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**CHILD RIGHT IN SCHOOL: STUDY OF TEACHERS'
CONCEPTIONS AND PRACTICES**

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CONCEPTIONS AND PRACTICES

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Declaration

I, the under signed, declare that this thesis is my original work, it has not been presented in other university, college or institutions, seeking for similar degree or other purposes. All sources of materials used in the thesis have been dully acknowledge.

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Acronyms

CRC	Convention on the Rights of the Child
ACRWC	African Charter on the Rights and Welfare of the Child
OAU	Organization of African Union
AU	African Union
ILO	International Labor Organization
UNCRC	United Nation Convention on the Rights of yhe Child
MOLSA	Ministry of Labor and Social Affairs
ETP	Education and Training Policy
TAE	Teachers' Association of Ethiopia
UN	United Nation
UDHR	Universal Declaration of Human Rights
TV	Tele Vision
UNICEF	the United Nations Children' Fund
UPE	Universal Primary Education
PTA	Parent Teacher Association
NGO	Non Governmental Organization
KG	Kindergarten
ANOVA	Analysis of Variance
MOE	Ministry of Education
FGD	Focus Group Discussion
HR	Human Right
HIV	Human Immuno Deficiency Virus
AIDS	Acquired Immuno Deficiency Syndrome
FGM	Female Genital Mutilation
UK	United Kingdom
USA	United States of America
EC	Ethiopian Calendar

Abstract

This study aimed at investigating how child right has been conceived and practiced by primary school teachers found at Gihimbi Town. To accomplish the study, multiple case study design was employed. Three primary schools (1-8) were selected purposively from a total of nine. The subjects in this study were teachers, principals and students in the primary schools. Questionnaire, observation, interview and focus group discussion were used to secure the necessary data from these sources. Descriptive phrases, percentages, mean scores, t-test, one way ANOVA and Chi-square test were used to analyze the secured data. For the latter three, the statistical analysis were carried out using soft ware for Statistical Package for the Social Science(SPSS).The result indicated that the teachers do not have arranged programs in the schools to raise their awareness on the issue of child rights in school. There was some confusion among them on the major child rights to be preserved at their school level. The extents to which these teachers feel accountable on promoting child rights in the schools were found to be at lower level. On the other hand, lack of sufficient support/cooperation from concerned bodies, low level of awareness about the issue of child rights by parents and the community at large and lack of commitment by teachers to promote the issue in the schools were found to be the major problems which hindered the effective application of mechanisms to promote the issue. Teachers' demographic characteristics have no such significant effect on teachers' views towards child right and on the application of mechanisms to promote the issue in the schools except sex. It was then concluded that teachers' conceptions and practices on child rights in schools is not at the required level. At last, possible solutions were forwarded depending on the findings.

CHAPTER ONE

Introduction

1.1 Background of The Study

A well treated and educated child population is a necessary foundation for modern, productive and knowledge – based economy that can effectively participate in the today’s globalized world. The way we raise and care for our children at home and specially at school plays a vital role in this case.

Education is a crucial means for the social, moral and skill development of a child. It develops the child’s competency to function effectively and efficiently in such fast changing and globalized society. To this end, safe learning environment (school) and aware teachers who can create such an environment are important.

On the other hand, unsafe learning environment such as maltreatment of the child in a school can destroy the child’s enthusiasm for learning and sets stage for serious emotional and behavioral problems. As argued by Riak(1998),one of the causes for this maltreatment of the child in school may result from lack of the awareness on the human rights of the child.

Human rights are something we all share. They are about recognizing the value and dignity of people. In learning about human rights, we learn about ideas of respect, fairness, justices and equality. We learn about standing up for our own rights and about our responsibility to respect the rights of others (UN, 1996). According to this source, effort has to be made to transform individual attitudes and behavior and thereby establish, within every local and national community, a “culture” of respect for human rights.

The human rights of children are fundamental international human rights that protect all children from abuse by adults and caregivers wherever they live: at home, at school, in jail, in refugee camp, etc. as enshrined in the United Nations convention on the rights of the child. These rights guaranteed to all human beings (women, men, children, blacks,

whites, majority, minority, etc), include the right to life, fair trail, nationality, education, security, expression, mobility and development (Habtamu, 2006).

According to United Nations Cyber Schoolbus, (2009), there are two important ways through which human rights affect our personal growth. First, they provide us with a sense of dignity and worth. Second, they make it possible for us to develop our abilities to the fullest extent possible. This indicates that these rights and fundamental freedom allow us to fully develop and use our human qualities, our intelligence, our talents and our conscience and to satisfy our spiritual and other needs.

From the above expression, one can deduce that a child has a right to development. And he/she can fully develop his/her maximum potential if his/her rights are recognized and respected.

The convention on the Rights of the Child (CRC) articulates these rights more completely and provides a set of guiding principles that fundamentally calls for the provision of specific resources, skills and contributions necessary to ensure the survival and development of children to their maximum capability. It also requires the creation of means to protect children from neglect, exploitation and abuse. More precisely, it explains that a child should be considered as a person with rights, but is also a person needs protection from harm. Moreover, it sets benchmark standards in health care, education, social and legal services and states that governments are obliged to develop all policies in the best interest of the child (Save the Children, 2007).

Likewise, The African Charter on the Rights and Welfare of the Child (ACRWC), which was adapted in July 1990 at the 6th ordinary session of the Assembly of Heads of states of the OAU; now the African union (AU), is designed to retain the spirit as well as the substance of the CRC while making special provisions guided by African situation. The guiding principles of the CRC such as the non-discrimination, best interest of the child, the right to life and the right of the child to participate are integrated as core principles (Maekelch, 2007).

As one member of the AU, Ethiopia ratified the Convention on the Rights of the Child in 1991. Since then, the government has carried out numerous activities geared towards ensuring the protection and promotion of the rights and welfare of the children. The convention was domesticated through the national legislation and translated in to 11

nationality languages for dissemination. Further, other conventions such as the ACRWC and ILO (International Labor Organization) convention 182 on the Worst Forms of Child Labor were ratified by the government (The Federal Ministry of Labor and Social Affairs, 2005). As far as the institutional frame work for the implementation of these conventions is concerned, the children affairs department was set up within the Ministry of Labor and Social Affairs (MOLSA). This department has been transferred to the Ministry of Women's Affairs with almost the same responsibility. Besides, inter-sectoral child rights committees were set up at all levels (Federal, Regional and sub-regional levels) to oversee the implementation of the convention in the country (Amsale, 2009).

The Transitional Government of Ethiopia called the active participation of all Ethiopians, international and multilateral institutions, bilateral agencies and non-governmental organizations (Melaku, 2007). This may be because the government has understood that children constitute a precious wealth of society, tomorrow's responsible citizens, and the future builders of any nation. Similarly, Bronfenbrenner in Ali (1996) suggested that if children of a nation are afforded the opportunity to develop their capacity to the fullest, if they are given the knowledge to understand the world and the wisdom to change it, the prospects for the future will be bright. So due attention and care for children is more important for their fullest development in social, physical, psychological and intellectual aspects for their life.

Regarding this, the UNCRC (United Nations Conventions on the Rights of the Child) has already stated that children should be protected from all forms of physical and mental violence, injury, or abuse, ..., from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development ... and from abduction (UN, 1989).

Education is a fundamental human right and essential for the exercise of all human rights. It also promotes individual freedom and empowerment and yields important development benefits (Unicef, 2009). Accordingly, the Ethiopian Transitional Government moved towards the practical phases of CRC under different policy instruments, revised strategies, and implementation modalities. Among the policies adopted, the Education and Training Policy (ETP) is one. The policy has four general

objectives from which one gives emphasis on bringing up citizens who respect human rights, which has been stated as follows: “Bringing up citizens who respect human rights, stand for well-being of people as well as for equality, justice and peace, endowed with democratic culture and discipline” (EETP, 1994).

To bring up such citizens, schools have responsibilities together with other stakeholders. This is because; schools are the place where the child/student spends much time next to his/her home. Again, it is a place where the child who is expected to be the desired citizen tomorrow, starts learning social life. They live with other children having different backgrounds, teachers, principals, and other members of staff. Such life experience in schools is a base for the child to have a democratic culture and discipline which may help the child to live peacefully and productively in his future adult life with the society, specially in a multicultural society like that of Ethiopia (Matthias and Paul de , 2007).

Subsequently, one of the intimate friend for the child in schools, who has direct contact and expected to be a model in his/her day to day activities in and outside the classroom is the teacher. As Save the Children (2007) put briefly, teachers are duty-bearers in school who have responsibilities to respect, protect and fulfill rights of the child/student. The code of ethics for teachers in Ethiopia describes that: “The teacher has the moral duty to respect the rights of students; to be concerned for the welfare and (all rounded) proper development of his development” (Teachers’ Association of Ethiopia (TAE), undated). Thus, for the school to serve as a model of human rights learning and practice, all teachers and staff need to be able to both transmit and model Human Rights value (UN, 2006).

This study is therefore, geared towards examining teachers’ conceptions and practices on child rights in the context of schools in Town. The United Nations convention on the rights of children is taken as a framework for this study.

1.2 Statement of the Problem

Children’s rights with in school are a controversial issue in African culture, because children grow up in the custody of parents and hence are considered as having no rights of their own (Shumba, 2003). Such kind of culture affects negatively the society of the

continent because, as Ali, (1996) argued, it is evident that, any society which maltreats its children will risk eventual disorganization.

On the other hand, the issue of child rights has become a social, economical and political issue all over the world. It is attracting the attention of international organizations and governments.

Accordingly, as it is mentioned in the background of the study, Ethiopia has committed to implement this big issue in the country particularly in schools. However, the progress is not as expected to be (Amsale, 2009). In supporting this, Daniel and Gobena (1998) & Tigist and Derege (1997) confirmed that school children were subjected to different kinds of maltreatment and physical punishment was highly prevalent in schools. On the contrary, even though the study has not revealed any gap on the other rights of the child, there are few positive changes concerning corporal punishment in some Addis Ababa primary schools after the advocacy of child right in the schools (Sileshi, 2001). On the other hand, Asmelash (2007) in his case study of Enderta woreda of the Tigray Regional state and Alemayehu (2004) again in his case study of Gambella second cycle primary school found out that there were problems in promoting child rights in school. This was also the same for children in school found in Oromia. Teachers punish children to discipline them if they thought that they did wrong things (Bridging Refugee Youth & Children's Services, 2007).

However, in these studies, the status of the teachers' conceptions on the issue has not been taken in to consideration. In reality, as argued by Shumba (2003), since teachers act in place of parents at schools, they are expected to provide a conducive learning atmosphere and to protect all pupils under their care against child abuse so that the school environment is safe and stimulating to the children. As a result, they need to be aware of children's rights as enshrined in the United Nation Convention on the rights of the child in accordance with their context. Hence, the researcher found it necessary to undertake a study that deals with the teachers' conceptions and practices in primary schools.

1.3 Objective of the study

The main objective of the study was to assess teachers' conceptions and practices on child right in primary schools of Ghimbi town. Specifically, it tries to:

1. Asses the status of teachers' understanding on child right issues.
2. Examine whether or not child right is considered by teachers in their activities in schools.
3. Identify the practices in these schools which are related to promoting the issue by teachers.

With these objectives, thus, the following research questions were formulated to be answered in the course of the study.

1. How do teachers understand child right issues in school context?
2. Do teachers' background characteristics such as sex, marital status, qualification and years of teaching experience have any statistically significant association with their views of child rights?
3. To what extent do teachers feel accountable on promoting child right in their schools?
4. What mechanisms do teachers use to promote child right in their schools?
5. Do teachers' background characteristics such as sex, marital status, qualification and years of teaching experience have any statistically significant association with their application of the mechanisms for the promotion of child rights?

1.4 Significance of the Study

1. The study may provide information for different social groups in order to have better understanding of the issues of child rights in schools.
2. It helps teachers, and other stakeholders to create strategies for exercising the child rights in line with the Convention on the Rights of the Child.
3. It helps to identify the basic practices in schools by teachers with regard to promoting child rights.
4. The study may encourage further research works in the area of child rights in school in Ethiopian contexts.

1.5 Delimitation of the Study

The study was confined to West Wollega Zone specifically to Ghimbi Town. It was conducted at sampled primary schools (1-8) found in the Town .The researcher hoped that studying the teachers' conceptions and practices on child right issues found in all

the West Wollega Zone primary schools would have been much more important . However, due to time, and financial constraints the study was limited only to primary schools sampled from Ghimbi Town. The duty bearers on the issue of child right are family, community, government etc. However, it is difficult to make the study on all of these bodies due to the above reasons. Therefore, the study was restricted to only duty – bearers in schools specifically, teachers. Primary school teachers were targeted because the researcher felt that, the issue is more serious as this school level is expected to encompass very young children (ages about 7 – 14).Ghimbi Town is targeted mainly because the researcher was teaching there and he is very familiar with the area.

1.6 Limitation of the Study

The fact that school data was not made available to the required level, the busyness of teachers and their involuntariness to participate genuinely in the study can be cited as limitations of the study process. In addition, acquaintance with the setting and shuttling every morning to the research setting for about two weeks to each sampled schools was daunting. As a novice researcher, the entire process starting from its designing to its completion phase was not an easy business, hence, this research can be considered as a learning process.

1.7 Operational Definitions of Terms

The following terms are used in this study in the context they are defined below.

Accountable: Taking the responsibility to every action and interaction Concerning the promotion of child rights in the schools.

Conception: Teachers’ opinion, view or belief or understanding of child rights in school context.

Practices: The activities or the exercises of promoting or preserving child right in the context of the schools.

Primary School: It is the level of education in Ethiopian educational system that covers grades one to eight.

Promoting Child Right in schools: It is the process of making child rights recognized, respected and fulfilled in the schools. It refers to using child rights as a frame work to design and implement school programs (activities).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the literature review on issues related to child rights in school to give a solid foundation for the investigation made on teachers' conceptions and practices.

2.1 Understanding Child Rights in School

2.1.1 Human Rights (HRs)

Human rights are those rights that belong to every individual, group or society simply because they are human beings. They are rights we acquire naturally, being born as human beings. HR is not granted (given) by any human authority such as Monarch, Government, the church or Mosque. They are universal legal guarantees protecting individuals and groups against actions, which interfere with fundamental freedoms and human dignity (Freeman, 2002; UN, 1995; An- Naim and Deng, 1990; Perry, 1997 cited in Habtamu, 2006).

According to Habtamu (2006) ,these rights (the right to life, fair trial, nationality, education, security, expression, mobility, and development) are the same for all people everywhere male and female, young and old, rich and poor, regardless of our background, where we live, what we think or what we believe . This is what makes human rights 'universal '. In relation to this, the Australian Human Rights Commission (2006) stated that, respect for human rights helps building strong communities, based on equality and tolerance in which every one has an opportunity to contribute. This implies that, a good understanding of the notion of HRs unquestionably requires individuals, particularly teachers to apply it in their day to day activities.

Today's understanding of HRs came with the birth of the United Nations. Soon after the UN Charter was adopted in 1945, the United Nations General Assembly adopted the Universal Declaration of Human rights (UDHR) by the General Assembly on December 10, 1948. This declaration marked the first time that the rights and freedoms of individuals were set forth in such details. It also represented the first international

recognition that HRs and fundamental freedoms are applicable to every person, everywhere. Today it continues to affect people's lives, serves as a model for numerous international treaties and declarations and has been incorporated in the constitutions and laws of many countries. It has inspired more than 60 international HRs, which together constitute a comprehensive system of legally binding treaties for the promotion and protection of HRs. UDHR is the best known and most cited HRs document in the world. (Vijapur, 1999).

Although HRs have been classified in a number of ways it is important to note that international HRs law stresses that all HRs are universal, indivisible and interrelated. The 1993 Vienna Declaration supports the view of universality of HRs with in the context of diverse cultures (UN, 1995 cited in Habtamu 2006).Based on this source, Article 5 of the Declaration states:

All human rights are universal, indivisible and interdependent and interrelated. The international community must treat human rights globally in a faire and equal manner, on the same footing and with the same emphasis. While the significance of national and regional particularities and various historical cultural and religious backgrounds must be borne in mind. It is the duty of states regardless of their political, economic and cultural systems, to promote and protect all human rights and fundamental freedoms.

Nevertheless, there are some arguments regarding the universality or relativity of the international HRs standards and the instruments ratified by most countries of the world. The main argument is that HRs standards are based on Western (American and Europe) cultures and are not fully applicable to other countries (such as African and Asian countries). The others are Morality, Values, and Fairness vary from culture to culture [No universal moral]; fighting poverty, disease and illiteracy are more important than the list of rights which can not be protected [Priority to economic issues, to nation building and stability]; The international instruments do not focus on obligations, duties and responsibilities of individuals to the community, family, society and states. Contrary to these, others argue that, HRs are natural attributes of all human beings around the world. If human nature is universal, HRs and dominant values should also be universals ; most cultures support most HRs concepts such as rights to life, freedom from poverty, to form family, justices, and solidarities over 80% of the countries in the world are plural (there are many different ethnic groups in each of these countries). Therefore, human rights principles bring out the common features of most / diverse

cultures in a country; Globalization is reality and the world cultures (rights values) are becoming common. HR is becoming globalized political values! (Habtamu, 2006).

2.1.2 The Concept of Child Rights

According to Wikipedia the Free Encyclopedia (2009), Children's rights are the perceived HRs of children with particular attention to the rights of special protection and care afforded to the young. These includes rights to association with both biological parents, human identity as well as the basic needs for food, universal paid – education, health care and criminal laws appropriate for the age and development of the child. Other definitions include the rights to care and nurturing. According to Kaliba (2010), the conception of child rights regarded as a set of certain values which reflect the position of a child in society.

Conceptualizing first the childhood helps one to understand these values and then the perceived HRs of these children.

2.1.2.1 Childhood

The concept of childhood differs widely between different cultures, societies and communities. The best and universal approach to understanding childhood has to be scientific approach. The definitions of a child often remains controversial .It can be determined according to the child's age, physical appearance(fore example size and dressing) and also his/her ability to think and reason. The United Nations Conventions on the Rights of the Child (UNCRC) defines a child as one who falls under the age of eighteen years. However, despite the establishment of the legal age, concepts of childhood and children often differ widely between the above parameters (Save the Children, 2007and Smelser &Baltes, 2001).

As society changes through different periods of time, so does society's concept of childhood and the perception of children in their communities. In relation to this point, Suchodolski (1979) revealed that, at times, it has been customary to kill children suffering from disability or disease. At other times, society has looked after the children of its poorest citizens. The Roman system of – Pueri alimentarii is an example. There have been times when children were kept from the life of the society until the end of their childhood. Sometimes, they have been the object of special care supervised by the

society. At other times orphans or homeless children have been totally neglected; at other times homes have been founded for disadvantaged children to live in.

In medieval times, children, once past infancy (which lasted until the age of 6 or 7 years), were regarded as miniature adults; they were not assumed to have needs distinct from any aspects of adult life. Laws generally did not distinguish between adult and child offences. Children did often work and their emotional bond with their guardians was said to be weak (Santrock, 200 cited in Maekelch, 2007).

According to Save the Children (2007), this different understanding of childhood by different societies at different times led adults to see children through a set of pre-determined assumptions that inform both how they were treated and what they were deemed capable of achieving. The tendency was to judge children's competencies against a set of adult standards, rather than to value what children have to offer as children. In supporting this, Froebel cited in Aggarwal (2004) argues that, childhood is not merely a preparation for adulthood. Childhood is a value in itself and possesses its own creation. An adult has no right to feel superior and to interfere with the nature of children; rather the adult must first understand the child and then guide him accordingly.

The 20th century has been characterized by the definition of childhood as a special period of the life cycle. It has been recognized as a time for education, recreation, growth and discovery. Regardless, childhood remains a period of hardship for many children. It has become evident that the child is influenced by many factors – people in his immediate social setting (the family), the larger or more remote social systems such as the school, the community, the government, and even the mass media, most notably TV. The scope and rate of recent social changes in demography, the economy, and technology have made nurturance of children difficult. Besides, Scourfield(2003) states that in the late 20th century child abuse was a social problem.

The above statements may show the values given to the child and its position in a society at different times. But, it was during the late 20th century time that state parties, and UN agencies triggered to look into the status of the right of children in a much deeper sense.

In 1989, ten years after work began on its drafting, the nations of the world agreed to adopt the convention on the rights of the child. The convention sets out, amongst other things, children's right to education, health care and economic opportunity, protection from abuse, neglect and sexual and economic exploitation. It also says that decisions that affect kids should be based on their "best interests" (Maekelch, 2007). Since it was adopted, the convention has become the world's most widely ratified human rights treaty. This puts an important responsibility on the governments of the world to do all they can to promote and protect the rights of children and young people (Bulti: 2003). The next sub- topic deals with the conventions in details.

2.1.2.2 The Convention on the Rights of the Child (CRC)

All human rights conventions apply to children, but children need a separate convention, since they need additional attention and protection. The CRC which consists 54 articles and adopted by the UN General Assembly on 20, November, 1989, emphasizes that children are holders of rights. It covers all aspects of children's lives. To day, the convention is legally binding and has been ratified by 192 countries which are committed to take the necessary legal and administrative measures for its implementation (Tibebu, 2003).

The convention on the Rights of the Child builds on four general principles, which form the umbrella provisions of the CRC (Tibebu, 2003; Save the Children, 2007). These are:

- **Survival and development (Article 6)**

Children's survival often relates directly to children's right to development. The latter one must be interpreted in its broadest sense, encompassing the physical, psychological, emotional, social and spiritual developments of the child. On the other hand, child survival focuses on the existence or non existence of the child in this world and child wellbeing in terms of health. Every effort should guarantee the continuity of the child's life, and focuses on building the foundation of the child for healthy functioning in the rest of his/her life (Melaku, 2007). The stake holders (the state and individuals: parents, teachers, etc) has a responsibility to insure the survival and development of children to the maximum extent possible (UNICEF, 2008).

- **Non - discrimination (Article2)**

The UNCRC focuses on the elimination of discrimination in three main areas against individual children; against specific groups of children; and against the population group as a whole (UNICEF, 2008). In this principle all rights apply to all children without exception. Discrimination can be practiced by governments themselves, by adults(eg teachers) against children, by one community against another, by one group of children against another .It can result from active direct and deliberate actions, or it can happen unconsciously through insensitivity, ignorance or indifference. Discrimination can take place through legislation, institutionalized attitudes, media and government's action or inaction (Tibebu, 2003).

- **Child Participation and the Right to be Heard (Article 12)**

Participation is about children and young people having the opportunity to express their views, influence decision making and achieve change in the informed and willing involvement of children, including the most marginalized and those of different ages and abilities, in all matters concerning them (UNICEF, 2008). Decision-making bodies, other institutions and families must listen to children and take their views into account in accordance with the child's age and maturity. This provision applies both to individual cases and to children collectively. Boys and girls should also be encouraged to participate in decision-making within the family as well as in all aspects of school life. In order to be able to make decision, children have the right to relevant information provided in a form they can understand (Tibebu, 2003).

- **The best Interests of the Child(Article 3)**

This principle touches on every aspect of child's life. It means that whenever decisions are taken that affect children's lives, the impact of those decisions must be assessed to ensure that the best interests of children are the main consideration. The interests of others- such as parents, the community and the state – should not be the overriding concern, though they may influence the final decision (UNICEF,2008). In supporting this Alston(1994)&Parker(1994) cited in Melaku (2007),stated that , in all actions concerning children ,whether undertaken by public or private, social welfare institutions, courts of law, administrative authorities, or legislative bodies, the best interest of the child shall be a primary consideration .This is considered as the standard

of any administrative or legislative action concerning children, so it is considered as “an overall frame work, or umbrella under the shadow of which the remaining convention are to be applied.

On the other hand, Murphy-Berman and Weisz(1996)& United Nations General Assembly(1989) as cited in Shumba(2003) state that ,under the umbrella of these principles, children have the right to:

❖ **Protection from abuse and neglect**

The state shall protect the child from all forms of maltreatment by parents or others. This implies that all children should be protected against all forms of child abuse by adults and caregivers.

❖ **Special care for the disabled**

A disabled child has the right to special care, education and training to help him /her enjoys a full and decent life in dignity and achieves the greatest degree of self- reliance and social integration possible.

❖ **An education**

Every child has the right to education, and it is the State’s duty to ensure that primary education is free and compulsory, to encourage different forms of secondary education accessible to every child and to make higher education available to all on the basis of capability. School discipline shall be consistent with the child’s rights and dignity.

❖ **Protection from harmful work**

Every child has the right to be protected from work that threatens his/her health, education or development. As such, the States shall set minimum ages for employment and regulate working conditions of such children for their safety.

❖ **Protection from sexual exploitation**

The state shall protect children from all forms of sexual exploitation and abuse, including prostitution and involvement in pornography.

Similarly, Piggozi (1999) stated that under a child’s rights perspectives there are a number of overarching principles related to education. Firstly, education is a right, a

right that facilitates children and adults access many of their other rights through out their life times. In this regard, education has an important role to play in empowerment because it supports democratic action, is a means to promote child rights and social rights, and can equip individuals and groups with the skills to move on their lives. Thus, education is a very profound right.

Secondly, education must be available with out discrimination. It should be accessible equally to those that have been traditionally unreached including, the poor, and girls, working children, children in emergencies, the disabled, and those with nomadic lifestyles. But it is not merely a concern with quality. Children have a right to a quality education that will serve as the basis for life long learning (Ibid).

Thirdly, education must address the best interests and ongoing development of the whole child. This means that, in addition to being child centered, education is much more than attention to cognitive development. It is also concerned with the child's social, emotional, and physical development. It also calls for more than the conventional integrated approach. Rather education must be conceptualized from the child's point of view and with an understanding of the inter-related nature of the child's needs which vary according to level of individual development.

In general, education must be structured and organized such that it is child- centered. It must accord dignity to every child. It must recognize that children are important stakeholders. Thus, according to Kaliba(2010),education is considered a principal manner of a children's rights conception in practical life. It has a distinct ethical dimension from the social point of view. It qualifies a child for the life in society , forms specific human qualities in him/her, prepares an individual for mutual complementary of his/her own freedoms as well as liberties of others so that they would not be in antagonism and would not result in some of the forms of socially unfavorable behavior.

Accordingly, the Australian Human Rights Commission (2006) stated that, the child right convention requires that school discipline be administered in a manner consistent with children's human dignity and other rights, such as children's right to be heard on matters that affect them. It further states that school need to discipline students to ensure the safety of the school environment and ensure that children's behavior does not jeopardize the learning opportunities of other students. It can be an important means

of teaching children about their responsibilities to others and to the community. In relation to this, Kaliba(2010) pointed out that, teachers often think critically about the concept of children's rights and their implementation into school environment . Their frequent argument is that pupils call for their rights. However, they are not disposed to accept either the existence of obligations and responsibility which are closely associated with it. With this regard, the Australian Human Rights Commission (2006) indicated that, discipline processes which is consistent, clear and fair is important in schools. According to this source, arbitrary punishment sends in appropriate message to children about adult authority and the credibility of legal process in general.

Though it is the most widely accepted international conventions, progress has been quite slow in putting it in to practice. Reasons for this include misunderstandings about the convention, which has been seen by some people as being 'anti-family' or simply about allowing children to have their own way. But, these misunderstandings need to be addressed when seeking to increase awareness of the convention and what it means in practice (Orphans and other Vulnerable Children Support: 2004). Thus , according to this source, since this convention is an important reference point for individuals and organizations working with children , including teachers, a universal understanding is must as we are living with the people of the world, because, the time is of globalization.

2.1.3 Child Friendly School (CFS)

Schools as social institutions are primarily for learning and teaching. But, the issue of the central function of schools has been explored and elaborated in various ways over many decades since the modern school became the major means of socializing the young and preparing them for roles in society (Wright, 2006). Controversy has never been far from the surface on what schools are for. According to him positions advocated for the functional of schools are as follows: teaching the basic skills of literacy and numeric; initiating the young in to the national local culture; promoting positive attitudes/values; influencing behavior change; stimulating intellectual development; promoting a wide range of subject matter relating to human knowledge and national development; preparing the work force of the future; building character, teaching livelihood skills; fulfilling the rights of the child; etc. Beyond these, he advocated that, what schools are for, and what they do, should reflect what the best interest of children

is and their right to quality education, which is already stated on the United Nations Conventions on the Rights of the Child.

In supporting to this, (Unicef, 2009) argued that, a school (a rights-based or child-friendly) has to be characterized by the following.

- A CFS ensures every child an environment that is physically safe, emotionally secure and psychologically enabling.
- Teachers are the single most important factor in creating an effective and inclusive classroom.
- A CFS recognizes, encourages and supports children's growing capacities as learners by providing a school culture, teaching behaviors and curriculum content that are focused on learning and the learner.
- The ability of a school to be and to call itself child-friendly is directly linked to the support, participation and collaboration it receives from families.
- CFS aims to develop a learning environment in which children are motivated and able to learn. Staff members are friendly and welcoming to children and attend to all their health and safety needs.

With in the sprit of the Child Right Convention, Aguilar (2004) stated that, the school should be child – friendly. The child should have the right to be curious, to ask questions, and receive answers, to argue and disagree, to test and make mistakes, to know and not to know, to create and be spontaneous, to be recognized and respected. According to this author, CFS means:

- ↳ **It is child seeking school.** Continually identifies the excluded children, so as to get them back to school and include them in learning. The school achieves this by establishing parent- community – school “monitoring committees” that will be responsible for a) school mapping to identify every household in the school's catchment areas by age, gender and by other characteristics (disability, minority, displaced, immigrant...) b) Preparing needs assessment reports to be submitted to the parent – teachers committees and to the district level planning.
- ↳ **It is a child centered school:-** that is acting in the **best interest of the child**, realization of child's full potential, concerned about the “whole” child, and with what happens to children before and after the school. CFS recognizes the

indivisibility of the child's rights. Right to education has major implication on the child's right to health, protection and participation.

- ↳ **It is an environment of good quality education:-** that is a) inclusive of all children – girls, disabled, minorities, b) effective with children: interactive, participatory learning process, relevant content, centered on learner, and with skilled teacher, c) Healthy and protective of children, d) Gender – sensitive, e) involved with children, families and communities.
- ↳ **It promotes school-based governance:-** it is an elaboration of decentralized, school based management which can help to; a) bring decision-making about the school to where decisions make a real difference b) encourage local innovations, c) increase the relevance and flexibility of education to local conditions and needs, d) increase accountability for the provision and quality of education delivered through the school e) stimulate participation in and a sense of ownership of, the school by its various community partners; and f) generate a stronger local demand and more resources for education.

In Contrary to this in most of schools around the world, abusive treatment of school children is common (Riak, 1998; Sileshi, 2001& Save the Children, 2005). This maltreatment of school children, often misrepresented as discipline, punishment or chastisement, is wrong and dangerous. Informed and responsible educators have known for a long time that both physical and non-physical mistreatment of children by *their teachers is unprofessional behavior*; that it can destroy children's enthusiasm for learning and set the stage for serious emotional and behavioral problems (Riak, 1998). In relation to this, Horwath (2007) argued that, lack of stimulation, support and encouragement in schools; in general, the failure on the part of the care givers (eg. teacher) to provide an environment where a child is able to achieve their cognitive potential is an educational neglect. He further mentioned that the consequences of such neglect can be long lasting. Again Hurlock (1980) cited in Seleshi (2001), argued that the use of corporal punishment in school is one of the common violations of child rights because, it has undesirable effects on children's behavior, attitudes, and personality. He added that, the use of corporal punishment in schools is against the conventions on the rights of the child. According to Riak (1998), Such act includes hitting, slapping, spanking, pinching, or forcing a child to maintain an uncomfortable position.

Article 5 of the universal declaration of Human Rights prohibits the use of punishment. It states that “No one shall be subjected to torture or the cruel, inhuman or degrading treatment or punishment” (Nickl, 2007). And in United Nation Convention on the Rights of the child, it is further stressed in article 19(1) as follows:-

State parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical and mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation including sexual abuse, while in the care of parent(s) or any other person who has the care of the child (UN, 1991).

Article 28(2) of CRC also talks about school discipline. It reads, “States parties shall take all appropriate measure to ensure that school discipline is administered in a manner consistent with the child’s human dignity and in conformity with the present convention” (UN, 1991).

In sum, the UN conventions, the child welfare organizations, as well as national policies and legal constitution prohibit the use of corporal punishment, and affirmed that school children should be protected from mistreatment of any kinds. Pigozi (1999) added that, the CRC is clear that associated with these rights is a set of responsibilities. Responsibilities of parents, teachers and adults in general to guard and ensure each child’s rights, responsibilities of institutions (e.g. schools), organizations, nations, and the state to provide these rights. But children, have responsibilities, too, and these also need to be considered within education. One of those is the responsibility to learn.

2.2 The Responsibilities of Teachers in School in Promoting Childs Rights

Much of the day-to-day curricular activities are primarily the responsibility of the teacher, so commitment to a rights perspective in education has serious implications for teachers. Teachers need to understand the convention and its implications for the daily lives of children and for the responsibilities that teachers have towards children both as key mentors in the learning process and as adults who serve as important role models and as protectors of children (pigozi,1999).

According to Hertzberg & Stone (1971), “the word ‘commitment’ implies that one person has a relationship with another.” For him, in the case of a teacher, it means a teacher’s relationship with a child. Without this basic commitment to work with children, to respect them, trust them, like them, be interested in them, live with them, work with them, play with them, and be attuned to their needs and feelings, there can never be the sense of true listening, understanding, respecting, protecting and fulfilling other rights of the child in school. Stressing this point, he stated that, committed teachers are those who seem to care deeply, perhaps passionately, about children. Children are to be taken seriously, not laughed at or ridiculed in the staff room. Children are to be watched, to be listened to, to learn from. Children are the essential ingredient in the teaching-learning process. Thus such teachers need to show a real caring for them.

Teachers need to understand the conventions on the rights of the child (CRC) to implement it in the school context. As it is mentioned above, the convention has four general principles to apply its elements. It is the responsibility of teachers to understand them. In considering the best interest of the child, Aggarwal (2004) argued that, teachers should have to endeavor to obtain and maintain pupil interest and attention so that teaching is done in a receptive environment.

In relation to non discrimination, the afformentioned author stated that teachers role in pupil development should be ‘equalizer’. In supporting this, Bennathor (1996) noted that teachers are expected to give / provide good opportunities for all pupils, those of high academic ability and those with learning difficulties, to develop their talents as fully as possible. Thus, all pupils, boys or girls, of whatever ethnic origin, of whatever social class, need to feel valued.

Concerning survival and development the issue of accessibility which seeks to guarantee the right to basic services and equality of opportunity for all individuals to achieve their development is crucial. It is clear that education aims at developing child’s personality, talent, mental and physical abilities to fullest extent (UN, 1991). This implies that basic education is one of the rights among the basic services. Thus, according to (Save the Children, 2007) teachers have important responsibilities to address this right. Emphasizing this, Aggarwal (2004) argued that a teacher has to concern himself with the total development of the child and not only with the one or

two aspects. He must be friend him/her and help him /her in his /her emotional and social development. He must be a philosopher illuminating the way of this intellectual and spiritual progress. He must be his/her guide in his/her moral and aesthetic advancement.

In respecting the views of children, it is important to note that, they should participate in decision making process that affects them, in a manner appropriate to their evolving capacities. With this respect, Girffiths (1996) stated that

children, like all of us, need to develop the ability to asses and reassess their position in relation to the world of parents, siblings, friends, teachers and other adults. They need to be able to tell and retell their own 'story', their own experiences from the essential basis for developing their skills of expression, which in turn appears to be a vital ingredient in reaching a level of informal decision making.

In addition, Bennathor (1996) argued that pupils point of view have to be understood and respected if they are going to develop more positive attitudes. Further more, according to Griffiths (1996) if we hear and respect the views of children, we help them develop the following: they speak clearly and with increasing confidence, they communicate information effectively and give and respond to instructions appropriately and they listen purposefully and confidently engage in role-play and drama. Increasingly they sustain discussion and advocate and justify points of view. Thus, teachers have to respect and listen to the views of their pupil.

Beside these, Aggarwal (2004) and UNICEF (2008), stated that, a teacher is responsible to be a role-model. He is envisaged to behave in a manner where by traits exemplified by him may be emulated by his students. Aggarwal (2004) elaborated this concept by saying that a teacher can not afford to be an autocrat. Present day education lays much stress on the inculcation of democratic ideals in the students. A teacher who is to show the way of democracy to the students must develop in himself a democratic attitude. Thus, a teacher as a role model should present; provide good quality teaching; establish child-friendly method of teaching; etc in their schools (UNICEF, 2008).

However, Taking responsibilities is a particular problem for some teachers in schools. In this regard, a workshop taken place with some students from Addis Ababa and Dessie town (save the Children, 2005) showed that there are teachers who do not feel

responsible in schools. From the responses of the students in the study, some teachers insult students, others sneak in to class with sticks that they use to beat students; some others, do not answer the students' questions and tell them not to ask questions. Again others do not set good examples to children through their behavior, for instance, they smoke, therefore, they can not tell their students not to smoke. Others are not sensitive to the need of orphans. For example, when orphans are told to bring parents/ guardians to discuss with teachers, they tend to drop out of school as they do not have any one to bring to school. Again, according to these respondents, teachers give a lot of attention to high achievers and discourage those who are low performers. Some others tend to be late to classes. As a result of this, they fail to complete the expected lessons and would want to make up for lost class time. This extra time may not be convenient for all children, especially to working children. In the same way UNICEF (2008) stated that teachers often absent from school, sometimes drunk in school, some harass girls in school. In addition, they do not feel that they have a duty to convince parents to not feel that they belong to the communities, often feel that they can teach what they want (not adhering to set curricula). According to this source, in order to close this capacity gap of teachers as duty bearers stakeholders should provide information on the risk of alcohol, provide training of teachers with zero-tolerance on sexual exploitation; arrange workshop for teachers on CRC in general and Universal Primary Education (UPE) in particular, including Girls education initiative .

2.3 Mechanisms used by Teachers in Promoting Child's Rights in School

2.3.1 Creating Conducive Learning Environment

2.3.1.1 Organizing Learning Environment

Both the physical & emotional elements of a learning environment should be considered by the teacher in his/her planning and accordingly has to organize it. A well – organized learning environment is a crucial for the proper development of the child. In relation to this, Hertzberg and Stone (1971) stated the following:

“If a classroom is well organized, a child can find what he needs to work with. If the room is filled with beauty, a child can learn to care for and value beautiful things. If supplies are

readily available, the child learns to choose and share. If a variety of materials is available, the child learns something about making intelligent choices. If adults show respect for and trust in the child, he will learn to experiment without fear of failure. Both the physical and the emotional elements of the environment influence learning. There is a vast difference between a child living in a warm, welcoming environment – and simply ‘going to school.’” (Hertzberg & Stone, 1971).

According to these authors, teachers together with other teachers and the headmasters/principals must plan to achieve and maintain an encouraging and safe environment. In addition, it is important to note that he/she has to give emphasis to learning related to attitudes, feeling, and ways of thinking, and takes children’s developmental levels into account so that, the child meets his/her development rights.

In almost the same way, Aggrawal (2004) also stated that, developing, preparing or providing material and equipment and displaying it in a manner so as to improve the learning situation; maintaining the school-room in a healthful and safe condition, assuring proper lighting, ventilation, etc; are useful ingredients for organizing learning environment. In addition Galloway & Davie (1996) stated that, ‘safe’ environment and good teachers is crucial for pupils because the school is a social institution plays such an important part in their lives. Hence, teachers must give much emphasis in creating conducive learning environment for the pupils.

2.3.1.2 Listening to the Child

According to Marland (1996), there is a need to create a relatively safe environment, where it is conducive to relaxed talking and listening. Such occasions allow the child to talk as a pupil unstressed by a specific event or an impeding decision. In relation to this, Galloway and Davie (1996) stated that, in creating a listening culture we are talking about far more than the school’s contribution to the welfare of a troubled minority of pupils, important though that is we are talking about how teachers become more effective in the education of all their pupils by recognizing and responding to what their pupils tell them. Therefore, Griffiths (1996) pointed out that, teachers need to listen in order to encourage pupils talk. He added that, especially, sensitive and skilful questioning, which he called active listening, elicits more mature and extended answers and clearly helps the pupil to clarify and develop not only skills of expression but also a sharper focus on the topic in hand, as well as intuiting thinking. In addition Charlton

(1996) concluded that as children are listened: their academic success can be improved, their personal problems can be identified and reduced, and can be motivated. Regarding this notion he further stated as follows:

We listen to them because we want to know more about them so we become better able to understand and help them. On other occasions, we listen because they need to talk about a concern or fear, so youngsters can “realize” the problem talks about it and hopefully resolve it. There are times also when we listen so we can diagnose, and remove blocks, which prevent pupils from successfully academic skills. There are occasions also when we listen because we value their involvement in school affairs. By listening their views, we extend our knowledge of their perception of those experiences (Charlton, 1996).

The UN convention on the rights of children in the same manner recognized the notion of the child to be heard and freely express his/her opinion freely and to have that opinion taken in to account in any matter (UN, 1991). Based on this source Article 13 similarly presented that “The child has the rights to express his/her views, obtain information, make ideas or information known regardless of frontiers”. Thus, teachers have to develop the culture of listening and valuing the view of their pupils. . However, Griffiths(1996) argued that, modern schools are very busy places where a variety of activities, both planned and unplanned, take place for different pupils and teachers concurrently. It has been recognized that the hectic activity of schools combined with the number of pupils and staff involved, the development of national (Regional) Curriculum, with a consequent the increasing in the numbers of subjects each pupil studies, the number of examinations sat, the amount of course-work to be completed, and the increase work-load generally, creates situations where listening to children might sometimes take a low priority.

2.3.2 Creating Good Relationship with the students, Parents, and the Community as a Whole

Teachers should apply Child-Friendly Method of Teaching in the classroom. Because, they are the single most important factors in creating an effective and inclusive classroom. In such method of teaching Children are natural learners. Teachers recognize, encourage and support children’s growing capacities as learners by providing a school culture. Teaching behaviors and curriculum contents focus on

learning and the learner. Thus, teachers have to use this method which requires seeking, listening to and valuing the child's experience in school in order to provide the right to basic education (Galloway and Davie, 1996 & Save the Children, 2007).

The kind of relationship a teacher has with his students, parents and the community as a whole determines the effectiveness of his duty in the society which is preparing students for effective citizens. Thus, a teacher should cooperate with and secure the cooperation of other persons in all activities which aim at the improvement of the moral, mental and physical well-being of pupils (Aggrawal, 2004). He added that, a teacher can play the role of ideal parents by treating students with affection and care. This can provide an academic career and personal guidance to his students. Therefore, he should treat all students on the basis of equality. Beside this, the Australian Human Rights Commission, (2006) explained that teachers interact with children every day are in a position to identify the children at risk of dropping out of the education system or those who are abused.

On the other hand, UNICEF (2008) stated that, teachers have to create a mechanism to cooperate with parents. They have to encourage them to bring children to school. Aggrawal, (2004) also noted that teachers are expected to report pupil achievements and progress to parents by means of conferences and progress reports. In relation to this, (Piggozi, 1999) also indicated that, teachers have to change their interaction with communities, parents, education leaders, and educational institutions within the education system as such component changes to be more sensitive to meeting each child's right to a quality basic education.

Griffiths (1996) pointed out that, curriculum provides many practical opportunities for pupils to discover, explore and express their own views. But, this author & Selby, (1990) stated that extra-curricular activities are also important in creating opportunities for the pupils with high-quality contact or interaction among them, teachers, and communities in and out side the school, which in turn enhance pupil's involvement in the school as well as in the wider community. This helps to bring real change on the pupil. According to (Eshetu, 2003) good examples of such mechanisms in promoting child rights in schools are: establishing the child right clubs, making different competition among the students on the issue of child rights & children's festival. For

this purpose then it is advisable for teachers to consider extra-curricular activities in their career.

2.3.3 Involving the Pupil in Disciplining the School

The convention on the rights of the child requires that school discipline be disinterred in a manner consistent with children's human dignity and other rights (UN, 1991). Teachers need to discipline students to ensure the safety of the school environment and ensure that children's behavior does not *jeopardize* the learning opportunities of other students. In relation to this, Aggrawal (1994) pointed out that, teachers should discipline by being consistently friendly, fair and firm.

Bennathor (1996) argued that, there must be whole-school behavior policies, explicit and owned by pupils, parents, staff and governors. However, these rules and regulations in the school are meaningless without the participation of the pupils themselves. Regarding this, Selby (1990) stated that "rights' and responsibilities in the classroom begins with each students (and the teacher) writing down one right and a responsibility they feel should be observed in the classroom." According to Bennathor (1996), the best way to breakdown the hostility and poor self-esteem or emotional and behavioral problems/ difficulties from which they commonly suffered was to give them responsibility in helping to run the school. Thus, teachers and other school communities have to involve their pupils in disciplining the classroom and then the school.. However, according to him, teachers resist pupils great involvement. Because, many of them were afraid that if they allowed a more informal, more personal relationship, and their class management would be threatened. And every teacher knew the nightmare of a class which was out of control.

2.4 The Issue of Child Rights in Ethiopia

The convention on the Rights of the child which came into force in 1990 marked the great concern that the world community reflected on the agony of children. The convention is an international instrument that almost all countries of the world ratified to ensure the protection of child rights in their respective jurisdiction. It is a statue that sets the bench marks for child rights worldwide and is in need, a promise that

governments make to children of the world. Countries that ratify the convention have the obligation to make laws that work in interests of children. They have to ensure that resources are allocated to benefit children, by allowing them access to education, health and shelter. Protecting children against child abuse, neglect and exploitation which they can grow as responsible adult are among the basis of the convention (Eshetu, 2003). As a signatory of the convention, Ethiopia has ratified it on 14 may 1991 and it came in to force on 13 June 1991, (Eshetu, 2003 & Maekelech, 2007).

According to Melaku (2007), the Government of Ethiopia has committed to implement all the component of the convention in the context of its socio – economic, cultural and political landscapes. The government has also ratified other international and regional instruments like, the African Charter on the Rights and Welfare of the Child (ACRWC), and the ILO convention 138 concerning the minimum Age for Admission to Employment and 182 concerning the prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labor (Federal Ministry of Labor and Social Affairs, 2005).

In Ethiopia, more than 52% of the whole population is of age less than 18 (Federal Democratic republic of Ethiopia Population Census Commission, 2008) Therefore, recognizing that children as more than half of the population in our country are our present and future and main hope for development. Thus, individuals and the concerned bodies , should reaffirm that investing in the welfare and well being of all children is critical for the survival and progress of our societies(Unicef,2006).

In the national setting, the issue of violence against children is addressed by various laws, policies and programs. First and for most, the 1994 constitution of the Federal Democratic Republic of Ethiopia provided a sound frame work for the protection and promotion of the rights of children. Article 36 of the constitution, specifically addresses some of the fundamental rights (Maekalech, 2007). According to the Federal Ministry of Labor and Social Affairs (2005), among the laws that deal with different aspects of violence against children, the family law, the penal law, the criminal procedure law and the labor law are the notable ones. For instance, the family law contains many provisions, which attempt to ensure that children are not let without guardians and tutors as well as which require guardians and tutors to ensure the well being and physical and intellectual development of children entrusted to them. Similarly, the issue

of violence against children is widely dealt with the penal law. Also, the labor law has important laws that has relevance to the major issue of child labor and protects children from economic exploitation. Besides, the indicated source mentioned that there are various customary norms operating in the country.

Therefore, the Federal constitution has explicitly prohibited corporal punishment of children in schools and institutions, (Article 36(1) (e)). This principle has been implemented through the direct involvement of Ministry of Education. Accordingly, any form of corporal punishment in school is prohibited. Education bureaus of regions have followed suit in banning corporal punishment in schools. Ensuring that the prohibition is not violated is the responsibility of school administrations and the Parent Teacher Associations (PTAs) (Federal Ministry of Labor and Social Affairs, 2005). Ethiopia has also developed a national plan of Action for children (2003) and introduced pilot birth registration project, child care and protection units in some police stations as well as children parliaments in some districts (Maekelech, 2007) . According to the Federal Ministry of Labor and Social Affairs (2005), the major components of this action plan are: providing quality education, providing health facilities, clean water, sanitation, food and nutrition, combating HIV/AIDS, and protecting children, against abuses, exploitation and violence. In addition, Melaku (2007) pointed out that the governance systems implemented along with the decentralization policy opened a door to have many regional laws and policies used as an instrument to enforce CRC implementations under different modalities and scenarios.

According to Eshetu (2003), different International and Local NGOS were working together with the Ethiopian Government. He further pointed out that, Ethiopia in partnership with international NGOS and relevant government bodies had been undertaking child right promotional, advocacy and child support activities in different parts of the country. The Federal Ministry of Labor and Social Affairs (2005) stated that there were around 70 organizations in the indicated year working on child right issues out of which 48 were indigenous in Ethiopia. Several of them were registered as Non-Governmental Organizations (NGOs) or associations and the women's associations that mobilize large number of people. The engagement of civil society organizations on activities such as advocacy, awareness raising and research had increased particularly in schools. For example, Eshetu (2003) indicated that, in order to involve children in the promotion of their own rights more than, 200 school child right

clubs were established in the same number of schools with the help of these organizations. The school child clubs had ensured active participation of children in disseminating the principles of CRC through a range of methods. Other programs include children essay and drawing competitions, question and answers competition on issues of child rights, children's festival, children's songs and dramas to promote child rights and prevent child abuse, neglect and exploitation. Likewise, Amsalu (2009) noted that, recently, some organized activities that advantage children seem observable. This is the effort to establish child parliament at some urban centers which can be taken as a positive step forward. According to him, such activities, if genuinely carried out, can help children's voice heard.

Despite the important measures and efforts to implement the CRC, there are still significant gaps, in protecting the rights of the child in Ethiopia (Maেকেlech, 2007; Melaku, 2007). There were indications that sexual violence was among the commonest forms of violence faced by children in Ethiopia. In a study in one public hospital (Yekatit Hospital), sexual abuse constituted for 74% of the 214 allegedly abused children enrolled in the study. The children in the study were selected from the 256 children treated at the hospital from July 2001 to June 2002 (Child Abuse and Neglect Unit, Yekatit Hospital, Addis Ababa, cited in Federal Ministry of Labor and Social Affairs, 2005). Beside this, from the same source out of 1223 interviewed children in one study, only 17 (1.4 %) stated that they have never experienced corporal punishment (at Home). Thus, physical, psychological and sexual violence are prevalent everywhere in Ethiopia (at home, school, and other places). Corporal punishment like hitting with a stick, punching whipping with a belt and insulting are commonly practiced. Insulting, shouting at and ridiculing are some of the frequent psychological punishments. Child labor continues to be a problem in Ethiopia and is viewed by children as an unacceptable form of violence. All types of violence are prevalent everywhere in the country, except that certain violent acts such as abduction and early marriage are more prevalent in rural communities. Violence has a devastating effect on children. For instance, physical and Psychological punishment can result in children incurring various form of bodily injury, death, becoming street children, dropping out of school, and being emotionally disturbed for the rest of their lives. With regard to sexual violence, which primarily affects girls, children are susceptible to a variety of health problems including HIV infection, unwanted pregnancy, fistula and so on the girls may

also end up quitting school and becoming prostitutes (The African Child Policy Forum, 2006).

In addition , even though improvements are observed on the principle found in Article 2 (non-discrimination), early marriage, Female Genital Mutilation(FGM) and disallowing from going to school are still disadvantaging female children among many Ethiopian Societies(Amsalu, 2009).

- ❖ On the other hand, significant improvement is there in recent years in terms of access to education. This is evidenced from the increase enrolment rate at all levels of schooling (KG to tertiary level).Nonetheless, there are still several limitations. Besides limitations in the proportion of children enrolled into pre-primary, primary& secondary schools; there are other challenges the children experience once they in school. Among these are the following (Amsalu, 2009).
- ❖ The school environments are not so attractive for female students. For instance; there is no separate toilet (with water) for female students in man schools, if not most, in rural Ethiopia.
- ❖ The remote and peripheral areas are not well accessed to school. And this is particularly challenging for females, the disabled and those most affected by poverty.
- ❖ The teaching – learning process is less child-friendly. As a result it is less meaningful to children and their life goals.

The same author added that, inadequately trained & over loaded teachers; poorly designed educational materials; overcrowded classrooms;& poorly trained educational leadership do characterize the schools under such situation shaping the educational content in a way that boosts the problem solving capacity of each and every learner seems remote. Given the fast increase in the number of populations and the shortage of budget, the prospect of overcoming the problems in the short term seems gloomy. Moreover, it can generally be said that Article 31 which gives emphasis to play, recreation and leisure seems overlooked in Ethiopia. Only to mention some cursory evidences, because of lack of play ground children in major urban centers are found playing on street whenever they get free time to meet their peers. Due to lack of

recreation centers most adolescents are found to be in local drink houses or chewing chat.

He further noted that, the primary education is intended for those with ages 7-14 (grades 1-8). Unfortunately the Ethiopian classrooms are occupied by children of various ages. This happens due to late entry. In many cases children have to stay out of school to keep cattle until their siblings are matured enough to replace them. It is only then, if at all they are lucky, that they join school. Therefore, for instance, for someone who visits a primary school in rural Ethiopia it is common to see a child of 15 sitting besides a one with 7 years. According to the education sector policy strategy, primary education is free in terms of cost. In practice, however, many children in most schools fail to bear the payment requirements of their schools and forced to dropout. Among the payment requirements are the registration fee; contributions for repairing school buildings and furniture; contributions for annual sport activities; school uniform wear and the like. The requirements are imposed on every child uniformly irrespective of his/her parental economic background.

He further more added that, while working to increase enrolment, there are also problems of ill-attendance and dropout which result in significant wastage. For instance, the dropout rate for primary schools (grades 1-8) has been 11.81% for the year 2005/06. Absence, though official data is lacking, is also said to be significant problems of the system of education. This problem is particularly caused due to the fact that many of the children are expected to work to feed/sustain their families. According to the same source, only about 42.3 % of children enrolled in to grade one do complete primary school (i.e. complete the eight year primary education) (Ibid).

However, with the substantial success in raising enrolment rates, educational quality appears to be the main challenge in Ethiopian education. But, to overcome the quality challenge, programmes have been designed and implemented over the years including upgrading teacher's quality and increasing the number of teachers through on job training and summer training. Accordingly, pupils-teacher ratio for grades 1-4 reached 54:1 in 2006/07. Students' text book ratio reached 1:25: 1 from 2: 1 in early 2000/01. However, high dropout rate and high repetition rates have still remained challenges for primary education (Getachew, 2009).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Method of the Study

This study explored child rights in primary schools of Ghimbi Town particularly teachers' conceptions and practices on the issue. To attain this, a multiple case study design was employed. This design is found appropriate since it permits the researcher to gather information related to the problem from various sources so that, more strong results and convincing arguments can be obtained which can help to draw conclusion about the problem under the study(Tellis,1997).

3.2 The Sources of Data

The main sources of data for this study were teachers, students and principals in selected primary schools of Ghimbi town.

Sample Population and Sampling Techniques

The Town Ghimbi in which the study was carried out is found in Oromia region, West Wollega Zone. The Town has 9 primary schools (1-8) and 193 primary school teachers. Thus, the valuable information for this study was collected from three purposively selected schools. The researcher selected these schools after considering the time allotted for data collection, the budget allocated for the study, the position of the schools from the centre of the town and the presence of larger number of teachers in them relative to the other schools in the town.

The sample schools & sources of data are summarized in Table 1

Table 1

No	Name of the Schools	No. of teachers						No of students						No. of Principals					
		Total No. of teachers			Participated teachers			Total No. of students			Participated students in FGD			Total No. of Principals			Participated Principals(interview)		
		M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
1	Melka Bidiru	12	17	29	7	14	21	515	677	1192	5	5	10	1	-	1	1	-	1
2	Burqa Ghimbi	8	12	20	8	8	16	399	446	845	5	5	10	1	-	1	1	-	1
3	Medanalami	10	16	26	9	13	22	337	391	728	5	5	10	1	-	1	1	-	1
Total		30	45	75	24	35	59	1251	1514	2765	15	15	30	3	-	3	3	-	3

As it is shown in Table 1, the three selected schools are mentioned by their name and total and participated number of teachers, students and principals. Within these three schools, there were 75 primary school teachers. The researcher decided to use all of the teachers using availability sampling method from each school for questionnaire. In addition to these teachers, 10 students from each school were randomly selected for focus group discussion which has been done separately and another group consisting of six (3 from each cycle) teachers for the same purpose. On the other hand, each principal was taken for interview as they are important in providing more information about the teachers and the schools.

Instruments of Data Collection

The data for the study were collected using four data collecting instruments, namely questionnaires, observation, focus group discussion and interview.

Questionnaire

Questionnaire is widely used in educational research to obtain information about certain conditions and practices and to inquire into opinions and attitudes of individuals or group [Kual, 1996]. Therefore, it was developed to obtain information from teachers about their conception of child right and how they are practicing it in the context of their schools.

Both close-ended and open-ended questionnaires were employed for teachers. The first five open-ended items were prepared to identify the level of awareness of the teachers about child right in the context of schools. The second nine close-ended items were prepared in a five-point Likert scale to explore teachers' views/opinion on child right in school context. The next nine close-ended items were prepared to investigate mainly the extent to which teachers feel accountable in promoting child right in school. The last part consists of twelve close-ended items which seeks the activities used to promote child rights in their school. Some of the items in the structured questionnaires were positive worded and others were negatively worded to avoid possible bias.

The researcher distributed the questionnaire to all teachers found in each selected schools through their school principals. But 21 (from 29), 16 (from 20) and 22 (from 26) filled and usable ones were returned back to the researcher from Melka Bidiru,

Ghimbi Medanalami, and Burqa Gimbi respectively. This is may be due to their reluctance or may be are too busy. The researcher decided to continue his investigation using these responded questionnaires because; the numbers were above half (78.67%) of the expected numbers [Best and Khan, 2003]. To make the questionnaire more communicative and gather more evidence as much as possible, the questionnaire was translated in to vernacular language, Afan Oromo.

Observation

According to Best and Khan (2002) observation can be employed to collect data regarding the number of occurrences in a specific period of time, or the duration of very specific behavior or events. It is a mechanism in which the researcher observes what is happening in and outside the real classroom situation. The main advantage of this method is to reduce biases of reported responses and to see/identify practices that could not be responded through questionnaire. The in and out side classroom observation were made by the researcher himself.

The world of “classroom” is where all the hidden and manifest interaction and effort of education occur (Solomon, 2004). Hence, it is a good source of data for the study because it helps the researcher to identify whether the teacher considers child rights in his activities. For this purpose, observation using prepared check-list was conducted.

Beside this, the researcher considered observation out side class room for his investigation. The time he considered was, when students come to school, break time, and when they go out from school to their home. This is because; the researcher believed that the mentioned time is a period when teachers /unit leaders and gate keepers (guards) interact with the students. In addition to this, school facilities were observed by the researcher. To do this check-lists and field notes were used.

In all the three selected sample schools, observation (in and out side classroom) was made. Specifically, classroom observation was made at grade 4, from shift -1 and another two grades which are selected randomly. On average two classroom observations were made for a teacher in each grade per school. Totally, six observations were made on three teachers per school, (one is female). The activities in the check-list were carefully observed and filled in the check-list and field notes were also used to note situations or activities believed by the researcher that are related to

child rights in school but which are not found in the check list. The observation totally focused on how the teacher currently practices child right in the school context. This also indirectly helped the researcher to know teachers' conception of child right in the schools.

3.4.3

Interview

Interviewing gives the required information verbally and in face to face situation [Best and Khan, 2003]. It is useful to understand reasons why and how things happen and the way they are happening. It supports to obtain relevant data that will not be handled by questionnaire and essential to countercheck the information already obtained. Principals were selected for interview since they have been responsible for all activities that were going on in school. They are also assumed to supervise teachers on their career. Therefore, the researcher believed that these individuals can substantiate evidences obtained from other sources.

3.4.4 Focus Group Discussion (FGD)

The Focus Group Discussion was held in all the sample schools with teachers and students separately. The purpose was again to confirm data collected from other sources.

A group which comprises unit leaders and Home Room Teachers as much as possible was used for this purpose. There was a free discussion among them. The discussion was followed by probing questions. The discussion was tape recorded. Additional comments were given by group members after they heard the questions posed by the researcher and the response of others.

Another Focus Group Discussion was made with students in each sampled schools. A group consisting of 10 students from each sampled schools selected randomly from grades four, five, six, seven and eight (two from each grade). This was based on the assumption that pupils in these classes, being more matured than those in the junior classes. Therefore, they were assumed to provide additional information about their teachers on the issue. All the Focus Group Discussion was held in comfortable rooms and calm situations so that there were no disturbances. The discussions were tape-recorded.

Pilot Testing of the Instruments

The qualities of the instruments were checked and rechecked by the academic advisor. After the correction based on the advisors feedback the instruments were translated in vernacular language, Afan Oromo, to make it more communicative. This translation was made by the language's experts and then given to different individuals (like Afan Oromo MEd students) who are expected to understand both the English and the Afan Oromo version and can give valuable comments. Accordingly, modification were made on some items and instructions by correcting spellings and ambiguous words and phrases that may not easily be understood by all of the teachers and those that can change the original (the English version) message.

After this, the questionnaire was tried out for piloting to ascertain its clarity and to check the accuracy with which it measures. To attain these objectives the study was conducted in one non-sampled primary school found in the town. Fifteen teacher respondents found in the schools filled out questionnaire. The responses of the teachers were examined item by item to find out whether or not there is ambiguity, response clues, or other factors which can affect the teachers genuine responses. Based on that one question from part II, III and IV and two questions from part V were rejected for they were found to be ambiguous. Few modifications were also made on some of the instructions, and the statements of the questions in each part of the questionnaire. Finally, the scales in part III, IV and V measuring the views, extent of accountability and practices of the teachers was found to be reliable (internally consistence) each having a coefficient alpha Coronbach of 0.739, 0.724 and 0.816 respectively (to obtain this coefficient values the software Statistical Package for Social Science (SPSS) version 12 was used).

After ascertaining its validity, reliability and, in general, its appropriateness, the instrument was made ready for the final study.

Methods of Data Analysis

The data collected from mentioned sources were accordingly sorted out and tallied. Then, different statistical methods and procedures were applied to answer the basic questions set at the beginning of the study.

To answer the first basic question descriptive phrases, percentages and sample means were employed. Here, the Five- point Likert Scale was converted in to three for the sake of convenience to deal with. Accordingly, the first two, (Strongly Agree and Agree) were grouped together to Agree. In the same way the last two (Strongly Disagree and Disagree) were grouped together to Disagree. The intermediate scale (Undecided) was taken as it was.

For the second basic question, t-test was used particularly to see if any significant difference between view mean scores based on sex(male/female), marital status (married /unmarried) and qualification (Certificate/Diploma) , because each group comprises of two variables. In supporting this, Mangal (2002) pointed out that, t-test can be used to determine the significant difference between two means. Under the same basic question, one- way ANOVA was used to determine the significance of the difference between the three view mean scores based on teachers' years of teaching experience. Again, Ibid, stated that a composite procedure for testing simultaneously the difference between several sample means (more than two means) is known as the Analysis of Variance (ANOVA).If it involves particularly one experimental variable (eg. Views of teachers on child right promotion in primary school of Ghimbi town) one-way ANOVA is used.

For the third basic question, percentages and sample means were employed.

For the fourth basic question, only percentage is used as it is a discrete data (Yes/No).

For the last basic question, Chi-square test was employed to see if there is difference in the application of mechanisms based on teachers' background characteristics. According to Ibid, Chi-square (none – parametric test) is used as a test of significance when we have discrete data that are expressed in frequency or in terms of percentages or frequencies.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

In this chapter the data collected through the questionnaire, observation, interview and focus group discussion were presented and then followed by analysis and discussion to answer the basic questions set initially in the study.

First hand information was gathered through the aforementioned instruments from teachers, principals and students. The data on teachers' understanding about child right in the context of their schools; the extent to which they feel accountable in promoting child rights in the schools and the practices were collected through questionnaire from teachers. These data were triangulated with the data collected through interview from the school principals, focus group discussion with teachers and students and observation.

Background Characteristics of the Study Groups

Based on the responses obtained from teachers and principals, the characteristics of the study groups were examined in terms of sex, age, qualification and years of service as indicated in the table below.

Table 2: Characteristics of teacher respondents by their sex

No	Sex	Number of Teachers (N)	%
1	Female	35	59.322
2	Male	24	40.687
Total		59	100%

As indicated in Table 2, out of the total 59 teachers, 35 (59.322%) of the teachers are females and 24 (40.678%) of them are males. The number of female teacher is greater than male counter parts. This clearly shows how females are encouraged to join the profession. Interestingly, this idea corresponds to the policy of Ministry of Education (MOE) (2002), which stated that more females should be encouraged to join the

teaching profession at the primary school level for they are naturally endowed with a motherly care, which kids are badly in needs of .

Table 3: Characteristics of Teachers by their Age

No	Age-range (in years)	Number of teachers	%
1	21 - 30	15	25.42
2	31 - 40	8	13.56
3	41 - 50	23	38.98
4	51 - 60	13	22.04
Total		59	100

Table 3 showed that the age of the respondents range from 21 to 60 years, where by 23(38.98%) fall in the age (41-50). 15(25.42%) fall in the age (21-30), while 13(22.04%) fall in (51-60) and the rest i.e. 8(13.56%) fall in 31-40. from this one can see that, teachers whose ages fall between 41 and 50 taken the larger proportions while, those between ages 31 and 40 had the smaller proportion. This implies that, the sampled schools contained mostly aged/experienced teachers. From the researchers' previous experience, this is may be because; teachers have to serve first (during their fresh time) for certain years at schools found in rural areas found in the zone before coming to the town.

Table 4: Educational Level of Teachers

No	Qualification	Number of Teachers (N)	Percentage (%)
1	Certificate	19	32.21 %
2	Diploma	40	67.79%
Total		59	100%

As it is indicated from the above table, 40(67.79%) have qualification diploma. While the rest, i.e. 19(32.21%) have certificate in teaching. Since the three schools are complete primary schools in which the upper primary schools are recommended by policy to have at least diploma teachers and the lower (first cycle) primary schools to have the minimum qualification certificate, they have more or less qualified teachers for the level. However, due to the increasing complexity and dynamic nature of education, and the recently objective of MOE to have all the primary schools (1-8)

teachers' minimum qualification diploma, teachers are expected to be more qualified beyond this level.

Table 5: Teacher respondents' composition by their years of services in teaching

No	Years of Service	Number of Teachers	%
1	0 - 5	5	8.47
2	6 - 10	8	13.56
3	> 10	46	77.97
Total		59	100

Items of service years of the teachers in teaching 46(77.97%) of them have service year greater than 10. Teachers who served between 6 and 10 years are 8(13.97%), while those who served between 0-5 years are 5(8.47%). This indicates that, most of the teachers have experience in teaching more than 10 years. This has direct relation to the age level of the teachers in the schools that we have seen above. Therefore, one can say that, the sampled schools are composed of mostly experienced teachers.

Table 6: Summary of Background Characteristics of Principals

No	Items	Principals [No = 3]		
		No	%	
1	Sex	M	3	100
		F	-	0
2	Age	21-30	-	0
		31-40	2	66.67
		41-50	1	33.33
3	Qualification	Certificate	-	0
		Diploma	3	100
4	Experience	0-5	-	0
		6-10	-	-
		>10	3	100

As indicated in Table 6, all 3(100%) of the principals assigned in the sample schools were males. This implies that female participation as school principals in the first cycle primary schools of Gimbi town is very low. As a result in this case, male dominated data were collected. It may be one sided in its nature.

This table also disclosed that the majority of school principals 2(66.67%) included in the study were between the age range of 31-40. concerning qualification of the principals included in this study, all the principals are diploma. This implies that the education level of principals is maintained according to the education policy. The

same table also showed that all (100%) of principals have served for more than 10 years, including in teaching because most of them were teachers before. This implies that, most of the principals are familiar with the profession so that they can say much about teachers in relation to child right in the context of their school.

Teachers' Understanding about Child Rights in the Context of their Schools

The education process that takes place in school environment must respect the child as a subject and a carrier of his/her own human rights. It must respect his/her human, unrepeatable individuality and development. Schools should also pay particular attention to the intention that a child reaches a stage in which he/she will be a responsible user of his/her rights (Kaliba, 2010).

He added that, among the major factors which determine rate and quality of claiming the child rights at school belongs without question to the personality of a teacher and his/her attitude to pupils. This is because the child preserves positive or negative character of school exactly through the personality of a teacher and his/her attitude to pupils (Ibid).

It is evident that if a child perceives school in which there is a good relation between a teacher and pupils (e.g pupils have support and get a child friendly approach from the teacher) as positive, the situation will be analogical even in the case of child rights.

Knowledge and understanding of the child rights by the teacher are one of the most important and fundamental areas of the implementation of the rights of the child. In other words, his/her awareness and belief/view about child right is the determining factor for effective practice/promotion of the rights in school.

Thus, teachers are the persons who are able to contribute to a great degree to the implementation of child rights based on the Convention of the Right of the Child.

4.2.1 Knowledge of Teachers on Child Right Conventions

Teachers' self-report on the UN Convention of Child Rights is reported as in Table 7.

Table 7: Knowledge of Teachers on child Rights convention

Teachers' opinion	Number of teachers from the sampled schools	
	No	%
Yes, I know	40	67.79
No, I don't know	19	32.21
Total	59	100

The figure in Table 7 indicates that 40 (67.79%) of the respondents are familiar with the Convention of Child Rights. While, the remaining 19(32.21%) reported that they are not familiar. This reflects, though the majority of the respondents have the knowledge of the conventions, more than third of the respondents don't know. This implies that, still work has to be done to familiarize these teachers with the basics of child right contained in the convention which Ethiopia ratified.

4.2.2: Teachers' Major Source of Awareness on Child Right Convention

Table 8 Teachers' source of awareness

Source	Number of source chosen by teachers		Percentage of the teachers
	No	%	%
Pre-service training	3	4.0	5.08
In – service training through different workshops	7	9.3	11.86
Through mass-media	51	68	86.44
Through different written materials	14	18.67	27.73
Total	75	100%	131.11

Note: More than one choice was possible by the teachers,

Table 8 indicates that, mass-media has been chosen by 51 (86.44%) of the respondents as their source of awareness regarding the child right convention which has been ratified by 192 countries around the world including Ethiopia. Different written materials, in-service training and pre-service training has been chosen as

major sources by only 14 (27.73%), 7(11.86%) and 3 (5.08%) of the respondents respectively. From this, one can say that, mass-media is the major source of awareness for most of the teachers. On the contrary, there is less or no arranged pre-service or in-service programs for teachers to familiarize them about the issue of child right in schools.

In connection with this, Badhasa, one of the respondents in focus group discussion said:

Our source of information concerning the issue is mainly mass media. Other sources like in- service and pre-service training through different workshops are not constantly used. There are teachers who have not got any of these training. In addition, we can't get any written materials related to this issue like books, articles, journals, pamphlets, posters, etc.

This was not only the idea of Badhasa, but also other respondents in the sampled schools, including principals. One of the principals from the schools said:

Since the workshops and trainings do not have continuity, and since they do not have the access to different written materials on child right issues in school, I can't say that our teachers do have the required level of understanding.

From these focus group discussion and interview results and the result from this part of the questionnaire (4.2.1 and 4.2.2), one can say that, familiarizing teachers in the schools concerning child right in the schools is not enough to make them have sufficient understanding.

4.2.3 Teachers' opinion on the major child rights to be preserved at the level of their school.

According to the respondents the major child rights to be preserve at the level of their schools are right to get quality education, right to ask and get answer from their teachers, right to be treated physically and psychologically, right to learn in mother tongue, right to be free from corporal punishment and psychological punishment, right to get safe school environment, right to be not discriminated by sex, age, family background, being handicapped, etc., right to get qualified teachers, right to get attractive and encouraging learning/classroom, right to get free education, the right to play.

Some others have also answered the right to eat, to clothing, to naming, to get citizenship, as major child rights to be preserved at the level of their school. But, these

may not be the major ones that have to be preserved in primary school. Hence, there seems to have certain confusion in understanding the rights that have to be preserved at the level of their schools.

In general, though, there is the general knowledge of CRC still there is some confusion among these teachers on the major child rights to be preserved at the level of their schools. These once again indicate the inadequacy of absence of programs arranged for teachers to raise their awareness on child rights in schools. Thus, schools should create mechanisms to aware them on these major child rights and the corresponding responsibilities of the child as they are the backbone of the teaching-learning process.

4.2.5 Teachers View/Beliefs about child right in schools

Teachers' views on child right are indicated in the following table.

Table 9: Summary of teachers' response on their views/ beliefs about child rights in schools

No	Items	Agree		Undecided		Disagree		Mean
		N	%	N	%	N	%	
1	Preserving CR in schools makes pupils disobedient to their teachers	28	47.45	5	8.47	26	44.06	2.9322
2	Corporal punishment of children in school is important in disciplining them	13	22.02	10	16.94	36	61.24	3.7119
3	Corporal punishment of children in school should be prohibited	10	16.93	10	16.95	39	66.13	2.1017
4	Valuing child's view is not important in school for he/she is not matured enough.	4	6.78	2	3.4	53	89.82	4.3559
5	Promoting CR in school is a matter of political issue, not for the well-being of the child	5	8.49	4	6.77	50	84.74	4.3559
6	Promoting/preserving CR in school is not my professional duty	4	6.8	6	10.16	49	83.04	4.37292
7	Promoting CR in schools concerns only individuals (teachers and students) who are the members of the Child Rights Club in my school.	31	52.57	7	11.83	21	35.6	2.7119
8	In my opinion, implementing the CRC is	13	27.1	3	5.09	40	67.8	3.6102

	inappropriate in the context of my school							
9	Adults/teachers know what is good for children in school; as a result, there is no need for promoting CR in school.	6	10.16	4	6.77	49	83.07	4.2034

Note: CR stands for Child Rights

Under the study of this theme, $3.0 \left(\frac{5+1}{2} = 3 \right)$ is used as the 'expected mean'.

Accordingly, scores below '3.0' are labeled as scores of undesirable views and those above are labeled relatively desirable views.

As indicated in Table 9, about 47.45% and 52.57% of the respondents reported that they have agreed to item 1 and item 7 respectively. Only 44.06% and 35.6% of the respondents reported that they have disagreed with the views reflected in the two items respectively. The views on item two, item three, item four, item five item six, item eight and item nine was reported to be disagreed by a relatively large proportion of the respondents i.e. 61.04%, 66.13%, 89.82%, 84.74%, 83.04%, 67.8% and 83.07% respectively. The mean values indicated that, the view expressed in item 3, and item 7 were found to be below the 'expected mean' while they were above that for the remaining views in items (one, two, four, five, six, eight and nine). As a result, it could be said that the teachers seem to have the following undesirable views on child right in the schools.

1. Preserving child rights in schools makes pupils disobedient to their teachers
2. Corporal punishment of children in school should not be prohibited.
3. Promoting child right in schools concerns only individuals who are the members of the Child Right Clubs in school.

One of the respondents from the group discussion said "Pupils do not consider their responsibilities in the schools or they give emphasis only to their rights. This is after the name 'right' or 'democracy' is started to be advocated in schools." This view was also supported by the rest of the respondents.

Irrespective of this, different literature revealed that, schools should prepare/ qualify children for the life in a democratic society. This can be done by forming specific human qualities in them and making them identify their rights and responsibilities and also of others. In this case teachers are responsible (Riak 1998; Ejieh and Akinola, 2009). From this one can say that teachers are reluctant in making students/children

aware of their rights and responsibilities in the schools. Rights and responsibilities are always the two faces of a coin. This may be because; teachers by themselves may have misunderstood the use of promoting child right in schools. It can never make school children forget their responsibilities. But, promoting child right in schools is important for the maximum potential development of the child, because, Alemayehu (2004) showed that, child right violation in schools has a negative impact on the academic performance of children. That, means promoting child right in schools improves academic performance of the children.

Likewise, in relation to item 3 (about corporal punishment in school), a principal from one of the three schools in his interview said:

Some teachers are using corporal punishment in our school. There are still sticks in the hands of teachers in the school compound during entry time to school and even in classroom. They are not only frustrating children but are also beating them by using these sticks. Even among teachers who are not using this kind of punishment, for most of them, the reason for not using such kind of punishment is not their belief but since it is only an instruction from top and fear of breaking this rule and its consequence.

This response from the principal may have direct relation with the refusal/ disagreement with the view in item 3. Therefore, according to them this basic issue of child right in school has not still completely been accepted by all teachers in the sampled schools.

]This has been supported by the result obtained through the FGD with the students. The following idea was taken from one of the students (a student from grade 8 of Melka Bidiru), which was almost supported by the other students through the discussion.

Teachers try to frustrate us using sticks or by shouting at us in class when we come to school with out doing homework. Some make us nil down on cemented floor which is very cold and that may affect negatively our health. Some others make us to leave the class and loose our lesson. There are other teachers also who do not care about us. They do not bother whether we have done or not our home work or whether a student in class disturbed other students while they are teaching us in classroom.

These imply that, still more work has to be done to change the attitude of such teachers particularly, why child right is promoted in schools? And the negative effect

of the punishments (corporal or psychological) and other unwanted measures they have been taking on the overall development of their students.

On the other hand, teachers have reflected the view which says “promoting child right in schools concerns only individuals (teachers) who are the members of child right clubs in my school”.

This result has also been supported by the result from the focus group discussion. The participants in the discussion showed that:

Most teachers expect that promoting child right in schools should be promoted by a body who concerns the issue like members of child right club, or any other body, out side the school community (like NGOs, governmental bodies, and other civil organizations).

However, NGOs, governmental bodies, or civil organizations are supporters not the main promoters. The main duty bearers are all teachers in the schools, because, their profession is directly related to the development of the child. Therefore, they have to understand that, their every activity in the school should be in line with the right of the child (the welfare of the child).

Teachers’ Views/beliefs about Child Rights in Schools in terms of their Background Characteristics

In addition to the assessment of the teachers’ views on child rights in schools described above, attempt was made to relate some characteristics of teachers to their views on child right promotion in schools. Therefore, this section describes the contribution of primary school teachers’ background characteristics to teachers’ views on the issue.

In the present study t-test was employed to examine whether there are statistically significant difference between teachers’ views mean scores in terms of their personal characteristics such as sex (male/females, qualification (certificate/diploma), and marital status (married/unmarried) while one way-ANOVA was used for teaching experience (0-5, 6-10, >10 years) because, the latter one consists of more than two groups (three groups) (Best and Khan, 2006). Here, according to the researchers’ believe since teachers’ year of teaching experience and their age are directly related, the researcher decided not to test significant difference based on age separately. The results of the analysis are presented in the following tables: Table 10, 11, 12 and 13.

Table 10: Difference between the teachers' view mean scores in terms of sex (male and female)

Items	Groups	No	Mean	S.D	df	t
Item 1	Male	25	2.7600	1.61452	57	1.423
	Female	34	3.2941	1.26801		
Item 2	Male	25	3.0800	1.46969	57	3.335*
	Female	34	4.1765	1.05803		
Item 3	Male	25	1.8400	1.17898	57	1.384
	Female	34	2.2941	1.29168		
Item 4	Male	25	4.3200	1.10755	57	0.259
	Female	34	4.38240	0.73915		
Item 5	Male	25	3.8000	1.32288	57	3.905*
	Female	34	4.7647	0.49597		
Item 6	Male	25	3.7600	1.26754	57	4.518*
	Female	34	4.8235	0.45863		
Item 7	Male	25	2.4400	1.29357	57	1.308
	Female	34	2.9118	1.42207		
Item 8	Male	25	3.4800	1.53080	57	0.178
	Female	34	2.9118	1.39518		
Item 9	Male	25	3.6400	1.22066	57	4.140*
	Female	34	4.6176	0.55129		
Overall	Male	25	2.827	0.889246	2.00	4.33*
	Female	34	3.853	0.905928		

Note $P \leq 0.05$ for t -values with * which shows that it is significant.

SD stands for standard deviation.

df stands for degree of freedom.

Item n (1, 2, 3, ..., 9) means the item in number n (appendix I, part III)

As it can be observed from Table 10 above there are differences in mean scores of male and female teachers' views expressed in almost all items. Female teachers have greater mean scores in all of them except item 8. However, this difference in mean scores is statistically significant in item 2 ($t=3.335$; $df=57$), item 5 ($t=3.905$; $df=57$), item 6 ($t=4.518$; $df=57$) and item 9 ($t=4.140$; $df=57$) at α 0.05 level. Thus, female teachers have the most desirable view towards child right issues mentioned in these items. These issues are;

- ➔ Corporal punishment in school should not be used to discipline children in school.

- ➔ The issue of child right in school has related with political issue but it is also for the sake of the child.
- ➔ Promoting child right in schools is accepted by them positively as teachers' duty.
- ➔ Promoting child right in schools is important for the child proper development.

On the other hand, there is no statistically significance difference on the teachers' view mean scores in the rest of the items. However, from the overall value, one can see that, there is statistically significance difference on the grand mean scores of female and male teachers' views. This is shown in Table 10 ($t=4.33$ & $df=57$). Hence, female teachers have more desirable views as compared to male counter parts on child right issues in schools.

According to Tuner (2007), women have more favorable or desirable attitude and action than male in the society and then in schools. A study in New Zealand by Pryor et al. (cited in Tuck et al, 1994), also indicated that, females have more egalitarian perception than do males. In contrary to this, Ryans (1970), argued that male teachers possess favorable attitudes toward democratic practices in the classroom, more permissiveness, more child centeredness in educational views, and more emotional stability than female teachers. Finding of the study conducted in Ethiopia by the African Child Policy Forum and Save the Children Sweden (2006), indicated that male teachers abuse students/school children than female teachers in school. According to this finding, male teachers frequently sexually abuse girl students. Most of them use their positions of authority to induce female students in having sexual affairs with them. This situation happens to match the present findings. In supporting this, Scourfield (2003), revealed that, men are more often responsible for abuse while women are the main source of child protection. In addition, men sometimes show an authoritarian behavior. As a result, they are seen as a threat to the well-being of children. The possibility of sexual abuse is an important influence on the discourse of men as a threat.

The result from the present study seems to implicate the need for more work to improve male teachers' view of child rights. On the other hand female teachers have to be encouraged and empowered, so that they can mobilize the school community as a whole to change the undesirable views observed toward the child right in schools.

Table 11: Difference between the teachers' view mean scores in terms of marital status (married/unmarried)

Item	Groups	N	Mean	S.D	df	t
Item 1	Married	52	3.0962	1.40391	57	0.410
	Unmarried	7	2.8571	1.77281		
Item 2	Married	52	3.8462	1.27394	57	2.142*
	Unmarried	7	2.7143	1.60357		
Item 3	Married	52	2.1154	1.26264	57	1.414
	Unmarried	7	1.4286	0.53452		
Item 4	Married	52	4.4423	0.82637	57	2.052*
	Unmarried	7	3.7143	1.25357		
Item 5	Married	52	4.3654	1.08517	57	0.188
	Unmarried	7	4.2857	0.75593		
Item 6	Married	52	4.5000	0.89662	57	2.716*
	Unmarried	7	3.4286	1.51186		
Item 7	Married	52	2.7115	1.39096	57	0.005
	Unmarried	7	2.7143	1.38013		
Item 8	Married	52	3.6346	1.40068	57	0.376
	Unmarried	7	3.4286	0.97590		
Item 9	Married	52	4.2115	0.99679	57	0.167
	Unmarried	7	4.1429	1.21499		
Overall	Married	52	3.65812	0.843112	2.021	1.3717
	Unmarried	7	3.1905	0.877606		

Note $P < 0.05$ for t -values with * which shows that it is significant.

SD stands for standard deviation.

df stands for degree of freedom.

As it can be observed from Table 11 above, there are differences in mean scores of married and unmarried teachers' views expressed in all the items. Married teachers have greater mean scores in all of them. But, this difference in mean scores is statistically significant only in item 2 ($t=2.142$ & $df=57$); item 4 ($t=2.052$ & $df=57$) and item 6 ($t=2.716$) & $df=57$) at $\alpha 0.05$ level. Thus, married teachers have relatively more desirable views towards child right issues mentioned in these items than the unmarried ones.

The issues in these items are;

- ➔ Corporal punishment in school should not be used in disciplining children.
- ➔ Valuing child's views in school is important.
- ➔ Promoting child right in schools is one of teachers' duties in school

On the other hand, there is no statistically significant difference on the teachers' view mean scores found in the rest of these items. Despite this, when we see the overall value presented under Table 11, there is no statistically significant difference on the grand mean scores of married and unmarried teachers' views ($t=1.3717$ and $df= 57$ at $\alpha 0.05$ level). Thus, in general being married or unmarried does not have statistically significant influence on views towards the issue of child right in schools.

This finding does support Gashaw's (2009) finding which shows that, marital status of the teachers had no significant effect on perceptions of teachers about their job and so their duty in schools. A study by Akalewolde (2004) reported that married teachers teaching in schools found in Addis Ababa city have more positive attitudes towards their job than their single counterparts. If protection of child rights or creation of conducive learning environment is one of the duties in the job of teachers, the present study is in contrast to Akalewold's study. This situation encourages the need for further study.

Table 12: Difference between the teachers' view mean scores in terms of qualification (certificate and Diploma)

Item	Groups	N	Mean	St. D	df	t
Item 1	Certificate	19	3.4750	1.4281	57	1.512
	Diploma	40	2.8750	1.41761		
Item 2	Certificate	19	3.6842	1.9267	57	0.107
	Diploma	40	1.9474	1.30064		
Item 3	Certificate	19	2.1750	1.07877	57	0.648
	Diploma	40	4.2632	1.33757		
Item 4	Certificate	19	4.4000	1.04574	57	0.539
	Diploma	40	4.3750	0.84124		
Item 5	Certificate	19	4.2632	1.05686	57	0.201
	Diploma	40	4.3158	1.05460		
Item 6	Certificate	19	4.4000	1.24956	57	0.290
	Diploma	40	2.4737	0.92819		
Item 7	Certificate	19	2.8250	1.30675	57	0.914
	Diploma	40	3.4373	1.41217		
Item 8	Certificate	19	2.8250	1.30675	57	0.531
	Diploma	40	3.4737	1.38467		
Item 9	Certificate	19	4.1579	1.01451	57	0.236
	Diploma	40	4.2250	1.02501		
Overall	Certificate	19	1.22681933	0.9430929	57	0.4529
	Diploma	40	1.1890778	0.880773		

P > 0.05 in all cases

Like wise, test of difference in mean scores in terms of qualification has also indicated that qualification of the teachers had no statistically significant effective on views of teachers about child rights in schools mentioned in all of the items (Table 12). All values of t-test are insignificant at α 0.05 level. This absence of difference in view towards the issue of child right in schools may be because; most of them in their pre-service training had not taken a special training about /concerning the issue which can/may create difference between the two qualifications (Certificate /Diploma). The information taken from part I of the questionnaire (section 4.2.2) showed that it is only very few of the teachers 3(5.08%) that have got the chance of such training.

According to Abebe (2000) in his study on “Attitudes of Teachers and Students Regarding the Integration of Hearing Impaired Student in to Regular Classes”

reported /indicated that, qualification has no influence/ effect on teachers' attitude /views towards disabled children in school. Similarly study taken Turkey on teachers' attitude toward corporal punishment from the aspects of several variables showed that, teachers' qualification has no any significant effect on their attitudes towards corporal punishment in school.

Contrary to these, Dupoux et al. (2006), in their studies on teachers' attitudes toward children with disabilities in Haiti showed that qualification had a significant effect on teachers' view towards these children. According to them, more qualified teachers have more positive attitudes towards working with these children than the less qualified teachers.

In general, though different studies showed different results in the effect of qualification on teachers' attitude towards child right, it is inevitable that, teacher quality is seen as crucial driving force for improving children /student achievement thus promoting nation's economic competitiveness in this global society. Thus teachers have to increase their qualification and try to change their attitude towards globalized thinking.

As can be seen in the Table 13(appendix VI), teaching experience of the teachers had no statistically significant effect on views of teachers about child right in schools mentioned in all of the items. All values of F are insignificant at α 0.05 level.

Therefore, teachers' years of experience do not have any influence on their views towards child right in school. The reason why the result in the present study showed that years of teaching experience does not have influence on teachers' views towards child right in schools may be because their source of awareness for most of the teachers in this schools is mass-media which is available every where/every time for every person. This may have minimized the difference in view among the aged/ more experienced and young/ less experienced teachers.

The finding of the present study is in line with, Guskey's (1981) finding which showed that beginning teachers (1-5 years experience) and the most experienced teachers (\geq 11 years) tend to feel more self-responsibility for positive achievement events on children in school than do the middle group of teachers with 6-10 years experience. Analysis of variance procedures indicated, however, that the differences

between these groups were not statistically significant. According to him, years of teaching experience does not have effect on teachers' views towards children and their rights in schools. Similarly, the results from different studies (Abebe ,2000; Errol et al, 2006 and Efrosini et al, 2007) showed that, years of teaching experience has no significant effect or influence on teachers' views towards respecting children and their rights in school.

In contrary to this, Zynep and Muchahit (2009) on their analysis on classroom teachers' attitude towards corporal punishment from the aspects of several variables showed that, years of experience in teaching (seniority) has significant effect on teachers' attitude towards corporal punishment. According to the findings obtained in this study, there was found a significant difference between teacher groups of 6-10 years seniority, 11-15 year of seniority and 26 and above seniority regarding classroom teachers' attitude towards corporal punishment on behalf of the 21-25 years of seniority group. Based on this they added that, despite their being the most senior group (excluding the teachers of 26 and above), they had undesirable view towards this child right issue in school. This can be explained by their loss of strength and thus their becoming non competent in classroom management to change their attitudes towards resorting to corporal punishment. However, this study didn't indicate why this undesirable view is special only for this group.

The Extent to which Teachers feel Accountable in Promoting Child Right in School

When we say that teachers feel accountable to promote child right in schools, we are trying to say that realizing this issue in schools has been taken as their responsibility. What will happen if teachers do not feel accountable in school? In general, if teachers do not feel accountable in school, it is clear that the teaching learning process will weaken, as a result, quality of education will fall, and finally, children will not get what they have to get from schools. Therefore, teachers have to feel accountability otherwise children's right may not be realized in school.

A questionnaire was prepared to assess the extent to which teachers in their respective schools feel accountable in promoting child right. The following table presents.

Table 14: The Extent to which Teachers feel Accountable in Promoting Child Rights in school.

No	Items	4		3		2		1		Mean
		N	%	N	%	N	%	N	%	
1	Act as a mentor in the learning process	13	22.03	16	27.12	21	35.60	9	15.25	2.56
2	Role-models for their students	19	32.2	14	23.73	19	32.12	7	11.87	2.76
3	Concern for the welfare of the child	10	16.95	12	20.34	20	33.89	17	28.81	2.25
4	Use corporal punishment in disciplining children	14	23.73	23	38.99	13	22.03	9	11.87	2.29
5	Use psychological punishment in disciplining children	18	30.51	20	33.89	14	23.73	7	13.56	2.27
6	Respect the child rights	18	30.51	15	25.42	18	30.51	8	16.95	2.72
7	Protect the child right	20	33.89	19	32.20	10	16.95	10	18.64	2.83
8	Address the child right to quality education in school by using quality teaching	6	10.17	12	20.34	30	50.85	11	18.64	2.22
9	Committed to promote child right	7	11.87	19	32..20	25	42.37	8	13.56	2.42

The overall Mean = 2.48

Note: 1: None of them

3: Some of them

2: Few of them

4: Most of them

Under the study of this theme, 2.5 ($\frac{4+3+2+1}{4}$) is used as the

4

'expected mean'. Accordingly, scores below '2.5' are labeled as scores of low level of feeling responsibility and those above '2.5' are labeled relatively as scores of high level of feeling accountability.

According to Table 14, 33.89% of the respondents showed that most of the teachers in their schools feel accountable in promoting the issues related to child right mentioned on item seven. In addition, 38.99% and 33.89% of the respondents confirmed that it is some of their teachers who feel accountable on the issues mentioned in item four and five respectively. Item one, item two, item three, item six, item eight and item nine as chosen by 35.6%, 32.2%, 33.89%, 30.51%, 50.85% and 42..37% of the respondents

respectively revealed that, only few of them feel accountable on the issues mentioned in these items.

As can be seen in the above table, the calculated mean values for items three, four, five, eight and nine found to be below the 'expected mean' while they were above that for the remaining items (item 1, 2, 6 and 7). This implies that, the respondents from the sampled schools showed that the extent to which teachers feel accountable in promoting child right in the schools is low on the following issues.

- ✓ Concerning for the welfare of the child in school
- ✓ On not using corporal punishment for the sake of disciplining children in school.
- ✓ On not using psychological punishment for the sake of disciplining children in school.
- ✓ On showing addressing the child right to quality education in school by using quality teaching
- ✓ On showing commitment on promoting child right in schools.

In general, when we see the grand mean value under this theme (2.48) it is under the expected mean value (2.5). Hence the extent to which teachers in the sampled schools feel accountable is at low level. In line with the finding of the present study, different literature showed that, taking responsibilities in this case is a particular problem for some teachers in school (chapter 2, page 25, 30 and 32). However, teachers have to show commitment not only as taking responsibility for imparting a body of knowledge and/or certain attitudes, values and beliefs, but also for respecting, protecting and fulfilling the rights of the child in school (Save the children (2007) and Elliot and Crossewell (undated). Further research is needed for why this feeling of accountability is at lower level by the teachers.

4.5 The Practice of Promoting Child Right in Schools by Teachers

Mechanisms used by teachers to promote child right are important for the effective practices of the issue in schools. Thus, under this part different mechanisms used by teachers to promote this big issue in schools have been tried to be studied. The next Table presents this.

Table 15: Teachers' Response on the Mechanisms they use to Promote Child Right in the Schools

No	Item		Yes	No	Total
1	Creating an encouraging or safe environment in classroom e.g. a well organized classroom, respect for and trust in the child, a variety of materials available, assuring proper lightening, ventilation, etc.	N	47	12	59
		%	79.16	20.34	100
2	Using child friendly method of teaching	N	36	23	59
		%	61.02	38.98	100
3	Listening to the pupil	N	45	14	59
		%	76.27	23.73	100
4	Valuing the views of pupils e.g. insuring that child right to express their views is granted and their views are given weight.	N	49	10	59
		%	83.05	16.95	100
5	Creating good relationships with parents for the well-being of the child and reducing drop outs	N	53	6	59
		%	89.83	10.17	100
6	Creating good relationships with government bodies for the well-being of the child	N	46	13	59
		%	77.96	22.04	100
7	Creating good relationships with non-government organizations	N	26	33	59
		%	44.44	55.93	100
8	Involving the pupil in disciplining the school	N	50	9	59
		%	84.74	15.26	100
9	Establishing child right clubs in school	N	45	14	59
		%	76.27	23.73	100
10	Programs for questions and answers on the issues of child right among pupils	N	40	19	59
		%	67.79	32.21	100
11	Celebrating children's day	N	19	40	59
		%	32.21	67.79	100
12	Using school mini-media for transmitting songs and dramas concerning the issue of child rights in the schools.	N	22	37	59
		%	37.29	62.71	100

From Table 15 above, the mechanisms not used by majority of the teachers in the sampled schools are creating good relationship with NGOs for the well-being of the child, celebrating children's day and using school mini-medias for transmitting songs and dramas concerning the issues of child rights during break time with percentage of 44.44%, 32.21% and 37.29% respectively. But, according to Sileshi (2001), school-mini medias are essential in schools to sensitize the school community on the Convention on the Rights of the Child. He added that a stage for competitions among

students (on answering questions) as well as for dramas, songs, poems and the like concerning the issue are very important.

On the other hand, the most widely used which was chosen by almost all (89.83%) of the respondents is creating good relationship with parents for the well-being of the child. However, the result from FGD with teachers and interview with principals revealed that parents are not actively participating with the school community. According to these respondents, the main reason to this problem is parent's low level of awareness on child right and their unwillingness to participate in promoting child right in schools. In relation to this, one of the informants, Ayana, from FGD expressed:

Parents do not know child rights and their responsibilities/ duties as a parent. Most of them do not want to come to school to deal with teachers on the well being of their children. They bring them to school at the beginning of the year and come back at the end of the year to see their children's academic results. Some others come to school and try to force teachers to beat their children when they disobey them at home. Again some others do not send their children to school when they want them to work at home. Thus, I can say that most of them do not cooperate with us to promote child right and reduce absentees and drop-outs in school.

According to the school principals' information, the rate of absenteeism and drop out is high. For instance, the average annual dropout rates for the three schools are mentioned below.

Table 16: The 2001(EC) Academic Year students' dropout in the sample schools

Name of the schools	Rate of Drop-out (%)		
	Male	Female	Total
Burqa Ghimbi	7.08%	3.97%	5.42%
Ghimbi Madhaniyalemi	7.05%	6.86	6.94%
Malka Bidiru	10.28%	7.11%	8.58%

In the present time students' gross enrollment for primary schools (1 - 8) is expected to be approaching to 100% nationwide. It was 95.5% for 2007/08 (MOE, 2009). But the drop-out rates in the sampled schools does not figure out this.

According to the principals' interview result, the major problems which hindered the maximum reduction of drop-out in their schools are the following:

- a) Low level of awareness of parents on education
- b) Children's poverty (there are orphans and children who are expected to support themselves and their families).
- c) The less attractiveness/conduciveness of the schools (eg. The distance of the school from their residence, the unsuitability of the topography of the school compound, lack of sufficient classroom, libraries, and pedagogical centers and lack of playing grounds for children

This idea was supported by most of the discussants which implies that the Child's right to education is significantly hampered by factors external to the child.

Involving the pupil in disciplining the school was chosen by 84.74% of the respondents as a strategy to promote child rights in the schools. Regarding this, the FGD with students revealed that children in school are made to participate in disciplining the school by being the member of the discipline committee and being monitors in classroom. But, here the main question that has to be asked is "Do teachers value pupils' views?" Though, the result in Table 15 above on item four showed that 83.05% of the respondents indicated that they value pupil's view. The result from observation revealed that they do not have the habit /culture of listening and valuing the pupils' views (appendix V). The observation checklist showed that, 66.67% did not create relatively safe environment, where it is conducive to relaxed talking and listening. Mostly, the method they were using was teacher dominant (lecture method). According to the researcher's classroom observation, teachers were dominant in almost all activities in classroom. When they ask questions they allow the students to respond by mass. However, this method does not allow them to listen to every child in classroom. In supporting this, the observation check-list showed that the same percent (66.7%) do not listen carefully and motivate students to participate actively in classrooms (appendix V). This implies that, most of the observed teachers did not make the classroom democratic and interactive. On the other hand, according to 77.96% of the respondents, creating good relations with government bodies for the well-being of the child in schools was another mechanism used in these schools to promote child right. This mechanism was better than creating relationship with NGOs or parents for the progress of the issue. At least there is an organization established for this purpose called "Women's and Children's Affairs". However, still there is a problem with this government organization.

According to the interviewees (principals) from these schools, this organization gives much emphasis to women's issues in schools than the child right in general. One of these interviewees Ato Dachasa, said

Women's and Children's Affair" found in our Town, when it comes to school, it always tries to give much emphasis to school Women's club. They don't give equal attention to child rights club. Therefore, there is no concerned body in our schools that cares about promoting child rights.

These results showed that, the practice of promoting child rights in the schools is not effective, though there are some limited activities. The problems which hindered the effective implementation of the promotion of child rights in the schools can be jot down as follows

- Lack of sufficient support from concerned bodies (parents, NGOs, government bodies)
- Low level of awareness about the issue of child right by parents (the community at large).
- Lack of commitment by teachers to promote the issue in schools.

4.6 Teachers' use of Mechanisms to Promote/preserve Child Right in Schools in terms of their Background Characteristics

Under this part of the study, attempt was made to see if there is any difference in using different mechanisms to promote child rights in schools based on teachers' background characteristics (sex, martial status, qualification and teaching experience). Since teachers years of teaching experience and their age are directly related, the researcher believed that, it is not necessary to test if any difference based on age separately.

In the present study chi-square test was used to examine whether there are statistically significant differences among teachers on their use of different mechanisms to promote child right in schools. The following Table shows in relation to their sex.

**Table 17: Teachers' Use of Mechanisms to Promote Child Right in School in
Relation to their Sex**

Item	Male			Female			Chi-sq. value
	Yes	No	Total	Yes	No	Total	
Item1	14 (58.3)	10(41.7)	24(100)	30(85.7)	5(14.3)	35(100)	5.63*
Item2	10(41.7)	14(58.3)	24(100)	26(74.3)	9(25.7)	35(100)	6.369*
Item3	15(62.5)	9(37.5)	24(100)	30(85.7)	5(8.3)	35(100)	4.239*
Item4	17(70.8)	7(29.2)	24(100)	31(88.6)	4(11.4)	35(100)	2.953
Item5	18(75)	6(25)	24(100)	35(100)	0(0)	35(100)	9.741*
Item6	17(70.8)	7(29.2)	24(100)	29(82.6)	6(17.1)	35(100)	1.198
Item7	5(20.8)	19(79.2)	24(100)	21(60)	14(40)	35(100)	8.861*
Item8	15(62.5)	9(37.5)	24(100)	25(71.4)	10(28.6)	35(100)	0.520
Item9	13(54.2)	11(45.8)	24(100)	30(85.7)	5(14.3)	35(100)	7.169*
Item10	22(91.7)	2(8.3)	24(100)	18(51.4)	17(48.6)	35(100)	10.558*
Item11	10(41.7)	14(58.3)	24(100)	9(25.7)	26(74.3)	35(100)	1.659
Item12	14(58.3)	10(41.7)	24(100)	8(22.9)	27(77.1)	35(100)	71.663*

Note: Numbers in parenthesis are percents

$P \leq 0.05$ for Chi-square value with * which shows that it is significant.

Item n (1, 2, 3, ..., 12) means the item in number n (appendix I, part v)

As it can be observed from Table 16, female teachers have taken the higher proportion in using different mechanisms to promote child right in schools. The computed x^2 values at 0.05 level also indicated that this difference in using the mechanisms in schools is significant in most of the items in the above table. For instance, 26 (74.3%) of female teachers and 10 (41.7%) of male teachers showed that they had used the mechanism (using child friendly method of teaching) mentioned under item two. This shows that female teachers had the higher proportion in using this mechanism. The computed x^2 value at 0.05 level for this item ($x^2=6.369$; $p(0.012) < 0.05$) also indicated that, this difference is significant. This is true also for most of the remaining items (item1, item3, item5, item7, item9, item10, & item12).

Thus, from these results, one can say that, sex had a significant effect on the practices (mentioned on the above items) of promoting child right in schools. Specifically, female teachers were in a better position in the practice than their male counter parts.

Similarly, a study taken in UK, Australia, and the USA revealed that, men are often invisible or silent in child protection or caring while women are the primary protector (Scourfield, 2003). This is because, the society including the women assume/believe that women are seen as responsible for protection of children. In addition, this study deduced that women are child-centered. Likewise, Tirusew Tefera (2007) indicated that in Ethiopia, the direct role of the father in child nurturing is very limited while mothers are the direct responsible individuals who care for and protect the child.

Table 18: Teachers’ Use of Mechanisms to Promote Child Right in School in Relation to their Marital Status

Item	Married			Unmarried			Chi-sq. value
	Yes	No	Total	Yes	No	Total	
Item 1	43(82.7)	9(17.3)	52(100)	4(57.1)	3(42.1)	7(100)	2.486
Item 2	33(63.5)	19(36.5)	52(100)	3(42.9)	4(57.1)	7(100)	1.101
Item 3	41(78.8)	11(21.2)	52(100)	4(57.1)	3(42.9)	7(100)	1.606
Item 4	44(86.6)	8(15.4)	52(100)	5(71.4)	2(28.6)	7(100)	0.762
Item 5	48(46.5)	4(5.3)	52(100)	5(71.4)	2(28.6)	7(100)	2.944
Item6	42(80.8)	10(19.2)	52(100)	4(57.1)	3(42.9)	7(100)	2.005
Item 7	23(44.2)	29(55.8)	52(100)	3(42.9)	4(57.1)	7(100)	0.005
Item 8	46(88.5)	6(11.5)	52(100)	4(57.1)	3(42.9)	7(100)	2.684
Item 9	41(78.8)	11(21.2)	52(100)	4(57.1)	3(42.9)	7(100)	1.606
Item10	36(69.2)	16(30.8)	52(100)	4(57.1)	3(42.9)	7(100)	0.413
Item11	18(34.6)	34(65.4)	52(100)	1(14.3)	6(85.7)	7(100)	1.168
Item12	20(38.5)	32(61.5)	52(100)	2(28.6)	5(71.4)	7(100)	0.258

Note: Numbers in parenthesis are percents

P > 0.05 (for all)

Results on use of mechanisms to promote child right in schools in relation to teachers' marital status indicated that the proportion of married teachers on using these mechanisms were higher than the unmarried ones in all of the items listed in table 17 above. However, the computed χ^2 values at 0.05 level indicted that this difference is not significant in most of these items. For instance, 43 (82.7%) married and 4 (57.1%) unmarried teachers showed that they had used the mechanism (creating an encouraging or safe environment in classroom) mentioned under item one. This shows that, married teachers have taken the higher proportion in using this mechanism. But, the computed χ^2 value at 0.05 level for this item is 2.486 with $p(0.141) > 0.05$, which implies that the difference observed under this item is not significant. This is similar for the rest of items. Thus, from the result in Table 18, one can infer that, marital status had no relationship with the use of mechanisms to promote child right in schools.

Table 19 Teachers' use of mechanisms to promote Child Right in school in relation to their qualification.

Item	Certificate			Diploma			Chi-sq. value
	Yes	No	Total	Yes	No	Total	
Item 1	16(84.2)	3(15.8)	19(100)	30(75)	10(13)	40(100)	0.636
Item 2	10(52.6)	9(47.4)	19(100)	26(65)	14(35)	40(100)	0.826
Item 3	14(73.7)	5(26.3)	19(100)	31(77.5)	9(22.5)	40(100)	0.104
Item 4	17(89.5)	2(10.5)	19(100)	32(80)	8(20)	40(100)	0.821
Item 5	17(89.5)	2(10.5)	19(100)	36(90)	4(10)	40(100)	0.004
Item6	14(73.7)	5(26.3)	19(100)	35(87.5)	5(12.5)	40(100)	1.747
Item 7	13(68.4)	6(31.6)	19(100)	14(35)	26(65)	40(100)	5.797*
Item 8	15(78.9)	4(21.1)	19(100)	35(87.5)	5(12.5)	40(100)	0.729
Item 9	14(73.7)	5(26.3)	19(100)	31(77.5)	9(22.5)	40(100)	0.104
Item10	14(73.7)	5(26.3)	19(100)	25(62.5)	15(37.5)	40(100)	0.719
Item11	8(42.1)	11(57.9)	19(100)	11(27.5)	29(72.5)	40(100)	1.259
Item12	10(52.6)	9(47.4)	19(100)	12(30)	28(70)	40(100)	2.82

Note: Numbers in parenthesis are percents

$P \leq 0.05$ for Chi-square value with * which shows that it is significant

The chi-square test in terms of qualification has also indicated that the difference in practice on promoting child right in schools based on teachers' qualification is not significant. This implies that teachers' qualification had no any relation with the practice in schools on promoting child right (Table 19).The reason for the absence of difference in use of the mechanisms among the teachers based on their educational qualification may be because they do not have significant difference in views to wards child right promotion in the schools (Part 4.2.3, Table 12,).

Similarly, the difference in using mechanisms to promote child right in schools in relation to teachers' teaching experience is not statistically significant (Table 19, appendix vi). Thus, based on the result in the present study, teachers' teaching experience had no any relation with the use of different mechanisms to promote child rights in schools.

The finding of the present study is not in line with the idea that considers teaching experience as an essential factor to the effectiveness of teachers in school (Borko and Butcher, 1984).However, it is likely that teachers who taught for a longer period of time may be able to perform their duties better than those teachers with few years of teaching experience. In supporting this, Erkyhun, etal (1991) suggested that newly graduated teachers are less effective than experienced teachers.

On the contrary, the present study is in support with Abraham's (1993) finding who suggested that, teachers' effectiveness in schools is independent of their teaching experience.

It seems that, the reason why the present study showed that there is no difference in use of different mechanisms among teachers based on years of teaching experience to promote child right in schools may be, they do have no significant difference on views towards the issue in the schools (Part 4.2.3, Table 13).

CHAPTER FIVE

Summary, Conclusion and Recommendation

5.1 Summary

Children's right with in the school are a controversial issue in African culture. But, in the present time, it has become a social, economical, and political issue all over the world. It is attracting the attention of international organizations and government. This is may be because, children are the future asset of any society around the world. In addition, unlike adults, children are incapable of defending their rights and interests. Therefore, care and follow up has to be given for them by any concerned body (state parties, NGOs, parents, teachers, etc).Mean while, schools must be ready to provide the required knowledge and skills that indispensably contribute to the physical and mental maturity. Consequently, the maximum potential development of the child is possible. Apart from transmitting knowledge and skills, schools should also play important role to reach the child a stage in which he/she will be a responsible user of his/her rights. Also they should play important role in shaping children's attitude and fostering social values (e.g. democratic attitude). To this end, child right in schools should be recognized, respected and fulfilled. Therefore, teachers need to be aware of and practice such rights because; children's future life is on their hands. As a result, teachers' conceptions and practices on child right in schools should be investigated. This is the main objective of the present study, particularly, in primary schools of Ghimbi town. To achieve this objective, the following basic questions have been formulated.

1. How do teachers understand child right issues in school context?
2. Do teachers' background characteristics such as sex, marital status, qualification and years of teaching experience have any statistically significant association with their views of child rights?

3. To what extent do teachers feel accountable on promoting child right in their schools?
4. What mechanisms do teachers use to promote child right in their schools?
5. Do teachers' background characteristics such as sex, marital status, qualification and years of teaching experience have any statistically significant association with their application of the mechanisms for the promotion of child rights?

In order to answer these questions, the study employed a descriptive survey research method. Questionnaires, interviews, and focus group discussions were used. Thus, among the nine primary schools (1-8) in Ghimbi town, 3 primary schools were chosen using simple random method in a lottery system. All teachers from the sampled schools were chosen purposively as they are not large in number and ten students from each, using simple random method for focus group discussion. Moreover, three principals (all) from the three sampled schools were selected purposively for interview.

The data collected from all the sources mentioned above have been tabulated for analysis that includes statistical application involving frequency counts, percentages, means scores, t-test, one-way ANOVA, chi-square and descriptive phrases and analyzed accordingly that led to the findings presented in summary as follows.

1. Teachers' understanding about child right in the context of their schools.

It was found that, there are no arranged programs for teachers to raise their awareness on child right in schools through pre-service, in-service, or through different workshops. Their source of awareness is mainly mass-media.

It was also found that though, teachers teaching in primary schools of Ghimbi town have the general knowledge of CRC, still there is some confusion among these teachers on:

- a) The implication of the objective of the Ethiopian education and training policy to child right in school?
- b) The major child rights to be preserved at the level of their schools.

Most of the teachers in the sampled schools seem to have the following undesirable views on the issue of child right in their schools

- a) Preserving child rights in schools makes pupils disobedient to their teachers.
- b) Corporal punishment of children in school should not be prohibited.
- c) Promoting child right in schools concerns only individuals who are the members of the child right clubs in their schools.

2. The extent to which teachers feel accountable on promoting child right in the schools

The study also revealed that, the extent to which teachers in the sampled schools feel accountable is at lower level for the following child right issues in schools:

- a) concerning for the welfare of the child in school
- b) reducing the prevalence of corporal punishment
- c) reducing the prevalence of psychological punishment
- d) Addressing the child right to quality education in school by using quality teaching.
- e) Commitment to promote child right in schools.

3. The practice of promoting child right in schools by teachers

~ According to present study, the following mechanisms were used by the teachers with lower frequency.

- a) Creating good relationships with NGOs for the well-being of the child.
- b) Using school mini-medias for transmitting songs and dramas which can sensitize the school community.
- c) Celebrating children's days.

~ This study further showed that, there were problems which hindered the effective application/use of mechanisms to promote child right in schools

- a) Lack of sufficient support/cooperation from concerning bodies (e.g. parents, NGOs, government bodies etc.)
- b) Low level of awareness about the issue of child right by parents and the community at large.
- c) Lack of commitment by all teachers to promote the issue in schools.

~ Based on the study, problems which hindered the maximum reduction of drop out are

- a) Low level of awareness of parents on education

b) Children's' poverty (there are orphans and children who are expected to feed themselves and their families).

c) The less attractiveness/conduciveness of the schools (eg. The position of the school from the town, the unsuitability of the topography of the school compound, lack of sufficient classroom ,libraries,& pedagogical center and lack of playing ground for children due to the unsuitability of the topography).

4. Teachers' views/beliefs on child right in terms of their background characteristics

The t-test revealed that there was significant difference between views mean scores of female and male teachers.

Here, the views mean score of female teachers was found to be superior to those of their counter parts.

No significant difference was obtained on view mean scores between groups of teachers in terms of their martial status and educational qualification.

The one-way ANOVA test also revealed that there was no significant difference among view mean scores of teachers in terms of their years of teaching experience (0-5, 6-10 and >10 years of teaching experience).

5. Teachers' application of mechanism to promote child right in schools in terms of their background characteristics

The chi-square test revealed that there was significant difference between use of female and male teachers on the following mechanisms:-

- i) creating an encouraging or safe environment in classroom
- ii) using child friendly method of teaching
- iii) listening t the pupil
- iv) Creating good relationships with parents for the well-being of the child.
- v) Creating good relationships with NGOs
- vi) Using school mini-medias for transmitting songs and dramas concerning the issue of child rights in their schools.

No significant difference in use of the mechanisms was observed among teachers in terms of their marital status, qualification and years of teaching experience.

5.2 Conclusion

The findings of the research led the researcher to draw the following conclusions.

It has been indicated in the introduction part of this paper (Chapter I) that children are the future asset of the society. And primary schools are schools levels that provide basic education to children which can make their future bright. To this end, teachers are key agents. Therefore, teachers have to recognize and respect child right in school. In addition, teachers in primary schools particularly in Ghimbi town are also expected to do the same. But, the finding documented above indicated that teaches in the schools does not have the required understanding on child right particularly in relation to school or education. This is because, the finding documented above indicates that though teachers in these schools do have the general knowledge about CRC, there seem to be some confusion among them particularly with the rights in schools. (See summary of findings 1.2 and 1.3). In addition, there were no arranged programs for awareness raising. Moreover, most of teachers do not have changed the attitude they had about corporal punishment in school. Furthermore, they do not consider promoting child right in school as their duty.

The extent of teachers' feeling accountable in promoting child rights in schools is at lower level. This further implies that, they do not take in to consideration the issue in their activities in schools.

There are problems which hinder the effective implementation of the other mechanisms in the schools. Thus, from this it seems that the practice of child right promotion in the schools is not effective.

In general, the teachers' conception about child rights in schools is not at the required level. Similarly, the practice of promoting the issue in the schools is not effective.

5.3 Recommendations

In the light of the findings of the study and the conclusions made, the following recommendations are forwarded.

1. Programs should be arranged in the schools for awareness raising for the community there, specially, for teachers, including parents on the right of the child in school by the concerned body (e.g. the Town's administrative Women's and Children's Affairs, the school administration, etc). They have to give attention on changing the negative attitude that most teachers have on corporal punishment and making them to feel that promoting child right in schools concerns every individual teacher in the school. In addition, educational experts and supervisors from either the Zonal Education Office or the Town's Administrative Education Office have to support the aforementioned bodies on the major child rights that have to be preserved in school. So that teachers can recognize, these rights and implement them in their school context effectively.
2. In supplement to awareness raising, role-model teachers in the schools have to be identified and motivated (may be by awarding them in front of students and the other teachers) and used on changing the attitude of the school community particularly, teachers on child right promotion in the schools. On the other hand, the right measure has to be taken at the right time on teachers who abuse children or violate child right in schools, so that, they and the other teachers can feel accountable.
3. Organizations & Societies (Ethiopian or foreign) who have made their purposes on promotion of children's rights) have to go down to the country sides (far from center) and different parts of the country, particularly, to Ghimbi town to support and work closely with schools on promoting this issue in the schools. On the other hand, concerned bodies (the city administrative bodies, educational offices, principals, teachers and parents etc.) has to attract & invite these bodies to their schools by showing some observed works/changes related to the issue.
4. Parents have to be encouraged or initiated to work with teachers on the issue particularly, in reducing absenteeism and drop out rate in these schools.

5. Charities and Societies who have made their purposes the relief of poverty, in collaboration with the local community & government should help orphans & poor children in the schools & also, better help them to make their school attractive and full of facilities (more classes have to be built, enriching libraries and pedagogical centers with different materials).
6. The schools in the city has to establish a functioning school mini-medias in their compound in order to sensitize the community about the issue, disseminate information which can widen the knowledge of the community in many direction and enhance children's participation in the school.
7. Children's day has to be celebrated in the school with students, parents, teachers, other staff members and the community out side the school because, it may be a special occasion for children, teachers, parents, and others to make them feel that the issue of child right is every one's issue.
8. Further study has to be done if there is any relation among teachers' practice, accountability and views towards child right promotion in schools.

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Appendix I

**Addis Ababa University
College of Education
Department of Curriculum and Teacher
Professional Development Studies**

Questionnaire for primary school Teachers

The main purpose of this questionnaire is to gather information that helps to examine how teachers understand and practice Child Right in school. The information gathered will be used only for the research purpose. Hence, you are kindly requested to provide the necessary information, which is very helpful to the quality of the research.

Please be ware that the right answers are the ones that appear right for you and as such there is no right or wrong answers.

You are not expected to write your name on the questionnaire.

Thank you in advance for your cooperation.

Part I. Personal Information

- a) Sex Male Female
- b) Age _____
- c) Qualification _____
- d) Field of study _____
- e) Service year: In Teaching _____ In Non Teaching _____
- f) Marital status married unmarried
- g) Name of school _____

Part II Question on the knowledge of Teachers on school related Child Right

@.1 Are you aware of child Right Convention adopted by the United Nation General Assembly in 1989?

- a) Yes
- b) No

2.2 If you answer to question 2.1 is “Yes”, how were you come to be aware of that?(more than one answer is possible)

- a) Pre – service training
- b) In- service training
- c) Through different workshops
- d) Through mass – media

2.3 What do you think are the major Child Rights to be preserved at the level of your school?

Part III. Information on teachers’ views/ beliefs about Child Right. .

Please put (✓) mark to show your level of agreement. The scales are Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1.

No	Items	5	4	3	2	1
1	Preserving CR in schools makes pupils disobedient to their teachers					
2	Corporal punishment of children in school is important in disciplining them					
3	Corporal punishment of children in school should be prohibited					
4	Valuing child’s view is not important in school for he/she is not matured enough.					
5	Promoting CR in school is a matter of political issue, not for the well-being of the child					
6	Promoting/preserving CR in school is not my professional duty					
7	Promoting CR in schools concerns only individuals (teachers and students) who are the members of the CRC in my school.					
8	In my opinion, implementing the CRC is inappropriate in the context of my school					
9	Adults/teachers know what is good for children in school; as a result, there is no					

	need for prompting CR in school.					
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Part IV. Information on the Extent to which Teachers feel Accountable in promoting Child Right in Schools

Please indicate the extent to which teachers in your school feel accountable by putting an “x” mark under 4,3,2,&1.

Note: 4= Most of them

2= Few of them

3= Some of them

1= None of them

No	Items	4	3	2	1
1	Act as a monitor in the learning process				
2	Role-models for their students				
3	Concern for the welfare of the child				
4	Use corporal punishment in disciplining children				
5	Use psychological punishment in disciplining children				
6	Respect the child right				
7	Protect the child right				
8	Address the child right to quality education in school by using quality teaching				
9	Committed to promote child right				

**Part V Information on the mechanisms used by Teachers to
promote child Right in School**

Please mark “x” on “Yes” if you are using in your school and “No” if you are not.

No	Item	Yes	No
1	Creating an encouraging or safe environment in classroom e.g a well organized classroom respect and trust in the child, a variety of materials available, assuring proper lightning, ventilation etc.		
2	Using child friendly method of teaching		
3	Listening to the pupil		
4	Valuing the views of pupils e.g insuring that child rate to express their views is granted and their views are give weight		
5	Creating good relationships with parents for the well-being of the child and reducing drop outs		
6	Creating good relationships with government bodies for the well-being of the child		
7	Creating good relationships with non-government organizations		
8	Involving the pupil in disciplining the school		
9	Establishing child right clubs in school		
10	Programs for questions and answers on the issues of child right among pupils		
11	Celebrating children’s day		
12	Using school mini-media for transmitting songs and dramas concerning the issue of child rights in the schools.		

If any other, please specify

Appendix II

Part VI. Focus group discussion for teachers

Understanding

1. How do you understand child right in the context of school?
2. How do you raise your awareness on the issue?
3. How do you see the promotion/preservation of the child's right in schools in creating all-rounded citizens?

Accountability

4. What are the responsibilities you have in promoting child right in your school?
5. How do you see these responsibilities?

Activities

6. What actions and interactions do you use in promoting these rights in your school?
7. How do you see discipline in school?
8. What are the observable problems related to the preservation of Child Right in your school?
9. What do you think are the possible solutions?

Appendix III

Part VIII Observation

6.1 Classroom Observation Checklist

1. School _____ 2. Grade _____ 3. Subject _____
 4. Total number of Students _____

No	Items	Yes	NO	Remark
1	Teachers interactions with students			
1.1	Prepares child – centered lesson plan			
1.2	Creates relatively safe environment ,where it is conducive to relaxed talking &listening			
1.3	Motivates learner to participate actively in classroom			
1.4	Listens carefully what the pupils say			
1.5	Makes classrooms democratic &interactive			
1.6	Values the pupils views			
1.7	Allows students to be involved in decision making			
1.8	Uses various instructional aids			
1.9	Asks eliciting questions			
2	School facilities			
2.1	Availability of chairs and desks			
2.2	Standardized chalk board			
2.3	Attractive and neat classroom			
2.4	Well ventilated classroom with bright light			
2.5	Free space to facilitate different sitting arrangement			

6.2 Outside classroom observation

No	Item	Yes	NO
1	Pedagogical center with variety of teaching aids		
2	Library with different reference materials		
3	Unit leaders use corporal punishment on late students		

4	Unit leaders use psychological punishment on late students		
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Appendix IV

Part VI. Interview guide for principals

Sex _____ qualification _____

Age _____ years of service _____

Understanding

1. Do teachers in your school consider Child Right in their teaching activities?
2. If your response for question “1” is “No” state the reason (s) if “yes” what rights do they consider?
3. what kind of strategies do you use to increase the awareness of teachers about the child rights inline with the United Nations Convention on the Right of the Child (UNCRC)? If any?
4. Are the materials for the Conventions on the Rights of the Child accessible in your libraries for teachers?
5. What are the most common ways of disciplining children in your school?

Accountability

6. Do teachers feel responsible in promoting child right in your school?
7. If your response for question “6” is “Yes” to what extent or how much do they feel? If “no” can you mention the reasons/
8. Do teachers in your school serve as protectors of children/ pupils?

Activities

9. Do teachers cooperate with parents and other community in and out of school in respecting, protecting & fulfilling child rights in school?
10. If your response for question “9” is “yes” how? If “No” state the reasons.

11. Do you have Child Right clubs in your school?
12. Do teachers report/ help (if possible) abused (by parents & other individuals) pupils to PTA/ you?
13. What are other mechanisms through which teachers use in promoting child right in school?
14. What mechanisms do you use to
 - a. to reduce pupils dropout?
 - b. To increase pupils enrollment?
 - c. To reduce repetition?
 - d. To reduce pupils absence?

Problems

15. Do students have the willingness to exercise their rights? If no why? If “yes” does it made them disobedient; only their rights but no responsibilities?
16. What are the observable problems related to the preservation of child Right in your school?
17. What do you think are the possible solutions for these problems?

Appendix V

Part VIII Observation result

6.3 Classroom Observation Checklist

1. School _____ 2. Grade _____ 3. Subject _____

_____ 4. Total number of students _____

No	Items	Yes		NO		Remark
		N	%	N	%	
1	Teachers interactions with students	N	%	N	%	
1.1	Prepares child – centered lesson plan	12	100	-	-	
1.2	Creates relatively safe environment ,where it is conducive to relaxed talking &listening	4	33.33	8	66.67	
1.3	Motivates learner to participate actively in classroom	4	33.33	8	66.67	
1.4	Listens carefully what the pupils say	4	33.33	8	66.67	
1.5	Makes classrooms democratic &interactive	3	25	9	75	
1.6	Values the pupils views	2	16.67	10	83.33	
1.7	Allows students to be involved in decision making	2	16.67	10	83.33	
1.8	Uses various instructional aids	2	16.67	10	83.33	
1.9	Asks eliciting questions	8	66.67	4	33.33	
2	School facilities					
2.1	Availability of chairs and desks	8	66.67	4	33.33	
2.2	Standardized chalk board	2	16.67	10	83.33	
2.3	Attractive and neat classroom	4	33.33	8	66.67	
2.4	Well ventilated classroom with bright light	8	66.67	4	33.33	
2.5	Free space to facilitate different sitting arrangement	4	33.33	8	66.67	

6.4 Outside classroom observation

No	Item	Yes		NO	
		N	%	N	%
1	Pedagogical center with variety of teaching aids	1	33.33	2	66.67
2	Library with different reference materials	1	33.33	2	66.67
3	Unit leaders use corporal punishment on late students	2	66.67	1	33.33
4	Unit leaders use psychological punishment on late students	2	66.67	1	33.33

Appendix VI

Table 13: One-way ANOVA summary for views of teachers, based on teaching experience

Item		Sum of squares	df	Mean square	F
Item1	Between groups	0.616	2	0.308	0.145
	With in groups	119.113	56	2.127	
	Total	119.729	58		
Item2	Between groups	8.667	2	4.333	2.491
	With in groups	97.435	56	1.740	
	Total	106.102	58		
Item3	Between groups	0.038	2	0.019	0.012
	With in groups	92.132	56	1.645	
	Total	92.169	58		
Item4	Between groups	0.698	2	0.349	0.418
	With in groups	46.827	56	0.836	
	Total	47.525	58		
Item5	Between groups	1.204	2	0.602	0.539
	With in groups	62.592	56	1.118	
	Total	63.797	58		
Item6	Between groups	3.422	2	1.711	1.641
	With in groups	58.375	56	1.042	
	Total	61.797	58		
Item7	Between groups	7.823	2	3.912	2.142
	With in groups	102.278	56	1.826	
	Total	110.102	58		
Item8	Between groups	0.445	2	0.222	0.118
	With in groups	105.792	56	1.889	
	Total	106.237	58		
Item9	Between groups	0.276	2	0.138	0.130
	With in groups	59.284	56	1.059	
	Total	59.554	58		

P > 0.05 in

all cases.

Appendix VII

Table 20 Teachers' Use of Mechanisms to Promote Child Right in School in Relation to their Teaching Experience

Items	Years of experience	Yes	No	Total	Chi-sq. value
Item 1	0-5	4(80)	1(20)	5(100)	3.834
	6-10	5(62.5)	3(37.5)	8(100)	
	>10 YEARS	41(89.1)	5(10.9)	46(100)	
Item 2	0-5	4(80)	1(20)	5(100)	0.493
	6-10	5(62.5)	3(37.5)	8(100)	
	>10 YEARS	30(65.2)	16(34.8)	46(100)	
Item 3	0-5	5(100)	0(0)	5(100)	1.704
	6-10	6(75)	2(25)	8(100)	
	>10 YEARS	34(73.9)	12(26.1)	46(100)	
Item 4	0-5	5(100)	0(0)	5(100)	1.395
	6-10	6(75)	2(25)	8(100)	
	>10 YEARS	38(82.6)	8(17.4)	46(100)	
Item 5	0-5	5(100)	0(5)	5(100)	0.638
	6-10	7(87.5)	1(12.5)	8(100)	
	>10 YEARS	41(89.1)	5(10.9)	46(100)	
Item 6	0-5	5(100)	0(0)	5(100)	1.549
	6-10	6(75)	2(25)	8(100)	
	>10 YEARS	35(76.1)	11(23.9)	46(100)	
Item 7	0-5	2(40)	3(60)	5(100)	0.220
	6-10	3(37.5)	5(62.5)	8(100)	
	>10 YEARS	21(45.7)	25(54.3)	46(100)	
Item 8	0-5	5(100)	0(0)	5(100)	1.488
	6-10	6(75)	2(25)	8(100)	
	>10 YEARS	39(84.8)	7(15.2)	46(100)	
Item 9	0-5	5(100)	0(0)	5(100)	2.395
	6-10	5(62.5)	3(37.5)	8(100)	
	>10 YEARS	35(76.1)	11(23.9)	46(100)	
Item 10	0-5	5(100)	0(0)	5(100)	2.618
	6-10	5(62.5)	3(37.5)	8(100)	
	>10 YEARS	30(65.2)	16(34.8)	46(100)	
Item 11	0-5	3(60)	2(40)	5(100)	2.026
	6-10	2(25)	6(75)	8(100)	
	>10 YEARS	14(30.4)	32(69.6)	46(100)	
Item 12	0-5	4(80)	1(20)	5(100)	6.005
	6-10	1(12.5)	7(87.5)	8(100)	
	>10 YEARS	17(37)	29(63)	46(100)	

Note: Numbers in parenthesis are percents

*P> 0.05 (for all)

