

**INFLUENCE OF CHILDREN'S RIGHTS AWARENESS ON  
STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY  
SCHOOLS IN UGUNJA SUB-COUNTY, KENYA.**

**FELIX OKELLO ADALA**



**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT  
OF THE REQUIREMENT FOR THE AWARD OF MASTERS DEGREE  
IN EDUCATIONAL LEADERSHIP AND MANAGEMENT OF  
MOUNT KENYA UNIVERSITY.**

**NOVEMBER: 2024**

## DECLARATION AND APPROVAL

### DECLARATION

This project is my original work and has never been presented for any academic award in any institution.

FELIX OKELLO ADALA

MED/2021/83470

SIGN: FuF

DATE: 03/11/2024

### APPROVAL

This project is being submitted for examination with my approval as University Supervisor.

DR. SILAS CHEPKWONY

LECTURER: MOUNT KENYA UNIVERSITY

DEPARTMENT: ADMINISTRATION AND MANAGEMENT

SIGN: Bhuhuhuu

DATE: 03/11/2024

## **DEDICATION**

To my parents, all my sisters, my brother, and any other student who might be interested in conducting this type of research in the future, I would like to devote this dedication. Additionally, I want to thank everyone who helped me out financially, morally, and emotionally.



## **ACKNOWLEDGEMENT**

I want to express my gratitude to God for providing me with the information and skills necessary to learn and write. I will never forget to thank Dr Silas Chepkwony, my supervisor, for providing me with the proper guidance and oversight. I would also like to express my gratitude to all my instructors for their excellent work on my coursework. In addition, I am appreciative to all the organizations that allowed me to visit study sites and the participants who made it possible for me to easily obtain the data.



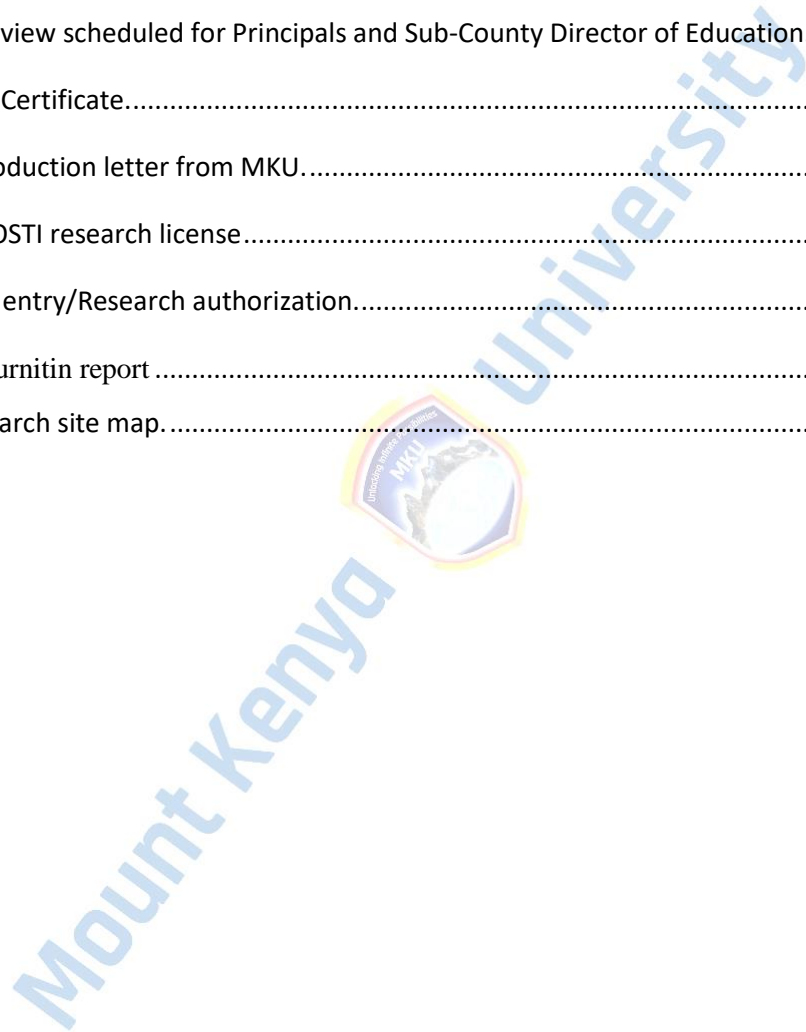
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## **LIST OF ABBREVIATIONS AND ACRONYMS**

**GCPEA**- Global Coalition to Protect Education from Attack.

**IASC**-Inter Agency Standing Committee.

**K.C.S.E** – Kenya Certification of Secondary Education.

**Q.A.S.O** – Quality Assurance Standard Officers.

**S.C.D.E**-Sub-County Director of Education.

**S.C.D.E**-Sub-County Director of Education.

**UN- United Nations UNCR**- United Nation Convention on the right of the child.

**UNCR**- United Nation Convention on the right of the child.

**UNICEF**- United Nation Children Fund.

**U.S**-United States.



## **ABSTRACT**

There are many authors who have insisted on the need to increase the level of awareness of children's rights in the teaching and learning process. Particular stress is made on defining the correlation between educational context and students' rights awareness. The issue of concern in this research originates from the research question resulting from poor academic performance and continued infringement of student rights in public secondary schools in Ugunja Sub-County. The rationale of the research was to identify whether student in Ugunja Sub-county, Siaya County, were in any way conversant with their rights and if in case they were, how this influenced their academic performance. The objectives of the research were to ascertain the most

violated children's right and its impact on their academic performance, to assess the level of children's rights knowledge among students and its impact on academic results and to understand how children's rights awareness could be improved with a focus to better academic performance. The target population of the study included Ugunja Sub-County Director of Education, 25 school principals, 393 teachers, and 15,502 students attending secondary schools within the Sub-County. Limitations of the study included some respondents' reluctance to share information due to fear of job loss and the busy schedules of others. The problem considered in this research is based on the current low academic achievements of students, which is suspected to be as a result of continued abuse of children's rights in public secondary schools of Ugunja Sub-County. Gaps in this study included the fact that previously related studies failed to address how corporal punishment, bullying, racial discrimination and awareness of children's right impacted academic performance. The research used Mathew Kramer's Best Interest theory of a child. Descriptive survey design was used to provide relevant, accurate and detailed information. Slovin's formula was used to obtain a sample size of 360. Questionnaires and interviews were the research instruments. Data analysis technique involved use of graphs, pie chart, tables and thematic analysis. On ways that could be used to enhance child right awareness for better academic performance, teachers strongly agreed on use of documentaries on child right issues and partnership with NGO's at 80% and 97% respectively. Up to 36% of teachers strongly supported the use of legal documents while only 16% strongly disagreed. Most teachers, about 70% disagreed with regular featuring stories as a way of promoting child right awareness. 56% of the Principals suggested that it was important for schools to be playing some relevant video clips that are in line with child rights at least once every term in order to boost child right awareness. According to the SCDE, in order to raise awareness of children's rights and improve academic performance at the Ugunja Sub-County Public Secondary Schools that were the subject of the study, teachers were to encourage students to create as many posters as they could and display them across the school grounds.

# CHAPTER ONE

## 1.0 Introduction

Background to the study, statement of the problem, purpose, objectives, significance, research questions, limitations, scope of the study, operational definitions of terminology and the research assumptions are discussed in this chapter.

## 1.1 Background to the Study

One of the cornerstones of the global vision is education. It promotes critical thinking, boosts creativity, promotes communication skills, and enhances civilization. Spinger, M. (2019), Learning in education can only be effective among the students when they are safe and well protected in school. Students whose rights are protected can as well perform better academically unlike those whose rights are violated in any way.

Globally, schools are places of learning where learners develop emotionally, socially and cognitively. Learners spend most of their time there and that is why schools should be safe. 9,000 teachers and students were injured in over 5,000 verified attacks on education between 2020 and 2021, according to the Global Coalition to Protect Education from Attack (GCPEA, 2022). This affected teachers job performance that in-turn lowered the academic performance among students.

The fight for human rights started with Cyrus the Great in 539BC (Hopgood, 2018). This idea then spread to India, Greece and Rome (Hopgood, 2018). Subsequently, in 1215, King John of England breached several ancient laws, prompting his subjects to compel him to sign the Magna Carta, which included provisions for human rights (Elizabeth Gibson, 2016). The Polish Government proposed that drafted constitution on the rights was done in 1791 and amended in 1792 by the United General Assembly (Quennerstedt, Robinson & I'Anson, 2018). The agreement was accepted by the UN General Assembly on November 20, 1948,

and the Declaration of the Rights of the Child was born (Smith, 2022). In September 1990, it came into force and several countries were involved, this is after realising the deterioration of academic performance in many parts of the world. This convention expected partisan states to adhere to the international laws that protect the best interest of every child. Signatory governments were bound under the UN Convention to give a child legal representation in any court dispute regarding their custody (Veerman, 2021).

Recently in Pakistan the studies on society for protection of the children rights confirmed that child rights are violated from early learning institutions to secondary school level of studies. This affected academic performance of students from early stages of education. (Fottrell, 2021). According to Tarar, Khan Rana and Abbas (2021) in their comparative study of the constitution of India and Pakistan, they found that child rights are violated. Pirzado (2019) pointed that children's rights violation take many forms such as corporal punishment, exposure to illegal levies, denial of learning materials, sexual harassment by teachers and fellow students among other forms which are as well barriers to good academic performance.

In Africa, a meeting on the rights of a child was organized on 27<sup>th</sup> May to 1<sup>st</sup> June 1992 in Cape Town, South Africa (Rachel Murrey 2004). The reason for the gathering was to establish the needs or demands, problems and aspiration from different regions in the African continent. Consequently, the speakers in the convention of the children rights agreed that there are serious violations of rights at schools, home, in community and at the streets (Abebe, 2019). This raised concerns about children that stay in areas with rampant cases of crime, poverty and violence. Sexual exploitation, abuse, corporal punishment, racial discrimination, denial of school facilities remained the most common among others. The mentioned cases were among those that were stipulated to hinder educational performance in the region.

Togo continues to fall short in protecting children's rights, according to Komla Emmanuel and Lawson Koffi's review of international laws and regulations on child trafficking. There are still cases of children's rights breaches in schools, which have a detrimental effect on academic achievement, even though the government is working to strengthen child protection legislation and combat child trafficking (Komla & Koffi, 2022).

The Malawian Human Rights Commission implemented policies and developed innovative legal remedies to address and reduce the abuses of children's rights in schools and to provide safer environments that encourage better academic achievement. However, the government did not successfully eradicate the violations in various sectors and institutions (Gondwe, 2019).

In Nigeria, the Organization for World Peace reported in 2018 that children in the country experience rape, are mutilated, starved, deprived of education, neglected, and subjected to child labor (Oraka, 2018). Despite the championing for the children's rights by various organizations such as Organization for World Peace, the violation of children's right is rapid and wingspread across all the states in Nigeria hence leading to a continuous poor academic performance among students.

The children rights violations observed globally and continentally are no different from the Kenya context and situation. Chapter 4 of the Kenyan Constitution, which includes the Bill of Rights, extensively outlines individual rights, although ongoing violations negatively affect academic performance (Constitution of Kenya, 2010). The Children's Act, Cap 586, outlines children's rights and highlights how they should be protected in all spheres of life. Vandenhole, Türkelli, and Lembrechts (2019) noted that the Act consolidates all laws safeguarding children, based on the African Charter and the CRC. UNICEF-Kenya (2022) reported that thousands of Kenyan children are subjected to sexual exploitation, violence,

abuse, harmful behaviors, and a lack of parental care. Children are also at greater risk during and after natural disasters like floods, droughts, wars, and diseases, as well as new dangers like cyber bullying and exploitation, which all lead to school dropouts and impair academic achievement.

Machado and Bilo (2018), as well as Sulasmi and Akrim (2019), documented that children's awareness of their rights is linked to academic performance in public secondary schools. Scholars have cited that corporal punishment, bullying, harassment, denial access to school learning resources, denial of freedom of speech, denial of right to play, racial discrimination, degrading treatment or punishment among learners are deep rooted in the learning institutions in Kenya (Alampay et al., 2022). According to UNICEF-Kenya (2022), thousands of Kenyan children suffer from harmful behaviors, violence, abuse, sexual exploitation, and a lack of parental attention. Along with new threats like cyber bullying and exploitation, children are also more vulnerable during and after natural disasters like floods, droughts, conflicts, and epidemics, all of which increase the likelihood of school dropouts and worse academic attainment.

In Siaya County, A number of Public Secondary Schools have been on spot over violation of student rights which is linked to low academic performance in some Sub-Counties. A recent case reported by Citizen Television, Ebru Television and Star News Paper on 31st July 2022 about some students in a specific Boys' High School in Ugunja sub-county who were denied school meals and not allowed to attend classes for four days because they had not paid school fees. On the same month, a male teacher in a school within the same locality was found guilty in Ukwala Law Court of impregnating a sixteen years old form two girl.

It was purposeful for this study to be done to fill the gaps on whether students were aware of their rights in schools, what could be the most common rights violated in schools and how

students' rights awareness would influence the academic performance in Public Secondary Schools in Ugunja Sub-County.

## **1.2 Statement of the Problem**

Children are vital part of the society.(Third, Livingstone & Lansdown, 2019). Kenya participated in the United Nations Convention on rights of a child in 1960. Since then, the government has played a role in making legislations that safeguard a child in all settings.(Kaviti, 2018). The violence against children survey in Kenya (2019) found that 46 percent of school girls and 52 percent of boys had faced atleast one type of violence that is physical, emotional or sexual. In Siaya, the overview protection statistics released by the County Government in 2018/2019 revealed that there were cases on gross violation of children's rights in the county (Odhiambo, 2019). The Children's Affairs Coordinator, Jenim According to Konyango, there have been 286 documented cases of neglect, 12 of defilement, 26 of child labor, and 35 of emotional abuse; the remaining cases have been abduction, child truancy, and abandonment (Kiprop Geophrey, 2018). The statistics in Siaya County cuts across all the Sub-Counties such as Ugunja Sub-County. In Ugunja Sub-County, A number of Public Secondary Schools have been on spot over violation of student rights even with the efforts that the Kenyan government put in creating awareness through campaigns against child right violation. A recent case reported by Citizen Television, Ebru Television and Star News Paper on 31st July 2022 about some students in a specific Boys' High School in Ugunja sub-county who were denied school meals and not allowed to attend classes for four days because they had not paid school fees. This led to students missing lessons hence could make them not perform well in exams. On the same month, a male teacher in a school within the same locality was found guilty in Ukwala Law Court of impregnating a sixteen years old form two girl. This being another form of violation of student rights that contributes to school

drop-out and poor academic performance among girls. Thereafter, a number of parents in the same area demonstrated over mass corporal punishment that led to injuries in some secondary schools in the area. They claimed that this was the reason behind truancy that was common in their underperforming schools. There was concern that if the aforementioned cases were taken for granted, they would become more frequent because they might be merely a few instances of numerous other cases in the sub-county, which would contribute to the prevalent issue of secondary school students in Ugunja Sub-County performing poorly academically as a result of the consequences of the violation of children's rights.

This study's specific objectives were to close knowledge gaps about students' rights in schools, identify the rights that are most frequently violated, and look at how rights awareness affects academic performance in Ugunja Sub-County's public secondary schools.

### **1.3. Purpose of the Study**

The aim of this study was to investigate the influence of children's rights awareness in public secondary schools on academic performance in Ugunja Sub-County.

### **1.4 Objectives of the Study**

- i. To establish the most violated children's rights and their influence on academic performance in Public Secondary Schools in Ugunja Sub-County.
- ii. To examine the level of awareness of children rights and its influence on the academic performance in Ugunja Sub-County.
- iii. To establish ways that can enhance children rights awareness and its influence on academic performance in Ugunja Sub-County.

### **1.5 Research Questions or hypotheses**

- i. What are the most violated children rights and how do they influence academic performance in Ugunja Sub-County Public Secondary Schools?

- ii. What is the level of rights awareness among children and its influence on the academic performance in Ugunja Sub-County?
- iii. What are the ways that can enhance children rights awareness and its influence on academic performance?

### **1.6 Significance/Rationale/Justification of the Study**

In controlling the children's rights in schools, the study provided the background information that was useful to the Ministry of education. In other words, it encouraged the steps taken by the government and schools to guarantee that secondary students are aware of their rights and sought to establish the influence of children's rights awareness in Ugunja Sub-County. Along with the aforementioned, the study increased the teachers' awareness of children's rights. The study could also influence the Teachers Service Commission to revise the teachers' code of conduct act that address some of violated children rights. Findings of this study could as well contribute on future related researches that will be done with other scholars in view of Teachers, Students, Ministry of Education, Teachers Service Commission and Policy makers.

Additionally, this study examined the level of children's rights awareness in Ugunja Sub-County's public secondary schools and how it affected their academic achievement. The study also assumed that every child had at least one instance of their rights being infringed. Above all, the study's conclusions may be applied to raise students' understanding of their rights and potentially lower instances of violations, which would enhance academic achievement in the Ugunja Sub-County.

### **1.7 Scope of the Study.**

Even though there may be violations of children's rights in other private schools within Ugunja Sub-County, this study was carried out using a descriptive survey design in public secondary schools. The research could not cover views of all students, teachers and all other

respondents due to time and resources available as the only sampled schools and respondents were studied. The study was done between the years 2021-2024 in Ugunja Sub-County which covers 201.0 km squared in Western Kenya, Siaya County.

### **1.8 Study Limitations**

- i. Some respondents were reluctant to share sensitive information on children rights awareness and violations in their school for fear of consequences including a risk of losing their jobs.
- ii. Respondents' busy work schedule. This intensity of the daily routine hindered respondents from completing and returning surveys promptly.

### **1.9 Assumptions of the study**

- i All methodologies and instruments that were used enabled researcher to acquire the information needed.
- ii. That sufficient time was available for gathering and analyzing data.
- iii. Answers to both interviews and surveys were honest from the study participants.

### 1.10 Operational Definition of Key Terms

**Anticipate** – This entails making predictions about what might occur in a specific way in the teaching and learning setting.

**Behaviour** – Way in which various educational actors (students, teachers, administrators) engage, acts or conducts themselves in the teaching and learning environment

**Children Act** - a document that records a fact that had been said and agreed concerning Children's right in Kenya, in reference to the teaching and learning environment.

**Children rights** – These are human rights, with particular emphasis on the rights to extra care and protection that are justified in secondary school teaching and learning environments.

**Children rights Awareness** – Is an art of being well informed on the rights of children in the learning and teaching environment.

**Dynamic**– It is a force which influence change within a process especially in the secondary schools.

**Performance** – It is a score that a learner achieves at the end of academic program normally four year-period of secondary education in Kenya.

**Violation** – This entails failing to abide with certain laws, regulations, and legislation pertaining to children's rights in Ugunja Sub-County's educational institutions.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter discusses the views of various scholars on the most violated rights of children in public secondary schools, the level of awareness of children's rights in public secondary schools, and tactics or ways to raise awareness of children's rights in public secondary schools. Each paragraph discusses a gap in the literature. Theoretical, conceptual framework and a recap of reviewed literature are included.

#### **2.1. Empirical Reviewed Literature.**

The literature was discussed in line with the research objectives.

##### **2.1.1 .Most violated children's rights in public secondary schools.**

Globally, various governments have taken a major role in promoting children's rights but despite the measures put, there seems to be no or less change as serious cases of child right violation are reported worldwide (Lundy & Sainz, 2018). It is assumed that in order for children to do well in school, they must be disciplined and obedient. This is correct yes but to which extent? It has come to my knowledge that many children are forced to work, are denied enough play time; children have no voice, and are sexually harassed and bullied. Some children complain of racial discrimination and even mass corporal punishments by teachers. According to a report by the Kids Right Index (2024), there has been a 21% rise in major violations of children's rights globally. However, the study did not identify strategies for safeguarding children's rights in their social settings, such schools.

According to Rodríguez-Gómez and Russell in their assessment of structural violence in schools in New York City, they found much work was still yet to be done. The number of children dropping out was increasing and children who were being sexually abused were at threat of getting Aids. Rodríguez-Gómez and Russell (2022), recommended that there should

be specific centres where children are held to protect them from being abused by adults. He further claimed that corporal punishment was becoming so serious in schools and several children had committed suicide due to such punishments. Rodríguez-Gómez and Russell's observation and recommendation were so right though they did not suggest an alternative option for corporal punishment and its influence on academic performance. (Harry Furguson, 2019).

Child rights in school can be violated in many different ways; according to Van Bavel (2022), female genital mutilation becomes another form of child abuse witnessed in Northern Kenya. It is a common practice in Samburu, Turkana, and among Maasai communities. Such cultural practices are so involving that girls get challenged in attending school sessions and therefore it is obvious that their results in their national exams cannot be impressive as some also drop out of school. The cultural practices violated the rights of students and lead to poor academic performance. However, there is limited research conducted to test these findings in Ugunja Sub-County in Siaya County to generalize various countries in Kenya.

In a study to identify solutions to address bullying in secondary schools in Palermo, Italy, Costantino et al. (2019) discovered that bullying has long-term effects, including a sense of weakness and difficulty trusting people. Students who are bullied may not concentrate in class. Children who are bullied tend to dislike school. They at times become a bully to other children. Some of these children experience long psychological effects that make them so unfit to grasp necessary concepts in schools. This study did not, however, investigate how bullying affects secondary school pupils' academic achievement.

Absenteeism and indiscipline only are just enough to affect a student's performance to the worst. Teachers find it challenging to teach in disciplined students (Adler-Greene, 2019). School performance of students whose rights are violated and those that are well treated

differs significantly (Adler-Greene, 2019). The result was that even though both groups recorded lower on overall school performance, teachers compared both abused and neglected as more chaotic. Teachers added that such students were of self-esteem and they were bullies to other students. Such like students never concentrate in class and they also appear weak during playtime. Their academic performance was never impressive. This study was done in Europe and there was a need for such to be done in Kenya especially in Ugunja Sub-County.

Nakkazi Ayisha found that reading deficiencies were the main cause of child abuse in Uganda in her 2013 research investigating rights for children and academic performance in Ugandan schools in Kampala. Lower grades from 85 students who took the following test attested to this; several students claimed that child maltreatment had a psychological influence on them and had a detrimental effect on their academic performance. Since this study was conducted in Ugandan primary schools, it is justified to be conducted in Kenyan secondary schools, particularly in Ugunja Sub-County. Crosson (2008) reaffirmed that child rights abuse affects the child's behaviour. He claimed that children whose rights were abused looked weak and afraid. They believed that violence was the solution to mistakes.

Racial prejudice was common in Australian secondary schools, according to a cross-sectional survey of pupils (Amanuel Elias, 2021). It is illegal to discriminate against someone based on their race, ethnicity, national origin, color, descent, or immigration status, according to the 1975 Australian Parliament's Racial Discrimination Act. In addition, Priest et al., (2020) observed that the effects of such racial discrimination were far-reaching and affected the social, emotional, psychological, and educational life of the learners hence leading to low academic performance. The effect of such racial prejudice on students' academic performance and success, however, was not examined in this study.

Owusu, Dramanu, and Amponsah (2021) reported that maltreated children scored significantly below the expectation in both math and reading. Additional findings showed that they had a higher chance of dropping out of school and repeating grades. Compared to other well-cared-for students, they did exhibit a great deal of discipline. Only the impact of abuse on performance in particular areas was examined in the study; total academic achievement in all subjects was not.

The African government has taken action to safeguard the rights of secondary school pupils, according to a study conducted by the Human Rights Watch Organization in Africa (Human Rights Watch Org., 2021). However, there still exist potential violations across the Africa that thwart better academic performance. To allow all students to attend schools, for example, countries like South Africa, Tanzania, Seychelles, Mozambique, Zimbabwe, Sierra Leon, Uganda, and Sao Tome e Principe have implemented non-discriminatory and restrictive rules (William J. Davey, 2022).

Lessard, Lawrence, and Puhl (2021) explained that many children who suffered physical violence experience feared and got it difficult to well associate with others. Deformities and disabilities could be among the physical violence result. He recommended that teachers should be very observant to avoid such physical assaults on the student because it can promote slow development and can as well lead to wounds that do not easily heal. The impact of such physical aggression on academic achievement was not determined by the study.

Additionally, school-age children are entitled to play. Some educators use game time as additional time to give students homework. Play is clearly a child's right and not a privilege, as stated in Article 31 of the United Nations Convention (1989). Many years back, Paulo Freire (1970) explained the banking approach to education where he claimed that “we deposit

knowledge in brains like money in banks" is a shallow thinking on teaching that does not apply to young children who learn by interacting and doing. He claimed that play is important in itself and can also provide opportunities to develop an understanding of academic knowledge. Play in schools is at times granted to dominant groups while non-dominant is denied the right to play. This is because parents and children are blamed for opportunity grapes Delpits research review (2012). Playing is healthy for all students. It makes them active all the time and promotes their physical and psychological development.

Furthermore, freedom of expression is also among the most fundamental rights of a child. On topics pertaining to academic achievement and children's rights, students can petition school administrators, organize clubs, write articles, and give speeches. Students in secondary public schools are entitled to free speech. A student can express his/her opinion orally and in writing. *Tinker v. Des Moines* (1969), Freedom of expression is the only way a student can communicate his mind which should also be considered in case of decision making. The freedom should be used to address issues affecting educational performance in places like Ugunja Sub-County.

Children's rights activist Allan Levy (2004) revealed and suggested changes to the legislation to protect vulnerable young stars. Allan called for a ban on smoking or hitting children. He believed that the law was the best tool to use against child right violation. He felt anger whenever he heard of a mistreated child and claimed that it is a collective responsibility to look after a child. This was a wide idea since some of the discussions of the 1989 United Nations conversation on child protection were included in constitutions across the globe. Research done by the international labour organization (2012) on child rights labour indicated that most labourers start working at a very young age and they work long hours with less pay and they as well fail to go to school. These researches were done in other countries far from

Kenya. They pushed for reforms properly ensure the safeguarding of rights for children, but they did not discuss how to advance those rights.

More than half of students whose rights were violated faced challenges at school, such as disciplinary issues and low attendance, which had an impact on their academic performance, according to Dune's (2007) study conducted at educational institutions across Ghana and Botswana. According to Herman (2012) in a study on trauma and recovery; the results of child right violation were likely to be early pregnancy, anger, and drug use. All destroyed the lives of children while still in school leading to dropouts and bad academic results. Dune (2007) did not suggest the remedy to child right violation.

### **2.1.2. Level of Child Right Awareness in Public Secondary Schools**

A review of visiting home programs for abused children in Korea, Wasik (2011) found that nearly two-thirds of parents were using physical punishment. A number of children proved that they were hit even though 78% of the children argued that the kind of treatment was just normal and fair among them. The same study was done by Finkelman (2010) on child abuse in New York but he noticed that many students were not aware that their rights were being violated. Despite being conducted in Asia and Europe, these studies did not support the idea that such infractions have an impact on academic achievement. In a research on the consequences of abuse in British schools, Ward (2013) found that children who experience abuse typically have poor academic performance.

Article 42 of the UN Convention mandated in April 2018 that state parties promote the convention's contents and ideals. Campbell Carol in her study to explore, Educational Equity in Canada' found that there was a serious lack of child rights awareness among Canadian children and youths but it did not recommend sources of child right awareness and how to make good use of them (Campbell, 2021). Many of the barriers children and youths face in

their lives regarding their rights was that they were taken as kids who had to be guided. It was seen as important to allow kids to share their minds and raise their voices in decisions that directly affect them especially in matters of academic performance. Campbell in this study did not relate the influence of such awareness to academic performance.

In a study investigating parental incomes, children's rights, and academic performance in Nigeria, Aboderin and Govender (2023) discovered that students' achievement in the classroom was influenced by their awareness of their rights. They came to the conclusion that kids whose rights were infringed upon in the classroom had low academic achievement and fared badly on exams. Furthermore, this study discovered that kids who experienced violations of their rights at school exhibited behaviors and inclinations related to absence. The degree of teachers' understanding of students' rights in the classroom was not highlighted by Aboderin and Govender (2023).

A survey was done on educators in the four western Canadian provinces to determine their knowledge of rights in educational issues. Difference in responses was met from administrators and teachers (Kutsyuruba, Godden & Bosica, 2019). This was based on interest demonstrated in Canada by passing the Bill of Rights in 1960. Teachers showed a positive response in their awareness of the rights of students. They adhered to the belief that educators should foster an awareness of the rights of students to promote the academic performance (Kutsyuruba, Godden & Bosica, 2019). The study was well done but it failed to explore the response of administrators. This was a good move of increased sensitivity towards the rights of students, teachers, and parents.

Research on teachers' and school administrators' knowledge of the child protection policy was conducted by Alden Rabira and Sheena Mae in 2020. The purpose of this research was to determine school heads' knowledge of the child protection policy and its impact on children'

performance in school. Although it was unclear if they also contributed to the protection of students' rights, this study showed that they were fully aware of their obligations with regard to child protection. How the child protection strategy will be embraced by kids, educators, and school administrators worldwide was not demonstrated in the study.

Saudi Arabia for many years has been a country with rampant cases of child rights violations. Safar, Saleem Mohammed, and Awad Isamghan (2018) played a role to investigate knowledge and attitude regarding child abuse. It was discovered that the most prevalent types of child abuse that led to subpar academic achievement in schools were physical abuse and neglect. The impact of other types of child rights breaches was not examined in the study. Actions were encouraged because fewer people were aware of child abuse and neglect. In relation to that, reports of such cases were commonly made because it could bring changes in the near future.

Human rights violations across the globe demonstrate that only those who are conscious of their freedom, rights, and responsibilities can implement the provisions and reduce national and international concentration (Karagozagli, 2017). According to Kayhan and Yildirim (2014), democracy and human rights are only made possible by the rule of law and citizens who have embraced plurality via education in general and in schools specifically. It is the responsibility of teachers and administrators at schools to ensure that the public is aware of children's rights in order to enhance academic achievement. There is no base whether only teachers and administrators only can manage to provide an effective campaign globally.

A national plan of action on business and rights for children was adopted by the Council of Ministers in Spain's 2018 report. The government was committed to promoting awareness campaigns based on bullying in schools despite the fact that there were many other child rights violated in school by both children and teachers. Most children in school were not

aware of such rights violations. Olga Khazova (2018). Mr. Khazova also expressed his concern about the present practice of genital mutilation and wanted it to be prevented in order to reduce the number of students who withdrew from educational institutions and experienced poor academic performance.

In Nigeria, Lawan, Jacob, Gregory, and Lawan conducted a study on the Administration of public educational institutions; they found that students had a very low level of awareness of their rights. Those with knowledge lacked sufficient content on their Bill of rights act (Lawan, Jacob, Gregory & Lawan, 2020). Warria's 2019 study on marriages for children, safeguarding children, and sustainable growth of Kenya found that few youngsters in the country were aware of their rights. Both researches done in the two countries never provided a stem on how low level of child right awareness influenced their academic performance.

The community is made up of families from different socio-economic backgrounds. Barasa, Wamue-Ngare, and Wanjama (2021) confirmed that children from wealthy households were better aware of their rights than those from less affluent families in a case study of elementary schools within Kasarani District, Nairobi Region. This may be because most of the rich families are academically enlightened and therefore, they tend to educate their children on their rights at an early stage. At the same time, children from stable backgrounds have television and exposure to the internet where they get to know their rights from. The environment where every child grows is important. It varies in social, political, cultural, and geographical factors, therefore, enabling it hard to ensure equality among all children. This has got an effect on children in school and out of school. Environment influences the right awareness in different ways (Goodale and Merry 2007). Students that grow up in the streets have fewer chances of being aware of their rights compared to students who grow up in a civilized environment. In the streets, there is nobody to guide them and no direct source of human rights. In this regard, the above studies revealed that students who knew their rights

performed better academically than those who were not aware. The study (Wamue-Ngare, and Wanjama (2021) was done in Primary school in Nairobi County and a study of that nature has never been done in Siaya County, Ugunja Sub-County.

Previous studies have found minimal gender differences in children's rights awareness, knowledge, and perceptions of respect. Although age does affect children's respect for adults, it has little bearing on youngsters aged 10 to 12's comprehension of their rights. As they get older, children lose their sense of respect (Rees & Main 2015). Many students who are aware of their rights do better academically, and Norway is one of the nations with the highest levels of child rights awareness (Rees & Main 2015). The results of the study indicate that children's awareness of their rights is influenced by their family background, school, and the larger community (Kerr, 2010).

Children's awareness of individual rights determines the standard degree of their rights. According to research on school factors impacting the incorporation of human rights conducted by John Njoroge Nduta of the University of Nairobi (2015), all teachers and students were well-informed about their rights. He asserted that children's academic performance and right consciousness are greatly impacted. The Kiambu Sub-County in Kenya was the site of one study, while the Ugunja Sub-County was the site of the other. In his study of higher education students' understanding of human rights, Madani (2019) asserted that awareness of human rights dimensions varies significantly among students depending on their age and place of residence. Higher education students of age 22-26 have more awareness of their student rights than those of age 18-22.

### **2.1.3. Ways of enhancing children rights awareness in public secondary schools.**

Violence against children's rights can happen in any environment. Some take place within school while other child abuse practices happen at home. It is the duty of parents and society

at large to uphold children's rights and guarantee them best possible protection. At school, it is teachers whom the parents trust with their children. Teachers should ensure that the children are safe within the school premises. It has been acknowledged by academics that teachers are responsible for protecting students' rights in the classroom (Correia et al., 2019). For their own benefit, this is one of the reasons why the school administration has established some regulations that pupils must abide by. Teachers' duties should be viewed as encompassing more than just teaching students; they also monitor adherence to the rules established to safeguard children and ensure the efficient operation of the school. The aforementioned study's findings had nothing to do with academic success.

Briggs Freda (2020) in his text, "Child Protection: A Guide for Teachers and Child Care Professionals" demonstrated the importance of teachers in dealing with child abuse and neglect (Briggs 2020). He claimed that teachers are well informed and therefore have a better know-how of child abuse. Teachers in this connection get to understand easily the issue of child abuse and get ways of approaching it. Children who encounter child abuse at home do not perform well in class and also experience some psychological problems. Correia et al. (2019) opined that early teacher education programs have a role for proper teachers for decision-making on issues affecting children such as neglect and child abuse. She suggested that teachers can get more skills through interacting with others globally on social media and face-to-face interaction. There is a clear discrepancy in this case because the prior study was carried out in England, whereas the present study was carried out in Kenya's Ugunja Sub-County.

In their study, Uche Mwachu and Ebu Mwachy examined secondary school students' understanding of the fundamental provisions of the Child Right Act in Nigeria. The students made it apparent that most of their parents were instrumental in teaching them these provisions (Uche & Ebu, 2020). This was encouraging of such parents. It meant that when

providing lessons on student rights awareness, parents should also be included so that they can gather advanced knowledge on the rights of their children. The responsibilities that instructors played in advocating for students' rights and their impact on academic achievement were not covered in the study.

Pattiwael (2019) investigated teachers' knowledge of kid's rights in an effort to reduce child abuse among the homeless. Finding out how educators can report and prevent child abuse among homeless children was the main goal of the study. As a result, teachers are seen as both parents and guardians of their children, with the responsibility of educating, guiding, and shielding them from all forms of abuse. Child rights awareness among primary school teachers was done by Rodriguez, Monreal, and Howard (2020). It was done in the concerned schools; it was found that teachers played a parental role in the children. Teachers were aware of quite many children rights in school. They ensured the administration and protection of the children within the school context. This study was conducted in high schools in the Ugunja Sub-County of Kenya, whereas the one stated before was conducted in primary schools.

Putnam (2006) claimed that violation of a child's right could affect his performance in school in many ways including increased absence and school dropout. Many children who dropped out of school had such cases of child abuse. It was not clear in the study whether the children right violation was the only factor that affected academic performance. Child right could either be abused at school or any other environment therefore the public had to be ready to help in the protection and promotion of our children to have positive results in future studies.

Teachers training in child abuse and neglect research have been so limited in the past years. The United Kingdom came up with in-service training in child protection (Sancar, Atal & Deryakulu, 2021). This training was pushed to cover many schools within the shortest time possible and to promote academic performance in those schools. Such in-service training was

meant to remind teachers of their professional guidelines that they might have forgotten and to give them updates on some new things in the service.

In June 2020, Shallima Bynea researched teachers' awareness responsiveness to the child protection policy. The study looked at the level of teachers' awareness relating to child protection policy and the standard of its implementation in schools' capacity. It failed to explain how the policy would be supervised in schools. The findings showed that there are strategies to improve educational performance in schools by defending and advancing students' rights. The Department of Education has zero tolerance for child rights violence cases and teachers have a parental role on the protection and promotion of child right.

Teachers who receive training on child abuse and neglect are more equipped to understand children's rights and how to safeguard them for improved academic achievement (Burroughs et al., 2019). This study failed to ascertain strategies put to ensure that trained teachers apply their training in their professional field. This is so important to all teachers. The school administration should also ensure that certain circulars are made to advise all teachers to have such training on the rights of a child to bring some changes in the societies that they come from and improve the academic performance of individual students.

Sims and Fletcher-Wood (2021) recommend teachers use several relevant literatures to gain knowledge that would help in developing an approach to teaching students about child protection in school and other relevant environments. She also advocates for research that would explore students' responses to enable the use of findings in solving the problem of child abuse and violation of student rights. She was committed to the safety of the students and she believed that informed teachers can bring a change. In responding to child neglect in schools, Briggs (2020) said that neglect is one of the reasons for protecting a child. Sharley in her view sees the schools in a better position to detect child neglect and to take possible

remedies. In her studies, she comments on little knowledge about ways that staffs in schools respond to child neglect and basic ways that the schools use to support the families that these students came from.

Some students experience challenges when their parent's divorce. Their rights are not well taken care of. Studies indicate that 75% of the students who experience parental divorce recover after some time (Sancar, Atal & Deryakulu, 2021). The research failed to address the issue of academic performance. Teachers work with children's experts to know what the children were going through and they try to find out solutions for the individual children.

Burroughs et al., (2019) documented that teachers' have many responsibilities and barriers in protecting children's rights. Teachers' responsibility to protect the child has now been widely covered by many scholars but society should at the same time be reminded that protecting a child is a collective responsibility. Teachers have to be wise enough to judge issues concerning students' rights. For instance, when a student bullies others, the teacher must dig into the cause of such habits. This implies that he or she might be compelled to investigate the student's past and work with the student's parents to find a solution that would help the student break the habit and improve academic achievement.

## **2.2 Theoretical Framework**

Mathew Kramer's view of a child's best interests has gained traction over time. It originated with the United Nations Convention on the Rights of the Child (George W. Rainbolt 2006). It has since then been applied in the management of the rights of children in the learning institutions. It replaced the tender year's doctrine as determined by family courts (John Maynard 2016). "Best interest" has been the guiding principle in Pennsylvania custody for a long time. Before that the "Common law" indicated that children belonged to their father and not mothers' (Avram Roen, 2011). Otherwise, in 1813 case of Commonwealth V. Addicts, a

court in Pennsylvania awarded two young daughters to their adulterous mother that it was the best for them based on their age. Later, the same court transferred the girls back to their father when the girls were then mature to learn about the adulterous nature of their mother. Considerably, "Best interest" was the key. In 1895, the Pennsylvania court codified the best interest standard (Giles Birchley 2021). The standards evolved to the fact that children were best to be with their mothers at younger ages. The custody law developed and spread across the world (Janet W. Kabeberi 1990).

This concept has been applied in cases related to child right violation. The Best Interest of the Child Theory states that the child's best interests should always be taken into account when a decision or action is taken on their behalf by the person in charge of them. In this instance, the idea suggests that when teaching and learning are taking place, the interests of the kid are given top priority by those involved in education and those who make decisions. Admins should, therefore, adopt measures and strategies laid down in this theory to enhance the well-being of a learner; students' needs should, therefore, be balanced against the policies, rules, and regulations that have been set by the institution or school, Stefkovich & Begley, 2007. The theory also provides that if the rights were not issued to them, the children would not have restrained their living in their lives. It makes the supposition that the children's best interests should always come first.

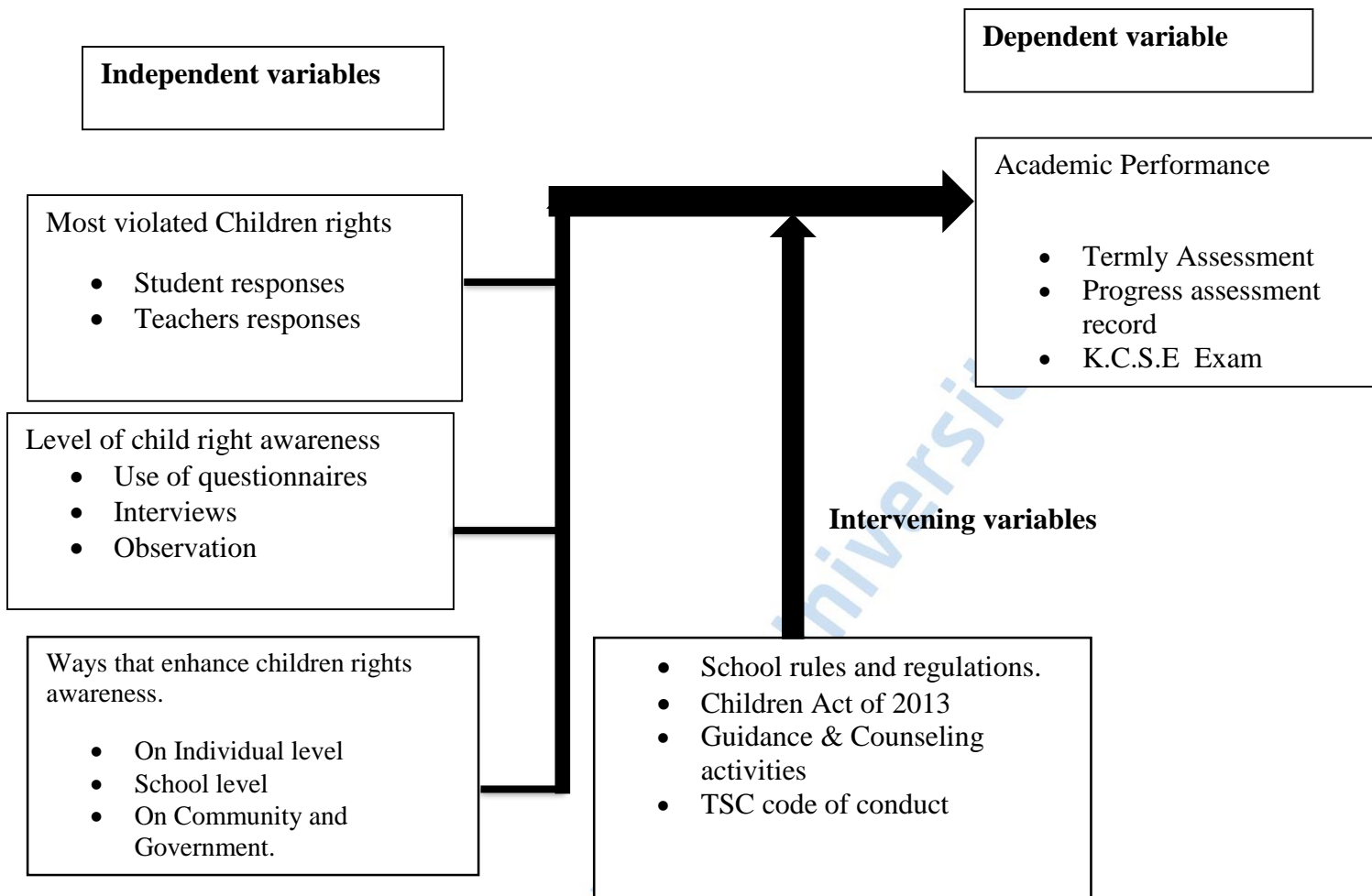
Thus, the research study was predicated on the Best Interest of the Child Theory. The notion has, in fact, served as the foundation for contemporary best practices in education that are designed to safeguard students' internal wellbeing. It also informs teaching methodologies, the curriculum, as well as extra-curriculum activities. In light of this, the theory directs the defense of children's rights in educational institutions. It recognized that learning has to be considered as part of a child's individual development, as most of the educational systems indicated when measuring the progress that their students make on an individual basis. In

addition, the theory emphasized that resources and the learning environment have to be organized in ways that are to the best interest of each learner. Stefkovich and Begley base their work on the need for consideration of the process of child development rather than the product or the outcome itself. Thus, in addition to enhancing academic achievement and child protection, this viewpoint guided the strategy of increasing public awareness of children's rights in an effort to stop rights violations in Ugunja Sub-County.

### **2.3. Conceptual Framework**

Van der Waldt (2020) defines a conceptual framework as a diagrammatical and graphical depiction of the connections between the research variables. These relationships are intended to help the researcher in seeing the proposed relationships among the research variables. Similarly, Varpio, Paradis, Uijtdehaage, and Young (2020) explained that the conceptual framework illustrates graphical and visual components that describe the phenomenon under study.

**Fig 2.1. Conceptual Framework**



**Source: Researcher (2023)**

The link between the variables was explained by the above conceptual framework. A dependent variable was the outcome of an independent variable, whereas independent variables were those that existed independently. The two were related by intervening variables. According to this approach, academic performance (the dependent variable) in public secondary schools was influenced by the most violated rights, strategies for raising child right awareness, and degree of child right awareness. Although they were not independent variables and could not be statistically controlled, the Teachers Service Commission, the Children Act of 2013, and guidance and counseling initiatives were some of

the intervening variables that might also have an impact on academic performance (a dependent variable).

#### **2.4. Summary/Recap of Reviewed literature.**

According to a review of pertinent literature, some studies examined the egregious violations of children's rights in the teaching and learning environment. For example, Rodriguez-Gomez and Russell (2022) discovered that the number of children receiving sexual abuse was on the rise and that these children were at risk of contracting AIDS. In addition, Constantino et al. (2019) found that bullying has got a long-time effect such as a feeling of being weak and a challenge in trusting others. Students who are bullied may not concentrate in class and tend to dislike school and this can make them perform poorly academically. A conceptual framework, according to Van der Waldt (2020), is a diagrammatical and graphical representation of the relationships between the research variables. Therefore, there was need to conduct a study that would examine the level of student's rights awareness, unearth ways of promoting students' rights awareness, common malpractices that violate the student's rights and commonly abused rights in the teaching and learning environment while determining their effect on academic performance on the learners.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

The research design, study site, target population, sample size, sampling processes are all covered in this chapter. Data collecting instruments, validity and reliability, data gathering procedures and methodologies, suggested data analysis methods and ethical considerations are included.

#### **3.1 Study design**

The researcher used descriptive survey approach. In order to present pertinent, precise, and comprehensive information, it was grounded in both qualitative and quantitative research. Qualitative research was good in collecting data in form of numbers among Principals and SCDE. Moreover, it was appropriate for use in structured interviews and questionnaires as was set up with control and tools intended to minimize bias. Otherwise, quantitative research was appropriate in gathering data from many respondents and testing hypotheses, statistical analysis, numbers, graphs, tables, close ended questions among teachers and students. Through it, data collected was interpretive and entailed depth description. It also aimed at answering research questions by describing a given phenomenon. According to Goddard and Melville (2004), the descriptive survey design works well for capturing participants' attention and achieving the study's goals. This research method was used because it enabled the researcher to get information on the degree of awareness about children's rights without changing any of the study variables. Therefore, the descriptive survey approach was helpful in helping the researcher gain a deeper grasp of the study topic by looking at the why, what, how, where, and when components of the subject matter.

### **3.2 Study area/site**

Ugunja Sub-County is situated in Siaya County which is found in the Western parts of Kenya. According to KNBS (2019), its population is roughly 104,241 and it has an area of about 201.0 km<sup>2</sup>. The Luos make up the majority of the population and rely mostly on agriculture. The sub-county lies at Longitude 34.297 Degrees east and Latitude 0.1823 Degrees North on the Kenyan map. In fact, it is about 40km away from the equator and is found along Kisumu-Busia highway. Its average temperature is 21.4degrees Celsius and experiences tropical climate (George Viece, 2023). Commonly grown crops in the area are; maize, cassava, millet and beans. Sub-counties that boarder this study area are Ugenya, Gem and Mumias West. In addition, the area has 25 Secondary schools of which all are easily accessible by road. This study was best suitable to be done in this area since no other similar study had been done there before. Additionally, the neighborhood is home to several instances of children's rights violations in schools, which worsens academic performance. Ugunja Sub-County and other Sub-Counties are impacted by Siaya County statistics. For instance, according to Jenim Konyango, the coordinator for children's affairs, 286 instances of violations of children's rights have been documented (Kiprop Geophrey, 2018). Ugunja Sub-County is geographically sizable hence could be adequately supervised during the study. The area has administrative offices that are associated to this study within Ugunja town which was to the researcher's advantage.

### **3.3. Study Population**

Twenty-five secondary schools in Ugunja Sub-County were targeted by this study. The study's target population consisted of 15,502 students from the 25 schools in Ugunja Sub County, 1 Sub-County Director of Education, 25 Principals, and 394 Teachers. Due to their direct involvement with the research problem and membership in the study circle, these respondents were selected. They therefore provided first-hand information.

**Table 3.1 Study population**

Category	Target Population
Sub County Director of Education	1
Principals	25
Teachers	394
Students	15,502
Totals	15,922

Source: Ugunja Sub-County Director of Education.

### **3.4 Sample Size, and Sampling Procedure.**

Discussed below are the sample size and sampling procedure.

#### **3.4.1 Sample Size Determination**

According to Verma and J.P. (2021), choosing the study's participant count is the process of determining the sample size. The procedure was important since it allowed the researcher to make generalizations about the population as a whole. Slovin's Formula was used to calculate the study's sample size (Slovin, 1960).

$$n = \frac{N}{1+N(e)^2}$$

Where

n =sample size

N= population size

e= level of precision (5%). Or error term

$$15,922/ (1+ 15,922(0.05*0.05)).$$

Sample size= 390.197

Research participants= 390

### 3.4.2 Sampling size

The table shown indicates how sampling was done in the study area.

**Table3.2. Sampling Frame for Respondents**

Category	Target Population	Proportion	Sample Size
Sub County Director of Education,	1	100%	1
Principals	25	100%	8
Teachers	394	25.88%	102
Students	15,502	1.355%	210
Totals	15,922		390

**Source: Researcher**

### 3.4.3 Sampling procedure.

Samples were obtained using both probability and non-probability sampling. The number of teachers and pupils to be sampled was decided using the cluster sampling technique under the probability sampling technique. The researcher defined the population, divided the sample into two clusters, randomly selected clusters to use as samples and then collected data from the sample. The technique was easily done and was cheap. To choose a subset of schools, pupils, and teachers, the researcher also employed the simple sampling technique because it was error-free in classification. The researcher defined population, selected sample size to determine population units, assigned numerical values and then selected random values. Principals were sampled using the purposeful sampling technique in non-probability sampling. Using this method, researchers select participants based on their experience to assist the study achieve its objectives.

### 3.4.4 Data Collection Instruments

The instruments of data collection are the tools that the researcher uses to acquire data in the topical areas during the research period (Goddard & Melville, 2004). Interviews and questionnaires were used to collect data for this investigation. Because they are less expensive and time-consuming, questionnaires were more successful (Goddard & Melville,

2004). They also helped the study acquire information from more people at a time. Questionnaires provided confidential information from respondents. They at the same time provided structured and standardized responses hence making the analysis process more streamlined. It accommodated diverse respondent needs and it was as well cost effective. The interviews were also suitable for data collection in this study because they helped in getting more detailed information from educational administrators. Interviews allowed the researcher to obtain original and unique data from a source. Reliable results were acquired through these tools. Asking accurate questions through interview provided direct and deep information about a subject.

#### **3.4.4.1 Questionnaires**

This study used questionnaires with six sections. Section A aimed at obtaining demographic information on participants in this study such as gender, age, teaching experience (applicable to teachers), highest professional qualification (applicable to teachers), and type of school. This section had closed questions and all respondents including students, teachers, principals and SCDE responded. Section B focused on obtaining information about the most violated rights of children in the teaching and learning environment. This section had closed ended questions. Teachers and students responded to section B. Section C the purpose of this collection of questions was to determine the extent to which public secondary schools provide information on children's rights. In order to achieve this, it asked teachers and students to reply. This section contained both closed-ended and open-ended questions. Section D this section aimed at establishing where the sources of awareness of children's rights emanated from and targeted both teachers and students. The purpose of Section E was to convey the teachers' and students' perspectives on the importance of children's rights in schools. Section F looked at the role instructors' play in defending students' rights as well as the relationship between academic achievement and knowledge of children's rights.

The researcher administered questionnaires to teachers and students. Several copies of questionnaires were made available so that every student sampled could send in a response. These tools included both closed-ended and open-ended questions to provoke critical thinking on the subject of the study and guarantee that the respondents would be precisely focused on the answers that corresponded to the study's objectives. The questionnaires were used to understand the status of awareness about children's rights as far as teachers and students are concerned, the common practices that violate these rights, and impacts on academic performance as indicated in Appendix B.

#### **3.4.4.2 Interview Schedule**

The researcher interviewed principals and the sub-county director of education despite their hectic work schedules. According to Appendix D, the interviews were conducted to learn more about children's general awareness of their rights at the sub-county and learning institution levels, the rights that are most commonly violated, and the impact that this knowledge has on students' academic performance.

### **3.5. Piloting**

According to Majid et al. (2017), piloting is an essential step in the research process. It helps the researcher structure and modify the primary study to guarantee highly valid and trustworthy results. Five schools were chosen at random from the twenty-five schools in Ugunja Sub-County to receive the questionnaires used in this study. This was purposely not for providing appropriate power for hypothesis testing, but to understand the feasibility of study design (Patricia A. Areal, Ph.D. 2013). The schools that participated in the Piloting of the instruments were determined as identical to those of the main study. Those who responded in the piloting of questionnaires included, teachers and students. Pilot interviews were also done in consideration of aspects such as clarity and relevance of the questions, the respondents were Principals. They were as well not included during the actual study.

Therefore, inclusion and exclusion method were uniform. The researcher evaluated the items in the questionnaires and interviews for clarity, validity, and reliability. This process identified the inconsistencies and discrepancies in the items, while the feedback was used to modify the items in the main study. The feedback of the results was integrated into the structural modification of the items, the items with the least responses were considered to be ineffective and flawed, thus, were replaced with appropriate and relevant items.

### **3.6. Validity and Reliability of Data Collection Instruments**

The validity and reliability of research instruments were as indicated below:

#### **3.6.1. Validity of Research Instruments**

The dependability with which research instruments measure the things that are supposed to be measured in a study is known as instrument reliability. According to Kimberlin and Winterstein (2008), the test-retest method is used in this study to evaluate the validity of questionnaires and interview schedules during the piloting phase. Instruments are shared with fellow peers who are undertaking related research studies and modify based on recommendations. Besides, efficiency in data collection was sought through a consultative process with the supervisor and other specialists from the department during the research. The suggestions and recommendations provided by the supervisor and experts were therefore integrated into the instruments during the modification process. Similarly, a group of research specialists from Mount Kenya University's Department of Education Management and Curriculum Studies verified the face validity and content validity of the study tools.

#### **3.6.2. Reliability of Research Instruments**

As noted by Kiberlin and Winstein, 2018, reliability refers to the ability of the instrument to yield consistent results on repeated trials. The instruments used in this study were enhanced in their reliability through maintaining the same testing environment for all the participants, having a sufficient number of questions, and using self-administered questionnaires to ensure

the issues being raised by the participants. The researcher, therefore, made a logical assessment for the reliability of the instruments using the split-half method. The items were pre-tested with 50 randomly selected respondents from the sample among the population. Items, in this case questions, were divided into two halves based on odd- and even-numbered questions. Each half was given to the same participant, and this process was repeated with 50 individuals. Thereafter, both halves' scores were correlated. The correlation ranging from 0.6 to 1.0 measured very good reliability, while below 0.4 constituted weak reliability and changes to certain questions were needed (Theresa Kline, 2005).

### **3.7. Data Collection Procedures**

The researcher received an authorization letter from Mount Kenya University's Department of Postgraduate Studies for the purpose of commencing data collection. At this stage, the proposal was primarily assessed to determine whether it was qualified to meet the requirements necessary for research. Such an introductory letter, as appears in Appendix A, was provided by the institution to prove that the researcher was a bonafide student. More especially, after the university gave clearance to collect data, the researcher sought a research permit from NACOSTI, allowing one to collect the required data. Eventually, permission was sought from the Ugunja Sub-County Education Office to collect data on the level of awareness about children's rights and academic performance in public secondary schools within the sub-county. The questionnaire was accompanied with an authorization letter, and the questionnaires were to be completed and deposited in three days into the deputy principal's office, which acted as the collection point in every school.

### **3.8. Data Analysis Techniques**

"Systematic use of statistical and logical methods that describe, summarize, illustrate, and assess the information collected during research" is how Hair (2009) defined data analysis. SPSS version 26 was used to examine the quantitative data from the questionnaires. For ease of interpretation, this data trend was displayed using tables, graphs, pie charts, frequency

distribution, and percentages. Second, the Sub-County Director of Education and principals were interviewed to gather qualitative data, which was then subjected to thematic analysis. After becoming acquainted with the data, the researcher created preliminary codes, looked for themes, defined, and finally put the results together in a report. The researcher was able to perform thorough data analysis because to this methodical technique.

### **3.9. Ethical considerations**

- i. Respect for the participants was given high priority
- ii. Protection of the privacy of the participants was of high importance and any form of exaggerations was not considered.
- iii. Honesty and credibility in data collection was observed.
- iv. There was no doctoring of final report.
- V. The study was accompanied by consent and assent forms and introductory letter from Mt Kenya University to bridge the relationship between the researcher and the respondents.

## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSIONS

#### 4.0: Introduction

The impact of children's rights awareness on students' academic performance in public secondary schools in Kenya's Ugunja Sub-County was examined in this chapter along with research findings, data analysis, and a presentation of the findings. The data in this chapter was analyzed using Excel software and SPSS Version 26 and presented using tables, frequencies, percentages, graphs, and pie charts. Thematic analysis was used, especially for qualitative data.

#### 4.1: Research Presentation, Interpretation and Discussion.

This chapter's data was presented, interpreted, and discussed in a methodical manner.

#### 4.2: Questionnaire return rate

The questionnaire return rate is the proportion of participants who were able to complete the surveys after taking part in the research study in order to achieve the study's objectives. The study's sample size consisted of 210 students, 102 teachers, eight principals, and one SCDE. The study's response rate was as follows.

**Table: 4.1: Response return rate.**

No:	Category	Target population	Sample size	Response rate	Percentage
1.	SCDE	1	1	1	100
2.	Principals	25	25	8	32
3.	Teachers	394	102	90	88
4.	Students	15,502	210	190	90
5.	Total	15,922	338	279	83

According to table 4.1, One Sub-County Director of Education responded. This was 100 % of the sample size. Out of 25 Principals, 8 responded. This was 32% of the sample size. A total of 90 out of 102 teachers also participated. This represented 88% of the sample size. Finally, 190 Students out of 210 that were sampled responded and actively participated in the study.

They represented 90% of the sampled size. This means that the above response met the expected response rate. Mugenda Mugenda (2003).

#### 4.2.1: Bio-data of respondents.

Bio data of respondents was analysed and presented below.

##### 4.2.1.1: Distribution of respondents by gender.

The below table clearly defines how fairly gender distribution was considered.

**Table 4.2: Distribution of respondents by gender.**

<b>Gender f(%)</b>	<b>Students f(%)</b>	<b>Teachers f(%)</b>	<b>Principals/S CDE f(%)</b>
<b>Male</b>	92(48)	50(56)	6(67)
<b>Female</b>	98(52)	40(44)	3(33)
<b>No response</b>	–	–	–
<b>Total</b>	<b>190(100)</b>	<b>90(100)</b>	<b>9(100)</b>

According to the above table, 48% of the study's participants were male, and 52% of them were female. Of the teachers, 44% were women and 56% were men. The Principals and SCDE that responded represented 67% of male and 33% of female. This study's even gender distribution made sure that there was no gender bias throughout.

##### 4.2.1.2: Distribution of respondents by age.

The age distribution of all respondents was analysed below.

**Table 4.3: Distribution of respondents by age.**

<b>Age bracket f(%)</b>	<b>Students f(%)</b>	<b>Teachers f(%)</b>	<b>Principals/SCDE f(%)</b>
12-14	30(16)	–	–
15-17	103(54)	–	–
18-25	52 (27)	–	–
26-35	–	38(42)	–
36-45	–	32(36)	–
46-50	–	18(20)	3(33)
51 and above	–	2(2)	6(67)
No response	5 (3)	–	–
<b>Total</b>	<b>190(100)</b>	<b>90(100)</b>	<b>9(100)</b>

Table 4.3 clearly shows that 54% of the study participants were in the 15–17 age range, 27% were in the 18–25 age range, and 16% were in the 12–14 age range. Of the teachers who took part in the survey, 42% were between the ages of 26 and 35, 36% were between the ages of 36 and 45, and 20% were between the ages of 46 and 50. Most of the Principals and SCDE who participated were above 51 years.

#### 4.2.1.3: Distribution of Class/form of participants

A question was posted to determine the class/forms that the student who participated came from in the study. The following answers were obtained in response to the question.

**Table, 4.4: Distribution of students per class.**

<b>Class/Form</b>	<b>Frequency</b>	<b>percentage %</b>
One	50	26
Two	50	26
Three	45	24
Four	45	24
Total	190	100

From table 4.4 above, it is clear that there was a fair sampling and distribution of the respondents. Both form one and two had an equal share of 26% while form three and four students who participated were 24%. Gender balance was considered during the sampling process per class. All the 190 sampled students across the classes participated fully with a lot of cooperation.

#### 4.2.1.4: Distribution of Principals/SCDE and teachers' academic qualification.

This study found that assessing instructors' intellectual backgrounds was also crucial. This was done to find out what educators thought based on their educational background. The collected data is displayed below.

**Table 4.5: Distribution of Principals/SCDE and teachers' academic qualification.**

<b>Academic qualification</b>	<b>Teachers (%)</b>	<b>Principals/SCDE(%)</b>
Masters	5 (6)	2 (22)
Bachelor degree	68 (76)	7 (78)

Diploma	17 (18)	—
<b>Total</b>	<b>90(100)</b>	<b>9(100)</b>

The academic background of the aforementioned respondents is shown in Table 4.5. 76% of teachers and 78% of principals/SCDEs have a bachelor's degree. 18% of instructors hold a diploma, and the minority—6% of teachers and 22% of principals/SCDEs—have a master's degree.

#### 4.2.1.5: Distribution of working experience of teachers and Principals/SCDE

The duration of work in a certain place makes one acquire experience in the specific field of concern. Teachers who have stayed in the profession may have a different experience of students' rights violation compared to the new ones. Teachers' and Principals'/SCDE's work experience is displayed in the table below.

**Table 4.6: Distribution of working experience of teachers and Principals/SCDE**

<b>Working experience</b>	<b>Teachers (%)</b>	<b>Principal/SCDE(%)</b>
Less than one year	<b>6(7)</b>	<b>1(11)</b>
2-5years	<b>26(28)</b>	<b>4(43)</b>
6-10years	<b>43(48)</b>	<b>2(22)</b>
Over 10 years	<b>15(17)</b>	<b>2(22)</b>
<b>Total</b>	<b>90(100)</b>	<b>9(100)</b>

According to Table 4.6, 7% of teachers and 11% of principals/SCDE had worked in Ugunja Sub-county for less than a year. 28 percent of teachers and 43 percent of principals have worked in the Sub-county for two to five years. According to the survey, 48% of teachers and 22% of principals have been employed in Ugunja Sub-county for six to 10 years. Teachers made up about 17% of individuals with over 10 years of experience, while principals or SCDEs made up 22%. Because individuals who had worked there for a longer time would have a greater grasp of how awareness of children's rights influences pupils' academic progress in Ugunja Sub-county than those who had not, the work experience of these respondents was crucial.

#### 4.2.1.6: Distribution of types of schools in Ugunja Sub-County.

The Sub-County had different types of schools as presented in table 4.7.

**Table 4.7: Distribution of types of schools in Ugunja Sub-County.**

Type of School	Frequency	Percentage
Mixed Day	45	24
Girls Boarding	51	27
Boys Boarding	42	22
Mixed & Boarding	52	27
	190	100

On the above, 24% of students were from mixed day school, 27% were from girls' boarding school, 42% were from boys boarding while 27% were from mixed and boarding school.

#### 4.3. Most violated rights in Public secondary schools in Ugunja Sub-County.

Investigation done in the Sub-County yielded the response as indicated in the discussion below.

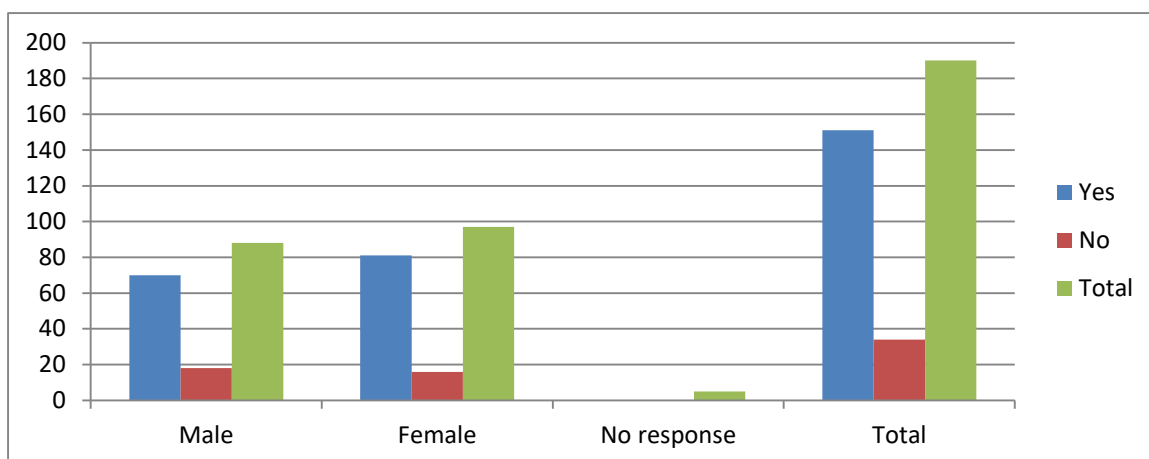
##### 4.3.1: Students' response on whether there is children right violation in their schools.

The study's goal was to collect information from students to back up any allegations that their rights were being infringed upon at school.

**Table, 4.8: Students' response on whether there is children right violation in their schools.**

	Yes F (%)	No F (%)	Total F (%)
Male	70(37)	18(9)	88(46)
Female	81(43)	16(8)	97(51)
No response	—	—	5(3)
Total	151(79)	34(17)	190(100)

**Figure 4.1: Students' response on whether there is children right violation in their schools.**



Based on data collected and evaluated about the risk of child rights violations in public secondary schools in Ugunja Sub-county, Table 4.8 and Figure 4.1 demonstrate that 46% of respondents are male students. Out of that number, 37% agreed that their rights were being violated in schools while 9% marked on the questionnaire that there was no children right violation in their schools. The response of female students was not far from that of male students. 51% of them responded and out of that, 43% marked on the questionnaire that there was child right violation in their schools while 8% marked that there was no violation of children rights in the Sub-county. 3% represented the total number of those who did not respond. This concur with the study done with UNICEF (2023) which claimed that today, children live in a world which is hostile to their rights.

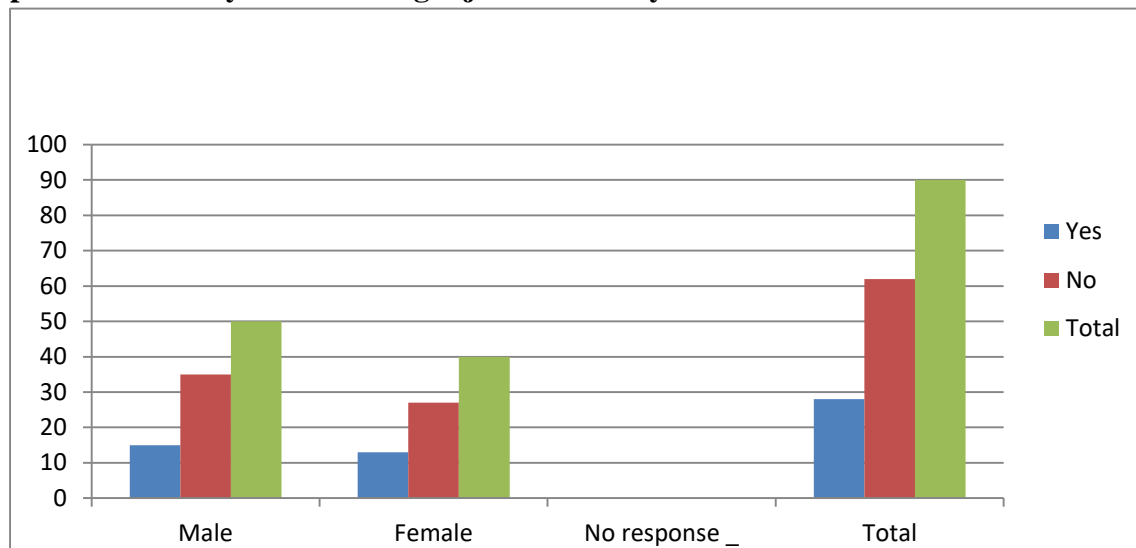
#### 4.3.2: Teachers' response on whether there is children right violation in their schools.

In order to support any claims that kids' rights were being violated in their schools, the investigation also sought evidence from teachers.

**Table 4.9: Teachers' response on whether there is children right violation in their schools**

Gender	Yes f (%)	No f(%)	Total f(%)
Male	15(16)	35(39)	50(26)
Female	13(9)	27(14)	40(21)
No response	—	—	—
<b>Total</b>	<b>28(15)</b>	<b>62(33)</b>	<b>90(100)</b>

**Figure 4.2: Teachers’ response on whether there is children right violation in their public secondary schools in Ugunja Sub-County.**



From Table 4.9 and Figure 4.2, showing data collected and analyzed on the potential violation of children's rights in public secondary schools in Ugunja Sub-County, 90 teachers responded. Among the male teachers, 16% indicated on the questionnaire that children's rights were being violated in the schools, while 39% reported no violation. For the female teachers, 9% agreed that the violations of children's rights were taking place while 14% denied the existence of such practices. These responses by the teachers reflect those found in a study done by Irene N. Kamau, 2013, on the awareness of children's rights in the secondary schools in Kiambu, whereby most of the teachers also denied the existence of violations of children's rights in their schools.

**4.3.3: Principals/SCDE response on whether there are children’s right violation in Public schools in Ugunja Sub-County.**

An interview done with Principals/SCDE concerning whether there was any children right violation, they responded as shown below.

**Table 4.10: Principals/SCDE response on whether there are children’s right violation in Public schools in Ugunja Sub-County.**

Gender	Yes f(%)	No f(%)	Total f(%)
Male	5(55)	1(11)	6(66)
Female	3(33)	—	3(33)
Total	8(89)	1(11)	9(100)

**Figure 4.3: Principals/SCDE response on whether there are children right violation in Public schools in Ugunja Sub-County.**

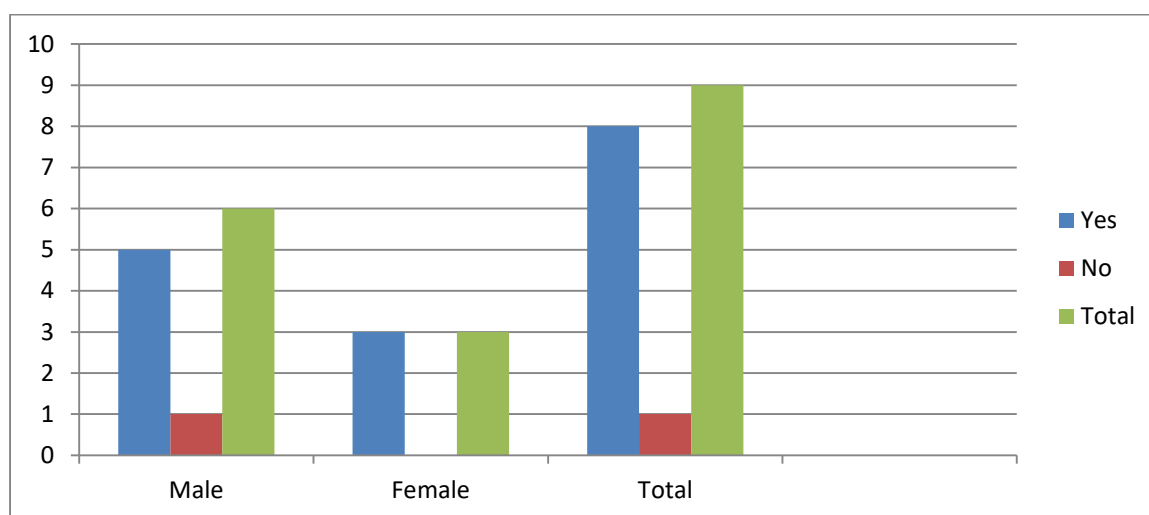


Table 4.10 and Figure 4.3 above show the responses of principals and Sub-County Directors of Education on whether the rights of children are violated in public secondary schools in Ugunja Sub-County. Their responses varied from those of the teachers, since the majority admitted that children's rights were violated in such schools. In fact, 55% of the male principals and SCDE reported that children's rights were violated while 11% reported no violation. Also, all the female principals and SCDE (33%) reported that children's rights were violated in Ugunja Sub-County public secondary schools. The outcome concurs with findings by Mwanaisha Omar B (2018) who established that violence, abuse, and exploitation of children continued to be experienced by children in Mainland Tanzania.

#### **4.3.4: Students' response on most violated rights and their influence on academic performance in Public Secondary Schools in Ugunja Sub-County.**

The table below shows the feedback of students on the rights that were mostly violated in the Sub-County.

**Table 4.11: Students’ response on most violated rights and their influence on academic performance in Public Secondary Schools in Ugunja Sub-County.**

**Put a tick based on your agreement level.**

**(Indicate using 1-Strongly Agree, 2-Agree, 3-Disagree, 4-Strongly disagree)**

	RIGHTS VIOLATED	SA F(%)	A F (%)	D F (%)	SD F (%)	TOTAL F (%)
A	Discrimination in terms of color, religion or of any kind.	12 (6.32)	5(2.63)	84 (44.2)	89 (46.8)	190(100)
B	Sexual Harassment	86 (45.2)	47 (24.7)	42 (22.1)	15(7.9)	190(100)
C	Corporal Punishment	102(53.7)	67 (35.3)	12 (6.3)	9(4.7)	190(100)
D	Freedom of Expression	6 (3.2)	12 (6.32)	92 (48.4)	80(42.1)	190(100)
E	Proper use of School resources for Academic purposes	30(15.8)	43 (22.6)	43 (22.6)	74(38.9)	190(100)
F	Right to Play/Free time	1 (0.53)	3 (1.6)	88 (46.3)	98(51.6)	190(100)
E	Cases of Bullying	77 (40.5)	83 (43.7)	9 (4.7)	22(11.6)	190(100)

Based on above table 4.11, Majority of students at 46.8% strongly disagree that discrimination of colour and religion and of any kind was present among students. This contradicted findings of Amanuel Elias (2021), who found out racial discrimination to be prevalent in Australian secondary schools while 45.2% of students strongly agreed that sexual harassment is common in secondary schools of Ugunja Sub-County. 53.7% of students strongly agreed on mass corporal punishment. A question of freedom of expression was posted and 42.1% of learners strongly disagreed that they were denied that freedom. On proper use of school resources for academic purposes, only 15.8% agreed that they were denied the right to have maximum use of the school resources. About 51.6% of students also strongly disagrees that they were denied their right to play. Cases of bullying being common in schools, was also tested and 40.5% of students strongly agreed that such cases were valid in their schools. This meant that according to the students, their rights were commonly violated through bullying, sexual harassment and corporal punishment in this Sub-County. Students in Ugunja Sub-County performed poorly academically as a result of these infractions, which distracted them from their studies.

**4.3.5: Teachers’ response on most violated students’ rights and their influence on academic performance in public Secondary schools in Ugunja Sub-County.**

Getting teacher opinions on the most frequently infringed students' rights and how they affect academic achievement was equally significant. Below was their response.

**Table 4.12: Teachers’ response on most violated students’ rights and their influence on academic performance in public Secondary schools in Ugunja Sub-County.**

	RIGHTS VIOLATED	SA F(%)	A F(%)	D F(%)	SD F(%)	TOTAL F (%)
A	Discrimination in terms of color, religion or of any kind	1(1.1)	1(1.1)	62(68.8)	26(28.8)	90(100)
B	Sexual Harassment	22(24.4)	48(53.3)	13(14.4)	17(18.8)	90(100)
C	Corporal Punishment	16(17.7)	36(40)	14(15.5)	24(26.6)	90(100)
D	Freedom of Expression	6(6.6)	21(23.3)	33(36.6)	30(33.3)	90(100)
E	Proper use of School resources for Academic purpose.	4(4.4)	11(12.2)	63(70)	12(13)	90(100)
F	Right to Play/Free time	2(2.2)	8(8.8)	72(80)	8(8.8)	90(100)
E	Cases of Bullying	22(24.4)	39(43.3)	14(15.5)	15(16.6)	90(100)

On discrimination in terms of colour and religion, 68.8% of teachers disagreed with the fact that there could be such cases in their schools. 53.3% of teachers agreed that sexual harassment was present in the secondary schools within the sub-county. Apart from that, 40% of teachers agreed that corporal punishment was rampant in schools and 36% of teachers disagreed with the fact that students were denied freedom of expression. About 70% of teachers also disagreed that students were denied the access to proper use of schools resources for academic purposes. 80% of them at the same time disagreed that students were denied the right to play since teachers obeyed the time table. Sauto-Manning, M (2018), even though, had a different opinion that many children were denied the right to play. A number of teachers, 43.3% supported that cases of bullying were evident in many schools in the Sub-County. The above report from teachers is not very different from that of students since they also supported that students’ rights were violated through bullying, sexual harassment and

corporal punishment. From the above report, it was observed that teachers had divided opinions on different forms of violation of students' rights. It was also evident that these violations negatively influenced the academic performance of the affected students.

#### 4.3.6: Principals/SCDE response on most violated rights in schools

Through Interviews, the stand of the administrators on child right was noted, recorded, analysed and presented.

**Table 4.13: Principals/SCDE response on most violated rights in schools**

	RIGHTS VIOLATED	SA	A	D	SD	TOTAL
		f(%)	f(%)	f(%)	f(%)	f(%)
<b>A</b>	Discrimination in terms of colour, religion of any kind	1(11.1)	1(11.1)	3(33.3)	4(44.4)	9(100)
<b>B</b>	Sexual Harassment	1(11)	1(11)	1(11)	6(67)	9(1000)
<b>C</b>	Corporal Punishment	1(11.1)	4(44.4)	3(33.3)	1(11.1)	9(100)
<b>D</b>	Freedom of Expression	-	-	6(67)	3(33.3)	9(100)
<b>E</b>	Proper use of School Resources for Academic purposes	-	-	4(44)	5(56)	9(100)
<b>F</b>	Right to Play/Free time	-	-	6(67)	3(33)	9(100)
<b>G</b>	Cases of Bullying	1(11.1)	2(22.2)	4(44)	2(22.2)	9(100)

According to the Principal/SCDE interviews, 44.4% of them strongly disputed that there was religious and racial prejudice. Additionally, almost 67% of those surveyed strongly disagreed that sexual harassment violated students' rights. Additionally, the report found that, at 53.3% and 45.2%, respectively, teachers and students agreed and strongly agreed with the statement regarding sexual harassment. K. Bhuvanewari's (2020) results that children are more likely to experience sexual abuse, which has a permanent effect on academic performance, were supported by the responses of teachers and students. Principals/SCDE might have disagreed due to their need to protect the image of the schools. Those administrators who agreed that corporal punishment was common in their schools were 44.4% and this could lead to truancy among students hence making such students not able to perform well academically. About 11.1% disagreed. Up to 56% strongly disagree that students were denied the proper use of resources for academic purposes. A good number of principals/SCDE (67%) disagreed that

students were denied the right to play. A question on cases of bullying was also raised and only 11.1% of the Principals/SCDE agreed that such cases were common.

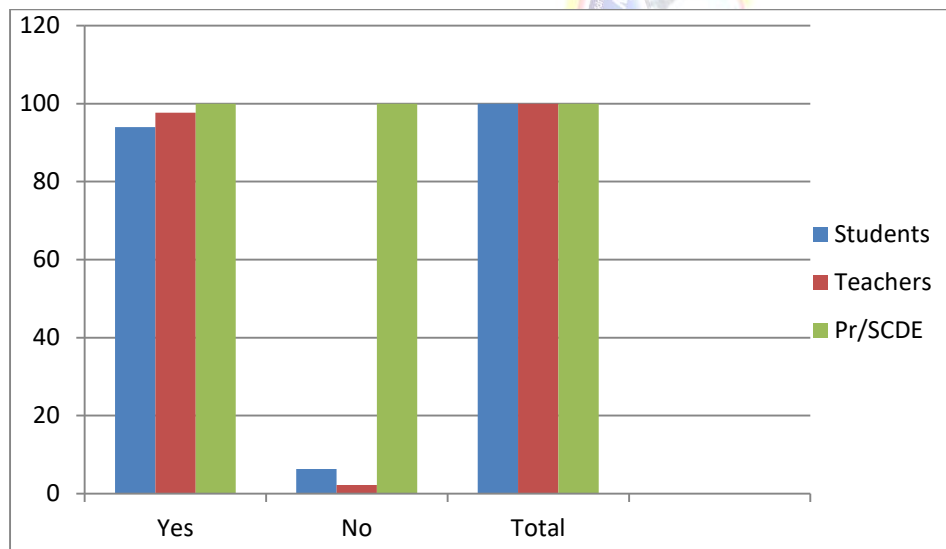
#### 4.4. Level of child right awareness

Child right awareness helps students to have enough information about the rights that they need to enjoy at any given time in all the environments. This study wanted to determine whether the students, teachers, Principals/SCDE were aware of the student rights. The respondents were given a question on the same and responses were gathered as follows;

**Table 4.14 : Level of Child rights awareness.**

Rights awareness	Students' f (%)	Teachers' f (%)	Principals/SCDE f (%)
Yes	178(94)	88(97.7)	9(100)
No	12(6.31)	2(2.2)	—
Total	190(100)	90(100)	9(100)

**Figure 4.4: Level of Child rights awareness and its influence on Academic Performance.**



It is evident from Table 4.14 and Figure 4.4 that a sizable portion of the respondents knew their rights. Just 6% of students said they were not informed of their rights, whereas 94% of them agreed. According to the poll, 2.2% of teachers did not know the rights of their students, while 97.7% of teachers said they did. The important respondents provided a good reaction, with 100% approving of knowing all the rights a child has, particularly in school. A study

conducted in 2004 by the Philippine Normal University's Center for Research and Development in Education found that 95% of respondents knew their rights. From Principals' desk, it was clear that students report cases of their rights being violated by either fellow students or teachers daily. Based on the response, it showed that a good number of the respondents claimed to aware of the students' rights in schools. This contradicted the fact that mass number of child right violation that affected academic performance in Ugunja Sub-County had been consistently reported.

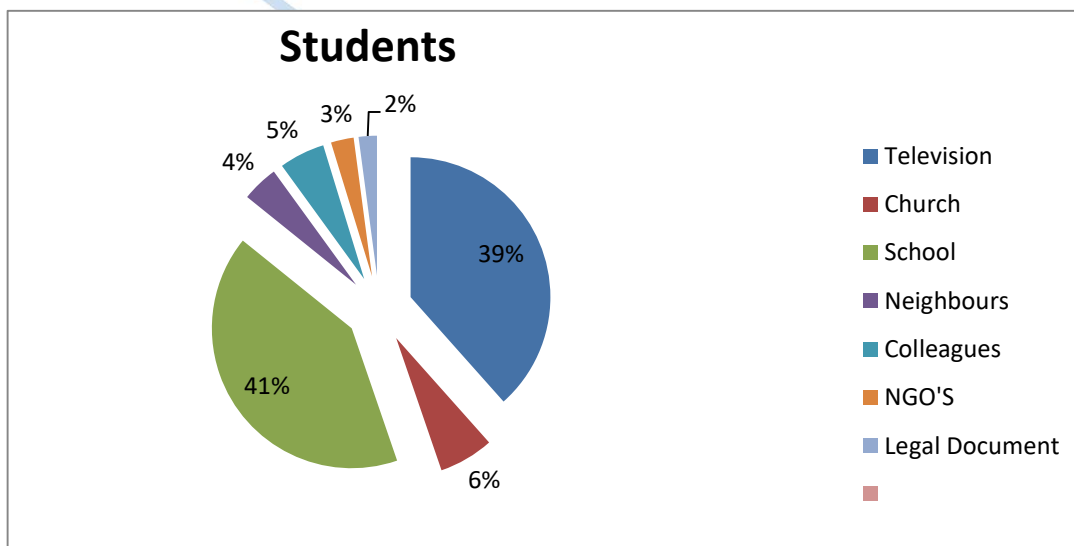
#### 4.4.1: Sources of children right awareness

It was noted that a number of things acted as the sources of children's rights and they influenced it at different capacity.

**Table 4.15: Sources of child right awareness**

Sources	Students f (%)	Teachers f (%)
Television/Radio	73(39)	32(36)
Church	12(6)	14(15)
School	78(41)	17(19)
Neighbours	8 (4)	6(4)
Colleagues	10(5)	5(5)
NGO's	5(3)	5(6)
Legal Documents	4(2)	11(12)
<b>Total</b>	<b>190(100)</b>	<b>90(100)</b>

**Figure 4.5: Response on the sources of child rights awareness and its influence on academic performance in Ugunja Sub-County.**



Among the sources of children rights awareness that were mentioned, Television/Radio and School was the most popular source on both teachers and students at 36% and 41% respectively. This meant that media played a great role in creating child right awareness, N Daftary (2014) while School syllabus also had some content on the same. This promoted the school to be a better environment where the respondents acquired information on a child right. 15% of teachers and 6% of students also claimed that they got aware of their rights through church. Besides that, it was evident that 7% of teachers and 4% of students were aware of their rights through getting information from their neighbours. Teachers who were informed of a child's right through NGO's were 6% while students who got information from the same channel were about half the number. Legal document was the least popular to students among the sources of child right awareness at 2%. The colleagues of teachers and students also played a very minor role in making them to know their rights based on the response that rated them at 5% for both. A general observation that was made is that no school among the sampled ones had a printed document containing the children rights. This could as well be contributing to less child right awareness that might be influencing the academic performance in this Sub-county.

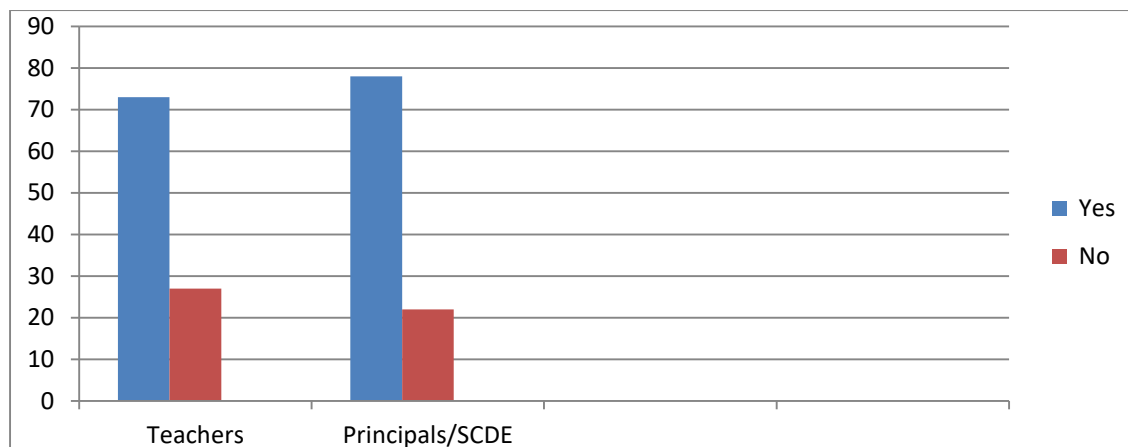
#### **4.4.2: Child right awareness and academic performance in Ugunja Sub-County.**

A study of this type examined whether child right awareness could influence academic performance in any way. To get proper feedback, a question was posed to teachers and Principals/SCDE in an interview responded as follows;

**Table 4.16: Child right awareness and academic performance**

Response	Yes (%)	No (%)	Total
Teachers response	66 (73.3)	24 (27)	90(100)
Principals/SCDE response	7(78)	2 (22)	9(100)

**Figure 4.6: Child right awareness and academic performance**



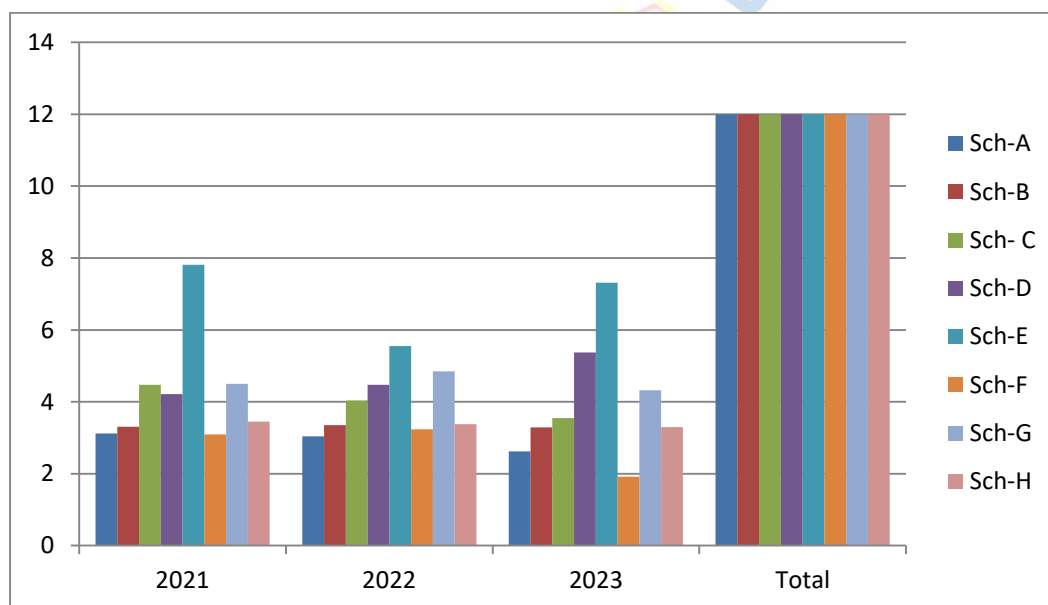
From the table 4.16 and figure 4.6, 73% of teachers admitted that child right awareness could influence academic performance in a school while 27% said that it could not influence academic performance in anyway. Those who agreed were further asked how child right awareness could influence academic performance and they gave different reasons including: “When students understand their rights, they can put pressure on teachers to attend lessons accordingly, students who know their rights in school may avoid truancy and this can make them concentrate academically. This agreed with the study of Kutsyruba, Godden & Bosica (2019) whose findings showed that 87% of teachers had a positive response in the awareness of the rights of students. Students who know their rights are disciplined and easy to teach.” In an interview with the key respondents as the Principals and SCDE, 78% of them said that the students who were much informed of their rights seemed to be responsible and very dedicated to their work. One of the Principals also added that when students know their rights, corporal punishment is reduced in schools and that enable teachers to adopt other ways such as

guidance and counselling that can make students open up to their teachers fearlessly in order to share their academic challenges hence improving the academic performance.

**Table 4.17: K.C.S.E Mean score of sampled schools since 2021-2023 in Ugunja Sub-County.**

Year	School A	School B	School C	School D	School E	School F	School G	School H
2021	3.118	3.310	4.474	4.213	7.816	3.091	4.500	3.449
2022	3.036	3.350	4.037	4,440	5.547	3.233	4.844	3.380
2023	2.616	3.289	3.548	5.370	7.310	1.916	4.321	3.300
Total	12.00	12.00	12.00	12.00	12.00	12.00	12.00	12.00

**Figure 4.7: K.C.S.E Mean score of sampled schools since 2021-2023 in Ugunja Sub-County.**



The above 8 schools included various types of schools such as Day school mixed, Day boarding school mixed, Boy school boarding and girl school boarding; All of which participated in this study. This shows that there was no biasness in sampling. The K.C.S.E results achieved by the schools are real reflection of what might be happening in other schools in Ugunja Sub-county Public Secondary Schools. More than 80% of schools score less than a mean grade of 5.00. There is no doubt that since 2021-2023, Public secondary

schools in this area have been dropping in their national examinations. There was need for an abrupt solution to be provided because this trend was worsening. A school like E, performed better in 2021 but again dropped in other years. School A,B,C,D,F and H have a similar trend. The harm brought about by numerous child rights violations in Ugunja Sub-County's public educational institutions may be amply reflected in this scholarly analysis.

#### 4.5. Ways that enhance students' rights awareness in public secondary schools.

Teachers and principals/SCDE were also asked to provide information about how their schools can raise awareness of children's rights. Teachers' responses are shown in the table below.

**Table 4.18: Teachers response on ways that can promote the child rights awareness in schools.**

Teachers' response	SA (%)	A (%)	D (%)	SD (%)	TOTAL (%)
Regular featuring stories	6 (7)	5 (5)	70(78)	9(10)	90(100)
Interviews	6(7)	16(17)	56(62)	12(14)	90(100)
Documentaries on child right issues	72(80)	8(9)	2(1)	—	90(100)
Campaigns and partnerships with NGO'S	88(97)	2(3)	—	—	90(100)
Legal documents	32(36)	27(30)	16(18)	15(16)	90(100)

As shown from the table 4.18 above, ways that can promote the awareness of child's right was tested and it came out in the following way; About 70% of teachers disagreed with regular featuring stories and 6% strongly agreed with the fact. About 62% of teachers disagreed that interviews could promote child right awareness. Legal documents were mentioned and 32% of teachers strongly agreed while 27% agreed with it. The rest disagreed. Documentaries on child right issues and campaigns and partnerships with NGO's wer strongly agreed with by 80% and 97% of teachers respectively. Nwangwu (1984) asserted

that there was need for educational workers to have knowledge of constitutional rights of students. He encouraged administration to have such documents.

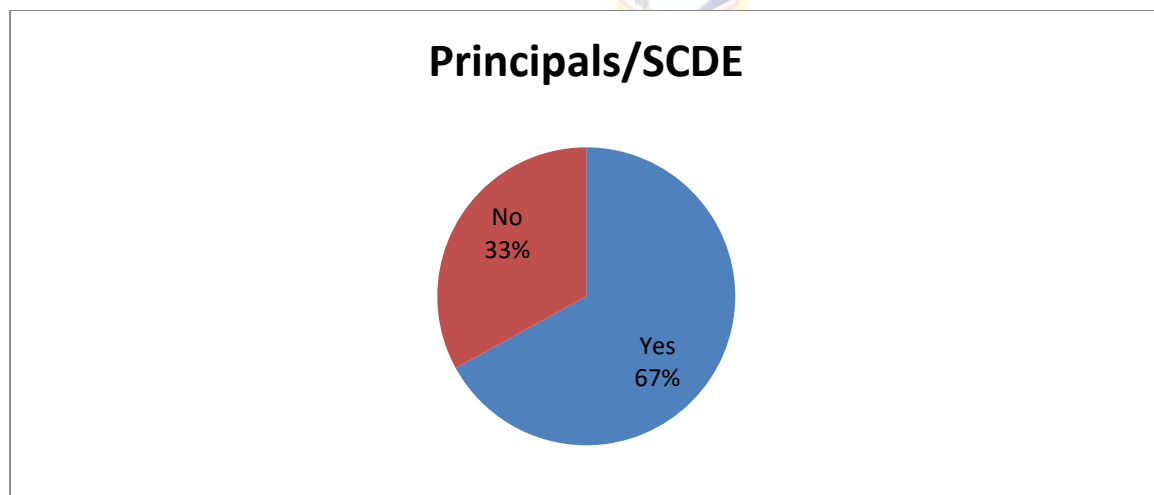
**4.5.1: Question on whether teachers in Ugunja Sub-County involved themselves in child right violation and its influence on academic performance.**

There was a concern and inquiry was done to investigate with interviews through the Principals/SCDE whether teachers in their schools involved themselves on child right violation. Interview was done and results were as follows;

**Table.4.19: Question on whether teachers in Ugunja Sub-County involved themselves in child right violation and its influence on academic performance.**

Response	Yes (%)	No (%)	Total (%)
Principal/SCDE	6(67)	3(33)	9(100)

**Fig 4.8: Question on whether teachers in Ugunja Sub-County involved themselves in child right violation.**



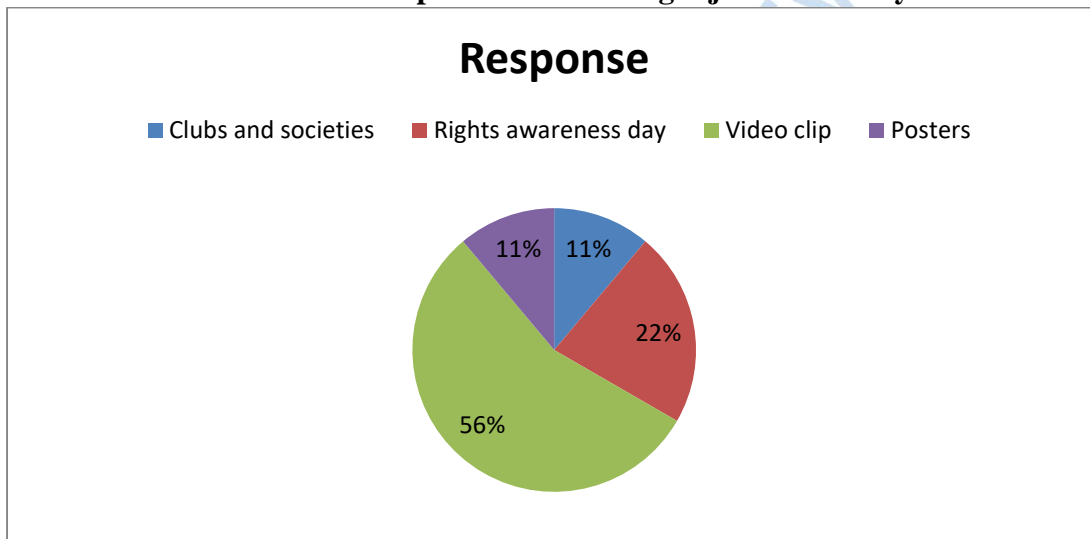
In an interview with the Principals and SCDE, a question was raised on whether teachers in their schools involved themselves in child right violation. All of them responded and 67% of the total number agreed that their teachers at times found themselves in different forms of child right violation. This disagrees with findings if Berrick, J.D & Skivenes, M. (2023) which claimed that teachers put their students on the front line for the sake of better academic

performance. The key respondents who disagreed that their teachers were part of these malpractices were 33%. It was then important for the Principals and SCDE to keep informing teachers on the risk of being involved in child right violation practices since it negatively impact the performance of learners in multiple ways such as promoting absenteeism.

**4.5.2: Principals/SCDE response on ways that can promote students’ right awareness and its influence on academic performance in Ugunja Sub-County.**

An interview was conducted with Principals/SCDE on ways that promote child rights awareness and response was as follows;

**Fig 4.9: Principals/SCDE response on ways that can promote students’ right awareness and its influence on academic performance in Ugunja Sub-County.**



This study had an intention to explore ways that could be used to promote child right awareness in Ugunja Sub-County. An interview with the key respondents (Principal/SCDE) was done. All the nine sampled respondents were interviewed despite their tight schedule. They were of different opinion even though, their response was noted as follows; 11% Principal said that there was need to introduce clubs and societies that deal with child rights and awareness. Twenty-two percent of key informants felt that an awareness day to commemorate a Child Rights Awareness Day would bring awareness and, thereby, an improvement in academic achievement. The majority of principals, 56%, recommended that

schools make the students aware by showing relevant video clips related to children's rights at least once per term. The SCDE recommended that "teachers should encourage students to create and display as many posters as possible around the school for awareness. Li, M., Di, Y, and Wang, 2023 explain that posters are attractive and would help bring awareness on the rights of children. Key respondents had a positive view of the above strategies, adding that they were going to improve academic performance in public secondary schools in Sub-County Ugunja.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1. Introduction

Based on the study's goals, this chapter offers the study's summary, conclusion, and recommendations. Based on the facts gathered and each study topic, conclusions are drawn.

#### 5.2. Summary of findings

Altogether, 97% of the students interviewed, both male and female, felt that their schools violated the rights of the children. This was supported by 90% of the teachers and 100% of the key respondents who comprised of principals and SCDE. The rights most violated, according to the teachers and students, are corporal punishment, bullying, sexual harassment, and restriction of access to some facilities in the interior of the school-some even mentioned that they were not allowed to make proper use of the computers or the equipment in the laboratories. Other rights they considered violated were the right to play, freedom of expression, and non-discrimination concerning color and religion. Interviews from both principals and SCDE showed that 89% of the respondents accepted that violation of children's rights did occur in public secondary schools in Ugunja Sub-County, while 11% responded negatively. Furthermore, 44% of key respondents conceded that corporal punishment was common in their schools and contributed to truancy, negating students' performance.

Furthermore, on level of child right awareness, Up to 94% of students agreed that they were well conversant with their rights. About 6% were not. 97.7% of teachers also said that they were aware of the students' rights. This was a good gesture that was shown among the respondents. The same response was noted from the key respondents in an interview where 100% of them advocated that they knew the rights. All Principals/SCDE said that students reported issues to do with their rights being violated daily and which made it difficult to

create a good academic environment that would lead to better performance. The main source of the children rights according to students was school, followed by television/radio and then church as others follow. This was contrary to most teachers' opinion. They said that their main source of students' rights was television/radio then school.

Apart from the above, on teachers' role in protecting a student's right, the study asked if teachers had the responsibility to protect children rights. 98% of teachers agreed that they had the mandate to protect the right while 2% of teachers claimed that protecting a child right was not their responsibility.

Child right awareness and academic performance was examined. Teachers were to give feedback in case child right awareness could affect their academic performance. A question was presented and 73% of teachers agreed that child right awareness could influence the academic performance. They gave out some reasons in support of their arguments. 27% of teachers said that child right awareness had nothing to do with the academic performance of an individual student or a school in general.

On ways that could be used to enhance child right awareness for better academic performance, teachers strongly agreed on use of documentaries on child right issues and partnership with NGO's at 80% and 97% respectively. Up to 36% of teachers strongly supported the use of legal documents while only 16% strongly disagreed. Most teachers, about 70% disagreed with regular featuring stories as a way of promoting child right awareness. In an interview with the Principals/SCDE, 67% of them agreed that their teachers found themselves in different forms of child right violation while 33% disagreed that their teachers were part of child right violation. In order to promote child right awareness, 11% of the key respondents suggested on introduction of clubs and societies and displaying posters on child rights respectively. 22% of the rest asserted that introduction of child right

awareness day would promote the child right awareness that could improve academic performance among students in Ugunja Sub-County. Finally, 56% of the key respondents concluded that clubs and societies were the remedy to create child right awareness.

### **5.3. Conclusion**

Child right awareness remains to be among the most important aspects in the educational life of a student. The purpose of this study was to investigate the influence of students' rights awareness and its influence on academic performance in public secondary schools in Ugunja Sub-County. More than 80% of the respondents proved to be aware of children's rights. The study revealed that there is child right violation in Public secondary schools in Ugunja Sub-County which promote truancy among students and this may negatively influence the academic performance in the Sub-County. It was clear from the study that despite the fact that most teachers and students were aware of the students' rights, they were ignorant of the consequences of violating the rights. Among the most commonly violated rights that the study found out were in form of corporal punishment, sexual harassment and cases of bullying. The three made students to feel unsafe in school and could not settle well for an academic work. The main sources of children rights in Ugunja Sub-County were television/radio, school and church. This was similar to the research done by Philippine Normal University (2004) which found out that main source of child right information was television and radio. There was an observation that none of the sampled schools had posters against child right violation within their compounds. Finally, the study exposed ways of promoting child rights awareness as initiating campaigns and partnerships with NGO's and exposing students and teachers to documentaries that highlights the issues of Children rights.

#### **5.4 Recommendations.**

- The government should ensure that there are copies of children right act booklets provided to Public secondary schools so that each learner can have a copy as a reference material.
- Kenya Institute of Curriculum Development should incorporate topics that deal with children rights in the syllabus so that learners can as well acquire information progressively.
- The school administration should introduce clubs and societies that address student rights. Students can be guided to be active members of the clubs.
- Schools should also invite a speaker every term to talk about the matters related to child right, importance of child right awareness and the risks of violating the child rights.
- Individual students and teachers should be informed of the importance of knowing their rights and its relevance on academic performance.
- The entire community around schools should be made aware of the rights of a child, risks of violating the rights and importance of creating awareness through organizations such as NGO's.

#### **5.5 Suggestion for further studies**

- i) This study looked at the influence of children rights awareness in public secondary schools in Ugunja Sub-county. Further study can be done on influence of children's rights awareness in private secondary schools in another Sub-County.
- ii) In future, further studies can be done on the role of educational stakeholders in promoting the child right awareness and its influence on academic performance in Rural areas.

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## APPENDICES

This section is composed of the Consent and assent forms, Introduction letter, Research instruments, Introductory letter from MKU, ERC Document, Research License (NACOSTI), Authorization Letters and Map of Ugunja Sub-County.

### **APPENDIX A: Introduction letter**

FELIX OKELLO ADALA

P.O BOX 56,

MUSANDA, KENYA

CONTACT: 0798551040

Dear Sir/Madam,

### **RE: INFLUENCE OF CHILDREN RIGHTS AWARENESS ON ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOL IN UGUNJA SUB-COUNTY**

I am a student pursuing Master's Degree at Mount Kenya University. I am currently undertaking a research study on influence of student's rights awareness in Public Secondary Schools on their academic performance in Ugunja Sub-County. Your school has been selected to take part in the research. I will be grateful if you shall fill the attached questionnaires as sincerely as possible. Your identity will be treated with maximum confidentiality.

Thank you in advance.

Yours Faithfully

FELIX OKELLO ADALA

MED/2021/83470

**APPENDIX B: Consent form**  
**MOUNT KENYA UNIVERSITY**

**TOPIC:** INFLUENCE OF CHILDREN’S RIGHTS AWARENESS ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN UGUNJA SUB-COUNTY, KENYA.

**Principal Investigator: Felix Adala. Email: adalafelix30@gmail.com**

**Purpose of study:** The purpose of this study is to examine the influence of children’s right awareness in Public Secondary Schools on academic performance in Ugunja Sub-County.

**(Put a tick in the box at the end of the sentences below if you agree)**

I ..... Hereby give my permission to **Felix Adala** to allow me respond to questionnaire/interview and quote my responses in a scholarly research paper. I understand that it is for academic purposes.

I confirm that I read and understood the information sheet for the study. I too approve that I was given a consideration to ask all questions I wanted and they have been answered well.

I am aware and fully understand that I will asked questions that I will be expected to answer as honestly as possible.

I understand that my participation is voluntary and that I can withdraw any time as I wish without giving any reason.

I also understand that my participation will not be associated with ant risk or benefit.

Apart from the above, I understand that my data will be treated with maximum confidentiality if in case I agree to participate in this study.

I give my permission in the form of my signature.

Signature: .....

Date: .....

Participant's Name: .....

**APPENDIX C: Assent form**

**MOUNT KENYA UNIVERSITY**

**TOPIC: INFLUENCE OF CHILDREN’S RIGHT AWARENESS ON STUDENTS’  
ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN UGUNJA  
SUB-COUNTY, KENYA.**

**Principal Investigator: Felix Adala**

**Email: adalafelix30@gmail.com**

**PURPOSE OF THE STUDY:** The purpose of this study is to examine the influence of children’s right awareness in Public Secondary Schools on academic performance in Ugunja Sub-County, Kenya.

**PROCEDURE:** Most of the questions that you will be expected to answer are both closed and open ended. Each student will be given one questionnaire to fill. Respondence will be allowed time to ask questions of which they will be answered appropriately. The session will take about 20 minutes. This activity will be done with a lot of patience and maximum discipline.

**RISKS:** The study procedure may make you feel inconvenienced.

**BENEFITS:** This study will promote the students’ rights awareness. The study may also influence the Teachers Service Commission to revise the Teachers Service Code of Conduct Act that address some of the violated children’s’ rights.

**ALTERNATIVES:** You have the option to withdraw any time without any permission from anybody. You are also allowed to answer only questions that you are comfortable with. You as well have the rights not to participate in the study.

**PRIVACY AND CONFIDENTIALITY**

The information that is collected in this research study will be kept private and confidential.

If you agree to participate in this study, please sign and write your name.

**Participant:**

Sign: .....

Date: .....

Name: .....

**APPENDIX D: Questionnaire for students**

I am a student at Mt Kenya University, taking Master Degree in Leadership, administration and educational management. I kindly request you to participate in this research as your confidentiality will highly be protected. Your time, commitment and honesty will be appreciated.

**PART A: Background Information**

Please put a tick (✓) where necessary.

You are requested to kindly answer the questions below. This research will be more useful when questions are honestly and sincerely answered.

a) What is your;  
Gender;

Male ( )

Female ( )

b) Age;

Below 12 Years

12- 14 Years

15 -17Years


18-25years

Form\Class

One

Two

Three

Four

Type of School.

Day Mixed School

Day and Mixed Boarding School

Boys Boarding school

Girls Boarding School

**PART B: Most violated rights in schools**

The researcher will treat the information provided under this area with maximum confidentiality.

(Place a tick in the bracket against your choice)

a) Do you think there is a right violation in your school?

Yes

No

b) The table below indicates the most violated rights in Public Secondary School. Put a tick based on your agreement level.

(Indicate using 1-Strongly Agree, 2-Agree, 3-Disagree, 4-Strongly disagree)

	RIGHTS VIOLATED	SA	A	D	SD
A	Discrimination in terms of color, religion or of any kind				
B	Sexual Harassment				
C	Corporal Punishment				
D	Freedom of Expression				
E	Proper use of School Resources for Academic purposes				
F	Right to Play/Free time				
E	Cases of Bullying				

**PART C: Student level of child rights awareness in public secondary schools of Ugunja Sub-County.**

a) Are Children/students aware of their rights in school?

Yes

No

b) If 'Yes', to what level? Explain

c) How does your school promote child rights awareness in school?

- i. ....
- ii. ....
- iii. ....

**PART D: Sources of children rights awareness in Public Secondary Schools.**

a) Where did you first hear about children rights? (Indicate by putting a tick where appropriate)

- i. Television/Radio
- ii. Church

- iii. School
- iv. Neighbors
- v. Colleagues
- vi. NGOs
- vii. Legal Documents
- viii. Others

b) Which child/ student right is mostly violated at class time?

c) Do you have a printed document with all the student rights in your school?

d) If 'Yes', is it exposed to students? Yes   
No

**APPENDIX E: Questionnaire for teachers**

I am a student at Mt Kenya University, taking Master’s Degree in Leadership, administration and educational management. I kindly request you to participate in this research as your confidentiality will highly be protected. Your time, commitment and honesty will be appreciated.

Please put a tik ( ✓ ) where necessary.

**PART A: Background Information**

- a) What is your;  
Gender; Male ( ) Female ( )
- b) Age;
  - Below 18 Years
  - 18 - 25 Years
  - 26 - 35Years
  - 36- 45 Years
  - 46 - 50 Years
  - Above 51Years
- c) Academic Qualifications;
  - Certificate
  - Diploma
  - Bachelors’ Degree
  - Masters’ Degree
- d) Teaching Experience in years;
  - Below 5 Years
  - 6 - 10 Years
  - Above 10 Years

**PART B: Most violated rights in schools.**

(Place a tick in the bracket against your choice)

- a) Do you think there is a right violation in your school?
  - Yes
  - No
- b) The table below indicates the most violated rights in Public Secondary School. Put a tick based on your agreement level.  
(Indicate using 1-Strongly Agree, 2-Agree, 3-Disagree, 4-Strongly disagree)

	RIGHTS VIOLATED	SA	A	D	SD
A	Discrimination in terms of color, religion or of any kind	30			
B	Sexual Harassment				

C	Corporal Punishment				
D	Freedom of Expression				
E	Proper use of School Resources for Academic purposes				
F	Right to Play/Free time				
E	Cases of Bullying				

**PART C: Level of student rights awareness in public secondary schools of Ugunja Sub-County.**

a) Are students aware of their rights in school?

Yes   
No

b) If 'Yes', to what level? Explain

**PART D: Sources of children rights awareness in schools**

a) Where did you first hear about children rights? (Indicate by putting a tick where appropriate)

- ix. Television/Radio
- x. Church
- xi. School
- xii. Neighbors
- xiii. Colleagues
- xiv. NGOs
- xv. Legal Documents
- xvi. Others

b) Which Student Right is commonly violated at class time?

c) Do you have a printed document with all the student rights in your school?

d) If 'Yes', is it exposed to students? Yes

No

**PART E: Teachers role in protecting a child/student right in schools**

a) Is it one of the responsibilities of teachers to protect the rights of Students in school?

Yes

No

b) If 'Yes', why?

c) Suggest any ways that a teacher can use to safeguard students from child rights violations.

**PART F: Child right awareness and academic performance**

a) What is Child Rights Awareness?

This is the state of being conscious of the rights of a child.

b) Is the above definition of Child Rights Awareness correct?

Yes

No

c) If 'Yes', then can student right awareness affect their academic performance?

Yes

No

d) What are the ways that can promote child right awareness

**APPENDIX F: Interview scheduled for Principals and Sub-County Director of Education.**

**PART 1: Bio Data**

1. Gender:      Male                          Female
2. Age:
- |                |                          |
|----------------|--------------------------|
| 20-29Years     | <input type="checkbox"/> |
| 30 - 35 Years  | <input type="checkbox"/> |
| 36 - 45 Years  | <input type="checkbox"/> |
| 46 - 50 Years  | <input type="checkbox"/> |
| Above 55 Years | <input type="checkbox"/> |
3. Academic Qualifications:
- |                                    |                          |
|------------------------------------|--------------------------|
| Masters                            | <input type="checkbox"/> |
| Post Graduate Diploma in Education | <input type="checkbox"/> |
| Diploma in Education               | <input type="checkbox"/> |
| Degree                             | <input type="checkbox"/> |
| Others                             | <input type="checkbox"/> |
| (Specify).....                     |                          |
4. Working Experience: .....Years
5. Have you at any point heard of some right violation in your schools?
- Yes
- No
6. Do you think students are aware of their rights?
- Yes
- No
7. In your school, are your teachers involved in student rights violation?
- Yes
- No
8. What ways can be used to promote Student right awareness.

**APPENDIX G: ERC Certificate.**

# Mount Kenya University



REF: MKU/ISERC/3570  
TO: ADALA FELIX OKELLO

Date: 04 April 2024

REG: MED/2021/83470

Dear Sir/Madam,

**RE: INFLUENCE OF CHILDREN'S RIGHTS AWARENESS ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN UGUNJA SUB-COUNTY, KENYA.**

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2614**. The approval period is **04/04/2024 - 03/04/2025**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MIA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

**The Chairman**  
**Mount Kenya University**  
**Ethics Review Committee**  
**P. O. Box 342 - 0100, Thika**

**Dr. Alfred Owino, PhD**  
**Chairman, Mount Kenya University ISERC**

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.  
Cell: +254 709 153 000 | +254 709 153 200  
Email: [info@mku.ac.ke](mailto:info@mku.ac.ke), Web: [www.mku.ac.ke](http://www.mku.ac.ke)  
Chartered and ISO 9001 : 2015 Certified Institution.  
**Unlocking Infinite Possibilities**

**APPENDIX H: Introduction letter from MKU.**



**DIRECTORATE OF GRADUATE STUDIES**

MED/2021/83470

4<sup>th</sup> April, 2024

*National Commission for Science Technology & Innovation (NACOSTI)  
Off Waiyaki, Upper Kabete  
P.O Box 30623- 00100  
NAIROBI, KENYA*

Dear Sir/Madam,

**RE: ADALA FELIX OKELLO - REGISTRATION NO. MED/2021/83470**


The purpose of this letter is to introduce the above named student who is pursuing Master of Education Degree in the Department of Educational Management and Curriculum Studies in the School of Education.

The title of the research is "Influence of Children's Rights Awareness on Students' Academic Performance in Public Secondary Schools in Ugunja Sub- County, Kenya."

It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between April, 2024 and June, 2024.

Any assistance accorded to the student will be highly appreciated.


Thank you.

  
Dr. Samuel M. Karenga, PhD  
Director, Graduate Studies  
Enc.

Mount Kenya University  
P. O. Box 342 - 01000, THIKA  
Office of the Director  
Graduate Studies


Main Campus, General Kago Road, P.O. Box 342-01000 Thika. Tel: +254 67 2820 000,  
Cell: +254 720 790 796, 0709 153 000  
Email: info@mku.ac.ke, Web: www.mku.ac.ke  
Chartered and ISO 9001 : 2015 Certified Institution.  
**Unlocking Infinite Possibilities**

**APPENDIX I: NACOSTI research license**



**REPUBLIC OF KENYA**


Ref No: **255254**



**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION.**

Date of Issue: **24/April/2024**

**RESEARCH LICENSE**



This is to Certify that Mr.. **ADALA OKELLO FELIX** of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Siaya on the topic: **INFLUENCE OF CHILDREN'S RIGHTS AWARENESS ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN UGUNJA SUB-COUNTY, KENYA** for the period ending : **24/April/2025**.

License No: **NACOSTI/P/24/34765**

255254

Applicant Identification Number



Director General  
**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY &  
INNOVATION**

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document,  
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See overleaf for conditions

## THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)

Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014 **The National Commission for Science, Technology and Innovation**, hereafter referred to as the Commission, was established under the

Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

### CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
  - i. Endanger national security
  - ii. Adversely affect the lives of Kenyans
  - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
  - iv. Result in exploitation of intellectual property rights of communities in Kenya
  - v. Adversely affect the environment
  - vi. Adversely affect the rights of communities
  - vii. Endanger public safety and national cohesion
  - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action. National Commission for Science, Technology and Innovation(NACOSTI),

Off Waiyaki Way, Upper Kabete,  
P. O. Box 30623 - 00100 Nairobi, KENYA  
Telephone: 020 4007000, 0713788787, 0735404245  
E-mail: [dg@nacosti.go.ke](mailto:dg@nacosti.go.ke)  
Website: [www.nacosti.go.ke](http://www.nacosti.go.ke)

**APPENDIX J: Field entry/Research authorization.**



**REPUBLIC OF KENYA  
MINISTRY OF EDUCATION  
State Department of Early Learning and Basic Education**

COUNTY DIRECTOR OF EDUCATION  
SIAYA COUNTY  
P.O. BOX 564  
**SIAYA**

E-mail: edesiaya2016@gmail.com

MOE/SYA/CDE/URA/1/10/VOL.II/67

Monday, May 20, 2024

TO WHOM IT MAY CONCERN

**RESEARCH AUTHORIZATION – MR. ADALA OKELLO FELIX**

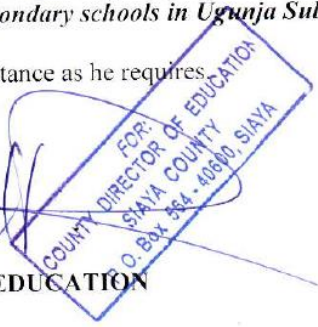
Refer to a request on the above subject.

Authority is granted to research License No. **NACOSTI/P/24/34765** dated 24<sup>th</sup> April, 2024 to be used in conducting research in this county for the period ending 24<sup>th</sup> April, 2025.

The research title is *“Influence of children’s right awareness on student academic performance in public Secondary schools in Ugunja Sub County.”*

Please accord him the necessary assistance as he requires.

**MACHORA K. MISHAEL  
FOR: COUNTY DIRECTOR OF EDUCATION  
SIAYA COUNTY**



**Copy to:**

Sub County Director of Education

Ugunja Sub County



MINISTRY OF EDUCATION  
STATE DEPARTMENT FOR BASIC EDUCATION



SUB-COUNTY EDUCATION OFFICE,  
UGUNJA,  
P.O BOX 6 - 40606  
UGUNJA

E-MAIL: [deougunja@gmail.com](mailto:deougunja@gmail.com)  
When replying please quote

REF/UGN/ED/ADM/VOL.3/15


DATE: 20/05/2024

TO ALL HEAD OF INSTITUTIONS - SECONDARY  
UGUNJA SUB COUNTY

RE: **RESEARCH AUTHORIZATION: MR. ADALA OKELLO FELIX**

The above named Mr. Adala Okello Felix has been authorized by the Sub County Education Ugunja vide Ref NACOSTI/P/24/34765 to carry out on research on "Influence of children's rights awareness on student academic performance in public Secondary schools in Ugunja Sub County", for a period of between 24<sup>th</sup> April 2024 to 24<sup>th</sup> April, 2025 to carry on research on

Please accord him necessary assistance.

 **SUB COUNTY  
DIRECTOR OF EDUCATION  
UGUNJA  
P. O. Box 6-40606, UGUNJA**

.....  
**BONFACE E. OTULA  
SUB COUNTY DIRECTOR OF EDUCATION  
UGUNJA**

## APPENDIX K: Turnitin report

INFLUENCE OF CHILDREN'S RIGHTS AWARENESS ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN UGUNJA SUB-COUNTY, KENYA.

### ORIGINALITY REPORT

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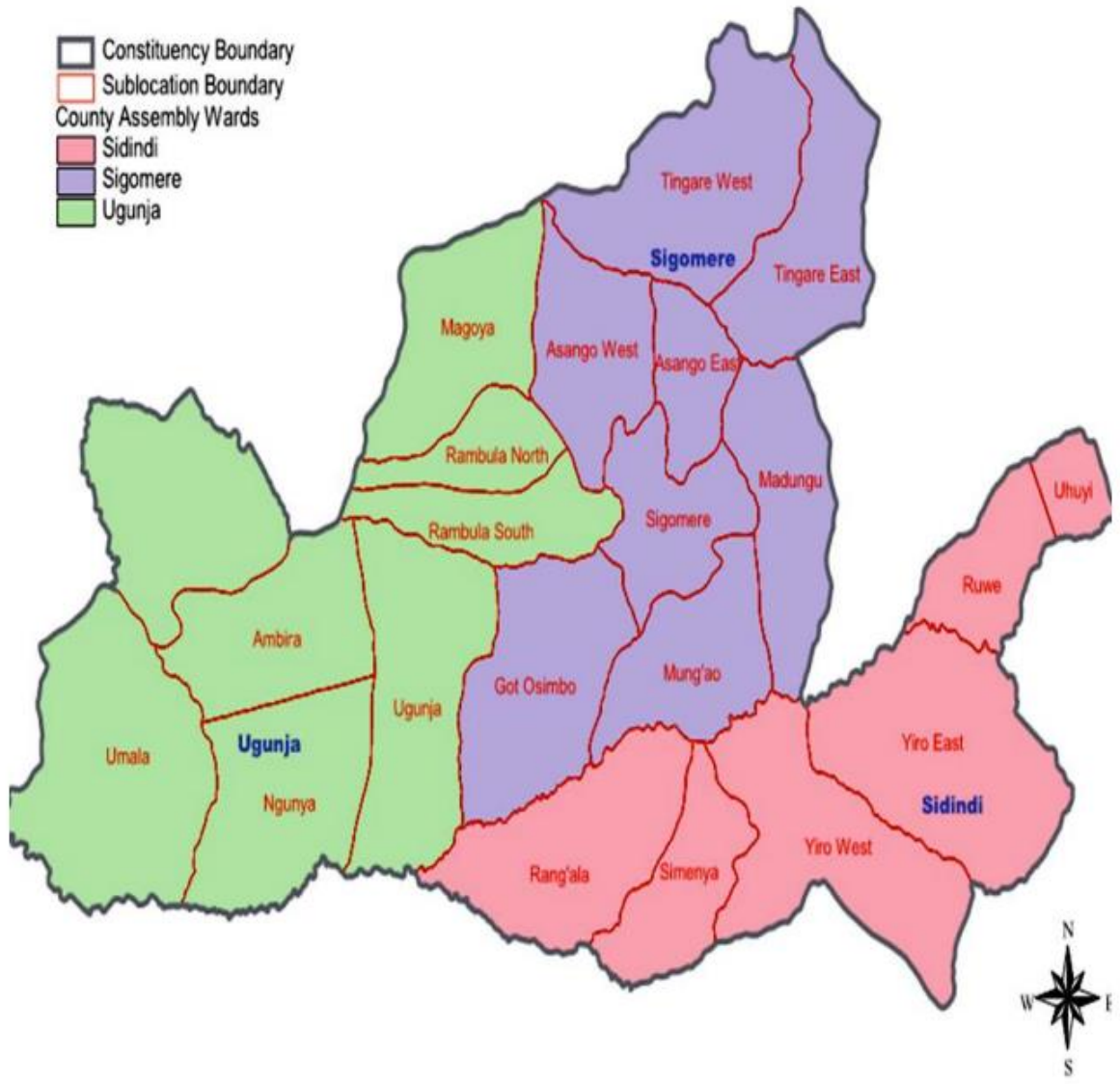
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**APPENDIX L: Research site map.**



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