

Journal of Peace, Development and Communication



Volume 06, Issue 04, October-December 2022
pISSN: 2663-7898, eISSN: 2663-7901
Article DOI: <https://doi.org/10.36968/JPDC-V06-I04-16>
Homepage: <https://pdfpk.net/pdf/>
Email: se.jpdc@pdfpk.net

Article:	Awareness of Child Rights and its Impact on Academic Performance
Author(s):	Shakeel Iqbal PhD Scholar, Department of Teacher Education, Qurtuba University of Science and Information Technology, Peshawar, KP, Pakistan
	Dr. Rahim Khan Associate Professor, Department of Teacher Education, Qurtuba University of Science and Information Technology, Peshawar, KP, Pakistan
	Dr. Muhammad Ghayyur Assistant Professor and Member of Doctoral Board Pegaso International Malta and Italy
Published:	29 th November 2022
Publisher Information:	Journal of Peace, Development and Communication (JPDC)
To Cite this Article:	Iqbal, S., Khan, R., & Ghayyur, M. (2022). Awareness of Child Rights and its Impact on Academic Performance. <i>Journal of Peace, Development and Communication</i> , 06(04), 224–239. https://doi.org/10.36968/JPDC-V06-I04-16
Author(s) Note:	Shakeel Iqbal is a PhD Scholar at Department of Teacher Education, Qurtuba University of Science and Information Technology, Peshawar, KP, Pakistan Email: shakeeliqbal@gmail.com
	Dr. Rahim Khan is serving as an Associate Professor at Department of Teacher Education, Qurtuba University of Science and Information Technology, Peshawar, KP, Pakistan Email: dr.rahim43@gmail.com
	Dr. Muhammad Ghayyur is serving as an Assistant Professor and Member of Doctoral Board at Pegaso International Malta and Italy info@pakeducate.com

ABSTRACT

The development of society is essential, and one of the most important things is to protect the rights of children. Because the protection and provision of children's rights lead to a prosperous and happy society, they must be protected and provided for as human beings' most genuine and essential needs, and everyone must be protected. The random sampling method was used in six districts of Khyber Pakhtunkhwa and examined public secondary schools for child rights awareness, focusing on children's developmental rights, participation rights, survival rights, and protection rights toward students' academic performance. The study's respondents were principals, teachers, and students at the secondary school level. The study population included 401 principals, 3435 teachers, and 83991 students, while the study sample included 88 principals, 792 teachers, and 880 students. The data was collected through adapted self-administered research questionnaires and was analyzed using descriptive, reliability, factor, correlation, and regression analysis. It is proved that principals and teachers understand child rights awareness significantly and practice. Still, in all three sample categories, child rights awareness is not fully influencing student academic performance, and child rights awareness in the form of development, participation, survival, and protection rights partially influences student academic performance.

Keyword: Child Rights, Child Rights Awareness, Developmental rights, Protection rights, Survival rights, Participation rights, student's Academic Performance.

Introduction

Child rights awareness is important for providing the necessary attention to normal and special children, as any individual under the age of eighteen (convention on the rights of the child, 1989, pp.44-49). The term "right" refers to a moral or legal entitlement to have or do something. Rights are legitimate, social, or moral standards of autonomy or power. In other words, rights are the most important rules about what individuals are permitted or owed, as defined by some legal framework, social convention, or ethical theory (UNICEF, 2017). The UN Convention on the Rights of the Child is the main international human rights law that protects and safeguards children's rights. These conventions' primary objective is to protect children's rights worldwide. The rights of children and the responsibilities of the states were classified under fundamental articles by the UN Convention on Child Rights. Each fundamental article consists of various types of rights. The survival rights are about a child's right to live his life and the necessities of survival, such as nutrition, shelter, appropriate living conditions, and access to medical services. The development rights are about the child's right to grow, play, and participate in activities; and access to information, religion, and belief. The Protection Rights ensure that children are safe and protected from abuse, disregard, and mistreatment. They include protecting children who are refugees; protecting children from injustice; safeguards in employment; and protecting children who have been abused or exploited. The participation rights include the freedom of children to express their thoughts, have an opinion influencing their lives, join groups, work peacefully to develop their skills, and have the right opportunity to participate in a variety of activities that will prepare them for good parenthood (Alliance for Children Rights, 2006). This research study considered important role of the child rights and their application for the academic and educational direction. The reason and its importance value and its contribution matter (National Report Pakistan, 2014). This study highlight important is to examine the applicative outcomes and parameters for the valued and preferred outcomes. Pakistan as developing country and working in the supportive mechanism in promoting working for the education are always imperative to establish its return long-lasting for children and everyone (Bengali Kaiser, 2016; Khan , 2016). The research study is significant to examine child rights as child rights and its fulfillments play a significant role to influence child development and one of the important ways is academic performance.

Therefore, the research study is focused to study current practices based on a casual study in various districts of KP.

RESEARCH OBJECTIVES

1. To investigate the impact of child rights awareness for development, participation, protection, and survival rights on students' academic performance

LITERATURE REVIEW

Child are the gifts from God it is very unfortunate to see that these children sometimes face abuses and negligence. Childhood is that period of life, which needs special attention, care, and safety (Awosola, 2008). As declared by the Children Rights Convention Article 1, a child is an individual who is not more than eighteen years, unless under the law applied to the child, majority is attained before. Children also defined as some under the age of eighteen and they notable for their minority status and their spectrum ranges from their young age to the adult age (South African History Online, 2012). Children are confronting challenges and facing barriers in access to their rights and their implementation.

These challenges are creating disruptive effects which increase pressures, problems with societal and environmental factors. In addition children as a group facing threats and therefore their various legal protective measures and approaches in both domestic, regional and international levels to protect child rights and effectively maintain their status with respectful manners (Anne, 2012; Christina, 2008). Thus child and influential stakeholder of the society require considerable orientation and protective measures to improve their roles and promote joint supportive mechanism in the views and consideration to laydown strong foundation and make movement in the social structure. In connection the role of substantive legal outcomes are important indicator for its outcomes and moving forward (Grahm Farley, 2008).

Child Rights can be defined as the rights which focus on the child protection as well as with the formation of the situations where a child can develop to its full potential (Badrudin, 2015). Children need to be aware of the rights that are given to them. In any case, the awareness towards their rights is relying upon the experience that they got from the grown-up. The duty of the adults is to instruct the children about their rights. Child rights are pivotal and mandatory to provide their rights with adequate standards of living under Article 27 that address their main concerns and their constructive direction (Nolan, 2018). Therefore, the role and contribution of the child rights are influential and constructive for children, survival, their progress and their welfare to grow, learn and improve their personal and academic contribution within society. The development and wellbeing of child and child rights within environment is an important and considered topic needs practical applications and constructive contributions within society. It promote wellbeing, reduce counter their issues in form of poverty, academic and others and help to grow in social centric society based on egalitarian norms (Aoife & Kirrily, 2020). Child rights with positive obligations and their contribution must be recognized as basic element and constructive direction; children rights must be protected, facilitated, and provided with due importance and member of the society. The basic and fundamental reason child rights are associated to their being and needs applicative steps to be applied, protected, and considered significantly (Aoife, Daly, 2013). Stated in the Alliance for Children's Rights (2006), the rights of children and responsibilities of the states were clearly classified under fundamental articles by the UN Convention on the Child Rights. Each fundamental article consists of various types of rights which are stated below:

Survival rights: These rights detail the rights of child to live his life and the requirements essential to survive including the nutrition, shelter and appropriate living and accessibility to medical services.

Development Rights: These rights detail the child's right to grow, play, activities, accessibility to information, religion, and belief.

Protection Rights: These rights make sure that the children are safe and protected from the abuse, disregard, and mistreatment, which include protection for refugee kids, protections for kids in the justice, safeguard in employment, and protection for kids gone through abuse and exploitation. Children of all ages can feature in protests. Some, likely younger children, will have been brought there by parents. Others, likely adolescents, will have come to have their own voices heard as individuals.

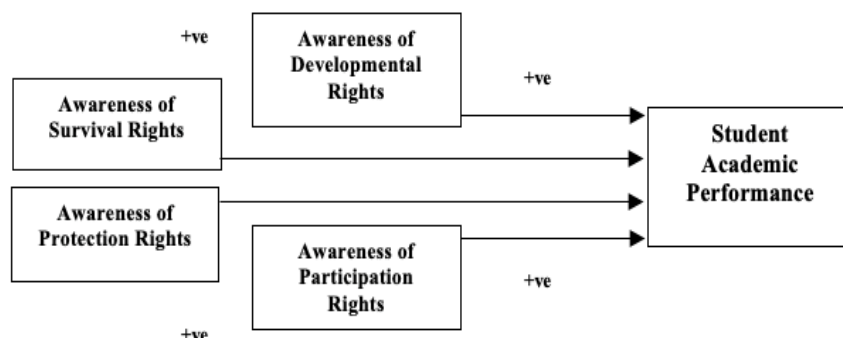
Participation Rights: These rights include the freedom of kids to show their thoughts, to have an opinion influencing the life, to link with groups and to associate in peace, with the development, of their capabilities, kids to have proper possibilities to involve in different

activities and preparing them for proper parenthood. The above-mentioned rights are competent by an important belief in Conventions on the rights of child showing that in every action related to the children regardless of conducted by private or public social trust organizations, the major interest of children should be considered primarily. The study of Covell, et al., (2011) found the positive changes occurred after child right awareness among the students, the major changes occurred at the schools were the improved students' engagement in co-curricular activities and extra-curricular activities and academic achievement among the students.

The research of Wagner (2016) also revealed the similar results and showed that there is a positive relationship between child right awareness and academic performance of the students in secondary schools of Australia. Moreover, the studies of White (2016) and Xu et al. (2015) also showed that the child right awareness boost the academic performance among the students. The role of children is significant in contributing to their role in various decisions, and their ignorance influences the decisions imposed on them (Amy & Marit, 2020, pp. 632–665). Child rights play an essential role in a child's development when they play a role that promotes their strengths, allows them to participate in various growing activities, and is required as an essential contribution to child rights. Children are defined as any human under 18 years old unless the law applies to children, and they are effective approaches to better fulfilling their rights (Convention on Child Rights 1989; Amnesty 2021). Child rights issues and child rights fulfillment are highly significant. It needs to be examined and worked on because today's children fulfill basic, secondary, tertiary, and other rights for tomorrow's leaders to serve their communities and nations. So, it is possible to fulfill children's rights in a way that is effective and important, but first, there needs to be an awareness campaign so that people who work with children, like teachers, know about children's rights and how important it is to fulfill them. This will ensure a child-centered learning environment without favoritism or nepotism in learning and healthy activities. Studies show that when children's rights are met, it gives them a sense of satisfaction in their learning, development, and creative abilities (Amnesty, 2021; Sangwon & Yanghee, 2020, pp.104-620; Averì, Sudhanshu, Gustavo & David, 2020, pp.105-137; Elizabeth, Faulkner, & Conrad, 2020, pp.68-88; Sheila, 2020, pp.521-546; Darja & Tatjana, 2018, pp.124-138; Penelope & John, 2016; Anju, Raman, Anita, V.K, & Rajesh, 2017; Judit & Katre, 2020; Nessa & Ton, 2020, pp.89-110; and Dylan, Alexander, & Michael, 2021, pp.191-197). Children learning and analytical skills get stronger, making them well-educated and interested in learning both in and out of school (Christina, Kay, and Tisdall, 2020, pp.157-182; The Editorial, 2020, pp.1-13; Stephanie, 2020, pp.322-351; Mona & Tate, 2017). Child rights are an important area of the developing world with many challenges and the increasing burden of an ever-increasing population coupled with a high rate of increasing child enrollment and academic pressures. Its applicable outcomes are possible through its implementation and direction to add value to the fulfillment of children's rights for the welfare of children (Thomas, 2016; Rebekah, 2018, pp. 278–280; Christina, Kay, & Tisdall, 2020, pp. 157-182; Amy & Marit, 2020, pp. 632-665). At the same time, the lack of effective child-centric practices, policies, and practices confront children with challenges such as low health and development standards, poor academic access facilities, and environmental challenges that influence or decline their growth directions (Maria, 2017, pp. 402–405; Mona, Paré; Tate, Chong, 2017; Chinwe, Prince, & Uzoma, 2020). As a result, to respond effectively

to child advancement, it is important and necessary to direct and set up policies focused on the development of children and their rights to make them more powerful (Nessa & Ton, 2020, pp. 89-110; Dylan, Alexander, & Michael, 2021, pp. 191-197).

RESEARCH MODEL



RESEARCH HYPOTHESIS

H₁1: Child rights

awareness in the

form of survival rights influence academic performance of students

H₁2: Child rights awareness in the form of protection rights influence academic performance of students

H₁3: Child rights awareness in the form of developmental rights influence academic performance of students

H₁4: Child rights awareness in the form of participation rights influence academic performance of students

H₁5: The differences in the perception of principals, teachers, and students regarding the awareness of child rights on students' academic performance.

RESEARCH METHODOLOGY

The proposed study was conducted at secondary schools in six districts of Khyber Pakhtunkhwa, including Peshawar, Chardadda, Kohat, Abbottabad, Mansehra, and Lower Dir, where principals, teachers, and students were evaluated for child rights awareness in the form of survival rights, protection rights, developmental rights, and participation rights towards academic performance.

RESEARCH VARIABLES USED AND MEASURED

The research questionnaires for five proposed research variables were used. As such, for the first variable, the Awareness of Survival Rights adapted by Anna Ferdinandsson and Anna Sperl (2014). For the second variable, the Awareness of Protection Rights adapted by Monica RUIZ-CASARES (2011). For the third variable, the Awareness of Developmental Rights adapted by Kadesjo et al. (2004). For the fourth variable, the Awareness of Participation Rights adapted by Tal Jarus, Limor Rosenberg, and Orit Bart (2010). Finally, for the fifth variable, student academic performance, adapted by Vesna Anticevic (2017). Five points likerate scale has been used to measure the variable responses where as "1" stands for strongly disagree, "2" stands for disagree, "3" stands for don't know, "4" stands for agree, and "5" stands for strongly agree.

RESEARCH POPULATION AND SAMPLING

The population of this study includes principals, teachers, and students from public secondary schools in KP, Pakistan. The total number of public schools in the six districts selected using Yamane's formula for selecting sample size (n) for $\pm 10\%$ precision (e) level for

this study was 88 schools with 88 principals. As far as teachers are concerned, those who coordinate with class 10th were selected, and nine teachers were randomly selected from each school, totaling 792 teachers. In the same way, Yamane's formula was used to pick 10 students at random from each school for this study's sample size, which were 880 students.

DATA ANALYSIS AND RESULTS

The latest version of SPSS was used for quantitative analysis, and different statistical tests were used to analyse the data. These tests include descriptive, reliability, factor, correlation, and regression analysis with the T-test, F-test, and R-squares. Primary data was collected through research questionnaires.

Frequency Distribution of the Sample Categories

The descriptive statistics of principals showed that a total of 88 respondents represented schools regarding the principal's academic degrees. The number of respondents with a Bachelor of Science (Hons) was 12 with a count of 13.63%; Master of Arts and M.ed respondents was 43 with a count of 48.86%; Master of Science and Master in Philosophy was 32 with a count of 36.36%; Ph.D. was 3 with a count of 3.1%; Bed was 21 with a count of 21.90%; Med was 45 with a count of 56.3%. The descriptive statistics for teachers in the six districts of KP with bachelor's degrees was 133 with a count of 17.13%, Bachelor of Arts was 66 with a count of 8.31%, Bachelor of Science was 63 with a count of 7.93%, master of arts were 482 counted at 60.70%, Master of Philosophy was 13.47% of the 107 respondents, and Master of Science was 69, counted at 8.69%. It further include respondents as principals in Abbottabad and Charsadda, and the number of schools was 14, with a count of 15.90%. Dir Lower, Mansehra, and Peshawar districts had the highest number of respondents was 17 schools, with a count of 19.3%, while Kohat was 9 schools with a count of 10.22%. The number of teachers approached in Mansehra was 154 respondents, with a count of 19.30%, and the second most teachers visited in Peshawar and Dir Lower was 153 respondents, with a count of 19.20%. At Abbottabad, there were 127 with a count of 15.90%, Charsadda district was 126 with a count of 5.80%, and Kohat was 81 with a count of 10.20% of the total sample size. The final category of the students includes respondents in Mansehra, Peshawar, and Dir Lower districts, including 170 schools, with a count of 19.31%. Abbottabad and Charsadda had 140 schools, with a count of 15.90%, and 90 schools in Kohat, with a count of 10.22%.

Reliability Tests

The reliability tests were applied to the research questionnaire to examine and test the overall consistency of the measure (Carlson, William, Donald, & Rod, 2009).

Table 1: Reliability Test of Questionnaire for PRINCIPALS, TEACHERS AND STUDENTS

Item Reliability For Teacher	Reliability		Case Processing Summary	
	Cronbach's Alpha	No. of Items	Valid	Excluded
Awareness of Survival Rights	.620	18	794	20.8
Awareness of Protection Rights	.528	10	794	20.7
Awareness of Development Rights	.778	05	794	20.7
Awareness of Participation Rights	.752	05	794	20.7
Students' Academic Performance	.710	10	794	20.7
Item Reliability For Teacher				
Awareness of Survival Rights	.620	18	794	20.8
Awareness of Protection Rights	.528	10	794	20.7
Awareness of Development Rights	.778	05	794	20.7
Awareness of Participation Rights	.752	05	794	20.7
Awareness of Participation Rights	.710	10	794	20.7

Item Reliability For Students

Awareness of Survival Rights	.620	18	794	20.8
Awareness of Protection Rights	.528	10	794	20.7
Awareness of Development Rights	.778	05	794	20.7
Awareness of Participation Rights	.752	05	794	20.7
Students' Academic Performance	.710	10	794	20.7

Source: Primary data

The reliability tests verify the overall consistency of the variable measurements. These are time-tested research questionnaires, and the results in table 1 show that all five of these research variables are found with consistency, which confirms their suitability for collection data. These are categorically examined and confirmed with acceptable reliability levels in among very few at lower acceptable levels to collect the primary data.

Factor Analysis

Factor analysis is used on the items to study the variability in the datasets of the variables and the items themselves, as well as to understand the relationships between them referred to (Bandalos, 2017).

Table 2: Factor Analysis

Factor Analysis for Principals	Items	Correlation Matrix	KMO and Bartlett's Test	Variance Explained
Awareness of Survival Rights	10	Range -0.398 to 0.447 Determinant 0.070	KMO = 0.620 P = 0.000	70%
Items Extracted with no or high co-relation	08 items excluded			
Awareness of Protection Rights	10	Range -0.051 to 0.4 Determinant 0.082	KMO = 0.670 P = 0.000	65%
Awareness of Development Rights	05	Range 0.484 to 0.638 Determinant 0.120	KMO = 0.823 P = 0.000	85%
Awareness of Participation Rights	05	Range 0.172 to 0.529 Determinant 0.242	KMO = 0.629 P = 0.000	85%
Students' Academic Performance	10	Range 0.079 to 0.665 Determinant 0.006	KMO = 0.722 P = 0.000	85%
Factor Analysis for Teachers	Items	Correlation Matrix	KMO and Bartlett's Test	Variance Explained
Awareness of Survival Rights	18	Range 0.176 to 0.70 Determinant 0.007	KMO = 0.824 P = 0.000	57%
Awareness of Protection Rights	10	Range 0.011 to 0.384 Determinant 0.370	KMO = 0.673 P = 0.000	57%
Awareness of Development Rights	05	Range 0.258 to 0.559 Determinant 0.255	KMO = 0.805 P = 0.000	70%
Awareness of Participation Rights	05	Range 0.184 to 0.503 Determinant 0.303	KMO = 0.753 P = 0.000	70%
Students' Academic Performance	10	Range 0.084 to 0.604 Determinant 0.085	KMO = 0.844 P = 0.000	56%
Factor Analysis for Students	Items	Correlation Matrix	KMO and Bartlett's Test	Variance Explained
Awareness of Survival Rights	18	Range 0.027 to 0.450 Determinant 0.003	KMO = 0.851 P = 0.000	62%
Awareness of Protection Rights	10	Range 0.039 to 0.516 Determinant 0.296	KMO = 0.647 P = 0.000	65%
Awareness of Development Rights	05	Range 0.129 to 0.427 Determinant 0.496	KMO = 0.681 P = 0.000	80%
Awareness of Participation Rights	05	Range 0.051 to 0.470 Determinant 0.492	KMO = 0.664 P = 0.000	80%
Students' Academic Performance	10	Range 0.107 to 0.393 Determinant 0.309	KMO = 0.802 P = 0.000	59%

Source: Primary Source

The factor analysis for principals is confirmed by a descriptive with no or higher correlation confirmed among some of the item multicollinearity as shown in Table 2. These items were excluded from the dataset, and factor analysis was applied to resolve this. From 18 items of the principals, 8 items were excluded that were confirmed with an acceptable level of correlation matrix and relatedness to each other in the range of 0.398 to 0.447 and a determinant with an acceptable limit of $0.07 > 0.001$. The KMO test confirmed $0.620 > 0.50$ with a p-value of 0.000, and the variance was explained at 70%. The second variable the determinant value

was confirmed within the acceptable level of $0.082 > 0.001$. The KMO results were confirmed as acceptable with a $0.670 > 0.50$ value and $p = 0.000$. The third variable, awareness of development rights, had 5 items with a correlation of $0.120 > 0.001$ and a KMO of $0.823 > 0.60 - 0.50$. The fourth variable, awareness of participation rights, had 05 items proved with a correlation among all items, with a minimum value of 0.172 and a maximum value of 0.529 for all 05 items. Therefore, it is not proved there, while the determinant value is statistically acceptable at $0.006 > 0.001$. The KMO was confirmed as significant and above the limit of $0.722 > 0.50-60$. Thus, the fifth variable based on factor analysis proved acceptable for the study to collect primary data from principals in the proposed six districts. Similarly tested for teachers and students the proposed research districts to confirm the suitability and conformity of the research tools.

Correlation Analysis

The Pearson correlation coefficient, or correlation coefficient, is used for analyzing correlations between variables that are significant in quantified forms. It is used to establish a line of best fit through a given data set of the two variables (Mahdavi & Babak, 2012).

Table 3: Correlation Matrix

Correlation Matrix for Principals						
		1	2	3	4	5
1. Awareness of Survival Rights	R	1	.358**	-.021	.191	.309**
	Sig		.001	.849	.075	.000
	N		88	88	88	88
2. Awareness of protection Rights	R		1	-.101	.261*	.221*
	Sig			.348	.014	.039
	N			88	88	88
3. Awareness of Development Rights	R			1	-.171	-.066
	Sig				.112	.539
	N				88	88
4. Awareness of Participation Rights	R				1	.493**
	Sig					.000
	N					88
5. Student Academic Performance	R					1
	Sig					.000
	N					88
Correlation Matrix for Teacher						
		1	2	3	4	5
1. Awareness of Survival Rights	R	1				
	Sig	1	.870**	-.164**	.314**	.315**
	N		.000	.000	.000	.000
2. Awareness of protection Rights	R		1	-.237**	.313**	.328**
	Sig			.000	.000	.000
	N			.795	.794	.794
3. Awareness of Development Rights	R			1	-.003	-.101**
	Sig				.940	.004
	N				.794	.794
4. Awareness of Participation Rights	R				1	.244**
	Sig					.000
	N					.794
5. Student Academic Performance	R					1
	Sig					.000
	N					.794
Correlation Matrix for Students						
		1	2	3	4	5
1. Awareness of Survival Rights	R	1				
	Sig	1	.401**	.401**	.472**	.467**
	N		.000	.000	.000	.000
2. Awareness of protection Rights	R		1	.92900**	.479**	.293**
	Sig			.000	.000	.000
	N			.880	.880	.880
3. Awareness of Development Rights	R			1	.479**	.293**
	Sig				.000	.000
	N				.880	.880
4. Awareness of Participation Rights	R				1	.425**
	Sig					.000
	N					.880
2. Student Academic Performance	R					1
	Sig					.000
	N					.880

Source: Primary Data

The first category of research samples examined for principals confirmed the correlation between awareness of survival rights and protection rights with a positive value of $r = 0.358$, confirming the link between them. The awareness of survival rights is associated with awareness of development rights with a value of $r = -0.021$ and $p = 0.849$, which is not

acceptable. The awareness of survival rights association with awareness of participation rights was confirmed as insignificant and unacceptable with a value of $r = 0.191$ and $p = 0.075$. The correlation between survival rights awareness and student academic performance was confirmed with $r=0.309^{**}$ and a significant value, $p=0.000$. Therefore, it confirms that awareness of survival rights is associated positively with student academic performance. The association between awareness of protection rights and awareness of development rights was confirmed with an insignificant r -value of 0.101 and a p -value of 0.348 . The awareness of protection rights with participation rights and awareness of protection rights with students' academic performance was confirmed with $r=0.261^*$, p -value 0.014 and $r = 0.221^*$, p -value 0.039 , respectively. The last portion confirms that awareness of protection rights values development rights and students' academic performance and contributes positively. Awareness of development rights is not associated with awareness of participation rights and student academic performance in both r values of $-.171$, $-.066$, and the insignificance value of p . The correlation between student academic performance and participation rights was confirmed with an r -value of 0.493^{**} . Therefore, it confirms that awareness of participation rights values students' academic performance in a proposed school from the principal's point of view. The second part of the above table r value between survival and development **rights has been statistically confirmed, with $r = -0.164^{**}$ and $p = 0.000$** with negative means, declining toward one another. The relationship between survival rights and participation rights was confirmed with r values of 0.314^{**} and p values of 0.000 , which were confirmed to be less than moderate and statistically significant. The awareness of survival rights' association with student academic performance was proved with an r -value of 0.315^{**} and a p -value of 0.000 . The correlation between student academic performance and participation rights was confirmed with an r -value $=0.244^{**}$ and a significant value of $p=0.000$. This proves that awareness of participation rights values student academic performance. The last part of the above table signifies similar results based on correlation matrix and the hypothesis results concluded as H_1 , H_2 : H_4 and H_5 : confirmed and H_4 : and does not confirm all three categories of the respondents.

Regression Analysis

Regression analysis is a statistical process-based estimation to examine the relationship between or among dependent or response variables or outcome variables and independent (David, 2009, pp.345–347; Dennis, 1982, pp.27-50).

Table 4: Regression Analysis

Regression Analysis F-Test for Principal				
	Coefficients	Standard Error	T-test	Sign for T-test
Constant	1.382	.579	2.388	.019
Awareness of Survival Rights	.667	.180	3.771	.000
Awareness of protection Rights	-.037	.093	-.392	.696
Awareness of Development Rights	.018	.058	.312	.756
Awareness of Participation Rights	.393	.083	4.740	.000
Dependent Variable: Student Academic Performance				
F-test	A	R	R-Square	
11.786	0.000	0.602	0.362	
Regression Analysis F-Test for Teacher				
Constant	2.130	.209	10.205	.000
Awareness of Survival Rights	-.028	.024	-1.196	.232
Awareness of protection Rights	.241	.091	2.642	.008
Awareness of Development Rights	.128	.086	1.491	.136
Awareness of Participation Rights	.134	.030	4.431	.000
Dependent Variable: Student Academic Performance				

F-test	Sig	R	R-Square	
30.391	0.000	0.365	0.134	
Regression Analysis F-Test for Students				
Constant	1.304	.160	8.143	.000
Awareness of Survival Rights	.438	.044	9.960	.000
Awareness of protection Rights	.371	.041	9.024	.000
Awareness of Development Rights	.050	.043	1.178	.239
Awareness of Participation Rights	.198	.028	7.101	.000
Dependent Variable: Student Academic Performance				
F-Test	Sig	R	R-Square	
109.888	0.000	0.523	0.273	

Source: Primary Data

A summary of the regression analysis of the sample category principals to investigate dependent-independent effects using beta unit change, t-test, F-test, and R-Square is shown in the above table. Regression confirms that the independent four variables are linked to student academic performance from the principals' side. The first variable, awareness of survival rights, was proved with positive values of Beta = 0.667, t-test = 3.771 > 2.00, and under the rule of thumb, p-value = 0.000, which is highly significant. As a result, these findings show that the exploratory variable "awareness of survival rights" has a positive linear regression with student academic performance. The second variable, awareness of protection rights, was proved with a negative beta value of -0.037 and an insignificant t-test = - 0.392 < 2 under the rule of thumb. As a result, this is not statistically significant and cannot be used as an acceptable basis between the explanatory variable awareness of protection rights and student academic performance. The third variable, awareness of development rights, was found insignificant, with a beta value of 0.018 and an insignificant t-test of - 0.312 < 2. These results rejected the regression effect of the explanatory variable "awareness of development rights" on student academic performance. The fourth variable, awareness of participation rights, with results of a Beta = 0.393, t-test = 4.740 > 2.00, under the rule of thumb, p-value = 0.000, is highly significant. The second significant and positive regression results confirmed awareness of participation rights towards student academic performance. So, these results confirmed the positive change toward awareness of the rights of participation in student academic performance. The result of the F-test = 11.786 > 4.0 confirms the acceptance of the research model, and the R-Square confirms a variation of 36.2% in the dependent variable of student academic performance. Based on results the hypothesis confirmed for the principals category as **H1**., **H4**: and **H5**: but **H2**: and **H3**: do not confirmed.

Similarly, the results of the regression confirmed hypothesis for **H2**, **H4**: and **H5** while **H1** and **H3** do not confirmed. The regression analysis performed for the student as the third important category proved the hypothesis with acceptance **H1**, **H2**, **H4** and **H5** confirmed but rejected **H3**.

DISCUSSION

The proposed study was conducted at secondary schools in the districts of Khyber Pakhtunkhwa, including Peshawar, Charsadda, Kohat, Abbottabad, Mansehra, and Lower Dir, where principals, teachers, and students were evaluated for child rights awareness in the form of survival rights, protection rights, developmental rights, and participation rights in academic performance. The study answered the research questions: a) there is awareness in schools regarding child rights; b) principals, teachers, and students' child rights awareness influence students' academic performance differently. c) The relationship proved between child rights and students' academic performance. d) The relationship proved between child rights awareness in the forms of development, participation, protection, and survival towards

children's academic performance is not as a whole but partial and different from principals, teachers, and students. By answering the research questions, which also fulfilled the research objectives and tested the all-research hypothesis, the study was completed with a contribution to the literature and a new research direction with possible implications.

Based on the statistical results it is confirmed that child rights awareness for survival, protection and participation rights influences the student's academic performance while development is not effectively found or active for the development of children at secondary level schools in KP's chosen region schools from both principals' and teachers' perspectives. However, the student's correlational analysis of the given research variable confirmed that children retain awareness of their rights to development, survival, participation, and protection, which influences their academic performance. While the principals and teachers are confirmed with three variables: child rights awareness for survival, protection, and participation, they also influence children's academic performance and confirm the presence of child rights awareness initiatives from the principals and teachers towards children in the six districts. The study confirmed that child rights awareness exists at the secondary schools in the six districts of KP. However, the responses towards students' various child rights awareness are different, as is the effect on student academic performance. Interestingly, students are also aware of their rights and child rights or child welfare-centric practices influence their academic performance. Therefore, the study highlights the gaps where an appropriate direction and approach are required to uplift child-centric practices and sustain child-oriented practices for the welfare of children in the best possible interests.

RECOMMENDATION

This study confirmed that child rights awareness and its role are imperative, and substantial child-centric policies promote values for children.

- A child rights awareness program that includes regular monitoring indicates that the child rights program requires effective monitoring procedures. The study confirmed that child rights awareness exists and that its influential role positively promotes students' academic performance. However, child rights programs are not up to the required levels and must be monitored for better consequences and results. One of the effective ways to align with the study's findings is to prove that child rights programs and initiatives require regular monitoring for enriched results and favorable child-centric outcomes to provide sustainable and effective directions in academic and non-academic domains. Child rights awareness programs are required with control monitoring and directions with regular contributions and implications in public and private schooling systems to assure their overall impacts. The study confirmed that children's rights roles are impeccable for fruitful outcomes, but in the same way, it is important to improve their influential roles in both the public and private sectors. Increasing privatization and private investment in secondary school levels signify the implementation, monitoring, and controlling roles to ensure child rights awareness is as important as in the public sector.
- Special learning, education, and training programs impact the workplace and off the job because they help employees, academic personnel, trainers, and learners understand their effectiveness and maintain child-centric practices. New practices, rules, regulations, academic modules, subjects of studies, and other important learning

approaches require learning and guidance approaches in compliance with child rights practices. For this purpose, it is highly valuable and important to follow child-rights-oriented practices that promote children's interests and value the children's academic and learning needs and contribute to their interests. For this reason, it is one central approach to improving knowledge, working caliber, and approaches towards children, ensuring support for children in the best possible ways. It is still important for teachers and principals to be responsible for teaching, guiding, and serving as mentors to children.

- The study found that children's rights and awareness of extra-curriculum activities are important for children's success. Practices that value extra-curriculum activities are important for children's growth and development, and these practices should be used. These activities are mainly for their academic and analytical abilities, physical development, social development or socialization with their friends and society, knowledge-sharing skills, and preparing an active, contributing individual for the future. The study confirmed that children's rights to their academic opportunities, development, and learning abilities are confirmed. But to ensure the children's effectiveness, their extra curriculum activities are as important as their rights to academic performance. Child rights programs that encourage children's learning and development persuade children's knowledge, their attachment to the academic circle, and their learning abilities. But at the same time, it is also important for the academic organisation to train the workforce, i.e., the academicians (principals and teachers), in child support.
- In the current study, the role of child-centric support did not prove directly to enrich academic performance and children's rights. Thus, it is an effective approach and confirmed by the researchers that child rights with effective supporting strategies improve the returns and results of children's academic attachment and effects. The presence of an effective child rights program with supportive approaches is productive and positive, bringing effective outcomes and promoting children's rights. The child rights roles of the district and provincial organizations are impeccable in terms of monitoring and advancing the role of support for children's welfare. These support the above point that ensures child-centric practices with supportive strategies that contribute to the child's growth and development.

Statement of Data Availability

The authors will make the raw data supporting the results of this paper available without restriction.

Acknowledgement

We appreciate the principals, teachers, and students who took part in the study.

REFERENCES

- Aoife, Daly. (2013). Demonstrating Positive Obligations: Children's Rights and Peaceful Protest in International Law. *George Washington International Law Review*, Vol. 45, No. 4,.
- Averi, C., Sudhanshu, H., Gustavo, A., & David, S. (2020). A cash plus program reduces youth exposure to physical violence in Zimbabwe. *World Development* 134, 105-137
- Amy, S. M., & Marit, S. (2020). Children's Capacities and Role in Matters of Great Significance for Them An Analysis of the Norwegian County Boards' Decision-making in Cases about Adoption from Care. *International journal of children's rights* 28, 632-665
- Amnesty, I. (2021, Jan 22). https://web.archive.org/web/20080921082323/http://www.amnestyusa.org/Our_Issues/Children/page.do?id=1011016&n1=3&n2=78. Retrieved from https://web.archive.org/web/20080921082323/http://www.amnestyusa.org/Our_Issues/Children/page.do?id=1011016&n1=3&n2=78
- Anju, D., Raman, P. D., Anita, C., V.K, T., & Rajesh, K. (2017). Pattern and profile of children using substances in India: Insights and recommendations. *The National Medical Journal of India* Vol. 30, NO. 4.
- Anna, F., & Anna, S. (2014). Children's knowledge about the Convention on the Rights of the Child An Empirical Study Investigating Sixth and Ninth Grade Pupils in Sweden. *Convention on the Rights of the Child, Convention on the Rights of the Child Article 42, Children's rights knowledge, Children's rights awareness among children.*
- Anne, B. M. (2012). The Palestinian Intifada, . *The International Encyclopedia of Peace* (Nigel Young ed., 2010), available at <http://faculty.nps.edu/ambaylou/home.htm> (last visited Oct. 17,).
- Bandalos, D. L. (2017). *Measurement Theory and Applications for the Social Sciences*. . New York: The Guilford Press.
- Babak Mahdavi-Damghani, Daniella Welch, Ciaran O'Malley, Stephen Knights (2012) The Misleading Value of Measured Correlation, *Wilmot*, Volume 2012, Issue 62
- Bengali Kaiser. (2016). History of Educational Policy Making and Planning in Pakistan. *Sustainable Development Policy Institute*.
- Convention on the Rights of the Child. (1989). ,Convention on the Rights of the Child. G.A. res. 44/25, annex, 44 U.N. GAOR Supp. (No. 49) at 167, U.N. Doc. entered into force Sept. 2 1990., A 44-49.
- Carlson, N., William, B., Donald, H. C., & Rod, S. (2009). *Psychology: The Science of Behaviour*. MyPsychLab (4th Edition) Hardcover)
- Christina, M., Kay, E., & Tisdall, M. (2020). Children and Young People's Participation Rights: Looking Backwards and Moving Forwards. *International Journal of children's rights* 58, 157-182.
- Christina, G. M. (2008). Negotiating Boundaries of Social Belonging: Second-Generation Mexican Youth and the Immigrant Rights Protests of 2006, 52. *Am. Behav. Science*, 533, 534.
- Chinwe, O. N., Prince, A., & Uzoma, O. (2020). Informal foster care practice in Anambra State, Nigeria and safety concerns. *Children and Youth Services Review* 112.

- D. Howard Wagner (2016), Child Wellbeing and Protection as a Regulatory System in the Neoliberal Age: Form of Aboriginal Agency and Resistance Engaged to Confront the Challenges for Aboriginal People and Community *Based Aboriginal Organization, Austrian Indigenous Law Review, 19 (1), 88-102.*
- Darja , M. Z., & Tatjana, D. (2018). Child Rights and Preventive Educational Activities in Public Elementary Schools in Response to Violence and Deviant Behaviour. *Ars & Humanitas 12(1):*, 124-138.
- Dylan, J. B., Alexander, T., & Michael, V. G. (2021). Adverse Childhood Experiences and School Readiness Among Preschool-Aged Children . *THE JOURNAL OF PEDIATRICS Volume 230* , 191-197.
- Elizabeth, A., Faulkner, & Conrad, N. (2020). The Decolonisation of Children's Rights and the Colonial Contours of the Convention on the Rights of the Child . *international journal of children's rights 28* , 66-88.
- Harry, S. (2018). Towards a New Improved Pedagogy of "Children's Rights and Responsibilities". *The International Journal of Children's Rights, Volume 26: Issue 4,* , 761–780,.
- Huus, K. M., Granlund, B. J., & Lyngnegar, F. (2015). Human rights of children with intellectual disabilities: comparing self-ratings and proxy ratings . *Child Care Health Dev. 2015 Nov;41(6):1010-7. doi: 10.1111/cch.12244. Epub Mar 24.*
- Judit, S., & Katre, L. (2020). Child participation in child welfare removals through the looking glass: Estonian children's and professionals' perspectives compared . *Children and Youth Services Review 118 105421* .
- Joan , D. E., & Ashley , T. S. (2017). What is "Discipline" in the Age of Children's Rights? . *international journal of children's rights 25* , 359-379.
- Kadesjo, J. B., Korkman, , L.-O., M, M., Strand , K. G., Trillingsgaard , L. A., Bredesen , A., & Gillberg , C. (2004). *the Swedish law Act on Copyright in Literary and Artistic Works (1960:729). Copying for own use is allowed.*
- Khan , H. A. (2016). Education in Pakistan: Fifty Years of Neglect. *The Pakistan Development Review.*
- Monica Ruiz- Casares PhD, McGill Univeristy & Csss De La Montagne Child Protection Knowledge, Attitudes, and Practices in Central and Western Liberia. Study Funded by USAID/ Displaced Children and Orphans Fund (DCOF) & Save the Children Page No. 94-95, September 2011
- Mona, P., & Tate, C. (2017). Human rights violations and Canadian mining companies: exploring access to justice in relation to children's rights. *The International Journal of Human Rights and Volume 21, - Issue 7.*
- Maria, H. (2017). Investing in children: The best way to prevent separation from parents and families . *Child Abuse & Neglect 70* , 402–405.
- Nessa, L., & Ton, L. (2020). What is Left in the "Too Hard Basket"? Developments and Challenges for the Rights of Children in Conflict with the Law . *international journal of children's rights 28*, 89-110.
- National Report Pakistan. (2014). Annual Status of Education Report. *Annual Status of Education Report.*

- Nolan, A. (2018). Children's Economic and Social Rights" in U. Kilkelly and T. Liefwaard (eds.), *International Law on the Rights of the Child* (Switzerland: Springer,) , 239.
- Penelope, W., & John, D. (2016). Child protection and welfare: cultures, policies, and practices. *European Journal of Social Work* Volume 19,- Issue 6.
- Rebekah , S. (2018). Personal growth hitchhiking on experiences: How participation in child rights organisations has contributed to my personal development . *European Journal of Education* 53, 278–280.
- Sangwon, K., & Yanghee, L. (2020). Role of self-esteem and family-level social capital in the pathway from victimization to aggression. *Child Abuse & Neglect* 107, 104-620.
- Schuster, K. R., & Suzanne , P. (2015). Strengthening youth participation in civic engagement: Applying the Convention on the Rights of the Child to social work practice . *Children and Youth Services Review* 57, 90–97 .
- Sheila , V. (2020). Article 5: The Role of Parents in the Proxy Informed Consent Process in Medical Research involving Children . *international journal of children's rights* 28 , 521-546.
- Stephanie, R. E. (2020). The Right to Information of (Un)Accompanied Refugee Children, Improving Refugee Children's Legal Position, Fundamental Rights' Implementation and Emotional Well-being in the Netherlands . *international journal of children's rights* 28 , 322-351.
- South African History Online. (2012, Nov 16). Retrieved from outh and the National Liberation Movement, available at: <http://www.sahistory.org.za/20th-century-south-africa/youth-and-national-liberation-struggle-1894-1994> (last visited May 17)
- Tal , J., Limor, R., & Orit, B. (2010). Development and initial validation of the Children Participation Questionnaire (CPQ) . *Disability and Rehabilitation* 32(20):, 1633-44,.
- The Editorial. (2020). The Field of Children's Rights: Taking Stock, Travelling Forward . *international journal of children's rights* 28 , 1-13.
- Thomas, W. (2016). Theorising Children's Rights and Child Welfare Paradigms. *The International Journal of Children's Rights* Volume 24: Issue 2.
- Unicef Office of Research., "Building the Future: Children and the Sustainable Development Goals in Rich Countries", *Innocenti Report Card 14* (unicef Office of Research – Innocenti, Florence, 2017).
- Vesna , A., Goran , K., Mira, K., Joško, S., & Ivana , B. (2017). Academic Achievement And Study Satisfaction: The Contribution Of High School Success And Personality. *373.3.091.279.7(497.5):[378:61] 378.011.3-052(497.5):159.942 Izvorni Znanstveni Rad*
- Primljeno*, 16. 2.

Web Source Reference:

Alliance for Children's Rights (2006),
<https://childrensrights.ie/childrens-rights-ireland/un-convention-rights-child>