Students' Attitudes toward Child Rights

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Abstract

All children all over the world have their rights no matter who their parents are, in which country they were born, where they live, what skin color as well as physical properties they have, what their religion is, what their gender is, whether they have disabilities, what their wealthiness is, what their parents' beliefs are etc. According to UNICEF it is not permitted any child to be treated unjustly and illegally for any purpose. The present study investigates Greek students' attitude toward Child rights. The original Attitude toward Child Rights Scale of a five-point Likert scale of Selma Yel and Tuğba Dönmez (2021) was used to evaluate the students' attitudes. 225 Greek students filled the scale in a google form. The results demonstrated that Greek students' perceptions reveal among others, their opinion that all children should take advantage of the right to a healthy life equally and their awareness that there are children in the world who are not able to take advantage of their rights and their willingness to do their best to protect the rights of my friends who are subjected to injustice.

1.Theoretical Framework

Every individual in every life stage, from infancy through childhood, adolescence, youth, adulthood to old age has rights. The childhood stage is the most significant in relation to the rights of a child developed and protected by the law (Kiral, 2019). Children is ought to be cared for their opportunity to flourish and developed while the state have to reassure their survival and protect their rights from any physical, emotional and sexual abused. Physical health related, nutrition (food and water), healthy weight and access to vaccination and safety are the basis of a child development and blooming. In addition, emotional health related to mental health is important and promotes behavior related to positive relationships with peers, teachers, parents as well as adults' creation and social competence strongly connected with school achievement.

Such as those of a different race or ethnicity, religion, sexual orientation, or economic background

Equality, respect (reception of individuals of different race, ethnicity, religion, socioeconomic background and religion) and dignity are considered fundamentals justices connected with children rights (Gallitto et al., 2019). According to UNICEF there are four principals of the Convention on the rights of the child. 1. Non-Discrimination, 2. Best interests of the Child, 3. The right to survival and development, 4. The views of a child. Akyuz (2001) summarized child' rights as the right to live including the rights of a child to live, having an appropriate life standard as well as having the rights of health, nourishment and accommodation, the right of the child to develop having the opportunity to be educated, to playing, to sleeping, to thinking as well as to religion and morality and thought. In addition, Akyuz (2001) summarized child' rights as the right to participate including the right of having and expressing opinions, decision making, forming associations, and socializing and finally, as the child right of having the opportunity to be protected of physical, emotional and sexual abuse, of drug addiction, in justice etc).

In Gallitto et al. (2019) study it was signaled a considerable harmful relationship in that more auspicious approaches toward children rights projected excluding beneficial views toward paddling. They claimed that one route reducing beneficial approaches toward paddling could increase the universal people's understanding of children rights (Gallitto et al., 2019). Rogers & Wrightsman (1978) claimed that high school students carried considerably supplementary constructive opinions related to the expansion of self-determination rights and substantially minus convinced minds to the expansion of nurturant rights to kids than any other than any other cluster. Yel and Dönmez (2021) found the determination of attitudes toward children rights of a major importance. Uluc (2008) connected child' rights with his development in a family and school environment and a societal environment where equality, respect and dignity are endured. There are many studies that examined the significance of Child rights. There is no study in Greece that examines Child rights in a framework of School role in teaching child rights, Willingness to protect, Students toward Right to class socialization and social services, Right to development, Equity in rights, Right to life, and Right to protection. Thus, the present study tries to fulfill this gap and investigates Greek students' attitude toward Child rights.

2. Methodology

In this section the research questions (RSi), profiles of the respondents, the research instrument are going to be presented.

2.1. Research questions (RSi)

The present study evaluates the following research questions.

RQ1: What are students toward School role in teaching child rights
RQ2: What are students toward Willingness to protect
RQ3: What are students toward Right to class socialization and social services
RQ4: What are students toward Right to development
RQ5: What are students toward Equity in rights
RQ6: What are students toward Right to life
RD7: What are students toward Asking for protection

2.2. Profiles of the respondents

The demographic profiles include the following characteristics of the despondences' gender, age and year of education. The demographic profiles are based on frequency and relative frequency distributions.   Regarding 225 respondents' gender, 91 are women, (40.4%) and 134 men (59.6%). Of the 225 respondents, 74 (32.9%) are students in humanities, 60 (26.7%) in economics and 91 (40.4%) in engineering and informatics. For 53 (23.6%) their living place belong to an urban center area, for 97 (43.1%) in a suburb area, and for 75 (33.3%) in inaccessible.

2.3. The research instrument

The study used a 5-point response scale, higher scores then correspond to more positive attitudes, whereas 1 corresponding to strongly disagree to 5 strongly agree. The scale named Attitude toward Child Rights Scale of a five-point Likert scale of Selma Yel and Tuğba Dönmez (2021) consists of 38 items (Table 1). This instrument can evaluate students' attitudes toward Child Rights (Yel and Dönmez, 2021).

Table 1: Attitude toward Child Rights Scale (Selma Yel and Tuğba Dönmez, 2021)

	Items	$\bar{X}$	sd
1.	I think I have specific rights due to being a child	4.40	.749
2.	Elders do not need to protect the rights of the children	1.47	.713
3	I am aware there are children in the world who are not able to take advantage of their rights	4.47	.785
4	Children do not need to be taught what rights they have	2.24	.778
5	I volunteer to take part in projects and studies on child's rights	4.02	.947
6	I try to watch broadcasts on child's rights on radio and television	4.42	.809
7	When learning child's rights, I do not like to take part in activities we perform in the class	2.07	.903
8	Posts about child's rights on social media attract my attention	3.55	1.047
9	I read storybooks about child's rights willingly	3.33	1.121
10	I take part in intraclass discussions on child's rights	3.20	1.171
11	Schools should be places teaching the children their rights	3.47	1.177
12	Not all children in our class should have the same rights	2.72	1.336
13	I think I need to protect from all of violence	3.31	1.052
14	I do not hesitate to ask questions about the subjects. I am curious about in class	3.22	1.037
15	I ask my teacher to do activities on child's rights	4.01	1.098
16	I volunteer to take part in decisions made in the class	4.06	.907
17	I volunteer to take part in decisions made at home	3.51	1.086
18	Only the children of wealthy families should utilize healthcare services	1.91	.969
19	No matter what physical properties they have, I think all children have the same rights	3.72	1.013
20	I think my friends in our class have the same rights as me	3.46	1.065
21	When I play with my friends, we should always play the games I want	1.77	.945
22	I think handicapped children have a right to go to school with others	3.47	1.177
23	I think I have the right to be respected at school	4.01	1.098
24	Girls do not need to have the same rights as boys	2.87	1.245
25	When I am not able to solve my problems, I ask for Help from my elders	3.33	1.121
26	When I am subjected to injustice, I make an effort to protect my rights	3.71	1.036
27	I do my best to protect the rights of my friends who are subjected to injustice	4.44	.908
28	I am not shy about expressing my thought by writing, drawing or telling however I wish to	3.87	1.114
29	When I am not able to take advantage of my rights as a child, I ask for help from my elders	3.46	1.065
30	I think I should have safe playgrounds at school	3.51	1.086
31	Those younger than 18 years do not need to have an ID card	3.22	1.037
32	I am not shy about telling what social activity I would like to participate at school	3.33	1.121
33	I do not like to play with handicapped students at school	1.52	.912
34	I think playing is my right as a child	4.06	.907
35	I think our teacher should choose the class president	3.47	1.177
36	I would like to take part in studies on child's rights	3.72	1.013
37	All children should take advantage of the right to a healthy life equally	4.38	.842
38	Mischievous students should not have any right in the class	3.22	1.037

4. Results

Beneath (Table 2) the findings associated with reliability of the instruments in terms of internal consistency of the instruments and its conceptual constructs used in the present study are illustrated. The reliability of the Attitude toward Child Rights Scale (Yel and Dönmez, 2021) was related to items 1 to 38 was estimated by Cronbach alpha coefficient (a) (Cronbach, 1984).

The Cronbach' alpha coefficient is calculated to measure the reliability of the seven conceptual constructs named F1_ School role in teaching child rights, F2_ Willingness to protect, F3_Right to class socialization and social services, F4_ Right to development, F5_ Equity in rights, F6_ Equity in rights and F7_ Asking for protection, and it is also for the whole scale named Attitude toward Child Rights Scale Cronbach' alpha coefficient equals to 0.916 verified the reliability of the Attitude toward Child Rights Scale. In additions Cronbach' alpha coefficient was above the cutoff point of 0.70 for all the dimensions of Attitude toward Child Rights Scale (Croanbach, 1984; Anastasiadou, et al., 2014b; Anastasiadou et al., 2016a; Anastasiadou et al., 2016b; Anastasiadou & Giossi, 2014; 2018a, 2018b; Anastasiadou & Karakos, 2011; Anastasiadou et al., 2014,2013,2016a,2016b; Anastasiadou, 2014; Anastasiadou, 2016; Anastasiadou & Draganis, 2014; Anastasiadou & Panitsides 2014; Anastasiadou, 2018a;2018b;2018c;2018d; Draganis et al., 2013; Papadaki, & Anastsasiadou, 2019; Patrali, et al., 2012; Nunnally, 1978; Panitsides & Anastasiadou, 2015) (Table 2).

The value of Cronbach's α coefficient for this instrument was equal to 0.916 and it is a very high value in terms of internal consistency (Anastasiadis, 2020; Anastasiadis & Christoforidis, 2019; Anastasiadou, 2006; Anastasiadou, 2007c; Anastasiadou, 2008d; Anastasiadou, 2009c; Anastasiadou et al., 2010b; Anastasiadou, 2011; Anastasiadou, 2012a;2012b;2012c;2012d; 2012e;2012f; Papademitriou et al., 2022; Anastasiadou, 2007c;2008d; Anastasiadou et al., 2014;2013;2016a;2016b; Giossi et al., 2019; Kapetanopoulou et al., 2021) (Table 2).

The value of Cronbach's α coefficient for F1_School role in teaching child rights conceptual construct was equal to 0.893 and it is a very high value in terms of internal consistency (Anastasiadou & Anastasiadis, 2011; Anastasiadou & Anastasiadis, 2019; Anastasiadou, et al., 2010a; Anastasiadou, et al., 2010b; Anastasiadou, et al., 2013; Gkolia et al., 2007) (Table 2).

The value of Cronbach's α coefficient for F2_ Willingness to protect conceptual construct was equal to 0.845 and it is a very high value in terms of internal consistency (Anastasiadou, 2012g; Anastasiadou & Pappa, 2009; Anastasiadou & Pappa, 2019; Anastasiadou & Taraza, 2020a;2020b; Anastasiadou & Taraza, 2019a;2019b;2019c; Anastasiadou & Tiliakou, 2014, 2015;2016a;2016b; Anastasiadou & Zirinoglou, 2014; 2015a; 2015b; 2020a; 2020b; Anastasiadou et al., 2016c) (Table 2).

The value of Cronbach's α F3_Right to class socialization and social services conceptual construct was equal to 0.821 and it is a very high value in terms of internal consistency (Panistides & Anastasiadou, 2015; Patrali et al., 2012; Souravlas & Anastasiadou, 2020a;2020b; Souravlas, et al., 2020; Thapa et al., 2016; Theodoridou, et al., 2014; Anastasiadis, 2020; Anastasiadis et al., 2016; Anastasiadis, & Christoforidis, 2019) (Table 2).

The value of Cronbach's α coefficient for F4_ Right to development conceptual construct was equal to 0.790 and it is a very high value in terms of internal consistency (Anastasiadou et al., 2013; Alevriadou et al, 2014; Cohen, et al., 1988; Florou, et al., 2015; Fotiadis & Anastasiadou, 2018a,2018b; Florou & Anastasiadou 2013; Kapetanopoulou et al., 2021; Anastasiadou & Pappa, 2009,2019; Anastasiadou et al., 2007) (Table 2).

The value of Cronbach's α coefficient for F5_ Equity in rights General items of EI conceptual construct was equal to 0.858 and it is a very high value in terms of internal consistency (Anastasiadou et al., 2007, Anastasiadou et al., 2014; Anastasiadou & Draganis, 2014; Anastasiadou, et al., 2014a; Anastasiadou & Loukas, 2009; Anastasiadou & Panitsides, 2014; Anastasiadou et al., 2015; Gkolia et al., 2007; Papademetriou et al., 2022; Anastasiadou, & Douma, 2014) (Table 2).

The value of Cronbach's α coefficient for F6_ Right to life conceptual construct was equal to 0.750 and it is a very high value in terms of internal consistency (Anastasiadou et al., 2007, Anastasiadou et al., 2014; Anastasiadou & Draganis, 2014; Anastasiadou, et al., 2014a; Anastasiadou & Loukas, 2009; Anastasiadou & Panitsides, 2014; Anastasiadou et al., 2015; Gkolia et al., 2007; Papademetriou et al., 2022; Anastasiadou, & Douma, 2014; Loukas et al., 2008; Florou & Anastasiadou., 2020).) (Table 2).

Finally, the value of Cronbach's α coefficient for F7_Asking for protection conceptual construct was equal to 0.726 and it is a very high value in terms of internal consistency (Anastasiadou, 2013a,2013b,2013c, 2013d; 2014; Anastasiadou & Florou, 2013; Batiou & Anastasiadou, 2015; Anastasiadou, 2022a; 2022b; Ntotsi & Anastasiadou, 2019a;2019b; Taraza et al., 2023a;2023b, Mandilas et al., 2023; Anastasiadou et al., 2023; Papademetriou et al., 2023; Florou & Anastasiadou., 2020) (Table 2).

Table 2: Cronbach's Attitude toward Child Rights Scale (Selma Yel and Tuğba Dönmez, 2021)

scale	Cronbach's Alpha
F1_ School role in teaching child rights	0.893
F2_ Willingness to protect	0.845
F3_Right to class socialization and social services	0.821
F4_ Right to development	0.790
F5_ Equity in rights	0.858
F6_ Right to life	0.750
F7_ Asking for protection	0.726
Total scale	0.916

From the results of Principal Component Analysis it was evidence that both the KaiserMeyer-Olkin (KMO) index, equal to 0.893 and deemed very satisfactory as it exceeds the accepted value criterion (0.60), as well as Bartlett's Test of Sphericity (x^2=4739.515 df=703, p<0.001), is verified for seven components/ factors/ conceptual constructs. Scree Plot verified seven components/ factors/ conceptual constructs structure (Figure 1).

In addition, the structural equation model verified the measurement model fit related to Attitudes toward Child Rights Scale (x2/df=1.84 CFI=0.95, GFI=0.93, RMSEA=0.04, AGFI=0.90, IFI=0.95) (Churchill, 1979; Cohen, et al., 1988; Fornell & Larcker, 1981; Chin, 1998; Kim, et al., 2008; Spector, 1992; Wixon, & Watson, 2001).
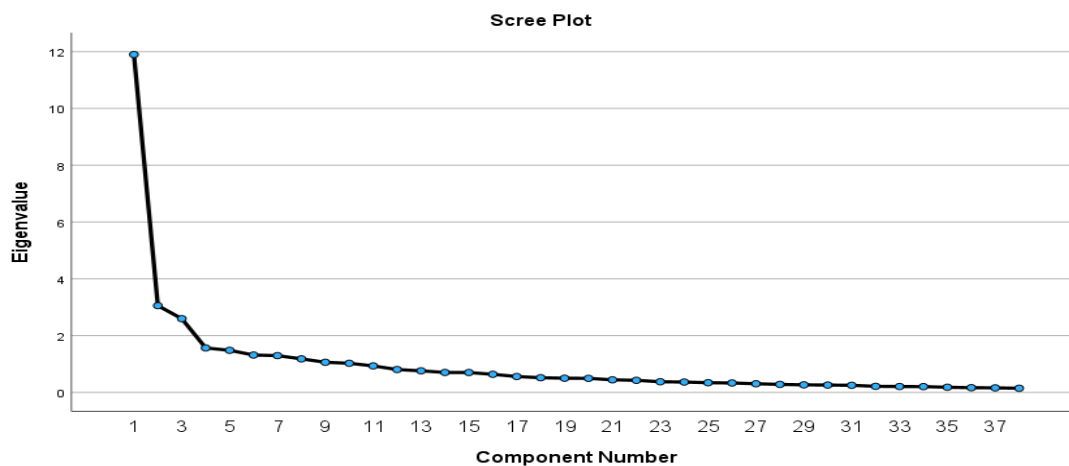

Figure 1: Scree plot

F1_ School role in teaching child rights: The reliability of the factor F1 named School role in teaching child rights, according to Cronbach's alpha coefficient is α=0.893 (Table 4). The composite reliability CR=0.852 is observed to be larger than 0.7 (CR>0.7), indicating internal consistency (Formell & Laarcker, 1981). AVE assumes the value 0.395 and also supports the subscale's reliability (Table 4) (Fornell & Lacker, 1981).

In addition, the eigenvalue for the conceptual construct F1 is 5.317 and it furnishes evidence that all of the items related to Self-Efficacy across all structures load on one factor with an eigenvalue over 1, fact that verifies convergent validity (Kim et al., 2008) (Table 3). More specifically, the conceptual construct F1with eigenvalue 5.317, interprets 13.992% of the total dispersion of the data, a percentage considered satisfactory (Hair et al., 1995; Hair et al., 2005), collects or is constructed from items ScR1.Children do not need to be taught what rights they have (M=2.24, SD=0.778), ScR2.I volunteer to take part in projects and studies on child's rights (M=4.02, SD=0.947), ScR3 When learning child's rights, I do not like to take part in activities we perform in the class, (M=2.07, SD=0.903), ScR4..Schools should be places teaching the children their rights (M=3.47, SD=1.177), ScR5.. I would like to take part in studies on child's rights (M=3.72, SD= 1.013), ScR6. I do not hesitate to ask questions about the subjects. I am curious about in class (M=3.22, SD=1.037), ScR7.I ask my teacher to do activities on child's rights (M=4.01, SD=1.098), ScR8. I take part in intraclass discussions on child's rights (M=3.20, SD=1.171), ScR9.

I read storybooks about child's rights willingly (M=3.33, SD=1.121) and indeed with very high loads, 0.741, 0.721, 0.697, 0.682, 0.606, 0.571, 0.542, 0.530 and 0.518 respectively. From the eigenvalue or characteristic root criterion (eigen value≥1) it is verified that the items ScR1., ScR2., ScR3., ScR4. ScR5., ScR6. ScR7., ScR8., ScR9. represent the same conceptual construct (Table 4). The values of the Common Variance (Communalities) for items ScR1., ScR2., ScR3., ScR4. ScR5., ScR6. ScR7., ScR8., ScR9., assume the values 0.670, 0.636, 0.649, 0.689, 0.614, 0.596, 0.559, 0.483, 0.596, respectively, and exceed the value criterion (0.40), posed as the verification limit for the satisfactory quality of the items for factor/ conceptual construct School role in teaching child rights. The above extracted factor had an eigenvalue which met the criterion of being larger than 1 and the values of the loadings of the items of which the conceptual construct comprises support the acceptability of the convergent validity. More specifically, the nine items, ScR1., ScR2., ScR3., ScR4. ScR5., ScR6. ScR7., ScR8., ScR9. which construct the factor School role in teaching child rights verify that the measurements/items lead to the same results and render convergent validity acceptable (Spector, 1992; Churchill, 1979). All structures should load on one factor with eigenvalue over 1, thus convergent validity is acceptable. In addition, the loadings of all the previous items are over 0.50 and thus convergent validity is assessed (Wixon & Watson, 2001) (Table 3).

F2_ Willingness to protect: The reliability of factor F2, according to the Cronbach alpha coefficient, is 0.845 and is high. Values of Cronbach's a coefficient over 0.7 are considered as satisfactory (Spector, 1992; Nunnally, 1978). The composite reliability CR=0.826 is shown to be larger than 0.7 (CR>0.7), indicating internal consistency (Formell & Laarcker, 1981). AVE takes a value of 0.412 and supports the reliability of the F2 (Table 2) because values of the average variance extracted with the cut-off of 0.5 are considered as satisfactory (Fornell & Lacker, 1981). Furthermore, the eigenvalue for the conceptual construct F2 is 4.254 and thus is evidence that all the items of all the structures load on one factor with eigenvalue over 1 fact which verifies convergent validity (Kim et al., 2008) (Table 3). More specifically, the conceptual construct F2 with an eigenvalue of 4.254, interprets 11.195% of the total dispersion of the data, a percentage considered satisfactory (Hair et al., 1995; Hair et al., 2005), collects or is constructed from items Wil1.I am aware there are children in the world who are not able to take advantage of their rights (M=4.47, SD=0.785), Wil2.I think I have the right to be respected at school (M=4.01, SD=1.098), Wil3.I do my best to protect the rights of my friends who are subjected to injustice (M=4.44, SD=0.908), Wil4.Q30.PeCoI am aware there are children in the world who are not able to take advantage of their rights, Wil5.Q29.PeCoVa Girls do not need to have the same rights as boys, Wil6.I think our teacher should choose the class president (M=3.47, SD=1.177), Wil7. When I am subjected to injustice, I make an effort to protect my rights (M=3.71, SD=1.036) were quite satisfy' and, indeed, with very high loads, 0.792, 0.710, 0.709, 0.635, 0.618, 0.562 and 0.387 Wil1, Wil2, Wil3, Wil4, Wil5, Wil6, Wil7 were quite satisfy and represent the same conceptual structure. The values of the Common Variance (Communalities) for items Wil1, Wil2, Wil3, Wil4, Wil5, Wil6 and Wil7 assume the values 0.744, 0.685, 0.648, 0.601, 0.601, 0.586 and 0.431 respectively, and exceed the value criterion (0.40), posed as the verification limit for the satisfactory quality of the statements for factor Opportunity Detector. The only extracted factor had an eigenvalue satisfying the criterion of being larger than 1 and the loadings of the items comprising the conceptual construct attest that convergent validity is acceptable. More specifically, the items Wil1, Wil2, Wil3, Wil4, Wil5, Wil6, Wil7 and verify that the measurements/items lead to the same results and render convergent validity acceptable (Spector, 1992; Churchill, 1979). All structures load on one factor with eigenvalue over 1, fact that suggests that convergent validity is acceptable (Kim et al., 2008). In addition, the loadings of all the previous items are over 0.50 and thus convergent validity is assessed (Wixon & Watson, 2001) (Table 3).

F3_ Right to class socialization and social services: The reliability of factor F3 named Right to class socialization and social services, according to the Cronbach alpha coefficient, is 0.821 and is high. Values of Cronbach's a coefficient over 0.7 are considered as satisfactory (Spector, 1992; Nunnally, 1978). The composite reliability CR=0.795 is shown to be larger than 0.7 (CR>0.7), indicating internal consistency (Formell & Laarcker, 1981). AVE takes a value of 0.384 and supports the reliability of the F3 (Table 2) because values of the average variance extracted with the cut-off of 0.5 are considered as satisfactory (Fornell & Lacker, 1981). Furthermore, the eigenvalue for the conceptual construct F3 is 3.426 and thus is evidence that all the items of all the structures load on one factor with eigenvalue over 1 fact which verifies convergent validity (Kim et al., 2008) (Table 3). More specifically, the conceptual construct F3 with an eigenvalue of 3.426, interprets 9.015% of the total dispersion of the data, a percentage considered satisfactory (Hair et al., 1995; Hair et al., 2005), collects or is constructed from items RiSo1.Mischievous students should not have any right in the class (M=3.22, SD=1.037), RiSo2.Girls do not need to have the same rights as boys (M=2.87, SD=1.245), RiSo3.Not all children in our class should have the same rights (M=2.72, SD=1.336), RiSo4.Only the children of wealthy families should utilize healthcare services (M=1.91, SD=0.969), RiSo5.All children should take advantage of the right to a healthy life equally (M=4.38, SD=0.842), RiSo6.When I play with my friends, we should always play the games I want (M=1.77, SD=0.945), RiSo7.Those younger than 18 years do not need to have an ID card (M=3.22, SD=1.037) and, indeed, with very high loads, 0.718, 0.668, 0.644, 0.623-, 0.589, 0.576 and 0.496 for RiSo1., RiSo2., RiSo3., RiSo4., RiSo5., RiSo6., RiSo7., were quite satisfy and represent the same conceptual structure. The values of the Common Variance (Communalities) for items RiSo1., RiSo2., RiSo3., RiSo4., RiSo5., RiSo6., RiSo7., assume the values, 0.594, 0.687, 0.688, 0.611, 0.752, 0.494 and 0.532 respectively, and exceed the value criterion (0.40), posed as the verification limit for the satisfactory quality of the statements for factor Opportunity Detector. The only extracted factor had an eigenvalue satisfying the criterion of being larger than 1 and the loadings of the items comprising the conceptual construct attest that convergent validity is acceptable. More specifically, the items RiSo1., RiSo2., RiSo3., RiSo4., RiSo5., RiSo6., RiSo7., and verify that the measurements/items lead to the same results and render convergent validity acceptable (Spector, 1992; Churchill, 1979). All structures load on one factor with eigenvalue over 1, fact that suggests that convergent validity is acceptable (Kim et al., 2008). In addition, the loadings of all the previous items are over 0.50 and thus convergent validity is assessed (Wixon & Watson, 2001) (Table 3).

F4_ Right to development: The reliability of factor F4 named Right to development, according to the Cronbach alpha coefficient, is 0.790 and is high. Values of Cronbach's a coefficient over 0.7 are considered as satisfactory (Spector, 1992; Nunnally, 1978). The composite reliability CR=0.727 is shown to be larger than 0.7 (CR>0.7), indicating internal consistency (Formell & Laarcker, 1981). AVE takes a value of 0.384 and supports the reliability of the F4 (Table 2) because values of the average variance extracted with the cut-off of 0.5 are considered as satisfactory (Fornell & Lacker, 1981). Furthermore, the eigenvalue for the conceptual construct F4 is 3.293 and thus is evidence that all the items of all the structures load on one factor with eigenvalue over 1 fact which verifies convergent validity (Kim et al., 2008) (Table 3). More specifically, the conceptual construct F4 with an eigenvalue of 3.293, interprets 8.665% of the total dispersion of the data, a percentage considered satisfactory (Hair et al., 1995; Hair et al., 2005), collects or is constructed from items RiDe1.I try to watch broadcasts on child's rights on radio and television (M=4.42, SD=0.809), RiDe2.Posts about child's rights on social media attract my attention (M=3.55, SD=1.047), RiDe3.I think I should have safe playgrounds at school (M=3.51, SD=1.086), RiDe4.I volunteer to take part in decisions made at home (M=3.52, SD=1.081) and RiDe5.I am not shy about expressing my thought by writing, drawing or telling however I wish to (M=3.87, SD=1.114), and, indeed, with very high loads, 0.750, 0.644, 0.580 and 0.504 were quite satisfy and represent the same conceptual structure. The values of the Common Variance (Communalities) for items RiDe1., RiDe2., RiDe3., RiDe4., and RiDe5., assume the values 0.630, 0.590, 0.473, 0.573 and 0.641 respectively, and exceed the value criterion (0.40), posed as the verification limit for the satisfactory quality of the statements for factor Opportunity Detector. The only extracted factor had an eigenvalue satisfying the criterion of being larger than 1 and the loadings of the items comprising the conceptual construct attest that convergent validity is acceptable. More specifically, the items RiDe1., RiDe2., RiDe3., RiDe4., and RiDe5., and verify that the measurements/items lead to the same results and render convergent validity acceptable (Spector, 1992; Churchill, 1979). All structures load on one factor with eigenvalue over 1, fact that suggests that convergent validity is acceptable (Kim et al., 2008). In addition, the loadings of all the previous items are over 0.50 and thus convergent validity is assessed (Wixon & Watson, 2001) (Table 3).

F5_ Equity in rights: The reliability of factor F5 named Equity in rights, according to the Cronbach alpha coefficient, is 0.858 and is high. Values of Cronbach's a coefficient over 0.7 are considered as satisfactory (Spector, 1992; Nunnally, 1978). The composite reliability CR=0.863 is shown to be larger than 0.7 (CR>0.7), indicating internal consistency (Formell & Laarcker, 1981). AVE takes a value of 0.667 and supports the reliability of the F5 (Table 2) because values of the average variance extracted with the cut-off of 0.5 are considered as satisfactory (Fornell & Lacker, 1981). Furthermore, the eigenvalue for the conceptual construct F5 is 2.558 and thus is evidence that all the items of all the structures load on one factor with eigenvalue over 1 fact which verifies convergent validity (Kim et al., 2008) (Table 4). More specifically, the conceptual construct F5 with an eigenvalue of 2.558 interprets 6.731% of the total dispersion of the data, a percentage considered satisfactory (Hair et al., 1995; Hair et al., 2005), collects or is constructed from items EqRi1. No matter what physical properties they have, I think all children have the same rights (M=3.72, SD=1.013), EqRi2. I think handicapped children have a right to go to school with others (M=3.47, SD= 1.177) and EqRi3.I do not like to play with handicapped students at school (M=1.52, SD=0.912), and, assume the values, indeed, with very high loads, 0.872, 0.818 and -0.776 that were quite satisfy and represent the same conceptual structure. The values of the Common Variance (Communalities) for items Q27.SUPMASAN, Q25.SUPMASAN and Q26.SUPMASAN are 0.820, 0.773 and 0.773 respectively, and exceed the value criterion (0.40), posed as the verification limit for the satisfactory quality of the statements for factor Opportunity Detector. The only extracted factor had an eigenvalue satisfying the criterion of being larger than 1 and the loadings of the items comprising the conceptual construct attest that convergent validity is acceptable. More specifically, the items Q27.SUPMASAN, Q25.SUPMASAN and Q26.SUPMASAN and verify that the measurements/items lead to the same results and render convergent validity acceptable (Spector, 1992; Churchill, 1979). All structures load on one factor with eigenvalue over 1, fact that suggests that convergent validity is acceptable (Kim et al., 2008). In addition, the loadings of all the previous items are over 0.50 and thus convergent validity is assessed (Wixon & Watson, 2001) (Table 3).

F6_ Right to life: The reliability of factor named Right to life, according to the Cronbach alpha coefficient is 0.750 and is high. Values of Cronbach's a coefficient over 0.7 are considered as satisfactory (Spector, 1992; Nunnally, 1978). The composite reliability CR=0.703 is shown to be larger than 0.7 (CR>0.7), indicating internal consistency (Formell & Laarcker, 1981). AVE takes a value of 0.386 and supports the reliability of the F6 conceptual construct (Table 4) because values of the average variance extracted with the cut-off of 0.5 are considered as satisfactory (Fornell & Lacker, 1981). Furthermore, the eigenvalue for the conceptual construct F6 subscale is 2.472 and thus is evidence that all the items of all the structures load on one factor with eigenvalue over 1 fact which verifies convergent validity (Kim et al., 2008) (Table 3). More specifically, the conceptual construct named Sociable with an eigenvalue equal to 2.472 interprets 6.505% of the total dispersion of the data, a percentage considered satisfactory (Hair et al., 1995; Hair et al., 2005), collects items RiLi1. I think I have specific rights due to being a child (M=4.40, SD=0.749), RiLi2. I think my friends in our class have the same rights as me (M=3.46, SD=1.065),

RiLi3. I think playing is my right as a child (M=4.06, SD=0.907), and RiLi4.I think I need to protect from all of violence and (M=3.31, SD=1.052), indeed, with very high loadings 0.705, 0702, 0.661 and 0.343 respectively. From criterion (eigenvalue≥ 1) it is verified that these 4 items represent the same conceptual construct. The values of the Common Variance (Communalities) for statements RiLi1., RiLi2., RiLi3.and RiLi4., 0.585, 0.660, 0.709 and 0.495 respectively, and exceed the value criterion (0.40), posed as the verification limit for the satisfactory quality of the statements for factor Sociable (Table 4). For only factor extracted, the value of its eigenvalue which meets the criterion of being larger than 1 and the loadings of the items comprising the conceptual structure support that the convergent validity is acceptable. More specifically, these 4 items RiLi1., RiLi2., RiLi3.and RiLi4., construct the factor F6 and verify that that measurements/items lead to the same results and render convergent validity acceptable (Spector, 1992; Churchill, 1979). All structures should load on one factor with eigenvalue over 1, fact that verifies that convergent validity to be acceptable (Kim et al., 2008). In addition, the loadings of all the items RiLi1., RiLi2., RiLi3.and RiLi4., are over 0.50 and thus convergent validity is assessed (Wixon & Watson, 2001) (Table 3).

F7_ Asking for protection: The reliability of factor named Asking for protection, according to Cronbach's alpha coefficient, is 0.726 and is deemed high. Values of Cronbach's a coefficient over 0.7 are considered as satisfactory (Spector, 1992; Nunnally, 1978). The composite reliability CR=0.752 is shown larger than 0.7 (CR>0.7), indicating internal consistency (Formell & Laarcker, 1981). AVE takes the value 0.393 and thus supports the reliability of the Trust in Government' decision implementation of distance learning in all levels of education scale (Table 5) because values of the average variance extracted with the cut-off of 0.5 are considered as satisfactory (Fornell & Lacker, 1981) (Table 3).

Furthermore, the eigenvalue for conceptual construct Planner is 1.888 interprets 4.969% of the total dispersion of the data, a percentage considered satisfactory (Hair et al., 1995; Hair et al., 2005), and it, thus, serves as evidence that all the items of all the structures should load on one factor with eigenvalue over 1, fact that verifies convergent validity (Kim et al., 2008) (Table 3).

More specifically, the conceptual construct Planner with an eigenvalue equal to 1.888 collects items AsPr1.When I am not able to take advantage of my rights as a child, I ask for help from my elders (M=3.46, SD=1.065), AsPr2.Q35.OppUSE When I am not able to solve my problems, I ask for Help from my elders (M=3.33, SD=1.121) and AsPr3.Q34.OppUSE Elders do not need to protect the rights of the children (M=1.47, SD=0.713) and, indeed, with very high loadings 0.720, 0.679 and -0.448 respectively. The values of the Common Variance (Communalities) for statements AsPr1., AsPr2., and AsPr3., assume the values 0.627, 0.543 and 0.352 respectively, and exceed the value criterion (0.40), posed as the verification limit for the satisfactory quality of the statements for factor Planner. From criterion (eigenvalue≥ 1) it is verified that these 3 items AsPr1., AsPr2., and AsPr3.represent the same conceptual construct. For only factor extracted, the value of its eigenvalue which meets the criterion of being larger than 1 and the loadings of the items comprising the conceptual structure support that the convergent validity is acceptable. More specifically, these 3 items, AsPr1., AsPr2., and AsPr3., construct the factor F7 and verify that that measurements/items lead to the same results and render convergent validity acceptable (Spector, 1992; Churchill, 1979). All structures should load on one factor with eigenvalue over 1, fact that verifies that convergent validity (Kim et al., 2008). In addition, the loadings of all the items AsPr1., AsPr2., and AsPr3., are over 0.50 and thus convergent validity is assessed (Wixon & Watson, 2001) (Table 3).

Table 3: Rotated Component Matrix

Rotated Component Matrix[a]

	Component							
	F1	F2	F3	F4	F5	F6	F7	
F1_School role in teaching child rights								
ScR1.Children do not need to be taught what rights they have	.741							.670
ScR2.I volunteer to take part in projects and studies on child's rights	.721							.636
ScR3.When learning child's rights, I do not like to take part in activities we perform in the class	.697							.649
ScR4.Schools should be places teaching the children their rights	.682							.689
ScR5.I would like to take part in studies on child's rights	.606							.614
ScR6.I do not hesitate to ask questions about the subjects. I am curious about in class	.571							.596
ScR7.I ask my teacher to do activities on child's rights	.542							.559
ScR8. I take part in intraclass discussions on child's rights	.530							.483
ScR9.I read storybooks about child's rights willingly	.518							.596
F2_Willingness to protect								
Wil1. I am aware there are children in the world who are not able to take advantage of their rights		.792						.744
Wil2. I think I have the right to be respected at school		.710						.685
Wil3.I do my best to protect the rights of my friends who are subjected to injustice		.709						.648
Wil4.I am not shy about telling what social activity I would like to participate at school (M=3.33, SD=1.121)		.635						.601
Wil5.Girls do not need to have the same rights as boys		.618						.601
Wil6. I think our teacher should choose the class president 3.47 1.177		.562						.586
Wil7.When I am subjected to injustice, I make an effort to protect my rights		.387						.431
F3_Right to class socialization and social services								
RiSo1.Mischievous students should not have any right in the class			.718					.594
RiSo2.Girls do not need to have the same rights as boys			.668					.687
RiSo3.Not all children in our class should have the same rights			-.644					.688
RiSo4.Only the children of wealthy families should utilize healthcare services			.623					.611

Item					
RiSo5.All children should take advantage of the right to a healthy life equally	-.589				.752
RiSo6.When I play with my friends, we should always play the games I want	.576				.494
RiSo7.Those younger than 18 years do not need to have an ID card	.496				.532
F4_Right to development					
RiDe1.I try to watch broadcasts on child's rights on radio and television		.750			.630
RiDe2.Posts about child's rights on social media attract my attention		.644			.590
RiDe3.I think I should have safe playgrounds at school		.580			.473
RiDe4.I volunteer to take part in decisions made at home		.504			.573
RiDe5.I am not shy about expressing my thought by writing, drawing or telling however I wish to		.452			.641
F5_Equity in rights					
EqRi1. Q27.SUPMASAN No matter what physical properties they have, I think all children have the same rights		.872			.820
EqRi2. Q25.SUPMASAN I think handicapped children have a right to go to school with others		.818			.773
EqRi3.SUPMASAN I do not like to play with handicapped students at school		-.776			.773
F6_Right to life					
RiLi1.I think I have specific rights due to being a child			.705		.585
RiLi2.I think my friends in our class have the same rights as me			.702		.660
RiLi3.I think playing is my right as a child			.661		.709
RiLi4.I think I need to protect from all of violence			.343		.495
F7_Asking for protection					
AsPr1 Q36.OppUSE When I am not able to take advantage of my rights as a child, I ask for help from my elders				.720	.627
AsPr2. Q35.OppUSE When I am not able to solve my problems, I ask for Help from my elders				.679	.543
AsPr3. Q34.OppUSE Elders do not need to protect the rights of the children				-.448	.352

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 10 iterations.

5. Conclusions

The present paper views to access Greek Students' Attitudes toward Child Rights. The structural equation model verified the measurement model fit related to Attitudes toward Child Rights Scale ($x2/df=1.84$ CFI=0.95, GFI=0.93, RMSEA=0.04, AGFI=0.90, IFI=0.95) (Churchill, 1979; Cohen, et al., 1988; Fornell & Larcker, 1981; Chin, 1998; Kim, et al., 2008; Spector, 1992; Wixon, & Watson, 2001) regarding Attitude toward Child Rights Scale (Selma Yel and Tuğba Dönmez, 2021). Attitude F1_School role in teaching child rights, F2_Willingness to protect, F3_Right to class socialization and social services, F4_Right to development, F5_Equity in rights, F6_Equity in rights and F7_Asking for protection toward Child Rights.

In addition, the study made it evidence that the strongest belief related to respondents' awareness that there are children in the world who are not able to take advantage of their rights. In addition, respondents declared that they do their best to protect the rights of their friends who are subjected to injustice, and they tried to watch broadcasts on child's rights on radio and television. They thought that they have specific rights due to being a child. According to them all children should take advantage of the right to a healthy life equally and they supported that playing is their right as a child. Moreover, they volunteered to take part in decisions made in the class and they volunteered to take part in projects and studies on child's rights as well. They asked to have the right to be respected at school and they asked their teacher to do activities on child's rights.

The findings emphasize the general importance of studying students' toward Child Rights based on biggest data sets retrieving by Big Dara applications, computing and AI algorithms (Souravlas & Anastasiadou, 2020a; Souravlas, & Roumeliotis, 2014a;2014b;2015a;2015b; Tantalaki, et al., 2019a; 2019b; 2020a; 2020b; Souravlas, Anastasiadou, Katsavounis, 2021a; 2021b; 2021c; Souravlas, 2019; Souravlas & Katsavounis, 2019; Souravlas & Anastasiadou, 2020a; 2022b, Souravlas et al., 2023; 2022a; 2022b; 2021; 2020a; 2020b; Souravlas & Roumeliotis, 2008b; 2014a; 2014b; 2014c; 2015a; 2015b). However, there is great need for empirical research connected with students' attitudes toward Child Rights with the help programming, scheduling Algorithms, Artificial Intelligence development etc.

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