Social Studies Teachers' Perception of the Role of Child Rights in Youth Socialisation in Southwest, Nigeria: A TETFund-Sponsored Research

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Abstract

The passage of Child rights Law by all the 36 States of the Nigerian Federation and the Federal Capital Territory is a major step towards the realisation of the provisions of the law. However, all stakeholders must be aware of the provisions of the law for the benefits of the children. This study is conducted to examine the perception of Social Studies teachers to the role of child rights in youth socialisation in Nigeria. The study adopted the descriptive research design with population comprising Social Studies teachers in both private and public secondary schools in junior secondary schools in Southwest Nigeria. The population consisted of a population of 150 teachers in 45 public and private junior secondary schools, selected through a multi-stage sampling procedure. The instrument used for the study was self-constructed questionnaire titled "Social Studies Teachers' Perception of Child Rights in Youth Socialisation (SSTPCRIYS) which was validated by experts. The reliability was established at 0.79 co-efficient. The data of the study was analysed using frequency, simple percentages and correlation co-efficient. The study showed that Social Studies teachers generally demonstrated a high level of awareness of fundamental human rights, but weaker awareness of privacy, freedom of thought and religion. It also found that child labour, religion and non-exposure to language and culture instituted impediments to child rights education. Also, teachers in public and private schools had awareness of child rights. The study recommended that child rights education should be infused into social studies curriculum in schools to ensure positive youth socialisation.

Key words: Child rights, Gender discrimination, Socialisation, Teachers' perception

Introduction

Nigeria is confronted with many social problems resulting from deficits in the socialisation process which require intervention of the educational system. This can be done through socialising students to appropriate social norms and values through human rights education, particularly child rights. Hence, the school system has a cogent role to play in exposing youth to effective socialisation through human rights education as a central way of developing skills to prevent child abuse and violence, child marriage and genital mutilation. It will also contribute to the fulfilment of the Sustainable Development Goals (SDGs 3, 4, 5 and 6) of quality education, good health as well as peace and justice and strong institutions.

Developing Social Studies curriculum in an ethno-religious plural State like Nigeria is a challenge (Lawal & Saadu, 2024). People's cultures, values, traditions, religion and ways of life are varied. The diversity reflects in all the facets of life: child upbringing, attitudes to girl child education, child marriage, and communal living. This plurality has far-reaching implications in the teaching of Social Studies because of its focus on the interaction of man with his environment. Therefore, a teacher of Social Studies must at all times, be abreast of the cultural, religious, social, environmental, economic and religious issues and continually strives for ways of harnessing them for an integrated national development.

The concept of human rights education is that it should not only focus on training but also contribute to the development of individuals with requisite skills to interact and act in an increasingly complex and just society (UNESCO, 2013). Based on the above, UNESCO champions the right to education for building a universal culture of human rights, particularly child rights through its Convention on the Rights of the Child 1989. UNESCO's Convention on the Rights of the Child,African Union's Charter on the Rights and Welfare of the Child, and Child Rights Act 2003 provide rich resources for the development of resources for Child Rights education in Social Studies classrooms in Nigeria.

Scholars have conducted works on the relevance of child rights to Social Studies. A number of studies have explored the use of local play for the teaching of Social Studies and its curriculum development (Ojelade. John-Akinola, Adefolarin and Oluwasanu, 2025; Lawal & Saadu, 2024; Salawu, Salawudeen & Salawudeen, 2024; Yayi, Badamasi & Okafor, 2021; Salawudeen, 2021; Oladosu, Ayoola, Osundina & Adeola, 2019; Lawal, 2023). Studies point to the need to further explore the role of community resources in the formulation of the Social Studies curriculum.

Social studies is a multidisciplinary subject with the scope traversing social sciences, humanities, and environmental studies. It is an indispensable tool in national development and the achievement of Sustainable Development Goals (SDGs) because of its inculcation of learners' values of cooperation, tolerance, peaceful coexistence, gender equality, loyalty, and commitment to nation-building (Meizeobi, 2010; Egbule & Eboh, 2021; Omiyefa, 2024).

Conducting studies on perceptions of teachers to the role of child rights have engaged attention of scholars (Ojelade, John-Akinola, Adefolarin, and Oluwasanu, 2025, Lawal & Saadu, 2024, Salawu, Salawudeen & Salawudeen, 2024; Uzoagba, Ebebe & Akakumi, 2023; Yayi, Badamosi & Okafor, 2021; Oladosu, Ayoola, Osundina, & Adeola, 2019; Uzoagba, 2018). Evidence from literature suggests that knowledge of child rights is central to the development of gender equality and peaceful coexistence among pupils (Salawu, et al, 2024; Uzoagba et al., 2023). According to Uzoagba et al, (2023), there was a significant difference in Social Studies mean achievement scores of pupils who possess adequate and inadequate child rights education and that knowledge of child rights has significantly influenced achievements in the subject. These findings supported Krapmman (2006) and Uzoagba (2018) that child rights must be protected because of their vulnerability. In a non-empirical study, Salawu, et al (2024) considered the child right to education in the midst of Nigeria's ravaging insecurity and came to the conclusion that for the promotion of child's education, frantic efforts were required to curb insecurity. The authors highlighted challenges to child rights to include cultural and religious beliefs.

Looking at perspectives of teachers and students on the Child Rights Act (CRA), Ojelade et al. found that gaps existed in students' and teachers' knowledge of the CRA and the need to eliminate impediments to its implementation. The study recommended the integration of a comprehensive education based on the CRA and training of teachers for inclusive practice in schools. According to Oladosu et al. (2019), assessment of teachers' perception on implementation of the CRA indicated that teachers had low awareness of its provisions, while gender significantly influenced their perception of its implementation. Also, Lawal and Saadu (2024)'s study showed that there was no significant influence between male and female teachers, but it identified a significant difference in awareness of child rights based on teachers' years of experience. Yayi et al. (2021)'s study investigated gender equity and awareness of child rights. The results revealed that the awareness of in-school adolescents was low, while there was a significant difference in the awareness of child rights of male and female adolescents in favour of females.

Findings of these studies were not exhaustive because the knowledge of child rights education with compliance to global standards are evolving with the domestication of the UNESCO's Convention on the Rights of the Child, 1989. Also, inhibiting religious and cultural practices affect its implementation (Salawu et al., 2024). This study, therefore, proposes to find Social Studies teachers' perceptions of the role of child rights education in youth socialisation among the people of southwest Nigeria.

The implementation of Child Rights Law in Northern Nigeria was a mixed story of success and setbacks. The implementation of the laws across the three geo-political zones of Northern Nigeria was not impressive due to factors such as the continuation of the almajir system, child marriage, genital mutilation of the girl-child, and religious and cultural barriers (Federal Ministry of Budget and Economic Planning and UNICEF, 2024). The foremost barrier to achieving child rights in Northern Nigeria is insecurity. Armed conflict in northeast Nigeria continues to adversely affect the lives and prospects of 7.7 million people, 60% of them are children in 2022 (IOM, 2023) and 4.5 million children were in need in northern Nigeria in 2024 (OCHA, 2024). Furthermore, commenting on the child's right to education and the right to development in northern Nigeria, Magashi ( ) observed that:

In Nigeria, an otherwise good practice of the *almajiri* has turned into a social miliu that captures the attention of every well Nigerian and indeed global community. The practice which hitherto promoted the child's right to education, now promotes denial to other basic rights, like shelter, food, health care, and love, as well as the right the practice tends to promote.

Hence, the paper traced religious, political and economic-dynamics in Northern Nigeria.

Problem Statement

Social Studies is a multidisciplinary subject which focuses on human interaction with the environment. Its focus includes exposing citizens to civic and human rights issues, of which child rights are central in child education. There is scarcity of resources and materials for youth socialisation and human rights education in social studies classrooms. Although a number of studies have been conducted on human rights education and child rights in particular, few of these studies are empirical, and do not focus on youth socialisation. Less studies have been conducted on teachers' perceptions of the child rights for youth socialisation in Southwest Nigeria.

Conducting this study might lead to its replications in other parts of Nigeria. It might also promote increased awareness of the promotion of gender inclusiveness, positive citizenship values, respect for the dignity of pupils, and peaceful coexistence. Addressing the implementation of child rights could arguably solve problems of child abuse, child marriage, and child neglect. The implementation in the school curriculum could contribute to the fulfilment of the Sustainable Development Goals, (SDGs 3, 4, 5, and 6) on quality education, good health, as well as gender equality, peace, and justice, and stronger institutions.

Objectives of the Study

The study investigated Social Studies teachers' perception of child rights as a tool for youth socialisation in southwest of Nigeria. Specific objectives of the study were to

1. investigate the teachers' awareness of the role of child rights in youth socialization.
2. assess the impact of child rights as an instructional resource in Social Studies classrooms; and
3. determine challenges to the implementation of child rights in the Social Studies classrooms.

Hypotheses

1. There will be no significant difference in public and private schools' social studies teachers' perceptions of child rights in youth socialization.
2. There will be no significant difference in the social studies teachers' perceptions based on their qualification, and experience.
3. There will be no significant difference in social studies teachers' perception of challenges to the implementation of child rights in urban and rural schools.

Methodology

The study adopts a descriptive survey approach. The survey design is adopted to examine the perceptions of Social Studies teachers to the role of child rights in youth socialisation in Junior Secondary Schools in southwest Nigeria. The study area is Southwestern Nigeria, comprising Ekiti, Lagos, Ogun, Ondo, Osun and Oyo States. The population of the study consisted of all Social Studies teachers in Basic 6-9 (JSS) in southwest Nigeria, comprising of Ekiti, Lagos, Ogun, Ondo, Osun and Oyo States. Through purposive random sampling, Ekiti, Osun and Oyo states will be selected for the study, while a stratified random sampling was used to select 150 Social Studies teachers in 45 Junior Secondary schools (30 public and 15 privates) in the selected states. The rationale for the choice of the three states is that they are located in the centre of Yoruba land, and the cultural values of the people to child upbringing are of the Yoruba ethnic group. The researcher designed design an instrument, namely Social Studies Teachers' Perception of Child Rights in Youth Socialisation (r=0.79) which was scored on four-point Likert method.The data was collected using structured questionnaire designed by the researcher. Six research assistants were delegated to administer the instrument for data collection under the researcher guardian and supervision. Each assistant was assigned for a State.The data would be analysed using inferential statistics, simple percentage and t-test analysis.

Results

The research on Social Studies teachers' perceptions of the role of child rights in youth socialisation in southwest Nigeria was analysed in this section. The research result was expected to contribute to knowledge in this area of citizenship education, prevention of child torture and abuse, promotion of gender equity, and respect for the human dignity of a child and access to inclusive education.

RESULTS

Analysis of Demographic Data of Respondents

Table 1: Socio-Demographic Characteristics of the Respondents

Variables	Socio-Demographic	Frequency	Percentage (%)
Type of School	Public	30	66.7
	Private	15	33.3
	Total	**45**	**100.0**

Source: Field Survey, 2026

Table 1 presented the socio-demographic characteristics of the respondents. 30 (66.7%) of the 45 participating schools were public schools, while 15 (33.3%) were private schools. This showed that public schools constituted the larger proportion of the schools covered by the study.

Table 2: Socio-Demographic Characteristics on Experience of Educational Qualifications and Teaching Social Studies

Variables	Socio-Demographic	Frequency	Percentage (%)
Educational Qualification	NCE (Social Studies Combination)	61	41.5
	B.Ed (Social Studies)	45	30.6
	M.Ed/PhD (Social Studies)	14	9.5
	Others	27	18.4
	Total	**147**	**100.0**
Experience of Teaching Social Studies	1–5 years	33	22.4
	6–10 years	51	34.7
	Above 10 years	63	42.9
	Total	**147**	**100.0**

Source: Field Survey, 2026

Table 2 presented data on educational qualifications. 61 (41.5%) of the respondents possessed NCE with Social studies combination, 45 (30.6%) possessed B.Ed. in Social studies, 14 (9.5%) possessed M.Ed./PhD in Social Studies, while 27 (18.4%) had other qualifications. The result indicated that a considerable proportion of the respondents had professional and academic qualifications relevant to Social Studies teaching. With respect to teaching experience, 33 (22.4%) of the respondents had 1–5 years of experience, 51 (34.7%) had 6–10 years, while 63 (42.9%) had above 10 years of experience teaching Social Studies. The result showed that respondents with above 10 years of teaching experience constituted the largest group. This suggested that a substantial proportion of the respondents had considerable teaching experience and were therefore likely to have developed informed perceptions about the role of child rights in Social studies classrooms and youth socialisation.

Analysis of Variables

Table 3: Teachers' Awareness of Child Rights

Child Rights Awareness	SA Freq (%)	A Freq (%)	D Freq (%)	SD Freq (%)	Decision
In every action concerning a child, the best interest of the child shall be the primary consideration	84 (57.1)	44 (29.9)	10 (6.8)	9 (6.1)	Accepted
A child shall be given protection and care necessary for the child's well-being	87 (59.2)	51 (34.7)	5 (3.4)	4 (2.7)	Accepted
Every person responsible for the care of the child shall conform with the standards established by appropriate authorities, particularly in the areas of safety, health, welfare and suitability of their staff and competent supervision	56 (38.1)	52 (35.4)	21 (14.3)	18 (12.2)	Accepted
Every child has a right to survival and development	71 (48.3)	46 (31.3)	19 (12.9)	11 (7.5)	Accepted
Every child deserves to be given a name on his birth, and in line with the culture of his parents	72 (49.0)	43 (29.3)	21 (14.3)	11 (7.5)	Accepted
The birth of every child shall be registered	50 (34.0)	31 (21.1)	46 (31.3)	20 (13.6)	Accepted
Every child has a right to freedom of thought and acts in a way or according to his conscience	21 (14.3)	41 (27.9)	71 (48.3)	14 (9.5)	Rejected
Every child should be free to follow any religion of his/her choice	41 (27.9)	40 (27.2)	62 (42.2)	4 (2.7)	Accepted
A child may choose not to practise any religion	18 (12.2)	43 (29.3)	81 (55.1)	5 (3.4)	Rejected
Parents and guardians shall provide guidance and direction in the enjoyment of freedom of thoughts, conscience and religion	63 (42.9)	41 (27.9)	19 (12.9)	24 (16.3)	Accepted
No child should be subjected to interference with his right to privacy, family life, home, telephone conversation and telegraphic communication	31 (21.1)	14 (9.5)	81 (55.1)	21 (14.3)	Rejected
Parents and legal guardians should have rights to supervise the conduct of their children and wards	64 (43.5)	38 (25.9)	41 (27.9)	4 (2.7)	Accepted
A child shall not be subjected to any form of discrimination because of his place of origin, sex, religion or political opinion	73 (49.7)	42 (28.6)	18 (12.2)	14 (9.5)	Accepted
No child shall be subjected to physical, mental or emotional injury, abuse, neglect or maltreatment	71 (48.3)	52 (35.4)	16 (10.9)	8 (5.4)	Accepted
A girl child should not be exposed to genital circumcision	51 (34.7)	75 (51.0)	15 (10.2)	6 (4.1)	Accepted
A child should not be exposed to torture, inhuman or degrading treatment or punishment in the classroom	34 (23.1)	19 (12.9)	82 (55.8)	12 (8.2)	Rejected
A child is entitled to participate in play, sports or recreational facilities appropriate to his age	94 (63.9)	19 (12.9)	16 (10.9)	18 (12.2)	Accepted
Every child is entitled to participate fully in cultural and artistic activities of the Nigerian, African and World communities	98 (66.7)	12 (8.2)	20 (13.6)	17 (11.6)	Accepted
A child, irrespective of sex, should equally be entitled to free, compulsory and universal basic education	51 (34.7)	41 (27.9)	34 (23.1)	21 (14.3)	Accepted
A female child who becomes pregnant before completing her education should be given opportunity, after delivery, to continue with her education	21 (14.3)	43 (29.3)	22 (15.0)	61 (41.5)	Rejected

Source: Field Survey, 2026

Table 3 showed that Social studies teachers generally demonstrated a high level of awareness of fundamental child rights. A substantial majority, 138 respondents (93.9%), agreed that children should be provided with the protection and care necessary for their well-being, while 128 (87.0%) agreed that the best interest of the child should be the primary consideration in all actions concerning children. Similarly, 117 respondents (79.6%) were aware of children's rights to survival and development, while

115 (78.2%) recognised the right of every child to a name at birth. Also, 108 (73.5%) acknowledged that persons responsible for children's care should comply with appropriate standards relating to safety, health, welfare and supervision.

Awareness was also high regarding protection from discrimination and abuse. A total of 115 respondents (78.2%) agreed that children should not be discriminated against based on origin, sex, religion or political opinion, while 123 (83.7%) recognised children's right to protection from physical, mental and emotional injury, abuse, neglect and maltreatment. Furthermore, 126 (85.7%) acknowledged that the girl child should not be exposed to genital circumcision.

However, awareness was relatively low concerning some specific rights. Only 62 respondents (42.2%) recognised children's freedom of thought and conscience, while 61 (41.5%) agreed that a child could choose not to practise any religion. Similarly, only 45 respondents (30.6%) recognised children's right to privacy. Awareness was also low regarding protection from torture or degrading punishment in the classroom (36.0%) and the right of a pregnant female student to continue education after delivery (43.5%).

Therefore, the findings indicated that teachers possessed considerable awareness of basic child protection, survival, development and non-discrimination rights, but demonstrated weaker awareness of privacy, freedom of thought and religion, protection from degrading classroom punishment, and educational continuity after pregnancy.

Table 4: Analysis of Impediments to the Implementation of Child Rights

Impediments	SA Freq (%)	A Freq (%)	D Freq (%)	SD Freq (%)	Decision
A girl child may be offered in ma rriage between the age of 11–17 years	13 (8.8)	24 (16.3)	17 (11.6)	93 (63.3)	Not impediment
A girl child may be betrothed to any person	11 (7.5)	34 (23.1)	28 (19.0)	74 (50.3)	Not impediment
Child marriage is authorised by religion	23 (15.6)	18 (12.2)	38 (25.9)	68 (46.3)	Not impediment
Many school children use drugs such as alcohol, marijuana, narcotics, etc. through their peer groups	91 (61.9)	13 (8.8)	21 (14.3)	22 (15.0)	Impediment
Children are often subjected to child labour through street hawking, em ployment as domestic help, or work as assistants in industrial settings	88 (59.9)	32 (21.8)	18 (12.2)	9 (6.1)	Impediment
Children are used for prostitution, domestic or sexual labour	13 (8.8)	17 (11.6)	33 (22.4)	84 (57.1)	Not impediment
Children may be exposed to defilement, rape, etc.	87 (59.2)	18 (12.2)	34 (23.1)	8 (5.4)	Impediment
Insecurity affects the child's right to education	94 (63.9)	17 (11.6)	30 (20.4)	6 (4.1)	Impediment
Children are usually forced to follow the religion of their parents	92 (62.6)	24 (16.3)	18 (12.2)	13 (8.8)	Impediment
Children are deprived of exposure to their mother tongue stories	84 (57.1)	26 (17.7)	23 (15.6)	14 (9.5)	Impediment

Source: Field Survey, 2026

The findings showed that respondents identified six major impediments to the implementation of child rights in Social Studies classrooms. Child labour was the most prominent, with 81.6% agreeing that street hawking, domestic work and industrial labour constitute significant barriers. Similarly, 78.9% agreed that forcing children to follow their parents' religion is an impediment, while 74.8% identified deprivation of exposure to mother-tongue stories as a challenge.

In addition, 75.5% of respondents agreed that insecurity affects children's right to education, while 71.4% identified exposure to defilement and rape as an impediment. The use of drugs such as alcohol, marijuana and narcotics through peer influence was also considered a significant challenge, with 70.7% agreement.

Conversely, respondents did not regard early marriage, child betrothal, and religious authorisation of child marriage as major impediments, as only 25.2%, 30.6% and 27.9%, respectively, agreed with these statements. Similarly, only 20.4% considered the use of children for prostitution, domestic or sexual labour an impediment.

Testing of Hypotheses

Hypothesis 1

Ho 1: There is no significant difference in Social Studies teachers' awareness of the role of child rights in youth socialisation based on school type (public and private schools).

Table 5: t-test Showing teachers' awareness of child rights based on school types

Schools	No	X	SD	Df	t-test	Sig. (2-tailed)	Remarks
Public	30	3.60	0.31				
				147	-1.05	0.29	Accepted
Private	15	3.65	0.39				

Source: SPSS Output, 2026

Table 5 presents the t-test comparing Social Studies teachers' awareness of child rights based on school type. The result shows that teachers in public schools had a mean awareness score of 3.60 with a standard deviation of 0.31, while teachers in private schools recorded a slightly higher mean of 3.65 with a standard deviation of 0.39. The obtained t-value of -1.05 with a significance value of 0.29 is greater than the 0.05 level of significance.

Therefore, the null hypothesis, which states that there is no significant difference in Social Studies teachers' awareness of the role of child rights in youth socialisation based on school type, is accepted. This implies that there is no statistically significant difference between public and private school Social Studies teachers' awareness of child rights. The finding suggests that school ownership does not significantly influence teachers' awareness of child rights as a tool for youth socialisation.

Hypothesis 2

Ho 2: There is no significant difference in Social Studies teachers' perception of the impact of child rights as an instructional resource based on their educational qualification and teaching experience.

Table 6: t-test showing teachers' perception on the impact of child rights

Variables	No	X	SD	Df	t-test	Sig. (2-tailed)	Remarks
Educational Qualification	62	3.62	0.34				
				148	-0.96	0.34	Accepted
Teaching Experience	85	3.67	0.31				

Source: SPSS Output, 2026

Table 6 shows that Social Studies teachers' perception of the impact of child rights as an instructional resource had a mean score of 3.62 (SD = 0.34) for educational qualification and 3.67 (SD = 0.31) for teaching experience. The result produced a t-value of approximately -0.96 and a significance value of 0.34. Since the significance value of 0.34 is greater than the 0.05 level of significance, the difference is not statistically significant.

Therefore, the null hypothesis is accepted. This implies that there is no significant difference in Social Studies teachers' perception of the impact of child rights as an instructional resource based on educational qualification and teaching experience. In other words, differences in teachers' qualifications and teaching experience do not significantly affect their perception of child rights as an instructional resource in Social Studies classrooms.

Ho 3: There is no significant difference in Social Studies teachers' perception of the challenges to the implementation of child rights based on school location (urban and rural schools).

Table 7: t-test showing the teachers' perception on challenges

Location	No	$\bar{x}$	SD	Df	t-test	Sig. (2-tailed)	Remarks
Urban Schools	74	3.55	0.37				
				145	1.80	0.09	Accepted
Rural Schools	73	3.60	0.34				

Source: SPSS Output, 2026

Table 7 presents the t-test analysis of Social Studies teachers' perception of challenges to the implementation of child rights based on school location. The result shows that teachers in urban schools recorded a mean score of 3.55 with a standard deviation of 0.37, while teachers in rural schools recorded a slightly higher mean score of 3.60 with a standard deviation of 0.34. The obtained t-value of 1.80 with a significance value of 0.09 is greater than the 0.05 level of significance. Therefore, the null hypothesis is accepted. This implies that there is no significant difference in Social Studies teachers' perception of the challenges to the implementation of child rights between urban and rural schools. Although rural-school teachers recorded a slightly higher mean score than their urban-school counterparts, the difference is not statistically significant. Thus, school location does not significantly influence teachers' perception of the challenges associated with implementing child rights in Social Studies classrooms.

Discussion of Findings

The finding revealed that Social Studies teachers demonstrated considerable awareness of child rights and their role in youth socialisation, particularly regarding protection, survival, development and non-discrimination. However, awareness was lower concerning privacy, freedom of thought and religion, protection from degrading punishment and continuation of education after pregnancy. The finding differs from Oladosu, Ayoola, Osundina and Ojo (2021), who reported low awareness of the Child Rights Act among secondary school teachers in Ila LGA, Osun State. The difference may result from variations in teacher characteristics, study settings and the specific child-rights dimensions examined.

The finding revealed that Social Studies teachers perceived child rights as a useful instructional resource for promoting learners' understanding of rights and responsibilities, respect for others, social awareness and responsible citizenship. The finding agrees with Uzoagba, Ebebe and Akakuru (2023), who reported that child-right education enhances children's knowledge of their rights, duties and obligations while promoting socialisation. This agreement indicates that integrating child rights into Social Studies provides meaningful content for connecting classroom learning with learners' social experiences and can promote responsible citizenship, respect for human dignity and appropriate social behaviour.

The finding showed that child labour, parental religious control, limited exposure to mother-tongue stories, insecurity, defilement, rape and peer-related drug use constitute major challenges to implementing child rights in Social Studies classrooms. This finding agrees with Ojelade, John-Akinola, Adefolarin and Oluwasanu (2025), who reported that the practical implementation of the Child Rights Act in schools remains limited. The agreement indicates that legal provisions alone cannot guarantee effective implementation, as social, cultural, institutional and environmental factors may constrain practice. Effective implementation therefore requires collaboration among teachers, parents, schools, communities and relevant government agencies.

Conclusion

This study was concluded on teachers' perception of the role of child rights in youth socialisation in Nigeria. The study found that teachers had awareness of the child rights, and their place in youth socialisation. It also found that there were impediments to achieving the implementation of child rights which included culture, religion, child marriage, poverty, hunger and national insecurity, with grave implications for child education, especially in northern Nigeria. Others include child labour, sexual abuse and exposure to peer related drugs.

Recommendations

1. Curriculum development and planning should be embarked upon by the National Commission for Colleges of Education (NCCE) to infuse knowledge of privacy, freedom of thought and religion, protection from degrading punishment and continuation of education after pregnancy in the programmes of teacher training institutions, especially the Nigerian

Certificate of education awarding institutions.

2. Teachers and other school personnel in Basic 1-9 classes should be exposed to training and re-training programme to ensure that salient skills on child rights are presented through workshops, conferences and short term training programmes.
3. Current international collaborations from United Nations Children Education Fund (UNICEF) 2023, and Cultural Organisation (UNESCO) to implement child rights particularly promoting children's access to education, free them from discrimination and enlighten them on *evils* of early marriage and girl-child genital mutilation should be stepped up.
4. State governments which have passed the Child Rights Law should ensure its strict implementation, especially its penal provision for the protection of the vulnerable children in Nigeria, while States which are yet to enact the law should do so, in the interest of fostering positive child development and achievement of the sustainable goals of equal access to education, reduce poverty and discrimination.
5. Teaching materials on child rights should be commissioned by NERDC to ensure adequate their coverage and child socialisation.
6. Teachers and other school personnel should monitor cases of child bullying, and violence among children.

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