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Efficacy of literature-based instructional strategies on pupils' attitude to child rights in Kwara State, Nigeria

Abstract

This study investigated the efficacy of literature-based instructional strategies on pupils' attitude to child rights in Kwara State, Nigeria. Pretest-posttest control group, quasi-experimental design with a 4x2x2 factorial matrix was used. Kwara Central senatorial district was purposively selected because of the rampant incidence of child rights abuse observed in the district. Simple random sampling was used to select four Local Government Areas (LGA) and eight primary schools (2 from each LGA, four urban and four rural locations) for the study. From each selected school, an intact class of primary four pupils was used, making a total of 325 pupils. The pupils were randomly put into four groups: Drama-Based Instructional Strategy (91); Prose-Based Instructional Strategy (96); Poetry Song-Based Instructional Strategy and a control group (69). Pupils' Attitude to Child Rights Questionnaire ($r=0.85$) was used for data collection. Data were analysed using descriptive statistic and Analysis of Covariance at 0.05 level of significance. Treatment had significant main effect on pupils' attitude to child rights. Hence, stakeholders in child rights protection and child educators could adopt these strategies to positively change pupils' attitude to child rights.

Keywords: Literature-based instructional strategies, Pupils' attitude to child rights

Introduction

The survival of children could be largely dependent on the care, stimulation and protection given to them by older people because of their physical weakness, innocence and mental immaturity. Children constitute a significant part of the population and are the ones who are very vital in the development of a society because they are the future of the human race, the leaders of tomorrow and the flag bearers of any nation. Children need to grow up in a caring, loving environment to survive and develop to their full potential. This is imperative because it yields positive benefits to economies and societies. If children are not well catered for, they may constitute a threat to the nation's development. Undoubtedly, the quality of tomorrow's leaders is dependent on the quality of care, love education and social support given to the younger ones.

Anna (2001) submits that there is no duty more important than ensuring that children's rights are respected and their welfare protected, their lives free from fear and want and by ensuring that they grow up in environment where peace reigns. Osanyin (2004) states that children should be given good quality human and material environmental support in order to help them live a healthy, happy, friendly and peaceful lives. Bellamy (2005) acclaims that the quality of a child's life depends on decisions made everyday in households, communities and in the corridors of power. Soyibo (2005) supports this and affirms that the

survival and continuity of the human society depends upon the protection, preservation, nurture and development of the child. Akwara, Soyibo and Agba (2010) lend credence and declare that the quality of a nation's future is directly proportional to the quality of their children today. That means for a society to have a better future; it must give quality attention to the welfare as well as all-round development of its children.

Nigeria became a signatory to the Convention on the Rights of the Child (CRC) in 1991 and the African Charter on the Rights and Welfare of the Child in 2001 and enacted the Child Rights Act in July 2003. Basically, the Act is a legal document that sets out the rights and responsibilities of a child in Nigeria and provides for a system of child justice administration. It consolidates all laws relating to children into one single legislation, as well as specifying the duties and obligations of government, parents and other authorities, organizations and bodies. Children's rights as contained in Child Right Act 2003 (CRA 2003) cover every aspect of the lives of children and adolescents and can be broken down into four main categories, namely, survival, development, participation and protection rights.

A child's right to survival includes the right to life and to have the most basic needs met (adequate standard of living, shelter, nutrition, medical treatment); whereas, development rights are those rights enabling children to reach their fullest potential (education, play and leisure, cultural activities, access to information and freedom of thought, conscience and religion). Further, participation rights allow children and adolescents to take an active role in their communities (the freedom to express opinions; to have a say in matters affecting their own lives; to join associations) while protection rights are essential for safeguarding children and adolescents from all forms of abuse, neglect and exploitation. These include special care for refugee children; protection against child labour, sexual exploitation, torture and drug abuse (Human Rights Education Associates -HREA, 2003).

In 2006, three states enacted the Child Rights Act, 2003 into law and at present twenty-eight (28) states Kwara inclusive have ratified and adopted the Child Rights Act. Consequently, some programmes, policies, committees and bodies on child rights and child protection are put in place; but its operation has continued to be a problem as confirmed by studies that Nigerian parents do not understand or appreciate the need to protect such rights and so children rights are far from being respected in Nigeria. This was confirmed by Ajayi and Torimiro (2004) and Okoye (2010) who observed that many people do not appreciate child rights based on the belief and fear that they destroy children's respect for their parents. Similarly, Elohor (2011) study revealed the offhand attitude of many Nigerian parents towards child rights protection.

Ebigbo (2003), Adedigba (2008) and Elohor (2011) studies revealed that there are still different forms of child abuse ranging from neglect, unequal access to education and justice systems that do not recognize their needs, using children as domestic servants which is the most prevalent one, using children as beggars and for street hawking. UNICEF (2007) periodic report on the rights of children also confirmed that the problem of violence against children and physical abuse of children in the family, schools and the community at large persist. Children are tortured by their parents, guardians, teachers and others. For instance, a five year old girl was flogged to death by her father in Warri, a ten year old girl in Ilorin was physically assaulted by her guardian who poured hot water on her and a primary school pupil was killed as a result of the flogging she received from a teacher (Centre for Constitutionalism and Demilitarisation - CENCOD, 2011 & 2012).

In 2010, United Nations International Children Fund (UNICEF), World Health Organisation (WHO), World Bank and United Nations Development Programme (UNDP) reported that child survival in Nigeria is threatened by childhood poor immunization status, and poor living conditions (housing, water, and sanitation), and poor home practices for childcare during illnesses. World Health Organisation (2012) also reported that Nigeria remains the only polio-endemic country in Africa. The number of confirmed cases in Nigeria was 122. Also, in Nigeria, one in every five children does not live beyond his/her fifth birthday (UNICEF 2004, 2007). World Bank 2012 reported that even though there was decline in the value of the country's under- five mortality rate, Nigeria still ranks 8th in 2011 and 2012. Further, in the area of

education, the report issued by the nation's Ministry of Education as reported by Olatunji (2006) showed that out of 42.1 million Nigerian children that were eligible for primary education, only 22.3 million were in school. The data from the Education for All Global Monitoring Report and the UNESCO Institute for Statistics reveals that Nigeria alone had 10.5 million out-of-school children in 2010 and that Nigeria has the highest number of out of school children in the world.

According to Anne & Ong'ondo (2013), advocating for right attitude to protection of child rights can be a critical platform to achieve meaningful development in the society. There are lots of benefits that would be enjoyed today if the spirit of the Convention of the Rights of the Child (CRC) had been implemented. It will restore children's confidence and self-esteem. It will also enable children, including children with disabilities, to enjoy their rights fully, as the CRA provides special measures for their care and protection. All sectors of the society, including government at all levels and the people, will benefit from the production of well-rounded and self-confident future leaders (Save the Children, 2010). This would help to build up children that will become responsible adult citizens of tomorrow as they learn to respect human rights, in the basic sense of respecting the dignity of others, and carrying that into their adulthood. However, for this to be materialized, those working with children should device means to effectively inculcate this knowledge to enable children have positive disposition to their rights as well as observe other people's rights.

Studies of Machado (1999), Morrow, Gambrell and Penninton (2000), Ghosn (2002), Ellis and Brewster (2002), Klein (2005), Mustapha (2011) and Wright (2013) have shown that literature strategy can be very more effective in teaching and learning of children. The authors pointed out that literature is an important device of educational experience and that children learn best when they are exposed to literature of good quality. Reading stories, singing songs and rhymes are important means through which children learn. Their studies confirmed that stories and play have potential for pupils to construct new knowledge, taking them from passive recipients of information to active learner and participants in learning and promoting opportunities for pupils' growth in social interactions (Johnston, 1999; Zhang, 2005; Machado, 2007; Mattias, 2008). Effectiveness of literature in Mathematics instruction was recorded by McGee (1992), also Williams & McLean (1997) reported positive benefits of this approach when they were utilised in teaching children with disabilities. Watching or reading play or drama, chanting poems and singing songs all have implications for children's learning and development (Ghosn, 2002).

Literature-Based Instructional Strategy in this study comes under three main "genres"- Prose, Poetry/Song, and Drama which are seen as a body of works. Prose plays a vital role in the growth and development of children. Prose (story) serves as a useful source of information for children to understand the world around them. Children never get tired of listening to stories and stories can help build confidence and self-esteem in them. It also helps to develop a child's imagination by introducing new ideas into their world - ideas about fantastical worlds, and invented characters. Peltier (2010) revealed that interacting with story books is part of a good quality programme in early childhood and primary education.

Drama as a genre of literature gives a child the opportunity to approach new knowledge which might be otherwise difficult to get to through imaginative activity and experience. Through the imaginative engagement of the child's intellectual, emotional and physical capacities, he/she can be brought to new perceptions and new understanding and thus increases in awareness of a particular issue (Carter, 1991; Mustapha, 2011; Wright, 2013). Drama provides a unique gateway to learning and benefits children in fostering self-confidence, giving them the opportunity to appear on stage and allowing them to express themselves publicly. Educational drama is a creative process that allows children to explore the full potential of drama as a learning experience (Yusof, 2008; Kemp, 2013). It is improvisational in nature and has as its aim a quest for knowledge that involves every aspect of the child's personality: spiritual, moral, emotional, intellectual and physical. According to Carter (1991), this method stimulates the learners to respond and participate imaginatively.

Also, poetry has always been used to instruct and entertain children. Clearly, songs and poems provide excellent opportunities and practice which would otherwise be tedious. This repetition characterized by poems helps learning and this in turn makes them to be comfortable with the content and the teaching. Songs and poems are very important for internalization of words and language development of children. They not only help with using and understanding words but arouse children interest in these areas. Children love songs and poems with actions. These encourage their active involvement in group activities (Klein, 2005; Yusof, 2008; Kemp, 2013) thus building on their social development.

Further, Ghosn (2002) identified that literature has the potential to transform, change attitudes, and help eradicate prejudice while fostering empathy, tolerance and an awareness of social problems. Similarly, Morrow, Gambrell and Penninton (2000) also revealed the potentiality of literature as a strategy of developing meaningful and permanent learning in children. These strategies are particularly useful ways of opening up problems, themes, topics and issues on child abuse and child rights. Literature is important because it moulds human behaviour and contributes to children forming and developing their own belief, set opinions and views.

However, there are indications from research findings that some variables can influence the level of pupils and their parents' awareness of and attitude to child rights. Pamela and Davies (2005) submitted that parents' education were important predictors of the physical environment and child care and learning experiences in the home. Research on parenting has also shown that parents' education is related to a warm, social climate in the home which is all related to child abuse and child rights protection. As Kearney, Guryan and Hurts (2008) noted, parents' education may have important effect on children's future outcome, both economics and otherwise. Equally, studies on school location indicated that rural-urban location has important indicator or differences in performance of learners (Kathleem, 2005 and Obasi, 2011). Odinko (2007) also noted that the location of school whether urban or rural would most likely make the school acquire different characteristics simply due to the variation among care givers and the kind of intellectual developmental opportunities offered in the different environment.

Studies showed that most of earlier attempts to influence people to embrace child rights were limited to activities of media, establishment of different committees on child rights protection and advocacy groups without empirically finding out the roles which school location and parents' education could play. Also, earlier research conducted on child rights investigated level of awareness of child rights among parents and teachers and not many efforts have been taken to use strategies to educate and change the attitude of children to child rights. Several studies have proved the effectiveness of literature-based strategy in teaching and learning of children yet its efficacy in changing pupils' attitude to child rights has not been looked into. Thus, there is an urgent need to research into the strategies that can popularize and possibly help in encouraging pupils to have positive attitude to child rights which the current study did by examining the efficacy of literature-based instructional strategies on pupils' attitude to child rights in Kwara State Nigeria.

Hypotheses

The following seven null hypotheses were tested in the study at $p < 0.05$ level of significance.

1. Is there any significant main effect of:
 - a) treatment
 - b) school location
 - c) parent educational backgroundon pupils' attitude to child rights.
2. Is there any significant interaction effect of:
 - a) treatment and school location
 - b) treatment and parent educational background
 - c) school location and parents' educational background
 - d) treatment, school location and parental educational backgroundon pupils' attitude to child rights.

Methodology

This study adopted a pretest-posttest, control group, quasi-experimental design 4x2x2 factorial matrix. This shows that instructional strategy (treatment) operated at four levels (Prose, Drama, Poetry/ Song Instructional Strategies and Conventional Strategy which serves as control) crossed with school location at two levels (urban and rural) and Parental Educational background which operated at two levels (High and Low). Participants were primary four pupils in both urban and rural locations in Kwara Central Senatorial District, Kwara State of Nigeria. Simple random sampling technique was used to select eight primary schools in four Local Government Areas (LGAs) in Kwara senatorial district. Two primary schools (1 urban and 1 rural) were randomly selected from each of the four LGAs. Intact classes of selected schools were used to prevent disruption of the school programme and a total of 325 pupils participated in the study. Further, one school from the urban and one from the rural locations were randomly assigned to Prose Instructional Strategy group, Drama Instructional Strategy group, Poetry/Song Instructional-Strategy group while the fourth school was assigned to Conventional Strategy group. Two schools, one from urban and one from rural location were assigned to each treatment. The instruments used in the study were Pupils' Attitude to Child Rights Questionnaire (PUATCRQ), the instructional packages on Literature-based strategies and Teachers' Instructional Guide. They were all developed by the researchers.

1. Pupils' Attitude to Child's Rights Questionnaire (PATCRQ)

This instrument was designed by the researchers to measure Pupils' attitude to child rights before and after the treatment. It consisted of two sections, A and B. Section A solicited information on demographic characteristics of the pupils like age, sex etc. Section B consisted of 20 items eliciting information on pupils' attitude to child rights. Pupils responded 'True or False' to statements on four categories of child rights which are: Survival Rights, Developmental Rights, Participation Rights and Protection rights. Every positive item 'True' was scored 2 marks while every negative item 'False' received 1 mark and the reverse was the case for negative items. The instrument was pretested on thirty pupils that were not involved in the research and a reliability coefficient of 0.85 was obtained using Cronbach alpha technique.

2. Treatment Packages

These include the instructional packages on Literature-Based Instructional Strategies which are drama-based, poetry/song-based and prose-based instructional strategies all designed by the researchers.

a. Literature-Based Instructional Strategies

The Drama-Based Instructional Strategy (DBIS) which contained a drama of five scenes titled "Ten Big Questions" written to expose children to their rights and different disposition of people to children rights were acted by the pupils while the Poetry/Song--Based Instructional Strategy (PSBIS) titled " My Favourite Beats" expressed feelings of the Poet on attitude of people towards children in the society, Prose--Based Instructional Strategy (PBIS) contained stories on child rights abuse and was titled "Amaka meets her Angel" and Conventional Strategy (CS) with four reading comprehension passages on child rights to teach pupils in the conventional way.

b. Teachers' Instructional Guides

These were teaching guides prepared for the teachers on the instructional strategies Drama, Poetry/Song and Prose-Based Instructional Strategy and Conventional Strategy groups. The main features were general information which consisted of subject, topic, class, the objectives, previous knowledge of the pupils, the reference books, the procedural steps which contain teacher's activities, pupils' activities and evaluation.

Procedure for Data Collection

The teachers who served as research assistants were trained on the technicalities of how to use the guides. These packages were used during the experiment across all the groups. The training lasted one week. After the training, the pretest questionnaire pupils' attitude to child rights was administered on pupils from

selected schools. After this, the treatment was given to the pupils by the researchers with the help of the pupils' teachers and other research assistants.

The pupils in selected schools were exposed to the experiments. They were taken through the contents of child rights using the Drama Instructional Strategy, Poetry/Song Instructional Strategy and Prose Instructional Strategy for different groups. The pupils in control group were also taught topics on child rights but with conventional Strategy during as contained in the guide. These activities were done in stages.

1. Instructional Guide on Drama Strategy (IGDS)

Experimental Group 1

- Stage I: Pupils were asked to observe and say what the pictures illustrate in the chapter.
Stage II: Teacher used a chart to take them through the pictures before the passage.
Stage III: Pupils were assigned to characters to read through the scene
Stage VI: Teacher encouraged each actor to assume the roles of the character as they read in turns.
Stage V: Pupils were encouraged to act the incidence in the play
Stage VI: Pupils were encouraged to ask questions
Stage VII: With the assistance of the teacher pupils gave important incidence in the play.
Conclusion: Teacher gave the summary of the play.
Assignment: Pupils were instructed to share the drama with two people at home.

2. Instructional Guide on Poetry/Song

Experimental Group 2

- Step I: Pupils were asked to observe and talk about the pictures in the poem/song.
Step II: Teacher reads the poem/sing the song aloud first in order to familiarize pupils with the words, lyrics, mood and tempo.
Step II: Pupils listened to the teacher as she chanted the rhyme/sing the song.
Step III: Pupils read the poem /sing the song after the teacher.
Step IV: Teacher explained words of the rhyme /songs to the pupils.
Step V: Pupils read the rhyme /sang the song several times supported by the teacher's voice.
Step VI: Pupils read the rhyme /sang the song without the teachers' support.
Step VII: Pupils sang and danced to the songs.
Step VIII: Teacher discussed the content and other features of the poem/song.
Conclusion: Pupils were allowed to express their feelings and ask questions.

3. Instructional Guide on Prose Strategy (IGPS)

Experimental Group 3involved the following steps

- Step I: Pupils were asked to observe the pictures on the chapter and were encouraged pupils to say what the picture portrays
Step II: Teacher used a chart to take them through the pictures before the passage.
Step III: Pupils were assigned to read the stories in turns.
Step V: Pupils were asked to say what the story is about.
Step VI: Pupils were encouraged to ask questions.
Step VII: Teacher encouraged them to recall a similar case they have seen or watched in a movie.
Step VIII: Pupils were allowed to say what they have learnt from the story and also share their feelings about the story.
Conclusion: Teacher summarizes the incidence in the chapters paying attention to necessary details.
Assignment: Pupils were instructed to retell the story to their parents at home and also read the next chapter.

4. Instructional Guide on Conventional Strategy

Control Group

- Step I: Teacher wrote the topic on the board.

Step II:	Pupils were asked to observe the picture in the exercise and say what the illustrations talk about
Step III:	Teacher asked pupils to read silently.
Step III:	Teacher read the passage while the pupils listen and follow.
Step IV:	Teacher asked pupils to explain their understanding of the passage.
Step V:	Teacher explained the content of the passage read.
Step VI:	Teacher asked questions on the passage read.
Step VII:	Teacher encouraged pupils to ask questions.
Conclusion:	Teacher answered their questions by giving more explanation.
Evaluation:	Teacher gave them exercise on the topic and collected their notes to mark.

After treatments, posttest was administered to the participants using the same instruments earlier administered as pretest. Pupils' Attitude to Child Rights Questionnaire (PUATCRQ) was administered to the pupils in both experimental and control groups again by the researchers and the research assistants. They maintained close monitoring to ensure that those questionnaires were filled and these were retrieved from the pupils.

Analysis of Covariance (ANCOVA) was used to test the hypotheses and the differences among the groups using the pre-test scores as covariates. Estimated Marginal Means (EMM) was used to identify the performance of each group. The Scheffe Multiple Range test was used for post hoc analysis to identify the source of significant difference. Line graph was used to represent the levels of significant interaction effect. All the hypotheses were tested at p 0.05 level of significance.

Results

Table 1: Summary of Analysis of Covariance on Pupils' Attitude to Child Rights

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1501.379	16	93.836	5.110	.000	.208
Intercept	2589.407	1	2589.407	141.021	.000	.311
Preattitude	52.373	1	52.373	2.852	.092	.009
Treatments	173.888	3	57.963	3.157	.025*	.029
Schlocatn	14.654	1	14.654	.798	.372	.003
Parenteducatn	58.889	1	58.889	3.207	.074	.010
treatments * schlocatn	418.815	3	139.605	7.603	.000*	.068
treatments * parenteducatn	96.033	3	32.011	1.743	.158	.016
schlocatn * parenteducatn	22.773	1	22.773	1.240	.266	.004
treatments*schlocatn* parenteducatn	22.674	3	7.558	.412	.745	.004
Error	5728.907	308	18.362			
Total	341125.000	325				
Corrected Total	7230.286	324				

a. R Squared = .208 (Adjusted R Squared = .167)

Table 1 reveals that there is a significant main effect of treatment on the pupils attitude to child rights ($F_{(3,308)} = 3.16$; $p < 0.05$; $\eta^2 = 0.03$). Therefore, H_{01a} is rejected.

Table 2 presents the estimated marginal means of pupils’ attitude to child rights across the groups.

Table 2: Estimated Marginal Means of Pupils’ Attitude across the Groups

Variables	N	Mean	Std. Error
INTERCEPT			
Pre-attitude	325	29.890	-
Post-attitude	325	32.301	.347
TREATMENT			
Drama	96	32.037	.729
Poetry/Song	91	33.530	.602
Prose	69	32.872	.746
Conventional	69	30.764	.709
SCHOOL LOCATION			
Urban	213	31.990	.366
Rural	112	32.611	.591
PARENTAL EDUC. QUALIFICATION			
Low	259	31.678	.284
High	66	32.923	.634

Table 2 reveals that those exposed to poetry/song strategy had the highest attitude mean score (33.53), followed by those exposed to prose (32.87), followed by those exposed to drama (32.04) while those exposed to conventional had the lowest attitude score (30.76). The difference among the groups is shown to be significant by the ANCOVA analysis.

Table 3 presents the pair wise comparison to reveal the source (s) of the significant effect.

Table 3: Scheffe’s Post Hoc Pair-wise Comparison of the Pupils’ Attitude among the Groups

Treatment Groups	Mean	Drama	Poetry/song	Prose	Conventional
Drama	32.037				
Poetry/song	33.530				*
Prose	32.872				*
Conventional	30.764		*	*	

Table 3 reveals that the significant main effect showed by Table 3 was as a result of the significant difference in the pupils’ attitude between poetry/song group and conventional group as well as prose group and conventional group. But there is no significant difference in drama group and conventional group; drama group and poetry/song group; drama group and prose group and also poetry group and prose group. This implies that both poetry/song and prose strategies enhance pupils’ attitude significantly better than drama and conventional strategies.

Table 1 reveals that the school location has no significant main effect on the pupils’ attitude to child rights ($F_{(1,308)} = 0.80$; $p > 0.05$; $\eta^2 = 0.00$) and also that the parents’ educational background has no significant main effect on the pupils’ attitude to child rights ($F_{(1,308)} = 3.21$; $p > 0.05$; $\eta^2 =$

Table 1 reveals that the interaction effect of treatment and school location is significant on the pupils’ attitude to child rights ($F_{(3,308)} = 7.60$; $p < 0.05$; $\eta^2 = 0.07$).

Figure 1 presents line graph that disentangle the interaction effects.

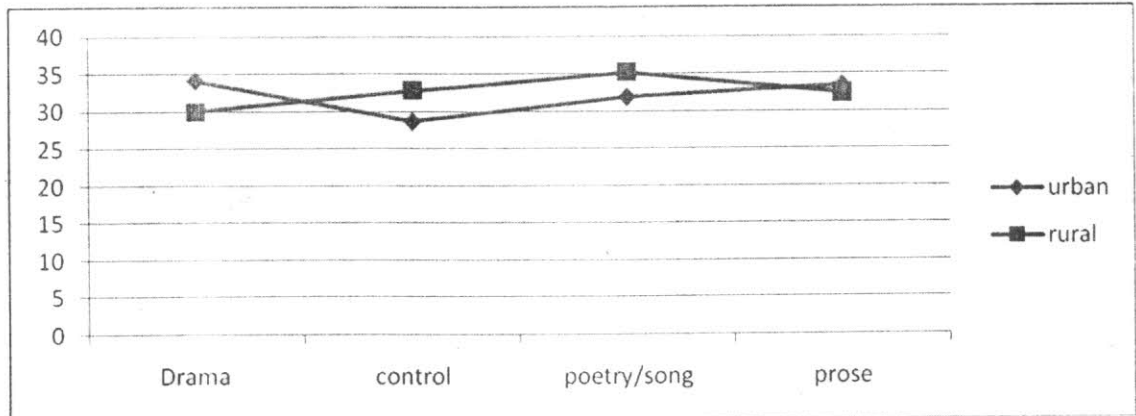


Figure 1: Line graph showing interaction effect between Treatment and School Location

Figure 1 shows that pupils in urban schools did better in drama and prose groups while pupils in the rural schools did better in poetry/song and control groups. Therefore, the interaction is disordinal.

However, no interaction effect existed between treatment and parent's educational background on the pupils' attitude to child rights ($F_{(3,308)} = 1.74$; $p > 0.05$; $\eta^2 = 0.02$).

The interaction effect of school location and parents' educational background is not significant on the pupils' attitude to child rights ($F_{(1,308)} = 1.24$; $p > 0.05$; $\eta^2 = 0.00$) and the interaction effect of treatment, school location and parents' educational background is not significant on the pupils' attitude to child rights ($F_{(3,308)} = 0.41$; $p > 0.05$; $\eta^2 = 0.00$).

Discussion of Findings

The findings show that the use of literature-based instructional strategies has significant effect on pupils' attitude to child rights. This implies that the treatments enhance pupils' attitude significantly. This result corroborates those of Morrow, Gambrell and Penninton (2000) which revealed the potentiality of literature as a strategy for developing meaningful and permanent learning in children as well as that of Yusof (2008) and Kemp (2013) that educational drama is a creative process that allows children to explore the full potential of drama as a learning experience. In the same way, Klein (2005) noted that the repetitive nature of poems and the joy songs impose to the learning activity and associative power between the melody and the content make children respond enthusiastically to poems and songs and welcome them at all times. Furthermore, Kelly (1990) examined third graders' response to children's literature that was read aloud to them, and determined that the exposure fostered comprehension, discussion, writing skills and promoted emotional involvement. The role of interactive storybook software was also examined by Johnston (1997) in relation to kindergarten children, the finding also revealed a significant increase in verbal ability. Similarly, Otto (1993) undertook a project designed to increase inner-city children's opportunities to interact with storybooks and found that 75% of those in the study demonstrated a higher level of emergent reading at the end of the project.

In other words, the result suggests that literature-based instructional strategies have potential to make human behavior and can function as a change agent. This lends support to the previous research findings that have proved the effectiveness of literature-based method in teaching and learning of children.

The findings also reveal that poetry/song strategy was more effective than others; the reason might be because children do have more interest in poems and songs because poems and songs encourage children to be involved in group activities and also help them to be relieved from stress. As children are engaged with

songs and poems chants, finger plays, and dance, it creates a feeling of safety and makes learning in a classroom much easier.

The findings reveal that there was no significant interaction effect of treatment and parents' educational background on pupils' attitude to child rights. This result is not in line with the assertion of National Institutes of Health which reveals that the education level of a parent is a significant predictor of a child's educational achievements and behavioral outcomes as well as that the Institute of Social Research (2005) which found that a parent's education directly affects standardized achievement testing scores and the position of Eccles (1986) that parents with higher education levels have stronger confidence in their child's academic abilities, and they also have higher expectations of their child which builds his own confidence in his academic abilities and makes him more likely to succeed.

Going by this result, then it is safe to conclude that children should be taken care of and their rights protected regardless of whether the parents are literate or illiterate, well read and not well read. Experience has even shown that illiterate parents do have more time for their children than literate ones. As the literate parents continue to strive to improve or maintain their status, those who are not well read stay at home to monitor their wards and be available when they are needed to attend to issues. This reflected in the other part of this study when the parents were called together for focus group discussion, those with no or low education turned up and really appreciated the programme while the turn out and responses of the literates was not encouraging.

Furthermore, the significant main effect of treatment and school location on pupils' attitude to child rights indicates that the location of school has influence on the treatment and pupils' attitude to child rights. Pupils assigned to drama and prose groups in urban schools obtained higher scores than those in rural schools while pupils in the rural schools did better in poetry/song than the control groups. The finding was in conformity with Brown and Swanson (2001) who reported low performance among rural schools while urban schools are noted for better educational achievement as well as Odinko (2007) that the location of school whether urban or rural would most likely make the school to acquire different characteristics. However, this finding was not in agreement with Ajayi (1999) who found that there was no significant difference between students' academic achievement in rural and urban locations, Yusuf and Adigun (2010) who reported that school location plays no significant role in learners' and their performance.

The study also showed that there was no significant interaction effect of treatment, parents' educational background and school location on pupils' attitude to child rights. This result does not tally with findings of Oyekale and Adewale (2002) that urban children always perform better than rural ones in many examination and that in the urban areas the educational status of the father determines children's involvement in child labour. However, this result adds a credit to literature-based instructional strategies in the sense that pupils were able to learn and change their attitude to child rights regardless of their parents' education and where the school is located or where they live. This study corroborates those studies who confirmed the efficacy of literature in the teaching of children. This indicates that these strategies can take care of children's individual differences in teaching and learning activities therefore it would be very useful particularly in educating and changing children's attitude to child rights.

Conclusion

The three strategies, poetry/song, prose and drama strategies produce better and more positive attitude to child rights than the conventional method. This means that pupils' negative attitude to child rights could be effectively addressed through the use of these three modes of literature-based instructional strategies. The findings also acclaim literature-based instructional strategies potency in managing students from different background as the results reveal no significant interaction effect of treatment, school location and parents' educational background on pupils' attitude to child rights.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. The studies showed that literature-based instructional strategies have significant effect on attitude of pupils. Therefore, these strategies can be adopted to change pupils' attitude to child rights. These strategies facilitated children's active participation during the teaching-learning process and beyond classrooms and so their use should be encouraged among pupils.
2. The potency of these strategies on pupils from both low and high parental educational background and different locations (rural and urban) indicates that these strategies can also be adopted by teachers in classrooms to take care of pupils from different background and bring about effectiveness in their teaching and learning.
3. Training and retraining programmes such as seminars, workshops and symposia should be organised by the government and other professional bodies who are concerned and actively involved in serving the needs of young children from time to time for teachers to enable them acquire more skills in on the use of literature-based instructional strategies.

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