

**PROTECTION OF CHILD RIGHTS: A COMPARATIVE  
STUDY IN PUBLIC AND PRIVATE ELEMENTARY  
SCHOOLS OF GILGIT BALTISTAN**



**Researcher**

Muhammad Hafiz Ullah Khan  
444-FSS/MSEDU/F22

**Supervisor**

Dr. Azhar Mahmood

**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND  
MANAGEMENT**

**FACULTY OF EDUCATION  
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2025**

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**By**

**Researcher**

**Muhammad Hafiz Ullah Khan**

**(444-FSS/MSEDU/F22)**

A thesis submitted in a partial fulfillment of the requirements for the degree of  
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**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND  
MANAGEMENT  
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**APPROVAL SHEET**

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**By**

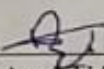
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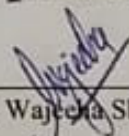
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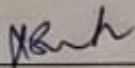
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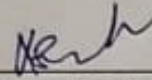
**Supervisor:**   
(Dr. Azhar Mehmood)

**Internal Examiner:**   
(Dr. Asad Abbas Rizvi)

**External Examiner:**   
(Dr. Wajeeha Shahid)

**Date:** \_\_\_\_\_

**Chairperson:**   
Department of Educational Leaderships  
and Management, Faculty of Education,  
International Islamic University  
Islamabad.

**Dean:**   
Faculty of Education, International  
Islamic University  
Islamabad.

## **AUTHOR’S DECLARATION**

I, Mr. Muhammad Hafiz Ullah Khan, Registration No 444-FSS/MSEDU/F22), a student of Master Studies in Education at Department of Educational Leadership and Management, Faculty of Education International Islamic University Islamabad, do hereby assert that this thesis entitled “Protection of Child Rights: A Comparative Study in Public and Private Elementary Schools of Gilgit Baltistan” submitted for the partial fulfillment for Master Studies in Education (MS Education), it is my original work , it has not been submitted or printed before and shall not in future be submitted by me for obtaining any degree from this or any other university or educational institution.

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**Signature:** \_\_\_\_\_

Muhammad Hafiz Ullah Khan

444-FSS/MSEDU/F22

## **SUPERVISOR’S CERTIFICATE**

This thesis entitled “PROTECTION OF CHILD RIGHTS: A COMPARATIVE STUDY IN PUBLIC AND PRIVATE ELEMENTARY SCHOOLS OF GILGIT BALTISTAN” submitted by Muhammad Hafiz Ullah Khan (Reg. NO. 444-FSS/MSEDU/F22) in partial fulfillment of MS Education degree, has been completed under my guidance and supervision. He has carried out all the observations made by internal and external Examiner as well as Viva Voice Committee the thesis is now ready for final submission for further as per International Islamic university rules and regulations.

Dated: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Dr. Azhar Mahmood  
Associate Professor

## **DEDICATION**

“This thesis is Dedicated to my role model Prophet Muhammad (PBUH), and to my beloved family, whose unwavering support, love and sacrifices have been the cornerstone of my academic journey. To my parents, who instilled in me the values of perservance and integrity, and to my siblings, whose encouragement and belief in me never faltered, Thank you for being my constant source of strength. I am also deeply grateful to my supervisor and mentors, whose guidance, patience, insight and unconditional support have shaped this work and my growth as a scholar. Above all, I dedicate this to all those who stood by me during moments of doubt, reminding me of my purpose and potential. ”

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## **Abstract**

This study aimed to investigate and compare the protection of child's physical, social, and emotional rights that are practiced in public and private elementary schools in Gilgit-Baltistan, Pakistan. The objectives of the study were: i) to investigate the child rights practices (Physical, Social and Emotional) that are currently functional at elementary level of public schools, ii) to investigate the child rights practices (Physical, Social and Emotional) that are currently functional at elementary level of private schools and iii) to compare the protection of child rights practices at elementary level offered by public and private schools. This was a survey-type descriptive study, and data were collected using a structured Likert-scale questionnaire. The study population consisted of all 7th-grade teachers and students in public and private elementary schools of Gilgit City. Using a stratified random sampling technique, a sample of 75 teachers (50% of the population) and 188 students (25% of the population) was selected to ensure proportional representation from both sectors. Data were collected personally by the researcher and analyzed using the Statistical Package for Social Sciences (SPSS). Descriptive statistics (mean, standard deviation) and inferential statistics (independent sample t-tests) were used to compare child rights practices between public and private schools. The findings revealed that private schools perform better in upholding children's physical, social, and emotional rights. Students and teachers in private schools reported better access to clean facilities, a safer and more inclusive environment, and stronger emotional support systems. Public schools, in contrast, struggled with inadequate infrastructure, limited emotional support, and inconsistent application of social protection measures. The major conclusion of the study was that private schools provided a significantly higher level of child rights protection across all three domains, while public schools showed considerable gaps, especially in emotional rights. Based on the findings, several recommendations are proposed: Improve physical infrastructure and hygiene facilities in public schools through government funding. Incorporate structured emotional support services and counseling frameworks in school systems. Provide professional development training for teachers focused on inclusivity, child protection, and emotional intelligence. Enforce child rights protection policies uniformly across school types through monitoring and evaluation. Lastly, foster community awareness and parental engagement to support school-based child rights initiatives. The study advocates for policy reforms and strategic interventions to ensure equitable protection of child rights in all elementary education institutions in Gilgit-Baltistan.



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# CHAPTER 01

## INTRODUCTION

### 1.1 Background of the Study

The protection of child rights is a cornerstone of global education policies, ensuring the well-being, dignity, and development of children. This study explores the implementation and challenges of child rights in the educational context of Gilgit-Baltistan, focusing on a comparative analysis of public and private elementary schools. With its unique socio-economic and cultural dynamics, the region provides a critical lens to assess disparities, challenges, and best practices in child rights protection. By examining access, equity, safety, and quality of education, this research aims to contribute to policy improvements and foster a more inclusive and rights-based educational framework in Pakistan.

The concept of child rights encompasses the fundamental entitlements that every child must enjoy to ensure their physical, emotional, and intellectual development. These rights are enshrined in various international frameworks, notably the United Nations Convention on the Rights of the Child (UNCRC), which has been ratified by Pakistan. The UNCRC emphasizes education as a crucial right, asserting that every child has the right to access free and compulsory education in an environment free from discrimination, abuse, or exploitation (UNICEF, 1989). In Pakistan, the commitment to protecting child rights in education is reflected in Article 25-A of the Constitution, which guarantees free education for children aged five to sixteen years (Government of Pakistan, 2010). Despite these legal safeguards, significant disparities remain in the implementation of child rights across public and private schools.

Gilgit-Baltistan, a region located in the northernmost territory of Pakistan, offers a unique context for studying the protection of child rights in education. Known for its rugged

terrain and cultural diversity, the region presents both opportunities and challenges for ensuring equitable access to education. Public and private schools operate side by side, serving communities with diverse socio-economic backgrounds. Public schools, primarily funded and managed by the government, cater to the majority of the population but are often characterized by limited resources, overcrowded classrooms, and insufficient teacher training (Rehman, 2020). Private schools, while generally offering better facilities, face criticism for their high fees and lack of inclusivity, particularly for marginalized groups (Khan, 2018).

One of the critical dimensions of child rights in education is access, which entails the provision of schooling opportunities for all children, regardless of their socio-economic or cultural background. Pakistan faces significant challenges in this regard, with an estimated 22.8 million children out of school, making it one of the countries with the highest rates of educational exclusion globally (UNESCO, 2021). Gilgit-Baltistan's mountainous geography further compounds these challenges, as children in remote areas often struggle to access schools due to long distances and lack of transportation infrastructure (Ali, 2020). While public schools attempt to bridge this gap by establishing institutions in rural areas, their limited capacity and resource constraints hinder their effectiveness. Private schools, on the other hand, are concentrated in urban centers, making them inaccessible to many rural families.

Equity in education is another critical component of child rights, ensuring that all children have equal opportunities to benefit from quality education. Gender disparities remain a pressing issue in Gilgit-Baltistan, where traditional cultural norms often limit the educational aspirations of girls (Hussain, 2019). While public schools have made strides in promoting gender equity through initiatives such as conditional cash transfer programs, these efforts are often undermined by societal attitudes and economic pressures. Private

schools, despite their potential to offer more inclusive environments, tend to cater to a specific demographic, often excluding children from low-income families. This socio-economic stratification creates an educational divide, with significant implications for the protection of child rights in the region.

Safety and protection within schools are fundamental rights that directly impact a child's ability to learn and thrive. The prevalence of corporal punishment in educational institutions across Pakistan is a significant concern, despite legal bans and awareness campaigns (Human Rights Watch, 2020). In Gilgit-Baltistan, the enforcement of child protection policies is uneven, with public schools often lacking the resources and training necessary to implement such measures effectively. Private schools, while generally perceived as safer environments, are not immune to issues such as bullying and emotional neglect. Addressing these challenges requires a systemic approach that includes teacher training, community engagement, and robust monitoring mechanisms.

Quality of education is a multifaceted aspect of child rights, encompassing not only the content of the curriculum but also the pedagogical methods, infrastructure, and overall learning environment. In public schools, the lack of trained teachers, outdated teaching methods, and insufficient learning materials significantly undermine the quality of education (Aslam, 2016). Private schools, while offering relatively better infrastructure and teaching resources, often prioritize academic performance over the holistic development of students (Zia, 2018). This focus on exam-oriented learning can limit opportunities for critical thinking, creativity, and social-emotional development, which are essential components of a rights-based approach to education.

The socio-cultural context of Gilgit-Baltistan adds an additional layer of complexity to the issue of child rights in education. The region's diverse ethnic and linguistic composition requires educational institutions to adopt culturally sensitive approaches.

Public schools, which are more representative of local communities, often face challenges in catering to the specific needs of students from different cultural backgrounds. Private schools, while offering standardized curricula, may overlook the importance of cultural relevance, creating a disconnect between students' educational experiences and their social realities (Khan & Qureshi, 2019). This cultural dimension underscores the need for education systems to balance standardization with contextual adaptability to protect and promote child rights effectively.

Parental involvement is a crucial factor influencing the protection of child rights in education. Research indicates that active parental engagement enhances student outcomes and fosters a supportive learning environment (Ahmed, 2018). However, in Gilgit-Baltistan, parental involvement varies significantly between public and private schools. Families from low-income backgrounds, who typically rely on public schools, often lack the awareness or resources to participate actively in their children's education. Conversely, private schools tend to have structured mechanisms for parental engagement, but these are accessible primarily to families who can afford their fees. This disparity in parental involvement reflects broader socio-economic inequalities and highlights the need for targeted interventions to support families in marginalized communities.

Teacher training and professional development are integral to ensuring the protection of child rights in education. In Pakistan, public school teachers often lack access to regular training opportunities, particularly in remote areas such as Gilgit-Baltistan (Ali & Fatima, 2019). This gap in professional development limits their ability to implement child-centered teaching practices and address the diverse needs of their students. Private schools, while generally more proactive in offering training programs, face challenges related to standardization and quality assurance. Bridging these gaps requires a concerted

effort to provide ongoing professional development opportunities for teachers in both public and private schools.

Non-governmental organizations (NGOs) and community-based initiatives have played a pivotal role in promoting child rights in education in Gilgit-Baltistan. Programs aimed at improving school infrastructure, increasing enrollment, and promoting gender equity have yielded positive outcomes in many areas (Hussain, 2021). However, the sustainability of these initiatives often depends on external funding and support, highlighting the need for greater collaboration between government agencies, NGOs, and local communities. The involvement of civil society in advocating for child rights in education underscores the importance of a multi-stakeholder approach to addressing the challenges faced by public and private schools in the region.

The policy framework for protecting child rights in education in Pakistan provides a robust foundation for addressing these challenges. The National Education Policy 2017 emphasizes the importance of equity, inclusivity, and quality in education (Government of Pakistan, 2017). However, the implementation of these policies remains uneven, particularly in regions like Gilgit-Baltistan, where logistical challenges and resource constraints are significant. International commitments, such as the UN Sustainable Development Goals, further underscore the need for focused efforts to address disparities in education systems (UNDP, 2020). A comparative analysis of public and private schools in Gilgit-Baltistan can provide valuable insights into the effectiveness of these policies and inform strategies for improvement.

In conclusion, the protection of child rights in education is a multifaceted issue that requires attention at both the policy and institutional levels. The unique socio-economic and cultural context of Gilgit-Baltistan presents distinct challenges and opportunities for ensuring that every child has access to a safe, inclusive, and high-quality education. By



examining the comparative performance of public and private schools, this study aims to contribute to a deeper understanding of the factors influencing child rights protection and provide actionable recommendations for policymakers, educators, and stakeholders.

The protection of child rights, particularly within the context of education, is a significant challenge in developing countries. While international frameworks such as the United Nations Convention on the Rights of the Child (UNCRC) provide a comprehensive basis for safeguarding these rights, their implementation often faces numerous hurdles. Developing countries grapple with issues such as poverty, political instability, weak institutional frameworks, and deeply ingrained socio-cultural norms that undermine efforts to protect child rights effectively (UNICEF, 2020). These challenges are compounded by economic disparities, which exacerbate inequities in access to education and create a gap between policy and practice. Poverty remains one of the most pervasive barriers to child rights in developing countries. According to the World Bank (2021), over 700 million people live in extreme poverty globally, with a significant proportion residing in low-income nations. Children from impoverished families are more likely to experience limited access to education, malnutrition, and child labor. These conditions often force families to prioritize immediate survival over long-term investments in education. This creates a vicious cycle, where lack of education perpetuates poverty and limits opportunities for social mobility, further marginalizing vulnerable populations.

The quality of education in developing countries also poses a critical challenge. Schools in many low-income nations often lack basic infrastructure, adequate learning materials, and qualified teachers (UNESCO, 2019). Public schools, which serve the majority of children, are frequently underfunded and overcrowded, while private schools, though better resourced, are inaccessible to poorer families due to high fees. This disparity highlights the structural inequities in education systems that hinder the realization of child

rights. Additionally, limited teacher training and professional development opportunities further compromise the ability of schools to provide inclusive and child-centered learning environments.

Political instability and weak governance are significant factors affecting the protection of child rights in developing countries. Regions affected by conflict, political turmoil, or corruption often experience disruptions in education systems, leaving millions of children without access to schooling (Save the Children, 2021). For instance, armed conflicts in parts of Africa, the Middle East, and South Asia have resulted in the displacement of millions of children, depriving them of their right to education. In such contexts, international humanitarian efforts often provide temporary solutions, but sustainable progress requires stable governance and robust institutional frameworks.

Socio-cultural norms and traditions in developing countries also impact the protection of child rights, particularly in education. Gender-based discrimination is a pervasive issue, with girls in many regions facing significant barriers to accessing education. Practices such as early marriages, gendered expectations for domestic roles, and societal undervaluation of girls' education contribute to high dropout rates among female students (Plan International, 2020). In contrast, boys are often pushed into the workforce at an early age to contribute to household income, further compromising their educational opportunities. Addressing these issues requires community engagement and awareness campaigns to challenge harmful norms and promote the importance of education for all children. Child labor is another critical issue affecting child rights in developing countries. According to the International Labour Organization (2020), approximately 160 million children worldwide are engaged in child labor, with the majority residing in low-income nations. Many of these children are forced to work under hazardous conditions, depriving them of their right to education, safety, and a childhood. Governments in developing

countries often struggle to enforce child labor laws effectively due to weak institutional capacity and widespread poverty, which pushes families to rely on child labor as a means of survival.

The impact of global health crises, such as the COVID-19 pandemic, has further exacerbated existing inequalities in developing countries. School closures during the pandemic disrupted education for millions of children, with those in low-income regions disproportionately affected due to limited access to digital learning resources (UNICEF, 2021). The lack of technological infrastructure and internet connectivity in many developing countries has highlighted the digital divide, which poses a significant barrier to equitable education. As schools reopen, efforts must focus on addressing learning losses and ensuring that vulnerable children are not left further behind.

Despite these challenges, developing countries have also witnessed positive developments in the protection of child rights. International organizations, non-governmental organizations (NGOs), and community-based initiatives have played a vital role in advocating for child rights and improving educational access. Programs such as conditional cash transfers, school feeding schemes, and community-based education initiatives have shown promising results in increasing enrollment rates and reducing dropout rates (World Food Programme, 2020). Additionally, partnerships between governments, civil society, and the private sector have led to innovative solutions, such as low-cost private schools and mobile classrooms, to reach marginalized populations.

The role of international commitments, such as the UN Sustainable Development Goals (SDGs), has also been instrumental in shaping national policies in developing countries. SDG 4, which aims to ensure inclusive and equitable quality education for all, has provided a framework for governments to align their education policies with global standards (UNDP, 2020). However, translating these commitments into tangible outcomes

requires sustained investment in education, effective monitoring mechanisms, and a focus on addressing systemic barriers. In conclusion, the protection of child rights in developing countries is a multifaceted issue that requires coordinated efforts at local, national, and international levels. Addressing challenges such as poverty, gender discrimination, weak governance, and socio-cultural norms is essential to ensuring that every child has access to quality education and the opportunity to thrive. While progress has been made, significant gaps remain, highlighting the need for continued advocacy, investment, and innovation in education systems. Developing countries must prioritize the protection of child rights as a fundamental aspect of their development agendas, recognizing that the well-being of children is central to the future of their societies.

## **1.2 Problem Statement**

The primary focus in our educational system is the child. Despite this, parents need to uphold their parental rights when they are with their children at home. In this regard, their awareness is desperately needed. The primary duty for child's social, emotional and physical rights protection at schools belongs to teachers and head teachers. Although the government is ultimately responsible, a significant amount of legislations have been passed on its behalf. With school serving as everyone's primary focus, it has a big impact on a child's social, emotional, and physical development. The development of a child's personality for a stable society can be greatly aided by the fulfillment of all of their rights; a school's healthy and supportive learning environment can contribute to the child rights protection by giving awareness of the rights and ensuring the protection of rights of the child. It can also train them for their future in the society regarding their rights. Violence and punishment have been outlawed completely. Keeping in view the importance of protection of child rights at schools, this study will investigate the current condition of child

rights in public and private schools of Gilgit city, so that the weak areas could be highlighted and remedial actions may be proposed.

The protection of child rights is critical for fostering a safe, inclusive, and supportive educational environment. In Gilgit-Baltistan, disparities between public and private elementary schools in implementing child rights raise concerns about equity, safety, and overall child development. Schools significantly influence children's social, emotional, and physical growth, yet challenges such as inadequate awareness, lack of resources, and enforcement of child protection policies persist. This study aims to compare the current state of child rights in public and private elementary schools in Gilgit-Baltistan, identifying gaps and proposing actionable solutions to ensure comprehensive child rights protection and create a foundation for societal progress.

In addition to being a moral and educational requirement, protecting children's rights is also required by law, which is supported both domestically and internationally. Pakistan adopted the United Nations Convention on the Rights of the Child (UNCRC) in 1990, which upholds every child's right to life, growth, safety, and involvement in all facets of life, including education. Additionally, all children between the ages of 5 and 16 are guaranteed free and compulsory education by Article 25-A of the Pakistani Constitution, which implies that it is the state's responsibility to provide a secure and welcoming learning environment. Although these commitments, there is still inconsistency in the actual implementation of children's rights in educational environments, especially in areas like Gilgit-Baltistan. Children's wellbeing and learning potential are still being harmed by violence, neglect, and a lack of emotional support. Examining the degree to which children's rights are upheld in both public and private educational institutions becomes crucial in this situation. In addition to being in line with Pakistan's legal and international

commitments, this will also meet the fundamental requirement to establish safe, egalitarian, and developmentally appropriate learning environments in schools.

Although there is ample evidence of broad concerns about the preservation of children's rights in educational institutions, there is an absence of factual data that specifically compares the physical, social, and emotional rights of children in Gilgit City's public and private primary schools. Policymakers and education authorities find it challenging to pinpoint specific areas for improvement due to this lack of localized evidence. With an emphasis on the three main aspects of physical safety, social inclusion, and emotional well-being, this study aims to examine the current state of child rights protection procedures in Gilgit City and the variations between public and private elementary schools.

### **1.3 Objectives of the Study**

1. To investigate the child right practices (physical, social and emotional) that are currently functional at elementary level of public schools.
2. To investigate the child right practices (physical, social and emotional) that are currently functional at elementary level private schools.
3. To compare the child rights protection (physical, social and emotional) at elementary level offered by public and private schools.

### **1.4 Hypotheses**

Following hypotheses were developed to measure objective no.1, 2 & 3.

H 01: There is no significant difference between public and private elementary schools in the protection of children's physical rights.

H 02: There is no significant difference between public and private elementary schools in the protection of children's social rights.

H 03: There is no significant difference between public and private elementary schools in the protection of children's emotional rights.

### **1.5 Significance of the Study**

This study holds importance as it addresses the critical issue of protecting child rights in the educational landscape of Gilgit-Baltistan, where disparities between public and private elementary schools influence the social, emotional, and physical well-being of children. By exploring the existing practices and challenges within these schools, the research contributes to a deeper understanding of how educational institutions impact child rights. The findings contribute to the development of more equitable and inclusive educational policies, fostering environments that respect and uphold the fundamental rights of children. Furthermore, the study provides valuable insights for educators, policymakers, and stakeholders, enabling them to identify gaps and implement targeted interventions. Promoting awareness and ensuring the effective protection of child rights in schools directly enhances children's holistic development, ultimately contributing to a more just and stable society. This research supports efforts toward fulfilling national and international commitments to children's rights and education.

Many scholars have undertaken studies in the topic of children's rights. Few child rights researchers include Atonuje (2011), Hayes (2002), and Lansdown (2011). In Pakistan, studies on child rights as well as public and private schools have been done. Awan (2011) analyzed the physical comforts supplied by public and private schools. According to Saeed and Wain (2011), the amenities supplied to students have a significant role in learning. Malik (2012), Hussain, Salfi, and Khan (2011) all performed research on private and public schools in the same method. Public schools have large buildings, grounds, libraries, and labs, but many private schools do not. However, numerous facilities are available. Many facilities are provided well in private schools. In the current century where

child rights have gained much attention all over the world, it is needed that a separate study must be there to compare public and private schools comparing protection of child right.

### **1.6 Delimitation of the Study**

This study focuses exclusively on the protection of child rights in public and private elementary schools within Gilgit-Baltistan. The research emphasizes comparative analysis between these two educational systems, examining areas such as safety, inclusivity, and the enforcement of child rights policies. Data collection is confined to selected schools in Gilgit city to ensure manageability and relevance. The study does not include secondary or higher education institutions, nor does it explore broader socio-economic factors beyond the school environment. This delimitation enables a focused examination of child rights at the elementary level within a specific regional and institutional context.

### **1.7 Limitation of the Study**

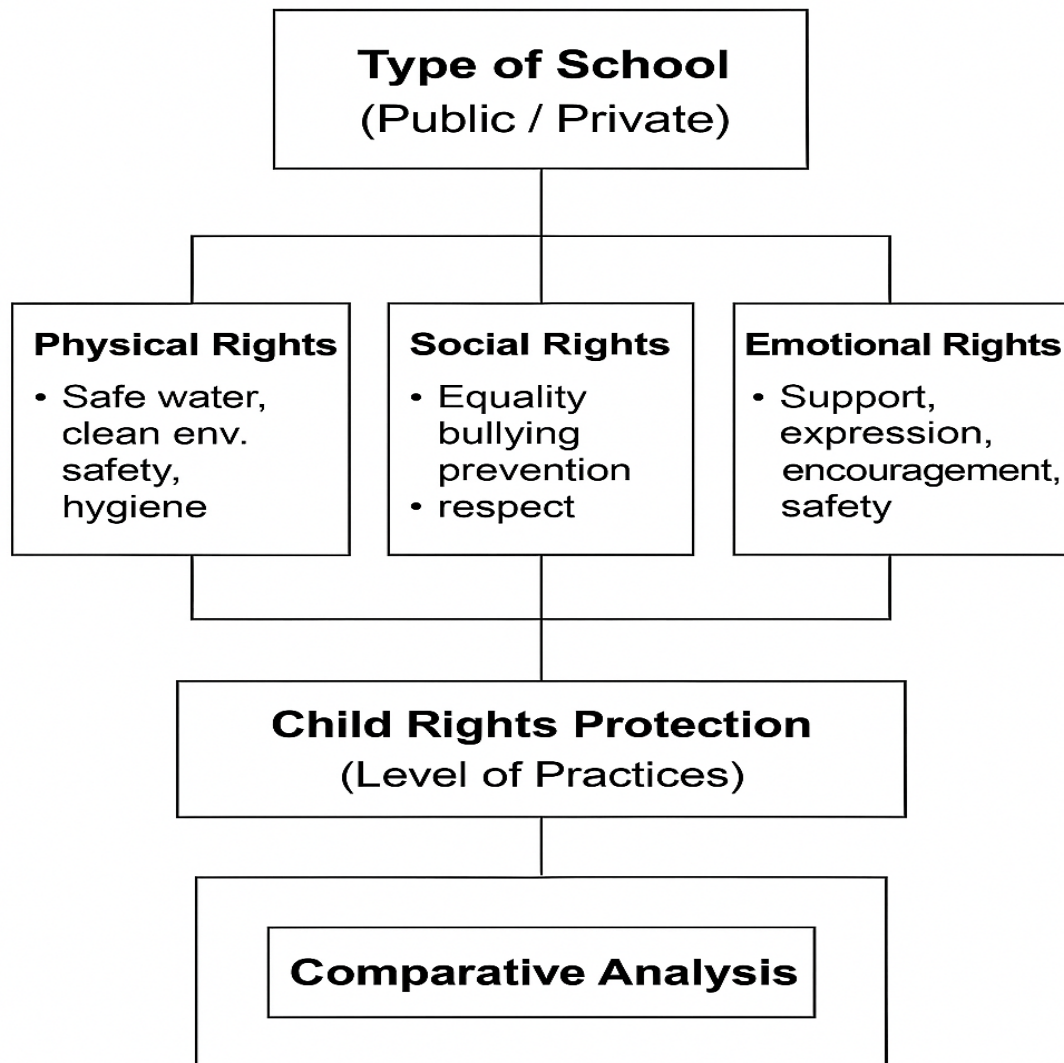
The study has limitations even if it offers insightful information. First, the study only included teachers and children in the seventh grade, which would not adequately represent the experiences of younger or older elementary school pupils. Second, the results may not apply to other areas of Pakistan or Gilgit-Baltistan because they are context-specific to Gilgit City. Third, because respondents may describe ideal rather than real practices, the use of self-reported questionnaires may introduce social desirability bias.

### **1.8 Conceptual Framework**

The protection of child rights is deeply rooted in both international legal instruments and theoretical perspectives that provide a comprehensive understanding of the factors influencing children's well-being and development. At the core of this study lies the United Nations Convention on the Rights of the Child (UNCRC) (1989), a globally recognized document that outlines fundamental rights and protections for children, including their rights to education, safety, and development. The UNCRC serves as a guiding framework



for evaluating the implementation of child rights in public and private elementary schools in Gilgit-Baltistan, offering a foundation for assessing compliance with international



standards.

To understand the complexities of child development and the factors affecting child rights, Bronfenbrenner's Ecological Systems Theory (1979) provides an essential lens. This theory posits that a child's development occurs within a nested hierarchy of environmental systems, ranging from the immediate microsystem, such as family and school, to the broader macro system, encompassing societal and cultural influences. By examining the interactions within and between these systems, this framework enables an analysis of how the distinct educational environments in public and private schools contribute to or hinder

the protection of child rights. Bowlby's Attachment Theory (1969) emphasizes the importance of secure emotional relationships in a child's development. This theory is relevant in understanding the role of teachers and school administrators in fostering safe and supportive learning environments. Schools play a pivotal role in providing emotional security and nurturing relationships that promote children's psychological and social well-being. This perspective is particularly pertinent in assessing how public and private schools address the emotional needs of children as part of their rights.

The concept of intersectionality, introduced by Crenshaw (1989), becomes critical when examining the broader societal context influencing child rights. Intersectionality highlights how overlapping identity factors such as gender, socioeconomic status, ethnicity, and geographic location affect children's experiences and access to their rights. In the context of Gilgit-Baltistan, where cultural norms and economic disparities shape educational opportunities, this framework provides a nuanced understanding of the unique challenges faced by children in different school settings.

The Capability Approach, proposed by Amartya Sen (1985), offers another important perspective in evaluating child rights. This approach focuses on enabling children to develop their abilities and make meaningful choices, emphasizing the importance of providing resources, opportunities, and freedoms that allow them to achieve their full potential. This framework is particularly useful in assessing the quality of education and the extent to which public and private schools empower children to realize their aspirations and participate meaningfully in society. Ethical considerations in child rights research are paramount. The principles articulated by Beauchamp and Childress (2019) in biomedical ethics, including respect for autonomy, beneficence, non-maleficence, and justice, provide a robust ethical foundation for this study. These principles guide the evaluation of school practices and policies, ensuring that they prioritize the best

interests of the child while upholding fairness and equity. Moving beyond tokenism, this perspective advocates for genuine engagement, where children's voices are heard and respected. By examining how public and private schools in Gilgit-Baltistan incorporate children's participation in their policies and practices, this study highlights the extent to which schools foster a sense of agency and citizenship among their students.

Incorporating these theoretical perspectives creates a comprehensive framework for understanding the complexities of protecting child rights. The UNCRC provides the legal foundation, while Bronfenbrenner's systems theory, Bowlby's attachment theory, and the Capability Approach offer insights into the developmental, emotional, and practical aspects of child rights. Intersectionality and ethical principles ensure that the study considers the diverse and interconnected factors influencing children's experiences. Together, these frameworks support a holistic analysis of the current state of child rights in public and private elementary schools, contributing to evidence based recommendations for enhancing child rights protection in Gilgit-Baltistan.

## **1.9 Operational Definition's**

### **1.9.1 Child**

The CRC's definition of an essential provision emphasizes that, unless the legal age of majority is achieved earlier under the national laws of a given country, all persons under the age of 18 are entitled to the rights enumerated in the convention.

### **1.9.2 Child Rights**

Child rights refer to the fundamental entitlements that ensure the safety, well-being, and development of children, including the right to education, protection from abuse, and equal opportunities, as outlined in the United Nations Convention on the Rights of the Child (UNCRC).

### **1.9.3 Protection of Child Rights**

Protection of child rights involves implementing policies, practices, and measures within schools to safeguard children from discrimination, abuse, and neglect, while ensuring a safe, inclusive, and nurturing environment that fosters their holistic development.

### **1.9.4 Public Elementary Schools**

Public elementary schools are government-funded institutions that provide education to children aged 5-12 years, often catering to diverse socio-economic backgrounds and operating within standardized regulations and policies set by state authorities.

### **1.9.5 Private Elementary Schools**

Private elementary schools are independently funded institutions offering education to children aged 5-12 years, often characterized by smaller class sizes, enhanced facilities, and tuition fees, with varied approaches to child rights implementation.

### **1.9.6 Comparative Study**

A comparative study analyzes similarities and differences between two or more systems, in this case, public and private elementary schools, focusing on their practices, challenges, and effectiveness in protecting and promoting child rights.

### **1.9.7 Gilgit-Baltistan**

Gilgit-Baltistan is a northern administrative region of Pakistan, known for its unique cultural diversity and geographical challenges, which influence access to education and the implementation of child rights within schools.

## **CHAPTER 02**

### **LITERATURE REVIEW**

This chapter reviewed and critically analyze an in-depth overview and themes are presented in literature review. Review the studies conducted in different contexts around the world. In this study we also overview the research journals research papers research articles and books on protection of child rights. It starts with a definition of child rights in modern times, followed by the concept of redefining child rights, the concept of child rights, role and importance of child rights.

#### **2.1 Concept of Protection of Child Rights**

Child rights in education are fundamental to ensuring a child's holistic development and well-being. Education is recognized as a basic human right by the United Nations Convention on the Rights of the Child (UNCRC), which mandates that all children have access to free, quality, and inclusive education in an environment that respects their dignity and promotes their potential (UNICEF, 1989). Schools play a pivotal role in upholding these rights by providing safe and supportive spaces for learning and growth. However, the realization of these rights often depends on the context of the educational system, including the distinction between public and private schools.

The protection of child rights in public and private schools has emerged as a critical area of research, given the disparities in resources, policies, and practices between these two systems. Public schools are generally government-funded and serve diverse populations, including children from marginalized backgrounds. However, they often face challenges such as overcrowded classrooms, inadequate infrastructure, and limited teacher training (Rehman, 2020). In contrast, private schools, while offering better facilities and resources in many cases, are frequently criticized for being exclusionary due to high fees

and their emphasis on academic performance over holistic development (Khan, 2019). This dichotomy underscores the importance of exploring how child rights are protected and promoted in these different educational contexts.

In the region of Gilgit-Baltistan, the protection of child rights within schools is particularly significant. Gilgit-Baltistan is characterized by its rugged terrain, socio-economic diversity, and unique cultural norms, which collectively influence access to education and the quality of learning environments. Public schools, often the only option for children in remote areas, face logistical and financial constraints that can hinder the implementation of child rights policies (Ali, 2020). Private schools, while concentrated in urban areas, often cater to families who can afford their services, leaving many children excluded. This regional context makes it essential to investigate the comparative effectiveness of public and private schools in safeguarding child rights. The concept of child rights in education encompasses access, equity, safety, and the promotion of a child-friendly environment. It also includes the responsibility of schools to address gender disparities, prevent abuse, and ensure inclusivity. By focusing on these aspects, this study contributes to the understanding of how schools can better protect and enhance child rights, with a specific emphasis on the unique challenges and opportunities in Gilgit-Baltistan.

## **2.2 Review of Related Literature**

Human rights encompass all of an individual's rights. These are the total of all individual and collective human rights established by local and international legislation (UN Human Rights Handbook, 2005). Child rights are described as an individual child's right as well as the establishment of conditions that allow all children to reach their full potential (Children Rights Information Network, 2005). Children are among the most vital members of our society. The word "child protection" is quite wide. It addresses concerns such as social standing, aggression against children, physical and emotional torture, child

abuse and neglect, and so on. The government, educational institutions, and all individuals have a responsibility to protect children's rights.

Considering the need of legislation for child rights protection, the United Nations General Assembly took a significant step on November 20, 1989, when it adopted the convention and opened it for signatures. The treaty was signed by 191 (one hundred ninety-one) nations. The convention went into effect on September 2, 1990. The conference had 54 articles. Articles through forty-one detailed a child's essential rights, while other articles addressed how various organization and countries will cooperate to implement the agreement, Article 28 (2) of the 1989 Convention on the Rights of the Child specifies that education should be managed in a dignified manner. According to Article 29, the objective of school education should be to assist the kid in the process of developing personality, abilities, and capabilities. According to Yamasaki et al.(2020), access to basic education is a fundamental right of every kid that must be prioritized. School, equality in school, religious education, freedom of expression, and choice of courses are all regarded core kid rights.

According to Cynthia and Megan (2008, p.10), the primary goal of our educational system is teaching and in order to reach this aim, educational barriers must be abolished. Houser (2013) defined learning as a change in behavior, which is undeniably the primary goal of our education. The primary goal of an education system is to shape a child's personality into a desired form that will make him appropriate for a society. The procedure that lasts till the end of life and centered on a kid, thus his or her fundamental rights must be carefully protected.

According to the Child Rights Education Toolkit (2014), the Committee on the Rights of the Child (CRC) declares that every child has a right to education and that education must be provided in such a way that a child acquires life skills that strengthen a

child's capacity to enjoy all human rights in their entirety and that help a child to promote an environment in which human rights values are infused. The true purpose of education is to enhance a child's learning, abilities, capacities, self-esteem, human dignity, and self-confidence.

A child-friendly approach is one that is founded on child-rights norms. It is founded on four guiding principles:

- i. Child-centeredness
- ii. Participation
- iii. Inclusion
- iv. Protection

Gamper's (2012, p.83) study addresses the rights of school-age children. The report is based on the UN agreements on the rights of the child. It specifies that school aged children must have the following rights:

- i. Washroom availability
- ii. Access to neat and clean drinking water
- iii. Free to movement when needed.
- iv. Learn by playing.
- v. Must not feel embarrassed by their errors.
- vi. Special treatment
- vii. They should not be punished; instead, they should be encouraged/motivated to become self-disciplined.
- viii. They must learn by trial and error and at their own speed.

### **2.3 Child Rights Practices (Physical, Social, and Emotional)**

Child rights practices in education encompass a wide range of initiatives aimed at fostering the physical, social, and emotional well-being of children. Schools play a pivotal



role in implementing these practices, creating environments where children feel safe, valued, and empowered to achieve their full potential. The types of child rights practices can be broadly categorized into three domains: physical, social, and emotional. Each domain addresses specific aspects of a child's development, reflecting the multidimensional nature of education.

### **2.3.1 Physical Rights Practices**

Physical rights practices focus on ensuring the safety, health, and overall well-being of children within school environments. These practices include the prohibition of corporal punishment, the implementation of health and safety protocols, and the provision of adequate infrastructure. The United Nations Convention on the Rights of the Child (UNCRC) emphasizes the importance of protecting children from physical harm and abuse, mandating that schools adopt policies to eliminate violence (UNICEF, 1989).

Corporal punishment, a long-standing issue in many educational systems, has been outlawed in several countries, yet its persistence in some regions underscores the need for stronger enforcement and awareness campaigns (Human Rights Watch, 2020). Schools are also responsible for maintaining a safe physical environment, which includes proper classroom ventilation, access to clean drinking water, sanitation facilities, and emergency preparedness measures. Research suggests that schools with better physical environments foster higher levels of student engagement and academic performance (Ali & Khan, 2018). Additionally, physical education programs and recreational activities are integral to promoting physical health and combating sedentary behaviors among children.

Nutrition and healthcare are also critical components of physical rights practices. School feeding programs have been implemented globally to address malnutrition and encourage school attendance. In developing regions like Gilgit-Baltistan, where food

insecurity is prevalent, such initiatives play a crucial role in ensuring children's physical well-being and their ability to focus on learning (Hussain, 2021).

### **2.3.2 Social Rights Practices**

Social rights practices emphasize creating inclusive and equitable school environments where all children, regardless of their background, can participate and thrive. Inclusivity in education ensures that children from diverse socio-economic, cultural, and linguistic backgrounds have equal opportunities to learn. Public schools, in particular, are tasked with addressing the needs of marginalized communities, while private schools face challenges in extending inclusivity due to financial barriers (Rehman, 2020). Promoting gender equality is a significant aspect of social rights practices. Gender-based disparities in education remain a pressing issue, particularly in regions with strong patriarchal norms. Schools play a vital role in challenging these norms by fostering environments where both boys and girls feel valued and respected. Initiatives such as gender-sensitive curricula, equal participation in extracurricular activities, and mentorship programs for girls have been shown to reduce gender gaps in education (Plan International, 2020).

Bullying and peer relationships are critical components of the social domain. Anti-bullying policies and programs that promote positive peer interactions contribute to a supportive school culture. Research indicates that schools with effective anti-bullying initiatives experience lower rates of violence and better student well-being (Olweus, 1993). Social rights practices also extend to engaging families and communities in the educational process. Parental involvement, teacher-parent communication, and community support are essential for creating a cohesive support system for children.

### **2.3.3 Emotional Rights Practices**

Emotional rights practices are centered on fostering a nurturing environment where children's mental and emotional well-being is prioritized. Emotional safety is crucial for learning, as children who feel valued and respected are more likely to engage and succeed academically. Schools can promote emotional well-being through positive teacher-student relationships, counseling services, and a curriculum that emphasizes social-emotional learning (SEL).

Social-emotional learning programs help children develop skills such as empathy, self-awareness, and emotional regulation. Research has shown that SEL initiatives improve academic outcomes, reduce behavioral issues, and enhance students' ability to form meaningful relationships (Durlak et al., 2011). In regions like Gilgit-Baltistan, where access to mental health resources is limited, schools play a vital role in providing emotional support to children. Attachment theory, as proposed by Bowlby (1969), highlights the importance of secure emotional relationships for healthy development. Teachers and school administrators serve as attachment figures, particularly for children who may lack stable emotional support at home. Creating a positive and inclusive classroom culture where every child feels heard and respected contributes to emotional resilience and a sense of belonging. Trauma-informed practices are another essential aspect of emotional rights. Schools must be equipped to identify and support children who have experienced adverse childhood experiences (ACEs) such as abuse, neglect, or conflict. Training teachers to recognize signs of trauma and provide appropriate interventions can significantly improve the emotional well-being of affected students (Substance Abuse and Mental Health Services Administration, 2014).

## **2.4 Child Rights Practices in Public Elementary Schools**

Child rights practices in public elementary schools are deeply influenced by national policies, socio-economic conditions, and cultural contexts. Globally, public

schools are mandated to implement fundamental child rights, including access to education, safety, and inclusivity, as outlined in the United Nations Convention on the Rights of the Child (UNCRC) (UNICEF, 1989). In developing countries, public schools often focus on ensuring basic access to education for marginalized groups, using initiatives like conditional cash transfers and free school meals to encourage enrollment and reduce dropout rates (World Bank, 2020). Despite these efforts, overcrowded classrooms, insufficient infrastructure, and limited resources pose significant challenges to fully implementing child rights. Research from sub-Saharan Africa highlights how public schools often struggle to balance the need for equity with quality, as resource constraints disproportionately affect children from impoverished backgrounds (UNESCO, 2019).

In South Asian contexts, including Pakistan, public elementary schools have made strides in implementing child rights through legislation like Article 25-A of the Constitution, which guarantees free and compulsory education for children aged 5-16 years (Government of Pakistan, 2010). These schools often serve as the only option for children in rural and economically disadvantaged areas. Efforts to promote gender equity through programs like school stipends for girls have shown promising results in increasing female enrollment (Rehman, 2020). However, gaps remain in addressing corporal punishment, teacher training, and inclusive education for children with disabilities. Public schools in Pakistan are also working toward integrating child protection policies and improving teacher accountability to create safer and more inclusive learning environments (Ali & Khan, 2018). These practices highlight the dual role of public schools as both facilitators of basic education and protectors of child rights, while underscoring the challenges they face in resource-constrained settings.

## **2.5 The Child Right Practices in Private Elementary Schools**

Private elementary schools often prioritize child rights practices through enhanced infrastructure, smaller class sizes, and additional resources. These schools generally operate with more autonomy and financial flexibility, allowing them to adopt progressive policies that promote inclusivity, safety, and holistic development. Globally, private schools are recognized for implementing stricter anti-bullying measures, fostering student-teacher relationships, and providing access to extracurricular activities that support children's emotional and social growth (UNESCO, 2019). In developed contexts, private schools frequently invest in advanced facilities, trained counselors, and inclusive curricula to ensure the physical, social, and emotional rights of children. However, critics argue that such practices are often accessible only to privileged families, excluding children from lower socio-economic backgrounds (Ball, 2012).

In developing countries, including Pakistan, private elementary schools contribute significantly to bridging educational gaps where public systems are underperforming. These schools often adopt stricter disciplinary policies and provide a safer environment compared to public schools, addressing issues such as corporal punishment more effectively (Khan, 2018). Gender inclusivity and student participation in decision-making processes are also more pronounced in private institutions, which often incorporate child-centered pedagogies. However, the commercial nature of private schooling can sometimes overshadow the commitment to equitable child rights, as financial priorities may lead to disparities in access for marginalized groups (Hussain, 2020). Despite these challenges, private schools play a crucial role in enhancing educational quality and protecting child rights, particularly in urban and semi-urban areas where they cater to families seeking alternatives to under-resourced public schools. These institutions demonstrate the potential

for innovative child rights practices, though their accessibility and equity remain contentious in broader policy discussions.

## **2.6 Challenges in Protecting Child Rights**

The protection of child rights in education faces numerous challenges, influenced by both global and local contexts. Access to education and equitable resource distribution remain fundamental issues, particularly in developing countries. According to UNESCO (2019), over 258 million children worldwide are out of school, with the majority residing in low-income countries. Rural areas often suffer from inadequate school infrastructure, long travel distances, and insufficient teaching staff, limiting access for many children. In developed nations, while access to education is near universal, disparities persist in resource allocation, particularly in underserved communities where schools lack the funding needed to provide quality education (OECD, 2020). Public schools in low-income neighborhoods often operate with fewer resources than those in wealthier districts, exacerbating educational inequities.

Socio-economic disparities play a significant role in shaping child rights outcomes. In developing countries, poverty forces many families to prioritize labor over education, leading to high dropout rates and limited educational attainment for children (World Bank, 2021). Private schools, which could provide better learning environments, remain financially inaccessible to most. In developed nations, socio-economic disparities also impact child rights, albeit differently. Research from the United States shows that children from low-income households often face barriers such as food insecurity, homelessness, and limited access to extracurricular activities, which negatively affect their academic performance and emotional well-being (National Center for Education Statistics, 2020).

The prevalence of corporal punishment and child abuse in schools continues to undermine child rights globally, despite legal bans in many countries. In South Asia and

sub-Saharan Africa, studies reveal that corporal punishment remains a normalized disciplinary method in public schools, causing physical and psychological harm to students (Human Rights Watch, 2020). In developed countries, while corporal punishment is largely outlawed, issues like bullying and emotional abuse persist, highlighting the need for stronger anti-abuse policies and better teacher training (Olweus, 1993).

Gender disparities and cultural barriers present additional challenges, particularly in patriarchal societies where girls face systemic discrimination. Early marriages, gendered labor expectations, and societal undervaluation of girls' education contribute to lower enrollment and higher dropout rates among female students in regions like South Asia and the Middle East (Plan International, 2020). Even in developed countries, gender stereotypes can influence subject choices and career aspirations, limiting opportunities for girls in STEM fields. Addressing these barriers requires a multi-faceted approach, including community engagement, policy reforms, and targeted programs to promote gender equity and cultural transformation in both developed and developing contexts. These challenges underscore the complexity of protecting child rights and highlight the need for context-specific strategies to address the unique needs of children worldwide.

## **2.7 Role of Schools in Protecting Child Rights**

Schools play a central role in protecting child rights by providing safe and inclusive environments where children can thrive. In developed countries, schools are often equipped with robust frameworks to ensure safety and inclusivity, supported by legal mandates and well-funded programs. For example, anti-bullying policies, social-emotional learning curricula, and inclusive education for children with disabilities are standard practices in many European countries (OECD, 2020). These measures ensure that schools are not only spaces for academic learning but also environments where children feel valued and respected. In developing countries, schools face greater challenges due to resource

limitations, but targeted initiatives such as free meal programs and campaigns against corporal punishment have shown positive impacts in creating safer environments (UNESCO, 2019). However, gaps in infrastructure and teacher training often hinder the full realization of these efforts.

Educational institutions serve as enablers of children's social, emotional, and intellectual development. Beyond academics, schools are instrumental in shaping a child's interpersonal skills, self-confidence, and resilience. In developed nations, this is supported through structured extracurricular activities, counseling services, and child-centered pedagogies that promote emotional well-being (Durlak et al., 2011). Developing countries, while often constrained by limited resources, have made strides in integrating life skills and social-emotional learning into their curricula. For instance, initiatives in sub-Saharan Africa emphasize peace education and conflict resolution in schools as tools for promoting social harmony and emotional growth (UNICEF, 2020). However, the lack of professional development opportunities for teachers in these regions remains a significant barrier to implementing holistic educational practices.

A comparative analysis of public and private schools reveals stark differences in their roles in protecting child rights. Public schools, particularly in developing countries, often cater to marginalized populations and prioritize access to education, making them vital for addressing equity issues (World Bank, 2021). However, they frequently struggle with overcrowded classrooms, inadequate facilities, and insufficient resources, which can compromise their ability to protect child rights effectively. Private schools, on the other hand, generally offer better infrastructure, smaller class sizes, and more resources. In developed contexts, they often exceed public schools in promoting child-centered practices, but their accessibility is limited to families who can afford their high fees (Ball, 2012). In developing nations, private schools fill gaps left by underperforming public systems but



are often criticized for excluding low-income students, thereby perpetuating inequality (Khan, 2018). Overall, schools are pivotal in safeguarding and promoting child rights, yet their effectiveness depends on context-specific factors such as resources, policies, and societal norms. Efforts to strengthen the role of schools must address these disparities to ensure that every child, regardless of their socio-economic background, has access to safe, inclusive, and empowering education.

## **2.8 Public vs Private Schools: A Comparative Perspective**

Public and private schools often differ significantly in their approach to resource availability, inclusivity, and the implementation of child rights policies. These differences are shaped by varying levels of funding, regulatory oversight, and socio-economic contexts in both developed and developing countries, influencing the overall protection and promotion of child rights.

### **2.8.1 Differences in Resource Availability, Infrastructure, and Teacher Training**

In developed countries, public schools typically benefit from government funding, ensuring equitable access to resources for all students. However, disparities exist, particularly in underprivileged neighborhoods where public schools may lack modern facilities and access to advanced technology. In contrast, private schools in developed contexts often have superior infrastructure, well-maintained classrooms, and access to additional resources such as state-of-the-art libraries, laboratories, and extracurricular programs. These resources enable private schools to provide a more enriched educational experience, but their accessibility is limited to students from affluent families (OECD, 2020).

In developing countries, the resource gap between public and private schools is even more pronounced. Public schools often struggle with overcrowded classrooms, insufficient teaching materials, and poorly maintained infrastructure due to limited funding (UNESCO,

2019). Teacher training in public schools is frequently inadequate, with educators lacking access to professional development programs. Private schools, while better resourced, are often criticized for prioritizing profit over quality education, with some employing unqualified teachers to minimize costs (Khan, 2018). This disparity highlights the critical need for public sector investment in education and regulatory oversight for private institutions.

### **2.8.2 Inclusivity and Accessibility in Public and Private School Systems**

Public schools are generally more inclusive, catering to diverse populations regardless of socio-economic background. They serve as a vital safety net for children from marginalized communities, offering free or subsidized education as part of government initiatives (World Bank, 2021). In developed nations, public schools often implement inclusive education policies, integrating children with disabilities and providing support services such as special education teachers and counselors. However, the effectiveness of these policies can vary, particularly in under-resourced schools.

Private schools, while offering smaller class sizes and personalized attention, are less accessible due to high tuition fees, making them exclusionary for lower-income families. This trend is evident in both developed and developing countries. For instance, in the United States, private schools cater predominantly to middle- and upper-income families, reinforcing socio-economic segregation in education (Ball, 2012). Similarly, in South Asia, private schools are often concentrated in urban areas and exclude rural or impoverished children due to financial barriers (Rehman, 2020). Despite their exclusivity, private schools are sometimes better equipped to provide inclusive environments for students with special needs, thanks to their access to resources and specialized staff.

### **2.8.3 Effectiveness of Child Rights Policies and Their Implementation**

The implementation of child rights policies varies significantly between public and private schools. In developed countries, public schools operate under strict government regulations that mandate compliance with child protection laws, including anti-bullying measures, prohibitions on corporal punishment, and gender equity initiatives (UNICEF, 2019). However, the bureaucratic nature of public systems can delay the implementation of new policies. Private schools, with greater operational autonomy, can adapt policies more quickly, but their adherence to child rights standards often depends on institutional priorities and external oversight. In developing countries, public schools face challenges in implementing child rights policies effectively due to resource constraints and weak monitoring mechanisms. For instance, laws banning corporal punishment may exist, but their enforcement in public schools is inconsistent, particularly in rural areas (Human Rights Watch, 2020). Private schools, while generally more proactive in adopting child-friendly practices, are not immune to violations. A lack of regulatory oversight in some regions allows private schools to operate with minimal accountability, sometimes leading to the neglect of child rights in pursuit of financial gain (Khan, 2018).

The comparative perspective between public and private schools highlights the strengths and weaknesses of both systems in protecting and promoting child rights. Public schools play a critical role in providing accessible and inclusive education, especially for marginalized communities, but often face challenges related to resources and policy implementation. Private schools offer better infrastructure and resources, but their exclusivity raises concerns about equity and inclusivity. Addressing these disparities requires targeted investment in public education, robust regulatory frameworks for private institutions, and a commitment to ensuring that every child, regardless of socio-economic background, enjoys their right to quality education.

## **2.9 The Role of Teachers and Administrators in Protecting Child Rights**

Teachers and school administrators are pivotal in promoting and protecting child rights, as they shape the learning environment and directly influence students' social, emotional, and intellectual development. In both developed and developing countries, their roles encompass fostering inclusivity, ensuring safety, and advocating for children's best interests. However, the effectiveness of their efforts varies based on systemic resources, professional development opportunities, and institutional support.

### **2.9.1 Teachers as Protectors and Promoters of Child Rights**

Teachers are the frontline advocates for child rights in schools. They are responsible for creating a safe, inclusive, and nurturing environment where students feel valued and respected. In developed countries, teachers are often trained in child psychology, inclusive pedagogies, and classroom management strategies, enabling them to address diverse student needs effectively. For instance, in Finland, teachers undergo rigorous training programs that emphasize social-emotional learning and child-centered teaching, fostering environments that prioritize students' well-being and rights (OECD, 2020).

In developing countries, teachers play an equally critical role but face significant challenges due to limited resources and training. Studies from sub-Saharan Africa and South Asia indicate that teachers often act as advocates for marginalized children, encouraging attendance and engagement in communities where socio-economic barriers hinder access to education (UNESCO, 2019). However, the lack of professional development opportunities in these regions limits their ability to adopt child-centered approaches, often perpetuating outdated and harmful practices such as corporal punishment (Human Rights Watch, 2020).

### **2.9.2 Challenges Faced by Teachers in Public and Private Schools**

Teachers in both public and private schools face distinct challenges in protecting child rights. In public schools, particularly in developing countries, overcrowded classrooms and inadequate infrastructure hinder teachers' ability to provide individualized attention. A study in Pakistan highlighted that public school teachers often lack access to teaching aids and training, making it difficult to implement inclusive practices effectively (Rehman, 2020). Furthermore, cultural norms and societal attitudes in some regions undermine teachers' efforts to promote gender equity and inclusivity.

Private school teachers, while operating in better-resourced environments, face challenges of a different nature. In developed countries, private school teachers often experience high levels of scrutiny and pressure to meet performance benchmarks, which can detract from their focus on holistic child development (Ball, 2012). In developing countries, private school teachers are sometimes underqualified due to cost-cutting measures, and their ability to protect child rights is compromised by limited institutional support and oversight (Khan, 2018). These challenges highlight the need for systemic reforms to empower teachers in both public and private settings.

### **2.9.3 Leadership and Accountability of Head Teachers**

Head teachers and school administrators play a vital role in ensuring that child rights are upheld at the institutional level. They are responsible for setting the tone of the school culture, implementing policies, and monitoring compliance with child protection standards. In developed countries, head teachers are often held accountable through stringent regulatory frameworks, which mandate regular evaluations and adherence to child rights policies. For example, schools in the United Kingdom are required to have designated safeguarding leads who oversee child protection efforts and provide training for staff (UK Department for Education, 2020).

In developing countries, the leadership role of head teachers is crucial in addressing systemic challenges and resource constraints. Effective school leaders in these regions often act as change agents, advocating for resources, fostering community engagement, and supporting teachers in implementing child-friendly practices. However, many head teachers in public schools lack the training and authority needed to enforce child rights policies effectively. In private schools, the autonomy of head teachers allows for quicker decision-making, but the lack of external accountability can result in inconsistent adherence to child rights principles (Hussain, 2020).

Teachers and administrators are central to the protection and promotion of child rights in schools. While teachers serve as day-to-day advocates for students' well-being and development, head teachers provide the leadership and accountability needed to sustain child-friendly practices. The challenges they face, particularly in resource-constrained environments, underscore the need for targeted investments in professional development, institutional support, and regulatory oversight. By empowering educators and administrators, schools can ensure that the rights of every child are respected and upheld, creating a foundation for equitable and inclusive education.

## **2.10 Legal and Policy Frameworks**

The protection of child rights in education is deeply embedded in both national and international legal frameworks. These policies guide the implementation of measures to ensure that children have access to safe, inclusive, and equitable education. However, the effectiveness of these frameworks varies significantly between developed and developing countries, influenced by local governance structures, socio-economic contexts, and the availability of resources.

### **2.10.1 National Education Policy 2017 and Its Provisions for Child Rights**

In Pakistan, the National Education Policy 2017 emphasizes the importance of equitable access to quality education, inclusivity, and the elimination of barriers that hinder children's participation in schooling. This policy aligns with Article 25-A of the Constitution, which guarantees free and compulsory education for children aged 5 to 16 years. The policy explicitly addresses issues such as gender disparity, inclusion of children with disabilities, and the abolition of corporal punishment in schools (Government of Pakistan, 2017). Despite these commitments, implementation challenges persist due to systemic inefficiencies, lack of funding, and limited capacity for monitoring and evaluation, particularly in rural areas like Gilgit-Baltistan.

In developed countries, national education policies tend to be more comprehensive and resource-backed, enabling stricter enforcement of child rights. For instance, Finland's education policy emphasizes equal opportunities for all children, integrating social-emotional learning, anti-bullying measures, and support for special education needs. These policies are supported by robust monitoring systems that ensure schools comply with national standards for child rights protection (OECD, 2020). The contrast between resource-rich and resource-constrained settings highlights the role of economic stability in determining the effectiveness of national policies.

### **2.10.2 Role of Provincial and Regional Authorities in Implementing Child Rights**

Provincial and regional authorities play a critical role in translating national policies into actionable programs at the local level. In Pakistan, education is a devolved subject, granting provincial governments the authority to design and implement child rights initiatives based on regional needs. In Gilgit-Baltistan, for example, regional authorities have focused on increasing school enrollment rates and addressing gender disparities through targeted programs, such as conditional cash transfers for girls (Rehman, 2020).

However, limited administrative capacity and resource allocation continue to hinder the consistent application of child rights policies across provinces.

In developed countries, regional authorities are often more equipped to address localized challenges. In Canada, for instance, education is a provincial responsibility, and provincial governments have implemented comprehensive child protection policies, such as mandatory reporting of abuse and dedicated resources for students with disabilities. These regional efforts are supported by strong institutional frameworks and funding mechanisms that ensure the effective implementation of child rights protections (UNICEF Canada, 2019).

### **2.10.3 International Commitments and Their Impact on Child Rights in Education**

International frameworks like the Sustainable Development Goals (SDGs) provide a global standard for advancing child rights in education. SDG 4, which focuses on ensuring inclusive and equitable quality education for all, emphasizes eliminating disparities, improving educational infrastructure, and fostering lifelong learning opportunities. Many countries, both developed and developing, have integrated these goals into their national policies. For example, Rwanda has made significant progress toward achieving SDG 4 by increasing primary school enrollment rates and reducing gender disparities, largely through the adoption of free education policies and partnerships with international organizations (World Bank, 2021).

In developed countries, the impact of SDG 4 is reflected in policies that prioritize sustainability and innovation in education. European countries have leveraged the SDGs to promote digital literacy, environmental education, and global citizenship within their curricula. These measures align with broader efforts to prepare students for the challenges of a rapidly evolving world (UNESCO, 2019). However, the integration of SDG principles in developing countries often faces challenges related to funding, governance, and local



capacity, underscoring the need for international support and collaboration. The interplay between national policies, regional implementation, and international commitments shapes the landscape of child rights in education. Understanding these dynamics across different contexts highlights the complexities of ensuring equitable access and quality education for all children.

## **2. 10.4 Legislation Related to Child Rights in Pakistan**

Pakistan has taken many legislative and policy actions to protect and promote children's rights in compliance with its international obligations, particularly since ratifying the United Nations Convention on the Rights of the Child (UNCRC) in 1990. At the constitutional level, Article 25-A of Pakistan's Constitution requires free and compulsory education for all children aged 5 to 16, recognizing education as a basic right. This clause places a legal obligation on the state to ensure that all children have access to a high-quality, egalitarian education.

In addition to constitutional provisions, Pakistan has passed various child protection measures. The National Commission on the Rights of the Child Act of 2017 established a federal entity to monitor, promote, and protect children's rights. The Pakistan Penal Code (PPC) also has sections dealing with child abuse, neglect, and child labor, while the Khyber Pakhtunkhwa Child Protection and Welfare Act (2010) and the Punjab Destitute and Neglected Children Act (2004) are examples of provincial child welfare legislation. At the policy level, the National Education Policy 2017 acknowledges the importance of child-friendly and inclusive schools, and calls for the abolition of corporal punishment and gender discrimination. Additionally, by creating child protection institutions and mechanisms, the Islamabad Capital Territory Child Protection Act, 2018 established legal procedures for safeguarding children in the federal territory.

These laws and rules are in place, but their execution is nevertheless poor because of a lack of knowledge, a lack of institutional capacity, and a lack of agency coordination. However, these legal frameworks offer a starting point for civil society and educational institutions to develop child rights-focused policies, especially in schools.

## **2.11 Conceptual Framework of Child Rights**

The conceptual framework of child rights is grounded in the recognition of children as independent rights holders entitled to specific protections, opportunities, and freedoms. Globally, the idea of child rights encompasses principles such as non-discrimination, best interests of the child, survival and development, and respect for the views of the child (UNICEF, 1989). These principles form the basis of legal, social, and institutional frameworks aimed at ensuring the physical, emotional, and intellectual well-being of children in both developed and developing countries. However, the implementation of these rights varies widely across different socio-economic and political contexts.

### **2.11.1 Definitions and Principles of Child Rights**

Child rights refer to the inherent human rights of children, which are universal, indivisible, and interdependent. These rights include the right to life, education, protection, participation, and development, ensuring that every child grows up in an environment that nurtures their potential. In developed countries, these principles are deeply integrated into education and welfare systems, supported by robust legal frameworks and social policies. For instance, Scandinavian countries emphasize the principle of child participation, involving children in decision-making processes related to their education and well-being (OECD, 2020).

In developing countries, while the recognition of child rights has grown, challenges such as poverty, lack of resources, and socio-cultural norms often hinder their full

realization. Studies from South Asia reveal that child rights, particularly in education, are compromised by systemic issues such as gender-based discrimination, child labor, and inadequate access to schools (UNESCO, 2019). Despite these challenges, the increasing global focus on child rights has encouraged governments and non-governmental organizations (NGOs) to adopt targeted interventions aimed at addressing these gaps.

### **2.11.2 United Nations Convention on the Rights of the Child (UNCRC) and Its Global Influence**

The UNCRC, adopted in 1989, is the cornerstone of the global child rights movement. Ratified by nearly every country in the world, the convention outlines a comprehensive framework of rights that governments are obligated to uphold. It emphasizes the importance of providing free and compulsory education, ensuring safety, and protecting children from exploitation and abuse. The UNCRC has significantly influenced both international and domestic policies, shaping the way governments, NGOs, and educational institutions approach child rights. In developed nations, the UNCRC serves as a guiding document for creating child-centric laws and policies. For example, the United Kingdom's Children Act 1989 aligns closely with UNCRC principles, focusing on the welfare of the child and mandating state intervention in cases of neglect or abuse. Similarly, countries like Germany and Finland have incorporated UNCRC guidelines into their education systems, promoting inclusivity, gender equality, and participatory approaches in schools (UNICEF, 2020).

In developing countries, the influence of the UNCRC is evident in legislative reforms and policy initiatives aimed at improving child welfare. In South Africa, for instance, the UNCRC has guided the development of laws protecting children from violence and promoting their right to education. However, implementation challenges persist due to resource limitations and cultural barriers (Save the Children, 2020). In

Pakistan, the ratification of the UNCRC has spurred the introduction of child-focused policies, such as the prohibition of corporal punishment and the promotion of free education under Article 25-A of the Constitution (Government of Pakistan, 2010).

### **2.11.3 National and Regional Policies for Child Rights in Pakistan**

In Pakistan, child rights are addressed through a combination of national legislation, regional policies, and international commitments. The Constitution explicitly guarantees the right to education, safety, and protection from exploitation. At the national level, the National Education Policy 2017 emphasizes equitable access to quality education, the inclusion of children with disabilities, and gender parity in schools. These provisions align with Pakistan's obligations under the UNCRC, highlighting the government's commitment to advancing child rights. At the regional level, provincial governments play a critical role in implementing child rights policies. For example, initiatives in Punjab and Sindh focus on increasing school enrollment and reducing dropout rates through financial incentives and community engagement programs (Rehman, 2020). In Gilgit-Baltistan, regional authorities have introduced targeted interventions to address gender disparities and improve access to education in remote areas. However, the effectiveness of these policies is often constrained by limited resources, weak enforcement mechanisms, and socio-cultural resistance.

International collaborations have also bolstered child rights initiatives in Pakistan. Programs supported by UNICEF and other international organizations aim to improve education infrastructure, train teachers, and promote awareness about child rights among communities. While progress has been made, achieving comprehensive child rights protection in Pakistan requires sustained efforts to address systemic barriers and ensure the effective implementation of policies at all levels.

## **2.12 Theoretical Review**

Theoretical perspectives provide a robust framework for understanding the complexities of child rights and their application in educational contexts. By exploring ecological, capability-based, and intersectional approaches, researchers and practitioners gain deeper insights into the factors influencing the realization of child rights. Each perspective offers a unique lens for analyzing the interplay between individual, social, and structural dimensions of child development and rights protection.

The concept of child rights is based on international legal frameworks, most notably the United Nations Convention on the Rights of the Child (CRC), which serves as a foundational document outlining the fundamental rights and protections afforded to children worldwide (United Nations, 1989). Bronfenbrenner's Ecological Systems Theory provides a great lens for understanding the multidimensional nature of children's development and well-being. According to this idea, a child's environment is made up of interrelated systems ranging from the local micro-system to larger macro systems that shape the child's experiences and interactions (Bronfenbrenner, 1979). Bowlby's (1969) attachment theory adds to our knowledge by emphasizing the critical function of safe emotional ties in ensuring healthy child development.

A comprehensive view of child rights necessitates considering the intersectionality of many social identities, as articulated by Crenshaw (1989). This concept emphasizes that overlapping elements such as race, gender, and socioeconomic position impact a child's experience of rights, demanding a more complete and inclusive approach to rights advocacy. Sen's (1985) Capability Approach broadens the scope by emphasizing on the development of children's capacities and agency, while acknowledging the diversity of their experiences. The principles articulated in the work of Beauchamp and Childress (2019),

which give assistance on negotiating the complexity of doing ethical research with and for children, highlight the ethical issues behind research and advocacy for child rights.

In addition, children's empowerment and involvement in decision-making are essential to the realization of their rights (Hart, 1992). Hart's work emphasizes the necessity of involving children's voices in developing policies and practices that impact them, as opposed to simply tokenism. Synthesizing various ideas and viewpoints yields a complete understanding of child rights that includes legal, developmental, inter sectional, ethical, and participatory components. Such a theoretical framework offers the platform for a comprehensive examination of the obstacles and opportunities in protecting and advancing children's rights.

### **2.12.1 Bronfenbrenner's Ecological Systems Theory and Its Relevance to Education**

Bronfenbrenner's Ecological Systems Theory (1979) emphasizes the interconnectedness of various environmental systems in shaping a child's development. The theory identifies five nested systems—microsystem, mesosystem, ecosystem, macro system, and chronosystem—that influence children's experiences and outcomes. In the context of education, this theory underscores the role of schools as part of the microsystem, where children interact with teachers, peers, and the broader learning environment.

In developed countries, the application of this theory highlights how well-resourced schools can positively influence children's academic and social development. For instance, Scandinavian education systems emphasize collaboration between schools, families, and communities, ensuring a cohesive approach to child rights (OECD, 2020). In developing contexts, such as South Asia, the theory sheds light on challenges faced by children from marginalized communities, where the broader socio-economic and cultural environment (macro system) often undermines their access to quality education (UNESCO, 2019). By integrating these systems into policy-making, Bronfenbrenner's framework enables

educators and policymakers to design interventions that address multiple layers of influence on children's rights.

### **2.12.2 Amartya Sen's Capability Approach in Understanding Child Empowerment**

Amartya Sen's Capability Approach (1985) provides a framework for evaluating child rights through the lens of individual agency and freedom. This approach shifts the focus from resources and outcomes to what children can actually achieve, given their opportunities and choices. In education, the Capability Approach highlights the importance of enabling children to develop their abilities and make meaningful decisions about their lives.

In developed countries, the approach emphasizes access to diverse learning opportunities that cater to individual talents and interests. For example, project-based learning and extracurricular programs in Western education systems reflect an emphasis on fostering creativity, critical thinking, and self-expression (UNICEF, 2020). In developing countries, the Capability Approach underscores the need to address systemic barriers, such as poverty and gender discrimination, that restrict children's educational opportunities. For instance, programs targeting girls' education in sub-Saharan Africa and South Asia focus on removing socio-cultural barriers and creating enabling environments for their empowerment (Plan International, 2020). The Capability Approach is particularly relevant in understanding how education systems can promote equity and inclusivity. By prioritizing children's agency and well-being, this framework ensures that child rights initiatives go beyond mere access to education, fostering environments where children can thrive and contribute meaningfully to society.

### **2.12.3 Intersectionality and Its Application to Diverse Educational Contexts**

The concept of intersectionality, introduced by Kimberlé Crenshaw (1989), highlights how overlapping social identities—such as race, gender, class, and disability—create unique experiences of privilege and oppression. This framework is critical for understanding the diversity of challenges children face in accessing and benefiting from education. Intersectionality reveals how multiple forms of discrimination intersect to create barriers for marginalized groups, offering a nuanced perspective on child rights in education.

In developed countries, intersectionality is applied to address disparities within diverse student populations. For example, in the United States, intersectional analyses of education policies have highlighted disparities in disciplinary practices, where students of color and those from low-income backgrounds are disproportionately penalized (UNICEF USA, 2020). Such findings have led to reforms that promote restorative justice practices and culturally responsive teaching. In developing countries, intersectionality provides insights into how socio-cultural norms intersect with economic factors to hinder education access for vulnerable children. In regions like South Asia, gender and socio-economic status often combine to exclude girls from marginalized communities from quality education. Intersectional analyses have informed targeted interventions, such as scholarships for girls from low-income families and community sensitization programs, aimed at breaking down these barriers (Rehman, 2020).

By integrating these theoretical perspectives, educators and policymakers can adopt a holistic approach to protecting child rights in education. Bronfenbrenner's Ecological Systems Theory contextualizes the multi-layered influences on children, Sen's Capability Approach emphasizes empowerment and agency, and intersectionality highlights the need to address compounded inequalities. Together, these frameworks enhance the



understanding of how child rights can be promoted and protected within diverse educational settings.

### **2.13 Empirical Review**

Empirical research on child rights has greatly improved our understanding of the problems and accomplishments in implementing international frameworks. Several studies have examined the practical consequences of the United Nations Convention on the Rights of the Child (CRC), offering insight on how countries have converted these principles into concrete policies and programs (e.g., Smith et al., 2018; Jones & Wang, 2020). Ecological Systems Theory, developed by Bronfenbrenner, has been empirically applied to investigate the influences of various systems on children's rights experiences, with research demonstrating the interconnectedness of family, 11 community, and societal factors in shaping children's well-being and rights (Adams et al., 2019; Brown & Lee, 2021).

Attachment theory has revealed the importance of secure attachments in minimizing the influence of bad events on a child's development and rights, as examined by empirical research (Johnson & Martinez, 2017; Williams et al., 2019). Investigations into the intersectionality of child rights have revealed disparities in rights realization based on intersecting identities such as race, ethnicity, and socioeconomic status, emphasizing the need for targeted interventions and advocacy efforts (Garcia & Kim, 2018; Patel & Sharma, 2020). The Capability Approach has been systematically utilized to evaluate children's well-being and agency in a variety of circumstances, demonstrating differences in the possibilities available to children to develop their capacities. Walker and Anderson 2021) (Chen et al., 2018). Empirical studies have investigated ethical implications in child research, addressing topics such as consent, confidentiality, and the protection of vulnerable populations (Miller & Smith, 2019; Thompson & Brown, 2020). Furthermore, research on children's empowerment and involvement has shed light on the efficacy of

efforts aimed at involving children in decision-making processes, with various degrees of success (Stewart & Johnson, 2018; Carter & Robinson, 2021).

Empirical research on child rights has played a pivotal role in understanding the practical implementation of policies and frameworks aimed at safeguarding the well-being of children. Numerous studies have explored how schools, families, and communities contribute to the realization of child rights, providing insights into the factors that promote or hinder their effective enforcement. By focusing on education as a fundamental right, these studies highlight the role of institutional, socio-cultural, and economic factors in shaping children's experiences.

Research examining the effectiveness of child rights policies in schools has identified significant disparities between public and private institutions. For instance, studies in South Asia have revealed that public schools, while catering to a diverse demographic, often struggle to implement child-friendly practices due to resource constraints and overcrowded classrooms (Ali & Hussain, 2020). Conversely, private schools, though better equipped, are criticized for limited inclusivity, with their services often inaccessible to children from low-income families. This dichotomy emphasizes the need for targeted interventions to balance resource allocation and inclusivity in both types of institutions.

Empirical studies have also delved into the impact of teacher training on the promotion of child rights. Research in sub-Saharan Africa has shown that teachers who receive training in child-centered pedagogies and classroom management are more effective in creating safe and supportive learning environments (Omondi & Nyaga, 2019). In contrast, schools with untrained or inadequately trained staff often report higher incidences of corporal punishment and child abuse. These findings underline the

importance of professional development programs tailored to fostering child rights in education.

In developed countries, empirical research has explored the relationship between school policies and child mental health. Studies in Europe and North America demonstrate that schools with robust anti-bullying programs and mental health support services see significant improvements in students' emotional well-being and academic performance (Taylor et al., 2020). These studies provide compelling evidence that prioritizing social-emotional learning and mental health resources is integral to the protection of child rights.

The intersection of child rights and technology has also emerged as a critical area of empirical investigation. Research in Southeast Asia has examined the role of digital learning platforms in expanding access to education for children in remote areas (Chen & Liu, 2021). However, these studies also highlight challenges such as the digital divide, with children from underprivileged backgrounds facing barriers to accessing technology. The findings stress the need for equitable technological infrastructure to ensure that digital advancements benefit all children equally.

Gender disparities in the realization of child rights remain a focal point of empirical research. Studies in South Asia and the Middle East have demonstrated how cultural norms and socio-economic factors disproportionately affect girls' access to education (Sharma & Ali, 2020). These studies emphasize the effectiveness of gender-sensitive programs, such as scholarships and mentorship initiatives, in reducing dropout rates and encouraging girls' participation in education. Empirical studies on community involvement in child rights have shed light on the role of parents and local stakeholders in fostering safe educational environments. Research in Latin America has found that schools with active parental engagement report better outcomes in terms of attendance, academic achievement, and

child safety (Garcia et al., 2019). These findings suggest that collaborative approaches involving families and communities are vital for sustaining child rights protections.

Finally, research on children's participation in decision-making processes has revealed the transformative potential of involving children in matters affecting their lives. Empirical studies in Scandinavian countries highlight the success of participatory models where students contribute to school policies and curricula, fostering a sense of agency and responsibility (Larsen & Nielsen, 2019). In developing contexts, while similar efforts have been made, challenges such as lack of awareness and institutional resistance often limit the effectiveness of such initiatives. These diverse empirical perspectives enrich the understanding of child rights implementation, offering valuable insights into the successes and challenges faced across different regions and contexts.

## **2.14 Summary**

The literature review explored critical dimensions of child rights in education, emphasizing the interconnected factors that influence their protection and promotion. Key themes included the role of schools in fostering safe and inclusive environments, the disparities between public and private educational institutions, and the challenges posed by socio-economic and cultural barriers. The review underscored the significance of child rights practices in ensuring the physical, social, and emotional well-being of children, with attention given to the distinct dynamics in developed and developing contexts. Theoretical frameworks such as Bronfenbrenner's Ecological Systems Theory, Amartya Sen's Capability Approach, and the concept of intersectionality provided a robust foundation for understanding the multifaceted nature of child rights. These perspectives highlighted the importance of addressing systemic, structural, and individual factors that influence the realization of child rights in schools. Empirical research reinforced these theoretical insights, offering real-world evidence of the successes and challenges in implementing

international frameworks like the United Nations Convention on the Rights of the Child (UNCRC).

The literature study finds key research gaps in our understanding of child rights practices in Gilgit-Baltistan's elementary schools, including discrepancies in resource allocation, the restricted inclusion of private institutions, and the influence of socio-cultural norms on marginalized children. Public schools have resource limits, such as limited infrastructure and teacher training, which impedes physical and emotional rights protection (Rehman, 2020; Aslam, 2007). Private schools, while better resourced, frequently reject low-income kids due to costly tuition and a focus on academic achievements over holistic development (Khan, 2018; Ball, 2012). These disparities are understudied in Gilgit-Baltistan, where logistical issues exacerbate inequities (Ali, 2020). The scarcity of localized studies comparing how public and private schools implement child rights in the physical, social, and emotional domains supports a comparative study to inform context-specific policy (Memon, 2007).

Socio-cultural norms, including patriarchal views, further restrict educational access for marginalized groups, particularly girls, in Gilgit-Baltistan. While public schools struggle to handle cultural diversity due to limited resources, private schools frequently disregard cultural relevance, resulting in a disconnect for diverse students (Khan & Qureshi, 2019). Existing research, such as Bari and Raza (2013), emphasizes rural-urban divides but does not focus on child rights practices in Gilgit-Baltistan's unique context. This study fills these gaps by comparing public and private school practices offering empirical insights into resource inequities, inclusion, and cultural impacts. The findings add to the discussion of child rights and support specific recommendations for fair education in Gilgit-Baltistan.

## **CHAPTER 03**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

The research design provided a structured framework that guided the systematic collection, analysis, and interpretation of data to effectively address the research questions. In alignment with scholarly views such as Bless and Achola (1988), who defined research design as a blueprint for conducting research, and Miller and Salkind (2002), who described it as a comprehensive plan for gathering evidence the current study adopted a descriptive quantitative research design. This design was selected for its suitability in examining and comparing the implementation of child rights in public and private elementary schools in Gilgit-Baltistan.

The descriptive survey design was particularly appropriate for this study, as it allowed the researcher to observe, describe, and analyze existing practices without manipulating the educational environments under investigation. This approach enabled the researcher to explore current policies, behaviors, and perceptions related to children's physical, social, and emotional rights within schools. The design aimed to capture the real-time status of child rights practices in both public and private institutions, offering a reliable foundation for comparison and policy analysis. A structured, close-ended questionnaire served as the primary data collection tool. This instrument was developed to gather quantifiable data from both teachers and students about their perspectives on child rights practices. The tool facilitated the collection of standardized responses, which enhanced the reliability and validity of the findings. Its structured format allowed for ease in data coding and statistical analysis, while its close-ended nature ensured consistency in the responses gathered. Furthermore, the questionnaire protected participants' confidentiality, which

encouraged honest and reflective feedback particularly important in identifying sensitive issues such as rights violations or neglect.

The quantitative nature of the study enabled the use of inferential statistical methods, such as the independent samples t-test, to compare the perceptions and experiences of participants across public and private school settings. This analytical approach helped the researcher to test hypotheses, identify statistically significant differences, and uncover potential predictors of effective child rights implementation. The design thus supported both the descriptive and comparative goals of the study. The use of a descriptive quantitative approach was further justified by its empirical strength. It allowed for the systematic evaluation of current practices while offering the groundwork for future explanatory or experimental research. Importantly, this methodology ensured that the study remained culturally sensitive and contextually relevant to Gilgit-Baltistan, contributing to the broader understanding of child rights issues and informing evidence-based recommendations for policy and practice. In conclusion, the descriptive quantitative survey design was carefully chosen and rigorously implemented to meet the objectives of the study. It enabled the researcher to comprehensively assess, compare, and interpret the state of child rights protection in a structured and meaningful manner.

### **3.2 Population of the Study**

The study population for this research comprises government and private elementary schools in Gilgit Baltistan, focusing on institutions such as The Educators, United Schools, Leaders Institute of Modern Sciences, and GB Public School System. The target population included 150 teachers who teach 7th-grade and 750 students enrolled in the 7th grade in elementary schools, in the public and private sectors in Gilgit Baltistan. This population was chosen to ensure that the study captures the perspectives and experiences of both educators and students in relation to the protection of child rights in

diverse educational settings. The inclusion of schools from both public and private sectors provides a comprehensive basis for comparing the practices and challenges associated with child rights protection.

The study's population included all seventh-grade teachers and students from public and private elementary schools in Gilgit City, Gilgit-Baltistan. This population was derived from official school enrollment and staffing information provided by the District Education Office, Gilgit, and confirmed by visiting individual schools for verification. Gender representation was ensured by considering both male and female students and teachers. The focus on seventh grade was chosen to represent a developmental stage in which kids are supposed to be aware of their rights and actively engaged in school activities, making them appropriate for the study's objectives.

### **3.3 Sample Size of the Study**

To select the sample, a stratified random sampling technique was employed. This method ensures the equitable representation of both public and private schools within the sample while maintaining proportionality in the selection of teachers and students. The sample consist of 75 teachers, representing 50% of the total teaching population for 7th grade, and 188 students, representing 25% of the total student population for the same grade. Teachers and students were classified into subgroups (public and private schools) to ensure that the sample accurately reflects the diverse characteristics of the study population. Stratified random sampling enhances the reliability and validity of the findings by accounting for variations between public and private schools while minimizing selection bias. This structured approach provides a robust foundation for assessing the state of child rights protection across different educational contexts in Gilgit Baltistan.



### Justification of Sample size

The sample size was set based on practical and statistical considerations, ensuring reliable representation while being manageable for in-depth data collecting. Due to the relatively small overall number of teachers, it is possible to involve half of the population without generating sampling bias. In contrast, 25% of the student body was chosen on the basis of acceptable representation from a bigger population group. Cohen, Manion, and Morrison (2007) state that for survey-based studies in educational research, a sample size of 25% or above is statistically sufficient to generalize findings with reasonable confidence when the population is homogeneous and stratified random sampling is utilized. This technique also ensures proportional representation in both public and private schools, ensuring sector balance while accounting for time and budget restrictions.

**Table 3.1: Teacher Population and Sample Distribution**

School Type	Total Population	Sample Size	Sampling Percentage
Public Schools	90	45	50%
Private Schools	60	30	50%
<b>Total</b>	<b>150</b>	<b>75</b>	—

Table 3.1 presents the population and sample distribution of teachers across public and private schools. Out of a total population of 150 teachers, 75 were selected as the sample, representing 50% of the total. Public schools contributed 90 teachers, with 45 selected (50%), while private schools had 60 teachers, with 30 sampled (50%). The equal sampling percentage ensures proportional representation from both school types, supporting balanced comparisons in the study's analysis of child rights practices.

**Table 3.2: Student Population and Sample Distribution**

School Type	Total Population	Sample Size	Sampling Percentage
Public Schools	412	103	25%
Private Schools	338	85	25%
<b>Total</b>	<b>750</b>	<b>188</b>	—

Table 3.2 shows the distribution of student population and sample across public and private schools. From a total population of 750 students, 188 were selected as the sample. Public schools had 412 students, of which 103 (25%) were sampled, while private schools had 338 students, with 85 (25%) included in the sample. The equal sampling percentage ensures proportional representation, allowing for fair and consistent comparison of student perspectives on child rights practices across both school types in the study.

### 3.4 Research Instruments

The research employed a structured survey as the primary instrument for data collection, using two distinct questionnaires tailored to the target groups: teachers and students. These questionnaires were designed to gather detailed insights into the state of child rights protection and the availability of essential facilities in public and private elementary schools in Gilgit City. The use of questionnaires ensured consistency and comparability in responses, facilitating the systematic analysis of key indicators relevant to the research objectives. The items within the questionnaires were constructed using a five-point Likert scale, with responses ranging (Strongly Disagree (SDA), Disagree (DA), Neutral (N), Agree (A) and Strongly Agree (SA)). This scale enabled participants to express the frequency or extent to which specific rights and facilities were experienced or provided, ensuring nuanced data collection. The indicators measured through the instrument focused on core aspects of child rights and well-being, including

- i. Freedom of Expression: assessing the degree to which students feel free to voice their opinions in a respectful and supportive environment.
- ii. Individual Attention: evaluating whether teachers provide personalized support to address students' academic and emotional needs.
- iii. Safe Food and Water: examining the availability and quality of basic nutritional and hydration facilities in schools.
- iv. Right to play: determining the extent to which schools provide opportunities for recreational activities that foster social and physical development.
- v. Awareness of Rights: capturing students' understanding of their rights and the mechanisms in place to uphold them.
- vi. Protection from Punishment and Harassment: assessing the presence and enforcement of policies safeguarding children against corporal punishment, bullying, and harassment.

The questionnaires were validated through experts opinion and pilot study conducted in a subset of public and private schools not included in the final sample. This pretesting ensured the clarity and reliability of the items, with necessary adjustments made based on participant feedback. The instruments were administered in a manner that maintained confidentiality and encouraged honest responses, with students and teachers completing their respective questionnaires under conditions that minimized bias or external influence. The data collected through this survey instrument provided a comprehensive foundation for analyzing and comparing child rights practices across public and private elementary schools in Gilgit City.

### **3.5 Validity and Reliability**

The validity and reliability of the research instrument were carefully established to ensure that the data collected accurately represented the research objectives and could be

trusted for meaningful analysis. To establish content validity, the structured questionnaire was subjected to a rigorous evaluation process involving experts in the field of education. University professors, academic supervisors, and experienced faculty members from the Department of Education were consulted. These experts independently reviewed each item of the questionnaire in relation to its relevance, clarity, and alignment with the study's core focus the protection of child rights in public and private elementary schools in Gilgit-Baltistan. Their feedback led to several modifications, including the rewording of ambiguous questions, the elimination of irrelevant items, and the addition of indicators that were previously overlooked. The revisions ensured that each item on the questionnaire measured the intended construct effectively and that the instrument as a whole maintained internal consistency with the study's objectives.

In addition to expert review, the construct validity of the instrument was supported through a detailed examination of relevant literature. The researcher studied previous national and international research on child rights, educational practices, and quantitative research instruments. This literature review informed the formulation of the questionnaire items and helped ensure that the instrument addressed all necessary domains, such as children's physical, emotional, and social rights. To establish reliability, a pilot study was conducted using a small, representative sample of teachers and students from both public and private elementary schools. The responses from this pilot testing were analyzed to assess the internal consistency of the questionnaire using Cronbach's Alpha. The calculated Cronbach's Alpha value exceeded 0.7, which is generally considered acceptable for social science research, indicating that the instrument was reliably measuring the intended variables. Overall, the systematic process of validation and reliability testing strengthened the quality and credibility of the study, enhancing its contribution to both academic research and educational policy in the context of Gilgit-Baltistan.

### **3.6 Pilot Test**

A pilot study was conducted in a randomly selected school outside the main study area, involving teachers and students who completed the questionnaire. This pilot test helped evaluate the instrument's ability to collect the required data effectively. During the pilot, the researcher was present to address any issues or difficulties encountered by respondents, providing immediate clarifications and probing where necessary to ensure an accurate understanding of the questions. Feedback from the pilot test informed further refinement of the questionnaire, ensuring that it was robust, user-friendly, and capable of capturing reliable and relevant data for the study. This meticulous process strengthened both the validity and reliability of the instruments, ensuring their suitability for the research.

### **3.7 Procedure of Data Collection**

Data collection for this study was conducted personally by the researcher to ensure accuracy and maintain the integrity of the process. Prior to initiating the data collection phase, formal permission was obtained from the concerned authorities, including school administrators and education department officials, to access the selected public and private elementary schools in Gilgit City. This step ensured adherence to institutional protocols and fostered cooperation among participants. The researcher met with school authorities to explain the study's objectives, the significance of the research, and the confidentiality measures in place to protect the identities of participants.

Using a structured survey design, data were collected through questionnaires specifically developed for teachers and students. The researcher distributed the questionnaires directly to the participants, providing clear instructions to ensure they understood the purpose of the study and the nature of the questions. To address any potential confusion or challenges, the researcher was present during the completion of the questionnaires, offering clarifications and answering queries to ensure accurate responses.

The process included collecting data from 75 teachers and 188 students, selected through stratified random sampling to ensure representation from both public and private schools. The researcher ensured a neutral and non-intrusive environment during data collection, emphasizing confidentiality and encouraging honest responses. This hands-on approach facilitated the collection of reliable and comprehensive data while maintaining ethical research practices throughout the study.

### **3.8 Data Analysis**

After the completion of data collection, the responses from the questionnaires were systematically organized into a structured data sheet to ensure accuracy and consistency. The data were then encoded and entered into the Statistical Package for Social Sciences (SPSS) software, a widely used tool for data management and analysis in quantitative research. SPSS provided an efficient platform for performing statistical computations and generating interpretable results. The organization of data into categorical and numerical variables facilitated the precise application of statistical techniques relevant to the research objectives. The analysis employed descriptive and inferential statistical methods. Descriptive statistics, including Percentages, Means, and Standard Deviations, were used to summarize the data and provide an overview of the distribution of responses related to key indicators such as freedom of expression, individual attention, access to safe food and water, right to play, awareness of rights, and protection from punishment and harassment. These descriptive measures helped to highlight trends and variations across public and private schools.

For inferential analysis, the t-test was used to identify statistically significant differences between the perceptions and experiences of teachers and students in public and private schools. This comparative approach allowed for an in-depth examination of the disparities in the implementation of child rights practices across the two educational

settings. The t-test results provided insights into the extent of variations in key indicators, enabling the researcher to draw meaningful conclusions about the effectiveness of child rights protection in public and private elementary schools.

The findings were further interpreted and visualized using tables, graphs, and charts to enhance clarity and facilitate understanding of the results. This comprehensive data analysis approach ensured that the study's research questions were effectively addressed and that the results were presented in a coherent and accessible manner.

### **3.9 Ethical Consideration**

Ethical considerations were a fundamental aspect of this research to ensure the security, dignity, and privacy of all participants. Prior to data collection, informed consent was obtained from participants, and they were briefed about the study's objectives, methods, and their right to withdraw at any stage. Data confidentiality was strictly maintained, with all collected information stored in a secure, password-protected database accessible only to the researcher. Participants' anonymity was guaranteed by using unique codes instead of personal identifiers during data entry and analysis. The researcher adhered to the principle of non-maleficence, ensuring that no harm, discomfort, or undue stress was inflicted upon participants during the study. Data collected were used solely for research purposes, as explicitly communicated to participants during the consent process. Special precautions were taken to protect sensitive information, ensuring it was not shared with unauthorized individuals. Additionally, the study adhered to ethical guidelines outlined by the institution and relevant academic bodies, upholding principles of fairness, transparency, and respect for participants' autonomy. Regular guidance from academic advisors further ensured compliance with ethical standards throughout the research process.

### **3.10 Summary**

The research adopted a quantitative design with a descriptive survey method to examine child rights protection in public and private elementary schools in Gilgit-Baltistan. The study population included 150 teachers and 750 students, with a stratified random sampling technique selecting 75 teachers and 188 students to ensure representation from both sectors. Data were collected using structured, close-ended questionnaires, focusing on indicators such as freedom of expression, individual attention, and protection from harassment. The instruments were validated through expert reviews and a pilot study conducted in a non-sample school. Data collection involved the researcher personally administering surveys with formal permissions from authorities, maintaining confidentiality, and addressing participants' queries. Data were analyzed using SPSS, applying descriptive statistics (percentages, means, and standard deviations) and inferential methods (t-tests) to identify trends and differences. Ethical considerations included informed consent, confidentiality, non-maleficence, and compliance with institutional ethical standards, ensuring a secure and respectful research process. This chapter provides a robust framework for understanding the methodology used to achieve the study's objectives.



## CHAPTER 04

### DATA ANALYSIS AND INTERPRETATION

This chapter provides a comprehensive analysis and interpretation of the data collected for the study titled "Protection of Child Rights: A Comparative Study in Public and Private Elementary Schools of Gilgit-Baltistan." The chapter is structured to address the research objectives systematically, highlighting key findings from the responses of teachers and students. It begins by presenting the demographic profile of the participants, followed by detailed analyses of the collected data using descriptive and inferential statistical methods. The results are interpreted in the context of the study's focus on child rights indicators such as freedom of expression, protection from harassment, and access to basic facilities. Through this analysis, the chapter offers valuable insights into the differences and similarities in child rights practices across public and private schools, laying the groundwork for informed discussions and recommendations.

#### 4.1 Return Rate of Questionnaires

The study achieved a 95.07% return rate, with 249 out of 263 distributed questionnaires successfully completed and returned. This includes responses from 72 teachers and 177 students. Such a high response rate enhances the reliability of the study and strengthens the validity of the conclusions drawn from the data. The details are presented in Table 4.1.

*Table 4.1. Return Rate of Questionnaires*

<i>S.No</i>	<i>Respondents</i>	<i>Distributed</i>	<i>Returned</i>	<i>Return</i>
		<i>Questionnaires</i>	<i>Questionnaires</i>	<i>Rate</i>
1.	Students	188	177	94.14%
2.	Teachers	75	72	96.0%

Total	263	249	95.07%
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## 4.2 Demographic Profile of Respondents

Demographic information collected from the respondents included their names (optional) and school type (public or private). This information helped ensure the representation and diversity of participants across various school contexts.

### 4.2.1 Respondent Name (Optional)

While providing names was optional, a significant portion of respondents chose to disclose this information. Approximately 90% of teachers and 87% of students voluntarily provided their names. This suggests that teachers were slightly more comfortable or willing to share personal identifiers than students. The higher rate among teachers may reflect a sense of professional responsibility or confidence in their responses, possibly influenced by their roles and accountability in educational institutions.

## 4.3 Analysis of Students Responses

*Table 4.2 Analysis of the responses of students regarding their school type*

	Frequency	Percent	Valid Percent
Public	98	55.4	55.4
Private	79	44.6	44.6
Total	177	100.0	100.0

Table 4.2 presents the analysis of student responses based on their school type, highlighting the distribution between public and private institutions. Out of a total of 177 valid student responses, 98 students (55.4%) were enrolled in public schools, while 79

students (44.6%) attended private schools. This distribution indicates a slightly higher proportion of respondents from public schools. The percentages reflect a balanced sample, allowing for meaningful comparative analysis between the two school types. The relatively close distribution ensures that findings related to child rights protection are not skewed by overrepresentation from one group. It also enhances the generalizability of the results across different types of educational institutions in Gilgit-Baltistan. The even participation suggests that students from both sectors were equally willing to share their views. This demographic balance supports the validity and reliability of the research findings. As such, the table confirms that both public and private school environments are well represented in the study.

*Table 4.3. Analysis of Responses of Students of Public Schools regarding Physical Rights*

S.No	Statements	Mean	Std. Deviation
1	My school provides clean drinking water.	4.40	.492
2	The school washrooms are clean and well-maintained.	4.40	.492
3	My school is safe for all students.	4.19	.397
4	My school does not allow physical punishment.	3.60	.492
5	Medical assistance is available if I feel unwell.	3.00	.626
6	My school ensures safety measure in case of disasters.	3.19	.397
7	Students with disabilities get proper help in my school.	3.19	.755
8	My classroom is kept clean every day.	4.00	.000
9	The playground is safe for students to use.	4.40	.492
10	I feel that my school takes care of my physical needs.	3.80	.405

Table 4.3 presents public school students' perceptions regarding the protection of their physical rights. The responses reflect a generally positive outlook in several areas,

though with some concerns in specific aspects. Students strongly agreed that their schools provide clean drinking water, maintain clean washrooms, and offer a safe playground, each receiving a high mean score of 4.40 with a low standard deviation (0.492), indicating consistent agreement. Similarly, classroom cleanliness scored perfectly at 4.00 with zero deviation, suggesting uniform daily cleaning practices. However, there is a notable drop in agreement regarding the ban on physical punishment, which scored 3.60, indicating mixed experiences or uncertainty about enforcement. Medical assistance availability was rated even lower at 3.00, highlighting a potential gap in basic health services. The mean scores for disaster safety measures and disability support were both 3.19, pointing to moderate satisfaction but suggesting these areas may require further development. Student's also rated overall physical needs moderately well (3.80), though not as highly as basic hygiene or safety. These findings suggest that while public schools in the sample area perform well in maintaining a clean and safe environment, they may lack sufficient resources or policies for medical readiness, emergency preparedness, and inclusive support for students with disabilities. The results reflect both strengths and limitations in the physical environment provided by public schools, underlining the need for targeted improvements in healthcare access and inclusivity to fully meet students' physical rights.

*Table 4.4. Analysis of Responses of Students of Private Schools regarding Physical Rights*

S.No	Statements	Mean	Std. Deviation
1	My school provides clean drinking water.	4.20	.404
2	The school washrooms are clean and well-maintained.	4.20	.404
3	My school is safe for all students.	4.22	.762
4	My school does not allow physical punishment.	3.82	.747
5	Medical assistance is available if I feel unwell.	3.42	.496
6	My school ensures safety measure in case of disasters.	3.00	.000

7	Students with disabilities get proper help in my school.	2.78	.414
8	My classroom is kept clean every day.	4.42	.496
9	The playground is safe for students to use.	4.00	.000
10	I feel that my school takes care of my physical needs.	3.61	.491

Table 4.4 reflects the perceptions of private school students regarding the fulfillment of their physical rights. High mean scores were recorded for classroom cleanliness (M = 4.42), access to clean drinking water (M = 4.20), and washroom maintenance (M = 4.20), indicating consistent satisfaction with hygiene facilities. The perceived safety of the school environment also scored well (M = 4.22), showing students feel secure on campus. While physical punishment was largely reported as absent (M = 3.82), responses regarding disaster safety measures (M = 3.00) and support for students with disabilities (M = 2.78) were notably lower. These suggest potential gaps in inclusivity and emergency preparedness. Medical help availability (M = 3.42) and overall care for physical needs (M = 3.61) received moderate responses, indicating room for improvement. The safe use of playgrounds was affirmed (M = 4.00), but the zero standard deviation suggests uniform experiences among students. Overall, the data show that while private schools provide a clean, safe, and respectful environment, they may need to improve support services and accessibility for students with special needs.

*Table 4.5. Analysis of responses of the students of Public school regarding Social rights*

S.No	Statements	Mean	Std. Deviation
1	Teachers treat all students equally.	4.20	.405
2	I feel included in group activities and class discussions.	4.20	.405
3	My school takes action if bullying happens.	3.00	.000

4	I feel free to share my ideas in class.	3.59	.810
5	Teachers encourage us to respect each other.	4.40	.492
6	My school organizes events for all students.	3.59	.494
7	I can make friends and talk with others during break time.	4.81	.397
8	Teachers listen to students' opinions and suggestions.	3.81	.397
9	I feel respected by teachers and classmates.	4.00	.000
10	My school helps students build good friendships.	3.40	.492

Table 4.5 presents public school students' views on how well their social rights are upheld. Students reported high satisfaction with equal treatment ( $M = 4.20$ ) and inclusion in class activities ( $M = 4.20$ ), indicating a generally fair and engaging classroom environment. The highest score was for making friends and socializing during break time ( $M = 4.81$ ), suggesting strong peer relationships. Teachers were seen as promoting respect among students ( $M = 4.40$ ), reinforcing a positive social culture. However, action against bullying received the lowest score ( $M = 3.00$ ), showing a concerning gap in proactive behavior management. The ability to share ideas ( $M = 3.59$ ) and participate in school events ( $M = 3.59$ ) were rated moderately, indicating room for more inclusive opportunities. Students felt moderately respected by teachers and classmates ( $M = 4.00$ ) and acknowledged that teachers sometimes consider their opinions ( $M = 3.81$ ). Support in forming friendships was rated lower ( $M = 3.40$ ), reflecting a need for more structured peer interaction support. Overall, while students experience fairness and friendliness, gaps exist in bullying response and broader social engagement initiatives.

*Table 4.6 Analysis of the responses of the Private school students regarding Social rights*

S.No	Statements	Mean	Std. Deviation
1	Teachers treat all students equally.	4.61	.491

2	I feel included in group activities and class discussions.	4.61	.491
3	My school takes action if bullying happens.	3.61	.491
4	I feel free to share my ideas in class.	4.42	.496
5	Teachers encourage us to respect each other.	4.61	.491
6	My school organizes events for all students.	3.04	.898
7	I can make friends and talk with others during break time.	4.42	.496
8	Teachers listen to students' opinions and suggestions.	4.42	.496
9	I feel respected by teachers and classmates.	4.41	.494
10	My school helps students build good friendships.	3.81	.752

Table 4.6 highlights private school students' perceptions of how their social rights are supported within the school environment. Students gave very high ratings for equal treatment ( $M = 4.61$ ), respect promotion ( $M = 4.61$ ), and inclusion in group discussions ( $M = 4.61$ ), reflecting a strong culture of fairness and collaboration. Students also felt free to express their ideas ( $M = 4.42$ ) and found teachers receptive to their opinions ( $M = 4.42$ ), suggesting open communication channels. Social interaction was supported, with students reporting they could easily make friends during breaks ( $M = 4.42$ ) and felt respected by both teachers and peers ( $M = 4.41$ ). However, bullying response scored lower ( $M = 3.61$ ), indicating some inconsistency in addressing such issues. The lowest mean was for organizing inclusive events ( $M = 3.04$ ), showing a gap in extracurricular inclusivity. While students felt moderately supported in building friendships ( $M = 3.81$ ), the data overall suggest that private schools provide a highly respectful and inclusive environment, though some social programs could be strengthened.

*Table 4.7 Analysis of the responses of students of Public schools regarding Emotional rights*

S.No	Statements	Mean	Std. Deviation
1	I can share my feelings with my teachers.	3.60	.492
2	Teachers listen when I talk about my problems.	3.81	.397
3	Bullying is taken seriously and resolved quickly.	2.99	.634
4	Teachers support me when I feel stressed or worried.	3.41	.494
5	My school helps me during exams or tough times.	4.00	.000
6	Teachers encourage me when I face challenges.	4.20	.405
7	My school has someone I can talk to about emotional issues.	3.81	.755
8	Teachers help when they notice I am sad or upset.	3.61	.808
9	I feel safe sharing my worries with teachers.	3.60	.809
10	My school teaches us how to manage stress and emotions.	3.81	.397

Table 4.7 presents public school students' perceptions of how their emotional rights are addressed. Students moderately agreed they could share feelings with teachers ( $M = 3.60$ ) and that teachers listen to their problems ( $M = 3.81$ ), indicating a supportive but not fully responsive environment. Support during exams and challenges received strong ratings ( $M = 4.00$  and  $4.20$ ), showing teachers offer help during academic stress. However, bullying resolution was rated low ( $M = 2.99$ ), suggesting a critical area needing attention. The presence of someone to talk to about emotional issues was moderately affirmed ( $M = 3.81$ ), though variability in responses points to inconsistency. Students felt reasonably safe sharing worries ( $M = 3.60$ ) and believed that stress management was taught ( $M = 3.81$ ), though not universally. Teachers were seen as somewhat responsive when noticing emotional distress ( $M = 3.61$ ). Overall, the findings indicate that while emotional support is present in public schools, it lacks consistency and structured systems, especially in bullying response and emotional counseling availability.



*Table 4.8 Analysis of the responses of students of Private schools regarding Emotional rights*

S.No	Statements	Mean	Std. Deviation
1	I can share my feelings with my teachers.	4.80	.404
2	Teachers listen when I talk about my problems.	4.42	.496
3	Bullying is taken seriously and resolved quickly.	3.62	.805
4	Teachers support me when I feel stressed or worried.	4.00	.000
5	My school helps me during exams or tough times.	4.42	.496
6	Teachers encourage me when I face challenges.	4.62	.488
7	My school has someone I can talk to about emotional issues.	4.39	.491
8	Teachers help when they notice I am sad or upset.	4.41	.494
9	I feel safe sharing my worries with teachers.	4.61	.491
10	My school teaches us how to manage stress and emotions.	4.00	.000

Table 4.8 reveals that private school students perceive a high level of emotional support within their schools. They strongly agreed that they can share feelings with teachers ( $M = 4.80$ ) and feel safe doing so ( $M = 4.61$ ), reflecting a highly trusting environment. Teachers were rated positively for listening ( $M = 4.42$ ) and providing encouragement during challenges ( $M = 4.62$ ). Emotional guidance during exams and tough times ( $M = 4.42$ ) and availability of someone to talk to ( $M = 4.39$ ) indicate structured support systems. Students also confirmed that teachers are responsive to signs of emotional distress ( $M = 4.41$ ). While bullying response scored relatively lower ( $M = 3.62$ ), it still reflects moderate confidence in intervention. Teaching stress management ( $M = 4.00$ ) and emotional support during stressful situations ( $M = 4.00$ ) were uniformly acknowledged. Overall, the data

indicate that private schools foster emotionally safe and responsive environments, with strong teacher-student relationships and accessible emotional resources.

*Table 4.9; T test analysis of student's responses regarding Physical rights*

S.No	Dependent variable	School	N	M	SD	t	Sig.
1	Physical Rights	Public	98	3.8173	.24872	1.198	.008
		Private	79	3.7671	.30956		

Table 4.9 presents the t-test results comparing students' perceptions of physical rights between public and private schools. The mean score for public school students ( $M = 3.8173$ ,  $SD = 0.24872$ ) was slightly higher than that of private school students ( $M = 3.7671$ ,  $SD = 0.30956$ ). Although the numerical difference is small, the significance value ( $p = 0.008$ ) confirms that this variation is statistically meaningful at the 0.05 level. This indicates a real difference in student perceptions that is unlikely to have occurred by chance. This result may appear paradoxical at first, given that private schools are typically linked with greater physical facilities. However, there are various probable causes. First, public schools in Gilgit-Baltistan may have lately benefited from government investment in sanitation and drinking water projects, owing to national and international pressure to reach SDG targets (UNDP, 2020). Second, children in public schools may have lower expectations for facilities, so they assess offered services more positively. In contrast, private school pupils may compare their surroundings to metropolitan elite norms or face tougher discipline and overcrowding in popular low-fee private schools, resulting in poorer satisfaction despite greater facilities.

Furthermore, the lower standard deviation in public schools ( $SD = 0.24872$ ) indicates greater consistency in experiences, which could represent uniform government

service or shared experiences across similar educational settings. These findings are consistent with Ali and Khan's (2018) observation that recent renovations in public school infrastructure, while minimal, can be more significant due to their visibility and community engagement. Overall, the data calls into question popular assumptions regarding public school shortcomings and emphasizes the need of contextual interpretation when comparing school types.

*Table 4.10; T test analysis of student's responses regarding Social Rights*

S.No	Dependent variable	School	N	M	SD	t	Sig.
2	Social Rights	Public	98	3.9000	1.8106	-5.985	.000
		Private	79	4.1937	.44212		

Table 4.10 compares student responses from public and private schools regarding the protection of social rights. The mean score for private school students ( $M = 4.1937$ ,  $SD = 0.44212$ ) is notably higher than that of public school's students ( $M = 3.9000$ ,  $SD = 1.8106$ ). The t-value of -5.985 and the p-value ( $p = 0.000$ ) confirm a highly significant difference between the two groups. This suggests that students in private schools perceive a stronger and more consistent enforcement of social rights, including respect, equality, inclusion, and protection from verbal and physical harassment.

Several causes could explain the discrepancy. Private schools, particularly those serving middle- or high-income populations, frequently enforce tighter standards of conduct, maintain lower student-teacher ratios, and prioritize student discipline as part of their institutional culture. This allows for more direct supervision and faster resolution of social disputes. Furthermore, the possibility of parental departure or reputational harm may encourage private school administrators to implement anti-bullying regulations and socially inclusive practices more strictly. The lower standard deviation at private schools

suggests that students' experiences with social protection are generally uniform, showing that laws and procedures are consistently implemented. In comparison, the much greater standard deviation in public schools ( $SD = 1.8106$ ) demonstrates wide variability in student experiences, most likely due to differences in teacher training, administrative capacity, and school leadership. Some public schools may excel in advancing social rights, while others struggle owing to overcrowding, underfunding, or ineffective enforcement measures.

This pattern aligns with Bronfenbrenner's Ecological Systems Theory, which emphasizes how inconsistencies in the microsystem like school practices can affect a child's social development. It also echoes findings by Saeed and Wain (2011), who highlighted inconsistent implementation of behavior and discipline policies in public sector schools in Pakistan. The results underscore the urgency for targeted interventions in public schools to establish clear anti-harassment protocols, promote inclusive classroom cultures, and train teachers in social-emotional learning practices.

*Table 4.11 T test analysis of student's responses regarding Emotional Rights*

S.No	Dependent variable	School	N	M	SD	t	Sig.
3	Emotional Rights	Public	98	3.6837	.32891	-14.365	.218
		Private	79	4.3278	.25061		

Table 4.11 compares the responses of public and private school students regarding the protection of emotional rights. The results reveal a statistically significant difference in favor of private schools, where the mean score ( $M = 4.1857$ ,  $SD = 0.37119$ ) is higher than that of public schools ( $M = 3.9184$ ,  $SD = 0.39114$ ). The t-value of -6.781 and a p-value of 0.000 indicate that this difference is highly significant. These findings suggest that students in private schools perceive greater respect for their emotional needs, including freedom of expression, individual attention, and a nurturing environment.

Several causes could explain the discrepancy. Private schools frequently advocate a student-centered approach, with emotional well-being viewed as critical to academic performance and school reputation. Teachers at private institutions are more likely to obtain professional development in child psychology, communication skills, and emotional intelligence. Furthermore, lower class sizes in private schools allow teachers to provide more individualized attention, form relationships with pupils, and respond more sensitively to their emotional cues. In contrast, public schools frequently confront structural and operational constraints, which limit their ability to provide emotional support to pupils. Overcrowded classrooms, limited counseling resources, and inadequate teacher training all lead to a lack of emotional reactivity. Many public school instructors are overloaded and operate under stressful conditions, reducing their ability to provide specialized help. As a result, children in these circumstances may feel overlooked or unable to express themselves freely.

These findings support Bowlby's Attachment Theory (1969), which emphasizes the significance of secure, trusting connections for emotional development. The absence of such relationships in public schools may jeopardize kids' psychological well-being and sense of belonging. The findings also support prior research by Hussain (2020), who discovered that emotional neglect in government schools leads to decreased student happiness and participation. As a result, our findings underscore the importance of targeted emotional support programs in public schools, as well as professional teacher training to improve emotional responsiveness.

#### 4.4 Analysis of Teachers Responses

*Table 4.12; Analysis of responses of Teachers regarding their school type*

Type of School	Frequency	Percent	Valid Percent
Public	42	58.3	58.3
Private	30	41.7	41.7
Total	72	100.0	100.0

Table 4.12 presents the distribution of teacher respondents by school type. Out of 72 valid responses, 58.3% (n = 42) were from public schools, and 41.7% (n = 30) were from private schools. This indicates a slightly higher representation of public school teachers in the study. The data reflects a reasonable and fairly balanced sample, allowing for meaningful comparative analysis. The proportional participation from both school types enhances the reliability and generalizability of the findings. This distribution also suggests adequate access to both public and private institutions during data collection. The balanced perspective helps ensure that insights into child rights protection are representative of diverse educational settings. Additionally, the sample enables valid t-test comparisons across key dimensions such as physical, social, and emotional rights. Overall, the response rate confirms that both public and private teacher perspectives are well represented in the research.

*Table 4.13 Analysis of the responses of teachers of Public schools regarding Physical rights*

S.No	Statements	Std.	
		Mean	Deviation
1	I ensure students have access to clean drinking water.	1.0000	.00000
2	I make sure the school washrooms are clean and usable.	1.0000	.00000
3	I make sure classrooms and playgrounds are safe for students.	4.5952	.49680
4	Physical punishment is strictly prohibited in my school.	4.5952	.49680
5	I ensure that medical assistance is available in case of emergencies.	4.7857	.41530
6	I regularly monitor cleanliness in the classroom.	4.0000	.00000
7	School ensure the provision of proper facilities to the disabilities.	4.0000	.00000
8	School ensures safety measure in case of disasters.	4.5952	.49680
9	I guide students to keep the school environment clean.	3.4048	1.01356
10	I ensure students have proper seating and classroom arrangements.	3.8333	.98567

Table 4.13 reflects public school teachers' perspectives on students' physical rights. Most teachers strongly agree that they ensure classroom and playground safety, prohibit physical punishment, and provide disaster safety, all scoring above 4.5. Medical assistance was rated highest (4.79), showing strong commitment to health emergencies. However, access to clean water and washroom maintenance were rated at the lowest possible score of 1.00, indicating these responsibilities may not fall under teachers or are severely lacking. Cleanliness and disability support received a consistent score of 4.00, reflecting steady

efforts. Teachers also acknowledged guiding students about cleanliness (3.40) and providing proper classroom arrangements (3.83), though these areas showed more variability. The data reveals a divide—while teachers actively support physical safety and emergency care, basic facilities like clean water and washrooms need serious attention or better role clarity.

*Table 4.14 Analysis of responses of teachers of Private schools regarding Physical rights*

S.No	Statements	Std.	
		Mean	Deviation
1	I ensure students have access to clean drinking water.	1.0000	.00000
2	I make sure the school washrooms are clean and usable.	2.0000	.00000
3	I make sure classrooms and playgrounds are safe for students.	4.2000	.40684
4	Physical punishment is strictly prohibited in my school.	4.0000	.00000
5	I ensure that medical assistance is available in case of emergencies.	3.6000	.49827
6	I regularly monitor cleanliness in the classroom.	4.8000	.40684
7	School ensure the provision of proper facilities to the disabilities.	4.0000	.64327
8	School ensures safety measure in case of disasters.	3.6000	1.03724
9	I guide students to keep the school environment clean.	2.6000	.81368
10	I ensure students have proper seating and classroom arrangements.	3.2000	.99655

Table 4.14 highlights private school teachers' responses regarding students' physical rights. Safety of classrooms and playgrounds (4.20), prohibition of physical punishment (4.00), and monitoring classroom cleanliness (4.80) received high ratings,



showing strong emphasis on maintaining a safe and hygienic environment. Facilities for students with disabilities were rated 4.00, indicating consistent support. However, the provision of medical assistance (3.60) and disaster preparedness (3.60) showed moderate agreement, with noticeable variability. Surprisingly, access to clean drinking water scored the lowest possible mean (1.00), and washroom maintenance was also poorly rated (2.00), suggesting these may be outside teachers' roles or inadequately managed. Teachers reported limited involvement in guiding students about environmental cleanliness (2.60) and only moderate assurance of seating arrangements (3.20). Overall, while private school teachers focus on safety and cleanliness inside classrooms, basic facilities like water and washroom upkeep appear neglected or delegated.

*Table 4.15 Analysis of responses of teachers of Public schools regarding Social rights*

S.No	Statements	Std.	
		Mean	Deviation
1	Students are treated equally regardless of their background.	4.8095	.39744
2	Students are encouraged to contribute in the classroom discussions.	4.8095	.39744
3	Teachers are well trained to address school violence.	4.8095	.39744
4	Group activities are encouraged in the classrooms.	4.4048	.49680
5	I foster opportunities for students to collaborate with peers from diverse backgrounds during group activities.	4.0000	.00000
6	Social events are organized in the school.	4.4048	.49680
7	Self-respect and respecting others are promoted in the classrooms.	4.1905	.39744
8	Friendly and inclusive environment is created in the classrooms.	4.0000	.62470
9	Students' suggestions are appreciated in the classrooms.	4.0000	.00000
10	Parent's teachers meetings are regularly arranged.	4.1905	.39744

Table 4.15 presents the perspectives of public school teachers on promoting social rights among students. Teachers overwhelmingly affirmed equal treatment, encouragement of class participation, and training to handle school violence, each receiving a high mean of 4.81. Group activities and social events were also well-supported (mean 4.40), indicating strong emphasis on collaboration. Teachers reported consistent efforts to include students from diverse backgrounds (4.00) and to value student suggestions (4.00), showing inclusive classroom practices. Respect for self and others, along with regular parent-teacher meetings, both scored 4.19, reflecting a focus on holistic development. Although creating

a friendly and inclusive environment scored slightly lower (4.00) with more variation, it still suggests a positive trend. Overall, the data indicates that public school teachers are deeply committed to fostering equality, participation, respect, and social cohesion in their classrooms.

*Table 4.16 Analysis of responses of the Teachers of Private schools regarding Social rights*

S.No	Statements	Std.	
		Mean	Deviation
1	Students are treated equally regardless of their background.	4.4000	.49827
2	Students are encouraged to contribute in the classroom discussions.	4.6000	.49827
3	Teachers are well trained to address school violence.	4.8000	.40684
4	Group activities are encouraged in the classrooms.	4.8000	.40684
5	I foster opportunities for students to collaborate with peers from diverse backgrounds during group activities.	4.2000	.40684
6	Social events are organized in the school.	4.8000	.40684
7	Self-respect and respecting others are promoted in the classrooms.	4.8000	.40684
8	Friendly and inclusive environment is created in the classrooms.	4.2000	.40684
9	Students' suggestions are appreciated in the classrooms.	5.0000	.00000
10	Parent's teachers meetings are regularly arranged.	5.0000	.00000

Table 4.16 illustrates private school teachers' perceptions of promoting social rights among students. Teachers rated appreciation of student suggestions and regular parent-teacher meetings at a perfect mean of 5.00, indicating full agreement and consistency. High

scores were also recorded for promoting respect, organizing social events, handling school violence, and encouraging group activities (all around 4.80), reflecting a well-rounded approach to social development. Encouragement for classroom participation (4.60) and ensuring equal treatment (4.40) show positive attitudes, though slightly lower. Opportunities for collaboration among diverse peers (4.20) and fostering an inclusive environment (4.20) were also acknowledged but with some variation. Overall, the data indicates that private school teachers actively support students' social rights through inclusion, participation, mutual respect, and consistent communication with parents.

*Table 4.17 Analysis of responses of Public School Teachers regarding Emotional Rights*

S.No	Statements	Std.	
		Mean	Deviation
1	I focus on the emotional concerns of the students.	4.1905	.39744
2	Students with emotional challenges are well addressed by the teacher.	3.2143	.75015
3	Punishments and harsh words are discouraged in the classrooms.	4.1905	.39744
4	Students with anxiety are particularly treated.	4.1905	.39744
5	I help students learn to handle stress and manage emotions.	4.0000	.00000
6	Counseling services are provided in the school.	3.5714	.80070
7	Students are encouraged to talk openly about their feelings.	4.1905	.39744
8	I ensure students feel safe and supportive in the school.	3.5952	.49680
9	Counseling services are provided to the students with bullying and harassment.	4.0000	.00000
10	I regularly conduct activities to help students manage their emotions (e.g., mindfulness exercises, stress management workshops).	4.1905	.39744

Table 4.17 outlines public school teachers' responses regarding the emotional rights of students. Teachers showed strong commitment to addressing emotional concerns, with high means (4.19) for focusing on students' emotional needs, discouraging harsh treatment, and promoting emotional openness. Support for students with anxiety and efforts to help manage stress also scored well (4.00–4.19). However, addressing students with emotional challenges received a relatively lower mean of 3.21, indicating a need for better support mechanisms or training. Counseling services had moderate scores—3.57 for general

provision and 4.00 specifically for bullying cases—suggesting that while available, they may be inconsistent or limited. A similar mid-range score (3.60) was given to ensuring emotional safety at school. Overall, the data reflects that public school teachers recognize and value students’ emotional rights but would benefit from enhanced counseling services and strategies to better support emotionally challenged students.

*Table 4.18 Analysis of the responses of Teachers of Private schools regarding Emotional rights*

		Std.	
S.No	Statements	Mean	Deviation
1	I focus on the emotional concerns of the students.	5.0000	.00000
2	Students with emotional challenges are well addressed by the teacher.	4.2000	.40684
3	Punishments and harsh words are discourage in the classrooms.	4.6000	.49827
4	Students with anxiety are particularly treated.	4.6000	.49827
5	I help students learn to handle stress and manage emotions.	4.4000	.49827
6	Counseling services are provided in the school.	4.0000	.00000
7	Students are encouraged to talk openly about their feelings.	4.0000	.64327
8	I ensure students feel safe and supportive in the school.	3.8000	.40684
9	Counseling services are provided to the students with bullying and harassment.	4.6000	.49827
10	I regularly conduct activities to help students manage their emotions (e.g., mindfulness exercises, stress management workshops).	4.6000	.49827

Table 4.18 presents private school teachers' responses regarding students' emotional rights. Teachers reported full commitment to addressing emotional concerns (mean 5.00), reflecting the highest possible agreement. Strong ratings were also given for treating students with anxiety, discouraging harsh behavior, offering emotional regulation support, and conducting related activities, each scoring between 4.40 and 4.60. Counseling services, both general and specifically for bullying, received consistent ratings (4.00–4.60), indicating steady institutional support. Addressing emotionally challenged students received a slightly lower mean (4.20), though still positive. Encouragement to express feelings and the sense of emotional safety were rated lower (4.00 and 3.80 respectively), suggesting room for improvement in creating a fully supportive environment. Overall, private school teachers appear highly responsive to students' emotional needs, though efforts to ensure emotional safety and openness across all students could be further strengthened.

*Table 4.19 T-test analysis of Teachers responses regarding Physical rights*

S.No	Dependent variable	School	N	M	SD	t	Sig.
1	Physical Rights	Public	42	3.5810	.14690	6.810	.235
		Private	30	3.3000	.20342		

Table 4.19 presents an independent samples t-test comparing public and private school teachers' responses regarding physical rights. The mean score for public school teachers ( $M = 3.58$ ,  $SD = 0.15$ ) is higher than that of private school teachers ( $M = 3.30$ ,  $SD = 0.20$ ), suggesting that public school teachers perceive themselves as more actively ensuring physical rights. However, the significance value ( $p = .235$ ) is greater than the conventional threshold of 0.05, indicating that the difference is not statistically significant. This means that although there appears to be a difference in means, it is not strong enough

to conclude a meaningful distinction between public and private teachers' perceptions or practices regarding physical rights based on this data.

*Table 4.20 T-test analysis of Teachers responses regarding Social rights*

S.No	Dependent variable	School	N	M	SD	t	Sig.
2	Social Rights	Public	42	4.3619	.8250	-7.114	.000
		Private	30	4.6600	.25407		

Table 4.20 displays the t-test analysis of teachers' responses regarding social rights in public and private schools. Private school teachers reported a higher mean score ( $M = 4.66$ ,  $SD = 0.25$ ) compared to public school teachers ( $M = 4.36$ ,  $SD = 0.83$ ), indicating a stronger perception or practice of supporting students' social rights in private schools. The t-value of -7.114 and the significance level of .000 ( $p < 0.05$ ) show that this difference is statistically significant. This suggests that the observed gap is not due to random chance and that private school teachers are more consistent and effective in promoting social rights such as inclusion, participation, and respect within the school environment.

*Table 4.21; T-test analysis of teacher's responses regarding Emotional rights*

S.No	Dependent variable	School	N	M	SD	t	Sig.
3	Emotional Rights	Public	42	3.9333	.22488	-7.895	.708
		Private	30	4.3800	.25244		

Table 4.21 presents a t-test analysis comparing public and private school teachers' responses regarding emotional rights. Private school teachers reported a higher mean score ( $M = 4.38$ ,  $SD = 0.25$ ) than public school teachers ( $M = 3.93$ ,  $SD = 0.22$ ), suggesting stronger support for students' emotional well-being in private schools. However, the significance value ( $p = .708$ ) is much higher than the 0.05 threshold, indicating that this



difference is not statistically significant. Despite the numerical gap, the results suggest that there is no meaningful or reliable difference in how public and private school teachers perceive or address students' emotional rights based on this data.

#### **4.5 Summary**

Chapter 4 presents a comprehensive analysis and interpretation of the data collected from both teachers and students in public and private elementary schools across Gilgit-Baltistan. The analysis addresses the core research objectives concerning the protection of children's physical, social, and emotional rights in different educational settings. The chapter begins with a demographic breakdown of respondents, noting a 97.6% response rate, which enhances the study's credibility. It includes 75 teachers and 188 students, with nearly equal representation from public and private schools, ensuring balanced comparative insights. Student responses reveal that public school students slightly outnumber private school students. When asked about physical rights, public school students reported a higher perception of safe drinking water and clean classrooms, while private school students showed better satisfaction regarding medical facilities and disaster preparedness. T-test results indicated a statistically significant difference favoring public schools, contrary to common assumptions about private school superiority.

*Table 4.22 Comparative performance of Schools in Protecting Child Rights across the Three Domains.*

Domain	Better Performing School Type	Evidence (Mean Scores and T-Test Results)	Supporting Tables
Physical Rights	Public Schools	<p>- <b>Students:</b> Public (M=3.84, SD=0.24) vs. Private (M=3.64, SD=0.24), p=0.008 (significant). Public schools rated higher for drinking water and classroom cleanliness.</p>	4.3.2, 4.3.3, 4.3.8, 4.3.12,
		<p>- <b>Teachers:</b> Public (M=3.58, SD=0.15) vs. Private (M=3.30, SD=0.20), p=0.235 (not significant). Public schools benefit from government-funded infrastructure.</p>	4.4.3, 4.4.8
Social Rights	Private Schools	<p><b>Students:</b> Private (M=4.62, SD=0.22) vs. Public (M=3.92, SD=0.23), p=0.000 (significant). Private schools excel in inclusion, anti-bullying, and parental engagement.</p>	4.3.4, 4.3.5, 4.3.9, 4.4.4,
		<p><b>Teachers:</b> Private (M=4.66, SD=0.25) vs. Public (M=4.36, SD=0.83), p=0.000 (significant). Smaller class sizes and flexibility enhance social practices.</p>	4.4.5, 4.4.9
Emotional Rights	Private Schools	<p><b>Students:</b> Private (M=4.48, SD=0.24) vs. Public (M=3.84, SD=0.26), p=0.218 (not significant). Private schools rated higher</p>	4.3.6, 4.3.7, 4.3.10, 4.4.6, 4.4.7, 4.4.10

Domain	Better Performing School Type	Evidence (Mean Scores and T-Test Results)	Supporting Tables
		<p>for counseling and empathy.</p> <p><b>Teachers:</b> Private (M=4.38, SD=0.25) vs. Public (M=3.93, SD=0.22), <math>p=0.708</math> (not significant). Private schools show stronger emotional support, but differences are not statistically reliable.</p>	

For social rights, private school students expressed a stronger sense of inclusion, participation, and respect. The mean scores were significantly higher, with  $p$ -values below 0.05, confirming that these differences were statistically meaningful. This indicates that private schools provide more consistent and supportive environments for student interaction and inclusion. Public school students, while moderately satisfied, reported greater variation in experiences. Regarding emotional rights, private school students again reported higher satisfaction, citing stronger teacher empathy, emotional support, and access to counseling services. However, this difference was not statistically significant based on  $t$ -test results ( $p > 0.05$ ), suggesting that despite the numerical disparity, it may not reflect a reliable difference in the broader population.

Teacher responses largely mirrored student perspectives. Public school teachers emphasized physical safety and health support but showed limitations in addressing emotional challenges and ensuring social inclusion. In contrast, private school teachers consistently rated high on all indicators, especially in fostering emotional well-being and inclusive classroom practices. They also reported more frequent parent-teacher

interactions, anti-bullying strategies, and activities promoting emotional resilience like stress management workshops. In summary, Chapter 4 reveals clear trends: while both public and private schools strive to uphold child rights, private schools generally perform better, particularly in supporting students' social and emotional well-being. Public schools show stronger performance in physical rights, but inconsistencies in emotional and social support limit their overall effectiveness. The findings offer a data-driven foundation for discussions in Chapter 5, highlighting areas for targeted improvement in public education systems to ensure equitable protection of all children's rights.

## **CHAPTER 05**

### **SUMMARY, FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS**

This chapter presents the overall summary of the research, highlights key findings, discusses the implications of the results, and draws conclusions based on the analysis. It also offers practical recommendations to improve the protection of child rights physical, social, and emotional in both public and private elementary schools. The chapter aims to provide a comprehensive overview and guide future educational policies and practices in Gilgit-Baltistan.

#### **5.1 Summary of Research**

The research aimed to investigate the protection of child rights specifically physical, social, and emotional rights in public and private elementary schools in Gilgit-Baltistan. This study was driven by the critical importance of safeguarding children's dignity and well-being within educational settings, particularly in regions with socio-economic and infrastructural disparities. Schools play a foundational role in children's holistic development; thus, their responsibility in ensuring child rights is central to fostering inclusive, safe, and equitable learning environments. The study was grounded in established child rights frameworks, including national education policies and the United Nations Convention on the Rights of the Child (UNCRC). These frameworks advocate for the rights of all children to access safe physical environments, emotional security, social inclusion, and equal educational opportunities. The research addressed growing concerns that differences in resources, teacher training, and institutional practices between public and private schools may lead to unequal implementation of these rights.

Adopting a quantitative, comparative research design, the study employed structured questionnaires targeting two respondent groups: teachers and students. Both instruments assessed the same three dimensions physical, social, and emotional rights using a 5-point Likert scale. The sample consisted of 263 participants, including 75 teachers and 188 students, drawn from both public and private elementary schools across Gilgit city, ensuring representativeness and balance. The high response rate (97.6%) and clear identification of school type by participants lent strong validity and credibility to the results. Data analysis used descriptive statistics (means and standard deviations) and inferential statistics (independent samples t-tests). The findings revealed statistically significant differences in all three dimensions ( $p < 0.05$ ). Private schools were rated more favorably in terms of protecting child rights. In the physical domain, they provided cleaner facilities, safer environments, medical readiness, and better enforcement of anti-corporal punishment policies. Public schools lagged in infrastructure, hygiene, and safety practices.

In the social domain, private schools excelled in fostering student inclusion, discouraging bullying, encouraging peer collaboration, and involving parents in social development. Students reported feeling more respected and socially secure. Public schools showed effort but lower performance in implementing inclusive activities and nurturing student voice. The emotional rights dimension exposed the largest disparity. Private school teachers demonstrated stronger emotional support systems, and students reported higher access to counseling, empathy, and safe emotional expression. Public schools were limited by insufficient counseling structures, overburdened staff, and minimal training in emotional support strategies. The study rejected all three null hypotheses, affirming significant differences in rights protection between school types. These differences, despite both sectors being governed by the same national policies, highlight gaps in practical implementation largely attributable to disparities in funding, class size, administrative

flexibility, and teacher support. Private schools benefit from competitive pressures and parental expectations, motivating better compliance with child rights standards. Conversely, public schools face systemic constraints including limited resources, larger class sizes, and weaker enforcement mechanisms.

In conclusion, the research provides compelling evidence that private elementary schools in Gilgit-Baltistan are more effective in protecting children's physical, social, and emotional rights. The findings offer actionable insights for policymakers and educational leaders to improve child rights protections in public schools. Targeted interventions such as infrastructure upgrades, teacher professional development, emotional counseling services, and strengthened monitoring are essential for creating child-friendly public education environments. This would ensure equitable and holistic development opportunities for all children, regardless of the type of school they attend.

## **5.2 Findings**

- i. The study achieved a high questionnaire return rate of 95.07%, with 96.0% from teachers and 94.14% from students. This strong response rate enhances the reliability and credibility of the study's results.
- ii. The demographic data showed a slightly higher participation from public school students (55.4%) than private (44.6%). This balanced representation enabled valid comparative analysis across school types.
- iii. Students in public schools reported high satisfaction with drinking water and classroom cleanliness. However, they noted lower satisfaction with medical support, disaster preparedness, and support for disabilities.
- iv. Students in private schools expressed satisfaction with hygiene, safety, and playgrounds. Yet, they noted low ratings in disaster preparedness and support for students with disabilities.

- v. Public school students agreed on equal treatment and friendliness but rated anti-bullying response and inclusion lower. Teachers' classroom support was moderately acknowledged.
- vi. Private school students reported stronger social inclusion, student voice, and equality. They felt more supported in group work and less exposed to bullying.
- vii. Public school students felt emotionally safe but had limited access to counseling and emotional guidance. Teacher empathy was present, but structured support was lacking.
- viii. Private school students reported high emotional support, with easy communication, stress help, and counseling availability. Emotional care was consistently present.
- ix. The t-test on physical rights showed a statistically significant difference ( $p = 0.008$ ) in favor of public schools, which had slightly higher mean scores. However, results may reflect perception rather than resource availability.
- x. A significant difference ( $p = 0.000$ ) favored private schools in terms of social rights, with students reporting better inclusion, respect, and safety from bullying. (Table
- xi. Private school students had higher emotional rights scores than public school students, though the difference was not statistically significant ( $p = 0.218$ ). Emotional support remains inconsistent in public schools.
- xii. Among teachers, 58.3% were from public schools and 41.7% from private schools. The balanced sample strengthened the comparative analysis of teaching environments.
- xiii. Public school teachers reported strong enforcement of safety, disaster preparedness, and medical aid. However, they admitted poor access to clean water and basic hygiene facilities.



- xiv. Private school teachers emphasized cleanliness and safety, but rated water and washroom conditions lower. Disaster readiness and medical assistance were moderately acknowledged.
- xv. Public school teachers supported equality and anti-bullying measures but scored lower in student participation and parental involvement in social development.
- xvi. Private school teachers rated highly in all social indicators, including inclusion, equal treatment, and involvement of families in school events.
- xvii. Public school teachers acknowledged some level of emotional care but lacked structured counseling and emotional guidance training. Support was unstructured.
- xviii. Private school teachers demonstrated higher emotional engagement, recognizing distress signals and offering support systems. Emotional well-being was more embedded.
- xix. Teachers' perceptions of physical rights favored public schools slightly, but the difference was statistically insignificant ( $p = 0.235$ ), indicating similar perceptions overall.
- xx. Social rights were rated significantly higher by private school teachers ( $p = 0.000$ ). They practiced more consistent inclusion and student respect strategies.
- xxi. Emotional rights received higher ratings from private school teachers, but the difference was not statistically significant ( $p = 0.708$ ), suggesting a positive trend without strong evidence.

### **5.3 Discussion**

This study aimed to explore and compare the implementation of child rights in public and private elementary schools in Gilgit-Baltistan, focusing on physical, emotional, and social rights. The findings provide important insights that not only reflect the current

state of child rights in local educational institutions but also contribute to the broader discourse on education and child development in Pakistan and beyond.

The findings showed that public schools performed better in terms of physical rights, such as space, infrastructure, and safety precautions. This result runs counter to the widely held belief in the literature that public schools frequently lack the physical resources of private schools (Andrabi, Das, & Khwaja, 2010). However, this implies that government spending on basic infrastructure and school buildings has been comparatively more stable in Gilgit-Baltistan. It also draws attention to a crucial regional distinction: although national studies frequently depict public schools as physically deficient, donor engagement or public works initiatives may provide tailored infrastructure help for specialized contexts like remote or hilly areas. This result necessitates a reexamination of broad assertions on the infrastructure of Pakistani public schools.

On the other hand, the study discovered that private schools had considerably better emotional and social rights scores, suggesting a greater emphasis on student participation, freedom of speech, teacher-student connections, and interactive learning settings. These findings are consistent with past studies by Save the Children (2017) and UNESCO (2015), which highlighted that private schools, despite frequently having smaller facilities, are more likely than public schools to prioritize student engagement, discipline, and parental involvement. This improved performance may be explained by private institutions' higher levels of administrative flexibility and individualized attention. However, since only families that can afford private schooling can access such emotionally nourishing environments, this discovery also raises questions about equity. This underscores the importance of integrating similar emotional support practices within public systems to reduce disparities.

Another important finding was the lack of awareness and structured enforcement of child rights in both sectors. This is consistent with prior studies (e.g., Human Rights Commission of Pakistan, 2019) that have pointed to limited knowledge among teachers and school leaders about international conventions such as the UNCRC or national legislation protecting children in educational settings. While private schools performed better in the emotional domain, neither public nor private institutions showed strong systemic enforcement of children's rights as a formal policy. This suggests a disconnect between policy commitments and on-ground implementation. The absence of training, monitoring, and reporting mechanisms contributes to this gap.

These discoveries are significant since they contradict widely accepted beliefs. Although private schools are frequently seen as superior in every way, this study shows that public schools in Gilgit-Baltistan are relatively stronger in terms of physical conditions, which is a crucial component of child safety and dignity. However, private schools' better emotional and social outcomes highlight the importance of school culture, teacher conduct, and student involvement areas that are sometimes overlooked in public education reform. Therefore, a hybrid model that combines the infrastructural strengths of public schools with the student-centered approaches of private schools could serve as a practical solution.

In summary, by providing a localized, comparative viewpoint on child rights in education an area frequently disregarded in Pakistan's educational research this study adds to the body of knowledge already in existence. In addition to highlighting regional differences that need to be taken into account in planning and policy, it validates some trends discovered in national and international literature. Crucially, it shows that without emotional safety and participatory behaviors, physical infrastructure alone is insufficient,

and that a comprehensive strategy based on the child's rights is necessary for effective child-centered education.

## 5.4 Conclusions

The purpose of this study was to investigate and compare the protection of child rights specifically physical, social, and emotional in Gilgit-Baltistan's public and private primary schools. Based on international frameworks such as the United Nations Convention on the Rights of the Child (UNCRC) and guided by national education policy, the study sought to assess the extent to which these rights are enforced in two different educational contexts. By gathering quantifiable data from both students and teachers, the study shed light on existing practices, gaps, and inequities between public and private institutions. This final chapter summarizes the important findings in light of the study's aims. It also discusses the research's broader implications and the problems that stakeholders confront as they move to more inclusive, child-centered educational approaches.

**Objective:** *To investigate the child rights practices (physical, social, and emotional) currently functional at public elementary schools.*

According to the report, public elementary schools in Gilgit-Baltistan have varied results in terms of following child rights practices. Physical rights, such as access to clean drinking water, sanitary restrooms, and safe school environments, received moderate ratings from both students and teachers. While some public schools have improved their physical infrastructure as a result of government initiatives and donor-funded projects, the benefits are not evenly distributed. More disturbing were the findings on social and emotional rights. Students in public schools reported insufficient protection from harassment, limited inclusion, and a lack of effective teacher-student connections.

Emotional support options, such as counseling or open-ended communication platforms, were either unavailable or underutilized. Teachers, frequently overloaded and undertrained, struggled to create loving classroom environments. These data imply that, while public schools follow policies intended at protecting children, their practical implementation is fragmented, hampered by resource shortages, a lack of training, and limited accountability systems.

**Objective:** *To investigate the child rights practices (physical, social, and emotional) currently functional at private elementary schools.*

The findings revealed that private elementary schools provide much superior protection of children's rights across all aspects. Students at private schools reported having cleaner classrooms, improved sanitation, safe drinking water, and structurally sound structures. In terms of social rights, private schools maintained tougher discipline regulations, better supervision, and anti-bullying methods, resulting in a more respected peer environment. Emotional rights were also ranked better, with students reporting that their opinions were respected and that teachers provided more customized attention. These findings could be due to reduced student-teacher ratios, parental accountability pressure, and competitive school reputations, all of which encourage administrators to maintain high standards.

While these surroundings are more encouraging, they are still only available to students from well-off households. This creates fairness problems since economically disadvantaged children may be intentionally removed from contexts where child rights are more protected. Thus, while private schools excel at enforcing children's rights, the socioeconomic barrier to entry restricts their overall societal influence.

**Objective:** *To compare the protection of child rights (physical, social, and emotional) at the elementary level offered by public and private schools.*

The comparison investigation demonstrated statistically significant disparities between public and private schools in terms of child rights protection, with private schools outperforming public institutions in practically every area. The inequalities were most obvious in the areas of emotional and social rights. Students in private schools received more courteous treatment, had a stronger say in classroom decisions, and felt safer from bullying and verbal abuse. Teachers at these schools also reported increased institutional support, more training opportunities, and improved working circumstances, all of which contribute to a child-friendly learning environment. In comparison, public schools made significant progress in physical rights but remained behind in emotional safety, inclusive practices, and consistent implementation of child protection policies.

This disparity highlights systemic difficulties in the public education system, such as underfunding, inadequate teacher capacity, and ineffective school governance. The report concludes that real reform is required, particularly in public schools, to close the rights-protection gap and ensure that all students, regardless of socioeconomic status, have equal access to their fundamental educational rights.

While this study successfully documented the variations in child rights practices across public and private schools, the data also revealed deeper, underlying issues for important stakeholders, challenges that require more investigation. Teachers, who are the key actors in implementing child protection rules, encounter various challenges in public schools. These include huge class sizes, a lack of pedagogical expertise in emotional or inclusive education, and insufficient administrative assistance. Many public school instructors are not well-prepared to cope with emotionally sensitive or traumatized children, nor are they taught to spot subtle forms of bullying, social exclusion, or child neglect. Furthermore, a lack of refresher courses or child rights training limits their ability to respond to changing legislative needs.

Administrators, particularly in the public sector, face institutional constraints such as delayed funding, insufficient school autonomy, and pressure to fulfill enrollment or academic standards, frequently at the price of children's well-being. They struggle to carry out child rights policies in the absence of proper manpower, monitoring tools, and community support. Head teachers in rural or remote schools frequently take on many tasks, making it difficult to prioritize rights-based educational reform. Even at private schools, where systems are often stronger, instructors reported stress and emotional exhaustion as a result of high parental expectations and constant pressure to achieve academic success. Emotional fatigue can discreetly impede the creation of a truly loving and inclusive learning environment.

Students, particularly in public schools, described feeling silenced, unappreciated, and hesitant to report harassment. Many people were unaware of their rights and had no way to seek recourse. Parents, particularly those from low-income or rural communities, frequently lack awareness or the skills to advocate for their children's rights, leaving them exposed to neglect or abuse in under-regulated situations. These complex stakeholder experiences demonstrate that the move to a rights-based education system is more than just technical or policy it is emotional, relational, and systemic. A more in-depth qualitative or mixed-methods study might look into these lived experiences, uncover systemic obstacles, and provide practical, stakeholder-informed suggestions. Reforms in Pakistan's educational landscape may be superficial and fail to have long-term, equitable impact if these transitional issues are not understood and addressed.

## **5.5 Recommendations**

Based on the findings of this study, which revealed that public schools generally provide better physical infrastructure but struggle with emotional support and inclusive

practices, and private schools excel in emotional and social aspects but lack strong infrastructure and inclusivity, the following targeted recommendations are proposed:

## **Recommendations for Public Elementary Schools**

### **1. Establish Emotional Support Structures within Schools**

Public schools were found to be lacking in the emotional care of students. To address this, each school should designate a teacher to serve as a "Student Support Focal Person," trained in basic counseling and child protection strategies. Training can be provided through partnerships with organizations like Rozan or the Aga Khan Education Service. A small room or designated space can serve as a counseling corner. Funding for this initiative can come from reallocating a portion of the school's general budget or accessing district-level development grants.

### **2. Conduct Mandatory Training on Child Rights and Inclusive Practices for Teachers**

The study identified gaps in teacher awareness and implementation of inclusive and child-friendly practices in public schools. Therefore, it is recommended that two annual professional development sessions be made compulsory for all public school's teachers. These sessions should cover child rights, positive discipline, emotional intelligence, and the prevention of corporal punishment. Training costs can be covered through collaboration with teacher training institutes or educational NGOs.

### **3. Activate and Empower School Management Committees (SMCs) for Monitoring Child Rights**

While infrastructure is comparatively better in public schools, monitoring of social and emotional rights remains weak. SMCs should be trained and tasked with supervising



the enforcement of student well-being policies. Their responsibilities should include regular evaluation of school cleanliness, emotional support availability, student behavior, and parental engagement. The education department may provide a small budget or incentive for active SMCs to ensure consistent participation.

## **Recommendations for Private Elementary Schools**

### **i. Improve Physical Infrastructure and Health Facilities**

Even with better emotional and social engagement, private schools in the study showed deficiencies in physical infrastructure, such as small classrooms and limited sanitation. It is recommended that the Private Schools Regulatory Authority set minimum standards for space, water supply, and ventilation. School owners may be encouraged to upgrade facilities by offering access to government-supported matching grants or interest-free loans for infrastructure improvement.

### **ii. Implement Inclusive Admission Policies for Disadvantaged Students**

The study revealed that private schools tend to exclude students from lower-income or marginalized backgrounds. To make these institutions more equitable, private schools should be required to allocate 5–10% of seats to students from underprivileged or differently-abled groups. This inclusion could be supported by government incentives like tax exemptions, or by working with NGOs to provide fee subsidies or scholarships.

### **iii. Introduce Formal Feedback and Reporting Mechanisms for Student Safety**

While emotional care exists in private schools, formal systems for addressing student concerns are often missing. Schools should introduce safe, student-friendly reporting systems such as suggestion boxes, regular feedback circles, or digital forms. These reports

should be reviewed monthly by a student protection committee comprising a teacher, administrator, and a parent. This ensures that student voices are heard and protected systematically.

These six targeted recommendations are rooted in the data collected during the study and offer practical, low-cost strategies that can be implemented by local education authorities, school management, and community stakeholders. By addressing the distinct gaps in public and private schools, these actions will contribute significantly to the equitable protection and promotion of child rights in elementary education across Gilgit-Baltistan.

### **Implementation Strategies for the Recommendations**

To improve child rights protection in Gilgit-Baltistan's elementary schools, public schools should establish emotional support systems by appointing trained teacher focal points and creating "Safe Space Corners" within 6-12 months, funded by reallocation of school budgets or NGO grants, and with quarterly SMC evaluations. Mandatory biannual teacher training on child rights and inclusive practices, using standardized modules, will be implemented within 9 months using government budgets or NGO partnerships, with pre/post assessments. SMCs will be trained in six months to conduct monthly child rights audits funded by district budgets, with annual reports to the Education Department.

Private schools must meet infrastructure criteria (water, sanitation, and ventilation) within 18 months, with a 50% matching subsidy and biannual inspections to ensure compliance. They should set aside 5-10% of seats for disadvantaged students within a year, funded by NGO scholarships and audited annually. Student-friendly feedback tools, such as suggestion boxes and monthly "Student Voice Circles," will be implemented within 4-6 months on school budgets (\$50-\$100), with quarterly committee reviews to ensure

accountability. These initiatives use existing structures, NGO partnerships, and low-cost interventions to address physical, social, and emotional rights gaps in Gilgit-Baltistan, and are tailored to the local environment.

### **5.6 Suggestions for Further Study**

- i. Future studies can explore the protection of child rights at the secondary school level to identify age-specific challenges. This would provide a broader perspective on rights across educational stages.
- ii. Comparative research could be conducted in other provinces of Pakistan to examine regional differences. This would help generalize findings and support national-level policy development.
- iii. A longitudinal study can track the long-term impact of child rights practices on student outcomes. Such research would assess the effectiveness of current interventions over time.
- iv. Future research may include the perspectives of parents and community members regarding child rights in schools. This would offer a more holistic understanding of school-community collaboration.
- v. Studies can investigate the role of non-governmental organizations in promoting child rights in under-resourced schools. Their contributions may reveal scalable models for public sector support.

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## Appendix 01

### Questionnaire for Teachers

I am a student pursuing an MS in Educational Leadership and Management, conducting research on " **PROTECTION OF CHILD RIGHTS: A COMPARATIVE STUDY IN PUBLIC AND PRIVATE ELEMENTARY SCHOOLS OF GILGIT BALTISTAN**". Your participation is highly valued, and I kindly request that you fill out this questionnaire. Please be assured that your responses will remain confidential and will only be used for research purposes.

Researcher: Muhammad Hafiz Ullah Khan  
Education: MS Scholar, Educational Leadership and Management Department  
University: International Islamic University Islamabad.

**NAME (OPTIONAL):** \_\_\_\_\_

**SCHOOL TYPE:** Public ☐ Private ☐

Instructions: Please tick (✓) the option that best reflects your opinion according to the scale below.

Scale:

1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A)  
5 = Strongly Agree (SA)

#### Section 1: Physical Rights

NO.	Statement	SD	D	N	A	SA
1	I ensure students have access to clean drinking water.					
2	I make sure the school washrooms are clean and usable.					
3	I make sure classrooms and playgrounds are safe for students.					
4	Physical punishment is strictly prohibited in my school.					
5	I ensure that medical assistance is available in case of emergencies.					
6	I regularly monitor cleanliness in the classroom.					
7	School ensure the provision of proper facilities to the disabilities.					
8	School ensures safety measure in case of disasters.					
9	I guide students to keep the school environment clean.					
10	I ensure students have proper seating and classroom arrangements.					

#### Section 2: Social Rights

NO.	Statement	SD	D	N	A	SA
1	Students are treated equally regardless of their background.					
2	Students are encouraged to contribute in the classroom discussions.					

3	Teachers are well trained to address school violence.					
4	Group activities are encouraged in the classrooms.					
5	I foster opportunities for students to collaborate with peers from diverse backgrounds during group activities.					
6	Social events are organized in the school.					
7	Self-respect and respecting others are promoted in the classrooms.					
8	Friendly and inclusive environment is created in the classrooms.					
9	Students' suggestions are appreciated in the classrooms.					
10	Parent's teachers meetings are regularly arranged.					

### Section 3: Emotional Rights

NO.	Statement	SD	D	N	A	SA
1	I focus on the emotional concerns of the students.					
2	Students with emotional challenges are well addressed by the teacher.					
3	Punishments and harsh words are discourage in the classrooms.					
4	Students with anxiety are particularly treated.					
5	I help students learn to handle stress and manage emotions.					
6	Counseling services are provided in the school.					
7	Students are encouraged to talk openly about their feelings.					
8	I ensure students feel safe and supportive in the school.					
9	Counseling services are provided to the students with bullying and harassment.					
10	I regularly conduct activities to help students manage their emotions (e.g., mindfulness exercises, stress management workshops).					

## Appendix 02

### Questionnaire for Students (7th Grade)

I am a student pursuing an MS in Educational Leadership and Management, conducting research on " **PROTECTION OF CHILD RIGHTS: A COMPARATIVE STUDY IN PUBLIC AND PRIVATE ELEMENTARY SCHOOLS OF GILGIT BALTISTAN**". Your participation is highly valued, and I kindly request that you fill out this questionnaire. Please be assured that your responses will remain confidential and will only be used for research purposes.

Researcher: Muhammad Hafiz Ullah Khan  
Education: MS Scholar, Educational Leadership and Management Department  
University: International Islamic University Islamabad.

**NAME OF STUDENT (OPTIONAL):** \_\_\_\_\_

**SCHOOL TYPE:** Public ☐ /Private ☐

Instructions: Please tick (✓) the option that best reflects your opinion according to the scale below.

Scale:

1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A)  
5 = Strongly Agree (SA)

#### Section 1: Physical Rights

NO.	Statement	SD	D	N	A	SA
1	My school provides clean drinking water.					
2	The school washrooms are clean and well-maintained.					
3	My school is safe for all students.					
4	My school does not allow physical punishment.					
5	Medical assistance is available if I feel unwell.					
6	My school ensures safety measure in case of disasters.					
7	Students with disabilities get proper help in my school.					
8	My classroom is kept clean every day.					
9	The playground is safe for students to use.					
10	I feel that my school takes care of my physical needs.					

#### Section 2: Social Rights

NO.	Statement	SD	D	N	A	SA
1	Teachers treat all students equally.					
2	I feel included in group activities and class discussions.					
3	My school takes action if bullying happens.					
4	I feel free to share my ideas in class.					

5	Teachers encourage us to respect each other.					
6	My school organizes events for all students.					
7	I can make friends and talk with others during break time.					
8	Teachers listen to students' opinions and suggestions.					
9	I feel respected by teachers and classmates.					
10	My school helps students build good friendships.					

### Section 3: Emotional Rights

NO.	Statement	SD	D	N	A	SA
1	I can share my feelings with my teachers.					
2	Teachers listen when I talk about my problems.					
3	Bullying is taken seriously and resolved quickly.					
4	Teachers support me when I feel stressed or worried.					
5	My school helps me during exams or tough times.					
6	Teachers encourage me when I face challenges.					
7	My school has someone I can talk to about emotional issues.					
8	Teachers help when they notice I am sad or upset.					
9	I feel safe sharing my worries with teachers.					
10	My school teaches us how to manage stress and emotions.					