

EXPLORATION OF PARENTS' AND TEACHERS' PROTECTION OF CHILD RIGHTS AND THEIR AWARENESS OF CHILD RIGHTS ACT 2003 IN OYO STATE, NIGERIA

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Abstract

The study investigated parents' and teachers' protection of child rights and their awareness of Child Rights Acts 2003. A descriptive survey research design was adopted for the study. All parents and teachers in Oyo State constituted the population for this study. Two hundred parents and two hundred teachers were randomly selected from five Local Government Areas of Oyo State, Nigeria. The total of respondents in the study was four hundred. Four research questions were raised and answered while two hypotheses were tested at 0.05 level of significance. Four researchers' designed instruments were used to gather data for the study; namely, 'Parents' Protection of Child Rights ($r=0.89$), Parents' Awareness of Child Rights Acts 2003 (0.82), Teachers' Protection of Child Rights ($r=0.86$) and Teachers' Awareness of Child Rights Acts 2003 (0.81). Data collected were analyzed using descriptive statistics of frequency counts, percentage mean and t-test analysis. The study found low level of awareness of protection of child rights and awareness of Child Rights Acts 2003 among parents and teachers. Based on the findings, the study recommended that measures and strategies be put in place by all stakeholders to increase awareness of child rights and also ensure high priority to their protection among all parents, teachers and all custodians of children. Government Non-Governmental agencies should make adequate steps to enlighten people that every child has rights that must be protected for its optimum development.

Keywords: Child rights protection, Parents' and teachers' awareness, Child Rights Acts 2003, Child abuse

Introduction

The first step towards ensuring a peaceful and prosperous society is protecting the rights of children. Children are indispensable assets to the prosperity of the society, denying them their rights or benefits can amount to mortgaging the future of the nation. All decisions and act about a child must be taken in the exclusive interest of the child to ensure his/her immediate and future well-being. It is the responsibility of the parents and other custodians of children to provide them with opportunity to develop intellectually, socially and emotionally as spelled out in the United Nations Conventions on the Rights of the Child (1989). The UNCRC grouped children rights into rights to survival, development, participation, and protection from all harms and inhumane treatment. The absence of these amounts to abuses or non-protection of child rights which have great implication on the overall development of the child and the society.

The care and well-being of children are dependent on parents and teachers and other adults around them. Child rights must be safeguarded by the parents, teachers and the community which surround them. According to Gabriela (1945), Soyibo (2010) and Adedigba (2016), the worst crime parents or a nation can commit is to neglect and abandon the care of their children. They resolved that the care of children cannot be ignored or be postponed because the childhood period is the time necessary care should be given to lay a sound foundation for their development. Joseph (2007) underscored the importance of children's right in preparing the ground for a healthy, strong and disciplined society and submitted that children rights to education and descent life should be protected at all cost. Olumodeji (2008) is also of the view that child welfare matters should be issues of urgent concern in any society. This importance is also prioritized by Akor (2009) who stated that it is an offence under the Child Rights Act, 2003 (CRA 2003) for parents to deny children their rights.

Studies showed that of all influences that affect the lives of individuals in the society, none touches them so ultimately and continuously as the parents, from the moment of birth to the moment of death (Spears, 2000; Osanyin, 2004; Olumodeji, 2008, Soyibo, 2010). Parents influence the life of their children in significant ways. Spears (2000) realized this and stated that parents should be alert to the fact that every child has the right to adequate care, supervision and freedom from maltreatment and that parents have the responsibility of being primary resource for their children. Onuka (2004) and Osanyin (2004) also identified the importance of the home where parents are the most important elements that play influential roles on the development of the child. They all agreed that the home lays a foundation, which other people

that the child comes in contact with later build on. This is well confirmed by Osanyin (2004) who further emphasized that the child completely depends on the parents for care, love, protection, and warmth, for physical, mental, spiritual, emotional and social support. She asserted that the child can only make progress from its helpless state to an active and independent person through the assistance of the parents. The rate at which a child eventually develops his/her personality is determined by the quality of support provided by the parents. This is possible with willing, ready, loving, caring and interested parents who respond appropriately to the needs of the children. Shoaga (2004) also submitted that parents are to cater for well-being of the child and that children should not be forced into adulthood before her time by engaging her in helping to run the affairs of the home economically.

Teachers are the other group of people that also influence a child most and contribute to the shaping of his or her personality. Adedigba (2016) submitted that a teacher's roles include more than helping students acquire content and information. It involves supporting, protecting and helping develop the social, emotional and ethical qualities that enable them to have success in school and in later life. They are to provide an enabling, conducive, friendly and stimulating environment to children (Adam & Onuka 2004; Akinbote, 2007). They are also entrusted to help children realize their right to basic education of good quality and in socializing girls and boys in non-violent environment, safe from drugs and harassment, enhance their health and well-being, guarantee them safe and protective space for learning, free from violence and abuse.

Adams and Onuka (2004) submitted that the teacher should carry out the correction of the child in a friendly manner, communicate effectively at the level of the child's understanding, and respect the rights of the child. They submitted that a teacher constituted a component of child friendly environment if and only they are accessible, sociable, and friendly to the child and always ready to contribute their quota in providing a child-centred school by promoting child participation in all aspects of school life. They are expected to promote good quality teaching learning processes with individualized instruction appropriate to each child's development level, abilities and learning style with active, cooperative and democratic methods.

All these responsibilities of parents and teachers in the care of the child are clearly encoded in Child Rights Laws as contained in the United Nations Convention on the Rights of the Child (UNCRC). UNCRC an international document adopted in 1989 and the African Union Assembly of the head of states adopted African Charter on the Rights and Welfare of the Child (ACRWC) in 1990. Nigeria ratified UNCRC in 1991 and ACRWC in 2000 and

the domestication of these documents gave birth to Child Rights Act, 2003 (CRA, 2003) enacted by Federal Government of Nigeria.

Children's rights focus on the domestic laws and policies that affect child health and social welfare, education and special needs, child labour and exploitation, sale and trafficking of children and juvenile justice. As indicated in these documents, the rights of children are categorised into survival rights, developmental rights, participation rights and protection rights. Survival rights are right of a child to a home, privacy, special care and assistance, identity and food and good nutrition. Developmental rights consist of the right of a child to adequate healthcare and quality education and access to special education while participation rights include the right of a child to express their opinions, play, to participate in family discussion, to belong to association, a life free from discrimination and share views with others. The last category is right to protection which highlights the rights of a child to protection from abuse, neglect, sexual abuse and exploitation (Adedigba, 2015)

Despite these efforts, research confirms that child rights violation occurs at home and schools. Both parents and teachers inflict corporal punishment, maltreat and humiliate children all in the name of discipline (Rizwan, Rajendri and Ritu, 2012). School violence has been reported as one of the most devastating social problems facing school children to the extent that students perceive their school as an unsafe environment (Astor & Meyer, 2001). Oyaziwo (2004) reported that some teachers' behaviour constitutes psychological maltreatment in the classroom. Pupils are victimized by their teachers, there are cases of physical abuse and child sexual abuse. Oyaziwo (2004) quoting from Shumba (2002) confirmed that the victims of psychological maltreatment reported harassment, verbal put downs, labelling (stupid, dummy); inconsistent erratic behaviour, screaming at the children until they cried, inappropriate threats to try to control classes, allowing some children to harass and belittle others, cursing students and their families, poking fun at students' appearance and abilities and similar degrading behaviours, use of homework as punishment, throwing homework at children and physical punishment by the teachers (Shumba, 2002). Shumba reported in his study that almost a quarter of all the children participating in that study (24-90 percent) reported being victimized by a staff member who either humiliated or cursed during the month prior to the survey administration.

Several cases of children's rights violation and abuses were also reported by Ebigbo (2003); Owolabi (2011); CENCOD (2012) & Adedigba (2015). For example, CENCOD (2012) reported cases of an underage girl impregnated by her father and a five-year-old boy flogged to death by her father. Also, a pupil reported died as a result of flogging she received from a

teacher. These studies also confirmed that child trafficking is still going on unabated with its attendant negative influence on children. Child abuse and child labour, street-begging, early marriage of the girl-child and widespread rape of children, are still the order of the day, despite the Act.

There is a growing concern on how incidence of child abuse, child neglect, and child maltreatment can be eliminated from our homes, educational system and society at large, because of its damaging consequences on the child's overall development. The ratification of the Child Rights Act without its implementation renders it useless. As one of the attempts to make Child Rights Act work in Nigeria, it is imperative to conduct more empirical studies on child rights protection and awareness of the legal framework on child protection. In due course, the recommendations of such studies could assist the nation on the promulgation and protection of Child Rights Act 2003 among the parents, teachers and the entire public.

The solution lies not in the ratification of child rights principles but rather in a vision and mission that interpret these rights, so that the rights of children do not remain a mirage in Nigeria. The beauty of Child Rights Act 2003 lies in ultimate adherence to its letters, appreciating its implication for the welfare and development of the Nigerian child. The starting point to undertaking child rights implementation is to examine parents' and teachers' loyalty to it. It is against this background that this study investigated how far the parents and teachers have been able to protect the rights of children in their custodies and their awareness of laws protecting children's rights as contained in Child Rights Acts 2003. The study investigated the extent of child rights protection among parents and teachers and measured the level of their awareness of Child Rights Acts 2003. Also, the significant difference between parents' and teacher' protection of child rights and their level of awareness of Child Rights Act 2003 was investigated.

Methodology

This study adopted a descriptive survey research design. All parents and teachers in Oyo State constituted the population for this study. Since the researcher could not involve the entire population in the survey, a total of two hundred teachers and two hundred parents were randomly selected from five randomly selected Local Government Areas to participate in the study. This actually yielded a total of four hundred respondents who were eventually surveyed. Four main instruments were used to gather data for the study. These were: Parents' Protection of Child Rights Questionnaire (PPCRQ), Parents' Awareness of CRA 2003 Questionnaire (PACRAQ), Teachers'

Protection of Child Rights Questionnaire (TPCRQ) and Teachers' Awareness of CRA 2003 Questionnaire (TACRAQ). PPCRQ consisted of 20 items structured in 4 likert scale of Very Often, Often, Sometimes and Never, measuring parents' protection of child rights while PPCRAQ contained 10 items with the responses YES or NO, all positively worded measuring the parents' awareness of Child Rights Act (2003). TPCRQ also has 20 items to measure the extent to which teachers protect child rights, structured in 4 likert scale of Very Often, Often, Sometimes and Never. TACRAQ also has 10 items structured in dichotomy of YES or NO responses and also positively worded examining the teachers' level of awareness of Child Rights Act 2003. The four instruments were given to lecturers in Law and Early Childhood Education for face and content validity. Also, 20 copies of each of the instruments were administered on a comparable sample of parents and teachers that were not involved in the study and using the Cronbach Alpha, the analysis yielded a reliability coefficient as indicated against each of the instruments: PPCRQ (0.89), PACRAQ (0.82), TPCRQ (0.86) and TACRAQ (0.81). Data collected were analyzed using descriptive statistics of frequency counts and percentage, mean and standard deviation and t-test was used to test the hypotheses at 0.05 level of significance.

Results

Research Question 1: To what extent do parents protect the rights of a child?

Table 1: Table Showing Child Rights Protection among Parents

N S/N	Items	Very Often	Often	Sometimes	Never	Mean
1	Provide food with balance diet for my children		21(10.5)	103(51.5)	76(38.0)	1.73
2	Make arrangement for conducive houses for my child/children to live.	4(2.0)	23(1.5)	99(49.5)	74(37.0)	1.79
3	Give my children love and affection	8(4.0)	24(12.0)	98(49.0)	70(35.0)	1.85
4	I allow my children to request for and provide what they need	2(1.0)	24(12.0)	101(50.5)	73(36.5)	1.78
5	Register my child/children after birth	5(2.5)	22(11.0)	99(49.5)	74(37.0)	1.79
6	I have time to assist my children with their home work	5(2.5)	22(11.0)	101(50.5)	72(36.0)	1.80
7	I monitor my children's progress in school	4(2.0)	22(11.0)	102(51.0)	72(36.0)	1.79
8	My children receive complete immunization	2(1.0)	33(16.5)	93(46.5)	72(36.0)	1.83
9	Do not give my children self-medication but take them to hospital for proper medical care when ill	3(1.5)	25(12.5)	98(49.0)	74(37.0)	1.79
10	I care about what my children eat and drink	2(1.0)	30(15.0)	98(49.0)	70(35.0)	1.82
11	I do not force my children to do against their wishes.	13(6.5)	24(12.0)	99(49.5)	64(32.0)	1.93
12	I listen to and answer my children's questions	7(3.5)	21(10.5)	100(50.0)	72(36.0)	1.82
13	I set aside time to discuss and play with my children		17(8.5)	112(56.0)	71(35.5)	1.73
14	Give my children time to play		26(13.0)	106(53.0)	68(34.0)	1.79
15	Welcome my children's suggestions		25(12.5)	102(51.0)	73(36.5)	1.76
16	My children work to support the family needs	7(3.5)	20(10.0)	103(51.5)	70(35.0)	1.82
17	My children live with relatives to relief my burden	15(7.5)	26(13.0)	93(46.5)	66(33.0)	1.95
18	I don't send my children on errands at any time	5(2.5)	31(15.5)	110(55.0)	54(27.0)	1.94
19	I don't correct my children's wrong doing by beating and punishing them.	10(5.0)	20(10.0)	106(53.0)	64(32.0)	1.88
20	Go all the way to protect my children from maltreatment	13(6.5)	16(8.0)	118(59.0)	53(26.5)	1.95
Weighted Average						1.83

Table 1 shows the extent to which parents protect the rights of a child. The parents sometimes do the following: provide food with balance diet for my children (1.73), make arrangement for conducive houses for my child/children to live (1.79), give my children love and affection (1.85), I allow my children to request for and provide what they need (1.78), register my child/children after birth (1.79), I have time to assist my children with their homework (1.80), I monitor my children's progress in school (1.79), my children receive complete immunization (1.83), do not give my children self-medication but take them to hospital for proper medical care when ill (1.79), I care about what my children eat and drink (1.82), I don't force my children to do against their wishes (1.93), I listen to and answer my children's questions (1.82), I set aside time to discuss and play with my children (1.73), give my children time to play (1.79), welcome my children's suggestions (1.76), my children work to support the

family needs (1.82), my children live with relatives to relief my burden (1.95), I send my children on errands at any time (1.94); I don't correct my children 's wrong doing by beating and punishing them (1.88), go all the way to protect my children from maltreatment (1.95). The weighted average is 1.83 which is a numeric indicator that parents' protection of the child's right was low.

Research Question 2: To what extent are children rights protected by teachers in schools?

Table 2: Table Showing the Extent of Child Rights Protection among Teachers

Items	Very often	Often	Sometimes	Never	Mean
I care to know about my pupils' feelings		16(8.0)	93(46.5)	91(45.5)	1.63
I want to know how my pupils fare at home	2(1.0)	18(9.0)	96(48.0)	84(42.0)	1.69
Have consultation with parents on welfare of my pupil	7(3.5)	21(10.5)	95(47.5)	77(38.)	1.79
I welcome my pupils' suggestions		19(9.5)	96(48.0)	85(42.5)	1.67
I allow every child to participate during lesson	3(1.5)	19(9.5)	97(48.5)	81(40.5)	1.72
I entertain pupils' assessment of my teaching methods	3(1.5)	17(8.5)	91(45.5)	89(44.5)	1.67
Encourage my pupils to express themselves	3(1.5)	18(9.0)	101(50.5)	78(39.0)	1.73
I educate my pupils on their right to basic education of good quality	1(.5)	26(13.0)	85(42.5)	88(44.0)	1.70
Take individual differences into consideration during teaching- learning process		14(7.0)	87(43.5)	99(49.5)	1.58
Monitor my pupils progress through continuous assessment		20(10.0)	83(41.5)	97(48.5)	1.62
Ensure that my pupils be provided with all they need in school	12(6.0)	21(10.5)	96(48.0)	71(35.5)	1.87
I give my pupils attention when they are ill in school	3(1.5)	14(7.0)	95(47.5)	88(44.0)	1.66
I educate my pupils about their personal hygiene /health		14(7.0)	111(55.5)	75(37.5)	1.70
Discourage my pupils from self-medication		19(9.5)	106(53.0)	75(37.5)	1.72
Advice parents on provision of adequate nutrition and safe drinking water		20(10.0)	96(48.0)	84(42.0)	1.68
I defend and protect my pupils from violence, abuse and harm	4(2.0)	17(8.5)	103(51.5)	76(38.0)	1.75
Discourage nagging and beating my pupils when they misbehave	13(6.5)	23(11.5)	93(46.5)	71(35.5)	1.89
Advocate for safe, protective and friendly learning environment	3(1.5)	29(14.5)	106(53.0)	62(31.0)	1.87
Discourage others from harassing and maltreating the pupils	10(5.0)	18(9.0)	98(49.0)	74(37.0)	1.82
Discourage corporal punishment and other measures of discipline	8(4.0)	16(8.0)	120(100.0)		1.88
Weighted Average					1.73

Table 2 shows the extent to which children's right are protected by teachers in school. The teachers sometimes do the following: I care to know about my pupils' feelings (1.63), I want to know how my pupils fare at home (1.69), have consultation with parents on welfare of my pupil (1.79), I welcome my pupils' suggestions (1.67), I allow every child to participate during lesson (1.72), I entertain pupils' assessment of my teaching methods (1.67), encourage my pupils to express themselves (1.73), I educate my pupils on their right to basic education of good quality (1.70), take individual differences into consideration during teaching- learning process (1.58), monitor your pupils progress through continuous assessment (1.62), ensure that my pupils be provided with all they need in school (1.87), I give my pupils attention when they are ill in school (1.66), I educate my pupils about their personal hygiene /health (1.70), discourage my pupils from self-medication (1.70), advice parents on provision of adequate nutrition and safe drinking water (1.68), I defend and protect my pupils from violence, abuse and harm (1.75), discourage nagging and beating my pupils when they misbehave (1.89), advocate for safe, protective and friendly learning environment (1.87), discourage others from harassing and maltreating the pupils (1.82), discourage corporal punishment as the only measure of discipline (1.88). The weighted average 1.73 which is a numeric indicator that teachers' protection of child's right was low.

Research Question 3: What is the level of parents' awareness of Child Rights Acts 2003?

Table 3: Table Showing Parents' Level of Awareness of Child Rights Act 2003

EM	Statement	AWARE	NOT AWARE	Mean
	There is a law that makes it compulsory for parents to give good care to children regardless of their conduct	67	133	1.34
	There is a law that is against not giving children education and medical care.	61	139	1.31
	There is a law that parents should respect the opinions of their children and allow them to play.	65	135	1.33
	There is a law that children should not be made to work or be used as maids.	62	138	1.31
	There are printed copies of child rights	41	159	1.21
	Listen to people talk about child rights	76	128	1.4
	Heard radio talk about child rights	57	143	1.29
	Watched television programme on child rights	64	136	1.32
	Heard churches and mosque talked about child rights	70	130	1.35
	Heard about seminar on child rights	74	126	1.37
	Weighted Average			1.32

Table 3 shows the level of parents' awareness of Child Rights Acts 2003. The parents are not aware of all the following: there is a law that makes it compulsory for parents to give good care to children regardless of their conduct (1.34), there is a law that is against not giving children education and medical care (1.31), there is a law that parents should respect the opinions of their children and allow them to play (1.33), there is a law against children should not be made to work or be used as maids (1.31), there are printed copies of child rights (1.21), listen to people talk about child rights (1.4), heard radio talked about child rights (1.29), Watched a television programme on child rights (1.32), heard about child rights in mosque or church (1.35), heard -about seminars on child rights (1.37). The weighted average is 1.32 which is a numeric indicator that parents were not aware of Child Rights Acts 2003.

Research Question 4: What is the level of teachers' awareness of Child Rights Acts 2003?

Table 4: Table Showing Teachers' Awareness of Child Right Act

ITE M	Statement	AWARE	NOT AWARE	Mean
1	There is a law that makes it compulsory for parents to give good care to children regardless of their conduct	53	147	1.27
2	There is a law against not giving children education and medical care.	39	161	1.20
3	There is a law that parents should respect the opinions of their children and allow them to play.	76	124	1.38
4	There is a law that children should not be made to work or be used as maids.	91	109	1.46
5	There are printed copies of child rights	77	123	1.39
6	Listen to people talk about child rights	61	139	1.31
7	Heard radio talk about child rights	72	128	1.36
8	Watched television programme on child rights	06	194	1.03
9	Heard churches and mosque talked about child rights	66	134	1.33
10	Heard about seminar on child rights	72	128	1.36
	Weighted Average			1.31

Table 4 shows the level of teachers' awareness of Child Rights Acts 2003. The parents are not aware of all the following: there is a law that makes it compulsory for parents to give good care to children regardless of their conduct (1.27), there is a law that is against not giving children education and medical care (1.20), there is a law that parents should respect the opinions of their children and allow them to play (1.38), there is a law against children should not be made to work or be used as maids (1.46), there are printed copies of child rights (1.39), Listen to talk on child rights (1.31), heard radio talk on child (1.36), watched a television programme on child rights (1.03), heard churches and mosque talked about child rights (1.33), heard about seminar on child rights (1.36). The weighted average is 1.31 which is a numeric indicator that the teachers were not aware of the Child Rights Acts 2003

Table 5: Table Showing Differences in the Parents' and Teachers' Protection of Child Rights

Variables	N	mean	SD	t	df	Sig	Remark
Parents Protection of child rights	200	15.98	3.05	1.70	398	0.900	Significant
Teachers' Protection of child rights	200	15.36	2.28				

Table 5 shows the difference between parents' and teachers' level of protection of child's rights. There was significance difference between parents' and teachers' level of protection of child's rights ($t = 1.70$, $df = 398$, $p > 0.05$). The hypothesis is therefore rejected in the light of the result.

Table 6: Table Showing Differences in the Parents' and Teachers' Awareness of Child Rights Acts

Variables	N	Mean	SD	t	df	Sig	Remark
Teachers' Awareness of CRA 2003	200	46.27	3.335	.570	398	.569	Not Sig
Parents' Awareness of CRA 2003	200	45.92	3.615				

Table 6 shows the difference between parents' and teachers' awareness of child Right Acts. There was no significant difference between parents' and teachers' awareness of child Right Acts 2003 ($t = .570$, $df = 398$, $p > 0.05$). The hypothesis is therefore rejected in the light of the result.

Discussion of the Findings

The finding showed that low level of protection of child rights among parents and teachers. The result showed clearly that not many parents protect their children's right to life, to communication, to development and protection from harm, exploitation and inhuman treatment. The result clearly showed that very many of the parents abuse their children's rights and do not give them love and affection, register their children after birth, receive complete immunization for them and but they give their children self-medication. The responses of parents also indicated that many force their children to do against their wishes and do not listen to and answer their children's questions nor welcome my children's suggestions. This result is not in support of Osanyin (2004) and Onuka (2004) who emphasized that parents should provide care, love, protection, and warmth, for physical, mental, spiritual, emotional and social support of the child. The result confirmed the claim of Rizwan, Rajendri and Ritu (2012) that child rights violation occurs at home. An average Nigerian parent is likely to inflict corporal punishment, maltreat and humiliate children all in the name of discipline. Also, it is in line with the report of Adedigba (2015) on abuse of children citing an example of an underage girl impregnated by her father and a five year old boy flogged to death by her father.

However, this result is not in agreement with Bhargava and Ahamad (2015) who reported that in their study, all the parents agreed to the question concerning the rapport of a parent with their children and help their kids to react against the violation of their rights, have time to listen to their kids and agreed to the question of the counseling of a child when there is any emotional problem. Also that out of 60 parents, 57 parents said that they will inform the police if there is any misconduct at school and 3 of them said that they will inform the childline 1098. It is possible that many parents under this study do not have awareness that Nigeria laws make provision for this kind of service to be rendered to the parents by the law enforcement agent.

The result also revealed that protection of child rights among teachers is abysmal low. Teachers' responses indicated that they do not create or advocate for safe, protective and friendly learning environment and discourage harassment and maltreatment of pupils. This is in line with Oyaziwo (2004) who reported cases of physical abuse and child sexual abuse by teachers. Pupils are victimized by their teachers and that constitutes psychological maltreatment in the classroom. The result is also in agreement with Ajithkuma (2013) who reported from her study in Mumbai, India that the learning environment fails to respect students' dignity as teachers

frequently criticize students and discipline is not administered in a manner consistent with students' dignity. Teachers encourage the use corporal punishment and sometimes resort to measures like sending students out of the class, nagging, making them stand inside the class as well as denying them recess for wrong doing. The author also reported cases of a 13 year old who was tortured by the school principal and thereafter committed suicide and a 8 year old who died after sustaining serious injuries when his principal allegedly beat him up. The report of different kinds of maltreatment and abuse of pupils by the teachers might beas a result of attempting to have classroom control and management of pupils' behaviour and make them benefit from the teaching and learning.

Another finding of the study revealed a low level of awareness of Child Rights Act 2003 among parents and teachers. It was found that the level of awareness of teachers of CRA 2003 was considerably low. The result obviously revealed that a good number of parents and teachers are yet aware of CRA 2003. It revealed that many of them are not yet aware that there is a legal framework safeguarding the rights and welfare of a Nigerian child for his/her optimum development. The finding corroborates the study of Shoaga (2004) who confirmed that there is little or no awareness of child rights among those meant to protect them. The author also reported that there is little or no enlightenment campaign to intimate parents and guardians of the benefits of nurturing of the child and the rights of a child to education, to health, to freedom of association and right to protection against exploitation and inhuman treatment and others. It is also in consonance with the study of Soyibo (2005) which reported lack of awareness of Child Right Act 2003 among the custodians of children. The finding also is in conformity with the report of the Concluding Observation of the Committee on the Rights of the Child, Nigeria that there is a reflection of the general low awareness among parents of the importance of birth registration and its consequences on the full enjoyment by fundamental rights and freedom by children, in particular, access to education and health, the right to know and be cared for by parents.

Okoye quoting Akinwumi (2009) in support of the above idea said that the failure to create awareness and implement the Child's Rights Act effectively and to curb the violation of child rights can be traced to the failure of Nigeria to educate her citizens on human rights generally and child rights specifically. Also, Society for Children and Youth of British Columbia Canada (2011) acknowledged that knowledge of the UN Conventions on the Rights of the Child and children's rights generally is lacking at all levels in most society. This finding is also in line with Ajithkumar (2013) reported that there is low level of awareness among the teachers and student teachers about the

existence of child related Laws and Acts like the Child Marriage Restraint Act in India.

Conclusion

The result of this study clearly revealed that protection of child rights and awareness of Child Rights Act 2003 of parents and teachers in Oyo State is very low. However, in the overall assessment, the parents have a better awareness compared with that of the teachers. Also, based on the findings, we can conclude that teachers protect child rights more than the parents. However, both the parents and teachers are stakeholders and they all have roles to play in creating a friendly environment for the optimal development of the child. The parents' and teachers' awareness and protection of child rights are of immense importance towards the wellbeing of children.

Recommendations

In view of the fact that both parents' and teachers' protection of child rights and awareness of Child Right Act 2003 were found to be at low level, it is recommended that drastic efforts be made by the government and non-governmental agencies on to create better awareness of child rights and ensure child rights protection by parents, teachers and the society at large.

On awareness:

The government at all levels should domesticate and make copies of CRA 2003 available to the appropriate quarters both in rural and urban areas, to the parents, teachers, children and others.

Posters and handbills that illustrate different forms of child abuse, warning against such practices and captions highlighting child rights be printed and made available at every nook and cranny of the nation.

Also, people should be encouraged to write articles in newspapers on this issue to create awareness.

It is also very important that the government and the non-governmental agencies make good use of media houses in creating awareness. Use of slogans advocating for child rights protection, presentation of plays, music, and conducting interview to stress the issue of child abuse and child rights will go a long way in creating awareness.

Also, creating a forum bringing together different organizations, government representatives, parents and teachers as well as children

themselves in seminars, symposium and workshops to deliberate on implementation of child rights would be of advantage.

In addition to these, efforts should also be made in our religious centres to stress the issue of child abuse and child rights. Making worshippers to realize that non-protection of children's right is a grievous offence that must be avoided as a good worshipper.

On protection:

Mechanism should be put in place for monitoring of parents and teachers' activities with their under their care.

There should be an appropriate quarter where child abuse and neglect cases and violation of child right be reported and necessary actions towards curbing such acts must be taken promptly.

Other culprits of child abuse and neglect must not be left unpublished.

Abused children may be taken away from the custody of their parents to the organization designated for that purpose.

Government must also ensure that requisite funding is disbursed regularly and promptly to the committee and other agencies to effectively carry out their activities.

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