



Sensitivity Level of Educational Administrators towards Child Rights

¹Shabbir Akbar, ²Abdul Hameed, ³Kamran Siddiqui, ⁴Mumtaz Khan

¹PhD Scholar, UMT, Lahore, sahibuzaman.2013@yahoo.com

²Professor, UMT, Lahore. drhameedpk@gmail.com

³Headmaster, School Education Department Punjab, sidiqui_kamran@yahoo.com

⁴Professor, UET, Lahore, mumtazmkpk1@gmail.com

ARTICLE DETAILS	ABSTRACT
<p>History <i>Revised format: February 2019</i> <i>Available Online: March 2019</i></p> <hr/> <p>Keywords <i>CEOs and DOs, Head teachers, Provision, Protection, Participation, Knowledge, Attitude, Practice, Secondary School Punjab, Pakistan</i></p> <hr/> <p>JEL Classification: A20, A21, P46</p>	<p>The Sensitivity level of administrators towards human rights specifically child rights in secondary schools needs to be explored. This sensitivity level towards child rights in terms of provision, protection and participation under United Nation Child Rights Convention (UNCRC) was assessed through knowledge, attitude and practice (KAP) model. The cognizance of this need necessitates to layout ways of improvement for child rights. This study therefore, articulated and empirically validated the problems through educational administrators working in secondary schools of Punjab, Pakistan. This cross sectional study used quantitative method design for data collection from 233 educational administrators (CEO, DOs and Head teachers) selected through simple random sampling method from each division with a response rate of 100%. The analysis of data showed that administrators have high sensitivity level about knowledge, attitude and practice of child right provision, protection and participation. This study is useful for researchers, practitioners, and policy makers.</p> <p>© 2019 The authors, under a Creative Commons Attribution-NonCommercial 4.0</p>

Corresponding author's email address: sahibuzaman.2013@yahoo.com

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1. Introduction

Sensitivity refers to the strength of the capacity to detect and discriminate a stimulus or change. It is the phenomenon that how strongly an individual perceived a factor. Studies have shown that subjects' sensitivity towards a particular matter (i.e. cultural sensitivity) depends upon their attitudes, behaviors, knowledge and application of awareness (practice) of that particular matter (Banks, 1987; Grant, 1994). Child welfare and child rights including provision, protection and participation are the part of welfare system of all societies. The needs and the risks of child rights provision, protection and participation are widely acknowledged. In Pakistan, the children are facing a lot of problems regarding basic rights including free and modern education, health, safety, security and lifelong learning in comfortable and peaceful schooling environment (SPARC & Plan, 2005); (Shahab, Ushijima & de-Muynck, 2004). From above back drop, it is quite obvious that there is need to explore perceptions of all stakeholders including teachers and educational administrators in this context. This study is useful as a tool to improve the observance of child rights in secondary schools of Punjab in Pakistan.

2. Review of Related Literature

Children are the future of any country who become productive class of citizen for a nation. In Pakistan, 39 percent population is below 18 years (80.4 million children Censes, 2017 & Spate & Learmonth, 2017). Any human being

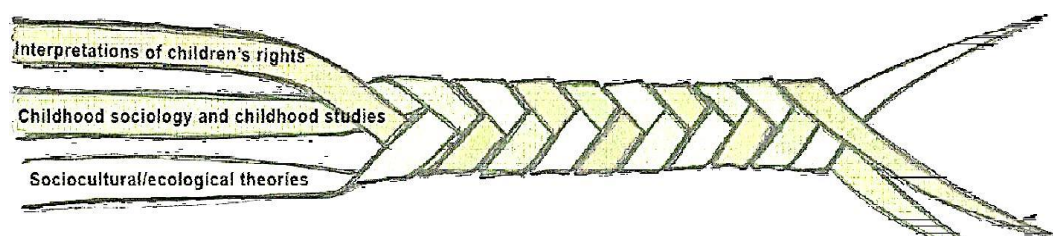
under 18 years of age as per state law provisions falls in the category of child. Legally a child is considered as minor being younger than the age of majority (Okyere & Imoh, 2014). Generally speaking, child rights are human rights. There is only a subtle distinction between the two notions. Human rights are protected in international human rights bills and agreements with principle of equality and non-discrimination, to be applied to every individual equally and fairly. As for their specific conditions of maturity and vulnerability is concerned, it is universally agreed that children should have a special protection yet reasonable freedom and active participation in matters directly concerning their life (Kosher, Ben-Arieh, & Hendelsman, 2016).

As per Natural theory, all humans are born with inherent rights by nature. It is the universal moral principle that lie beneath the ethical and legal norms of society through which human conduct is measured and evaluated because all humans are governed by basic laws of nature. This theory is also reflected in article 1 of UNCRC, which inter-alia stipulates that all humans are free with equal rights by birth (Gilbert, 2015).

Social justice theory is based on abilities of people living in a society and these capabilities and potential of people are required to be realized. As per social justice theory, all people are equal morally (Asch, 2017). The preamble to the constitution of different countries including Pakistan indicates to social justice in these terms and according to which, all persons shall have equal rights and obligations. Children's free and equal rights are seriously violated because most of them are forced to carry out activities out of their will such as child labor, forced marriages and prostitution (Robertson, Bromfield & Lamont, 2014). This study, therefore, observes that there is a problem between these proclamations and the respect for children's rights.

Moral theory entitles everyone to human rights which also come with their duty or obligation to respect it. The moral theory is related to natural rights by the fact that everyone is born free and has equal rights towards one another. Kant (1949) described the moral theory into actions, which must be derived from duty than from inclination (Chappell, 2014). Moral theory is more forcefully applicable to children in terms of provision, protection and participation. The moral theory enforces moral justice to people, especially children suffering from human rights violation, to establish a better society (MacIntyre, 2016).

Sociocultural theory is actually based on different social, cultural norms and value systems, which are being practiced in different communities. The transformation of taboos, values and traits make the communities more flexible and acceptable for others (Wenger, 1998; Wenger, McDermott, & Snyder, 2002), and in this way communities become learners of practices of other cultures and societies (Rogoff, 2003; Rogoff, Baker-Sennett, Lacasa, & Goldsmith, 1995; Rogoff, Matusov, & White, 1996). Children are also part of those communities and in this way, cultural interactions with peers and other members of communities transform the intercultural and inter-social harmony. Both learners and practicing communities are interlinked with the bond of learning and development (Rogoff, 2003).



The binding feature between these different theories is children's participation which lead towards their psychomotor and cognitive development. From the above diagram, it is quite evident that children rights interpretation, childhood sociology related studies and socio-cultural/ ecological theories must be twined for the best of child development rather than to destroy the personality of future generation. Education has a pivotal role to communicate culture in transforming the child personality in a positive way. Participation of children in cultural processes is a right (Articles 12 and 13; CRIN, 2007).

3. United Nations Convention on the Rights of the Child (UNCRC)

As per UNCRC, every child regardless of age and gender is unique in character and has equal status of human respect and dignity. Moreover, children have right to participate in decision making. Children must be given right

to be listened and due respect to their view point (CRIN, 2007). Without recognition of children rights, there can never be agreement on rights of children (Bentley, 2005).

According to Alston et al. (2005), UNCRC can be divided into five phases. Initially, child rights movement focused on child labor and sexual harassment. After World War-I, League of Nations developed working on Declaration of the rights of Children rights as humanitarian. As per the provisions of Geneva Convention 1959 and Declaration of Rights of Children, child rights were emphasized. The basic principle was that mankind should owe the children and invoke special attention of the World community to provide them special assistance in the situation of emergency.

There was a paradigm shift from children protection to grant of children's rights (Freeman, 1998). Cultural relativism debate was the major focus of critique of the 'best interests' principle:

While the significance of national and regional particularities and various historical, cultural and religious backgrounds must be borne in mind, it is the duty of States, regardless of their political, economic and cultural systems, to protect all human rights and fundamental freedoms (Alston, 1994)

The child rights include Child's best interests Principle, Parental care about child's rights, Child's developing abilities and Child's rights Consultation (Ritchie & Ritchie 1997).

This final phase of child rights pertains to implementation and then, accountability (Alston et al., 2005). This is highly difficult task because of different types of economies, centralized and decentralized system of governments, use of various modern technologies by states, different concepts of social, cultural and moral obligations, and complex legal framework of ratified states due to which such international conventions have to be compromised.

3.1 UNCRC: Provision, Protection and Participation (3 Ps)

In UNCRC, child rights have been elaborated through '3Ps' that is Provision, Protection and Participation. The Provision Rights pertain with services, resources and skills which are essential for children's existence and their development like education, health care and the right to play (Art 24,28 and 31). Provision means minimum standards of life, social security, health, education, accessibility to care, recreation, culture, play and leisure. The Protection Rights save children from acts of mistreatment or exploitation like protection from any type of physical and sexual abuse, mistreatment, substance abuse, inequality, discrimination and conflict (Art 3,19 and 32).

The Participation Rights that provide children freedom to engage and participate in the processes to prepare themselves for society. These include the right to express their views etc. and right to information (Art12 and 13). Participation means political and civil rights like the right of identity, consultation, physical integrity, information and freedom of opinion (Alderson et al., 2005; Hammarberg, 1990; Lansdown, 1994; Rogers, 2004).

To assess the sensitivity of administrators in terms of provision, protection and participation about child rights, the structured questionnaire surveys are helpful technique and KAP (Knowledge, Attitude and Practice) survey is very much authentic model to assess the sensitiveness of any social behavior which allows the researchers in collecting a large amount of data that will be subject to statistical analysis.

The KAP is a survey instrument used to identify the knowledge (K), attitudes (A) and practices (P) of a population on a specific topic (Kaliyaperumal, 2004). Knowledge is the capacity to get, remember the mixture of comprehension, experience, judgment and skill. Attitudes refer to inclinations to respond to certain situations in a certain way and to see and construe events according to certain predisposition and Practices mean the application of rules and knowledge that leads to action (Green 2001, Hausmann-Muela et al. 2003, Manderson and Aaby 1992, Nichter 2008). The KAP surveys is effective in its characteristics like easy to design, easy to quantify data, easy to interpret and easy to give concise presentation of results, easy to generalize small sample results to a wider population, cross-cultural comparability, and speed of implementation (Bhattacharyya 1997, Stone and Campbell 1984).

4. A Hypothetical Framework: A Two-way Matrix for Assessment of sensitivity of child rights

Respondents	KAP	Child Rights		
		Provision	Protection	Participation
Administrators (CEOs/Dos/Head teachers)	Overall Knowledge	Knowledge about provision	Knowledge about protection	Knowledge about participation
	Overall Attitude	Attitudes towards provision	Attitudes towards protection	Attitudes towards participation
	Overall Practice	Practices in provision	Practices in protection	Practices in participation

The problem is that child rights provision, protection and participation is not properly observed in secondary schools. It is important to measure the sensitivity level (knowledge, attitude and practice) of administrators about child rights

The objectives of the study are, to find out the difference of sensitivity level of knowledge (provision, protection and participation) about child rights of educational administrators; to identify the difference of sensitivity level of attitude (provision, protection and participation) towards child rights of educational administrators; and to explore the difference of sensitivity level of practice (provision, protection and participation) in child rights of administrators.

The study is an attempt to find out answers to questions, such as; what is the level of knowledge provision, protection and participation of educational administrators about child rights in schools; what is the level of attitude provision, protection and participation of educational administrators towards child rights in schools; and what is the level of practice provision, protection and participation of educational administrators in child rights in schools?

5. Research Methodology

Punjab, the most populous province of the Pakistan, has vast geographical and diverse social demographics were taken as the container of population. This research was a cross sectional survey and the study identified and described the extent of knowledge, behavior, and attitudes of school administrators towards child rights. A sample of 233 educational administrators i.e. CEOs/EDOs, Dos and head teachers (including male, female, urban and rural) were proportionately and randomly selected from 9 divisions, 36 districts and 147 tehsils of Punjab.

5.1 Constructs aligned with UNCRC

PROVISION

1. Adequate standard of living
2. Health care
3. Education
4. Services
5. Play and recreation.
6. A balanced diet
7. A warm bed to sleep in
8. Access to schooling

PROTECTION

1. Protection from abuse
2. Protection from neglect
3. Exploitation and discrimination
4. Safe places for children to play
5. Constructive child rearing behavior
6. Acknowledgment of the evolving capacities of children

PARTICIPATION

1. Participate in communities
2. Have programs and services for themselves
3. Involvement in libraries and community programs
4. Youth voice activities
5. Involving children as decision-makers

The instrument for Administrators was developed on the basis of above UNCRC constructs and it was named as 3PST. It comprised of 118 items consisting three (03) main constructs base on “3Ps” namely Provision, Protection and Participation (3Ps). Further each construct was divided into three objectives i.e. Knowledge, Attitudes and Practice respectively. Five-point Likert Scale was used to measure the responses of teachers. The validation of instruments includes the content and face validity. The instrument was validated by the subject matter experts.

The reliability coefficient Cronbach’s alpha values of all variables were good and above 0.70 i.e. 0.853 for overall knowledge, 0.837 for overall attitude, and 0.944 overall practice in child rights. After validation of research instruments from subject matter experts, the final questionnaire (SPST) was actually launched.

5.2 Conceptual Framework

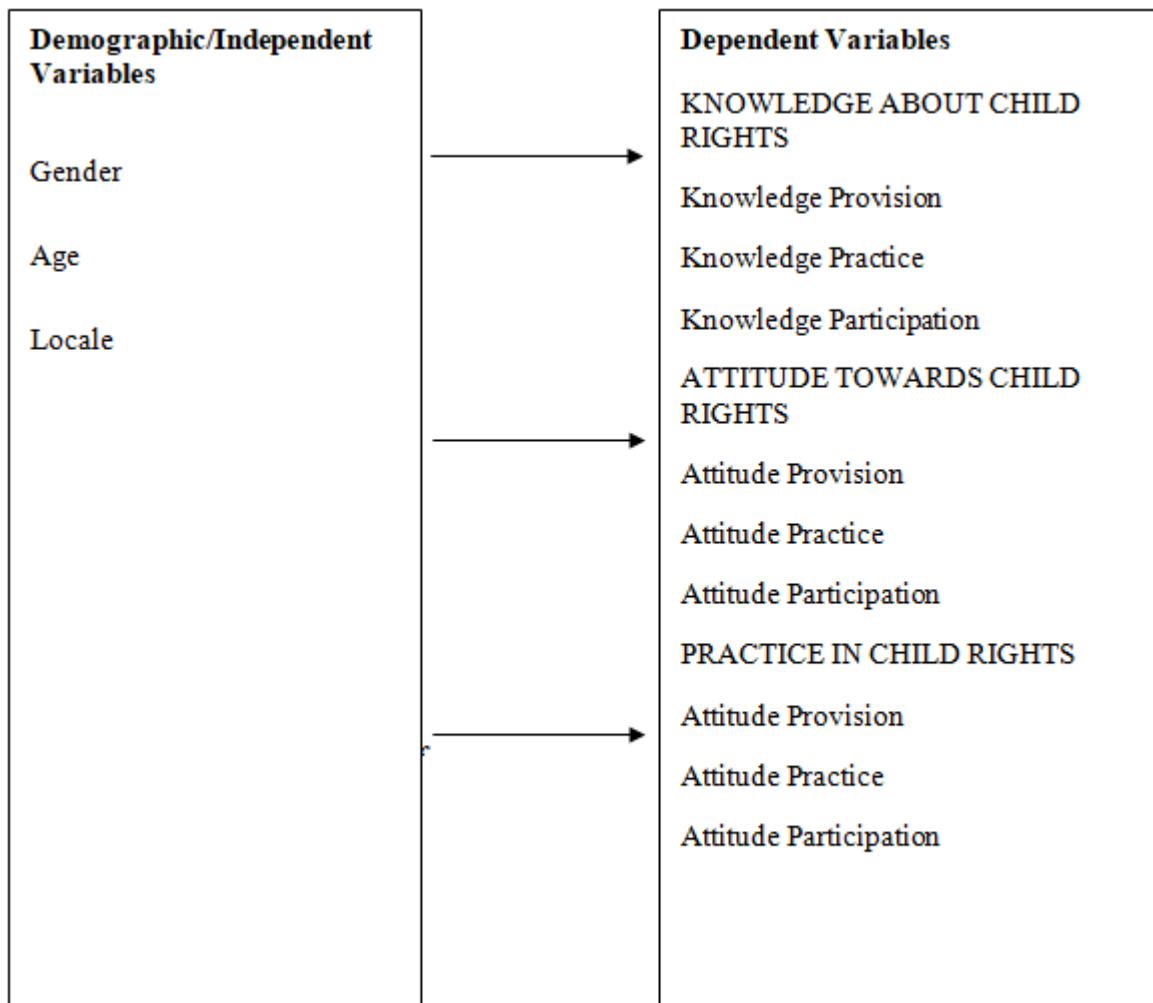


Figure 1: Conceptual framework of the study

6. Analysis

Table 1: The t test by gender on knowledge, attitude, practice and its factors of child rights:

Variables	Gender	N	Mean	S.D	't'	df	'p'
Knowledge Provision	Male	129	9.19	3.102	1.311	229	.191
	Female	102	9.80	4.064			
Knowledge Protection	Male	129	6.48	2.875	.227	229	.821
	Female	102	6.57	2.997			
Knowledge Participation	Male	129	7.61	2.854	1.406	229	.161
Overall Knowledge	Female	102	8.15	2.892			
	Male	129	24.99	7.235	1.352	229	.178
Attitude Provision	Male	129	30.64	5.971	.183	229	.855
	Female	102	30.77	5.424			
Attitude Protection	Male	129	34.78	6.532	.661	229	.510

	Female	102	35.34	6.231			
Attitude Participation	Male	129	11.64	2.904	2.143	229	.033
	Female	102	12.46	2.845			
Overall Attitude	Male	129	77.06	12.965	.924	229	.356
Practice Provision	Male	129	101.38	19.167	.899	229	.370
Practice Protection	Female	102	99.09	19.326			
	Male	129	114.15	20.454	1.135	229	.257
Practice Participation	Female	102	111.22	18.190			
	Male	129	56.74	12.656	1.426	229	.155
Overall Practice	Female	102	54.29	13.253			
	Male	129	272.26	45.666	1.286	229	.200
	Female	102	264.60	44.111			

*p < 0.05, **p < 0.01, ***p < 0.001

6.1 Knowledge and its factors

Table above shows that the t value (1.352) was not significant at $p < 0.05$ for the knowledge subscale score, hence the female administrators ($M = 26.45$, $SD = 9.160$) perceived knowledge level equally about child rights as compared to male administrators ($M = 24.99$, $SD = 7.235$).

The analysis regarding the knowledge factors reflects that t values for 'knowledge provision' (1.311), knowledge protection (.227) and 'knowledge participation' (1.406) was not significant at $p < 0.05$. Therefore, it is concluded that both male and female administrators had almost equal level of provision, protection and participation and overall knowledge about child rights.

6.2 Attitude and its factors

Table above shows that the t value (.924) was not significant at $p < 0.05$ of the attitude subscale, hence the female administrators ($M = 78.58$, $SD = 9.16$) perceived equally attitude towards child rights as compared to male administrators ($M = 24.99$, $SD = 11.60$).

The analysis regarding the knowledge factors reflects that t value for 'knowledge provision' (1.83), knowledge protection (.661), and 'knowledge participation' (2.143) was not significant at $p < 0.05$. Therefore, it is concluded that both male and female administrators', had almost equal level of overall attitude provision, protection and participation towards child rights.

Practice and its factors

Table above shows that the t value (1.286) was not significant at $p < 0.05$ for the practice subscale, hence the female administrators ($M = 264.60$, $SD = 45.11$) perceived almost equal practice level in child rights as compared to male administrators ($M = 272.26$, $SD = 45.66$).

The analysis regarding the practice factors reflects that t values for 'provision' (.899), protection (1.135), and 'participation' (1.426) was not significant at $p < 0.05$. Therefore, it is concluded that both male and female administrators', had almost equal level of overall practice provision, protection and participation in child rights.

Table 2: One-way ANOVA for knowledge, attitude, practice and its factors on age group of administrators

		Sum of Squares	df	Mean Square	F	Sig.
Knowledge Provision	Between Groups	19.515	2	9.758	.771	.464
	Within Groups	2847.046	225	12.654		
	Total	2866.561	227			

Knowledge Protection	Between Groups	16.221	2	8.111	.943	.391
	Within Groups	1934.621	225	8.598		
	Total	1950.842	227			
Knowledge Participation	Between Groups	.121	2	.060	.007	.993
	Within Groups	1908.809	225	8.484		
	Total	1908.930	227			
Overall Knowledge	Between Groups	74.384	2	37.192	.555	.575
	Within Groups	15090.125	225	67.067		
	Total	15164.509	227			
Attitude Provision	Between Groups	.420	2	.210	.006	.994
	Within Groups	7538.826	225	33.506		
	Total	7539.246	227			
Attitude Protection	Between Groups	63.756	2	31.878	.753	.472
	Within Groups	9525.660	225	42.336		
	Total	9589.417	227			
Attitude Participation	Between Groups	16.402	2	8.201	.977	.378
	Within Groups	1889.527	225	8.398		
	Total	1905.930	227			
Overall Attitude	Between Groups	147.892	2	73.946	.469	.627
	Within Groups	35508.998	225	157.818		
	Total	35656.890	227			
Practice Provision	Between Groups	41.424	2	20.712	.055	.946
	Within Groups	84548.716	225	375.772		
	Total	84590.140	227			
Practice Protection	Between Groups	512.746	2	256.373	.655	.520
	Within Groups	88030.145	225	391.245		
	Total	88542.890	227			
Practice Participation	Between Groups	449.753	2	224.877	1.324	.268
	Within Groups	38219.558	225	169.865		
	Total	38669.311	227			
Overall Practice	Between Groups	368.260	2	184.130	.088	.915
	Within Groups	468914.301	225	2084.064		
	Total	469282.561	227			

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

6.2 Knowledge and its factors

One-way analysis of variance showed the effect of age on administrators' sensitivities towards knowledge and its factors for child rights. The administrators with different age had not significantly different opinions about knowledge participation for child rights ($F = .007$), $p < .05$. The administrators did not show any significantly

different perceptions based on age, regarding 'knowledge provision for child rights' ($F = .771$), $p > .05$, knowledge protection ($F = .943$), $p > .05$ and overall knowledge ($F = .555$), $p > .05$. about child rights

Therefore, it is concluded that the administrators having different age, had perceived almost equal level of provision, protection, participation, and overall practices in child rights.

6.3 Attitude and its factors

One-way analysis of variance showed the effect of age on administrators' perceptions towards attitude and its factors for child rights. The administrators did not show any significantly different perceptions regarding 'provision' ($F = .006$), $p > .05$, 'protection' ($F = .753$), $p > .05$, 'participation' ($F = .977$), $p > .05$, and overall attitude ($F = .469$), $p > .05$, towards child rights.

Therefore, it is concluded that the administrators having different age, had almost equal level of provision, protection, participation, and overall attitude towards child rights.

6.4 Practice and its factors

One-way analysis of variance showed the effect of age on administrators' perceptions regarding practice and its factors in child rights. The administrators did not show any significantly different perceptions based on age regarding 'provision' ($F = .055$), $p > .05$, 'protection' ($F = .655$), $p > .05$, 'participation' ($F = .1324$), $p > .05$, and overall practice in child rights ($F = .088$), $p > .05$.

Therefore, it is concluded that the administrators having different age, had almost equal level of provision, protection, participation, and overall practice in child rights.

Table 3: One-way ANOVA for knowledge, attitude, practice and its factors on locality of administrators

		Sum of Squares	df	Mean Square	F	Sig.
Knowledge Provision	Between Groups	44.775	2	22.387	1.788	.170
	Within Groups	2879.165	230	12.518		
	Total	2923.940	232			
Knowledge Protection	Between Groups	13.047	2	6.524	.767	.466
	Within Groups	1956.961	230	8.509		
	Total	1970.009	232			
Knowledge Participation	Between Groups	7.368	2	3.684	.443	.643
	Within Groups	1911.765	230	8.312		
	Total	1919.133	232			
Overall Knowledge	Between Groups	234.389	2	117.194	1.789	.169
	Within Groups	15065.869	230	65.504		
	Total	15300.258	232			
Attitude Provision	Between Groups	166.042	2	83.021	2.551	.080
	Within Groups	7486.490	230	32.550		
	Total	7652.532	232			
Attitude Protection	Between Groups	151.264	2	75.632	1.829	.163
	Within Groups	9509.217	230	41.344		
	Total	9660.481	232			
Attitude Participation	Between Groups	24.718	2	12.359	1.484	.229
	Within Groups	1915.282	230	8.327		
	Total	1940.000	232			
Overall Attitude	Between Groups	821.834	2	410.917	2.682	.071
	Within Groups	35237.625	230	153.207		

	Total	36059.459	232			
Practice Provision	Between Groups	761.522	2	380.761	1.031	.358
	Within Groups	84970.195	230	369.436		
	Total	85731.717	232			
Practice Protection	Between Groups	625.342	2	312.671	.812	.445
	Within Groups	88601.310	230	385.223		
	Total	89226.652	232			
Practice Participation	Between Groups	264.501	2	132.250	.771	.464
	Within Groups	39441.302	230	171.484		
	Total	39705.803	232			
Overall Practice	Between Groups	2389.695	2	1194.848	.581	.560
	Within Groups	472942.322	230	2056.271		
	Total	475332.017	232			

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

6.5 Knowledge and its factors

One-way analysis of variance showed the effect of locale on administrators' perceptions concerning knowledge and its factors. The administrators did not show any significantly different perceptions based on locale regarding 'provision' ($F = 1.788$), $p > .05$, 'protection' ($F = .767$), $p > .05$, 'participation' ($F = .443$), $p < .05$, and 'overall knowledge' about child rights ($F = 1.789$), $p > .05$.

Therefore, it is concluded that the administrators having different locale, had almost equal level of provision, protection, participation, and overall knowledge about child rights.

6.6 Attitude and its factors

One-way analysis of variance showed the effect of locale on administrators' perceptions concerning attitude and its factors towards child rights. The administrators did not show any significantly different perceptions regarding 'provision' ($F = 2.551$), $p > .05$, 'protection' ($F = 1.829$), $p > .05$, 'participation' ($F = 1.484$), $p > .05$, and overall attitude towards child rights ($F = 2.682$), $p > .05$.

Therefore, it is concluded that the administrators having different locale, had almost equal level of provision, protection, participation, and overall attitude towards child rights.

6.7 Practice and its factors

One-way analysis of variance showed the effect of locale on administrators' perceptions concerning practice and its factors in child rights. The administrators did not show any significantly different perceptions regarding 'provision' ($F = 1.031$), $p > .05$, 'protection' ($F = .812$), $p > .05$, 'participation' ($F = .771$), $p > .05$, and overall practice in child rights ($F = .581$), $p > .05$.

Therefore, it is concluded that the administrators having different locale, had almost equal level of provision, protection, participation, and overall practice in child rights.

7. Conclusion and Results

The female administrators perceived overall knowledge level, equally about child rights as compared to male administrators; both male and female administrators, had almost equal level of sensitivity in terms of provision, protection and participation and overall knowledge about child rights; the female administrators perceived equally overall attitude towards child rights as compared to male administrators; both male and female administrators 'had almost equal level of overall attitude provision, protection and participation towards child rights; the female administrators perceived almost equal practice level in child rights as compared to male administrators; both male and female administrators', had almost equal level of overall practice provision, protection and participation in child rights.

The administrators with different age had not significantly different opinions about knowledge participation for child rights. The administrators did not show any significantly different perceptions based on age, regarding 'knowledge provision for child rights', knowledge protection and overall knowledge about child rights; the administrators having different age, had perceived almost equal level of provision, protection, participation, and overall practices in child rights; the administrators having different age, had almost equal level of provision, protection, participation, and overall attitude towards child rights; the administrators having different age, had almost equal level of provision, protection, participation, and overall practice in child rights.

The administrators having different locale, had almost equal level of provision, protection, participation, and overall knowledge about child rights; the administrators having different locale, had almost equal level of provision, protection, participation, and overall attitude towards child rights; the administrators having different locale, had almost equal level of provision, protection, participation, and overall practice in child rights.

Based on the findings, it is recommended that the administrators must be vigilant about the rights of children but it would be appropriate that the child rights seminars must also be arranged on monthly basis and the parents and teachers must be involved in such seminars frequently so that level of sensitivity about child rights may be increased optimally, which will increase the participation of child in different activities.

Prioritizing child protection, all stakeholders like government, school administration, line departments should play an active role in nation building and children should be given a 'decision making role in school environment, administrators may be provided counselling and guidance from Child rights experts to ensure protective child rights environment in schools. Parents teachers' meetings may be arranged to avoid and reduce the neglect of child rights.

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