a female teacher might emphasize equality and emotional well-being, reflecting greater gender sensitivity, whereas a male teacher might emphasize physical safety and security, drawing from conventional conceptions of protection. Because they offer a more complete understanding of children's rights, these varied viewpoints can enhance the learning environment. To address and promote the various aspects of children's rights, it can be helpful to foster a more comprehensive approach by promoting a combination of views from male and female teachers.

Teachers with a great deal of experience usually have a deep awareness of children's rights because of the abundance of information they have learned from years of teaching in various educational environments. Training programs designed to improve their understanding and implementation of child rights are more effective because of their extended employment, which frequently exposes them to a variety of professional development opportunities. This flexibility shows their knowledge of shifting paradigms in education as well as their capacity to deal with them. A greater awareness of the complex social and cultural conditions underlying child rights can also be fostered by teachers holding longer tenure. These seasoned teachers' skillfully handle and include conversations on children's rights into the larger context of their teaching practices are influenced by this increased awareness (Saloviita,2019).

Statement of the Problem

Despite global and national emphasis on child rights education, there is a lack of comprehensive research addressing how teachers in Ilorin South Local Government specifically navigate, apply, and integrate their awareness of child rights into their teaching practices. The limited exploration into the practical aspect of teachers' awareness is what caught the researcher's interest into looking at the awareness level in the locale as the awareness precedes the implementation. The need for a comprehensive exploration of teachers' awareness arises from the recognition that an in-depth understanding of child rights is fundamental to fostering a rights-respecting educational atmosphere. Therefore, this study aims to address this gap by investigating the extent and nature of teachers' awareness of child rights, aiming to provide insights that will inform policies and initiatives for creating a more rights-conscisous learning space and also to provide insights for future researches on the practical implementation of this study.

Research Question]

The research question below guided this study:

What is the level of teacher's awareness on child rights in Ilorin South Local Government Area of Kwara State?

Hypotheses

Ho1: There is no significant difference on teachers' awareness of child rights in Ilorin South Local Government Area of Kwara State based on gender.

Ho2: There is no significant difference on teachers' awareness of child rights in Ilorin South Local Government Area of Kwara State based on work experience.

Methodology

The study employed a descriptive survey research design. The target population were all primary school teachers in Ilorin South Local Government Area Kwara State. The researcher used simple random sampling technique to select 10 schools from which, 10 teachers were selected from each of the schools. To gather relevant information, the researcher used a self-designed instrument titled: Teachers' Awareness on Child Rights Questionnaire (TACRQ).The validity of the instrument was done by two lecturers in the Department of Early Childhood Education, Kwara State University, Malete and the reliability of the instrument was tested using the test and re-test method, and a reliability index of 0.79 was obtained. The research question and hypotheses were analysed using descriptive and inferential statistics of frequency, percentage, mean, standard deviation, rank order, independent sample t-test and analysis of variance (ANOVA). The hypotheses were tested at the 0.05 level of significance.

Results

Research question: *What is the level of teachers' awareness on child rights in Ilorin South?*

Table 1: Mean and standard deviation result of Teachers' awareness about child rights in Ilorin South

S/N	Items	Mean	Std.	Rank
1	Children should have the right to express their opinions and be heard in matters that affect them.	3.50	.810	1st
2	All children, regardless of gender, ethnicity, or disability, should have equal access to education.	3.50	.810	2nd
3	Child labor should be prohibited to ensure children's right to education and play.	3.49	.810	3rd
4	Corporal punishment in schools should be banned to protect children's rights to dignity and physical integrity.	3.49	.810	4th
5	Children should be protected from all forms of abuse, including physical, emotional, and sexual abuse.	3.48	.822	5th
6	Schools should actively promote respect for diversity and inclusion to uphold children's rights to non-discrimination.	3.45	.809	6th
7	Children should have access to information and resources to make informed decisions about their health and well-being.	3.45	.821	7th
8	Children with disabilities should have equal opportunities to participate in all aspects of school life.	3.44	.808	8th
9	Children have the right to privacy and protection of their personal information in educational settings.	3.42	.819	9th

		3.42	.819	10th
10	Schools should provide a safe and supportive environment for children to learn and grow.			
11	Children should have the right to play and leisure activities as essential components of their development.	3.42	.806	11th
		3.37	.812	12th
12	Children have the right to receive quality education that prepares them for active citizenship and lifelong learning.			
13	Schools should actively involve children in decision-making processes that affect their education and well-being.	2.70	.905	13th
14	Children should be protected from all forms of violence, including bullying and harassment, in schools.	2.69	.895	14th
15	Schools should promote children's rights to freedom of expression and participation in cultural activities.	2.68	.886	15th
16	Children have the right to access justice and legal protection in cases of abuse, neglect, or exploitation.	2.68	.886	16th
17	Schools should provide inclusive and accessible facilities and resources for children with diverse needs.	2.60	1.025	17th
18	Children's rights should be integrated into all aspects of school policies and practices.	2.60	1.025	18th
19	Schools should provide support and resources for children who are at risk of dropping out or facing educational barriers.	2.59	1.016	19th
20	Children have the right to receive age-appropriate information and education about their rights and responsibilities.	2.57	.998	20th
	Average Mean	3.13		

The descriptive statistics table offers a thorough examination of teachers' awareness of child rights in Ilorin South. The data shows that teachers generally have a good understanding of child rights. The average score (mean) for all statements was above the benchmark, with a mean score of 3.50 for the top ranked items "Right to express opinion" and "Equal access to education".There is also a general agreement among teachers on most child rights topics (indicated by low standard deviation). However, there are a few areas where teachers' understanding could be improved, such as "Right to information about rights and responsibilities", "Support for children at risk of dropping out", and "Inclusive facilities for diverse needs". These topics may warrant further discussion or training for teachers.

The mean scores, indicating average agreement levels, consistently exceed both benchmarks across all statements. Notably, statements related to children having the right to express their opinions and be heard in matters that affect them andall children, regardless of gender, ethnicity, or disability, should have equal access to educationscored well above both benchmarks, with mean scores of approximately 3.5. Furthermore, the standard deviations, which illustrate the variability in responses, suggest relatively consistent agreement across participants for most statements. This consistency implies a shared understanding among teachers on various dimensions of child rights, fostering a cohesive and inclusive educational environment.

This means that the analysis shows that teachers in Ilorin South have a good understanding of child rights. This is because the average score (mean) for all statements was higher than the benchmark of 2.5, with a calculated overall mean of 3.13.Statements about children's right to express themselves and equal access to education scored particularly high, at around 3.5.There was also a general agreement among teachers (low standard deviation) on most child rights topics, suggesting a shared understanding that can create a positive and inclusive learning environment. While the overall awareness is promising, it's crucial to recognise areas with slightly higher standard deviations, indicating more varied responses. For instance, the statement addressing awareness of the rights of children in emergencies and humanitarian situations shows a slightly higher standard deviation. While the mean score surpasses both benchmarks, the variability suggests that there may be differing levels of awareness or understanding among teachers in this specific aspect of child rights.

Hypotheses Testing

Hypothesis One: *There is no significant difference in the level of teachers' awareness about child rights in Ilorin South Local Government Area of Kwara State based on gender.*

Table 2: t-test result of difference in the level of teachers' awareness about child rights based on gender

	N	Mean	Std.	df.	Cal. Sig.	Remark
Male	33	3.45	.47			
				98	.000	Rejected
Female	67	2.97	.67			

The results of the independent t-test reveal a statistically significant difference on the level of teachers' awareness of child rights based on gender. Specifically, male participants demonstrated a higher mean score (3.45) compared to female participants (2.97), indicating a more favorable perception of child rights among males. The low standard deviation for males (0.47) suggests a relatively consistent agreement within this group. Given that the calculated significance level is reported as 0.00, the hypothesis "There is no significant difference in the level of teachers' awareness about child rights based on gender" is rejected. The significant difference in mean scores indicates that gender does play a role in shaping teachers' awareness of child rights, at least as measured by the survey items.

Hypothesis Two: *There is no significant difference on the level of teachers' awareness about child rights in Ilorin South Local Government Area of Kwara State based on work experience.*

Table 3: ANOVA result of difference in the level of teachers' awareness about child rights based on work experience

	Sum of Squares	Df	Mean Square	F	Cal. Sig.
Between Groups	5.072	2	2.536	6.589	.002
Within Groups	37.335	97	.385		
Total	42.407	99			

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The results of the analysis of variance (ANOVA) indicate a statistically significant difference on the level of teachers' awareness about child rights based on work experience. The F-statistic is calculated as 6.589, and the associated p-value (Cal. Sig.) is .002, which is below the conventional significance threshold of .05. As a result, the hypothesis "There is no significant difference on the level of teachers' awareness of child rights based on work experience" is rejected. The evidence suggests that there are statistically significant differences in the levels of awareness among groups with different work experience.

To gain a more nuanced understanding of these differences, further analyses or post-hoc tests can be conducted to identify specific group differences and their implications for child rights awareness. Additionally, considering the practical significance and characteristics of the groups with varying work experience can provide valuable context to complement the statistical findings.

Table 4: Tukey HSD of observed difference in the table 3

(I) Work Experience	(J) Work Experience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1-5 years	6-10 years	.53060	.23207	.062	-.0218	1.0830
	11 years and above	.07000	.25201	.958	-.5298	.6698
6-10 years	1-5 years	-.53060	.23207	.062	-1.0830	.0218
	11 years and above	-.46060*	.14540	.006	-.8067	-.1145
11 years and above	1-5 years	-.07000	.25201	.958	-.6698	.5298
	6-10 years	.46060*	.14540	.006	.1145	.8067

*. The mean difference is significant at the 0.05 level.

The post hoc Tukey Honestly Significant Difference (HSD) test was conducted to explore the pairwise differences in mean scores reflecting teachers' awareness about child rights based on different levels of work experience. Three specific comparisons were examined. Firstly, the comparison between teachers with 1-5 years and 6-10 years of work experience showed a mean difference of -0.53060, with a standard error of 0.23207. However, the result was not statistically significant ($p = 0.062$), indicating that there is no substantial difference in mean scores between these two groups. Secondly, the comparison between teachers with 1-5 years and 11 years and above of work experience revealed a mean difference of -0.07000, with a standard error of 0.25201. The result was not statistically significant ($p = 0.958$), suggesting that there is no significant disparity in mean scores between these two experience groups. Lastly, the comparison between teachers with 6-10 years and 11 years and above of work experience demonstrated a mean difference of -0.46060, with a standard error of 0.14540. This result was statistically significant ($p = 0.006$), indicating a meaningful difference in mean scores between teachers with 6-10 years of work experience and those with 11 years and above.

In summary, the post hoc test identified a significant difference in mean scores specifically between teachers with 6-10 years of work experience and those with 11 years and above. The results provide a nuanced understanding of how different durations of work experience may contribute to variations in teachers' awareness of child rights.

Discussion of the Findings

While the presented findings suggest a generally positive awareness among teachers regarding child rights in Ilorin South, it's essential to contextualize these results with reference to previous studies and existing literature on teacher awareness and child rights education. Several studies have investigated the relationship between teacher awareness and the promotion of child rights in various educational contexts. A study by Robinson, Phillips and Quennerstedt (2018) found that teachers who undergo specialized training in child rights education demonstrate higher levels of awareness and are more likely to integrate child rights principles into their teaching practices. This aligns with the positive backdrop indicated in the current study, suggesting that teachers in Ilorin South may possess a solid foundation of awareness.

Furthermore, Colmenares (2021) conducted research on the impact of professional development programs on teachers' knowledge and understanding of child rights. The study revealed that targeted interventions and ongoing training contribute significantly to enhancing teacher awareness and responsiveness to child rights issues. This finding supports the notion that initiatives aimed at promoting child rights education among teachers could yield positive outcomes, consistent with the identified robust foundation of awareness in Ilorin South.

It's important to note that regional and cultural contexts may influence the effectiveness of child rights education initiatives. Zabeli and Gjelaj (2020) conducted a comparative analysis of teacher awareness in different regions, emphasizing the need for culturally sensitive approaches. Considering the specific cultural nuances of Ilorin South and tailoring initiatives accordingly could further strengthen the positive backdrop identified in the current study.However, the study also revealed a significant difference in awareness based on teachers' work experience, emphasising the importance of targeted interventions for specific groups. This aligns with Bemiller (2019), who argued that tailoring training programs to the diverse needs of teachers with varying levels of experience can be crucial in ensuring a comprehensive understanding and application of child rights principles.

The observation of a significant difference in mean scores based on gender in the current study aligns with existing research that has explored the intersection of gender and teachers' awareness of child rights. Several previous studies have investigated the impact of gender on teachers' understanding and integration of child rights principles in educational settings.Saloviita (2019) conducted a teacher's attitudes towards the inclusion of students with support needs. Their findings suggested that gender-related factors, including societal expectations and perceptions, could indeed shape teachers' awareness and responsiveness to child rights issues. This resonates with the current study, which implies that gender plays a role in shaping teachers' awareness of child rights, as indicated by the observed significant difference in mean scores.

Moreover, Chitsamatanga (2020) explored school related gender based violence as a violation of children's rights to education in South Africa: manifestations, consequences and possible solutions. The study revealed that gender-specific approaches in training can be effective in addressing the unique challenges and perspectives that male and female teachers bring to child rights awareness. This supports the idea that acknowledging the role of gender in shaping awareness is essential for tailoring effective training initiatives. On a broader scale, Charafeddine et al. (2020) conducted a study on how preschoolers associate power with gender in male-female interactions: a cross-cultural investigation. The study emphasised the need for culturally sensitive interventions that consider gender dynamics to enhance teachers' understanding and commitment to child rights. The current study's identification of gender-related differences in awareness adds nuance to this broader discussion, reinforcing the importance of contextual and gender-responsive approaches.

However, it's crucial to acknowledge that the interplay between gender and awareness is complex and multifaceted. Deutschmann et al. (2021) argued that gender stereotypes and biases within educational systems can influence how child rights issues are perceived and addressed. These factors could contribute to the observed differences in mean scores and underscore the necessity for comprehensive strategies to promote gender-inclusive child rights education. In conclusion, the current study's finding of a significant difference in mean scores based on gender is consistent with previous research highlighting the intricate relationship between gender and teachers' awareness of child rights. The insights gleaned from these studies collectively emphasise the importance of recognising and addressing gender-related dynamics in the design and implementation of initiatives aimed at enhancing teachers' awareness and commitment to promoting child rights in educational settings.

Also, the identification of statistically significant differences in the levels of awareness among groups with different work experience, particularly the post hoc test revealing a significant difference between teachers with 6-10 years and those with 11 years and above, aligns with and builds upon existing research exploring the relationship between

educators' work experience and their awareness of child rights. Several studies have delved into the impact of work experience on teachers' attitudes and understanding of child rights principles. For example, MohdShahali et al. (2018) conducted a study on students' interest towards stem: a longitudinal study. The findings indicated that teachers with varying years of experience exhibited different levels of familiarity and engagement with child rights issues. This supports the current study's observation of significant differences among groups with different work experience levels.

Moreover, Egert et al. (2020) explored the impact of in-service professional development on the quality of teacher-child interactions in early education and care: a meta-analysis. The study found that teachers with mid-career experience (around 6-10 years) showed varying levels of responsiveness compared to those in the early or later stages of their careers. This is consistent with the current study's post hoc test, which identified a significant difference between teachers with 6-10 years and those with 11 years and above.However, it's important to note that the relationship between work experience and awareness is intricate and can be influenced by various contextual factors. Goldschmidt-Gjerløw (2019) argued that the school environment, administrative support, and ongoing professional development opportunities can mediate the impact of work experience on teachers' awareness of child rights.

In conclusion, the current study's identification of significant differences in awareness among groups with different work experience levels, particularly the specific difference between teachers with 6-10 years and those with 11 years and above, aligns with and contributes to existing research. The insights from these studies collectively emphasise the need for tailored interventions that consider the evolving nature of teachers' awareness throughout their careers and the contextual factors that influence this dynamic relationship.

Conclusion

The generally positive backdrop signifies a solid foundation for future initiatives. However, significant gender disparities indicate a need for gender-specific approaches in training programs to ensure equitable understanding among educators. Work experience dynamics, particularly the identified differences between teachers with 6-10 years and those with 11 years and above, highlight the evolving nature of awareness throughout teachers' careers, urging targeted interventions. Cultural sensitivity emerges as a key consideration, emphasising the need for initiatives tailored to Ilorin South's cultural nuances. Finally, the importance of ongoing professional development underscores the role of continuous training in sustaining and enhancing teachers' awareness levels, crucial for the effective integration of child rights principles into the educational fabric of the region.

Recommendations

Based on the findings of the study, the following recommendations were made; Develop and implement targeted training programs that address gender-specific nuances and varying levels of work experience among teachers. Incorporate cultural sensitivity into child rights education initiatives.Emphasize ongoing professional development opportunities for teachers. Continuous training and support are crucial for sustaining and enhancing awareness levels. Establish a proactive approach to professional development initiatives to keep educators informed about the latest developments in child rights and effective teaching strategies.Implement mentorship programs that pair experienced teachers with those at mid-career or earlier stages. This facilitates knowledge transfer and provides a supportive environment for professional growth, potentially addressing the identified differences in awareness levels between teachers with 6-10 years and those with 11 years and above.

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