TWO COLLABORATIVE TRAINING METHODS AND PRE-PRIMARY SCHOOL TEACHERS' ATTITUDE TO AND PRACTICE OF CHILD RIGHTS IN ONDO STATE, NIGERIA

BY

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CERTIFICATION

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DEDICATION

I dedicate this research to God. Without Him, I would not have accomplished this.

forever be appreciated. The enthusiasm and commitment they showed during the field work was amazing.

My late parents, Elder Ayoola Adeyemi and Deaconess Olusola Ayoola Adeyemi contributed a lot to every stage of my academic life. Their utmost desire was that I succeeded in my academics and for this reason they did everything humanly possible to make provisions for all my academic needs. I am equally grateful to my mother-in-law, Deaconess Agnes Fadojutimi for her advice and encouragement which always proved very useful. I thank Mr and Mrs Olaitan Ajayi for the support I received from them while putting this work together.

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ABSTRACT

Child Rights are crucial to the general well-being of children because they help guarantee their adequate protection and development. Reports have shown that attitude to and practice of child rights are poor among pre-primary school teachers in Ondo State, Nigeria. Previous works on child rights focused more on survey of factors influencing than on interventions. This study, therefore, was carried out to determine the effects of two Collaborative Training Methods (CTMs) - Think-Pair-Share (TPS) and Small Group Discussion (SGD) - on pre-primary school teachers' attitude to and practice of child rights in Ondo State. The moderating effects of gender and child rights awareness were also examined.

The Kolb Experiential and Vygotsky's Socio-cultural theories provided the framework, while the study adopted the mixed methods (pretest-posttest control group quasi-experimental design, with a 3x2x2 factorial matrix and phenomenological approach). One (Ondo Central) out of the three Senatorial Districts was randomly selected. Three (Akure South, Ondo West and Idanre) out of the six Local Government Areas (LGAs) were randomly selected. Ten public primary schools, with pre-primary section, were purposively selected from each of the LGAs. Sixty pre-primary school teachers (20 per LGA) with more than five years teaching experience, were purposively selected. The schools were randomly assigned to TPS (20), SGD (20) and control (20) groups. The instruments used were Attitude to Child Rights (r = 0.82), Child Rights Awareness Questionnaires (r = 0.73), Child Rights Practice Observation Scale (r = 0.71), training guides, field notes and audio-visual materials. Training lasted nine weeks. A session of focus group discussions was held with 10 pre-primary school teachers. Quantitative data were analysed using descriptive statistics, Analysis of covariance and Sidak post-hoc test at 0.05 level of significance, while the qualitative data were analysed thematically.

Majority (83.3%) of the participants were female and 77.0% had high level of child rights awareness.There was a significant main effect of treatment on pre-primary school teachers' attitude ($F_{(2;47)}$ = 11.52, partial $\tilde{\eta}^2$ = 0.33). The participants in TPS had the highest post-attitude mean score (68.74), followed by those in SGD (64.16) and the control (48.74) groups. There was a significant main effect of treatment on practice of the teachers ($F_{(2;47)}$ = 28.14, partial $\tilde{\eta}^2$ = 0.55). The pre-primary school teachers in SGD had the highest post-practice mean score (43.63), followed by those in TPS (42.25) and the control (28.07) groups. There were no significant main effects of gender and child rights awareness on pre-primary school teachers' attitude and practice of child rights. The two-way and three-way interactions effects of treatment, gender and child rights awareness were not significant. Teachers were neither aware of nor practised child right acts.

Think-pair-share and small group discussion enhanced pre-primary school teachers' attitude to and practice of child rights in Ondo State, Nigeria, regardless of gender and child rights awareness. These methods should be adopted in training pre-primary school teachers on child rights.

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LIST OF ABBREVIATIONS AND ACRONYMS

ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
PED	Primary Education
CTMs	Collaborative Training Methods
CM	Conventional Method
CG	Control Group
TPS	Think-Pair-Share
SGD	Small Group Discussion
FGD	Focus Group Discussion
IGTPS	Instructional Guide on Think- Pair- Share
IGSGD	Instructional Guide on Small Group Discussion
LMIG	Lecture Method Instructional Guide
RATGI	Research Assistants Training Guide on Intervention
RATGO	Research Assistants Training Guide on Observation
ACRQ	Attitude to Child Rights Questionnaire
CRPOS	Child Rights Practice Observation Scale
CRAQ	Child Rights Awareness Questionnaire
RAASI	Research Assistants Assessment Sheet on Intervention
RAASO	Research Assistants Assessment Sheet on Observation
IQFGDPST	Interview Questions for Focus Group Discussion with Pre-primary School Teachers
FNT	Field Note Template
PDPSTPTA	Prompts on Documentation of Pre-primary School Teachers' Participation in Training Activities
CRC	Convention on the Rights of the Child
ACRWC	African Charter on the Rights and Welfare of the Child
CRA	Child Rights Act 2003
UNICEF	United Nations Children Fund
EMMs	Estimated Marginal Means

QUAN   Quantitative

Qual   Qualitative

CHAPTER ONE
INTRODUCTION

1.1   Background to the study

Children are important future of every society and this is why they are highly valued and mostly desired in every culture and race. The birth of a child into a family is usually greeted with great joy and excitement. Africans' perception of children is that they see them as great assets. Africans naturally love children and they can do a lot to have them. They do a lot of things for children: they nurture and make use of whatever they have to take care of them. In fact, Benokraitis (2007); Mohlatlole, Sithole and Shirindi (2018) have said that the major reason why people go into marriage in African societies is to have their own children as nobody would like to be childless in marriage and couples, irrespective of their religious beliefs or social status, could divorce as a result of absence of children in the marriage. Arugu (2014) and Mohlatlole et al (2018) also noted that having children is one of the major yardsticks for assessing the success of marriage.

African traditional societies have always had a way of ensuring the survival, protection, development and participation rights of children. Boakye-Boaten (2010) averred that since children were regarded as a source of social prestige to their parents, Africans usually ensure that they are given proper training right from early childhood period. Also, children are seen to be human beings who are to be cared for and protected. Family and members of the community always ensure their protection, and appropriate socialization. In this setting, children are seen as biologically liable to injury which makes them need proper caring. Philosophically, in African settings, childhood is like holding an egg in one's palm, if it is carelessly handled, it can fall and get broken but can also break if it is held too tightly (Boakye-Boaten, 2010).

Every effort was therefore usually made to ensure adequate protection of the child from any form of danger.

In the African traditional society, the upbringing of the children with regards to provision and protection was therefore not the role of the family only, but also that of well-meaning people living in the society (Kilbridge and Kilbride, 1990; Ndofirepi and Shumba, 2014). The family support system inherent in the African traditional society thus formed a barrier against child abuse, neglect and destitution (Ndofirepi and Shumba, 2014). This is because all the family members as well as the community usually joined hands together to ensure protection of children.

However, the capacity of African traditional system to guard her children through the social formation of Africa has undergone great reformations (Ndofirepi and Shumba, 2014). Political reformation, economic reformation and the social institutions are largely responsible for the realignment of children within the cultural context of Africa. For instance, the African continent has experienced cultural invasion from the dominant western cultures, a situation that has seriously disrupted the cultural settings of Africans and caused changes in their social institutions. Also, Boakye-Boaten (2010) submitted that childhood and child-rearing practice have changed from what they used to be and are now being tailored to satisfy the labour demands, a situation that has altered the economic structure of Africa. Furthermore, demand for cheap labour has increased and this has further affected the traditional child upbringing practices which has continued to expose children to all forms of social and political problems (Boakye- Boaten, 2010). These changes have limited the capacity of the social institutions within African societies to continue with the practices and values which define children. With these changes, children now live in a society where they are exposed to a lot of circumstances that threaten their proper growth and development.

Despite these changes, children are still regarded as important assets that occupy a significant position in every family and community all over the world (Bada, 2015; Adedigba, 2019). They help in securing conjugal ties and offer social security. Children also assist their parents in labour, raise social status, secure rights of property and inheritance, provide continuity through re-incarnation and maintaining the family

lineage, and satisfy emotional needs. Children of today are the citizens of tomorrow's world and their survival, protection, development and education are a prerequisite for the future development of the nation (Oduolowu, 2009). There is not going to be a human society in the future without children today, and the kind of leaders we want in the future depend on the kind of children that we have today (Ibraheem, 2015). So, it is important to raise children in an environment that will support their holistic development.

Children are the vulnerable members of the society because they are young and depend on adults for all their needs and care (Ibraheem, 2015). Consequently, they are likely to experience violation of their rights more than adults. They, therefore, need special care and protection from adults. In recognition of the need to adequately protect children, every government of each nation all over the world has made provisions for their protection through legislations from which legal documents to protect children have been enacted.

Notable legal documents, laws and policies that make provisions for the rights of children in Nigeria include the Criminal Code Cap C38 LFN of 2004, Matrimonial Causes Act Cap 220 of 2010 and Trafficking in Persons (Prohibition) Law Enforcement and Administration Act, 2003, Young Persons Act and Child Rights Act, 2003 (CRA, 2003) in particular (Olusegun and Idowu, 2016). Policies include National Policy and Plan of Action on the Elimination of Female Genital Mutilation in Nigeria (2022), National Plan of Action on Orphans and Vulnerable Children (2004) and National Policy on Child Labour (2013). In 2016, the Federal Government of Nigeria also launched an ambitious *End Violence Against Children by 2030* following the call of United Nations in her Sustainable Development Goals (SDGs) in accordance with SDG Target 16:2 which sets to protect children from abuse, exploitation, trafficking and violence. International documents on child rights to which Nigeria is a signatory include the Convention on the Rights of the Child (CRC) and the African Charter on the Rights and Welfare of the Child (ACRWC).

The CRA (2003) sets out the rights as well as responsibilities for every Nigerian child and provides for a system of child justice administration. The Act also recognises that these rights for children can only be achieved when adults provide help

with some levels of meaningful participation of children and youth themselves (Okoye, 2011; Adedigba, 2015). One other important feature of the act is that it demands that in all actions concerning the child, his or her best interest must be the paramount consideration in the country for the children to have a sense of belonging (Ayoola, Akinrotimi and Izuagie, 2016). Having enacted the CRA (2003), the welfare and responsibilities of children as well as those of government and institutions towards children became more defined (Akwara, Soyibo and Agba, 2010). It is interesting to know that many states in Nigeria like Lagos, Ogun, Enugu, Kwara, and Ondo among others have adopted the CRA (2003) with Ondo State in particular, adopting the document in March, 2007. As a fallout from the adoption of the CRA by the state, family courts were established across the state. In 2016, the state also domesticated the actions on *End Violence Against Children* in line with the Federal Government Action Plan to end violence against children by 2030.

However, despite the adoption of the international documents and enactment of several other related ones in Nigeria to address the issues of children rights and in spite of the various programmes mounted by government and Non-Governmental Organisations to develop positive attitude and practice towards child rights, the situation seems not to have changed considerably over the years. Studies have revealed various cases of child rights violations such as rape, beating and battering, abandonment, child trafficking and many other inhuman treatments being perpetrated against children on a regular basis (Ayoola, et al. 2016). Taking the cases in Ondo State in particular, reports from national dailies have revealed cases of child rights violations on a regular basis in the state as shown in the table below.

Table 1.1. Sample of cases of child rights violation in Ondo State

S/N	Date	Perpetrator	Occurrence/Act	Location	Source
1	30/11/2013	The child's teacher	Sexual assault on a four-year old pupil.	Akure	Vanguard Newspaper
2	17/09/2015	A 55- year old man	Rape of a 15-year old girl.	Akure	Pulse ng
3	04/11/2015	The child's mother	Dipping of a 6-year old boy into hot water	Akure	Sundiata
4	03/01/2016	A pastor	Defiling of a 15-year old girl	Akure	The Nation Newspaper
5	21/12/2016	The girl's father	Impregnating a 16 - year old girl.	Odode, Idanre	Elevate News Nigeria
6	07/09/2017	Two teachers	Collection of fingernails and blood of two pupils	Ondo	The Eagle Online
7	03/05/2018	A 42- year old man	Rape of a 10- year old girl	Akure	Vanguard Newspaper
8	03/07/2018	A man in the neighborhood	Defiling a 3-year old child by the mother.	Apata, Ese-Odo	Nairaland Forum
9	29/01/2019	The child's mother	Beating of a child to Death.	Oda, Akure	The Sun
10	21/10/2019	A 33-year old pastor	Impregnating a 16-year old girl.	Akure	New Telegragh
11	11/06/2019	A 43-year old man	Rape of a 12- year old girl	Ondo	Vanguard Newspaper
12	27/06/2019	The girl's teacher	Battering of a student.	Ondo	Nairaland Forum
13	15/07/2019	A 16-year old girl	Defilement of a 7-year old girl	Irele	Vanguard Newspaper
14	17/08/2019	The child's teacher	Rape of a student	Ondo	Information Nigeria
15	22/08/2019	The child's mother	Beating of a 4-year old girl to death	Akure	Nigerian Tribune
16	03/02/2020	A 38-year old man	Rape of a 13-year old girl	Akure	Nigerian Tribune
17	05/02/2020	A 45-year old woman	Inflicting injury on a 12-year old with finger nails	Akure	Wuzup Nigeria

Meanwhile in the CRA (2003), the rights of children are classified into survival rights, development rights, participation rights and protection rights (Akwara, Soyibo and Agba, 2010; Adedigba, 2015). This study is particularly interested in the protection and development rights of school children in the hands of their teachers. Protection rights in the school setting are those rights that children have against any form of harm or maltreatment in the hands of their teachers. They include the rights that children have against physical abuse such as flogging, kicking, slapping, striking, pinching, whipping and pulling of ears; emotional abuse which are yelling, intimidating, nagging, name-calling and withholding deserved praise or reward (Ajithkumar, 2013). Protection rights of children in the school also include children's rights against any form of neglect such as rejecting, ignoring, isolating, non-supervision and spurning; exploitative acts such as sending on non-school related errands and sending on errands during lessons (Wamimbi, 2018).

In similar vein, development rights in the school setting are the ones that children have to proper learning and development and which their teachers should allow them to freely enjoy in and out of the classroom. They include rights of the children to age-appropriate teaching methods and learning materials; rights of children to freely express their opinions, engage in creative thinking activities and ask questions. They also include the rights of the child against behaviours such as withholding praise, belittling the child's capabilities, qualities and desires. Others include rights of the child to engage in different forms of play, recreational and cultural activities, freedom of interaction with their peers and rights of the child to learn in a child friendly environment that is non-discriminatory (Wamimbi, 2018).

This study considered it appropriate to focus attention on protection rights of children because it is very critical to the general well-being of children. A child that is protected would have opportunity to enjoy all of his or her rights to survive, develop and participate in activities that can ensure his or her optimal growth and development of potentials. Research findings however showed that these rights are the most violated in schools especially by teachers (Ajithkumar, 2013; Adedigba, 2019). Also,

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preliminary findings by the researcher have revealed gross violation of protection rights of children, especially pre-primary school children by their teachers. This is an unfortunate situation because a child whose protection rights are not fully guaranteed by her teachers is likely to experience setbacks in learning and development. In the same vein, development rights of children are very important in the school setting.

Development rights provide the platform for children to achieve their full potentials. This is because most of the indices of development rights fall within the school age period. This therefore makes teachers key actors in the issue of child rights. Teachers take the central role in the lives of children especially, at the early stage of their lives. Children being highly vulnerable as earlier pointed out makes teachers to be very important in their lives. For this reason, according to Gupta and Lata (2013), the teacher is the person who has the greatest impact on children after their parents in terms of personality development. Teachers, more than any other stakeholder, spend much time with children at school. Children look up to their teachers for care, support and protection as much as they do to their parents and in some cases, teachers play the roles of surrogate parents that some children can lean on for social and emotional support. It is therefore the obligation of teachers to ensure the physical, spiritual and intellectual well-being of their learners.

In this vein, Shumba (2003) pointed out that teachers are expected to provide a safe and stimulating environment for quality education to take place. They are not expected to subject children under their care to physical abuse such as kicking, flogging, slapping, punching, whipping or any strenuous punishment. Behaviour that could constitute emotional abuse of children such as nagging, yelling, withholding deserved praise or reward, isolating, name-calling, ignoring and isolating children are not expected to be exhibited by the teacher. Onuka (2004), Akinbote (2007) and Adedigba (2019) further asserted that teachers' roles in safeguarding the rights of children include providing enabling, conducive, friendly and stimulating environment that supports, protects and help children to develop holistically for success in school and in later life. They are to provide age-appropriate learning materials and use developmentally appropriate teaching methods. Also, teachers are to encourage children to freely express their opinion and also provide an environment that promotes

creative thinking in them. It is also the duty of the teacher to ensure that children participate actively in cultural and recreational activities and see that the culture of every child is well protected in and out of the classroom. All these signify why teachers are crucial in safeguarding the protection and development rights of children. Teachers are also expected to be knowledgeable about the appropriate nutrition for proper growth and development of children such that they can provide necessary guidance to parents on the importance of giving balanced diet for their children. All these make therefore make the roles of teachers very crucial in ensuring that children fully enjoy development rights.

However, despite the essential roles required by teachers in safeguarding all crucial rights of children, it is worrisome that a baseline study conducted by the researcher revealed that most rights of children are regularly violated by teachers, especially in Ondo State. Cases of physical abuse such as flogging, slapping, kicking, pinching are still rampart while emotional abuse such as yelling, labelling, nagging and isolating are still perpetrated by teachers (Ayoola and Amosun, 2023). A situation whereby teachers who are recognised most among the stakeholders in the provision of care protection of children rights but are now found to be in the forefront of child rights violations calls for urgent effort to address it.

Furthermore, studies conducted on pre- primary school teachers in Ondo State have revealed that most of them do not engage in activities that can make children enjoy their development rights. Many teachers do not use appropriate teaching methods recommended for implementing the recommended curriculum pre-primary classes (Ayoola, Ojoko and Olowe, 2018). Studies have also revealed that teachers do not employ age- appropriate classroom management practice that can support optimal development of children and also fail to engage children in appropriate play activities such as water and sand play (Olowe and John, 2017). It is important to note that these practice exhibited by pre-primary school teachers would not promote proper development of children. This is why it becomes imperative to conduct a study of this kind which would equip teachers with knowledge that could make them develop attitudes and engage in practice that would make children enjoy their development rights.

Literature abounds on the various factors responsible for all forms of child rights violations in our society, especially among teachers. Some of these factors that have been documented in literature are poverty (Akor, 2009; Fredrick, 2010), household/family structure, socio-cultural beliefs and religion (Kainuwa and Yusuf, 2013; Welbourne and Dixon, 2016), negative attitudes as well as poor practice of rights of children by members of the society, especially teachers (Okoye, 2011; Ayoola et al. 2016; Olusegun and Idowu, 2016). This study is particularly interested in attitude to and practice of teachers at the pre-primary school level to protection and development of children's privileges.

Authors, such as Deb and Matthews (2012) have reported that people's attitudes can influence the way they behave toward children, including whether they promote the rights and welfare of children or not. Deb and Matthews (2012) averred further that the attitudes that are predominant in a particular society may shape a culture of how children are perceived and treated. When people especially preschool teachers, have a positive attitude towards child rights, their dispositions and actions concerning issues that relate to child rights could be positively influenced (Valliammal, Ramachandra and Raja, 2013; Muge, 2016). This underscores the need for pre-primary school teachers to display attitude that will promote children rights at all times, hence the present study.

Teachers are expected to possess attitude that respects the rights of every child in the class. As pertain to children's right to protection, teachers are not expected to inflict corporal punishment on children, yell at them or use abusive words on them. It is expected that teachers demonstrate evidence of positive disposition towards protecting children against all forms of abuse. Likewise, teachers are expected to show attitude of acceptance of all children irrespective of their status. It behooves on teachers to avoid activities that can take children out of their care and supervision while in school. In respect to development rights of children, teachers are expected to exhibit evidence of positive attitude towards allowing children to play freely, learn in a stimulating and non-discriminating friendly classroom, encourage democratic atmosphere in the class and respect children's opinions. Though, teachers are expected to show attitudes that are positive towards the protection and development rights of

children, careful observations and research findings have revealed that teachers, most of the time, display either neutral or negative attitude towards the rights of children under their care.

Studies also show that teachers show negative attitude towards the rights of children as reflected in the way they inflict corporal punishment, maltreat and humiliate children in the name of discipline (Ayoola et al. 2016, Adedigba, 2019). Aluede (2004) also reported that children are psychologically maltreated in the classroom. A situation whereby teachers display a negative attitude such as these towards child rights portends serious danger for children in our society as children may perceive the school as an unsafe environment. This can result in children not developing to their full potentials. Efforts therefore need to be made to change the attitudes of teachers to child right matters especially in Ondo State where the cases of child rights violation is common among teachers. This is why this study becomes imperative.

In the same vein, engaging in practice that promote and guarantee child rights is crucial to the well-being and proper development of children. Practice refer to ways in which people apply their knowledge and attitudes to an issue through their actions (Gupta and Lata, 2013. Teachers' practice of child rights in this study refers to the actual behaviour exhibited by pre-primary school teachers involved in this study in relation to rights of pre-primary school children under their care. It is the way in which pre-primary school teachers apply their knowledge and attitudes to child rights through their actions.

Engaging in practice that will promote the rights of children in order to ensure their proper learning and development is a primary responsibility of every teacher. Teachers are expected to promote practice that will guarantee rights of children in and outside the classroom environment. Gupta and Lata (2013) and Ajithkumar (2013) averred that teachers are not expected to engage in practice that will subject children to any form of physical abuse such as flogging, slapping, shoving, kicking, striking and pinching for any wrongdoing. Rather, they should use appropriate dialogue techniques to correct them in an atmosphere that promote their dignity. Practice that could negatively affect their emotions such as yelling, intimidating, name-calling, nagging,

isolating and ignoring should be avoided by the teachers. The right of every child to freely express their opinions should be respected and promoted at all times by the teacher. Children should be allowed to participate in play, recreational and cultural activities of their choice. The teacher must ensure that his teaching methods learning materials are age appropriate while learning should take place in a child friendly environment that promotes children optimal learning and development.

However, in spite of how important it is for pre-primary school teachers to engage in good practice of protection and development rights of children, empirical findings have shown that most teachers do not engage in practice that promote children rights. Aluede (2004), Ajithkumar (2013) and Adedigba (2019) have all reported poor practice of child rights among teachers with reported cases of physical abuse such as corporal punishment and child sexual abuse by teachers. The poor display of child rights practice have damning consequences on proper growth and development of children. It becomes highly necessary therefore to make efforts that can target improving teachers' practice of child rights.

Previous researchers have also noticed this gross violation of children protection and development rights and have made efforts to address it. For instance, in order to suggest measures that can be employed for improving residents' knowledge of child rights awareness, Okoye (2011) investigated the extent to which the residents of Nsukka, Nigeria are aware of Child Rights document. Ayoola et al. (2016) also examined parents and teachers' awareness and implementation of Child Rights Acts in Owo, Ondo State, and suggested ways of improving the parents' and teachers' awareness.

As laudable as these past studies are, the problem of child rights violation among teachers in Ondo State seem not to have been fully addressed. This could be because most of the works were carried out outside Ondo State and they mostly employed the descriptive survey research approach without determining the effect of one strategy or the other on teachers' attitude and practice of child rights. All these account for the need to apply another method that could be effective for addressing the problem especially with focus and attention on pre-primary school teachers in Ondo State. It is for this reason that this study employed the use of Collaborative Training

methods (CTMs) to provide training for pre-primary school teachers in order to improve their attitude and practice of child rights.

The term "collaborative training" refers to a number of educational strategies that require the joint intellectual work of students and teachers. When a group of learners participate in a shared task where they depend on one another and are held accountable to one another, this is referred to as collaborative training (Laal and Laal, 2012). Learners can interact with peers, propose and defend ideas, discuss various opinions, query different conceptual frameworks, and actively participate in a collaborative training environment (Srinivas, 2011). According to Koya (2015), examples of collaborative methods are cooperative method, participatory method, round robin brainstorming, Think-Pair-Share (TPS) and Small Groups Discussion (SGD). This study employed two of these collaborative methods which are Think-Pair-Share (TPS) and Small Groups Discussion (SGD).

Think-Pair-Share is a strategy developed to give learners opportunity to on think a given concept that enables them to develop ideas individually and share such ideas with another learner (Usman, 2015). TPS is collaborative strategy that enables learners work in group. It is a strategy that gives room for structuring of meaningful discussion among learners. Learners follow a laid down process that limits off-task thinking and distractions. Accountability is built in because each learner is expected to report to a partner, and then partners must report to the class (Koya, 2015). This approach involves the teacher asking a question, preferably one that requires analysis or synthesis, and giving the students a minute or so to come up with a suitable response (Lyman, 1987). In the course of the teaching and learning process, students might express thoughts that come to them as answers to questions posed by the teacher. After sharing their responses with another person, learners move on. In the final phase, responses of learners can be discussed in a follow-up class discussion, within a three-person studying group, or with a larger group. All students can learn through contemplation and verbalization when this approach is used (Jones, 2006). The method has many inherent benefits as it enables learners to engage meaningfully, cognitively and emotionally with other learners, the task assigned and the material resources required to complete the given task (Johnson and Johnson, 2018).

Studies have shown the effectiveness of TPS at improving participants' attitudes and practice in different areas of discipline. A study by Bamiro (2019) in Ijebuode, Ogun State, Nigeria on the Effectiveness of Guided Discovery, and Think-Pair-Share strategies on Secondary School Students Attitude towards Chemistry showed that the post-test mean scores of students taught using Guided Discovery and TPS were significantly different from those taught using conventional method. It has been proved that TPS is an effective strategy in improving participants' attitude and practice in a study. Findings of the study showed that learners taught using TPS had the highest post-test mean scores on knowledge, attitude and perceived risk of HIV/AIDS. In a similar vein, Carss (2007) reported that TPS resulted in important difference between the pre-test and post- test reading scores of primary six pupils.

Evidence from these studies have proved beyond reasonable doubt that TPS is potent for improving participants' knowledge, attitude and achievement in areas like reading, science and HIV/AIDS. As potent as TPS has proved to be however, there seems to be dearth of empirical information, especially in Ondo State on whether it can improve pre-primary school teachers' attitude and practice of child rights. It is for this reason that this study would employ TPS as one of the collaborative training methods to engage pre-primary school teachers for the purpose of improving their attitude and practice of child rights.

The second collaborative method that is of interest in this study is Small Group Discussion. This is a technique where the teacher proposes a topic for discussion among a small group of students. It follows democratic ideals and enables everyone to contribute their ideas for others to discuss and consider. The method serves intellectual, emotional and social purposes. Small group method of teaching can involve students performing different tasks such as problem-solving, role play, discussions, brain storming, and debate (Association of Faculties of Medicine of Canada, AFMC, 2009; Annamalai, Manivel and Palanisany, 2015). Studies have shown that group training may be an effective approach to changing people's attitudes (Lundahl, Nimer and Parson, 2012; Koya, 2015). Also, research findings have revealed that active learning approaches such as SGD have greater success in changing people's attitude than passive approaches (CDC, 2009).

Scholars such as Davis (1993), Sharmila, Mungal, and More (2014) Johnson and Johnson (2018) have argued that group discussions encourage greater synthesis as well as retention of learning contents and can serve as an effective learning environment where students interact with each other and their teachers. A study conducted by Annamalai, Manivel and Palanisany (2015) which adopted a problem-solving approach where basic sciences was related with the clinical scenario through self-learning using SGD, found that this method increased active participation. The method was also found to have helped self-directed learning and exchange of ideas (Annamalai, Manivel and Palanisany, 2015). Learners are said to prefer small group learning to other instructional methods (AFMC, 2009; Annamalai, Manivel and Palanisany, 2015).

Also, the study by Rahman, Khalil, Jumani, Ajmal, Malik and Sharif (2011) which examined the impact of discussion method on Students' performance in Social Studies revealed the effectiveness of discussion method over the conventional lecture method. Since research findings have shown the effectiveness of this method in improving learners' academic achievement in schools, there is a strong indication that the method could be effective in improving the attitude to and practice of child rights among pre-primary school teachers in Ondo State. There is however dearth of research findings that SGD has been employed, especially in Ondo State, Nigeria for the purpose of improving pre-primary school teachers' attitude to and practice of child rights. This therefore justifies why this strategy was employed in this study.

Researchers have demonstrated that many variables could influence teachers' attitude and practice when conducting a research of this nature. Notable among these variables are socio-economic background, cultural beliefs, level of education, cultural background, gender and child rights awareness (Okoye, 2011; Aminrad, Zarina, Zakariya, Hadi and Sakari, 2013; Degi and Tok, 2017). Gender and child rights awareness are two factors to be considered. Gender is the state of being male or female in relation to the cultural roles that are considered appropriate for men and women (Merey, 2013). Gender as conceived in this study is the division into sex group of being male or female. Teachers gender is considered as a moderator variable

in this study because people have always held opinion that people's gender influences the way they treat children especially on their attitude and practice of child rights.

Another justification for the use of gender is due to the fact that there have been conflicting research findings on influence of gender on participants' attitudes and practice in several areas. While some research findings such as Brown (2004), Somolu (2010), Bolaji and Akinola (2011), Degi and Tok (2017) have revealed that gender can influence participants' attitude and practice in a study, other studies like Olagunju (2005), Abdulraheem (2012) and Merey (2013) have reported otherwise. These conflicting findings underscore the fact that research is inconclusive on the effect that gender could have on participants in a study, hence the need to examine its moderating effect on participants of this study.

In this study, child rights awareness is considered as the information and knowledge which pre-primary school teachers involved in this study have on issues regarding protection and development rights of children. Child rights awareness of pre-primary school teachers' is considered as a moderator variable in this study because if awareness of protection and development children's rights is low, it could be difficult for them to exhibit positive attitude and practice to the rights of children under their care. This supports Okoye (2011) who averred that when awareness of child rights among teachers is low, it will be impossible for them to implement child rights policies in schools. It is therefore necessary to consider teachers' level of awareness of child rights as a moderator variable in this study to determine this assertion is right or wrong.

Studies have reported that awareness could influence participants' attitudes and practice in a study of this nature. A study by Aminrad, Zarina, Zakariya, Hadi and Sakari (2013) showed a strong relationship between awareness and attitudes among respondents. Also, Sudarmadi, Suzuki, Kawada, Netti, Soemantri and Tugaswati (2011) found a positive relationship between awareness and attitude of participants in a study that examined perception, knowledge, awareness, and attitude in regard to environmental problems in a sample of two different social groups in Jakarta, Indonesia. However, it needs to be pointed out that these studies were not conducted on child rights and there is the need to find out if awareness could influence teachers'

attitude and practice of child rights in this study. Also, these studies were conducted in a location different from that of the present study. Furthermore, there appears to be a dearth of empirical information on moderating effect of child rights awareness on pre-primary school teachers' disposition to and practice of child rights in Ondo State. All the above factors justify the selection of child rights awareness.

1.2   Statement of the problem

One of the central roles of every teacher is to ensure that children fully enjoy their rights during the early stage of their lives. Research findings and daily observations have however revealed that protection and development rights of children are being grossly violated by teachers. Preliminary findings showed that some pre-primary school teachers in Ondo State subject children to physical violence, sexual abuse and emotional torture. Evidences also showed that they deny them opportunities such as play, recreation and active class participation needed for their proper development at the early stage of life, despite the fact that Nigeria is a signatory to various international and regional documents that seek to protect children rights which Ondo State has domesticated. This situation can negatively affect optimal development of children. Previous works on child rights in Ondo State concentrated more on primary school than on pre-primary school teachers without paying serious attention to interventions, hence this research considered the impacts of CTMs on disposition to and practice of child rights.

1.3   Objectives of the study

The objectives of the study include the following: determine the impact of Collaborative Training Methods on the attitude of pre-primary schools teachers in Ondo State to the rights of children; examine the impact of Collaborative Training Methods on the practice of pre-primary schools teachers in Ondo State to the rights of children; determine the effect of gender and child rights awareness on the attitude to and practice of child rights among pre-primary school teachers involved in the study; examine the interaction effect of treatment, gender and child rights awareness on pre-primary school teachers in Ondo State to attitude and practice of child rights; assess how Collaborative Training Methods enhanced pre-primary school teachers' learning

about child rights and assess the reaction of pre-primary school teachers involved in the study to child rights issues after their participation in the study.

1.4   Research questions

1.   How will Collaborative Training Methods enhance pre-primary school teachers' active learning about child rights?

2.   How do pre-primary school teachers react to child rights issues after their participation in the study?

1.5   Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

Ho1:   There is no significant main effect of treatment on pre- primary school teachers:

(i)   Attitude to child rights

(ii)   Practice of child rights

Ho2:   There is no significant main effect of gender on pre- primary school teachers':

(i)   Attitude to child rights

(ii)   Practice of child rights

Ho3: There is no significant main effect of child rights awareness on pre- primary school teachers':

(i)   Attitude to child rights

(ii)   Practice of child rights

Ho4: There is no significant interaction effect of treatment and gender on pre- primary school teachers'

(i)   Attitude to child rights

(ii)   Practice of child rights

Ho5: There is no significant interaction effect of treatment and of child rights awareness on pre- primary school teachers':

(i)   Attitude to child Rights

(ii)   Practice of Child Rights

Ho6: There is no significant interaction effect of gender and child rights awareness on pre- primary school teachers':

(i)   Attitude to Child Rights

(ii)   Practice of Child Rights

Ho7: There is no significant interaction effect of treatment, gender and child rights awareness on pre- primary school teachers':

(i)   Attitude to Child Rights

(ii)   Practice of Child Rights

1.6   Scope of the study

This study covered pre- primary school teachers in public primary schools in Ondo Central Senatorial District of Ondo State. Teachers at the pre-primary level were exposed to TPS, SGD and CM. Learning activities were drawn from the CRC, ACRWC and CRA documents and the focus was on protection and development rights of children in the school setting. Topics that were treated include meaning of Child Rights, legal documents on Child Rights, protection and development rights of children in the school setting, teachers' responsibilities in safeguarding protection and development rights of children.

1.7   Significance of this study

This study brought about improvement in attitude to and practice of protection and development rights of children among pre-primary school teachers who participated in the study. This was made possible because the study used CTMs to actively engage the pre-primary school teachers in training activities processes that gave them the opportunities to reflect on their behaviours in relation to child rights issues which brought about the required improvement in their attitude to and practice of child rights.

Since much research attention in Ondo State Nigeria had not been given to addressing the problem of attitude and practice of child rights among pre-primary school teachers, it gave empirical evidence on the effectiveness of CTMs at improving pre-primary school teachers' attitude to protection and development rights of children. The study has also given empirical evidence on the efficacy of CTMs at promoting better practice of protection and development rights of children among PPS teachers.

Furthermore, it has provided the basis for which the problem of child rights violations in Ondo State and especially among pre-primary school teachers could be

addressed. This is because pre-primary school teachers who participated in the study became more knowledgeable about the rights of children, especially protection and development rights leading their better dispositions to making children enjoy them.

It is equally anticipated that this study would promote positive attitude and practice of rights of children among teachers in pre-primary level. This will no doubt make them to allow children under their care enjoy their basic rights, especially those that bother on protection and development unhindered, thus guaranteeing proper learning and development of these children.

Since teachers are expected to maintain cordial relationship with parents of the children they teach, it is hoped that pre-primary school teachers who were part of this study would continue to use the experience they have gained in the study to improve parents' attitude and practice of child rights through their regular interactions with parents from time to time.

Since the collaborative training methods adopted in this study has proved effective, this could stimulate the interest of researchers to apply the strategies employed in training of teachers in other areas that are of interest in early childhood development.

Also, School owners and school heads who wish to improve the attitude and practice of their teachers on child rights and other areas that are critical to proper learning and development of children can adopt the strategies employed in this study.

The outcome this study could also guide the government on better ways of training pre-primary school teachers to improve their attitude to and practice of child rights.

1.8   Operational definition of terms

The following concepts were explained as used in this research:

Child Rights: These refer to protection and development rights that pre-primary school children in Ondo State should enjoy when they are in school with their teachers.

Pre-primary School Teachers: These are the participants in this study who teach children in pre-primary section in public primary schools in Ondo State.

Attitude to Child Rights: This is the disposition, beliefs and behaviour tendencies of pre-primary school teachers involved in this study to protection and development rights of children under their care.

Practice of Child Rights: This is the actual behaviour exhibited by pre-primary school teachers involved in this study in relation to protection and development rights of pre-primary school children under their care.

Collaborative Methods: These are training activities of two different types of Think-Pair-Share and Small Group Discussion in which pre- primary school teachers involved in this study came together in groups to learn about child rights for the purpose of improving their attitude to and practice of the rights.

Think-Pair-Share Method: This is a learning activity in which pre-primary school teachers involved in this study sat in pairs to explain issues of child rights to one another under the guidance of a trainer in order to improve their attitude to and practice of the rights.

Small Group Discussion Method: This is a learning activity in which a small proportion of teachers of pre-primary school involved in this study came together to interact, listen to one another and discuss under the guidance of a trainer as a way of learning about child rights in order to improve their attitude to and practice of the rights.

Child Rights Awareness: This is the degree at which pre-primary school teachers involved in this study have knowledge of facts and information on issues regarding protection and development rights of children.

Gender: Gender in this study is the division of pre-primary school teachers involved in the study into sex group of being male or female.

Protection Rights: Protection rights in this study are those rights that the pre-primary school children have against any form of harm or maltreatment in the hands of the teachers involved in this study. They include the rights of the child against actions such as flogging, slapping, shaking, striking, kicking, pinching, whipping, pulling of ears, shoving, meting out strenuous punishments, nagging, yelling, intimidating, name-calling, withholding deserved praise or rewards, spurning, rejecting, ignoring,

isolating, non-provision of supervision, sending on non-school related errands and sending on errands during lessons.

Development Rights: Development rights in this study are those rights pre-primary school children have to proper learning and development and which the teachers involved in this study should allow them to freely enjoy in and out of the classroom. They include right of the child to play, recreational and cultural activities, freedom of interaction with his or her peers, freedom of the child to express his or her opinion, rights of the child to learn in a child friendly environment that is non-discriminatory.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

This chapter presents the theoretical framework upon which the study is anchored. It also presents the review of literature relevant to the study.

2.1 Theoretical Framework

2.1.1 Experiential learning theory

Experiential Learning Theory was propounded by the American educational theorist, David A. Kolb (1948). Kolb holds the view that "learning is the process whereby knowledge is created through the transformation of experience" (Kolb, 1984), building on the ideas of John Dewey and Kurt Levin. A typical definition of "experiential learning" is a specific type of learning through practical experience, which is frequently contrasted with lecture and classroom instruction. Learning that completely connects the student to the real-world issues being examined (Keeton and

Tate, 1978). The student who merely reads, hears, discusses, or writes about these facts without ever experiencing them as part of the learning process is contrasted with this.

The cycle of learning described by the experiential learning model starts with experience, moves through observation and reflection, and ends with idea creation. Fresh ideas may then influence the decisions made about fresh encounters. According to the theory, knowledge is gained by either direct experience or abstract conception, and it is then processed through either active experimentation or contemplative observation. According to Kolb's theory, after having a concrete experience, a person will reflect on it and use those reflections as the foundation for abstract conceptualizations as they are incorporated into generalized conceptions. The final step will be for someone to actively experiment in order to test these theories (Adedigba, 2015). Kolb contends that full participation in the learning process and control over its very nature and direction are necessary for learning to take place.

Additionally, learning is made easier when it is based mostly on direct interaction with real-world, social, personal, or academic problems and when self-evaluation serves as the primary metric for measuring development or success. Kolb also stresses the value of being open to change and learning how to learn. A key advantage of experiential learning over the traditional lecture-based method of learning is that students are placed in situations where they can connect newly learned information with what they have already learned by immediately putting it into practice. This is not the case with the traditional method, which forces students to memorize information. In this case, learners have the opportunity to construct meaning when they interact with real events or environment.

At all levels of education, teaching and learning have developed significantly as a result of the experimental learning theory. Learners use processes that enable them to exhibit the mental and physical behaviors of scientists when they are guided through curriculum utilizing an experimental technique. They pick up more specific notions and abilities in the process. They pick up skills that are useful in solving issues and responding to inquiries (Morris, 2019).

Experiential learning theory is thought to be a suitable framework for this study by the researcher. By encouraging teachers in pre-primary schools to actively engage in the learning process when collaborative approaches were used, this theory was applied to this study to improve the teachers' learning about children's rights. Through the application of this theory, pre-primary school teachers came together to learn about child rights and also shared their experiences which improved their attitudes towards issues relating to child rights, especially, protection and development rights of children. This would help them to begin to engage in better practice of child rights in their handling of children in their care.

2.1.2   Sociocultural learning theory

According to Vygotsky (1978), learning is a social process that originates in society or culture. The central idea of Vygotsky's theoretical system is that social contact is crucial to the growth of cognition. Everything can be leant at two levels, according to Vygotsky, the first is through social engagement, and the second is integration into the mental architecture of the individual (UNESCO, 2003). Every function that contributes to a child's cultural development manifests twice: first on the social level and then on the personal level; first between individuals (inter-psychologically) and then within the child (intra-psychologically). This holds true for all cognitive processes, including concept creation, logical memory, and voluntary attention. According to Vygotsky (1978), all higher functions start out as genuine relationships between people.

The idea that knowledge is contextual and collaborative has drawn a lot of attention thanks to Vigotsky theory (John-Steiner and Mahn, 2003; Rogoff, 2003; Rowe and Wertsch, 2004). According to this theory, knowledge is not created by a person but rather is created by means of interactions with other individuals and other cultural artifacts, like books. This shows that connection with others in collaborative tasks is the greatest way to improve learning (Santrock, 2005; 2006). According to Vigotsky, social interaction between learners and more experienced adults and peers is essential for fostering cognitive development. Less skilled individuals of the culture learn how to use the tools necessary to fit in and succeed through this interaction (Santrock, 2005; 2006).

This study relies on Vygotsky's socio-cultural theory. In this study, social interaction among the teachers during the period of training was given premium attention. Through the collaborative method, pre-primary school teachers were given the room to interact and relate mutually with one another, share their experiences and reflect from time to time on what they have learnt during the training. This interaction would shape their attitude towards child rights, particularly those that relate to protection and development rights of children. The interaction would also result in improvement in pre-primary school teachers' practice of protection and development rights of children.

2.2   Conceptual review

2.2.1   The child and childhood in traditional African society

Though everyone has a parent, not everyone may possibly be considered a child, it is a common saying. Because of this, it is critical to understand what, from a social and legal perspective, qualifies as childhood. Everyone, regardless of age, is regarded as a child by someone in society, especially his parents. Due to the cultural systems' lack of uniformity, the definition of a child in the Nigerian sociocultural environment varies greatly. Until he is inducted into an age-grade society or until he is old enough to make a physical and monetary contribution to community development, a boy in some ethnic groups remains a child (Ayua and Akagbue, 1995). According to the CRA (2003), a child is a person bellow the age of eighteen (18) years. It must be noted that this is also in line with the CRC and the ACRWC both to which Nigeria is a signatory.

The most vulnerable people in society are children. This is due to their age, innocence, lack of defense, and frequent ignorance of any environmental dangers. They typically are not aware of their rights and are inherently incapable of exercising them. Children are viewed as tomorrow's leaders in Nigeria, as they are in other nations. Parents, social critics, political experts, and commentators from the media frequently mention these qualities and will always submit sentimentally to the idea that children are, in fact, the greatest human resource. In practice, it indicates that young people are valued, acknowledged, and seen as precious human monuments deserving of investment in order to ensure the continued existence of the human race.

Childhood is a social construction that is extremely important in the context of Africa. Children are seen as both physiologically helpless people who require care as well as a social construction with established social identities and connections (Boakye-Boaten, 2010). While the father provides for the family, the woman is in charge of raising the children. In traditional African culture, children play a crucial role as the future insurance for their family.

The way traditional Africans raise their children ensures that they receive all they need for healthy development. According to Onwauchi (1972), children were educated in the traditional African culture through ongoing life processes that incorporated the people's values and customs. Children are taught the moral and ethical norms of behaviour and social interaction through ancient tales and myths, and through specific religious rituals and practices, collective attainments of spiritual beliefs were developed (Emeagwali, 2006; Mosweuyane, 2013). These principles provide the necessary framework on which the native Africans' political systems are based. In traditional African culture, young people were viewed as people needing guidance and assistance. Africa's childhood has a spiritual component as well. Children were thought to be reincarnations of adults who had previously lived and passed away, according to ancient African religion. Thus, society's members not only had respect for children but also had a duty to provide for their needs in terms of care, safety, and training.

The ability of the African traditional system to safeguard its children through the continent's social structure has changed over time. The ability of social institutions in African nations to uphold norms and values for child safety and adequate care has been compromised by these changes. This has mostly been caused by alterations in the political, economic, and social institutions. African culture has been significantly impacted by colonization, western education, and globalization, which has also had an impact on children (Kilbridge and Kilbride, 1990; Boakye- Boaten, 2010). Children in Africa have suffered a tremendous deal as a result of globalization, as they are now seen as commodities. The modern conception of childhood and childrearing is focused on supplying the labour needs of the global economic powerhouse. Traditional child rearing practices have been disturbed by rapid urbanization and the rise in the desire

for cheap labor, exposing children to early social and political dangers. Children today reside in a society that is defined by a structure that does not promote their proper upbringing, support and safety. All of these social, economic, and political forces continue to pose a danger to children's rights to a safe and healthy lifestyle.

Teachers play important roles in ensuring that children enjoy their rights as enshrined in various child rights documents. For them to play these roles effectively, they must possess adequate knowledge about child rights. This study therefore employed two collaborative methods to train pre-primary school teachers in Ondo State in order to improve their attitude to and practice of child rights.

2.2.2 Child rights laws and their historical background

All children have the right to survival, protection, development, and participation, according to Abiola (2008). They can be thought of as the state's and all adults' obligations to children. Child rights relate to the basic liberties and rights that all people under the age of 18 possess by nature, notwithstanding the ethnicity, color, or religion of the parents or legal guardians, these rights apply to all children. Equal Opportunity is the key message of child rights (Gupta and Lata, 2013). All children ought to be treated equally and given the chance to live up to a decent standard of living. All age groups are covered by human rights; children enjoy the same fundamental rights as adults. The foundation of human life is childhood. The first step in protecting human rights is to protect children's rights. The pillar for national construction and a better tomorrow is the respect for children's rights (Shehla, 2012).

Children were generally taken for granted by their parents and the patriarchal society at large, as seen by the history of the Hebrews, Greeks, and Romans, whose cultures had a significant influence on Western society. This had the consequence of treating them as objects of intervention as opposed to as independent legal persons (Rai, undated). They were classified by some as a problem population, while others regarded them like property, treating them as non-entities. Any child discovered to have a disability in the Ancient Greeks was typically abandoned in the untamed forests, where they were certain to be eaten by wild animals. This custom persisted in Rome until Christianity became the official religion. In the centuries that have passed,

killing undesired infants may have decreased, but it has never entirely vanished (Rai, undated).

Children's rights are a relatively recent topic, and discussions about children having special rights did not begin until the 19th and 20th centuries (Kolsher, Ben-Arieh, and Hendelsman, 2016). Early discussions of children's rights tended to be more concerned with protective rights, which essentially forbid child labour, and paid less attention to the idea that children should have equal rights to adults as citizens. But as time passed, other aspects of children's life that are crucial for their survival and growth started attracting attention.

The Save the Children founder Eglantyne Jebb outlined the child's rights in five (5) parts in 1923, which is when the United Nations Convention on the Rights of the Child was first drafted. After the League of Nations ratified Her Declaration of the Rights of the Child in 1924, the five points were known as the Geneva Declaration (Abiola, 2008). The United Nations focused on developing the Universal Declaration of Human Rights after World War II, and it eventually received approval in 1948. Although the Rights of Children were mentioned in this Declaration, many believed it fell short and that a more elaborate document addressing the needs of children was necessary. The second Declaration of the Rights of the Child was adopted by the United Nations General Assembly in 1959. It included the guiding principles of acting in the child's best interest and was composed of ten (10) Principles. However, the 1959 declaration was simply a generic statement of aim and concepts and was not enforceable.

When planning for the worldwide year of the child in 1978, Poland suggested that the occasion be commemorated by a treaty granting children's rights legal standing. On the request of the United Nations General Assembly, the United Nations Commission on Human Rights established a working group to develop a Convention in 1979 (Ayua and Okagbue, 1996). The United Nations Convention on the Rights of the Child (UNCRC), which took ten years to complete, was finally adopted by the UN General Assembly on November 20, 1989, exactly thirty years after the 1959 Declaration. The treaty was signed by 61 nations in January 1990, and it went into effect in September 1990 after receiving the approval of 20 nations.

The United Nations' Convention on the Rights of the Child (CRC), a human rights convention with 54 articles, outlines the civil, political, economic, social, cultural, and other rights of children. A child is defined by the Convention as any person who is less than the age of eighteen. On November 20, 1989, the UN General Assembly approved the Convention and made it available for signature. After the required number of countries ratified it, it went into effect in September 1990. International law binds the nations who ratify this agreement. The UN Committee on the Rights of the Child, which is made up of representatives from different nations, keeps track of compliance. The UN General Assembly's Third Committee receives a report from the CRC once a year, and the Assembly also receives an opinion from the CRC Chair before adopting a resolution on the rights of children. Governments of nations that have ratified the Convention are obligated to submit reports to and appear before the UN Committee on the Rights of the Child on a regular basis so that they can be evaluated on the success they have recorded regarding the enforcement of the Convention and the status of children's rights in their nation.

On July 11, 1990, the Organization of African Unity (OAU), which is now the African Union (AU), enacted the African Charter on the Rights and Welfare of the Child (ACRWC), a regional human rights document for Africa. In November 1990, it began to operate. It was approved within a year that CRC came into force. One of the reasons for a distinct charter for African children was that during the drafting of the CRC, Africa was underrepresented because only Algeria, Senegal, Morocco, and Egypt actively participated (Ekundayo, 2015). Additionally, it was deemed important to address issues that are unique to Africa but were left out of the CRC, such as practices and attitudes that have a negative impact on the lives of girls, internally displaced people, the African perspective to communal obligations, and the continent's particularly challenging socioeconomic conditions.

Any person that is less than the age of 18 is regarded as a child, according the charter. Traditional human rights, civil, political, economic, social, and cultural rights are enshrined in the charter, including the freedom from discrimination, the right to life, the freedom of expression, the freedom of religion, the right to secrecy, the right to an education, the right to health, and the prohibition on torture (Ekundayo, 2015).

The charter also addresses matters that are particularly important to children, including: the best interests of the child shall be the most important factor in all actions concerning the child; the right of a child to have their opinions heard and considered in all judicial and administrative proceedings affecting a child; the right to a name, nationality, and to be registered at birth; economic and sexual exploitation of children; and in relation to the operations of the juvenile justice system. Others include the right to parental care and protection when necessary. It is noteworthy to emphsise that all children also have certain responsibilities such as respecting their parents and elders, serving their country and preserving and strengthening African values.

The Child Rights Act is a comprehensive piece of law that Nigeria passed in November 2003 and which broadly addressed the welfare, protection, and general well-being of children in Nigeria. In terms of the child's general wellness, individuals or organizations are obligated to adhere to the requirements set by the relevant authorities. The Act outlines a child's fundamental rights, which can be divided into four main categories: rights to survival, rights to protection, rights to development, and rights to participation.

Rights to Survival: These are the most significant and basic rights since they provide the cornerstone on which all other rights are based. According to the Act, survival rights include, among other things, the right to life and the ability to meet one's most basic needs; the right to a child's name at birth or on any other date determined by the culture of the child's parents or guardians; the right to registration at birth; and the right to quality medical treatment.

Developmental rights: According to the CRA, a child's rights to play, education, leisure time activities, freedom of social contact, and freedom of religion and thought are all also included.

Protection rights: Protection rights consist of the child's rights against all types of abuse, including child marriage, child betrothal, inflicting tattoos and skin marks, trafficking, using children in any type of criminal activity, abduction and unlawful removal and transfer of a child from lawful custody, forced, exploitative, or hazardous child labor, involvement in armed conflict, and illegal hiring of a child as domestic help outside of their own home or family setting.

Rights to participation: The rights that children have to participation are freedom of express themselves, share their opinions, conscience, and freedom to practice religion of their choice. Others include the right to associate freely, to be free from discrimination, and to take part in lawful assembly.

All these categories of children rights are relevant to the school setting and must be adequately guaranteed in the school by the teachers. However, two of these categories of child rights were considered in this study. The researcher considered these two as very crucial to the overall well- being and development of the potentials of children. Using two collaborative training methods, pre-primary school teachers were taken through the aspects of protection and development rights of children in the school settings. Aspects of these two categories of children rights that apply to pre-primary school teachers were drawn from the CRC, ACRWC and the CRA.

2.2.3 Situation of children in Nigeria with regard to their rights

Children are priceless possessions and sources of delight for their parents, their close relatives, and the entire society. They need to have their rights safeguarded since they are the leaders and hope of tomorrow. In order for them to reach their full potential and be able to contribute to the advancement of society, they must be taken care of and nurtured. Despite the availability of several national and international documents which could adequately guide members of the society on the proper conduct to relate with children and acceptable manners of treating them, many Nigerian children are still being denied of their rights to survival, protection, development and participation. Both parents and teachers inflict corporal punishment, maltreat and humiliate children all in the name of discipline (Shumba, 2003; Adedigba, 2019).

According to reports, school violence is one of the most severe social issues affecting children, to the point where some pupils consider their school to be a dangerous place (Astor and Meyer, 2001). Many Nigerian children continue to be denied their rights to survival, protection, development, and participation despite the existence of numerous national and international documents that could properly provide guidance for members of the society on how to relate to children and treat them. Many Children in Nigeria are still unable to exercise their rights due to a variety

of factors, including poverty, starvation, poor medical care, trafficking, physical, emotional, and sexual abuse. In the name of discipline parents, teachers and caregivers abuse and humiliate children through corporal punishment (Shumba, 2003; Adedigba, 2019). According to reports, school violence is one of the most severe social issues affecting children, to the point where some students consider their school to be a dangerous place (Astor and Meyer, 2001).

According to Aluede (2004), the behaviour of some teachers in the classroom amount to psychological abuse. There are instances of physical and child sexual abuse, as well as teachers abusing their students. Child labor, including child hawking, is quite prevalent in modern culture. Children who peddle items or engage in other unsuitable activities may develop negative habits like pickpocketing at the bus stop, and some may grow up to be armed robbers. Numerous additional societal issues, such as drug trafficking, theft, and kidnapping, may result from them. Studies have shown that household work, which is typically performed by women, can have substantial psychological and social adjustment issues.

Children working as domestic servants are particularly susceptible to abuse of all kinds. For instance, they might endure beatings, sexual or verbal abuse and malnutrition as a form of punishment. According to Okoye (2011), psychological stress, early aging, depression, and low self-esteem are all prevalent symptoms among young domestic servants. The physical, emotional, economic, and social disadvantages of child labour have also been documented (Gamlin and Hesketh, 2007; Emerson and Portela, 2007). For instance, in some situations, children who work as youngsters are completely or partially denied access to their primary and/or secondary education. Some of them are taken out of school permanently or partially because they do not go to school regularly. Due to their irregular attendance, some of them are either permanently or temporarily expelled. Even though they attend class regularly, they rarely or never have time to study at home because they are too worn out from working other jobs. Because they spend so little time playing and interacting with others, these working children may not grow up to be as successful adults as others who had more opportunities to do so throughout their early years. Other children may experience emotional trauma for the rest of their lives. While ensuring that every child

has access to education is a necessity in and of itself, establishing universal access to basic education in Nigeria will have profound positive effects on the country's growth. According to studies, one extra year of schooling in a low-income nation like Nigeria can increase a person's average income by roughly 10% and can also spur economic growth (UNESCO, 2014).

A key right that gives children the opportunity to be identified and establish their nationality is birth registration. Birth registration is a crucial component of protection throughout the first month of a child's existence since it gives them a permanent identity, name, and nationality. Unfortunately, studies have established that many children, particularly in less developed nations, are denied this right (UNICEF, 1989; Makinde, Ajao, Ogbuoji and Babalola, 2015). According to estimates, 230 million children globally do not have birth records, which puts them at risk for a variety of rights abuses (Dow, 1998; Bequele, 2005). About 70% of Nigeria's 5 million annual births are not registered at birth (UNICEF, 2010). Even though the country's birth registration completion rate increased from 31.5% in 2007 to 41.5% in 2011 (Makinde et al., 2015), this still falls well short of expectations considering the significance of birth registration as a protective right all children need to have. Because most Nigerian parents continue to be unaware of its importance in securing a person's recognition before the law, protecting their rights, and making sure that any violations of those rights are reported, the importance of registration of birth as an essential human right is frequently disregarded (UNICEF, 2010).

In Nigeria, the majority of children's health conditions require urgent attention. Studies have shown that many children continue to be denied their access to adequate care, which can support sound health and encourage holistic development of the child. According to Adedigba (2015), many children are denied their right to survive even though this right is essential for all children to reach their full potential. One of the key indicators of a country's degree of development is the child mortality rate. Africa is thought to have one of the worst mother and child health indices in the world because of socioeconomic instability, inadequate health systems, and other issues (UNICEF, 2014; Smith et al, 2016). Nearly 41% of the 10.8 million yearly child mortalities worldwide that occur in Africa south of the Sahara. Nigeria stands out

among the African nations where these indices have changed little or not at all (Nigerian Academy of Science, 2009). One million of the 5.9 million children born in Nigeria each year, for instance, pass away before they turn five (Ojewumi and Ojewumi, 2012). All of these are obvious instances of how children are being denied their basic rights to necessities of existence.

According to a 2016 UNICEF report on child nutrition, malnutrition is to blame for nearly half of all deaths in children under the age of five. This results in the needless death of around 3 million young people each year. Children can have a better chance of surviving if they are fed properly. Additionally, it can encourage healthy growth and development, particularly throughout the crucial period from birth to age two (UNICEF, 2016). Children who are malnourished run the risk of dying from common diseases. Additionally, it can worsen their frequency, as well as lengthen their duration, and delay their recovery. Additionally, the interplay of malnutrition and infection can result in a potentially hazardous cycle of decreasing health and malnutrition. Early-life malnutrition can also cause stunted development in children, which is irreversible and has negative impacts on cognitive ability and academic and occupational performance (UNICEF/WHO/World Bank, 2017). Therefore, all of these flagrant violations of children's fundamental rights demand coordinated action from all parties involved in child-related issues.

Teachers play a central role at ensuring that almost all the rights of children are guaranteed. They therefore need to acquire necessary knowledge that will position them not only as people that allow children enjoy their rights but also as advocates of rights of children in their schools and communities. Inadequate knowledge of child rights by teachers, especially pre-primary school teachers will ultimately lead to gross abuse and violation of the rights of children in schools as a result of negative attitude to and poor practice of child rights by these teachers. It is in recognition of the need for teachers to acquire adequate knowledge on child rights that this study employed two collaborative training methods to improve the attitude and practice of child rights of pre-primary school teachers in Ondo State.

2.2.4   The concept of attitude

For a long time, psychologists and other scholars have been interested in attitudes. This is due to the fact that it may serve as a shield for one person or even a weapon for another (Osafo, 2015). A person's attitude has a significant impact on how they are seen by others. This is so because attitudes have an impact on how people perceive and respond to the people, things, and events they come into contact with. Osafo (2015) said that there is still no agreement on how to define attitude and that doing so is somehow difficult. Additionally, attitude is frequently linked to many, sometimes opposing values (Schultz, 2002). As a result, various scholars have defined the concept differently, typically based on the components and their own theoretical framework (Osafo, 2105). Abidi, Ibrahim, and Akia (2011), for example, concurred with Schneider (1988) in saying that attitudes refer to evaluative responses to people, things, and events. This comprises both good and negative feelings about the attitude object, according to Abidi et al. (2011). Additionally, they stated that attitude can control how our experiences shape us and how they influence our behavior. Adams (2003), who conceptualizes attitudes as psychological dispositions that people express by judging a particular entity with a degree of favour or disfavour, supported this viewpoint. He claimed that an evaluative reaction can take the form of a cognitive, affective, behavioral, or a combination of two or all three of these psychological inclinations.

Another definition of attitude is the tendency to react favorably or unfavorably to a thing, person, institution, or event. It can refer to a recurring set of emotions, convictions, and behavioral patterns that are directed at particular individuals, social groupings, concepts, or things (Ajzen, 2005; Wamalwa, Adika, and Kevogo, 2013; Estrada, Batanero, and Diaz, 2018). According to Vaughan and Hogg (1995), attitude is defined as a generally persistent organization of opinions and behavioural tendencies toward things, groups of people, occurrences, or representations that are significant to society, or as an overall perception or assessments (positive/negative) about some person, thing, or issue. According to Pickens (2005), attitudes constitute a complicated fusion of what we typically refer to as personality, convictions, ideals, behaviours, and motives. Steelman and Alexander (2016), who claim that attitudes include long-standing assessments of people and ideas and may impact behavior, also

support this view. Therefore, attitudes can be thought of as having the power to influence behavior. Based on these diverse definitions, attitude in this study might be defined as the thoughts, attitudes, and behavior tendencies of pre-primary school teachers toward the rights that children have to protection as well as development.

Pickens (2005) and Crisp (2006) contend that attitudes are created. Crisp (2006) argues that attitudes can develop in four different ways toward a particular problem, occasion, individual or object. The four modes are simple exposure, learning by association, self-image, and for functional purposes (in an increasing degree with regard to psychological complexity). According to Pickens (2005), attitudes come in a variety of strengths, and much like other things that are acquired or shaped by experience, they can be assessed and altered. Since it has been demonstrated that attitude may be quantified (Pickens, 2005), this study measured the attitudes of pre-primary school teachers toward the protection as well as development rights of children. Pre-primary school teachers in Ondo State were taken through two forms of collaborative training methods to improve their attitude to child rights.

2.2.5 Concept of practice

Practice refers to ways in which people apply or demonstrate their knowledge and attitudes to an issue through their actions (Abdulahi, Kakina, Cassidy, Adebayo, Wiysonge and Hussey, 2016). According to Lakhan and Sharma (2010), practice can be explained as the application of rules and knowledge that lead to action. Lakhan and Sharma (2010) averred that practice refer to the actual behaviour that people exhibit towards a particular thing as a result of their knowledge and attitude towards that thing. Teachers' practice of child rights in this study therefore refer to the actions and actual behaviour that pre-primary school teachers exhibit in dealings with children under their care on a daily basis in relation to rights of the children. In essence, it is the way in which pre-primary school teachers apply their knowledge and attitudes to child rights through their behaviour towards children. Behaviour that teachers exhibit towards children under their care, especially in relation child rights, influences learning and development of these children (Shumba, 2003; Sund, 2006). This is why it is important that teachers engage in practice that will promote their rights in order to

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ensure that they grow and develop properly. Teachers are expected to promote practice that will guarantee these rights in and outside the classroom environment.

In exhibiting practice that promote children rights in the school, Gupta and Lata (2013) as well as Ajithkumar (2013) averred that teachers are not expected to subject children to any form of physical abuse such as flogging, slapping, shoving, kicking for any wrongdoing neither are they expected to shout on them but should use appropriate dialogue techniques to correct them in an atmosphere that promote their dignity. The right of every child to engage in play and cultural activities of their choice should be respected and promoted at all times by the teacher. Good child right practice also include the teacher welcoming children suggestions especially on issues that affect them, allowing every child to participate actively during lesson. Furthermore, engaging in child rights practice by the teacher also involves ensuring that learning environment is stimulating, friendly and free from anything that can cause physical harm to children. It also involves protecting children against all forms of abuse in by fellow teachers and other adults and allowing children to interact freely with one another.

With regard to this study therefore, in order to improve the practice of pre-primary school teachers in Ondo State to child rights, those involved in the study were trained using two strategies of collaborative methods.

2.2.6   Collaborative training method

The term "collaborative training" refers to a wide range of teaching strategies that entail combined intellectual work from students and teachers. According to Laal and Laal (2012), collaborative training refers to methods and settings where students work together on a common project and are held accountable to one another. Small groups are utilized so that each learner's and their peers' learning is maximized. A shared understanding of an idea, discipline, or field of practice that each learner did not already know or could have learned without the assistance of another learner is produced through the interaction of two or more learners. Through the use of collaborative learning methodologies, students can experience social and emotional challenges while listening to many points of view and expressing and defending their

own opinions. This gives the students the chance to develop their own meanings instead of relying just on the framework of an expert. Learners have the chance to interact with peers, propose and explain ideas, discuss various opinions, query different frameworks of thought, and fully participate in an atmosphere of collaborative learning (Srinivas, 2011).

Collaborative learning can occur in different forms, either peer-to-peer or in larger groups. Peer learning, or peer instruction is a type of collaborative learning strategy where learners work in pairs or small groups to discuss concepts, or find solutions to problems. The use of this strategy mostly takes place in a class session after learners are introduced to course material through readings or watching certain videos before the teaching and learning activities and/or through instructor lectures. Similar to the idea that two or three heads are better than one, studies on teaching methodologies have revealed that through peer instruction, learners develop the ability to address misunderstandings and clarifying misconceptions (Davis, 2009). Additionally, research has demonstrated that proactive, interpersonal, contextual, learner-centered, and engaging methods of instruction promote greater understanding. Learning in groups fosters critical thinking, effective communication, and leadership abilities. Additionally, it fosters student connection, improves student retention, and instills a sense of responsibility and self-worth in learners (Davis, 2009; Aslan, 2012). This method of instruction has also proved to promote learners' exposure to, and knowledge of, various viewpoints as well as their readiness for real-life social and employment situations (Davis, 2009).

In a classroom setting, collaborative learning occurs when two or more students work together to study or try to learn something new (Dillenbourg, 1999). Learners who use collaborative instructional methods depend on one another's ideas and active engagement (sharing ideas and supervising one another's work) than those who learn independently (Chiu, 2008). According to Mitnik, Recabarren, Nussbaum, and Soto (2009), collaborative learning is more particularly founded on the idea that knowledge may be acquired within a group where people actively participate by exchanging knowledge and adopting different roles. In other words, collaborative learning refers to methods and settings where students work together on a project and

hold one another accountable. These both consist of face-to-face interactions. In order to find insight, meaning, or solutions, or to produce an artifact or learning product, a group of learners may often work collaboratively. The typical student-xteacher relationship in the classroom is further redefined by collaborative learning, raising the question of whether this paradigm is more advantageous than detrimental. Collaborative writing exercises, group projects, cooperative problem solving, discussions, study teams, and other activities are examples of collaborative instruction (Mitnik et al., 2009).

Gokhale (1995) described collaborative learning as an educational strategy in which students of different skill levels collaborate in small groups to achieve a common objective. His clarification places a focus on learners sharing responsibility for both their very own learning and the learning of others. As a result, a student's success greatly depends on the performance of other students, meaning that one student contributes to the success of other students. According to this viewpoint, collaborative learning refers to an environment in which specific types of student interaction are anticipated to take place, which in turn activates a learning process. Collaborative learning is described by Jacobs, Power, and Loh (2002) as a set of guidelines and methods for enhancing group productivity. This argument emphasizes that group projects are only one aspect of collaborative learning. Instead, deliberate efforts are made to support students in creating the most successful learning experience possible.

In this study collaborative methods were used to train pre-primary school teachers who participated in the study on issues relating to child rights. In line with Gokhale (1995), the participants had the opportunity of sharing responsibility for both their very own learning and the learning of others. Learning activities were geared towards improving the attitude and practice of pre-primary school teachers.

2.2.7 Think-Pair-Share

Professor Frank Lyman of the University of Maryland developed the Think-Pair-Share (TPS) framework in 1981. It integrates the concept of "think" time, which is important in enhancing how student respond to questions. Each student in the

strategy is assigned a partner with whom to collaborate. When a question is posed, the teacher gives everyone a few moment to consider it before turning to their partner to offer their personal responses. This approach is straightforward and efficient at all educational levels, from primary school through university education and beyond. One of the techniques that paves the way for the emergence of cooperative learning in the classroom is this one. It can be used with any subject matter in the curriculum, and the teacher's ingenuity greatly influences how well it works.

Literature has established the value of TPS as an instructional technique. For instance, Koya (2015) averred that allowing students "think time" improves the caliber of their answers and gets them actively engaged in reflecting on the ideas taught in a session. More of the essential information is retained when students are given opportunities to ponder, pair up, and discuss during the course. When learners examine new concepts, they are compelled to interpret them in light of their prior knowledge, and on this discussion page, misconceptions about the subject are frequently exposed (and cleared up). Due to the lack of social pressure associated with replying in front of the entire class when using TPS, students are more eager to engage.

Comparing Think-Pair-Share to the conventional questioning framework offers many benefits. All students are able to construct solutions thanks to the "think time," which incorporates crucial "wait time" ideas. Because they have been considered and talked about, answers will have justifications and explanations. Because they have already discussed such ideas with their partner, learners are more likely to take chances and offer suggestions. Every student has the chance to provide a response to every question using this straightforward questioning method, which also keeps everyone in the class engaged in discussion. By giving the students time to consider their responses and consult a partner before being asked to speak, it reduces the risk of outside discussion. TPS is a very effective routine for questions that demand mental effort from students.

The effectiveness of the TPS method has been the subject of very little research (Koya). However, Jannah (2013) reaffirmed the strategy's beneficial impact on reading achievement, particularly with students who read beyond their biological age. Additionally, beneficial effects on areas of thinking, metacognition, and the

development of reading comprehension techniques were found. She claimed that learners showed the strategy's adaptability as a tool for fostering discourse and how it can be tailored to meet the needs of different learner groups. TPS is a cooperative learning technique that also enhances students' academic success, self-esteem, peer support, and greater interest in their peers and their school. Due to less talking and increased student participation, the instructor also gains from this teaching method. After being able to share their comments in pairs, more students are willing to respond in larger groups. Additionally, the caliber of student responses rises. By combining the cognitive and social facets of learning, Think-Pair-Share encourages the creation of knowledge (Jannah, 2013)

Certain precautions should be taken to guarantee the effectiveness of the Think-Pair-Share technique. Assignment of discussion partners is the responsibility of the teacher. There is a propensity for learners to constantly turn to the most popular learner and exclude the other individual when partners are not allocated. The teacher must also ensure that participation is equal among pairs, and that constructive sharing occurs. The teacher can switch to "Time-Pair-Share" if he observes that one student in each pair is dominating the dialogue. The teacher allots each partner in this variation a specific amount of time to discuss. Additionally, the instructor must guarantee that enough "think time" is given.

This study employed Think-Pair-Share as one of the collaborative methods to train pre-primary school teachers on child rights related issues with the aim of improving their attitude to and practice of child rights. Core principles of the strategy, such as assigning partner to each learner, giving each learner time to think on the topic of discussion as well as sharing the idea of individual learner with his or her partner were followed.

2.2.8 Small Group Discussion

Two or more people can participate in a discussion to share, clarify, and combine their information, experiences, ideas, and feelings. According to Fisher and Ellis (1990), the crucial aspect that determines whether a group exists is the sharing

element that exists among its members. The discussion may center on topics like perspectives, inspiration, or objectives. Additionally, it may entail carrying out specific duties, such as in a scenario group session. The group dynamic or climate can have a big impact on this sharing element. The group structure, which consists of the roles, expectations, beliefs, and power dynamics that shape group members' actions and bind them to the group, is another defining factor. The degree and success of interaction in a group can be impacted by its structure. Small group work involves a lot of interaction and is often referred to as cooperative, interactive, or peer learning. The degree to which contact allows participants to clarify their own understanding, build on one another's contributions, sort out meanings, and ask and answer questions are some aspects that affect how well groups learn (Fisher and Ellis, l990).

It has been discovered that working in small groups creates a setting where students can actively participate in the learning process. Learners can participate in peer instruction and study in small groups. This type of collaborative learning enhances the learner's capacity for collaboration, yields better cognitive outputs, and raises the learner's degree of inquiry (McKeachie, 2006). McKeachie (2006) asserted that talks led in small groups can aid students in developing critical thinking skills by giving them practice. Additionally, it can assist students learn to assess the logic of supporting arguments for their own and other people's positions. Studying in small groups can give learners opportunities to formulate applications of principles and at the same time develop their motivation for further learning.

Studies in educational and general psychology show that SGD provide a learning environment in which learners can master the subject matter even if the instructor does not participate in the discussion. Their grades on examinations are comparable or better than those who heard the lecture. Furthermore, learners who participate in SGD demonstrated superior curiosity and interest (McKeachie, 2006, Michaelsen, 2008). Among the outcomes related to small group work are that it can make learners to develop skills, building on other's ideas which increase motivation. Learners can also support and stimulate each other during learning. However, a study by Poellhuber, Chomienne, and Karsent (2008) showed that collaborative learning did not significantly change the attitude of students to self-paced learning.

In this study, SGD was employed as one of the collaborative strategies to train the participants on child rights issues. In line with basic principles of this strategy, pre-primary school teachers had the opportunity to participate in discussion to share and clarify information, ideas and feelings on child rights issues in small groups of five participants per group. They also had the opportunity to reflect on and share their experiences on child rights related issues.

2.3   Empirical review

2.3.1   Studies on collaborative training methods

Several studies have revealed that CTMs can be effective in various areas in the field of education (Karami, Pakmer and Aghili, 2015; Olowe and Oduolowu, 2019; Olowe, 2019; Olowe, 2020; Olowo, 2021). For instance, a study conducted by Karami, Pakmer and Aghili (2015) to compare the effectiveness of collaborative learning model and inquiry on the orientation of high school students to think critically. The study adopted the pretest posttest control group quasi experimental design. Multi-stage sampling technique was employed in selecting 25 participants for the inquiry pattern and 21 participants for the collaborative learning. Findings of the study showed that both methods had impact on the development of critical thinking but the effectiveness of the inquiry Pattern to have more critical thinking than collaborative learning. The authors concluded that both internal motivation and group activities can lead to the development of high- level critical thinking in students.

The effort of Karami, Pakmer and Aghili (2015) is commendable because the work was aimed at developing critical thinking in a particular set of students. However, when compared with the present study, the work of Karami, Pakmer and Aghili (2015) leaves some gaps in research that require attention. First, the focus of the study was developing critical thinking in high school students which is not the focus of the present study as its main aim is to improve the attitude and practice of child rights among pre-primary school teachers. It is also important to note that though the study by Karami, Pakmer and Aghili (2015) was an experimental study, it did not employ mixed method approach as being used in the present study. Again, while the participants the study were high school students, participants in the present study are

pre-primary school teachers. All these identified gaps therefore justify the conduct of the present study.

The work of Koya (2015) also merits consideration in this study. The study investigated how secondary school students in Osun State's knowledge, attitudes, and perceived risk of HIV/AIDS were affected by think-pair-share and round-robin brainstorming instructional methodologies. According to Koya (2015), significantly affected the participants' attitudes toward HIV/AIDS. He claimed that students exposed to Round-robin Brainstorming and TPS had the highest post attitude test mean scores for students. The knowledge of the participants, their attitude and how they perceived HIV/AIDS risks were enhanced through Round-robin brainstorming and TPS techniques. As a result, the study by Koya (2015) has successfully demonstrated how the TPS technique might improve study participants' attitudes.

Without a doubt, the work of Koya (2015) was a remarkable effort aimed at enhancing knowledge of the participants, their attitudes as well as how they perceived the risk of HIV/AIDS. However, when compared to the current study, it left certain gaps in research, one of which is that it focused on HIV/AIDS rather than the current study's focus on children's rights. Again, the participants in the work of Koya (2015) were not pre-primary school teachers but senior secondary school students. Another obvious gap which the study of Koya (2015) has left is the fact that it was conducted in Osun State, a different location from that of the present study. All these identified gaps have made the present study imperative.

The efficacy of Think-Pair-Share, a type of collaborative training method for teaching reading, was also investigated by Jannah (2013). The effectiveness of the think-pair-share technique in providing reading instruction was the subject of the study. The study's major goal was to determine whether students who had been taught using the TPS method would have higher reading comprehension than those who had been taught using the traditional method. In essence, the study sought to determine whether students who were taught using TPS would practice reading comprehension more effectively than those who were taught using the standard approach. The study's research design was quasi-experimental. Students from Indonesia's SMP Almas'udiyah Pramian Sreseh Sampang made up the study's participants. The sample included

students from classes C and D, both in the first grade. Class D served as the experimental group while class C served as the control group. The study's findings showed that there was no statistically significant difference in the mean score between the two groups.

The effort of Jannah (2013) which sought to improve comprehension reading abilities of some first-grade students is laudable. The study however leaves some gaps in research when compared with the present study. One of these gaps in the work is that it focused on first grade students and not pre-primary school teachers. Another gap is that the study did not address the issue of child rights attitudes and practice but reading of comprehension among first grade students. Furthermore, the study by Jannah (2013) did not employ mixed method approach and was not conducted in Nigeria. All these identified gaps make the conduct of this study imperative.

In the same vein, Le, Janssen and Wubbels (2018) conducted a study in Vietnam to examine teachers and students perceived obstacles to effective students' collaboration. Using grounded theory analysis, it was discovered that are students' lack of collaborative skills and low level of competence constituted hindrances to use of collaborative methods. Findings of the study further revealed factors that contribute to these obstacles. Central to the factors is the excessive concentration of the teachers on the cognitive aspects of collaborative learning, which made the participating teachers to ignore the collaborative aspects of the method. These manifested in the way collaborative learning goals were set by the teachers, the way they provided instruction, and how students' collaboration was assessed.

The fact that the work of Le, Janssen and Wubbels (2018) focused on examining both teachers and students perceived obstacles of using collaborative method is worthy of commendation. However, comparing the work with the present study reveals some gaps in research. First, the study was a survey study which used qualitative instruments in data collection whereas the present study is an intervention study using mixed method approach. Again, the study was not aimed at improving pre-primary school teachers' attitude and practice of child rights through the use of collaborative methods but only examined teachers and students' perception on the obstacles in using these methods. In addition to the above mentioned gap is the fact

that the study by Le, Janssen and Wubbels (2018) was not conducted in Nigeria. All these identified gaps therefore justify the need to conduct the present study.

In order to better understand how Think-Pair-Share affects students' oral communication abilities in EFL classes, Raba (2017) conducted a study. Two qualitative instruments were utilized by the researcher for collecting data. Both classroom observations of "English for Workplace" lessons at the same university and semi-structured interviews with EFL instructors who instructed "English for Workplace" sessions at the ELC An-Najah National University in Palestine served as the tools. The work's results indicated that the Think-Pair-Share technique enhanced students' oral communication abilities, fostered cooperative learning, and increased their drive to learn more effectively.

Additional findings, as reported by Raba (2017), showed that students in science faculties had higher scores those in human science faculties in terms of academic performance. The study's results also showed that students with greater academic standing outperformed those with lower standing. In order to help students develop their oral communication abilities, the researcher advised that appropriate English textbooks be used in conjunction with activities that may accommodate the usage of think-pair-share and other learner-centered strategies.

The study of Raba (2017) deserves some commendations because it has proved how effective Think-Pair-Share strategy can be at improving students' oral communicative skill and also create a cooperative learning environment as well as enhance students' motivation to learn better. However, some gaps in research have been noticed when compared with the present study. One of such gaps is the fact that Raba (2017) employed qualitative method in conducting the study and not mixed method approach that is being used in the present study. Also worthy of note is the fact that the study by Raba (2017) did not focus on improving attitudes and practice of child rights, rather, its main aim was to improve communication skills and create cooperative learning environment among students. Again, the participants of the study were and not pre-primary school teachers and it is also important to note that it was not conducted in Nigeria. All these identified gaps therefore justify the need to conduct the present study.

In his own research, Hamdan (2017) looked at the effects of the Think-Pair-Share method on the science performance of third-year students from the Iraqi city of Irbid. (120) third graders from the Irbid educational district took part in the experimental investigation. Each group of participants, which included 30 male students and 30 female students, was divided into an experimental and control group. While members of the control group were instructed using the traditional lecture approach, participants in the experimental group were exposed to the Think-Pair-Share strategy. According to results from this work, there were statistically significant differences in the scores of students between the two groups, favouring the experimental group.

Without doubt, the study by Hamdan (2017) has also proved that Think–Pair–Share methos can be effective in improving students' achievement. However, when one compares the work of Hamdan (2017) with the present study, some gaps in research can be noticed. First, the study was not conducted on pre-primary school teachers but on third grade students in sciences. Also, the study did not focus on improving the attitude and practice of child rights of pre-primary school teachers but on science achievement of third grade students. Again, the study did not employ mixed method approach as will be used in this study. All these gaps justify the imperativeness of the present study.

The study by Hetika and Sari (2017) to determine how the use of Think- Pair-Share could enhance students' learning motivation and performance in the Accounting Program at Politeknik Harapan Bersama, Indonesia, is very noteworthy. Observation sheet, questionnaire and test question were used for data collection. Observation method was used to observe the respondents' behavior in the process of learning implementation by using Students Observation Sheet. The test method was used to determine students' achievement before and after using Think Pair Share TPS learning strategy in Introduction to Accounting I. Hetika and Sari (2017) reported that the use of Think Pair Share Learning (TPS) method significantly improved the participants' motivation to learn and their achievement.

It is important to review Lee and Ertmer's (2006) work in this study. The study looked at how questions and group discussions affected students' experiences of virtual

learning. The researcher used Vision Quest, a website that offered instances of effective technology integration, to give 65 pre-service teachers vicarious experiences. In the study, a 2x2 factorial research design was used. Group discussion and question elicitation served as independent factors, while student views of their technological competence and self-efficacy served as dependent variables. According to Lee and Ertmer (2006), while ANOVA results showed no significant differences between treatments, some of the conditions under study showed substantial improvements in perceptions, knowledge, and abilities. However, Lee and Ertmer (2006) postulated that a number of circumstances, including the relatively small number of participants in each treatment group and the very short length of time to conduct a number of in-depth discussions on a wide range of concepts, may have contributed to their findings. Additionally, they made the assumption that students might not have felt comfortable discussing their ideas with people they did not know well or that they might not have been motivated to go above and beyond what was necessary to complete the tasks set.

In a related vein, another study that is worthy of note is that of Peralta, O'Connor, Cotton and Bennie (2015). The study which was conducted in Sydney, Australia was aimed at improving the knowledge, cultural competency and pedagogy of non-Aboriginal and Torres Strait Islander pre-service teachers'. The study, according to Peralta et al. (2015), was a collaborative study which used Service Learning Experience. The design employed in the study was non-randomised design employing the mixed methods approach. The participants of the study included community members, students and fifty five final year non-Aboriginal pre-service physical education teachers. Findings from the study showed significantly improvement on the attitude teachers to indigenous Aboriginal and Torres Strait Islander culture.

Another study that is relevant to this review is the study conducted by Naveena and Anuradha (2016) to investigate the effectiveness of small group discussion over the conventional (lecture method). Participants in the study comprised of a group of 55 medical students who were in the second year of their programme at Apollo institute of medical sciences and research, India. The participants were divided into groups. The first group consisted of 29 students and they were exposed to the conventional

method on the topic related to malaria for one hour while group B had 26 students who were exposed to fishbowl group discussion on the same topic on malaria and for the same period of time. On the basis of their roll call, the participants who were taught with the use of fishbowl group discussions were randomly split into two subgroups, subgroup I and subgroup II. Both groups chose leaders to moderate the debate and rapporteurs to record the major aspects of the conversation. The two groups' mean test scores differed statistically significantly, according to statistical analysis of the test results in the two groups. Furthermore, according to Naveena and Anuradha (2016), a feedback survey for fishbowl teaching revealed that most participants preferred it to traditional teaching.

It is also important to consider for a review in this study the work of Buitrago (2017), which investigated the benefits of using cooperative and independent methods of learning through speaking tasks in building oral proficiency among preliminary English students at a Colombian university. The study's conclusions showed that students can learn from one another and from making mistakes as they practice fluency. The study also found that when students collaborate, their confidence levels can rise because they sense no judgment and because they come to understand that their mistakes are shared by everyone.

In another study, Schafer, Ezirim, Gamurorwa, Ntsonyane, Phiri, Sagnia and Salanka, (2004) examined the effectiveness of collaborative approach at improving teachers' attitude. The main of the study was to include indigenous stories of Basotho in Early Childhood Care and Development (ECCD) programme. First, Basotho elders were gathered for focus group discussion on their views on the importance and value of indigenous stories after which another gathering was initiated to point out the potentials of the stories for the early childhood programme. Caregivers at the ECD center were then made to carry out some teaching practice for the possibility of including stories into curriculum early childhood programme. Part of the findings showed revealed that the caregivers were favourable disposition to the programme as they submitted that the collaborative approach used in the study was very successful.

Also worthy of review is the study conducted by Burgess and Cavanagh (2012) on a cultural immersion programme which was specifically designed by local

Aboriginal community for local teachers who would be teaching Aboriginal students from the community. The study employed collaborative approach using mixed methods to collect both quantitative and qualitative data. In depth semi-structured with teachers, principals, and Aboriginal parents who volunteered to participate were one of the methods made use of to obtain qualitative data. The data also includes information from participants in the program who were Aboriginal student volunteers who participated in visual mapping workshops with their teachers. According to the results, the Programme improved participants' knowledge and comprehension of the region's Aboriginal history and culture (Burgess and Cavanagh, 2012).

The research done by Onu, Anyaegbunam, and Uzoigwe (2020) to ascertain the impact of collaborative teaching technique in enhancing students' interest and performance in biology is also important to the current study. The study, which used a quasi-experimental research approach, was carried out in Nigeria's Obollo-Afor education zone. The study's population included 1,691 SSI Biology students. The participants in the study were a sample of 200 students drawn from six (6) intact courses using a multi-stage sampling process. According to Onu et al. (2020), students who were taught biology employing a collaborative instructional technique scored higher on achievement and interest tests than those who were taught using the traditional approach. The study's results also showed that female biology students who were taught using a collaborative instructional technique had slightly higher interest and achievement than male biology students. The results of the study by Onu et al. (2020) also demonstrated that there was a substantial interaction effect between gender and instructional mode on achievement.

The impact of a culturally relevant participatory learning method on pre-service Early Childhood Education (ECE) teachers' attitudes toward and knowledge of basic social social values was examined in Olowe's (2019) study, which is worth reviewing. Olowe (2019) used a collaborative strategy called participatory learning for the study. The study involved 72 ECE pre-service teachers from two federal institutes of education in southwest Nigeria. According to Olowe (2019), pre-service teachers who were trained using a participative approach that was culturally relevant had better attitudes and knowledge than those who were taught using a traditional approach. The

results of the study by Olowe (2019) clearly demonstrated that culturally relevant participatory learning methods enhanced pre-service teachers of early childhood education's attitudes toward and knowledge of basic social values.

2.3.2 Studies on child rights

Issues relating to child rights have been attracting interest researcher since the adoption of CRC in 1989. Today, several studies related to how children rights can be safeguarded have been conducted. A study was conducted by Okoye (2011) to examine knowledge and awareness that residents Nsukka, Nigeria had about child rights. Sample for the study consisted of 134 males and 160 females which cut across people from different works of life such as students artisans and civil servants. Findings of the study showed that the residents of Nsukka had low knowledge of awareness of Child Rights Act. The author therefore recommended that awareness creation strategies should be mounted throughout the country in order to adequately sensitize the Nigerian populace about the provisions of the Child Rights Act.

In a similar vein, Asenath (2004) conducted a study to look at parents' and teachers' attitudes and perceptions of children's rights in Makadawa Division, Nairobi, Kenya. 120 parents participated in the study, which used a survey research approach. The study's findings revealed that parents had positive attitudes regarding children's rights but believed that the laws went too far in ensuring those children had the opportunity to be heard. Another finding of the work revealed that parents had little awareness of children's rights because the majority of them had never heard of, much less read, the UNCRC or the nation's Children Act 2001. In light of these findings, the researcher suggested that all parties involved in child rights concerns develop well-coordinated informational education and communication techniques.

Adedigba (2015) also conducted a study in Kwara State, Nigeria, to look at how literature-based teaching strategies affected students' knowledge of and attitudes toward children's rights. According to findings from Adedigba (2015), treatments significantly affected attitudes of pupils about children's rights but did not significantly influence their awareness of children's rights. In order to help teachers improve their knowledge of how to use literature-based instructional strategies, the researcher advised that government and other professional bodies organize training programmes like workshops and seminars that would benefit both teachers and young children.

Furthermore, Ayoola, Akinrotimi and Izuagie (2016) conducted a study to investigate teachers' and parents' awareness and implementation of rights of pre-

school children. The study was carried out in Owo Local Government Area of Ondo State. The researchers adopted descriptive survey design for the study which involved 100 parents and 100 pre-school teachers randomly selected from the study population. Findings from this study showed that though the awareness of child rights among both parents and teachers was low, their extent of demonstration of child rights practice was high. The researchers therefore recommended that child rights awareness creation campaign which will further ensure better child protection practice among parents and teachers be put in place.

Also, Arora and Thakur (2017) carried out a study which was aimed at investigating the knowledge that primary school teachers in Jammu, India have about child rights. 120 elementary school teachers from both public and private schools made up the sample. To gather the necessary sample, a random sampling procedure was employed. A schedule for interviews and a knowledge test of children's rights were used to gather data. The findings of the survey demonstrated that the majority of instructors in both public and private schools possessed a high level of awareness on the many categories of children's rights. The study's conclusions also showed that teachers at government schools tended to have a moderate degree of understanding of children's rights, whereas teachers in private schools were equally likely to have low or high levels of knowledge. The study's further findings, according to Arora and Thakur (2017), showed that teachers at government schools received higher mean scores than teachers in private schools. Government and private school teachers' levels of awareness regarding children's rights were found to be significantly different.

The study of Iruogbu (2015) which investigated how teachers in in Ile-Ife, Nigeria perceived the rights of children is also worthy of review in this study. The researcher employed descriptive survey where 40 male and 40 female teachers were purposively selected. Iruogbu (2015) reported that majority of the teachers had positive disposition to the rights of children. According to Iruogbu (2015), findings also revealed that when the perceptions were controlled for gender, there were significant correlations between child right to dignity with right to education, child right to dignity with right to liberty as well as child right to education with right to liberty.

In a similar vein, a study was conducted by Adedigba (2019) to explore how parents and teachers perceived protection of child rights in Oyo State, Nigeria. It was a descriptive survey research where two hundred parents as well as two hundred teachers were randomly selected from five local government areas of the state. The study found that the extent that parents and teachers protect children rights was low. The researcher suggested that government at all levels should domesticate and make copies of CRA 2003 available to the parents, teachers, children and others as well as putting mechanism in place for monitoring of parents and teachers' activities with children under their care.

2.3.3 Think-Pair-Share and pre-primary school teachers' attitude to child rights

Research findings have shown positive influence of TPS on participants' attitude to certain issues and situations. Carss (2007) carried out a study to examine how Think-Pair-Share strategy could be used in a guided reading class. The study was conducted in New Zealand and with a study sample consisting of 29 primary six children aged between 10 and 11 years assigned into two treatment groups with each having six children. The first experimental group was reading above their chronological age while the second was reading below it. There were also control groups reading at the same these levels. The result showed that TPS improved the reading ability of the students, particularly for the learners that were reading above their chronological age. Based on the findings, the author recommended that the strategy can be adapted to suit learning and needs of a set of learners.

The study of Carss (2007) needs to be highly commended as it has proved the effectiveness of TPS on reading achievement of children. However, when one compares this study with the present study, a number of gaps in research can be noticed. First, the study was conducted using primary school pupils and not teachers, as it is in the present study. Also, the study by Carss (2007) focused on reading and not on teachers' attitude to child rights. In the same vein, the location of the study by Carss (2007) is different from that of the present study. All these identified gaps have necessitated the need to investigate the influence of TPS on teachers' attitude to child rights.

In a similar vein, a study by Koya (2015) that looked at the effects of Think-Pair-Share and round-robin brainstorming on secondary school students' knowledge, attitudes, and perceived risk of HIV/AIDS in Osun State is deserving of review in this study. The study's findings showed that treatment greatly changed how students felt about HIV/AIDS. The learners who were taught using TPS and Round-robin brainstorming had the highest post attitude test mean scores. The Round-robin Brainstorming and TPS improved knowledge as well as attitude of the participants. It also increased their perception of HIV/AIDS risks. Therefore, the study of Koya (2015) has successfully proved that TPS strategy can enhance participants' attitude in a study.

However, as laudable as the study of Koya (2015) may be, some gaps in research were noticed when compared with the present study. First, the study of Koya focused on secondary school learners and not teachers. Also, the focus of the study not attitudes and practice of child rights. Furthermore, the study was not carried out in Ondo State. Meanwhile, the dearth of empirical evidence on effectiveness of using TPS to improve teachers Attitude to child rights in Ondo State is another gap that necessitated a study of this nature in the study area. There is therefore the need to conduct a study to find out if TPS strategy could improve teachers' attitude to child rights.

Also, the study conducted by Awaid and Abood (2014) to examine the impact of Think-Pair-Share on students' academic performance and the change of students' attitudes toward chemistry reinforces the effectiveness of the technique in improving participants' attitudes is worthy of review Data collection methods include achievement tests for students and surveys of their opinions toward chemistry. The results of the study showed a significant difference in academic performance and attitudes toward chemistry between the experimental group and control group. Students who received instruction using the Think-Pair-Share method had greater achievement and a more positive attitude to Chemistry. The researchers therefore recommended the use of the method for teaching of Chemistry.

The result of this study by Awaid and Abood (2014) proved that Think-Pair-Share can effectively improve participants' attitude in a study. It should be noted

however that the study of Awaid and Abood (2014), when compared with the present study, revealed some gaps that required research attention. Though it was an experimental study, it did not employ mixed method approach as will be used in this study. Also, the study did not focus on pre-primary school teachers who are the subjects of the present study. Besides, the main objective of the study was not to examine the effects Think-Pair-Share on pre-primary school teachers' attitude to child rights. Another important thing to note is the fact that there is a dearth of empirical information, especially in the Ondo State, on how effective the Think-Pair-Share method can be in improving attitudes of pre-primary school teachers to child rights. All the gaps noticed necessitate the need to conduct the present study in order to examine the effects of Think-Pair-Share strategy on pre-primary school teachers in Ondo State.

Equally relevant to this review is the study of Saleh and Ibrahim (2015) which investigated the effect of Think- Pair- Share strategy on the students on achievement in Biology. It was an experimental study and participants comprised two groups of students who were selected from the third grade of Department Biology, College of Education for Pure Sciences, University of Diyala, Iraq. The first group which comprised of (45) students were exposed to Think- Pair-Share strategy while the second group which also had (45) students were exposed to the conventional method of teaching. Findings from the work of Saleh and Ibrahim (2015) revealed statistically significant difference in students' achievement and attitudes to Biology between the two groups with experimental group having higher achievement and attitude scores than the control group.

2.3.4 Think-Pair-Share and pre-primary school teachers' practice of child rights

TPS has been found to be effective in improving performance of participants in several studies. Jannah (2013) conducted a study to determine the effectiveness of TPS on teaching reading. The study's primary objective was to determine whether students taught using the TPS method would perform better in reading comprehension than students taught using the traditional method. In other words, the study sought to determine whether students who were taught using TPS would practice reading

comprehension more effectively than those who were taught using the traditional method. The study's research design was quasi-experimental. First-grade students from SMP Almas'udiyah Pramian Sreseh Sampang, Indonesia, made up the study's participants. It was revealed from the study that the average score between the two groups were not significantly different.

The study of Jannah (2013) showed that TPS as a method of teaching was not more effective than conventional strategy when teaching reading. Meanwhile, when compared with the present study, the study of Jannah (2013) revealed some gaps in research. First, the study was based on teaching reading and not child rights. Also, the focus of the study was students and not teachers. Furthermore, the location of the study is different from that of the present study. All these gaps therefore necessitated the present study.

2.3.5   Small Group Discussion and pre-primary school teachers' attitude to child rights

Research results have shown that Small Group Discussion can be effective in improving participants' performance in a study. Rahaman, Khalil, Jumani, Ajmal, Malik and Shalif (2011) carried out a study titled "Impact of Discussion Method on Learners' Performance". The aim of the study was to determine the effectiveness of discussion method on the performance of learners in Social Studies. Two teaching methods, discussion and lecture methods were used. The experimental group was taught using discussion method while the control group was taught using the lecture method. The results showed that the mean score of the experimental group was higher than the control group. The researchers therefore recommended that social studies should adopt discussion method in the teaching of the subject.

The work of Rahaman, et. al. (2011) has proved that group discussion method can improve learners' performance in social studies. However, it should be noted that when compared with the present study, Rahaman, et. al. (2011) study leaves some gaps in research. First, the work was conducted on learners and not teachers. Furthermore, the study focused on the teaching of social studies and not child rights. Finally, it needs to be pointed out that the work of Rahaman, et. al. (2011) was carried

out at a location different from the location of the present study. All these gaps necessitated the need to carry out the present study.

In another study, Schafer, Ezirim, Gamurorwa, Ntsonyane, Phiri, Sagnia and Salanka, (2004) examined the effectiveness of collaborative approach at improving teachers' attitude. The main of the study was to include indigenous stories of Basotho in Early Childhood Care and Development (ECCD) programme. First, Basotho elders were gathered for a discussion to know their views on the importance and value of indigenous stories after which another gathering was initiated to point out the potentials of the stories for the early childhood programme. Caregivers at the ECD center were then made to carry out some teaching practice for the possibility of including stories into curriculum early childhood programme. Part of the findings showed revealed that the caregivers were favourable disposition to the programme as they submitted that the collaborative approach used in the study was very successful.

Meanwhile, when one compares the study by Schafer et al. (2004) with the present study, some gaps in research which require attention can be noticed. The study was aimed at including indigenous stories in the ECCD programme of Basotho while the present study is concerned with improving the attitude and practice of pre-primary school teachers to child rights. Also, the study by Schafer et al. (2004) involved community elders while the present study does not involve community elders. Furthermore, the study was conducted in a different location from that of the present study. All these identified gaps have necessitated the need to examine the influence of teachers' gender on their attitude to child rights in this study.

2.3.6 Small Group Discussion and pre-primary school teachers' practice of child rights

Research findings have reported effectiveness of SGD on participants' performance in studies. . The effectiveness of group discussion strategy on enhancing mothers' parenting abilities was revealed by a study done by Khowaja, Karmaliani, Hirani, Rafique, and McFarlane (2016) to assess the viability of providing a 6-week parenting programme for mothers of young children going to family health centers (FHCs) in Karachi, Pakistan The study included 57 pre-school mothers, 30 of whom were in the experimental group and 27 of whom were in the control group. The study's

findings showed that moms in the intervention group felt their parenting abilities had significantly improved. For mothers attending FHCs in Pakistan, the authors consequently advocated for the development of parenting programmes.

The work of Kwowaja et. al (2016) has clearly shown that group discussion method can be effective in improving parenting practice of mothers of pre-school children. However, a comparison of the work of Khowajaet. al (2016) with the present study reveals some gaps in research. Since the participants in Khowaja et. al (2016) were mothers and not teachers, this could be seen as an important gap that the study has left in research. Also, the strategy was used in improving participants parenting practice and not child rights practice. In addition, the study was carried out in Pakistan.

In a similar vein, Ajitoni and Olubela (2010) conducted a study where they examined how group learning could affect social interaction and achievement in social studies among pre-service teachers in South-West Nigeria. The results of the study showed that gender had effect on social interactions and achievement of participants. Ajitoni and Olubela (2010) therefore recommended frequent use of group learning in social studies classrooms.

The study by Ajitoni and Olubela (2010) has no doubt added to the empirical reports on the effectiveness of group learning or discussion in improving participants' performance. However, when compared with the present study, it can be noticed that the work has left some gaps in research. First, the study focused on social studies and not child rights which is the main concern of this study. Also, the participants involved in the study were pre-service teachers and not in-service teachers who are the target of this study. Again, the study sought to improve participants' social interactions and achievement in social studies and not improvement of teachers' practice of child rights. A study that will reveal the effectiveness or otherwise of this method in improving teachers' practice of child rights is therefore necessary.

2.3.7 Gender and pre-primary school teachers' attitude to child rights

Several studies have reported how gender can effect knowledge as well as attitude of participants on several issues of life and findings appear to be inconclusive on this. Studies like those by Olagunju (2005) and Abdulraheem (2012), for instance, found no evidence of a gender difference in participants' environmental knowledge,

attitudes, or responsible behaviour. Additionally, according to Akinyode (2012), gender had no appreciable impact on participants' environmental education knowledge, attitudes, or performance. However, Somolu (2010) found that male possess more environmental knowledge than their female counterparts.

Reviewing past studies on gender participants' attitude further, the work of Erdamar, Aytaç, Türk and Arseven (2016) is worthy of note In order to ascertain the influence of gender on pre-service teachers' attitude regarding the teaching profession in Turkey, Erdamar et al. (2016) undertook a study. The study reviewed 35 important findings which comprised 6,073 female pre-service teachers and 4,289 male pre-service teachers. To distinguish between fixed and random effects and to enable comparison using meta-analysis techniques, a group differential approach was adopted. According to Erdamar et al. (2016), gender has a substantial impact on pre-service teachers' attitudes about the teaching profession, with female pre-service teachers displaying a more positive attitude than their female counterparts.

The study by Erdamar et al (2016) has no doubt provided empirical evidence on the influence of gender on attitudes. However, it is obvious that when compared with the present study, it has left some gaps in research. First, the focus of the study was attitude of pre-service teachers towards teaching profession and not attitude to child rights as we have in the present study. Additionally, unlike the participants in the current study, the study's participants were pre-service teachers instead of practising teachers. Additionally, the study was carried out in Turkey and not Ondo State. The necessity of conducting the current investigation was supported by all of these gaps.

The level of awareness and attitudes toward the Child's Right to Free and Compulsory Education Act among the parents and teachers in the Papum Pare District of Arunachal Pradesh, India, were also investigated in a study by Degi and Tok (2017). The research design used in the study was a descriptive survey with 200 randomly selected teachers and parents as the study's sample. The study's findings showed that there were significant differences between male and female attitudes toward children's rights to free and compulsory education, but there were none between trained and untrained male teachers and significant differences between trained and untrained female teachers.

The result of this study by Degi and Tok (2017) has shown that gender has the strength to affect teachers' attitude to child rights in a study. However, when one compares the study by Degi and Tok (2017) with the present study, some gaps which require attention can be noticed. First, the work was a descriptive study with survey design. Also, the participants of the study were a combination of both parents and teachers, unlike the present which focuses only on teachers. Furthermore, it was carried out in a different location from that of the present study. Besides, there appears to be dearth of empirical information on influence of gender on teachers' attitude to child rights in Ondo State. All these identified gaps have necessitated the need to examine the influence of teachers' gender on their attitude to child rights in this study.

On the other hand, a study by Merey (2013) to find out whether the attitudes of social studies pre-service teachers in Turkey towards children's rights would differ significantly based on their gender and some other variables revealed that gender did not significantly influence pre-service teachers' attitude to child rights. Again, it needs to be pointed out that the work of Merey (2013) leaves some gaps in research when compared with the present study. In the first instance, the study was a survey work that investigated the relationship between gender as an independent variable on pre-service teachers' attitude to child rights while the present study is trying to examine gender as a moderator variable in an experimental study. Also, the participants in the study by Merey (2013) were pre-service teachers and it was conducted in Turkey while the participants in the present study are in-service teachers in Ondo State.

2.3.8   Gender and pre-primary school teachers' practice of child rights

Gender has always been an issue of concern to educators. Research findings are inconsistent on the influence of gender on participants' practice and behavior. While some studies have found that gender could influence participants' practice, others found no relationship between male and female influence participants' practice Ajithkumar (2013) did a study on secondary school teachers in Greater Mumbai, India about their knowledge of children's rights and how they use them in relation to gender and method of institution. Three hundred and twenty three secondary school teachers who participated in the study were chosen using stratified random sampling techniques. The study used a descriptive survey approach. The survey's findings

showed no appreciable difference in overall child rights practices between male and female teachers who took part in the study. However, differences were noticed in the child rights practice between male and female teachers when some of the indices of child rights practice were closely observed among the teachers. For instance, while male teachers showed higher child protection practice, female teachers displayed better practice on child development issues.

Meanwhile, when one compares the study of Ajithkumar (2013) with the present study, some gaps in research can be noticed. First, the study was a descriptive study with survey design Furthermore, though the participants of the study were teachers just like the present study, it was carried out in a location that is different from that of the present study. Besides, past studies have reported conflicting findings on the influence of gender on teachers' practice of child rights and there is the need for further empirical investigation in this area. All these identified gaps have necessitated the need to examine the influence of teachers' gender on their practice of child rights in this study.

On the contrary, the study by Merey (2013) which examined the association between gender role attitudes and risky sexual behaviour in Botswana found that gender role attitudes of participants were not significantly associated with risky sexual behaviour. Also, a study by Irungu, Nyagah and Mercy (2019) which examined interaction of gender reported no influence of gender on learners' academic achievement. Again, Gbadamosi (2013) found no significant influence of gender on pupils' environmental knowledge. In the same vein, Letamo (2011) which examined the association between gender role attitudes and risky sexual behaviour in Botswana found that gender role attitudes of participants were not significantly associated with risky sexual behaviour. These inconsistent findings on the influence of gender on participants' behaviour further justifies its inclusion as a moderator variable in this study.

2.3.9 Child rights awareness and Pre-primary school teachers' attitude to child rights

Studies have shown that participants' awareness can interact with their attitude to child rights. In order to ascertain the correlations between environmental awareness,

knowledge, and attitude among secondary school students, Aminrad, Zarina, Zakariya, Hadi, and Sakari (2013) conducted a study. In Kajang city, Selangor, Malaysia, a survey study was conducted on 470 respondents who were in Form Four. The study's findings showed that there was a significant association between environmental awareness and attitudes among respondents, but a moderate correlation between environmental awareness and knowledge. In the same vein, the study by Sudarmadi, et al. (2011) revealed a positive relationship between participants' awareness and attitude in relation to environmental conservation in Jakarta, Indonesia. These studies have no doubt provided empirical evidence on the influence of awareness on attitudes. However, when compared with the present study, they left some gaps in research. First, these studies were on environmental awareness, knowledge and attitudes and not awareness and attitudes to child rights which is the focus of the present study. Also, the participants in the studies were not teachers as we also have in the present study. Furthermore, they were not conducted in Ondo State. All these gaps justified the need to carry out the present study.

Similar to this, Kwak (2018) investigated the effects of awareness on the attitude and practice of Breast Self-Examination (BSE) among healthcare workers. All female healthcare workers who were at least 18 years old and were not pregnant were eligible to participate in the study, which was done in the Philippines. Randomly chosen groups A (control: brochure) and B (interventional: awareness programme and brochure) were given to the participants. While practice was based on the lead investigator's scoring as the respondents did breast self-examination (BSE), knowledge and attitude regarding BSE were assessed using a validated questionnaire. All the domains were reviewed after six weeks, and the scores were compared. The practice scores were dramatically raised by both strategies. According to Kwak's (2018) study, awareness greatly increased the knowledge, attitude, and BSE practice of healthcare professionals.

2.3.10 Child rights awareness and pre-primary school teachers' practice of child rights

Studies have reported existence of associations between participants' awareness and their practice of child rights. A typical example of this is a study conducted by Anastasia (2009) looked into how students' education in secondary schools in Uganda's Kasese District was affected by their awareness of children's rights. The study used a cross-sectional research approach to gather primary data from teachers, students, head teachers, important stakeholders such parents, political and religious leaders, and key informants through questionnaires, structured interviews, and documentation. Findings of the study revealed that there is relationship between teachers' level of awareness of children rights and children education. That is the teachers' level of awareness of children rights had effects on their practice that are related to children's education. However, when comparing the work of Anastasia (2009) with the present study, a lot of gaps can be noticed. Notable among these gaps is the fact the study did not focus on pre-primary school teachers as we have in the present study. Also, the study was not an empirical like the present study. Furthermore, the work of Anastasia (2009) was conducted in Uganda and not in Ondo State. Besides, there is no adequate empirical information on influence of teachers' level of awareness on their practice of child rights in Ondo State. All these identified gaps have necessitated carrying out a study to examine the influence of pre-primary school teachers' child rights awareness on their attitude to child rights in this study.

Also, a study by Kamau (2013) found positive relationships between level of awareness and practice of child rights. The study was conducted to investigate the influence of children rights awareness on students' performance in Gatundu North District, Kiambu County, Kenya. It was a survey study which involved 124 students, 62 teachers and 9 principals. Findings of the study revealed that students discipline was influenced by level of awareness of child rights. The study by Kamau (2013) has no doubt provided empirical evidence on the influence of awareness on participants' practice of child rights. However, the study has left some gaps in research when compared with the present study. The study was a survey unlike the present study which is an experimental work. Again, the study was conducted in Kenya and not in Ondo State. All these identified gaps have necessitated the need to examine the influence of teachers' gender on their attitude to child rights in this study.

However, a study by Seimetz, Kumar, and Mosler (2016) found that participants' hand-washing habits were unaffected by awareness. In order to determine the impact of an awareness-raising campaign in India on modifying visitors' intentions to wash their hands with soap after using the restroom and the underlying behavioral variables, Seimetz et al. (2016) conducted a study Even when comparing visitors who actively participated in hand washing games with those who did not, the results indicated that the awareness campaign had minimal impact on the practice of washing hands with soap. Participants' awareness of the advantages of washing their hands dramatically enhanced following a campaign visit. The authors argued that real behaviour change involves more than simply increasing information through awareness. Another noteworthy study was carried out by Vivek, Licy, Saritha, Anies, and Josphina (2013). The purpose was to ascertain how awareness affected waste management practices among schoolchildren in Kerala, India. The result of the study showed that participants' awareness had a substantial impact on how they handled waste. These inconsistencies in the research findings on influence of awareness on outcomes of studies necessitated this study.

2.4   Literature appraisal

Literature has revealed several studies which have been conducted to showcase the effectiveness of collaborative training methods at improving attitudes as well as practice of participants on various issues. Most of these research outcomes however either focused on parents or students and not teachers, most especially, pre-primary school teachers. Also, most of these studies that employed collaborative methods conducted them on English Language, Social Studies and HIV/AIDS but not attitude and practice of child rights and the few available ones that relate them to child rights were not conducted in Nigeria, let alone in Ondo State but in countries like India, Uganda and Turkey. It is evident that there is no way these studies could have addressed the problem of poor attitudes and practice of child rights among pre-primary school teachers in Ondo State. Furthermore, few studies that attempted to address the issues of attitudes and practice of child rights, according to available literature were survey studies. These studies thus, leave gaps that the present study is set to fill. Consequently, based on the dearth of findings in the use of collaborative methods such

as TPS and SGD at improving attitude and developing better practice of child rights among pre-primary school teachers in Ondo State, the presents study focused the impact of two collaborative training methods on pre-primary school teachers' attitude to and practice of child rights.

Equally, reports of studies on influence of gender on teachers' attitudes and practice of child rights are inconsistent as some studies found significant difference between males and females in attitude and practice of child rights while some did not find any significant difference. These conflicting findings on influence of gender attitude and practice of child rights among participants in past studies further validates the imperativeness of the present study. The same thing applies to influence of child rights awareness on teachers' attitude and practice of child rights. Therefore, there still exists gaps in literature on the influence of gender and child rights awareness on pre-primary school teachers' attitude and practice of child rights

CHAPTER THREE
METHODOLOGY

This aspects comprises the method used. It explains the design used, variables in the study, selection of participants, data collection procedure, method of data analysis among others.

3.1   Research Paradigm, Approach and Design

Positivism was employed as a paradigm for the qualitative aspect of the study. Positivism holds the belief that reliable knowledge can only come from experience and that such experience can be verified through observation and evidence (Gall, Gall and Borg, 2007). Phenomenological approach was adopted for the process of qualitative data collection. According to Ary et al. (2010), the approach allows researcher to record, collect and describe the experiences of participants in a study during intervention. This approach therefore enabled the researcher to collect information on and describe the experiences of pre-primary school teachers who participated in the study when the intervention was going on. Unstructured interview, Focused Group Discussion (FGD), field notes, audio recorder, conversation, photo and video camera were used to gather qualitative data.

The Embedded design of the mixed methods approach was adopted in the study. Olowe (2019) cited Creswell (2012) who explained that embedded design is used when the researcher intends to include qualitative data collection process in experimental study during the intervention phase. Some characteristics of this design according to Creswell (2012) include: giving priority to the major form of data collection while giving secondary status to the supportive form, collecting quantitative and qualitative data sequentially and, using the secondary form of data to provide additional sources of information not provided by the primary source of data.

Using this design, the researcher had the opportunity to collect qualitative data during the experimental activities. It also enabled the researcher to give priority to the major form of data collection (QUAN, i.e. quantitative) while secondary status was given to the supportive form (qual, i.e. qualitative). Answers were provided to research question 1 from the qualitative data that were collected during the intervention while research question 2 was answered by analyzing qualitative data gathered during FGD. Weighting priority of QUAN + qual was employed in this study which means that the quantitative approach was used more than the qualitative approach to determine the impact of collaborative learning methods on pre- primary school teachers' attitude and practice of child rights.

It adopted 3x2x2 factorial matrix which consisted of instructional strategy at three levels (two treatment groups and one conventional group), intervening variables of gender (male and female) and awareness of child rights (low and high).

Table 3.1. 3 x 2x 2 Factorial Matrix

Treatment	Gender	Child Rights Awareness	
		Low	High
Experimental Group 1 Think – Pair –Share	Male		
	Female		
Experimental Group 2 Small Group Discussion	Male		
	Female		
Control Group(C)	Male		
	Female		

3.2   Variables

Independent Variable: This was manipulated at three stages:

i.   Think-Pair- Share

ii.   Small Group Discussion

iii.   Lecture Method

Moderator Variables: These are two stages each:

i.   Gender at two levels:

- Male

- Female

ii.   Child Rights Awareness at two levels:

- Low

- High

Dependent Variables

The dependent variables in this study are two and they are:

i.   Teachers' Attitude to Child Rights.

ii.   Teachers' Practice of Child Rights
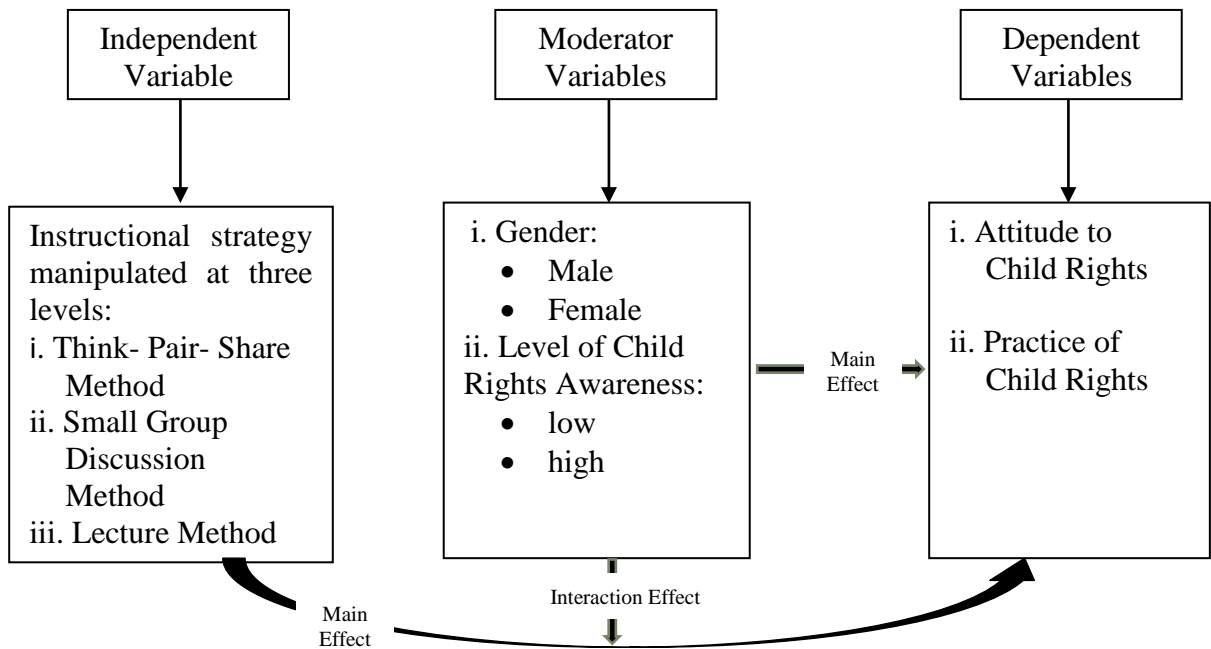
Fig. 3.1. Diagrammatic representation of variables

Figure 3.1 presents the diagrammatic representation of variables. The arrow connecting the independent variables to the dependent variables indicate the main effect of the treatments on the dependent variables that is, the main effect that the three strategies (Think-Pair-Share, Small Group discussion and Lecturer Method) could have on the dependent variables (attitude to and practice of child rights). The arrow connecting the moderator variables to the dependent variables indicate the main effect of the moderator variables on the dependent variables. The arrow intersecting the independent variables arrow to the dependent variables indicates the interaction effect of the treatment and moderator variables on the dependent variables.

3.3   Selection of participants

The population for this study was the pre-primary school teachers in public primary schools Ondo State. These are the people directly in care of preschool children in public primary schools in the state. Two sampling techniques were used in this study. They are simple random and purposive sampling techniques. One of the three Senatorial Districts (Ondo Central) was randomly selected for the study. Three Local Governments Areas (LGAs), namely, Akure South Local Government, Idanre Local Government and Ondo West Local Government Areas were randomly selected from the six local government areas in the selected senatorial district. The LGAs were then randomly assigned to treatments and control groups. Before the selection of schools and teachers, a letter of authorisation was obtained from the State Universal Basic Education Board (SUBEB) and this facilitated researcher's access to the schools and the pre-primary school teachers that participated in the study.

Purposive and random sampling technique were used to select ten public primary schools from each LGAs. Two pre-primary school teachers were purposively selected from each of the ten primary schools in each of the LGAs, making a total of twenty pre-primary school teachers from each of the LGAs.

The criteria for selecting schools and teachers who participated in the study are:

i.   The schools have pre-primary sections

ii.   The schools are easily accessible.

iii.   The teachers were available during the research period.

iv.   The teachers were ready to participate in the study.

A total of sixty pre-primary school teachers participated in the study.

Nine lecturers from Department of Early Childhood Care and Education (ECCE) and Department of Primary Education (PED), Adeyemi College of Education, Ondo were purposively selected as Research Assistants on Intervention. Three lecturers were put in each of the two EGs and the CG. They were selected as research assistants on the criteria that:

i.   the lecturers have qualifications in Early Childhood Education or were undergoing a programme on Early Childhood Education as the time of the study.

ii. the lecturers were available during the period of the study.

iii. the lecturers indicated readiness to participate in the study.

Furthermore, sixty Part 3 students of Nigerian Certificate in Education (NCE) programme from Departments of ECCE and PED, Adeyemi College of Education, Ondo were purposively selected as another set of research assistants. The major role played by this set of research assistants was administration of observation instrument on the participating pre-primary school teachers both at pretest and posttest stages of the research. Each of these research assistants was assigned to each of the participating teachers to carry out the observation in their classrooms both at pretest and posttest stages of the research. The research assistants were purposively selected based on the following criteria:

i.   Availability during the research period.

ii. Readiness to participate in the study.

iii. Demonstration of ability to administer the Child Rights Practice Observation Scale (CRPOS) effectively after being trained.

3.4   Research instruments

The research instruments used in the study were grouped into two sections (stimulus and response). Stimulus instruments are five while response instruments are eight.

Stimulus instruments

a.   Instructional Guide on Think- Pair- Share (IGTPS)

b.   Instructional Guide on Small Group Discussion (IGSGD)

c.   Lecture Method Instructional Guide (LMIG)

d.   Research Assistants Training Guide on Intervention (RATGI)

e.   Research Assistants Training Guide on Observation (RATGO)

Response instruments

a.   Attitude to Child Rights Questionnaire (ACRQ)

b.   Child Rights Practice Observation Scale (CRPOS)

c.   Child Rights Awareness Questionnaire (CRAQ)

d.   Research Assistants Assessment Sheet on Intervention (RAASI)

e.   Research Assistants Assessment Sheet on Observation (RAASO)

f.   Interview Questions for Focus Group Discussion with Pre-primary School Teachers (IQFGDPST)

g.   Field Note Template (FNT)

h.   Prompts on Documentation of Pre-primary School Teachers' Participation in Training Activities (PDPSTPTA)

3.4.1   Instructional Guide on Think-Pair-Share (IGTPS)

The instrument was developed by adapting the procedure suggested by Lyman (1981) who is the original author that developed Think- Pair- Share strategy. A little modification was done on the IGTPS by adding one more activity steps to the original procedure which are four in order to suit the purpose of this study. IGTPS contains all the activities that were carried out on weekly basis during the period that the pre-primary school teachers had training on child rights. The guide contains nine (9) lesson topics on child rights. In line with Salami (2014), the goals of developing the guide was included. To validate the instrument, a draft copy of IGTPS was handed to research experts for vetting and their comments were effected to improve the instrument.

3.4.2   Instructional Guide on Small Group Discussion (IGSGD)

The instrument was adapted from the procedure suggested by Brewer (1997). The original strategy by Brewer (1997) has three steps which are: introduction, directing the discussion and summarizing the discussion. The introduction is divided into four sub-steps: instructional objectives, purpose, relationship and advanced organizer. For the instructional objectives, the participants were informed about what is intended to be achieved after the discussion while purpose has to do with explaining to the participants the reason for discussing the topic. The researcher modified the original procedure which has three steps and four sub-steps to seven steps. The guide contained all the activities that were carried out on weekly basis using this training method. The guide also contained nine (9) lesson topics on child rights. The nine training activities include concept of child rights, international documents on child rights, Child Rights Act, protection rights of children, teachers application of protection rights of children, development rights of children, application of development rights of children by teachers and schools/teachers' roles in promoting children rights. In line with Salami (2014), the researcher also included goals of developing the guide. For the purpose of validation, copies of IGSGD were vetted by research experts and their comments were used to rework the instrument.

3.4.3   Lecture Method Instructional Guide (LMIG)

LMIG, developed by the researcher, gave direction on the learning of child rights in the control group and served as the conventional method. The guide contains nine (9) lesson topics on child rights which include concept of child rights, international documents on child rights, Child Rights Act, protection rights of children, teachers application of protection rights of children, development rights of children, application of development rights of children by teachers and schools/teachers' roles in promoting children rights. Draft copies of LMIG were handed to lecturers, research experts in early childhood education and the researcher's supervisor. Their suggestions were used to rework the guide to improve its face and content validity.

3.4.4 Research Assistants Training Guide on Intervention (RATGI)

The RATGI was self-produced and used in the training of research assistants on intervention who conducted training to the pre-primary school teachers on child rights. There were five components in the guide and they are: steps, activity, researchers' activity, research assistants' activity and materials. The steps represent the sequential order followed in conducting the training. The activity section involves eight events that were performed. The researcher's activity section presents the actions that were performed by the researcher while the research assistants' activity section contained all the activities performed by the research assistants. The last component which is on materials shows the list of the resources that used for each event. RATGI was given to research experts as well as the researcher's supervisor. Advice and suggestions offered by the experts were used to rework the guide.

3.4.5 Research Assistants Training Guide Observation (RATGO)

The RATGO was developed and used by the researcher to guide the training that was conducted for the set of research assistants who conducted. There are five components in the guide and which are: steps, activity, researchers' activity, research assistants' activity and materials. The steps represent the sequential order followed in conducting the training. The activity section involves six events that were performed during the training. The events are welcome address, activities of study and training, administration of CRPOS at pre-test, administration of CRPOS at post-test, assessment of research assistants and vote of thanks. The researcher's activity section presents the actions performed by the researcher while the research assistants' activity section contains the activities that were performed by the research assistants. The last component which is on materials shows the list of the resources that were used for each event.

RATGO was vetted by to experts and their useful advice and was used to rework the guide.

3.4.6 Attitude to Child Rights Questionnaire (ACRQ)

ACRQ was self-developed to measure pre-primary school teachers' attitude to protection and development rights of children before and after the training. The design

of this instrument was informed by literature. Before designing the instrument, the researcher consulted different attitudinal scales in order to gain better insights on the type of expressions that are used for constructing attitudinal scale items and also engaged some experienced pre-primary school teachers in discussion on common attitude of pre-primary school teachers towards children rights. There are two sections in ACRQ. The first section has two items that elicited demographic information on pre-primary school teachers' gender and qualifications while the second section has 20 item questions that measure pre-primary school teachers' attitude to protection and development rights. The first ten items address pre-primary school teachers' attitude to protection rights of children while the last ten items address pre-primary school teachers' attitude to development rights of children.

To ensure face, content and construct validity of ACRQ, the drafted copy of the instrument was subjected to scrutiny by experienced researchers and lecturers in the department. Their suggestions were carefully studied and effected. Twenty copies of ACRQ were thereafter administered on twenty pre-primary school teachers in Ile-Oluji/Oke-Igbo Local Government Area. Data gathered were subjected to reliability test using Cronbach's Alpha which yielded 0.82.

3.4.7   Child Rights Practice Observation Scale (CRPOS)

The instrument was developed by the researcher. Development of CRPOS was informed by the available information in literature and by the researcher's discussion with the experienced pre-primary school teachers. The instrument has two sections. Section A contains two items that elicited demographic information on respondents' gender and qualifications while section B contains sixteen (16) items that measured pre-primary school teachers' practice of child rights. The response format adopted for the instrument is a 3-point Scale of Always Practiced (AP), Rarely Practiced (RP) and Never Practiced (NP). The responses were scored by awarding 3 to AP, 2 to RP and 1 to NP for positive statements while negative statements were scored by awarding 1 to AP, 2 to RP and 3 to NP respectively. In using this instrument, each teacher was observed three times and the observer ticked a response that corresponds to the child rights practice exhibited by the teacher during the period of observation. Thereafter,

the ticked responses were summed up to determine the average which represented the response used in data analysis.

To validate CRPSO, the drafted copy of the instrument was scrutinised by experienced researchers. The corrections, suggestions and criticisms of the experts were carefully studied and effected before producing the final copy which was corrected by the researcher's supervisor. The instrument was thereafter administered on twenty pre-primary school teachers in a local government different from the study area. Data gathered were subjected to reliability test using the Intraclass Correlation Coefficient and a reliability index of 0.71 was obtained.

3.4.8   Child Rights Awareness Questionnaire (CRAQ)

This instrument was developed by the researcher to measure pre-primary school teachers' awareness of child rights (protection and development rights). The instrument was designed based on literature. The instrument has sections A and B. Section A contains two items that elicited demographic information on respondents' gender and qualification. Section B has 20 item questions that measure pre-primary school teachers' awareness of child rights. The first ten items address pre-primary school teachers' awareness of protection rights of children while the last ten items address pre-primary school teachers' awareness of development rights of children. After the administration and scoring, the total score was calculated and the range determined between the highest and lowest scores which then informed the decision on where demarcation was put to categorise child rights awareness into Low and High.

The draft copy of CRAQ was given to experienced researchers, researcher's supervisor and other specialists in Early Childhood Education for scrutiny. The corrections, suggestions and criticisms of these experts were carefully studied and effected before producing the final copy which was corrected by the researcher's supervisor. After this, twenty copies of CRAQ were administered to twenty pre-primary school teachers in Ile-Oluji/ Oke-Igbo Local Government Area. The data gathered were tested for reliability using the Cronbach's Alpha technique and a reliability value of 0.73 was obtained.

3.4.9 Research Assistants Assessment Sheet on Intervention (RAASI)

The RAASI was self-designed and used to assess the research assistants who carried out the intervention as well as the Focus Group Discussion (FGD) after they were exposed to training on the study. The purpose of the instrument was to assess the extent of mastery of activities involved in the intervention and FGD. This instrument was designed in line with the activities which the research assistants were exposed to during the training. It has sections A and B. Section A contains information on the gender of the research assistants while Section B is made up of seven (7) items which measure the level of mastery of the different aspects of training and roles expected of them as research assistants. These include their ability to explain correct use of instruments, ability to give correct explanations on the collaborative training activities, ability to explain how to conduct the FGDs correctly as well as pretest and posttest measures.

RAASI was given to experienced researchers. The corrections and suggestions made by the experts were effected on the instrument. Thereafter, the instrument was given to the researcher's supervisor for final corrections ad approval.

3.4. 10 Research Assistants Assessment Sheet on Observation (RAASO)

The RAASO, designed by the researcher, was used to assess the research assistants who carried out observation at pretest and posttest levels. This instrument was designed in line with the activities which the research assistants were exposed to during the training. It has sections A and B. Section A contains information on the gender of the research assistants while Section B is made up of five (5) items which measure the level of mastery of the different aspects of training and roles expected of them as research assistants. These include their ability to explain rationale for the research and correct administration of CRPOS at pretest and posttest stages.

RAASO was given to experts. The corrections and suggestions made by the experts were effected on the instrument. Thereafter, the instrument was given to the researcher's supervisor for final corrections ad approval. The instrument will be administered on the research assistants after they have undergone necessary trainings.

3.4.11 Interview Questions for Focus Group Discussion with Pre-primary School Teachers (IQFGDPST)

IQFGDPST was self-produced and used to conduct FGD with the pre-primary school teachers in the experimental groups. The instrument contains unstructured interview questions that explored the participants' opinions and experiences on various issues relating to attitudes and practice of child rights discussed during the training. Participants' responses were documented using the field notes, audio and video recorders. IQFGDPST was vetted by the research experts. Their suggestions were used to rework the instrument.

3.4.12 Field Note Template (FNT)

The FNT was developed by the researcher and used by the research assistants for documentations of pre-primary school teachers' involvement in learning activities while Collaborative Training Methods (CTMs) were being used as well as their responses during the FGD. The FNT is having two sections. Section one has information on the name of recorder, day of activity, date of activity, name of activity and purpose of the note. The second section is the blank space on which the information gathered were recorded by the research assistants. The FNT was handed to research experts for constructive criticisms.

3.4.13 Prompts on Documentation of Pre-primary School Teachers' Participation in Training Activities (PDPSTPTA)

PDPSTPTA was developed by the researcher to provide signals to research assistants on intervention to enable them know what to look for and record when documenting how the pre-primary school teachers engaged in learning about child rights when CTMs were employed. PDPSTPTA has five unstructured questions. This instrument also served as one of the materials used in training the research assistants who were involved in the intervention. PDPSTPTA was vetted by research experts in Early Childhood. Their suggestions were used to rework the instrument.

3.5 Procedure for the study

The stages involved in carrying out the study are explained below:

3.5.1 Pre-experimental activities

Visit to sampled schools

A letter of introduction to State Universal Education Board (SUBEB) was collected from the department. Another letter of request to embark on training on child rights for pre-primary school teachers was written to SUBEB by the researcher. The researcher thereafter discussed the purpose of the research with the officials at SUBEB and explained the need to authorize pre-primary school teachers to participate in the study. Thereafter, a letter of authorisation was issued by SUBEB which was taken to Local Government Education offices of the three Local Government Areas used for the study. With this letter, the researcher was officially granted access to the schools. The letter of introduction was also presented to Head teachers for permission to use pre-primary school teachers in their schools for the study. The teachers were well informed about their expected involvement. They were also given opportunity to ask questions and make suggestions on how best to effectively carry out the study.

Educating the research assistants

Heads of Departments (HODs) of ECCE and PED were contacted for permission to use the lecturers and some students in the Departments as research assistants for intervention and observation respectively. The expected responsibilities were discussed with the HODs, the lecturers and the students involved in the study.

The training were in two phases. The research assistants for the intervention stage of the research were trained first, followed by training of research assistants who conducted observation of pre-primary school teachers both at the pretest and posttest stages of the study.

In a similar vein, the sixty research assistants for observation (twenty for each group) were also trained on the procedure for the administration of CRPOS.

3.5.2 Procedure for treatment

The main treatment was carried out for ten weeks and this involved the researcher, research assistants and participating teachers.

Experimental Group 1 (Think-Pair-Share)

This is the group that was treated with the Instructional Guide on Think-Pair-Share. The first day of week 1 of the treatment period was devoted to introducing the pre-primary school teachers to the research, filling of consent forms and administration of CRAQ and ACRQ at pretest level. During this period, all the participants in this group were reminded about the goals of the research, the duration of the treatment and the activities they were to be involved in. They were given the opportunity to ask questions on any aspect of the research and their involvement. They thereafter filled the consent forms, then CRAQ and ACRQ were administered at pretest level. The second, third and fourth day of week 1 were used to administer CRPOS.

The treatment proper started from week 2 to week 10. The activities for each week followed the steps bellow:

Step 1: The research assistant (trainer) welcomes the participants and ask them to welcome one another. Participants respond and welcome one another. The trainer announces the topic to be treated for the day to the participants

Step 2: The trainer presents a scenario to the participants, for example, the scenario of a society where people's conducts with children are not regulated and members of the society could treat children the way they liked. The trainer then asks the participants to sit in pairs and each participant in pairs to think for few minutes on how they feel the situation presented could affect the general wellbeing of children. They should write down their thoughts on a sheet of paper and share them with their partners. Participants sit in pairs, think individually on how the situation presented could affect the general wellbeing of children, write down their thoughts on a sheet of paper and share them through exchange of ideas with their partners.

Step 3: The trainer asks the participants in each pair to present their ideas to the larger group. The participants in each pair share their ideas with the larger group while the trainer guides the presentations and writes the key points mentioned by each group on a flip chart.

Step 4:   The trainer makes his own contributions by relating the scenario to the topic and gives further explanations on the topic. Participants also make contributions by sharing their experiences and asking questions to seek for clarifications where necessary.

Step 5:   The trainer asks questions based on the set objectives for the day. The participants answer the questions. Further clarifications which may arise from the evaluation questions are made by the trainer and the participants. The activity of the day is then brought to a close.

Experimental Group 2 (Small Group Discussion)

This is the group that was treated with the IGSGD. Like in TPS group, the first day of week 1 of the treatment period was devoted to introducing the teachers to the research, filling of consent forms and administration of CRAQ and ACRQ at pretest level. During this period, all the participants in this group were reminded about the goals of the research, the duration of the treatment and the activities they were to be involved in. They thereafter filled the consent forms, then CRAQ and ACRQ were administered at pretest level. The second, third and fourth day of week 1 were used for administration of CRPOS by the research assistants for observation.

The treatment proper started from week 2 to week 9. The activities for each week followed the following steps:

Step 1: The trainer welcomes the participants and ask them to welcome one another. Participants respond and welcome one another.

Step 2: The trainer first provides a form of energizer such as singing one or two songs and to which all participants clap and dance.

Step 3: The trainer informs the participants the topic to be discussed and what is intended to be achieved at the end of discussing it.

Step 4: The trainer presents a scenario to the participants, for example, the scenario of a society where people's conducts with children are not regulated and members of the society treat children the way they like. The trainer then asks the participants to a group of five members each, discuss and share their opinions about the questions in their different groups.

Step 5: After the discussion in the groups, one representative comes forward from each of the groups to present the group's ideas to the entire participants. This will be done in turns. The trainer guides the presentation.

Step 6: The trainer makes his own contributions by relating the scenario to the topic and gives further explanations on the topic. Participants also make contributions by sharing their experiences and asking questions to seek for clarifications where necessary.

Step 7: The trainer asks questions on the topic treated and allows the participants to respond. He or she then gives a summary of the lesson and emphasise the key points.

Control Group (Lecture Method Group)

This group was treated with Instructional Guide on Lecture Method. The following steps were followed in conducting treatment.

Step 1: The lesson is introduced by the teacher.

Step 2: Teacher defines the concept to be learnt.

Step 3: Teacher gives explanation on the topic.

Step 4: Teacher gives appropriate and relevant examples.

Step 5: participants are given opportunity for questions.

Evaluation: The participants were assessed in line with what they were taught.

3.5.3   Post experimental activities

Focus Group Discussion with participants

The FGD was conducted with the participating teachers after the collaborative training activities. The goal of conducting the FGD was to assess the reactions and opinions of pre-primary school teachers about child rights issues after participating in the training. Activities of the FGD were guided by IQFGDPST which was prepared for the purpose. Areas of focus of the FGD are participants' feelings and dispositions about child rights, how they could become child rights advocates in their various schools and neighborhood, benefits of learning about child rights through CTMs and their feelings about participating in the study.

Administration of posttest measures

This stage was dedicated to the administration of ACRQ and CRPOS. Observation schedule was carried out with the participants through the use of CRPOS.

Table 3.2. Summary of activities for the intervention

Week	Duration	Specific Task	Who is Responsible	Resources/Instruments Used
1	1 week	Visitation to Schools, participants' selection and educating the for RAs	Researcher	Letters of introduction taken to State Universal Basic Education Board (SUBEB), RATGI, RATGO, jotter.
2	I week	Introduction to the training and Administration of pretest measures	Research assistants	CRAQ, ACRQ, CRPOS
3	1 week	Introduction to child rights: Meaning and bodies responsible for safeguarding children rights	Researcher, research assistants, pre-primary teachers	IGTPS, IGSGD, LMIG, papers, pens, posters, field notes, photo camera, video camera, audio recorder
4	I week	Training on International documents on Child Rights	Researcher, research assistants, pre-primary teachers	IGTPS, IGSGD, LMIG, papers, pens, posters, field notes, photo camera, video camera, audio recorder
5	I week	Training on Child Rights Act 2003	Researcher, research assistants, pre-primary teachers	IGTPS, IGSGD, LMIG, papers, pens, posters, field notes, photo camera, video camera, audio recorder
6	1 week	Training on Protection Rights of Children	Researcher, research assistants, pre-primary teachers	IGTPS, IGSGD, LMIG, papers, pens, posters, field notes, photo camera, video camera, audio recorder
7	1week	Training on teachers' application of protection rights of children in the classroom	Researcher, research assistants, pre-primary teachers	IGTPS, IGSGD, LMIG, papers, pens, posters, field notes, photo camera, video camera, audio recorder
8	1 week	Training on Development Rights of Children	Researcher, research assistants, pre-primary	IGTPS, IGSGD, LMIG, papers, pens, posters, field notes, photo camera, video camera,

			teachers	audio recorder
9	1 week	Training on teachers' application of Development Rights of children in the classroom	Researcher, research assistants, pre-primary teachers	IGTPS, IGSGD, LMIG, papers, pens, posters, field notes, photo camera, video camera, audio recorder
10	1 week	Schools/Training on teachers' responsibilities/roles in promoting protection and development rights of children	Researcher, research assistants, pre-primary teachers	IGTPS, IGSGD, LMIG, papers, pens, posters, field notes, photo camera, video camera, audio recorder
11	1 week	FGD with pre-primary teachers and administration of posttest measures.	Researcher, research assistants, pre-primary teachers	IQFGDPST, ACRQ, CRPOS papers, pens, posters, field notes, photo camera, video camera, audio recorder

3.6   Ethical considerations

All ethical issues relating to this study were strictly adhered to. All literature cited were properly referenced. Also, data collected were not inflated or deflated, that is, they were not falsified. Furthermore, consent of the participants was duly sought. They were all informed of the purpose of the research, the nature of their involvement, the risks involved as well as how their participation could be of benefit to them. All the participants voluntarily gave their consent by filling the Informed Consent Form provided by the researcher (see appendix xiv). Traceable information about the participants such as name, phone number or home address were not collected. In the same vein, confidentiality of information provided and anonymity of the participants were upheld.

3.7   Methods of data analysis

The data collected were analysed using Analysis of covariance (ANCOVA) with the pretest scores as covariates to test the hypotheses. The Estimated Marginal Means (EMMs) were computed to determine the posttest mean scores for the different groups. Qualitative data were analyzed using thematic techniques after being subjected to qualitative method of analysis such as data reduction, summarization and transcription.

CHAPTER FOUR
RESULTS AND DISCUSSION
4.1   Presentation of results

This chapter is presented in four parts which are the demographic profile of the respondents, answers to research questions, results for the hypotheses tested and discussion of findings. Data collected to answer the research questions were analysed thematically. Data generated and computed for the seven hypotheses formulated were analysed quantitatively. The study's findings are discussed based on answers to each research questions, the results of the tested hypotheses and in line with relevant empirical findings.

Section A: Analysis of demographic profile

In this section, table 1 displays the findings of the analysis of the demographic data. Table 4.1 shows the gender breakdown of the pre-primary school teachers, educational attainment, level of child rights awareness and the number in each of the treatment groups.

Table 4.1: Demographic Profile of the Participants

Variable	Frequency	Percentage
Gender		
Male	10	16.7
Female	50	83.3
Total	**60**	**100**
Educational Attainment		
NCE	48	80.0
B.A. Ed/B.Sc/B.Ed	10	16.7
PGDE	1	1.7
PhD	1	1.7
Total	**60**	**100**
Level of Child Right Awareness		
	14	23.0
Low	46	77.0
High	**60**	**100**
Total		
Participants in Treatment Groups		
Small Group Discussion	20	33.3
Think-pair Share	20	33.3
Conventional Method	20	33.3
Total	**60**	**100**

Table 4.1 shows the demographic profile of the participants. The Table indicates that a total of sixty (60) teachers took part in this study. It shows that a small proportion comprising 10 (16.7%) were male while the remaining larger proportion of 50(83.3%) were female.

A large proportion of 48 (80%) among the teachers were NCE holders, those with B.A. Ed/B.Sc/B.Ed accounting for 10 (16.7%) while only 1(1.7%) had PGDE and PhD respectively.

A small proportion of the teachers comprising 14 (23%) had low level of child rights awareness while the other larger proportion 46 (77%) had high level of child rights awareness.

The sixty (60) teachers were equally assigned into the treatment groups as follows: Small Group Discussion 20 (33.3%), Think-pair Share 20 (33.3%), Conventional Method 20 (33.3%)

Section B: Answers to the research questions

Research Question 1: How will Collaborative Training Methods enhance pre-primary school teachers' active learning about child rights?

This question was answered thematically. Data gathered through the use of field notes by research assistants in the two groups of CTMs (TPS and SGD) were used. Four major themes were arrived at after summarizing the data. These are active engagement and participation; motivation to learn; display of cooperation and team spirit and reflection and sharing of real life experiences.

Theme 1: Active engagement and participation

The CTMs enabled pre-primary school teachers to be actively engaged in learning about child rights. During the training, they demonstrated active involvement in learning by contributing their opinions to their pairs and to the entire group when required to do so. They did logical and polite critique of ideas of others. They also asked questions from one another and the trainers. Through their positive interaction, they suggested ideas and sought for further clarifications in order to confirm the authenticity of what they thought they knew.

Plate 4.1. Pre-primary school teachers engaging actively in SDG and TPS

Theme 2: Motivation to learn

The use of CTM enabled the pre-primary school teachers to be well motivated to learn about child rights. Throughout the period of the training, the teachers showed high level of enthusiasm. They displayed serious eagerness and readiness to learn and were prompt at performing activities and answering questions. The teachers were intrinsically motivated by the CTM as they carried out all activities happily, smiling and with lots of fun. They showed calmness and always paid serious attention to the contributions and ideas of their fellow teachers or the trainers. They were always very early to the training centres and were always well prepared for the activities throughout the period of the intervention.

Plate 4.2. Pre-primary school teachers paying attention to contributions from fellows teachers in TPS

Plate 4.3. Pre-primary school teachers paying attention to contributions from fellows teachers in SGD

Plate 4.4. Pre-primary school teachers learning about child rights in a happy and relaxed mood

Theme 3: Demonstration of cooperation and team spirit

With the use of CTM, pre-primary school teachers were able to cooperate with one another and the trainers to effectively learn about child rights. They were seen assigning tasks and responsibilities to each other when it was required of them to do so in order to achieve group goals. Each assigned group engaged in learning by working together to ensure that they performed well, especially when the task being performed required them to make presentations to the larger group. Members in each group shared relevant information and materials with each other to ensure that their group come out with meaningful and interesting results. This fostered commitment, cooperation and development of team spirit required for effective learning about child rights among the teachers.

Plate 4.5. Pre-primary school teachers working as a team in TPS and SGD groups

Theme 4: Reflection/Sharing real life experiences

      Apart from fostering cooperation and team spirit among pre-primary school teachers, employing CTM enabled the teachers to reflect on their experiences on issues relating to child rights and share these experiences with others from time to time during the training. The pre-primary school teachers were always ready to relate different situations portrayed to their own personal experience and real life situations. As a result of the atmosphere of trust that was built during the training, the pre-primary school teachers were not ashamed to share both pleasant and unpleasant experiences on child rights issues they have had in the past. They were also always ready to accept the general position reached after a robust discussion and analysis of any issue that has to do with rights of children.

Plate 4.6. Pre-primary school teachers reflecting and sharing life experiences about child rights

Research Question 2: How do pre-primary school teachers react to child rights issues after their participation in the study?

To answer this question, thematic approach of qualitative data analysis was also adopted. Data gathered from the Focus Group Discussion conducted with participating teachers were summarized and thematised. Pre-primary school teachers' reactions to child rights issues after participating in the study reflected five themes namely, change of opinion/ belief about rights of children; becoming more knowledgeable about children rights; favourable disposition towards handling child rights-related matters, willingness to become advocates of child rights and new practical ways of handling children.

Theme 1: Change in opinion/belief about rights of children

The response gathered from the pre-primary school teachers showed that their opinions about issues relating to children rights have changed considerably compared to the opinions they used to have before participating in the training. The teachers attested that the beliefs and mindsets they earlier had about child rights had changed considerably as they now hold opinions that could provide a good platform for children to enjoy their rights. While attesting to how the training has changed her views about rights of children, **Teacher A** submitted as follows:

> Hmmm! Words are not enough to express my feelings for your contributions to my life in getting better in my teaching profession. Thank you Sir. The training has really changed my way of seeing, judging, and treating children (**FGD**, **female, teacher, St Francis Primary School, 2021).**

Teacher B submitted as thus:

> I have really learnt a lot from this training. In fact, I now know that the way people do, the way people act in schools especially teachers, I don't think it is good enough. This training should go outside for people to know more about child rights (**FGD, female, teacher, Methodist Primary School, 2021).**

Theme 2: Acquisition of more knowledge about children rights

One other interesting theme revealed from pre-primary school teachers responses is acquisition of more knowledge about children rights. The teachers confessed that there were many things they did not know about rights of children before the training which informed their disposition and actions towards making children enjoy their rights. They however submitted that with the training, they were better informed. While trying to attest to the fact that he acquired more knowledge about child rights through the training, **Teacher C** reacted as follows:

> Most of us teachers don't usually allow children to express themselves. When a pupil has guts to express himself or herself, we take it as being rude. Now I know that it is the rights of the children to express themselves and we should always allow them to do so (**FGD, male, teacher, St James Mega Primary School, 2021).**

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While also attesting to acquiring more knowledge about child rights through the training, **Teacher D** submitted thus:

> There are many ways that we teachers treat children that I now know are very wrong. For example, there is a teacher, when she sees pupils that don't dress well or are very dirty, she will strip them naked and ask them to be washing their dirty clothes. Some, if the pants are dirty, she would remove them and ask them to be washing them. Initially, because some of the children changed, I thought it was a good method, but with what I have learnt here, I now know that it is very bad, in fact the worst way (**FGD, female, teacher, St John Primary School, 2021).**

The same **Teacher D** went further thus:

> And the way they flog pupils, it is very wrong. When you ask them to bring something and the parents could not provide but you are flogging the children. It is very bad. I don't flog again in my class. I have derived so many methods that I have learnt from here which time will not permit me and in fact, my class has been wao! Before now, my attendance register, you will see, missing, may be five. But now, every day I have my full pupils attending school because of the way I now treat them based on what I have learnt here (**FGD, female, teacher, St John Primary School, 2021).**

Teacher E in his own submission, reacted as follows:

> Before this training, we didn't know that the children have right. We thought that it is only we that have right. So I want this training to go to everywhere. Please sir go to LGA so that they can organize this training for all the teachers **(FGD, male, teacher, Adeyemi Public Primary School, 2021).**

Theme 3: Favourable disposition towards handling child rights-related matters

Another interesting theme revealed from the pre- primary school teachers' response is favourable disposition towards handling child rights-related matters. The teachers submitted that they have gained experiences which would henceforth make them to be more favourably disposed to child rights related matters. They attested to the fact that they used to ignorantly infringe on the rights of children under their care in many ways before participating in the training but are now more favourably disposed to child rights issues. **Teacher F** gave a practical example of how she used to treat children in her class, a practice she reported to have changed as follows:

> In this seminar, I learnt many many things. For example, before I did not allow children in my class to come near me self. When they come near me, I will say 'dress back, stay there, stay there'. That is what I used to do. But now I know the rights things that they should be close to me. Then, before when they want to ask questions, I will say 'you what do you want to ask? You! You don't know anything. What do you want to ask?' But now I know that I should listen to them whenever they want to ask question. There many things like that I have gained from this lecture **(FGD, female, teacher, St James Mega Primary School, 2021).**

In her own reaction, **Teacher G** related her previous disposition to rights of children as follows:

> Before this training, Ah! ah! I don't take it easy at all. Even with my children at home, I don't take it easy. I can flog them to go and sleep. Sleep and I must not hear hun! But now, my husband will say this training that your mother is doing that she is not using cane again, me I don't understand **(FGD, female, teacher, St Francis Primary School, 2021).**

Teacher H, in her contribution, submitted as follows:

> In my class, there are some special needs children. Before I came for this training, we used to put their seats separately from others. We don't even want them to interact with normal children. But after this training now. In fact, I am even happy. I don't know that they used to play like that. In fact, the way they are playing with other children makes me happy when I am looking at them **(FGD, female, teacher, LA I Primary School, 2021).**

Theme 4: Willingness to become advocates of child rights.

As a result of knowledge and experiences gained by the participating teachers of pre-primary school, many of them openly pledged to become advocates of child rights both in their various schools as well as in their communities. In fact, it is noteworthy that some of them had started making efforts concerning this in their schools. For instance, **Teacher I** explained efforts she had been making in advocating for rights of children in her school as follows:

> There is a master in my school, the pupils call him 'Mr don't touch it'. When they see him coming, you see all the pupils running helter - skelters. Before he even got there, they will be afraid. Something happened last week Thursday, the man teaches primary three and I don't know what the pupils have done but I met him flogging them and I allowed him to finish flogging them. So when he finished during break time I went to him and explained to him flogging these children the way he was always doing could create fear in the children such that their mind would be in the flogging and they will not learn well in the class. And he said 'it is true Mrs…' I tried to talk to him, to persuade him one way or the other. But what shocked me most, when the man saw me this morning as I entered school, he said 'Mrs... thanks for that day'. And I believe that with my gradual counselling and follow up, it will reduce, so I will not relent **(FGD, female, teacher, St Patrick Mega Primary School, 2021).**

Teacher J shared her recent experience and the effort she already made on advocacy thus:

> The parents and the teachers have to work hand in hand to take care of these children. If the teachers are doing their parts in the school and the parents are not cooperating, it will not work. For instance, there is a child in primary three, they came to me to collect medicine for her. What happened to your eyes? She said her daddy beat her. I had to invite her father and told him that if I was the one that beat your child like this, I will be in police station by now. The man then complained that the child is too playful. But I made him realize that that play is part of education and that playing is part of the rights of children. And I explained things to him about the rights of the child. After I had spoken with him, he then realized that what I was saying is true **(FGD, female, teacher, St Mary Primary School, 2021).**

Theme 5: New practical ways of handling children rights

Another interesting reaction of pre-primary school teachers to child rights issues after the training is that many of them attested to the fact that they have developed new and practical ways of handling children rights related issues in the school. For instance, **Teacher K** shared her new approach of handling children as follows:

> I believe that all children have right to education. We started our exam in our school two days ago and an instruction was given to us that those children that owed school fees should not partake in the exam. In my own capacity, when I gathered the children, I called their parents and told them that I would withhold the papers and I will not submit the papers to the office till their parents pay their school fees. I believe that it is the right of the children to participate in the exam **(FGD, female, teacher, St Peter's Primary School, 2021).**

Teacher L shared her own experience as follows:

> What I started doing now, I discovered that the assembly is so boring, the pupils would come late to school. What I do now from all that we have learnt here, I always make the assembly to be interesting. I will tell them stories and ask them what they have learnt from it. From the third day, the pupils started coming early and the number began to increase. They were always happy when were in the assembly and I was very happy for this. The other teachers, I

didn't know how to tell them and I didn't know they were watching me. The following week, another teacher who was in charge of the assembly also introduced this method and now in fact, my Assistant HM can see and one day she mentioned it that 'these children are now coming early'. So what I am saying that anything we have learnt here, we should act it because we can't call all the old Mamas and be teaching them but when you act it and they see that the thing is positive, one way or the other they will do it too **(FGD, female, teacher, Our Saviour Primary School, 2021).**

Section C: Test of the hypotheses

$H_0$1a**:** There is no significant main effect of treatments on pre-primary school teachers' attitude to child rights.

Table 4.2: **Analysis of Covariance (ANCOVA) of Child Right Attitude by Treatment, Gender and Level of Child Rights Awareness**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	4117.317[a]	12	343.110	5.001	.000	.561
Intercept	3048.883	1	3048.883	44.435	.000	.486
Pre-attitude	3.388	1	3.388	.049	.825	.001
Treatment	1580.154	2	790.077	11.515	.000	.329
Gender	8.126	1	8.126	.118	.732	.003
CR Awareness Level	70.843	1	70.843	1.032	.315	.021
Treatment * Gender	80.544	2	40.272	.587	.560	.024
Treatment * CR Awareness Level	147.456	2	73.728	1.075	.350	.044
Gender * CR Awareness Level	3.058	1	3.058	.045	.834	.001
Treatment * Gender * CR Awareness Level	272.257	2	136.128	1.984	.149	.078
Error	3224.867	47	68.614			
Total	217029.000	60				
Corrected Total	7342.183	59				

Table 4.2 indicates the main effect of treatment on the teachers' attitude to child rights. The Table reveals that there is significant main effect of treatments on the pre-primary school teachers' attitude to child rights ($F_{(2,47)} = 11.52$; $p<0.05$, partial $\tilde{\eta}^2 = 0.33$). The effect size of treatment is 33% (partial $\tilde{\eta}^2$ x 100). This result means that there is significant difference in the post-attitude mean score of the pre-primary school teachers due to the treatments. Thus, hypothesis 1a was rejected. In order to determine the mean difference across the groups, the Estimated Marginal Means (EMMs) of the treatment groups were carried out and the result is presented in Table 4.3.

Table 4.3: **EMMs of Post-Attitude to Child Right across the Groups**

Variables	N	x̄	Std. Error	95% Confidence Interval	
				Lower Bound	Lower Bound
Intercept					
Pre-Attitude to Child Rights	60	47.70	-	-	-
Post-Attitude to Child Rights	60	60.55	1.639	57.249	63.843
Treatments					
Small Group Discussion (SGD)	20	64.16	2.460	59.213	69.111
Think-pair Share (TPS)	20	68.74	2.880	62.947	74.536
Conventional Method (CM)	20	48.74	2.194	42.310	55.160

Table 4.3 indicates that teachers' pre-attitude to child rights mean score (covariates) appeared to be 47.70, but after treatment, when the effect of covariates has been statistically controlled, it became 60.55. The Table further shows that the pre-primary school teachers exposed to TPS had the highest post-attitude to child right mean score (68.74), followed by those taught with SGD (64.16) and then by those exposed to CM (48.74). This finding shows that TPS is more effective than SGD and CM at changing pre-primary school teachers' attitudes on children's rights. SGD is also more effective than the CM technique at changing teachers' attitudes about children's rights in pre-primary schools. TPS>SGD>CM can be used to denote the order of the effectiveness of treatment. Figure 4.6 and 4.7 further shows the result in line graph.
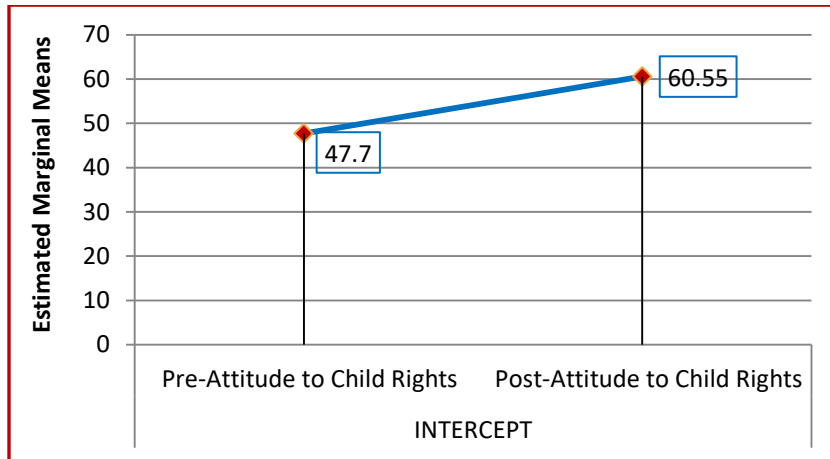
Figure 4.1: Line Graph showing Estimated Pre- and Post- Mean Scores of Attitude to Child Rights
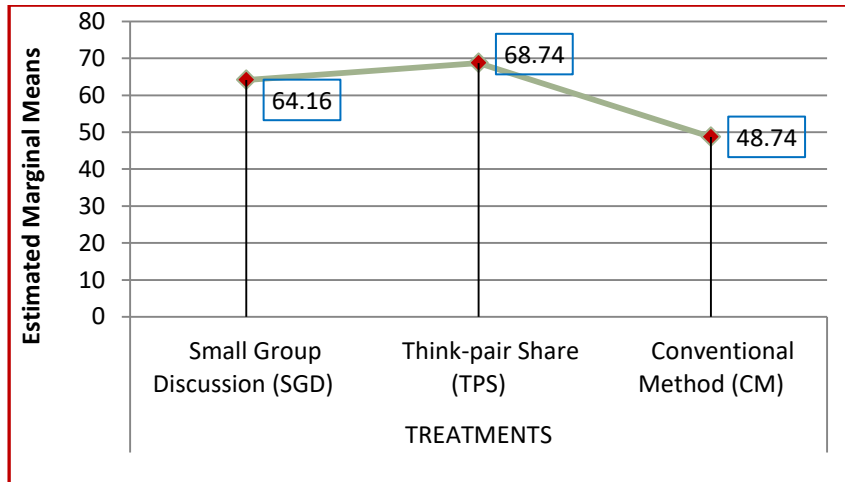
Figure 4.2: Line Graph revealing the EMMs of After-Attitude to Child Rights

Sidak pairwise analysis was used to show origin of the significant difference among the groups. The result is shown in Table 4.4.

Table 4.4: Sidak post-hoc analysis of post-attitude to child rights by treatments and conventional method groups

(I) Treatment	(J) Treatment	Mean Difference (I-J)	Std. Error	Sig.
Small Group Discussion	Think-pair Share	-4.580	3.782	.547
	Conventional Method	15.427*	4.040	.001
Think-pair Share	Small Group Discussion	4.580	3.782	.547
	Conventional Method	20.007,*	4.342	.000
Conventional Method	Small Group Discussion	-15.427*	4.040	.001
	Think-pair Share	-20.007,*	4.342	.000

* The mean difference is significant at the .05 level

Table 4.4. shows how significantly different the post-attitude to child rights mean score was for the teachers exposed to SGD compared to their counterparts who were exposed to Conventional Method. Again, the Table shows that there was a significant difference between the mean scores for post-attitude to child rights for pre-primary school teachers with TPS and those using CM. The post-attitude to child rights mean score of the pre-primary school teachers exposed to SDG and those exposed to TPS did not differ significantly. This is an indication that the difference shown by the ANCOVA result in Table 4.6 is because of the significant difference between the post-attitude to child rights mean score of SGD and CM, and TPS and CM. In other words, the main sources of the significant difference were SGD and TPS. $H_0 1b$: There is no significant main effect of treatments on pre-primary school teachers' practice of child rights.

Table 4.5: **Analysis of Covariance (ANCOVA) of Child Right Practice by Treatment, Gender and Level of Child Rights Awareness**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2323.991[a]	12	193.666	9.533	.000	.709
Intercept	919.831	1	919.831	45.276	.000	.491
Pre_practice	3.889	1	3.889	.191	.664	.004
Treatment	1143.225	2	571.613	28.136	.000	.545
Gender	9.540	1	9.540	.470	.497	.010
CRAwareness_Level	1.533	1	1.533	.075	.785	.002
Treatment * Gender	73.592	2	36.796	1.811	.175	.072
Treatment * CRAwareness_Level	119.403	2	59.702	2.939	.063	.111
Gender * CRAwareness_Level	11.635	1	11.635	.573	.453	.012
Treatment * Gender * CRAwareness_Level	46.711	2	23.355	1.150	.326	.047
Error	954.859	47	20.316			
Total	89691.000	60				
Corrected Total	3278.850	59				

Table 4.5 shows the main effect of treatment on the teachers' practice of child rights. The Table shows a statistically significant main effect of treatments on the practice of child rights by pre-primary school teachers ($F_{(2,47)} = 28.14$; $p<0.05$, partial $\tilde{\eta}^2 = 0.55$). The effect size of treatment is 55% (partial $\tilde{\eta}^2$ x 100). This finding implies that the treatments had significant effects on the pre-primary school teachers' post-practice of child rights mean scores. Thus, hypothesis 1b was equally rejected. In order to determine the mean difference across the groups, the EMMs of the treatment groups were carried out and the result is presented in Table 4.6.

Table 4.6: EMMs of post-practice of child right across the Groups

Variables	N	x̄	Std. E	95% Confidence Interval	
				Lower Bound	**Lower Bound**
Intercept					
Pre-Practice of Child Rights	60	29.43	-	-	-
Post- Practice of Child Rights	60	37.98	0.892	36.190	39.778
Treatments					
Small Group Discussion (SGD)	20	43.63	1.360	40.896	46.368
Think-pair Share (TPS)	20	42.25	1.566	39.103	45.404
Conventional Method (CM)	20	28.07	1.720	24.606	31.528

Table 4.6 shows that the pre-practice of child rights mean score (covariates) of the teachers increased from 29.43 before treatment to 37.98 after treatment, when the effect of covariates has been controlled statistically. The Table further shows that pre-primary school teachers exposed to SGD had the highest post-practice of child right mean score (43.63), followed by those taught using TPS (42.25) and those taught with CM (28.07). This finding suggests that SGD has a greater impact on the teachers' practice of child rights than TPS and CM. TPS also works better at improving the teachers' practice of child rights than the CM. The sequence of the effectiveness of treatments can be represented as SGD>TPS>CM. Figure 4.8 and 4.9 further show the result in line graph.
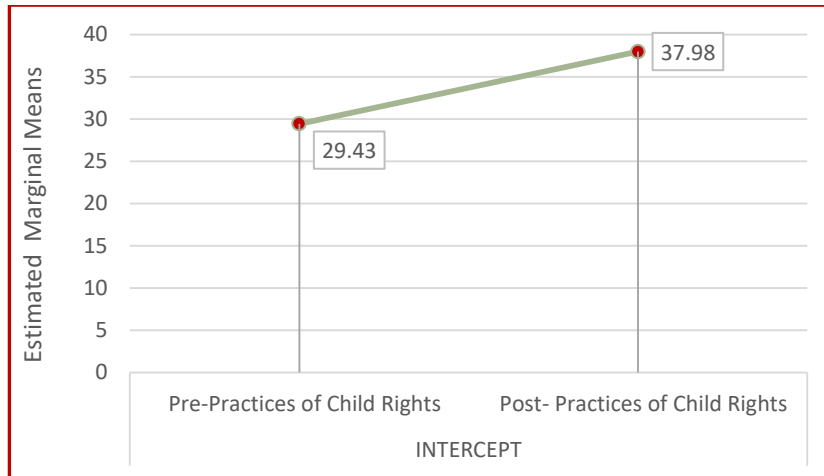
Figure 4.3:   Line Graph showing Estimated Pre- and Post- Mean Scores of Practice of Child Rights
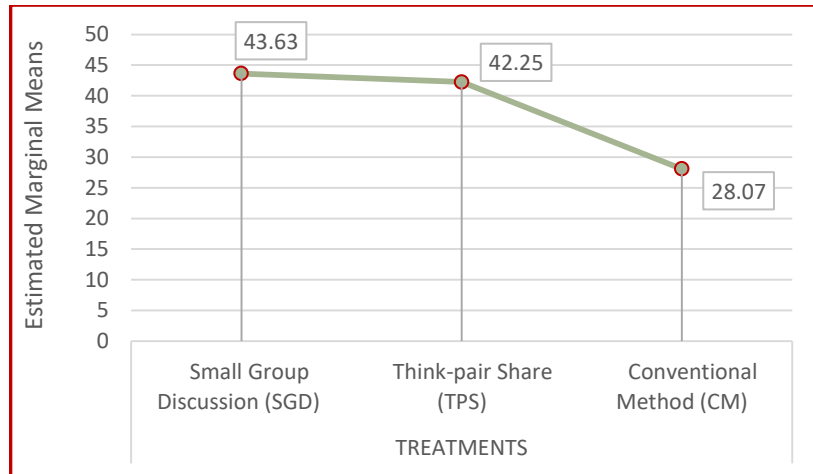
Figure 4.4: Line Graph showing Estimated Marginal Means of Post-Practice of Child
Rights

Sidak pairwise analysis was used to show origin of the significant difference among the groups. The result is shown in Table 4.7.

Table 4.7: **Sidak post-hoc analysis of post-practice of child rights by treatments and conventional method groups**

(I) Treatment	(J) Treatment	Mean Difference (I-J)	Std. Error	Sig.
Small Group Discussion	Think-pair Share	1.378	2.095	.885
	Conventional Method	15.564*	2.205	.000
Think-pair Share	Small Group Discussion	-1.378	2.095	.885
	Conventional Method	14.186*	2.318	.000
Conventional Method	Small Group Discussion	-15.564*	2.205	.000
	Think-pair Share	-14.186*	2.318	.000

* The mean difference is significant at the .05 level

Table 4.7 indicates that the post-practice of child rights mean score of teachers taught with SGD differ significantly from that of their counterparts who were taught using CM. Again, the Table reveals that the post-practice of child rights mean score of the teachers exposed to TPS differ significantly from that of those exposed to CM. There was no significant difference between the post-practice of child rights mean score of the teachers exposed to SDG and those exposed to TPS. This is an indication that the significant difference that is revealed by the ANCOVA in Table 4.9 is due to the significant difference between the post-practice of child rights mean score of SGD and CM, and TPS and CM. In other words, SDG and TPS were the sources of significant difference.

H$_o$2a: There is no significant main effect of gender on attitude of pre-primary school teachers to child rights.

The Table presented in 4.2 indicates the main effect of gender on the teachers' attitude to child rights. The Table reveals that gender had no significant main effect on the attitude of pre-primary school teachers to child rights ($F_{(1,47)}$ = .12; p>0.05, partial $\tilde{\eta}^2$ = 0.00). Effect size of the treatment is 0.3% (partial $\tilde{\eta}^2$ x 100). This means that the main effect of gender on the pre-primary school teachers' attitude to child rights was not strong enough to reach a statistically significant level. Hypothesis 2a was hence not rejected.

H$_o$2b: There is no significant main effect of gender on pre-primary school teachers' practice of child rights.

The Table in 4.5 indicates that gender does not have significant main effect on the teachers' practice of child rights ($F_{(1,47)}$ = .47; p>0.05, partial $\tilde{\eta}^2$ = 0.01). Effect size of the treatment is 1% (partial $\tilde{\eta}^2$ x 100). This means that the main effect of gender on the pre-primary school teachers' practice of child rights was not strong enough to reach a statistically significant level. Hypothesis 2b was therefore not rejected

H$_o$3a: There is no significant main effect of child rights awareness on pre-primary school teachers' attitude to child rights.

Table 4.2 indicates that child rights awareness of the teachers does not have significant main effect on their attitude to child rights ($F_{(1,47)}$ = 1.03; p>0.05, partial $\tilde{\eta}^2$ = 0.02). Effect size of the treatment is 2% (partial $\tilde{\eta}^2$ x 100). This means that the main

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effect of child rights awareness on the pre-primary school teachers' attitude to child rights was not strong enough to reach a statistically significant level. Thus, hypothesis 3a was not rejected

Ho3b: There is no significant main effect of child rights awareness on pre-primary school teachers' practice of child rights.

Table 4.5 indicates that child rights awareness of the teachers does not have significant main effect on their practice of child rights ($F_{(1,47)}$ = .08; p>0.05, partial $\tilde{\eta}^2$ = 0.00). Effect size of the treatment is 0.2% (partial $\tilde{\eta}^2$ x 100). This means that the main effect of child rights awareness on the teachers' practice of child rights was not strong enough to reach a statistically significant level. Thus, hypothesis 3b was not rejected.

Ho4a: There is no significant interaction effect of treatment and gender on pre-primary school teachers' attitude to child rights.

Table 4.2 indicates that the two-way interaction effect of treatment and gender on the teachers' attitude to child rights did not reach a statistically significant level ($F_{(2,47)}$ = .59; p>0.05, partial $\tilde{\eta}^2$ = 0.02). Effect size of the treatment is 2.4% (partial $\tilde{\eta}^2$ x 100). This result is an indication that the interaction of both treatment and gender did not contribute significantly to the dependent variable (post-attitude to child rights). Thus, hypothesis 4a was not rejected.

Ho4b: There is no significant interaction effect of treatment and gender on pre-primary school teachers' practice of child rights.

Table 4.5 shows that the two-way interaction effect of treatment and gender on the practice of child rights of the teachers did not reach a statistically significant level ($F_{(2,47)}$ = 1.81; p>0.05, partial $\tilde{\eta}^2$ = 0.07). Effect size of the treatment is 7.2% (partial $\tilde{\eta}^2$ x 100). This result is an indication that the interaction of both treatment and gender did not contribute significantly to the dependent variable (post-practice of child rights). Therefore, hypothesis 4b was equally not rejected.

Ho5a: There is no significant interaction effect of treatment and child rights awareness on pre-primary school teachers' attitude to child rights.

Table 4.2 indicates that the interaction effect of treatment and child rights awareness on attitude to child rights of the teachers did not reach a statistically

significant level ($F_{(2,47)}$ = 1.08; p>0.05, partial $\tilde{\eta}^2$ = 0.04). Effect size of the treatment is 4.4% (partial $\tilde{\eta}^2$ x 100). This result is an indication that the interaction of both treatment and child rights awareness did not contribute significantly to the dependent variable (post-attitude to child rights). Therefore, hypothesis 5a was not rejected.

Ho5b:: There is no significant interaction effect of treatment and child rights awareness on pre-primary school teachers' practice of child rights.

Table 4.5 indicates that the interaction effect of treatment and child rights awareness on the practice of child rights of the teachers did not reach a statistically significant level ($F_{(2,47)}$ = 2.94; p>0.05, partial $\tilde{\eta}^2$ = 0.11). Effect size of the treatment is 11% (partial $\tilde{\eta}^2$ x 100). This result is an indication that the interaction of both treatment and child rights awareness did not contribute sufficiently to reach statistically significantly level on the dependent variable (post-practice of child rights). Thus, hypothesis 5b was again not rejected.

Ho6a: There is no significant interaction effect of gender and child rights awareness on pre-primary school teachers' attitude to child rights.

Table 4.2 indicates that the interaction effect of gender and child rights awareness on the attitude to child rights of the teachers did not reach a statistically significant level ($F_{(1,47)}$ = .05; p>0.05, partial $\tilde{\eta}^2$ = 0.00). Effect size of the treatment is 0.1% (partial $\tilde{\eta}^2$ x 100). This result means that the interaction that took place between gender and child rights awareness did not contribute significantly to the dependent variable (post-attitude to child rights). Thus, hypothesis 6a was not rejected.

Ho6b: There is no significant interaction effect of gender and child rights awareness on pre-primary school teachers' practice of child rights.

Table 4.5 reveals that the interaction effect of gender and child rights awareness on the teachers' practice of child rights did not reach a statistically significant level ($F_{(1,47)}$ = .57; p>0.05, partial $\tilde{\eta}^2$ = 0.01). Effect size of the treatment is only 1.2% (partial $\tilde{\eta}^2$ x 100). This result implies that the interaction of both gender and level of child rights awareness did not contribute significantly to the dependent variable (post-practice of child rights). Thus, hypothesis 6b was not rejected as well.

Ho7a: There is no significant interaction effect of treatment, gender and child rights awareness on pre-primary school teachers' attitude to child rights.

Table 4.2 that the interaction effect of treatment, gender and level of child rights awareness on the teachers' attitude to child rights did not reach a statistically significant level ($F_{(2,47)}$ = 1.98; p>0.05, partial $\tilde{\eta}^2$ = 0.08). The treatment effect size is 8% (partial $\tilde{\eta}^2$ x 100). This result showcase the fact that the interaction of treatment, gender and child rights awareness did not contribute sufficiently to reach statistically significantly level on the dependent variable (post-attitude to child rights). Therefore, hypothesis 7a was not rejected.

Ho7b:: There is no significant interaction effect of treatment, gender and child rights awareness on pre-primary school teachers' practice of child rights.

Table 4.5 shows the interaction effect of treatment, gender and child rights awareness on teachers' practice of child rights did not reach a statistically significant level ($F_{(2,47)}$ = 1.15; p>0.05, partial $\tilde{\eta}^2$ = 0.5). Effect size of the treatment is 5% (partial $\tilde{\eta}^2$ x 100). This result also showcased the fact that the three-way interaction of treatment, gender and child rights awareness did not contribute sufficiently to reach statistically significantly level on the dependent variable (post-practice of child rights). Thus, hypothesis 7b was not rejected too.

4.2   Discussion of findings

4.2.1   Collaborative methods and active learning of child rights among pre-primary school teachers

Findings, which were earlier shown in the qualitative results on research question one, revealed that CTMs enhanced active learning about child rights among pre-primary school teachers. Their active learning was observed in four categories, namely active engagement and participation; motivation to learn; display of cooperation and team spirit and reflection/ sharing of real life experiences.

Pre-primary school teachers demonstrated active involvement in learning activities by contributing their opinions to their pairs and to the entire group when required to do so. They did logical and polite critique of ideas of others. This is in line with Annamalai, Manivel and Palanisany (2015) and Olowe (2020) which revealed that collaborative method increased active participation, self-directed learning and

exchange of ideas. The finding also aligns with the assertion of Srinivas (2011) that in collaborative method, learners have the opportunity to converse with peers, present and defend ideas, exchange diverse beliefs and be actively engaged. Pre-primary school teachers also asked questions from one another and the trainers. Through their positive interaction, they suggested ideas and sought for further clarifications in order to confirm the authenticity of what they thought they knew. This finding also aligns with the submissions of Sharmila, Mungal and More (2014) that collaborative method can be an effective learning situation in which learners learn from their teachers and interact with each other. This finding is also consistent with the findings of Ajitoni and Olubela (2010) which showed that grouped learning improved students' social interaction and achievement.

Furthermore, this study revealed that pre-primary school teachers showed great motivation to learn. Throughout the period of the training, the teachers showed high level of enthusiasm. They displayed serious eagerness and readiness to learn and were prompt at performing activities and answering questions. The finding agrees with the study outcomes of Mckeachie (2006) Olowe and Oduolowu (2019) and Olowe (2019) who found that learners taken through collaborative method demonstrated superior curiosity and interest. The finding is in consonance with previous studies that collaborative method increased learners' internal motivation to learn and achievement of participants (Karami, Pakmer and Aghili, 2015; Hetika and Sare, 2017). The study also revealed that CTMs enabled pre-primary school teachers to be confident and open in discussing issues that relate to rights of children. They were sincere about their earlier beliefs and negative dispositions to rights of children, especially in the school setting. This finding is consistent with the findings of Buitrago (2017) who revealed that working collaboratively increased learners' confidence.

Again the study revealed that learning through CTMs, pre-primary school teachers exhibited high level of cooperation and team spirit. They were seen assigning tasks and responsibilities to members of the group when it was required of them to do so in order to achieve the group goals. Each group engaged in learning by working together to ensure that they performed well, especially when the task being performed required them to make presentations to the larger group. This finding aligns with the

findings of Buitrago (2017) and Raba (2017) which showed that collaborative method increased students' enthusiasm, self-esteem, capacity for teamwork and created a cooperative learning environment. Olowe and Oduolowu (2019) and Olowe (2019, 2020) also reported that participatory learning method which is a form of collaborative method, encouraged the development of sharing, interaction, friendship, relationship and team spirit among teachers who participated in the studies. This study further revealed that CTMs enabled pre-primary school teachers to reflect on their experiences on issues relating to child rights from time to time and shared these experiences with others during the training. The pre-primary school teachers were always ready to relate different situations portrayed to their own personal experience and real life situations. This is similar to Davis (2009) that collaborative method fosters learners' exposure to, and increase in understanding of diverse perspectives and preparation for real life social and employment situation. The finding also agrees with the findings of Jaques and Salmon (2007) as well as Buitrago (2017) which revealed that collaborative method helped learners to share knowledge and experiences.

4.2.2 Pre-primary school teachers reactions to child rights issues after taking part in the training

Pre-primary school teachers showed positive reactions to child rights. Their reactions to child right issues were categorised into five themes namely, change of opinion/ belief about rights of children; becoming more knowledgeable about children rights; favourable disposition towards handling child rights-related matters, willingness to become advocates of child rights and new practical ways of handling child rights issues. The first reaction of pre-primary school teachers was a display of positive and more welcoming opinions about children's privileges. The teachers attested that the beliefs and mindsets they earlier had about child rights had changed considerably as they held new opinions that could provide a good platform for children to enjoy their rights. This finding may not be unconnected to the fact the study gave room for discussions and expressions of personal views and opinions on issues of child rights from different perspectives before arriving at a common ground which most of the teachers readily accepted. This finding upholds the submission of Srinivas (2011) that in collaborative method, learners have the opportunity to converse with peers,

present and defend ideas, exchange diverse beliefs, a situation which could lead to change of perspective and opinion they earlier held about the subject of discussion.

Furthermore, the study revealed that pre-primary school teachers became more knowledgeable about child rights after their participation in the study. The teachers attested to the fact that there were many things they did not know about rights of children before the training but became more knowledgeable about having taken part in the training. This finding aligns with results from previous studies that collaborative method improved participants' knowledge and attitude (Carss, 2007; Olowe, 2019).

Another interesting way by which pre- primary school teachers reacted to child rights issues is in their pledge and display of favourable dispositions towards handling child rights rights-related matters. The teachers that participated in the training submitted that with the experiences they gained through their participation in the study, they would henceforth be more favourably disposed to child rights related matters. This pledge of positive disposition to rights of children by the teachers may be because it gave room for openness, interaction and sharing of personal experiences on issues relating to rights of children which has without doubt changed their earlier dispositions and ways of judging and handling children. The result aligns with the findings of Schafer et al. (2004) and Olowe (2019) who reported participants' positive disposition after participating in studies that employed collaborative methods.

4.2.3 Impacts of CTMs on teachers' attitude to child rights

The first null hypothesis which was raised that there is no significant main effect of treatment on pre-primary school teachers' attitude to child right was rejected. This is because the result showed significant main effect of treatment on the pre-primary school teachers' attitude to child rights. The findings revealed the post-attitude MS of teachers differ significantly. Teachers exposed to the two forms of CTMs (TPS and SGD) had better improved attitude than those exposed to CM. SGD is more effective than CM method for improving attitude of pre-primary school teachers towards child rights. The reason for this could be attributed to several factors. First, it might be because those exposed to CTMs had the opportunities to relate their life experiences to issues of rights of children. For instance, for the TPS that brought about the highest improvement in attitude, the participants had the opportunity to engage in

critical thinking about child rights issues and shared their thoughts with their partners and the larger group during the intervention. They also had the privilege of reflecting and sharing past experiences on child rights issues with their partners and the entire group members. All these must have responsible for the participants in TPS to have the highest improvement in attitude to child rights.

In the same vein, for participants in SGD, there were several opportunities for them to engage in open and robust discussions of personal experiences on relation to child rights. This process of regularly relating their experiences to issues of rights of children could make them reflect from time to time on their own behaviours and actions, thereby having a more improved sense of judgment on issues of rights of children which without doubt could have led to having a more improved attitude to child rights. Again, during the Focus Group Discussions, pre-primary school teachers in both TPS and SGD groups also submitted that CTMs gave them opportunity to interact freely, share their opinions and experiences as well as engage actively on issues relating rights of children. All these reasons therefore explain why CTMs were more effective than the CM.

The significant main effect of CTMs on pre-primary school teachers' attitude to child rights is in agreement with several previous findings which proved the effectiveness of different forms collaborative methods on participant' attitudes. For instance, it aligns with Carss (2007), Peralta, et al. (2015) and which reported that using collaborative learning approaches proved to be effective in improving the attitude of pre-service and in-service teachers to child rights. The finding also aligns with the findings of some studies which used collaborative approaches to improve students' performance in subjects like social studies and Biology. Such studies include Ajitoni and Olubela (2010), Rahama, et al. (2011) Saleh and Ibrahim (2015). The finding however does not agree with the findings of Jannah (2013) which reported no significant difference in the post-test mean scores between participants exposed to TPS and conventional method. However, this finding does not agree with the findings of Poellhuber, Chomienne, and Karsent (2008) which showed that collaborative learning did not significantly change the attitude of students to self-paced learning as well as peer interaction.

4.2.4 Effect of treatment (CTMs) on pre-primary school teachers' practice of child rights

The main effect of treatment on pre-primary school teachers' practice of child rights was reported to be statistically significant. The pre-primary school teachers exposed to the two forms of CTMs (TPS and SGD) had better improved practice than those exposed to CM. Findings further revealed that the teachers taught with SGD had the highest post-practice of child rights mean score followed by those taught with TPS and then by those exposed to CM. This means that SGD brought about the highest improvement in the practice of child rights among the participants, followed by TPS, then the CM.

The reason why SGD improved teachers' practice of child rights most could be that during the intervention, participants in SGD were actively engaged in discussion, social interaction and sharing of personal experiences and occurrences they have seen or heard that relate to rights of children. Furthermore, the teachers in the SGD had the opportunity to actively and constructively engage one another and the trainers on thought provoking questions about children rights, using relevant illustrations. All these would have been responsible for the highest improvement in child rights practice recorded for the participants in SGD. In a similar vein, TPS allowed pre-primary school teachers in the group to constantly engage in critical thinking and reflect on some of their actions on issues of rights of children and the consequences of such actions on the general wellbeing of children. There is therefore no doubt that all these processes that the pre-primary school teachers in the experimental groups were involved in accounted for their improvement in practice of child rights.

The significant effect of TPS and SGD on pre-primary school teachers' practice of child rights is in agreement with the findings of Khowaja, et al (2016) which revealed improvement in parenting practice of pre-school mothers exposed to collaborative learning approaches. Furthermore, this finding aligns with the findings of Karami, et al. (2015), and Raba (2017) which revealed that collaborative learning approaches significantly improved students' practice of engaging in critical thinking

and reading. This finding has also lent credence to other works that have demonstrated the efficacy of collaborative approaches in improving students' learning motivation and performance in subjects like Chemistry and accounting (Awaid and Abood, 2014; Hetika and Sari, 2017). This finding confirms the findings of Burges and Cavanah (2012), Naveener and Anuradah (2016) which proved effectiveness of collaborative approaches over lecture method. However, the finding again does not uphold the findings of Jannah (2013) which revealed that students exposed to TPS did not exhibit better practice of reading comprehension.

4.2.5 Main effect of gender on teachers' attitude to child rights

The findings of the study revealed no significant main effect of gender on pre-primary school teachers' disposition to child privileges. The mean score for the male and female teachers was not statistically different. This explains how effective the treatments were during intervention which proved very strong such that gender did not have much effect on the attitude of the teachers. For instance, during intervention, TPS allowed participants to engage in critical thinking about child rights issues. Also, during intervention, participants in SGD were able to engage in robust discussions, sharing their opinions and beliefs on issues of child rights. All these could justify the fact that gender does not improve the attitude of participants significantly. The fact that the finding revealed that gender did not have significant effect on pre-primary school teachers' attitude to child rights makes to align with the findings of studies such as Olagunju (2005) and Abdulraheem (2012) who found no evidence of a gender difference in participants' environmental knowledge, attitudes, or responsible behaviour.. The finding is also in line with the findings of Ajitoni and Gbadamosi (2012) and Akinyode (2012) which in separate studies reported that gender had no important impact on participants' knowledge, attitude and performance in environmental education.

Furthermore, in line with Merey (2013) that gender did not significantly influence attitude of social studies pre-service teachers to child rights. However, this finding disagrees with the findings of Degi and Tok (2017) that male teachers had more favourable disposition towards child's privilege to free and mandatory education than their female counterpart, as well as Erdamar, et al. (2016) which reported

significant effect of gender on pre-service teachers' attitude to teaching profession where female pre-service teachers showed a better positive towards teaching profession than their female counterpart. Also, this finding does not agree with the findings of Somolu (2010) which found that male students possess more environmental knowledge than the female participants. Again, the finding is not consistent with result of Ajitoni and Olubela (2010) reported that gender had effect on social interactions and achievement of participants, a result which negates the findings of this study.

4.2.6 Main effect of gender on teachers' practice of child rights

Gender on teachers did not have significant main effect on their practice of child rights. This means impact of gender on teachers' practice of child rights was not strong enough to reach a statistically significant level. This again explains the potency of TPS and SDG at improving the practice of child rights of the participants. This is because during the intervention, participants in TPS engaged in critical thinking and sharing of practical ways of handling child rights issues. They also participated actively in questions and answer sessions on practical ways to deal with issues relating to child rights. Similar to this is the way participants in SGD were very active in learning about child rights through their engagement in robust discussion. They also demonstrated high level of cooperation and team spirit required for proper learning in a collaborative setting.

The fact that findings of this study revealed no significant main effect of gender on pre-primary school teachers' practice of child rights agrees with previous findings like Akinyode (2012), Abdulraheem (2012) and Merey (2013) which reported no important impact of gender on participants practice of child privileges and environmental practice. Also, this finding is in line with the result of Irungu, et al. (2019) which reported no influence of gender on learners' academic achievement. Again, the result is consistent with the findings of Gbadamosi (2013) which investigated gender influence on primary school pupils' environmental knowledge and found no significant influence of gender on pupils' knowledge. In the same vein, the result is consistent with the findings of Letamo (2011) which examined the association between gender role attitudes and risky sexual behaviour in Botswana and found that

gender role attitudes of participants were not significantly associated with risky sexual behaviour.

However, this finding does not align with the findings of Brown (2004) as well as Degi and Tok (2017) which reported important influence of gender on participants' practice of child rights and environmental practice. The finding also negates the findings of Onu, et al. (2020) which showed that Female Biology students had better interest and achievement than male Biology students when taught with collaborative instructional strategy. Again, finding also does not align with the result of Ajithkumar (2013) which reported that differences were noticed in the child rights practice between male and female teachers when some of the indices of child rights practice were closely observed among the teachers. For instance, while male teachers showed higher child protection practice, female teachers displayed better practice on child development issues.

4.2.7 Effect of child rights awareness on pre-primary school teachers' attitude to child rights

Awareness of child rights awareness of pre-primary school teachers did not have essential main impact on their disposition to child rights. This again is a proof that treatment was very effective at improving the attitude of the teachers to child rights. During the intervention at TPS, both the participants with low and high level of child rights awareness were very active in learning about child rights through their critical thinking and sharing of their thoughts with other participants. The same thing applies to   the participants in SGD as the participants, irrespective of their previous level of child rights awareness always shared ideas and opinions on child rights issues freely without any feeling of shame for their past negative opinions. They were open to suggestions and opinions of other which no doubt was responsible for how which accounted for no significant difference in their attitude as a result of their level of awareness of child rights.

However, this finding does not align with the findings of Sudarmadi et al. (2011) and Aminrad, et al. (2013) which reported environmental awareness of students and teachers influenced their attitude towards environmental conservation. Also, this finding is not in line with the findings of Vivek et al. (2013) which was conducted to

ascertain how awareness affected waste management practices among schoolchildren and found that participants' awareness had a substantial impact on how they handled waste. The finding is again in contrast with work of Okoye (2011) that awareness influenced teachers, attitude to child rights. This result also disagrees with the findings of Kwak (2018) which revealed that awareness greatly increased the knowledge, attitude, and practice of breast self-examination of healthcare professionals.

4.2.8 Effect of child rights awareness on pre-primary school teachers' practice of child rights

The result showed that awareness of child rights awareness of pre-primary school teachers did not have important main impact on their attitude to child rights. This finding could also be an indication that both TPS and SGD allowed the pre-primary school teachers with low and high child rights awareness to be very active during the intervention which accounted for no significant difference on account of awareness. For instance, during the intervention, participants in TPS freely shared their thoughts with their partners and with the entire group at each session of the training. Active engagement and discussion were also visibly demonstrated by participants in SGD during the intervention. This further demonstrates that the change in practice of child by the teachers is as a result of how effective the TPS and SGD are. This agrees with the results of Olowe (2019) that teaching methods that are collaborative and participatory in nature improved attitude and practice. The finding agrees with the findings of Seimetz, et al. (2016) which showed awareness campaign had no significant effect on participants practice of washing hands with soap.

However, the fact that awareness of child rights did not have serious impact of the teachers' practice however fails to align with the findings of Kwak (2018) which revealed that awareness significantly improved healthcare workers' knowledge, disposition and practice of breast self-examination. Furthermore, the finding is not in agreement with the findings of Anatasia (2009) which revealed that level of awareness had significant effects on their practice that are related to children's education. This findings also does not align with the result of Kamau (2013) which found positive relationships between level of awareness and practice of child rights as it was reported that students discipline was influenced by level of awareness of child rights. Again,

finding of this study does not align with that of the work of Ajithkumar (2013) that awareness of child right among teachers influences their practice. In the same vein, this finding is not consistent with the findings of Vivek et al. (2013) which was conducted to ascertain how awareness affected waste management practices among schoolchildren and found that participants' awareness had a substantial impact on how they handled waste.

4.2.9 Interaction effect of treatment and gender on teachers' attitude to and practice of child rights

Another finding of this study revealed that treatment and gender did not collectively have effect on attitude to and practice of child rights of pre-primary school teachers. What this means is that CTMs and gender of pre-primary school teachers did not jointly influence their attitude to and practice of child rights. This shows that CTMs have a great impact on pre-primary school teachers' attitude to and practice of child rights. This result may be further explained from how teachers in TPS participated actively during the intervention. They were actively engaged in learning activities and showed great motivation to learn through their eagerness and readiness to participate in all learning activities. The same thing applied to the way participants in SGD group displayed high level of cooperation, team spirit as they freely discussed and shared ideas and experiences required to learn about the rights of children. This is agreement with previous studies that collaborative method increased learners' internal motivation to learn and achievement of participants (Karami, Pakmer and Aghili, 2015; Hetika and Sare, 2017).

However, the fact that the findings revealed no joint interaction effect of treatment and gender on the attitude and practice of the teachers to child rights does not align with the findings of Onu, et al. (2020) which reported that the interaction effect collaborative strategy and gender on secondary school students' achievement in biology was significant.

4.2.10 Interaction effect of treatment and child rights awareness on teachers' attitude to and practice of child rights

Again, finding reported that no essential combined impact of SDG, TPS and awareness of child rights on pre-primary school teachers' attitude to and practice of

child rights. This means that the CTMs and the level of child rights awareness of pre-primary school teachers did not interact to the point of exerting significant influence on their attitude to and practice of child rights. This also points to the fact that the improvement in attitude and practice of child rights by the teachers is as a result of the potency of the CTMs. For instance, during intervention, participants in TPS were able to engage in critical thinking about child rights issues. Also, participants in SGD had robust small group discussions, shared their opinions and beliefs on issues of child rights. These they did at every training session in atmosphere of cooperation and team spirit. All these could justify the fact that gender does not improve the attitude of participants significantly. The fact that the CTMs enabled the pre-primary school teachers in the experimental group to be actively engaged in learning activities through interaction, cooperation and sharing of experiences aligns with the submission of Ajitoni and Olubela (2010) that grouped learning improved students' social interaction and achievement. This is also in line with result of Olowo (2021) that collaborative methods was highly effective in improving environmental knowledge attitude of primary school pupils. and This finding which showed that the training strategies and awareness did not interact to impact attitude and practice of child right among teachers agrees submission of Seimetz, et al. (2016) that awareness alone is not enough in causing significant change in attitude and behaviour.

4.2.11 Interaction effect of gender and child rights awareness on pre-primary school teachers' attitude to and practice of child rights

Finding showed that interaction effect of gender and child rights awareness on pre-primary school teachers' attitude to and practice of child rights was not significant. Gender and level of awareness of child rights did not collectively influence their attitude to and practice of child rights. This finding is an indication that the CTMs proved so effective that no other variable in the study could in any way significantly impact the on pre-primary school teachers' attitude to and practice of child rights other than the CTMs. This is because during the intervention, participants in TPS engaged in critical thinking and sharing of practical ways of handling child rights issues. They also participated actively in questions and answer sessions on practical ways to deal with issues relating to child rights.

This is also the same with the participants in SGD who were very active in learning about child rights through their engagement in robust discussion. They also demonstrated high level of cooperation and team spirit required for proper learning in a collaborative setting. They were open and not ashamed to share their past and unpleasant experiences about child rights. This is line with past findings such as those of Lundahl et al. (2012) and Annamalai et al. (2015) which both reported effectiveness of collaborative methods at improving participants' attitude. However, the fact that gender and child rights awareness did not combine to influence attitude to and practice of child rights among the teachers aligns with the result of Irungu, Nyagah and Mercy (2019) which examined interaction of gender on achievement and reported no influence of interaction of gender on learners' academic achievement. This finding again agrees with submission of Seimetz, et al. (2016) that awareness alone is not enough in causing significant change in attitude and behaviour.

4.2.12 Interaction effect of treatment, gender and child rights awareness on pre-primary school teachers' attitude to and practice of child rights

The study also revealed combined impact of CTMs, gender and child rights awareness on teachers' attitude to and practice of child rights was found not to be essential. This finding means that the treatment, gender and child rights awareness did not collectively bring about improvement in teachers' attitude to and practice of child rights. This result further demonstrates that CMTs alone was responsible for the improvement in attitude and practices of child rights of the participating teachers while the joint interactions among the variable did not contribute that much. This is because the way TPS was planned and implemented during the intervention, participants were able to freely share their thoughts and opinion with others and accommodate the thoughts and opinions of others, thereby resulting in improvement in their attitude and practice of child rights.

In the same vein, participants in SGD group were able to engage in discussions on child rights in small groups with openness and freely shared their past experiences. This again lays credence to several findings on the effectiveness of strategies that are collaborative at improving either knowledge, achievement, attitude, social interactions or practice of participants in studies. Such findings include Schafer (2004), Karami et

al. (2015) and Olowe (2019) that collaborative methods are effective in developing positive attitude learning and can effectively learners overall achievement.

The finding follows the results of several studies such as Peralta, et al. (2015) and Olowo (2021) which reported that using collaborative learning approaches proved to be effective in improving the attitude of pre-service and in-service teachers to child rights. Khowaja, et al. (2016) also reported that collaborative approaches proved highly effective in improving secondary school students, nursing mothers and in-service teachers' attitude to and practice of child rights related issues. Further confirming the potency of strategies that are collaborative, the study by Raba (2017) showed that collaborative methods enhanced students' oral communication abilities, fostered cooperative learning, and increased learners' drive to learn more effectively.

4.3   Summary of findings

➢ CTMs enhanced active learning about child rights among pre-primary school teachers by making them to engage in the following during the experiment; active engagement and participation; motivation to learn; display of cooperation and team spirit and reflection/ sharing of real life experiences.

➢ Pre-primary school teachers' reacted to child right issues after participating in the study in the following ways; change of opinion/ belief about rights of children; becoming more knowledgeable about children rights; demonstrating favourable disposition towards handling child rights-related matters, willingness to become advocates of child rights and new practical ways of handling child rights issues.

➢ Treatment had significant effect on pre-primary school teachers' attitude to and practice of child rights. The CTMs improved pre-primary school teachers' attitude to and practice of child rights significantly better than the conventional method.

➢ Gender did not have significant effect on the pre-primary school teachers' attitude to and practice of child rights.

➢ Child rights awareness did not have significant effect on pre-primary school teachers' attitude to and practice of child rights.

- Interaction effect of treatment and gender on the attitude to and practice of child rights of teachers of pre-primary school was not significant.
- Interaction effect of treatment and child right awareness on the attitude to and practice of child rights of teachers of pre-primary school was not significant. Gender and child rights awareness did not have significant interaction effect on pre-primary school teachers' attitude to and practice of child rights.
- Treatment, gender and child rights awareness did not have significant interaction effect on pre-primary school teachers' attitude to and practice of child rights.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter focuses on the summary of this study. It also presents the conclusion reached based on the findings generated through the research questions asked and the hypotheses formulated. Recommendations, limitations of the study, suggestion for further studies and the contribution the study has made to knowledge are also included.

5.1 Summary

One of the central roles of teachers is to ensure that children fully enjoy their rights during the early stage of their lives. Research findings and daily observations have however revealed that protection and development rights of children are being grossly violated by teachers. Preliminary findings show that many pre-primary school teachers in Ondo State subject children to physical violence, sexual abuse and emotional torture. They also deny them of opportunities needed for their proper development at the early stage of life. This situation can negatively affect optimal development of children. Previous research efforts to address the issue of child rights violation among teachers in the state focused less on pre-primary school teachers.

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Again, most of those efforts did not carry out intervention studies to address the problem as majority of them were survey studies. These previous studies have also not fully explored collaborative training methods to improve attitude and practice of pre-primary school teachers to protection and development rights of children. This study therefore determined the effect of two collaborative training methods on pre-primary school teachers' attitude to and practice of child rights in Ondo State. The moderating effects of gender and level of awareness of child rights were also examined on the pre-primary school teachers' attitude and practice.

The study is anchored on Experiential Learning Theory and Sociocultural Learning Theory. The study adopted the embedded design of mixed methods. Phenomenological approach was adopted for the qualitative aspect of the study. Sixty PPSTs purposively selected across thirty public primary schools in three randomly selected local government areas from Ondo Central Senatorial District of Ondo State participated in this research. Three response instruments alongside field notes, audio and video recorders were used for data collection. Quantitative data were analysed using percentage, mean, standard deviation and Analysis of Covariance while the qualitative was done thematically.

Findings of the study revealed that CTMs enhanced active learning about child rights among pre-primary school teachers by making them to engage in the following during the experiment; active engagement and participation; motivation to learn; display of cooperation and team spirit and reflection/ sharing of real life experiences. Also, the reactions of the teachers after participating in the study showed that their opinions/ beliefs about rights of children changed positively; they became more knowledgeable about children rights; they demonstrated more favourable disposition towards handling child rights-related matters and developed new practical ways of handling child rights issues.

Finding also revealed that treatment significantly improved teachers' attitude to and practices of child rights. Teachers who were taught using TPS and SGD had higher post attitude and practice mean scores that the teachers taught with the CM. Gender as well as child rights awareness of the teachers did not have significant effect on their attitude to and practice of child rights. Also, treatment, gender and child right

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awareness did not jointly affect the attitude to and practice of child rights of the teachers.

5.2   Conclusion

Conclusion can be reached from the study that when pre-primary school teachers are exposed to CTMs to learn about child rights issues, it greatly improves their attitude to child rights than when they are just taught using the conventional method. CTMs also promotes better practice of child rights than the conventional method. This is because CTMs, unlike the conventional method, allows learning activities to be planned in a way that learners will be actively engaged, show eagerness and readiness to learn, display a sense of cooperation and team spirit as well as reflect and share real life experiences. The study has also established that gender and level of child rights awareness have limited roles to play on pre-primary school teachers' attitude to and practice of child rights when they participate in training which adopts the CTMs. Furthermore, the qualitative aspect of the study has also established that pre-primary school teachers' reactions to child rights issues after participating in the study were that of change of opinion/ belief about rights of children; becoming more knowledgeable about children rights; favourable disposition towards handling child rights-related matters, willingness to become advocates of child rights and new practical ways of handling child rights issues.

5.3   Limitations to the study

The study was carried out in only three local government areas from one of the senatorial districts in the state. The study was also limited to only pre-primary school teachers. Convincing the pre-primary school teachers to be part of the study was not easy at the initial stage so the researcher had to obtain permission from the state SUBEB directing the teachers to fully participate in the study. In the same vein, ensuring punctuality and regularity of all the participants at the agreed training centres and time in each of the three locations was not an easy task as some of them live in locations that are somehow far from the training centres while some could occasionally have some other important engagements during the agreed time for the

training. Also coordinating and managing sixty research assistants who conducted observation was a huge task because they were youths.

Transporting the research assistants on intervention to the three training centres in three different local government areas every week throughout the period of the intervention was also a huge task as some of them do not have vehicles of their own.

5.4   Recommendations

1.   CTMs need to be adopted for training of pre-primary school teachers on child rights issues as it has been proved to be more effective than the conventional method.

2.   Since CTMs was used in training in-service pre-primary school teachers on child rights and has proved effective, the method should also be adopted for teaching ECE-pre-service teachers on child rights related courses by lecturers in Colleges of Education.

3.   Ministries of Education and SUBEBs in various states should organize regular trainings in form of seminars and workshops for teachers in pre-primary, primary and secondary schools on child rights related matters in order to improve their attitude and practice of child rights.

4.   Government and school management should encourage primary school teachers to form a synergy and establish cordial relationship with parents of children they teach so that they can have the opportunities of advocating improved attitude and practice of child rights among parents. This could be strengthened through parents teachers associations and school based management committee.

5.   Future researchers who wish to adopt the CTMs as employed in this study should not be worry so much about the effect that gender and level of child rights awareness can have on the attitude and practice of the pre-service or in-service teachers. This is because, just as it was shown in this study, the methods have the capacity to neutralise the effect of gender and level of child rights awareness of the participants.

6.   Other researchers in this field who may wish to focus their research attention on improving attitude and practice of participants in child rights related matters should adopt the type of CTMs employed in this study. This is because the CTMs have the capacity to assist them to achieve their research objectives just as they have done in this study.

5.5   Contributions to knowledge

It has bridged research gap by providing empirical evidence that CTMs are effective for improving pre-primary school teachers' attitude to and practice of protection and development rights of children in Ondo State, Nigeria. The study also provided empirical evidence on the intervening variables.

This study revealed the fact that the negative attitude to and practice of child rights commonly exhibited by pre-primary school teachers is as result of their inadequate knowledge about rights of children, especially in the school setting. This is particularly evident in their submission during the training and the fact that they demonstrated better attitudes and practice to child rights after participating in the study. Their improved attitude to and practice of child rights revealed this.

The study developed and implemented two guides for the CTMs (IGTPS and IGSGD) which were used for the training of primary school teachers on child rights. The study also developed a comprehensive note which trainers can use and it is contained in the prepared note on child rights.

5.6   Suggestions for further studies

Parents and teachers are expected to collaborate on all issues concerning children's proper learning. So, in the future, studies of this nature could involve parents in such studies and making it to cover a longer period.

Others who wish to conduct a study of this type should make arrangements for vehicles that would be transporting research assistants to the training centres.

The study of this type should also be replicated for pre-primary school teachers in private nursery and primary schools in the state if they have been assessed and found to exhibit poor attitude and practice of child rights.

Efforts should be made by future researchers to assess the attitude and practice of in service teachers, especially those that have undergone teaching practice and if

they are found to be exhibiting poor attitude and practice to child rights, a training of this type should be conducted for them.

Similar work could be done but with different moderator variables from those in the study which could influence pre-primary teachers' attitude and practice of child rights such as cultural background, educational level, cultural beliefs and socio-economic background, especially when involving parents in such a study.

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APPENDIX I

INSTRUCTIONAL GUIDE ON THINK- PAIR- SHARE (IGTPS)
For **Training of Pre-Primary School Teachers on Child Rights**

A Stimulus Instructional Package from Doctoral

Developed by Adapting the Procedure suggested by Lyman (1981)

By

Nathaniel Olujoba AYOOLA

Under the supervision of
Dr. M. D. AMOSUN

Introduction

The guide was developed for teaching pre-primary school teachers on child rights using Think- Pair- Share. It is expected that training pre-primary school teachers using a collaborative method like Think- Pair- Share will enhance their attitude to and practice of child rights. It contains all the activities carried out on weekly basis during the period that the pre-primary school teachers learnt about child rights.

Goals of developing the guide

The main goals of developing this guide for training pre-primary school teachers are:

1.   to improve pre-primary school teachers' awareness of child rights, especially protection and development rights.

2.   to develop positive attitude to protection and development rights of children in the pre-primary school teachers

3.   to instill good practice of protection and development rights of children in pre-primary school teachers.

Outline of lesson content

- Introduction to child rights: meaning and bodies/people responsible for safeguarding children rights

- International documents on child rights

- Child Rights Act

- Protection rights of children

- Application of protection rights of children by teachers

- Development rights of children

- Application of development rights of children by teachers

- Schools/Teachers' responsibilities in promoting children rights

Activities for each Week

Week 1:   Engagement in orientation and carrying out of pre-test.

Week 2:   Introduction to child rights: meaning and bodies/people responsible for safeguarding children rights.

Week 3:   International Documents on child rights.

Week 4:   Child Rights Act.

Week 5:   Rights to protection.

Week 6:   Application of protection rights of children y teachers.

Week 7:   Development rights of children.

Week 8:   Application of development rights of children by teachers.

Week 9:   Schools/Teachers' responsibilities in promoting protection and development rights of children.

Week 10:   Focus Group Discussion.

Week 11:   Post-test Administration.

THINK- PAIR- SHARE LESSON PLAN FORMAT

General Information

Topic: …………………………………………………………………………

Sub-topic: …………………………………………………………………………

Duration: …………………………………………………………………………

Pre-assessment: ………………………………………………………………….

Entry Behaviour: ………………………………………………………………….

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Training Environment:

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Behavioural Objectives:

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Resources/ Materials Needed:

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Presentation

Step	Trainer's Activity	Participants' Activity
1		
2		
3		
4		
5	**Evaluation**	

Lesson One

General Information

Topic: Introduction of the research and administration Pre-test

Sub-topic:

Duration: 1 hour 15 minutes

Entry Behaviour: Participants have some ideas about human rights generally

Training Environment: A spacious classroom that can allow participants to sit comfortably and move around when necessary. Posters and charts that relate to child rights are displayed on the walls.

Aims of the Lesson

After the completion of the lesson, participants would have ability to:

1.   Briefly give details of what this research is all about

2.   take part in the answering of pre-test questions.

Resources/Materials Needed: IGTPS, CRAQ, .ACRQ, papers, pens, posters, flip charts.

Presentation

Step	Trainer's Activity	Participants' Activity
1	i. Welcome the participants, introduce yourself to them and ask them to introduce themselves ii. Introduce the research to the participants and explain its goals. iii. Explain to the participants the activities they are to be involved in the research and plead for their maximum cooperation.	i. Participants introduce themselves and listen to the explanations on the goals and activities involved in the research.
2	Inform the participants about the pre-test they will need to take and the observation that will take place in their respective classes for the rest of the week	Participants listen to explanation on the pre-test and observation

3	i. Allow the participants to ask questions on issues that are not clear to them about the research ii. Provide explanations to the questions asked by the participants ii. Give the participants consent form to fill.	i. Participants ask some questions. ii. Participants listen to explanations provided by the trainer. ii. Participants fill consent form.
4	Administer the pre-test	Participants take the pre-test (CRAQ and ACRQ)
5	**Evaluation:** Tell participants to briefly explain what the research is all about and their involvement	Participants explain briefly what the research is all about and their involvement

Lesson Two

General Information

Topic: Introduction to Child Rights

Sub-topic: Meaning of child rights and people responsible for safeguarding children rights

Duration: 1 hour 25 minutes

Entry Behaviour: Participants have some ideas about human rights generally

Training Environment: A spacious classroom that can allow participants to sit comfortably and move around when necessary. Posters and charts that relate to child rights are displayed on the walls.

Resources/Materials Needed: IGTPS, papers, pens, posters, flip charts.

Aims of the Lesson

After the completion of the lesson, participants would have ability to:

1.   provide information about what child rights mean

2.   explain possible implications of not having any child rights law

3.   discuss people and bodies responsible for safeguarding children rights.

Presentation

Step	Trainer's Activity	Participants' Activity
1	i. Welcome the participants and ask them to welcome one another. ii. Briefly remind the participants of the goals and activities of the research.	i. Participants respond and welcome one another. ii. Participants respond to the reminder on the goals and activities of the research.
2	i. Give a scenario of a society where people's conducts with children are not regulated and members of the society treat children the way they like. ii. Ask participants to sit in pairs. iii. Ask each participant in pairs to think on how they feel the situation presented could affect the general wellbeing of children.	i. Participants sit in pairs. ii. They think individually on how the situation presented could affect the general wellbeing of children.
4	i. Tell the smaller group to present their ideas to the larger group. ii. Guide the presentations and write the key points mentioned by each group on a flip chart	Participants share their ideas with the larger group.
5	i. Explain to the participants what child rights means and what the world of children would be if there are no laws that can guide people's conduct with children as presented in the scenario. ii. Discuss people/ bodies responsible for safeguarding the rights of children	Participants listen and make contributions where necessary.
6	**Evaluation:** Tell participants to: i. explain child rights ii. explain possible implications of not having any child rights law iii. mention the people and bodies responsible for safeguarding children rights.	Participants respond by answering the questions asked.

Topic: Lesson Three

General Information

Topic: International Documents on Child Rights

Sub-topic: CRC and ACRW

Duration: 1 hour 25 minutes

Entry Behaviour: Participants have some ideas about child rights and the

bodies responsible for safeguarding child rights.

Training Environment: A spacious classroom that can allow participants to sit comfortably and move around when necessary. Posters and charts that relate to child rights are displayed on the walls.

Aims of the Lesson

At the end of the lesson, participants should be able to:

1.   explain what CRC and ACRWC are.

2.   discuss the basic provisions of CRC and ACRWC

Resources/Materials Needed: IGTPS, papers, pens, posters,
                                    flip charts.

Presentation

Step	Trainer's Activity	Participants' Activity
1	Welcome the participants and ask them to welcome one another i. Revise the previous topic with the participants ii. Tell the participants the topic for the day and give a brief background on origin of international documents on child rights, relating it to justifications for child rights laws discussed in the previous lesson.	Participants respond, welcome one another and contribute where necessary.
2	i. Pair the participants by dividing them into groups of two members each. ii. Ask the participants to think individually based on the background information given on what they feel are international documents on child rights are, and what they should contain. They should write down their thoughts on a sheet of paper and share them through exchange of ideas with their partners.	Participants sit in pairs and listen to the scenario. They think individually on what they feel are international documents on child rights are and what they should contain. They write down their thoughts on a sheet of paper and share them through exchange of ideas with their partners.

3	i. Ask participants from the smaller group to present their ideas the larger group. ii. Guide the presentations and write the key points mentioned by each group on a flip chart.	Participants from the smaller group share their ideas with the entire participants
4	i. Explain what CRC and ACRWC are to the participants. ii. Discuss the basic provisions of CRC and ACRWC with the participants	Participants listen, take down major points and contribute where necessary
5	**Evaluation:** Tell to: 1. Explain what CRC and ACRWC are. 2. Discuss the basic provisions of CRC and ACRWC	Participants respond by answering the questions asked

Lesson Four

General Information

Topic: Child Rights Act, 2003

Sub-topic: Meaning of Child Rights Act and some of its provisions

Duration: 1 hour 25 minutes

Entry Behaviour: Participants can discuss some rights of children

contained in the CRC and ACRWC

Training Environment: A spacious classroom that can allow participants to sit

comfortably and move around when necessary. Posters and

charts that relate to child rights are displayed on the walls.

Aims of the Lesson

After the completion of the lessson, participants would have ability to:

1. give information on what Child Rights Act Document is

2. mention some rights contained in Child Rights Act

Resources/Materials Needed: IGTPS, papers, pens, posters,

flip charts.

Presentation

Step	Trainer's Activity	Participants' Activity
1	Welcome the participants and ask them to welcome one another i. Revise the previous topic with the participants.	Participants respond, welcome one another and contribute where necessary.

2	i. Tell the participants the topic of the day	Participants sit in pairs. They think individually about the
	ii. Give a short background information where you inform the participants the fact that Nigeria, having signed the CRC and ACRWC discussed in the previous lesson, need to Domesticate these documents.	question, write down their thoughts and share them with their partners.
	iii. Pair the participants by dividing them into groups of two members each.	
	iii. Ask the participants in each pair to think individually about what they feel the CRA is and some rights contained in the act. They should write down their thoughts and share them with their partners.	
3	i. Ask participants from the smaller group to present their ideas to the larger group.	Participants from the smaller group share their ideas with the entire participants
	ii. Guide the presentations and write the key points mentioned by each group on a flip chart.	
4	i. Explain what Child Rights Act is to the participants, establishing its foundations on CRC and ACRWC signed by Nigeria.	Participants listen and contribute where necessary
	ii. Discuss some of the rights of children contained in the Child Rights Act with the participants.	
5	**Evaluation:** Ask the participants to:	Participants respond by answering the questions asked
	i. explain what Child Rights Act is.	
	ii. mention some of the rights of children contained in Child Rights Act	

Lesson Five

General Information

Topic:	Protection Rights of Children
Sub-topic:	Meaning and examples of protection rights of children
Duration:	1 hour 25 minutes
Entry Behaviour:	Participants are familiar with Child Rights Acts and some rights of children contained in the document.
Training Environment:	A spacious classroom that can allow participants to sit comfortably and move around when necessary. Posters and charts that relate to child rights are on the wall.

Lesson Aims

After the completion of the lesson, participants would have ability to:

1. give information about what is meant by protection rights

2. give examples of those children rights that fall under protection rights of children.

Resources/Materials Needed: IGTPS, papers, pens, posters, flip charts.

Presentation

Step	Trainer's Activity	participants' Activity
1	Welcome the participants and ask them to welcome one another i. Revise the previous topic with the participants	Participants respond, welcome one another and contribute where necessary
2	i. Tell the participants the topic ii. Give a brief introduction of protection rights of children, relating it to the previous topic where rights of children as contained in Child Rights Act was discussed ii. Pair the participants by dividing them into groups of two members each. iv. Ask each participant to think individually on what he/she feels protection rights of children mean and the specific rights that fall under this category. They should write down their thoughts and share them with their partners.	i. Participants listen and sit in pairs. ii. Each participant thinks individually on he/she feels protection rights of children mean and the specific rights that fall under this category. They should write down their thoughts and share them with their partners.
3	i. Ask from the smaller group to present their ideas to the larger group. ii. Guide the presentations and write the key points mentioned by each group on a flip chart.	Participants from the smaller group share their ideas with the larger group
4	i. Discuss with the participants what protection rights of children mean. ii. Discuss some protection rights of children with the participants.	Participants listen and contribute where necessary
5	**Evaluation:** Ask participants the following questions: i. Explain protection rights of children ii. Mention some protection rights that children should enjoy?	Participants respond by answering the questions asked

Lesson Six

General Information

Topic: Application of Protection Rights of Children by teachers

Sub-topic:

Duration: 1 hour 25 minutes

Entry Behaviour: Participants are familiar with protection rights of children

contained in various child rights documents.

Training Environment: A spacious classroom that can allow participants to sit

comfortably and move around when necessary. Posters

and charts that relate to child rights are on the wall.

Lesson Aims

After the completion of the lesson, participants would have ability to:

1.   Discuss various ways that protection rights of children can be applied by the

teacher in the school.

Resources/Materials Needed: IGTPS, papers, pens, posters,

flip charts.

Presentation

Step	Trainer's Activity	Participants' Activity
1	i. Welcome the participants and ask them to welcome one another ii. Revise the previous topic with the participants.	Participants respond and welcome one another
2	i Tell the participants the topic and give a brief introduction of the topic, linking it to the previous lesson. ii. Pair the participants by dividing them into groups of two members each. iii. Present this scenario to the participants: There are several broken chairs packed at a corner in an ECD class. One day, some pupils were playing around the place where the chairs were packed and some of the broken chairs fell on the pupils, seriously injuring the two of them. iii. Ask the Participants in each pair think individually about what happened to these two pupils and what the teacher should have done to protect the children against such	i. Participants sit in pairs and listen. ii. Participants in each pair think individually about what happened to these two pupils and what the teacher should have done to protect the children against such occurrence. They write down their thoughts and share them with their partners.

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	occurrence. They should write down their thoughts and share with their partners.	
3	i. Ask the participants from the smaller group to present their ideas to the entire class. ii. Guide the presentations and write key points mentioned by each group on a flip chart.	Participants in each pair share their ideas with the entire participants
4	i. Relate the scenario to how teachers should apply protection rights in their dealing with children. ii. Allow teachers to give work experiences or scenarios relating to protection rights of children. iii. Discuss various ways by which teachers can apply protection rights in their dealing with children.	Participants listen and contribute where necessary
5	**Evaluation:** Tell participants to enumerate various way they can apply protection rights of children in their dealings with them.	Participants respond by answering the questions asked.

Lesson Seven

General Information

Topic: Development Rights of Children

Sub-topic: Meaning and examples of development rights of children

Duration: 1 hour 25 minutes

Entry Behaviour: Participants are familiar with protection rights of children and they can be applied into classroom situation

Training Environment: A spacious classroom that can allow participants to sit comfortably and move around when necessary. Posters and charts that relate to child rights are displayed on the walls.

Lesson Objective(s)

By the time the lesson is over, participants should be able to:

1. explain development rights of children

2. mention and discuss some children rights that fall under development rights.

Resources/Materials Needed: IGTPS, papers, pens, posters, flip charts.

Presentation

Step	Trainer's Activity	Participants' Activity
1	Welcome the participants and ask them to welcome one another i. Revise the previous topic with the participants	Participants respond and welcome one another
2	i Tell the participants the topic ii. Give a brief introduction of the new topic by explaining the need for children to be given opportunities 333that can foster their proper development. ii. Pair the participants by dividing them into groups of two members each. iv. Ask participants in each pair to think individually about what development rights of children mean and some of the rights of children that fall under this category. They should write down their thoughts and share them with their partners.	i. Participants listen and sit in pairs. ii. participants in each pair think individually about what development rights of children mean and some of the rights of children that fall under this category. They write down their thoughts and share them with their partners.
3	i Ask from the smaller group to present their ideas to the larger group. ii. Guide the presentations and write the key points mentioned by each group on a flip chart.	Participants in each pair share their ideas with the entire participants
4	Discuss with the participants what development rights of children mean. Mention and discuss some development rights of children with the participants.	Participants listen and contribute where necessary
5	**Evaluation:** Tell participants to: i. Explain what development rights of children mean. ii. Mention some development rights that children should enjoy?	Participants respond by answering the questions asked

Lesson Eight

General Information

Topic: Application of Development Rights of Children by

Teachers

Sub-topic: Ways by which teachers can make children enjoy

development rights

Duration: 1 hour 25 minutes

Entry Behaviour: Participants are familiar with development rights of children contained in various child rights documents.

Training Environment: A spacious classroom that can allow participants to sit comfortably and move around when necessary. Posters and charts that relate to child rights are on the wall.

Aims of the Lesson

By the time the lesson is over, participants would have been able to:

1. explain various ways in which development rights of children can be applied by the teacher in the school.

Resources/Materials Needed: IGTPS, papers, pens, posters, flip charts.

Presentation

Step	Trainer's Activity	Participants' Activity
1	Welcome the participants and ask them to welcome one another i. Revise the previous topic with the participants	Participants respond and welcome one another
2	i. Tell the participants the topic and link it with the previous topic by briefly explaining the need for teachers to apply development rights of children in their dealings with them. ii. Pair the participants by dividing them into groups of two members each. iii. Present this scenario: Mrs Godwin is a teacher in an ECD classroom, she sees children in her class as being too troublesome because they are active and play a lot. She therefore does not allow the children to interact freely and often subject them to "compulsory sleep". iv. Ask each participant in the pair to think of what he/she feels about the teacher's attitude to these children in relation to making children enjoy their development rights in the school. They should write down his/her thoughts and present it to their partners.	i. Participants sit in pairs and listen. ii. Each participant in the pair thinks of what he/she would do to help the girl, write down his/her thoughts and present it to her partner

3	i. Ask participants from the smaller group to present their ideas to the larger group. ii. Guide the presentations and write the key points mentioned by each group on a flip chart.	Participants from the smaller group share their ideas with the entire participants
4	i. Discuss the scenario with participants, pointing out how the attitude of the teacher undermines development rights of children. ii. Allow teachers to give work experiences or scenarios relating to development rights of children. iii. Discuss various ways teachers can apply development rights in their day to day dealings with children.	Participants listen and contribute where necessary
5	**Evaluation:** Tell participants to enumerate some of the things they will do to ensure that children under their care enjoy development rights	Participants respond by answering the questions asked

Lesson Nine

General Information

Topic: Schools/Teachers' Responsibilities in Promoting Protection and Development Rights of Children

Sub-topic: Schools/Teachers role in safeguarding Protection and Development Rights of Children within and outside the Classroom

Duration: 1 hour 25 minutes

Entry Behaviour: Participants are familiar with how to apply development rights of children to various situations in the classroom.

Training Environment: A spacious classroom that can allow participants to sit comfortably and move around when necessary. Posters and charts that are relevant to the topic are displayed on the walls.

Aims of the Lesson

By the time the lesson is over, participants would have been able to:

1.   Identify and discuss various responsibilities of schools/ teachers in promoting
        Protection and Development Rights of Children within and outside the
        Classroom

Resources/Materials Needed: IGTPS, papers, pens, posters,
                                flip charts.

Presentation

Step	Trainer's Activity	Participants' Activity
1	Welcome the participants and ask them to welcome one another i. Revise the previous topic with the participants	Participants respond and welcome one another
2	i. Tell the participants the topic and give a brief introduction which will prepare the participants on the various roles they feel the school and teachers can play in promoting children rights, especially their protection and development rights. ii. Pair the participants by dividing them into groups of two members each. iv. Ask each participant in the pairs to think individually of the various responsibilities of schools and teachers in promoting protection and development rights co children. They should write their thoughts down and share with their partners.	i. Participants sit in pairs and listen ii. Participants in the pairs to think individually of the various responsibilities of schools and teachers in promoting protection and development rights co children. They should write their thoughts down and share with their partners.
3	Ask participants in each pair to present their ideas to the larger group. Guide the presentations and write down the key points mentioned by each group on a flip chart.	Participants in each pair share their ideas with the entire participants
4	Discuss the various ways the school and teachers should play their roles to promote protection and development rights of children with the participants	Participants listen and contribute where necessary
5	**Evaluation:** Tell the participants to discuss some of the schools and teachers' responsibilities towards promoting protection and development rights of children	Participants respond by answering the questions asked

APPENDIX II

INSTRUCTIONAL GUIDE ON SMALL GROUP DISCUSSION

(IGSGD)

for

Training of Pre-Primary School Teachers on Child Rights

Developed by Adapting the Procedure suggested by Brewer (1997)

By

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Dr. M. D. AMOSUN

Introduction

The guide was developed for teaching pre-primary school teachers on child rights using Small Group Discussion. It is expected that when pre-primary school teachers are trained through a collaborative method like Small Group Discussion will enhance their attitude to and practice of child rights. It contains all the activities that will be carried out on weekly basis during the period that the pre-primary school teachers are to learn about child rights.

Goals of Developing the Guide

The main goals of developing this guide for training pre-primary school teachers are:

1. to improve pre-primary school teachers' awareness of child rights, especially protection and development rights.

2. to develop positive attitude to protection and development rights of children in the pre-primary school teachers

3. to instill good practice of protection and development rights of children in pre-primary school teachers.

Outline of Lesson Content

- Introduction to child rights: meaning and bodies/people responsible for safeguarding children rights

- International documents on child rights

- Child Rights Act

- Protection rights of children

- Teachers application of protection rights of children in the classroom

- Development rights of children

- Teachers application of development rights of children in the classroom

- Schools/Teachers' responsibilities/roles in promoting protection and development rights of children

Activities for Each Week

Week 1: Preamble and administration of pre-test

Week 2: Introduction to child rights: meaning and bodies/people responsible for safeguarding children rights

Week 3: International Documents on child rights

Week 4: Child Rights Act

Week 5: Protection rights of children

Week 6: Teachers application of protection rights of children in the classroom

Week 7: Development, development rights of children

Week 8: Teachers application of development rights of children in the classroom

Week 9: Schools/Teachers' responsibilities/roles in promoting protection and development rights of children

Week 10: Focus Group Discussion with the teachers

Week 11: Post-test Adminstration

SMALL GROUP DISCUSSION LESSON PLAN FORMAT

General Information

Topic: ………………………………………………………………………………….

Sub-topic: ……………………………………………………………………………….

Duration: …………………………………………………….…………………………

Pre-assessment

Entry Behaviour: …………………………………….………………………………….

………………………………………………………………………………………….

Training Environment: …………………………………………………………………

Behavioural Objectives:

………………………………………………………………………………………

………………………………………………………………………………………

…………………………………………………………….………………………………

Resources/Materials Needed: …………………………………………………………..

Presentation

Step	Trainer's Activity	Participants' Activity
1		
2		
3		
4		
5		
6	Evaluation	
7	Summary and emphasis on key points	

Lesson One

General Information

Topic: Preamble and administration Pre-test

Sub-topic:

Duration: 1 hour 15 minutes

Pre-assessment

Entry Behaviour: Participants have some ideas about human rights generally

Training Environment: A spacious classroom that can allow participants to sit comfortably and move around when necessary. Posters and charts that relate to child rights are displayed on the walls.

Lesson Aims

By the time the lesson is over, participants would have been able to:

1.   briefly explain what the research is all about

2.   take part in the answering of pre-test questions.

Resources/Materials Needed: IGSGD, CRAQ, ACRQ, papers, pens, posters, flip charts.

Presentation

Step	Trainer's Activity	Participants' Activity
1	i. Welcome the participants, introduce yourself to them and ask them to introduce themselves ii. Introduce the research to the participants and explain its goals. iii. Explain to the participants the activities they are to be involved in the research and plead for their maximum cooperation.	i. Participants introduce themselves and listen to the explanations on the goals and activities involved in the research. ii. Participants pledge their cooperation.
2	Inform the participants about the pre-test they will need to take and the observation that will take place in their respective classes for the rest of the week	Participants listen to explanation on the pre-test and observation
3	i. Allow the participants to ask questions on issues that are not clear to them about the research ii. Provide explanations to the questions asked by the participants ii. Give the participants consent form to fill.	i. Participants ask questions concerning the research. ii. Participants listen to explanations provided by the trainer ii. Participants fill consent form.
4	Administer the pre-test	Participants take the pre-test

		(CRAQ and ACRQ)
5	**Evaluation:** Tell the participants to briefly explain what the research is all about and their involvement	Participants explain briefly what the research is all about and their involvement

Lesson Two

General Information

Topic: Introduction to Child Rights

Sub-topic: Meaning of child rights and people responsible for safeguarding children rights

Duration: 1 hour 25 minutes

Entry Behaviour: Participants have some ideas about human rights generally

Training Environment: A spacious classroom that can allow participants to sit comfortably and move around when necessary. Posters and charts that relate to child rights are displayed on the walls.

Lesson Aim

By the time the lesson is over, participants would have been able to:

1.   explain child rights

2.   explain possible implications of not having any child rights law

3.   discuss people and bodies responsible for safeguarding children rights.

Resources/Materials Needed: IGSGD, papers, pens, posters,
                    flip charts.

Presentation

Step	Trainer's Activity	Participants' Activity
1.	i. Welcome the participants and ask them to welcome one another. ii. Briefly remind the participants of the goals and activities of the research.	i. Participants respond and welcome one another. ii. Participants respond to the reminder on the goals and activities of the research.
2.	Tell the participants the topic to be discussed and the objectives to be achieved at the end of discussing it.	Participants listen and contribute where necessary.

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3.	i. Inform the participants about the purpose of discussing the topic. i. Give a scenario of a situation where there are no laws that guide people's conduct with children and where people are free to treat children the way they like. ii. Ask participants to sit in groups of five members each. iii. Ask participant in each group to discuss in their groups how the situation presented could affect the general wellbeing of children.	Participants sit in groups of five members each. They discuss in their groups how the situation presented could affect the general wellbeing of children.
4.	i. After the discussion in each group, ask one person in each group to present their ideas to the larger group. ii. Guide the presentations and write the major points mentioned by each group on a flip chart	A representative of each group presents the group's ideas to the larger group.
5.	Give further explanation by relating the scenario presented to what child rights are and people responsible for safeguarding the rights of children	Participants listen and make contributions where necessary
6.	**Evaluation:** Tell participants to: i. explain the concept of child rights ii. discuss people and bodies responsible for safeguarding children rights.	Participants respond by answering the questions asked
7	**Summary and Conclusion:** Children rights are claims that children have to survival, protection, development and participation. These rights are well spelt out in some documents. Several people and bodies have responsibilities to ensure that children enjoy these rights.	Participants listen and contribute where necessary.

Lesson Three

General Information

Topic:	International Documents on Child Rights
Sub-topic:	CRC and ACRW
Duration:	1 hour 30 minutes
Entry Behaviour:	Participants have some ideas about child rights and the bodies responsible for safeguarding child rights

Training Environment: A spacious classroom that can allow participants to sit comfortably and move around when necessary. Posters and charts that relate to child rights are displayed on the walls.

Lesson Aims

By the time the lesson is over, participants would have been able to:

1. explain what CRC and ACRWC are.
2. discuss the basic provisions of CRC and ACRWC.

Resources/Materials Needed: IGSGD, papers, pens, posters, flip charts.

Presentation

Step	Trainer's Activity	Participants' Activity
1	i. Welcome the participants and ask them to welcome one another. ii. Revise the previous lesson with the participants.	Participants respond, welcome one another and contribute where necessary.
2	i. Tell the participants the new topic and what to be achieved after discussing it.	Participants listen to the trainer and also respond
3.	i. Inform the participants about the purpose of discussing the topic. ii. Give a brief background of the origin of international documents on child rights, relating it to justifications for child rights laws discussed in the previous lesson. iii. Arrange the participants into groups of five members each and ask each group to discuss based on the background information given on what they feel are international documents on child rights are, and what they should contain.	Participants listen, form groups of five members each and discuss what they feel international documents on child rights are and what they contain as rights of children, sharing ideas in their group.
4.	After the discussion in each group, ask one person in a group to present their ideas to the larger group. Guide the presentations and write down the major points presented by each group on a flip chart.	A representative of each group presents the group's ideas to the larger group in turns.
5.	i. Explain what CRC and ACRWC are to the participants. ii. Discuss the basic provisions of CRC and ACRWC with the participants.	Participants listen and contribute where necessary
6.	**Evaluation:** Tell participants to:	Participants respond by

	i. Explain what CRC and ACRWC are ii. Discuss the basic provisions of CRC and ACRWC.	answering the questions asked
7.	**Summary and Conclusion** Children have several rights and they are contained in several child rights documents. Teachers must have knowledge of them so that they be in position to guarantee them.	Participants listen and contribute where necessary

Lesson Four

General Information

Theme: CRA, 2003

Sub-theme: Child Rights Acts (Meaning) with its provisions

Time Allotted: 1 hour 30 minutes

Entry Behaviour: Participants can discuss some rights of children as contained

in the CRC and ACRWC

Training Environment: A spacious classroom that can allow participants to sit

comfortably and move around when necessary. Posters and

charts that relate to child rights are displayed on the walls.

Lesson Aims

By the time the lesson is over, participants would have been able to:

1.   explain what Child Rights Act Document is

2.   mention some rights of children contained in Child Rights Act

Resources/Materials Needed: IGSGD, papers, pens, posters,

flip charts.

Presentation

Step	Trainer's Activity	Participants' Activity
1.	i. Welcome the participants and ask them to welcome one another. ii. Revise the previous topic with the participants.	i. Participants respond, welcome one another and contribute where necessary.
2.	Tell the participants the topic to be discussed and the objectives to be achieved at the end of discussing it.	Participants listen and contribute where necessary.
3.	i. Inform the participants about the purpose of discussing the topic ii. Give a short background information where you inform the participants the fact that Nigeria,	i. Participants respond and form groups of five members each. ii. Participants discuss and

	having signed the CRC and ACRWC discussed in the previous lesson, need to Domesticate these documents. iii. Arrange the participants into groups five of members each. iii. Ask the participants in each group to engage in discussion on what Child Rights Act is.	share their opinions about the questions in their groups
4.	i. After the discussion in each group, ask one person in each group to present their ideas to the larger group. ii. Guide the presentations and write the major points mentioned by each group on a flip chart	A representative of each group presents the group's ideas to the larger group.
5.	i. Explain what Child Rights Act is to the participants, establishing its foundations on CRC and ACRWC signed by Nigeria. ii. Discuss some of the rights of children contained in the document the participants.	Participants listen and make contributions where necessary
6.	**Evaluation:** Tell participants to: i. explain what CRA is. ii. itemise some rights contained in Child Rights Act	Participants respond by answering the questions asked
7	**Summary and Conclusion:** The CRA is an indigenous child rights legal documents that make provisions for various rights of children. Pre-primary school teachers should be well knowledgeable about its provisions.	Participants listen and contribute where necessary.

Lesson Five

General Information

Topic: Protection Rights

Sub-topic: Meaning and examples of protection rights of children

Duration: 1 hour 30 minutes

Pre-assessment

Entry Behaviour: Participants are familiar with Child Rights Acts and some

rights of children contained in the document.

Training Environment: A spacious classroom that can allow participants to sit

comfortably and move around when necessary. Posters

and charts that relate to child rights are on the wall.

Lesson Aims

By the time the lesson is over, participants would have been able to:

1. explain protection rights
2. give examples of those children rights that fall under protection rights of children.

Resources/Materials Needed: IGSGD, papers, pens, posters, flip charts.

Presentation

Step	Trainer's Activity	Participants' Activity
1	Welcome the participants and revise the previous topic with them.	Participants respond and contribute where necessary
2.	Tell the participants the new topic and what to be achieved after the discussion.	Participants listen to the trainer and also respond
3.	i. Inform the participants about the purpose of discussing the topic ii. Give a brief introduction of protection rights of children, relating it to the previous topic where rights of children as contained in Child Rights Act were discussed iii. Arrange the participants into groups of five members each. iv. Ask participants in each group to engage in discussion on what they feel protection rights of children mean and the specific rights that fall under this category.	i. Participants form groups of five members each. ii. Participants discuss and share their opinions about the questions in their groups
4.	After the discussion in each group, ask one person in each group to present their ideas to the larger group. Guide the presentations ad write down the key points mentioned by each group on a flip chart.	A representative of each group presents the group's ideas to larger group in turns.
5.	i. Discuss with the participants what protection rights of children mean. ii. Discuss some protection rights of children with the participants.	Participants listen and contribute where necessary
6.	**Evaluation:** Tell participants to: i. explain what protection rights of children mean. ii. mention some protection rights that children should enjoy?	Participants respond by answering the questions asked
7	**Summary and Conclusion** Teachers must have good knowledge of what protection rights of children are so that they be well positioned to make children enjoy them.	Participants listen

General Information

Topic:	Application of Protection Rights of Children by Teachers

Sub-topic:

Duration:	1 hour 30 minutes
Entry Behaviour:	Participants are familiar with protection rights of children contained in various child rights documents.
Training Environment:	A spacious classroom that can allow participants to sit comfortably and move around when necessary. Posters and charts that relate to child rights are on the wall.

Lesson Aims

By the time the lesson ends, participants would have been able to:

1.   explain various ways that protection rights of children can be applied by the teacher in the school.

Resources/Materials Needed: IGSGD, papers, pens, posters,
                                  flip charts.

Presentation

Step	Trainer's Activity	Participants' Activity
1	i. Welcome the participants, ask them to welcome one another and revise the previous topic with them.	Participants respond and contribute where necessary.
2	Tell the participants the new topic and what to be achieved after the discussion.	Participants listen to the trainer and also respond.
3.	i. Inform the participants about the purpose of discussing the topic. iii. give a brief introduction of the topic, linking it to the previous lesson. iii. Present this scenario to the participants: There are several broken chairs packed at a corner in an ECD class. One day, two pupils were playing	Participants form groups of five members each. They discuss the issue presented in their groups, sharing their opinions with one another

	around the place where the chairs were packed and some of the broken chairs fell on the pupils, seriously injuring the two of them. iv. Arrange the participants into groups of five members each and ask each group to discuss about what happened to these two pupils and what the teacher should have done to protect the children against such occurrence.	
4.	After the discussion in each group, ask one person in each group to present their ideas to the larger group. Guide the presentations and write down the key points mentioned by each group on a flip chart.	A representative of each group presents the group's ideas to the larger group in turns.
5.	i. Relate the scenario to how teachers should apply protection rights in their dealing with children. ii Allow teachers to give work experiences or scenarios relating to protection rights of children. iii. Discuss various ways by which teachers can apply protection rights in their dealing with children.	Participants listen and contribute where necessary.
6.	**Evaluation:** Tell participants to enumerate various way they can apply protection rights of children in their dealings with them.	Participants respond by answering the questions asked.
7.	**Summary and Conclusion** Children have rights to be protected against violent or cruel conducts which could affect them physically or emotionally. Teachers are in the best position to help children whose parents' violent conducts at home can be affected negatively Corporal punishment does more harm to children than good.	Participants listen and contribute where necessary

Lesson Seven

General Information

Topic: Development Rights of Children

Sub-topic: Meaning and examples of development rights of children

Duration: 1 hour 30 minutes

Entry Behaviour: Participants can apply their knowledge of protection rights of children to classroom situation

Training Environment: A spacious classroom that can allow participants to sit comfortably and move around when necessary. Posters and charts that relate to child rights are displayed on the walls.

Lesson Aims

After the completion of the lesson, participants would have ability to:

1.   discuss development rights of children

2.   give examples of those children rights that fall under development rights of children.

Resources/Materials Needed: IGSGD, papers, pens, posters, flip charts.

Presentation

Step	Trainer's Activity	Participants' Activity
1	i. Welcome the participants, ask them to welcome one another and revise the previous topic with them.	Participants respond and contribute where necessary.
2	i. Tell the participants the new topic and what to be achieved after the discussion.	Participants listen to the trainer and also respond
3.	i. Inform the participants about the purpose of discussing the topic ii. Give a brief introduction of the new topic by explaining the need for children to be given opportunities that can foster their proper development. ii. Arrange the participants into groups of five members each. iii. Ask the participants to engage in discussion on what development rights of children mean and some of the rights of children that fall under this category.	i. Participants listen and form groups of five members each. ii. Participants discuss and share their opinions about what development rights of children mean and some of the rights of children that fall under this category.
4.	After the discussion in each group, ask one person in each group to present their ideas to the larger group. Guide the presentations and write down the key points mentioned by each group on a flip chart.	A representative of each group presents the group's ideas to the larger group in turns.
5.	Discuss with the participants what development rights of children mean. Mention and discuss some development rights of children with the participants.	Participants listen and contribute where necessary
6.	**Evaluation:** Tell participants to: i. explain what is meant by development rights. ii. Mention some development rights	Participants respond by answering the questions asked
7	**Summary and Conclusion** Having adequate knowledge of development rights of children by the teachers is crucial in	Participants listen

	making them enjoy these rights.	

Lesson Eight

General Information

Topic: Application of Development Rights of Children by Teachers

Sub-topic:

Duration: 1 hour 30 minutes

Entry Behaviour: Participants are familiar with development rights of children contained in various child rights documents.

Training Environment: A spacious classroom that can allow participants to sit comfortably and move around when necessary. Posters and charts that relate to child rights are on the wall.

Lesson Aims

By the time the lesson is over, participants would have been able to:

 1.   explain various ways in which development rights of children can be applied by the teacher in the school.

Resources/Materials Needed: IGSGD, papers, pens, posters, flip charts.

Presentation

Step	Trainer's Activity	Participants' Activity
1	i. Welcome the participants and ask them to welcome one another ii. Revise the previous topic with them.	Participants respond, welcome another and contribute where necessary
2	i. Tell the participants the new topic and what to be achieved after discussing it.	Participants listen to the trainer and also respond
3.	i. Inform the participants about the purpose of discussing the topic.	i. Participants listen and form groups of five

	ii. link the new topic with the previous topic by briefly explaining the need for teachers to apply development rights of children in their dealings with them. iii. Present this scenario: Mrs Godwin is a teacher in an ECD classroom, she sees children in her class as being too troublesome because they are active and play a lot. She therefore does not allow the children to interact freely and often subject them to "compulsory sleep". ii. Arrange the participants into groups of five members each. iii. Ask the participants to discuss in their groups what they feel about the teacher's attitude to these children in relation to making children enjoy their development rights in the school.	members each. ii. Participants discuss and share their opinions about the questions in their groups
4.	After the discussion in each group, ask one person in each group to present their ideas to the larger group. Guide the presentations	A representative of each group presents the group's ideas to the larger group in turns.
5.	i. Discuss the scenario with participants, pointing out how the attitude of the teacher undermines development rights of children. ii. Allow teachers to give work experiences or scenarios relating to development rights of children. iii. Discuss various ways teachers can apply development rights in their day to day dealings with children.	Participants listen and contribute where necessary
6.	**Evaluation:** Tell participants to enumerate some of the things they will do to ensure that children under their care enjoy development rights	Participants respond by answering the questions asked
7	**Summary/ Conclusion:** Teachers are to provide enabling environment for children to be active and play as this helps their development greatly.	Participants listen

Lesson Nine

General Information

Topic:	Schools/Teachers' Responsibilities in Promoting Protection and Development Rights of Children
Sub-topic:	Schools/Teachers role in safeguarding Protection and Development Rights of Children within and outside the Classroom

Duration: 1 hour 30 minutes

Entry Behaviour: Participants are familiar with how to apply development rights of children to various situations in the classroom.

Training Environment: A spacious classroom that can allow participants to sit comfortably and move around when necessary. Posters and charts that are relevant to the topic are displayed on the walls.

Lesson Aims

By the time the lesson ends, participants would have been able to:

1.   Identify and discuss various responsibilities of schools/ teachers in promoting Protection and Development Rights of Children within and outside the Classroom.

Resources/Materials Needed: IGSGD, papers, pens, posters, flip charts.

Presentation

Step	Trainer's Activity	Participants' Activity
1	i. Welcome the participants, ask them to welcome one another and revise the previous topic with them.	Participants respond, welcome one another and contribute where necessary
2	i. Tell the participants the new topic and what to be achieved after discussing it.	Participants listen and also respond where necessary
3.	i. Inform the participants about the purpose of discussing the topic. ii. Give a brief introduction which will prepare the participants on the various roles they feel the school and teachers can play in promoting children rights, especially their protection and development rights. iii. Arrange the participants into groups of five members each. iii. Ask the participants to discuss in their groups, various responsibilities of schools and teachers in promoting protection and development rights co children.	i. Participants listen and form groups of five members each. ii. Participants discuss and share their opinions in their groups on the various responsibilities of schools and teachers in promoting protection and development rights co children.
5.	After the discussion in each group, ask one person in each group to present their ideas to the larger group. Guide the presentations and write the key points	A representative of each group presents the group's ideas to the larger group in turns.

	mentioned by each group on a flip chart.	
6.	Discuss the various ways the school and teachers should play their roles to promote protection and development rights of children with the participants	Participants listen, contribute where necessary.
7.	**Evaluation:** Tell participants to discuss some of the schools and teachers' responsibilities towards promoting protection and development rights of children.	Participants respond by answering the questions asked
8.	**Summary and Conclusion** There are various roles the school and teachers need to play in promoting protection and development rights of children. They must be knowledgeable about these and be alive to their responsibilities at all times,	Participants listen and obtain further information on the topic treated.

APPENDIX III

CONVENTIONAL METHOD INSTRUCTIONAL GUIDE

for

Training of Pre-Primary School Teachers on Child Rights

By

Nathaniel Olujoba **AYOOLA**

Introduction

      This guide was developed to the learning of child rights by teachers of pre-primary school especially, protection and development rights of children using conventional (lecture) method. Each lesson note comprises three sections which are the general information, presentation and evaluation.

Goals of Developing the Guide

      The main goals of developing this guide for training pre-primary school teachers are:

1. to improve pre-primary school teachers' awareness of child rights, especially protection and development rights.
2. to develop positive attitude to protection and development rights of children in the pre-primary school teachers
3. to instill good practice of protection and development rights of children in pre-primary school teachers.

Outline of Lesson Content

- Introduction to child rights: meaning and bodies/people responsible for safeguarding children rights
- International documents on child rights
- Child Rights Act
- Protection rights of children
- Application of protection rights of children by teachers
- Development rights of children
- Application of development rights of children by teachers
- Schools/Teachers' Responsibilities in Promoting Protection and Development Rights of Children

Activities for Each Week

Week 1:   Introduction to the research and administration of pre-test

Week 2:   Meaning of Child Rights

Week 3:   International Documents on child rights

Week 4:   Child Rights Act

Week 5:   Protection rights of children

Week 6:   Application of protection rights of children by teachers

Week 7:   Development rights of children

Week 8:   Application of development rights of children by teachers

Week 9:   Schools/Teachers' Responsibilities in Promoting Protection and Development Rights of Children

Week 10: Post-test Administration

LESSON PLAN FORMAT FOR LECTURE METHOD

General Information

Topic: …………………………………………………………………………….

Sub-topic: …………………………………………………………………………

Time Allowed:…………………………………………………………………..

Entry Behaviour: …………………………………………………………..

Training Environment:…………………………………………………………..

Lesson Objectives

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Instructional Resources:

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Stage 1:

Stage 2:

Stage 3:   .

Stage 4:

Assessment:

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Lesson One

General Information

Theme:	Explanation about the research and carrying out of Pre-test
Sub-topic:	
Time Allotted:	50
Introductory display:	Participants have some ideas about human rights generally
Training Environment:	A spacious classroom that can allow participants to sit comfortably and move around when necessary. Posters and charts that relate to child rights are displayed on the walls.

Lesson Aims

By the time the lesson ends, participants would have been able to:

1. briefly explain what the research is all about
2. take part in the answering of pre-test questions.

First step: Teacher introduces himself to the participants and asks the participants to introduce themselves.

Second step: The goals of the research and activities were explained by the teacher.

Third step: Teacher informs the participants about the pre-test and observation.

Evaluation: Teacher asks them to briefly explain what the research is all about.

Lesson Two

General Information

Topic:	Introduction to Child Rights
Sub-topic:	Meaning of child rights and people responsible for safeguarding children rights
Duration:	50 minutes
Entry Behaviour:	Participants have some ideas about human rights generally

Training Environment: A spacious classroom that can allow participants to sit comfortably and move around when necessary. Posters and charts that relate to child rights are displayed on the walls.

Lesson Aims

By the time the lesson ends, participants would have been able to:

1. explain the meaning of child rights

2. discuss people and bodies responsible for safeguarding children rights.

Instructional Materials: Charts and posters showing children playing in the school.

First Step: Teacher introduces the lesson by gives general information concerning rights.

Second Step: Teacher gives explanation on the meaning of child rights.

Third Step: Teacher gives some reasons why children need separate rights from adults.

Fourth Step: Teacher gives room for questions.

Evaluation: The participants are asked to:

i. explain what is meant by child rights

ii. mention three reasons why children need separate rights from adults

Lesson Three

General Information

Topic: International Documents on Child Rights

Sub-topic: CRC and ACRW

Duration: 50 minutes

Entry Behaviour: Participants have some ideas about child rights and the bodies responsible for safeguarding child rights

Training Environment: A spacious classroom that can allow participants to sit comfortably and move around when necessary. Posters and charts that relate to child rights are displayed on the walls.

Instructional Materials: Charts and posters showing children playing in the school.

Lesson Aims

By the time the lesson ends, participants would have been able to:

1.   explain what CRC and ACRW are.

2.   discuss some of the provisions of the CRC and ACRW.

First step: Teacher talks briefly about the previous lesson.

Second step: Teacher mentions and gives explanation on international documents on child rights.

Third step: Teacher gives explanations on some of the provisions of the international documents on child rights.

Fourth step: Participants are allowed to ask questions.

Evaluation: Participants are asked to:

1.   explain what CRC and ACRW are.

2.   explain some of the provisions of the CRC and ACRWC

Lesson Four

General Information

Topic: Child Rights Act, 2003

Sub-topic: Meaning of Child Rights Act and some of its provisions

Duration: 50 minutes

Entry Behaviour: Participants can discuss some rights that children have contained in the CRC and ACRWC

Training Environment: A spacious classroom that can allow participants to sit comfortably and move around when necessary. Posters and charts that relate to child rights are displayed on the walls.

Instructional Materials: Charts and posters showing children playing in the school.

Lesson Aims

By the time the lesson ends, participants would have been able to:

1.   explain what Child Rights Act Document mean

2.   mention some rights that children have as contained in Child Rights Act.

First Step: Teacher briefly talks about the previous lesson.

Second Step: Teacher gives explanation on Child Right Acts document

Third Step: Teacher gives explanations on some of the provisions of Child Right Act

Fourth Step: participants are allowed to ask questions.

Evaluation: The participants are asked the following questions:

1.   explain what Child Rights Act document is

2.   mention some of the provisions of Child Rights Act

Lesson Five

General Information

Topic:	Protection Rights of Children
Sub-topic:	Meaning and examples of protection rights of children
Duration:	50 Minutes
Entry Behaviour:	Participants are familiar with Child Rights Acts and some rights of children contained in the document.
Training Environment:	A spacious classroom that can allow participants to sit comfortably and move around when necessary. Posters and charts that relate to child rights are on the wall.
Instructional Materials:	Charts and posters showing teachers inflicting corporal punishment on children.

Lesson aims

By the time the lesson ends, participants would have been able to:

1.   explain what protection rights mean.

2.   discuss some of the children rights that fall under protection rights

First step: Teacher briefly talks about the previous lesson.

Second step: Teacher gives explanation on protection rights.

Third step: Teacher gives lists and explains rights that fall under protection rights.

Fourth step: Participants are given opportunity for questions.

Evaluation: The participants are asked the following questions:

1.   explain what is meant by protection rights

2.   discuss some of the children rights that fall under protection rights.

Lesson Six

General Information

Topic: Application of Protection Rights of Children by Teachers

Sub-topic:

Duration: 50 minutes

Entry Behaviour: Participants are familiar with protection rights of children contained in various child rights documents.

Training Environment: A spacious classroom that can allow participants to sit comfortably and move around when necessary. Posters and charts that relate to child rights are on the wall.

Instructional Materials: Charts and posters showing teachers inflicting corporal punishment on children.

Lesson aims

By the time the lesson ends, participants would have been able to:

1.   explain various ways in which protection rights of children can be applied by the teacher in the school.

First step: Teacher briefly talks about the previous lesson.

Second step: Teacher lists and explains additional protection rights of children to the participants.

Third step: Teacher explains how protection rights of children can be applied in the school settings.

Fourth step : Participants are given room to ask question.

Evaluation: Teacher asks the participants explain various ways in which protection rights of children can be applied by teachers in the school settings.

Lesson Seven

General Information

Topic: Development Rights of Children

Sub-topic: Meaning and examples of development rights of children

Duration: 50 minutes

Entry Behaviour: Participants can apply their knowledge of protection rights of children to classroom situation

Training Environment: A spacious classroom that can allow participants to sit comfortably and move around when necessary. Posters and charts that relate to child rights are displayed on the walls.

Instructional Materials: Charts and posters.

Lesson Aims

By the time the lesson ends, participants would have been able to:

1.   explain the meaning of development rights of children

2.   discuss some of the children rights that fall under development rights.

First step: Teacher briefly talks about the previous lesson.

Second step: Teacher gives explanation on development rights of children.

Third step: Teacher mentions and explains some development rights of children in the school settings.

Fourth step: Participants are given opportunity for questions.

Evaluation: Teacher tells the participants to:

1.   explain the meaning of development rights of children.

2.   Discuss some of the children rights that fall under development rights.

<center>Lesson Eight</center>

General Information

Topic: Application of Development Rights of Children by teachers

Sub-topic:

Duration: 50 minutes

Entry Behaviour: Participants are familiar with development rights of children contained in various child rights documents.

Training Environment: A spacious classroom that can allow participants to sit comfortably and move around when necessary. Posters and charts that relate to child rights are on the wall.

Instructional Materials: Charts and posters showing engaging in play activities.

Lesson aims

By the time the lesson ends, participants would have been able to:

1. explain various ways in which development rights of children can be applied by the teacher in the school.

First step: Teacher revises the previous lesson with the participants.

Second step: Teacher lists and explains additional development rights of children to the participants.

Third step: Teacher explains how development rights of children can be applied in the school settings.

Fourth step: participants are given room for questions.

Evaluation: Teacher asks the participants explain various ways in which development rights of children can be applied by teachers in the school settings.

Lesson Nine

General Information

Topic:	Schools/Teachers' Responsibilities in Promoting Protection and Development Rights of Children
Sub-topic:	Schools/Teachers role in Promoting Protection and Development Rights of Children within and outside the Classroom
Duration:	50 minutes
Entry Behaviour:	Participants are familiar with how to apply development rights of children to various situations in the classroom.
Training Environment:	A spacious classroom that can allow participants to sit comfortably and move around when necessary. Posters and charts that are relevant to the topic are displayed on the walls.
Instructional Materials:	Charts and posters showing children engaging in play activities.

Lesson aims

When this lesson ends, participants would have been able to:

1.   Identify and explain teachers' responsibilities in promoting Protection and Development rights of children.

First step: Teacher revises the previous lesson with the participants.

Second step: Teacher explains some ways by which teachers can promote Protection and Development rights of children.

Third step 3: participants are given rooms to ask question.

Evaluation: Teacher asks the participants to discuss various ways by which teachers can promote protection and development rights of children.

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RESEARCH ASSISTANTS TRAINING GUIDE ON INTERVENTION (RATGI)

Steps	Activity	Researcher's Activity	Research Assistants' Activity	Materials
1.	Welcome address	Researcher welcomes the research assistants to the training venue	Research assistants respond to the researcher	1. RATGI 2. Video camera 3. Photo camera
2.	Activities of study and training	Researcher introduces the research assistants to the training activities	Research assistants listen and asks for clarifications where necessary	1. RATGI 2. Video camera 3. Photo camera
3	Administration of pretest measures	Researchers discusses modalities for conducting pretest with pre-primary school teachers	Research assistants listen and asks for clarifications where necessary	1. RATGI 2. Video camera 3. Photo camera 4. ACRQ 5. CRAQ
4.	Think-pair-Share Learning Activities	Researcher explains what TPS entails and how it will be used to teach child rights related topics.	Research assistants listen and examine the instrument that will be used. They also ask questions where necessary.	1. RATGI 2. Video camera 3. Photo camera 4. IGTPS
5.	Small Group Discussion Activities	Researcher explains how SGD will be used to teach child rights related topics.	Research assistants listen and examine the instrument that will be used. They also ask questions where necessary.	1. RATGI 2. Video camera 3. Photo camera 4. IGSGD
6.	Conventional Method	Researcher explains how Conventional (Lecture) Method will be used to teach child rights related topics.	Research assistants listen and examine the instrument that will be used. They also ask questions where necessary.	1. RATGI 2. Video camera 3. Photo camera 4. LMIG
7.	Collection of Qualitative Data during intervention	Researcher explains how qualitative data will be collected during intervention	Research assistants listen and ask questions where necessary	1. RATGI 2. Video camera 3. Photo camera 4. FNT

8.	Focus Group Discussion with teachers	Researcher discusses how the FGD will be conducted with the teachers. He presents the instruments to be used during the FGD.	Research assistants listen and examine the instruments that will be used. They also ask questions where necessary and demonstrate how the instruments will be used.	1. RATGI 2. Video camera 3. Photo camera 4. IQFGDPST 6. FNT
9	Administration of posttest measures	Researchers discusses modalities for conducting posttest with pre-primary school teachers	Research assistants listen and asks for clarifications where necessary	1. RATGI 2. Video camera 3. Photo camera 4. ACRQ 5. CRAQ
10.	Assessment of Research Assistants	Researcher caries out the assessment of research assistants by administering RAASI		1. Video camera 2. Photo camera 3. RAASI
11.	Vote of thanks			1. Video camera 2. Photo camera

RESEARCH ASSISTANTS TRAINING GUIDE ON OBSERVATION (RATGO)

Steps	Activity	Researcher's Activity	Research Assistants' Activity	Materials
1.	Welcome address	Researcher welcomes the research assistants to the training venue	Research assistants respond to the researcher	1. RATGO 2. Video camera 3. Photo camera
2.	Activities of study and training	Researcher introduces the research assistants to the training activities	Research assistants listen and asks for clarifications where necessary	1. RATGO 2. Video camera 3. Photo camera
3.	Administration of CRPOS at Pretest	Researcher presents CRPOS to the research assistants and explains how it was to be administered at pretest stage of the research.	Research assistants examine the instruments and discuss them with the researcher, ask questions where necessary and demonstrate how they are to be administered.	1. RATGO 2. Video camera 3. Photo camera 4. CRPOS
4.	Administration of CRPOS at Posttest	Researcher presented CRPOS to the research assistants and explained how it was to be administered at posttest stage of the research.	Research assistants examined the instruments and discussed them with the researcher, asked questions where necessary and demonstrated how they are to be administered.	1. RATGO 2. Video camera 3. Photo camera 4. CRPOS
5.	Assessment of Research Assistants	Researcher carried out the assessment of research assistants by administering RAASO		1. Video camera 2. Photo camera 3. RAASO
6.	Vote of thanks			1. Video camera 2. Photo camera

ATTITUDE TO CHILD RIGHTS QUESTIONNAIRE

The researcher hereby solicits for your candid response to the items in the questionnaire and assures you that your responses will be used only for research purpose and handled confidentiality.

Thank you.

Ayoola Nathaniel O.

Researcher

Section A: Background Information

1. **Gender**: Male ☐   Female ☐

2. **Qualification:** NCE ☐   B. A Ed./ B.Sc. Ed./B.Ed. ☐   PGDE ☐

   M.Ed. ☐ Ph.D ☐

   Other Qualifications, please write …………………………..……...

Section B

Instruction: Below are a set of statements developed to measure teachers' attitudes to child rights. Tick the options that best suggest your opinions

Note: SA = Strongly Agree, A= Agree, D= Disagree, SD = Strongly Disagree

S/N	STATEMENT	SA	A	D	SD
1.	Applying corporal punishment to children as a form of a discipline in the school is normal.				
2.	Yelling or shouting on children may be necessary as a way of calling them to order.				
3.	Name calling such as 'dull brain', 'coconut head' can encourage children to do better.				
4.	There is nothing wrong in teacher sending children on errand or asking them to do some of his or her personal work.				
5.	There is nothing wrong with flogging or whipping children especially when they misbehave in class or in school.				
6.	Pinching or pulling the hears of children could sometimes be necessary, especially as a way of making them to be attentive during lessons.				
7.	It is teacher's duty to protect children against all forms of abuse in school.				
8.	The teacher may need to occasionally ignore children because they are always too demanding.				
9.	The teacher may sometimes be forced to isolate a child or some children from others because of disturbances.				

10.	It is not out of place to ask children to raise up their hands, especially when their noise is too much in the class.				
11.	The teacher may choose to use any teaching method, whether it is suitable for children's age and ability or not.				
12.	It is the government that has the primary role of ensuring that children's learning environment is stimulating not the teacher.				
13.	It is not all the time that the teacher should allow children to freely express their feelings on issues that affect them in school				
14.	It should be at the discretion of the teacher to decide whether children should engage in play activities or not.				
15.	Making the classrooms to be as democratic as possible is not always necessary because children can become naughty.				
16.	Teacher does not need to make class regulations that can allow children to participate in decision making because they are still young.				
17.	It is not every time that the teacher should allow children to ask questions because they sometimes ask irrelevant questions.				
18.	The nature of some children may not allow the teacher to treat all children equally in the class.				
19.	The teacher does not have to respect children's opinions all the time so that they will not take it for granted.				
20.	It is not the responsibility of the teachers to make children recognise and exercise their rights.				

CHILD RIGHTS PRACTICE OBSERVATION SCALE (CRPOS)

Section A: Background Information

1. **Gender**:   Male ☐ Female ☐

2. **Qualification:** NCE   ☐   B.A Ed./B.Sc. Ed./B.Ed.   ☐   PGDE   ☐   M.Ed. ☐   Ph.D. ☐

   Other Qualifications, please write …………………………………………...

Section B

Instruction to observer: Below are a set of items developed to measure teachers' practice of child rights. Please tick (√) the appropriate option that best suit the teacher's practice.

S/N	ITEM	Observation 1			Observation 2			Observation 3			Observation 4		
		Always practiced	Rarely practiced	Never Practiced	Always practiced	Rarely practiced	Never Practiced	Always practiced	Rarely practiced	Never Practiced	Always practiced	Rarely practiced	Never Practiced
1	Teacher uses abusive language when correcting children for their wrong doings.												
2	Teacher ignores or isolates any child in the name of being troublesome.												
3	Teacher ensures that the learning environment is safe and free from anything that can cause physical harm to children.												

4	Teacher shouts or yells on children for wrongdoings.													
5	Teacher kicks, strikes or slaps children when they do something wrong.													
6	Teacher flogs or whip children with cane when they do something wrong.													
7	Teacher nags or uses intimidating/threatening language on children.													
8	Teacher supervises and monitors children adequately.													
9	Teacher sends children on errands unnecessarily, especially during lessons.													
10	Teacher gives children opportunities to select play activities of their choice.													
11	Teacher gives equal attention to each child irrespective of status.													
12	Teacher prevents children from interacting freely with one another.													

13	Teacher allows children to engage in play activities adequately.												
14	Teacher gives opportunities for children creative thinking during lessons.												
15	Teacher uses teaching methods and learning resources that are age-appropriate.												
16	Teacher gives room for children to ask questions during lessons.												

CHILD RIGHTS AWARENESS QUESTIONNAIRE (CRAQ)

This questionnaire is designed to assess the extent of your awareness of child rights. Your candid response to the items in the questionnaire is sincerely solicited for. Your responses will be used only for research purpose and handled confidentiality.

Thank you.

Ayoola Nathaniel O.

Researcher

Section A: Background Information

1.   **Gender**:   Male   ☐   Female ☐

2.   **Qualification:** NCE   ☐   B. A Ed./ B.Sc. Ed./B.Ed.   ☐   PGDE ☐

       M.Ed.   ☐   Ph.D   ☐

       Other Qualifications, please write ………………………………………...

Section B

Instruction: Below are a set of statements developed to measure teachers' awareness of child rights. Please tick the options that best suggest the level of awareness of child rights that you have.

Note: SA = Strongly Aware, **A** = Aware, **U** = Unaware, **SU** = Strongly Unaware

S/N	STATEMENT	SA	A	U	S U
1.	Convention on the Rights of the Child and African Charter on the Rights and Welfare of the Child are international documents that address the rights of children.				
2.	Child Rights Acts, 2003 specifically addresses children's rights in Nigeria.				
3.	It is the right of children to be corrected by the teacher through dialogue and discussion instead of using cane.				
4.	Discrimination against children with disability in my class is a denial of their rights.				
5.	It is children's right for teachers to ensure that they are protected against all forms of abuse in the school.				
6.	Administration of strenuous punishment such as asking them to do frog jump or lift up objects is against their protection rights.				

7.	Sending children on errands and giving them teacher's personal task to do is a form of denial of their rights to proper learning and development.				
8.	It is the rights of the child for the teacher to respects his or her dignity irrespective of the child's ability, religion, colour or race.				
9.	Ignoring or isolating any child is a denial of the child's right to associate and play with others.				
10.	Withholding deserved praise or reward from children is opposed to their development right.				
11.	Verbal abuse or name calling by the teacher is against the right of the child.				
12.	Children have rights to engage in play and recreational activities of their choice and teachers have obligations to respect and allow this.				
13.	Teaching children with appropriate methods and materials that are suitable to their age and ability is their rights to learning and development.				
14.	Children should be allowed to participate in decision making, especially those that affect them.				
15.	It is children's right to learning and development for teachers to ensure that learning environment is stimulating and friendly.				
16.	One of the development rights of children is to allow them to form and express opinions				
17.	They possess right to culture and religion of their choice.				
18.	When teachers allow children to interact freely with one another, they enjoy their right to association as one of their development rights.				
19.	Giving equal attention to each child irrespective of status is one of the development rights of every child.				
20.	Children should be taught by the teacher about their rights.				

RESEARCH ASSISTANTS ASSESSMENT SHEET ON INTERVENTION

(RAASI)

Section A

Gender: Male ☐ Female ☐

Section B

S/N	Item	1	2	3	4	5
	Research assistant					
1.	Demonstrates knowledge of what the research is all about to a good extent.					
2.	Gives correct explanations on administration of ACRQ and CRAQ at pretest.					
3.	Gives correct explanations on the use of TPS and how the participants will be paired.					
4.	Explains in details how SGD will be sued and how the participants will be grouped during the learning of child rights					
5.	Identifies, explains and demonstrates appropriate skills on the administration of the instruments to be used for collaborative methods					
6.	Explains in details how FGD will be conducted with the teachers					
7.	Gives correct explanations on administration of ACRQ and CRAQ at posttest.					

Key: 1 = Poor

2 = Average

3 = Good

4 = Very Good

5= Excellent

RESEARCH ASSISTANTS ASSESSMENT SHEET ON OBSERVATION
(RAASO)

Section A

Gender: Male ☐ Female ☐

Section B

S/N	Item	1	2	3	4	5
	Research assistant					
1.	Demonstrates knowledge of what the research is all about to a good extent.					
2.	Explains how observation will be done at the pretest stage correctly.					
3.	Demonstrates evidence of adequate knowledge and skills on the CRPOS will be used at the pretest stage.					
4.	Explains posttest stage correctly					
5.	Demonstrates evidence of adequate knowledge and skills on the CRPOS will be used at the posttest stage.					

Key: 1 = Poor

2 = Average

3 = Good

4 = Very Good

5= Excellent

APPENDIX XI

Interview Questions on Focus Group Discussion with Pre-primary School Teachers

(IQFGDPST)

The IQFGDPST developed by the researcher to conduct FGD with the participants in the study. Participants' responses will be documented using the field notes, audio and video recorders. The researcher would begin by explaining the ground rules as follows:

Before we start, I would like to remind you that there are no right or wrong answers in this discussion. We are interested in knowing what each of you think, so please feel free to be frank and to share your own view. It is very important that we hear all your opinions.

We would start by going around the circle and having each person introduce himself or herself. (Members of the research team should also introduce themselves and describe their roles).

The interview questions are listed below.

1.   How do you feel about children rights now?

    i.   What is now your opinion about making children enjoy their rights?

    ii.   Do you see the school as an environment where children should enjoy their rights?

    iii.   If yes, why?

2.   i.   On your own, how will you now treat the issue of child rights?

    ii.   How will you now be reacting to issues of child rights when you hear about them?

3.   i.   Will you be ready to collaborate with teachers to make them allow children enjoy their right?

    ii. How do you think you can overcome challenges associated with such advocacy?*(Probe:*

    Challenges relating to culture, tradition, religion etc).

FIELD NOTE TEMPLATE

Part A: BACKGROUND INFORMATION

Recorder:……………………………………………………………………………………

Day:………………………………………… **Date**: …………………………………………

Collaborative Training (Topic):

……………………………………………….……………….....................................

PART B: **NOTE**

Teachers' Response and Participation in Training Activities: Describe teachers' response and participation in learning about child rights.

Prompts on Documentation of Pre-primary School Teachers' Participation in Training Activities (PDPSTPTA)

The PDPSTPTA was developed to provide the signals on what to look for as pre-primary school teachers react to training activities using collaborative training methods in exposing them to child rights. The prompts which are in form of questions are highlighted bellow.

i.   How do participants react to training when collaborative training methods are used?

ii.   How actively do the participants participate in training activities when collaborative training methods are used?

iii.   How eager are the participants to contribute to training activities when collaborative training methods are used?

iv.   Are participants more engaged with training activities when collaborative training methods are used?

v.   Do the participants seem more motivated and enthusiastic when collaborative training methods are used?

INFORMED CONSENT FOR TEACHERS

This Informed Consent Form is for pre-primary school teachers that I am going to involve in a study titled "Collaborative Training Methods and Pre-Primary School Teachers' Attitude to and Practice of Child Rights in Ondo State".

Details

Designation: Ayoola Nathaniel Olujoba   Contacts: 08035786362, 08038458
 nathanieljoba@gmail.com

This Informed Consent Form has two parts:
1. Information Sheet (to share information about the study with you)
2. Certificate of Consent (for signatures if you choose to participate)

Part I: Information Sheet

Introduction

I am a postgraduate (Ph.D) student of the Department of Early Childhood and Educational Foundations, Faculty of Education, University of Ibadan. I am conducting a research to improve Pre-Primary School Teachers' Attitude and Practice of child rights. I am going to give you information on the research. If you have questions later, you can ask them from me.

Purpose of the research

I intend to find ways to improve the attitude and practice of child rights among pre-primary school teachers so that they can have a better disposition to issues relating to rights of children, especially, their protection and development rights, both within and outside school environment. I believe therefore that your participation in this research

will help you to know more about the rights of children, a situation that would equip you with knowledge to exhibit attitude and behaviour that will safeguard and promote children rights at all times and in all circumstances. I also believe that your participation in this study will properly position you to be a child rights advocate and somebody that will always stand to defend children rights.

Type of Research Intervention

This research will require your involvement in training activities that will take between 70 and 80 minutes each during nine lessons to be spread over nine weeks. It will also involve your participation in another 50 to 60 minutes interview during a Focus Group Discussion session.

Participant Selection
You are being invited to take part in this research because I believe that your experience in the study can contribute to your professional development which you need for making children enjoy their rights, especially protection and development rights and which will enable them learn and develop properly.

Voluntary Participation
Your participation in this research is voluntary. You have the choice to agree participate or not, or to discontinue your participation even after you have agreed to do so.

Procedures
I am asking you to participate in this study so that you can improve your attitude and practice of child rights. If you accept, you will take part in the following:
  i.   Gather at a jointly agreed place with other participants who are teachers like you once in a week for 70-80 minutes and for a period of nine weeks
  ii.   Join other participants and the trainers to learn about children rights.
  iii.   Share your knowledge and experiences on issues relating to child rights with other participants as a way of making everybody to learn (Please note that the training activities will be recorded using audio, video and photograph materials).
  iv.   Participate in a Focus Group Discussion (FGD) of about 50 to 60 minutes in order to share your experience in the research.
  v.   The entire discussion will be recorded through audio, video and photograph materials but you will not be identified by name on the materials.

Duration
  i.   The research will involve your participation for nine weeks
  ii.   Each training activity will take place once a week
  iii.   Teaching and learning activities for each week will last for about 70 to 80 minutes.

Risks
Your participation in this research will take some of your time. You will have to create time to participate in this study to learn together with other participants about children's rights. You will be physically available during the time the training will be holding.

Benefits
Your participation in this research will make you to be more knowledgeable about the rights of children which will enable you to develop a more positive attitude to making them enjoy their rights. It will also help you in engaging in practice that will guarantee children' rights better. This will no doubt improve your overall professional practice.

Reimbursement

I will provide you with appropriate refreshment and other thingsthat can make you comfortable while participating in the research.

Undisclosed

This research, being in primary schools, may draw attention of other teachers and non - teaching staff and if you participate you may be asked questions by the other members of staff in your school. I will not be sharing information about you to anyone outside of the research team. The information that I collect from this research project will only be used for the research purpose.

Sharing the Results

The knowledge from this research will be shared with you and will be made widely available to the public. You are likely to receive a summary of the results.

Right to Refuse or Withdraw

You do not have to take part in this research if you do not wish to do so, and your choice to participate will not affect you in any way. You may stop participating in the research at any time that you wish.

Who to Contact

The proposal for this research has been reviewed and approved by the researcher's supervisor and the Department of Early Childhood and Educational Foundations, Faculty of Education, University of Ibadan, whose task it is to make sure that participants are protected from harm.

Part II: Certificate of Consent for Teachers

(This section is mandatory)

I have read the foregoing information. I have had the opportunity to ask questions about it and all questions I have asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Name: ------------------------------
Signature: ------------------------------
Date: ------------------------------

Statement by the Researcher

I have, to the best of my ability made sure that the participant understands the roles expected of him/her in the study.

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily. A copy of this ICF has been provided to the participant.

Name of Researcher: --
Signature of Researcher: --
Date: --

PREPARED NOTES GUIDE ON CHILD RIGHTS

Introduction

This note was prepared based on the nine topics on child rights that the participants are to be exposed to during the training. The topics are listed below.

- Introduction to child rights: meaning ad bodies or people responsible for safeguarding children rights
- International documents on child rights
- Child Rights Act
- Protection rights of children
- Application of protection rights of children by teachers
- Development rights of children
- Application of development rights of children by teachers
- Schools/Teachers' responsibilities in promoting children rights

Lesson one

Introduction to the Research and Administration of Pre-test

The activities of the day was mainly introduction of the participants to the research, providing necessary information to the participants on the goals of the research, the activities they were involved in throughout the research period, filling of consent form and administration of pre-test.

The participants were informed about the goals of the research and what they would gain personally in terms of professional knowledge and practice from the training. They were also informed of the duration of the entire training. Thereafter, the day of training for each week, time and duration were unanimously agreed on by the researcher, research assistants and the participants. The researcher sought for maximum cooperation of the participants and gave room for them to ask questions on any area of the research and their involvement.

Filling of Consent Form and administration of Pre-test

After providing the above information, Consent Forms were distributed to the participants which they read carefully. They were asked to take them away for that day, fill the portion of the form that they are required to fill and sign, then take them to their respective schools and get them stamped by their respective head teachers.

Lesson Two
Meaning of Child Rights

Child rights are claims that all children have to survival, development protection and participation. They can be referred to as obligation owed to children by both the state and adults generally. Child rights are fundamental freedom of every human being that is below 18 years. These rights apply to all children, irrespective of their parents/legal guardian's race, color, sex, creed, or other status. The essential message behind the idea of child rights is equality of opportunity. All children are expected to have equal rights and be provided with equal opportunities to enjoy good standard of living. A safe childhood is a human right. Across the world, several studies have reported that children are being denied their rights. Childhood is the foundation of every human life. According children their rights is the pillar for national construction and a brighter tomorrow.

People/ Bodies Responsible Safeguarding Children Rights

Ensuring that children enjoy their rights is the responsibility of every adult. People or bodies responsible for safeguarding children rights are the family, community, institutions (schools, churches), state or province, nation or country and international bodies. In most cases, it is the primary responsibility of the family to provide a suitable environment the will meet the child's developmental needs.

The community also plays important role in making children enjoy their rights. Law, customs and belief systems of the community must not be such that will not promote children rights. For example, discrimination against girl child by a community when it comes to access to education. Institutions, such as schools, churches and mosques have important responsibilities in making children enjoy their rights. They are

expected to provide advocacy which will change the orientation of members of the society positively such that children rights can be fully guaranteed.

The state and nation usually enact child rights laws which are meant to safeguard children rights while international organisations such as United Nations and African Union have also made legal provisions on children rights. Non- Governmental Organisations (NGOs) both local and international play vital roles in acting as watch dogs to ensure that children enjoy their rights in the society. Examples of these NGOs include Child Rights Awareness Campaign Organisation (CRACO).

Lesson Three

International Document on Child Rights

There are a number documents on child rights that are of international outlook but the most notable among them is the Convention on the Rights of the Child (CRC).

The CRC is a human rights convention with 54 articles, outlines the civil, political, economic, social, cultural, and other rights of children. A child is defined by the Convention as any person who is less than the age of eighteen. On November 20, 1989, the UN General Assembly approved the Convention and made it available for signature. After the required number of countries ratified it, it went into effect in September 1990. International law binds the nations who ratify this agreement. The UN Committee on the Rights of the Child, which is made up of representatives from different nations, keeps track of compliance. The UN General Assembly's Third Committee receives a report from the CRC once a year, and the Assembly also receives an opinion from the CRC Chair before adopting a resolution on the rights of children. Governments of nations that have ratified the Convention are obligated to submit reports to and appear before the UN Committee on the Rights of the Child on a regular basis so that they can be evaluated on the success they have recorded regarding the enforcement of the Convention and the status of children's rights in their nation.

Lesson Four

Child Rights Acts

The Child Rights Act is a comprehensive piece of law that Nigeria passed in November 2003 and which broadly addressed the welfare, protection, and general well-

being of children in Nigeria. In terms of the child's general wellness, individuals or organizations are obligated to adhere to the requirements set by the relevant authorities. The Act outlines a child's fundamental rights, which can be divided into four main categories: rights to survival, rights to protection, rights to development, and rights to participation.

Rights to Survival: These are the most significant and basic rights since they provide the cornerstone on which all other rights are based. According to the Act, survival rights include, among other things, the right to life and the ability to meet one's most basic needs; the right to a child's name at birth or on any other date determined by the culture of the child's parents or guardians; the right to registration at birth; and the right to quality medical treatment.

Developmental rights: According to the CRA, a child's rights to play, education, leisure time activities, freedom of social contact, and freedom of religion and thought are all also included.

Protection rights: Protection rights consist of the child's rights against all types of abuse, including child marriage, child betrothal, inflicting tattoos and skin marks, trafficking, using children in any type of criminal activity, abduction and unlawful removal and transfer of a child from lawful custody, forced, exploitative, or hazardous child labor, involvement in armed conflict, and illegal hiring of a child as domestic help outside of their own home or family setting.

Rights to participation: The rights that children have to participation are freedom of express themselves, share their opinions, conscience, and freedom to practice religion of their choice. Others include the right to associate freely, to be free from discrimination, and to take part in lawful assembly.

Lesson Five

Protection Rights of Children

Imagine what the world would look like if children are safe. Imagine a situation where all the stakeholders in the protection of children such as parents, teachers, religious leaders and law enforcement agencies are alive to their responsibilities of making sure that protection rights of children are guaranteed at all times. However, this

is not always the case. Children's rights to adequate protection are often violated by people who are supposed to safeguard these rights. Various factors could be responsible for this ugly trend. One of them lack of knowledge in what child protection is and what constitute protection rights of children. Where there is a lack of information and understanding of the rights that children have to be adequately protected from every form of maltreatment, protection rights of children will continue to be violated.

In the school setting, protection rights are those rights that children have against any form of harm or maltreatment in the hands of the teachers and other school personnel. They include the rights of the child against actions such as flogging, slapping, shaking, striking, kicking, pinching, whipping, pulling of ears, shoving, meting out strenuous punishments, nagging, yelling, intimidating, name-calling, withholding deserved praise or rewards, spurning, rejecting, ignoring, isolating, non-provision of supervision, sending on non-school related errands and sending on errands during lessons.

Lesson Six

Application of Protection Rights of Children by Teachers

The teacher, more than any other stakeholder in the education of children, is expected to apply measures that will guarantee protection rights of children in the following ways

- Teachers should not use abusive language when correcting children for their wrong doings.
- Teachers should not ignore or isolate any child in the name of being troublesome.
- Teachers should ensure that the learning environment is safe and free from anything that can cause physical harm to children.
- Teacher should not kick, strike, slaps, flogs or whip children with cane when they do something wrong.
- Teachers should not nag, shout or yell or use intimidating/threatening language on children for wrongdoings.
- It is the right of children to be properly supervised and monitored by their teachers anytime they are in their custody.

- Teachers should recognise and identify abuse, neglect and any other form of child rights violation and take appropriate actions against such acts.

- Teachers can collaborate with school management to organise meeting of children with school management and parents at Parents Teachers Association meeting

Lesson Seven

Development Rights of Children

Generally, development rights of children are the rights that they have which enables them to grow, develop properly and reach their fullest potentials. Development rights of children are: right to education, right to play, right to leisure, recreation and culture, right to cultural activities, freedom of social interaction freedom of thought freedom of conscience and freedom religion.

Lesson Eight

Application of Development Rights of Children by Teachers

As it has earlier been established, children have rights to learn and develop properly. The roles that teachers play to ensuring that these rights are guaranteed are enormous. Teachers should apply development rights of children I their day to day dealings with children in the following:

- Teachers are expected to engage parents and community members to assist in making learning resources available in the school whenever the need arises.

- Children should be given ample opportunities to play and select play activities of their choice. All children are also to be given adequate attention irrespective of status, race, colour, ability or disability.

- Children are to be allowed to interact freely with one another. They should also be allowed to engage in play activities adequately.

- Teachers should always give opportunities for children creative thinking during lessons. They should always use teaching methods and learning resources that are age- appropriate, culturally relevant and not religious biased.

- Teachers should always prepare children for appropriate activities which are not harmful or threatening to their health and security. They should ensure that other

adults such as parents and community members develop attitude and practice that promote children rights. This can be done through various forms of advocacies and child rights education campaigns.

Lesson Nine
Schools/Teachers Responsibilities in Promoting Children's Rights

The school is expected to be a place where children are safe, able to learn and where their rights are fully guaranteed. This can be achieved through the following ways.

- The school can assist in raising the level of awareness about child rights by holding discussions, seminars etc with parents and other members of the community through Parents Teachers Association (PTA) and School Based Management Committee (SBMC).

- Establishing child rights clubs in schools which can provide avenues for teachers and children to meet and learn about children rights.

- Development of strategies that can improve school facilities which can make school environment safe and conducive for children's proper learning and development.

- Promoting access and retention by devising strategies that can make schools reach out to any child that is not in school through home visits.

- Developing codes of conduct and other measures that can promote positive attitude and good practice of child rights in schools.

- Establishment of confidential and safe reporting mechanisms in schools.

- Establishment of mechanisms that will guarantee prompt awareness of situation where children are unsafe and taking necessary actions to make them safe.

APPENDIX XVI

LETTER OF APPROVAL FROM STATE UNIVERSAL BASIC

EDUCATION BOARD (SUBEB)

SUBEB/SS/32/3

12ᵗʰ July, 2021

Mr. Ayoola Nathaniel Olujoba,
Department of Early Childhood
  and Educational Foundations,
University of Ibadan,
Ibadan.

APPROVAL LETTER

Consequent upon your letter of request for the permission to involve twenty ECCDE Teachers in Akure South, Ondo West and Idanre LGEAs in training on child rights.

2.   I have been directed to convey an approval of the programme in the above named LGEAs at an agreed venue.

3.   Kindly note that you are to bear all logistics for the programme as the Board has no budget for this in the financial year.

4.   Thank you.

DIRECTOR
SOC. MUT DEPT SUBEB
DATE...............

Monilari C.O.
For: Director School Services

PHOTO GALLARY

Training of Research Assistants on Intervention

Training of Research Assistants on Observation

Focus Group Discussion at TPS AND SGD

Researcher, Research Assistants, Director of School Services and Participants from Akure South LGA

Reseracher, Research Assistants and Participants from Ondo West LGA (SGD Group)

Researcher with Participants from Idanre LGA (Conventional Method Group)

Researcher, Research Assistants and Director of School Services, Akure South LGA

Researcher, Research Assistants and the Head Teacher of Idanre LGA Training Centre

Researcher with Research Assistants on Observation