

UNIVERSITY OF EDUCATION, WINNEBA

**HUMAN RIGHTS ABUSES THROUGH CORPORAL PUNISHMENT:
A CASE STUDY AT KWAHU TAFO ISLMAIC BASIC SCHOOL**

ALIDU MUSAH AYUBA



**A DISSERTATION IN THE DEPARTMENT OF CENTER FOR CONFLICT,
HUMAN RIGHTS AND PEACE STUDIES, FACULTY OF SOCIAL SCIENCE
EDUCATION SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES,
UNIVERSITY OF EDUCATION, WINNEBA, IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE AWARD OF MASTER OF ART
(CONFLICT, HUMAN RIGHT AND PEACE STUDIES) DEGREE**

AUGUST, 2018

DECLARATION

STUDENT'S DECLARATION

I, ALIDU MUSAH AYUBA declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:

DATE:



SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis/dissertation as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: LAWRENCE ODUMAH (Ph.D.)

SIGNATURE:

DATE

ACKNOWLEDGEMENTS

My heart is full of thanks as I wish to acknowledge the effort of all those who in diverse ways have made this work a success. I am particularly grateful to my supervisor, for his immense contribution, without which this work would not have been possible. I also thank the JHS 3 students and the office administration for contributing to the success of this study. My thanks also go to Opong Francis for helping to snap pictures for the work, whose endless support and love have seen me through the period of the study. To all those who supported me morally, I say, I love you all.



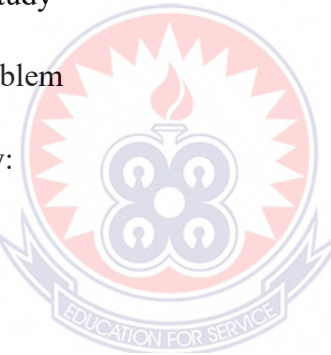
DEDICATION

To my dear wife, Zeliatu Torsu. And my son, Ayuba Mustaqim.



TABLE OF CONTENTS

Contents	Page
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
ABSTRACT	ix
CHAPTER ONE	1
INTRODUCTION	1
1.0 Introduction	1
1.1 Background of the study	1
1.3 Statement of the Problem	4
1.4 Purpose of the Study:	6
1.5 Research Questions:	7
1.6 Objectives	6
1.6 Significance of the Study:	7
1.8 Scope or Delimitation:	7
1.9 Organization of Work:	7
CHAPTER TWO	9
LITERATURE REVIEW	9
2.0 Introduction	9
2.3 Forms of Human Rights Violations in schools:	19
2.4 Definition of Corporal Punishment	20



2.5 Forms of corporal punishment	20
2.6 Causes of Human Rights Violations in Schools	24
2.7 Effects of These Violations on Children’s Education	24
2.8 Discussion of Findings On Corporal Punishment in some schools	25
2.9 Corporal Punishment at Freeman Primary School, Koforidua	27
2.10 The Violators and the Violated	29
2.11 Summary of Literature Review	30
CHAPTER THREE	31
METHODOLOGY	31
3.0 Introduction	31
3.1 Profile of Kwahu-Tafo Islamic Basic School:	31
3.2 Methodology:	37
CHAPTER FOUR	43
DATA ANALYSIS AND PRESENTATION	43
4.0 Introduction:	43
4.1 Part One: Teachers questionnaire- (Appendix ‘A’)	43
4.2. Part two: students’ Questionnaire	53
4.3 – ANALYSIS OF MAIN DATA OF APPENDIX ‘B’:	55
CHAPTER FIVE	64
SUMMARY OF FINDINGS, CONCLUSIONS	64
AND RECOMMENDATION	64

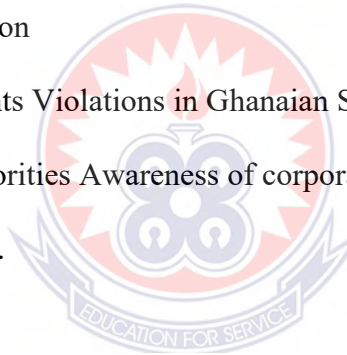


5.0 Introduction	64
5.1 Summaries of Findings:	64
5.2 Conclusions:	66
5.3. Recommendations and suggestions	66
5.4. Suggestions for Further Research	68
REFERENCES	71



LIST OF TABLES

Table 4. 1: Chapter on Fundamental Human rights of the 1992 Constitution of the Republic of Ghana.	43
Table 4.2: Human Right Violation in Ghanaian Schools.	44
Table 4.3: Corporal Punishment as the Best Method to Discipline Students	46
Table 4.4: Awareness of Students about the Violation of Their Right.	47
Table 4.5: Effects of Human Rights Violations on Students' Performance	48
Table 4.6: Violators of Students' Rights in the School.	49
Table 4.7: Violated/ Victims of Human Rights in the School	50
Table 4.8 Where to seek redress in the school	51
Table 4.9: Age Distribution	53
Table 4.10: Human Rights Violations in Ghanaian Schools	56
Table 4.11: School Authorities Awareness of corporal punishment in the School.	61



ABSTRACT

The study is on human rights violations in Ghanaian schools and was conducted at Kwahu Tafo Islamic basic school in the eastern region of Ghana. This study sought to find out the types of human rights violations in schools, the causes and effects on students' academic performance and how to seek redress when they are abused. The method of data collection included observation, the use of self-administered questionnaire for twenty-five (25) teaching and non-teaching staff and fifty (50) students. Fifty other students were interviewed in random manner to solicit more information for the study. The data collected were analysed and interpreted manually for the appropriate tables to be generated. The study revealed that there are human rights violations going on in school, especially canning which is a form of corporal punishment as well as verbal abuse, assault, molestation/bullying from seniors to juniors, over-crowding in the classrooms and many more violations of the students' rights. The researcher, therefore, suggests that the Ghana government should conduct educational seminars for teachers and non-teaching staff, to be aware of these fundamental human rights and the mechanism for their protection so that they would not violate the rights of these students anyhow, and encourage teachers to stop abusing our future leaders. On the whole, a major discovery in the research revealed that knowledge and understanding of human rights values is very limited even among the well-educated, which again, limits the prominence of human rights enjoyed in our society.



CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter is made up of background of the study, statement of the problem, the purpose of the study, theoretical framework, research questions, significance of the study, scope or delimitation, limitations and the organization of work.

1.1 Background of the study:

Education is a very vital developmental factor in every country. Its benefits to the individual and the nation cannot be over emphasized. Human rights education in particular is an essential ingredient in the total development of the nation. Human rights violations in Ghanaian schools will therefore be a disincentive to human resource development in the country, if it happens that denial of children's rights will let them drop out of school, in their early stages of life. Most especially, if this is due to the action and inactions of their teachers and school authorities.

There has been some research on the general impact of human Corporal Punishment rights abuses on school children, little, has been written about the effects of abuses in the Basic Schools in Ghana. It therefore remains a matter of serious concern that there is little research on abuses.

Human rights violations go as far back as the days of Adam & Eve, Cain & Abel. Many writers have documented progress that has been made (Know los, 2004; Baxi, 1993, Freeman, 2002; Suarez and Ramirezi, 2004).

The evidence suggests that abuses occur in homes, schools, work place entertainment as well as religious places.

The causes of these have been linked to lack of parental control, delinquency and the desire for material things which are mostly caused by exposure to foreign movies. Research indicates that abuses may be perpetrated (committed) by teachers, and non-teaching staff and school mates on children through corporal punishment, as well as other forms of punishments, sexual aggression and bullying.

Ghana was the first to ratify the convention on the right of the child (CRC). Since then, efforts have been made locally to prevent human rights abuses. The adoption of the 1992 constitution which is an entrenched provision on human rights and the status of children marked the beginning of serious initiatives to protect and promote the rights of children.

This was followed by the establishment of the commission on Human Rights and Administration Justice (CHRAJ), National commission Civic Education (NCCE) the National Commission on Children and the Ministry of Women and Children, presently known as the Ministry of Gender, Children and Social Protection.

The adoption of the Ghana's children Act 1998, act 560 and gave an opportunity to a myriad of policy procedures for the best interest of children against abuses of their rights.

It eulogies the principles of protecting the best interest of rights enshrined in the CRC and the Constitution of Ghana. One very vital theme in the protection of the human rights of children has been the promotion of education. Tomasevski (2000) explained that there have been different attempts to promote the right to education because of the right assertion that is not an important pre requisite human rights work. Therefore, international and national efforts have been invested to promote education of all

children. Within the broad definition of child rights abuses, five sub types are distinguished. These are physical, sexual abuse, neglect and negligent treatment, emotional abuse and exploitation, surprisingly; almost all these abuse are found in the Basic Schools in Ghana.

The right of a child to education is one of the most critical of all rights because education plays an important role in enabling an individual to serve other rights. Yet this is thoroughly abuse in most communities of which Kwahu-East District, Kwahu-Tafo Township is no exception. The problems faced by children in Basic Schools in Kwahu-East (Kwahu-Tafo Township), as a result of human right abuses seem to be continuing difficulties, even though Ghana has ratified the various conventions aimed at protecting children in this field. There are several concerns about human rights abuses especially in schools and must be condemned by all. The fact that a person enrolls in Basic Schools does not in any way curtail his or her fundamental human rights. Pupils do all kinds of work ranging from house cleaning, feeding the children of their teachers, farming and cooking among others for their teachers. They perform difficult household chores for teachers while living on the school. Sex for marks is seen to be disseminated in Basic Schools in Ghana where the Kwahu-East District is not an exception.

There is a perception that scoring high marks at schools has very little to do with how clever or hardworking pupils are. Some pupils serve as wives for their teachers for marks, favors and money, preventing them from achieving good results at school and hence, do not fulfil their purpose of schooling.

Human rights abuses such as these affects the child's development both physically and psychologically. In fact, the world risks losing young and fresh minds who may be the leaders of the next generation if the rights of pupils are not protected at school children have a right to be free from economic exploitation and sexual abuse. They have right to go to school and enjoy freedom from tracking force labour, forced and early marriages among others. When children are not protected, it is very unlikely that they enjoy these rights to the fullest.

Yet what children suffer in schools and the reasons why they are subjected to abuses need to be understood. Understanding the social context of human rights in schools essential for developing official responses. The main goal of this dissertation is to knop a road towards minimizing child right abuse with specific references to pupils in basic schools.

1.3 Statement of the Problem

The research problem looks at human rights violations in Ghanaian schools in general and the Kwahu Tafo Islamic Basic School in particular, and how these affect the academic performances of students in the basic schools. It is also to find out whether students actually do know when their rights are violated and where to seek redress when such abuses or violations have occurred.

This research is a concern of abuses of the pupils and which can have a wide range of psychological effects. The short term impact can be symptoms such as panic, lack of concentration and anger. Long term effects consequences may include psychological problems such as anxiety or depression, symptoms such as unexplainable illness, suicide, delinquency and further victimization.

The research problem further looked at corporal punishment in Ghanaian Basic School with particular reference to Kwahu-Tafo Basic School and how these abuses affect the academic performances of pupils in the study area. It also looked at whether pupils actually do know when their rights are abused and where to seek redress when such abuses occur or are being meted out to them.

Despite the significant progress in the development of education in Ghana since the attainment of independence, involvement and the level of participation of girls in educational levels is much to be desired as there is no doubt that gender disparities still exist in Ghana especially in the rural areas where the girl-child is often neglected due to countless factors.

In the Kwahu-East of Ghana, there are still girls of school going age who are attending school and most travel to cities especially Accra and Kumasi to engage in petty trading.

A School serves as a community to the pupils or students. In community, leaders like chiefs, opinion leaders, pastors, imams, clan heads and parents are recommended for the wonderful role they play in taking care of children especially school children. In the absence of parents at school level teachers supposed to play similar role as parents by taking good care of school children, giving the children moral support, advising them regularly in order to enhance good atmosphere for learning. Children have the right to attend school starting from Basic School to Senior High Level through Tertiary Level. Every child should benefit from education at all levels. Children should be free and willingly attend any school of their choice without discrimination in respect of his/her race, religion, ethnic and gender base. That is why government

makes policies such as School Feeding Programme, Free Compulsory Basic Education (FCBE), Free Senior High School (FSHS), My First Day at School (MFDS) and supply of free school uniform to Basic and Senior Schools to motivate children especially those poor homes to pursue education to the highest level. Despite all the mechanisms put in place by the government and some Non-Governmental Organizations (NGOs), school seems to be a scaring place for some children. Another section of pupils or students view school as conflict zone because teachers meted out corporal punishment such as caning, weeding, pinching, pulling of chins, kneeling, and carrying heavy objects or loads any time they (pupils) committed trivial offences which Kwahu Tafo Islamic Basic School is not exempted.

1.4 Purpose of the Study:

The purpose of the study is to look at human rights violations in Ghanaian schools, using Kwahu Tafo Basic School as a case study. This is because education at the Basic level to pre-university level is crucial to the overall national development and progress of the nation and so student's rights generally need to be protected to enable them pursue their education unhindered.

1.5 Objectives

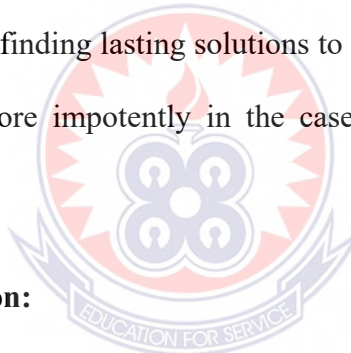
1. Examine why teachers abuse children's rights (fundamental Human rights) enshrined in 1992 constitution of Ghana in schools
2. To analysis the effect of abuses through corporal punishment in schools.
3. Educate or explain what is human right to the pupils as a mechanism for protecting and promoting human rights in schools.

1.6 Research Questions:

1. Why do teachers abuse children's fundamental human rights as enshrined in the 1992 Constitution of Ghana?
2. To what extent do human rights abuse through corporal punishment affect pupil's academic performance?
3. What are the mechanisms to protect and promote such Human rights abuses through corporal punishment?

1.7 Significance of the Study:

The study will serve as an important document to policy makers. It will also benefit the Ministry of Education, Ghana Education Service, School Authorities, Parents and students in their quest in finding lasting solutions to human rights violations or abuses in Ghanaian schools, more importantly in the case study school (i.e. Kwahu Tafo Islamic Basic School).



1.8 Scope or Delimitation:

The research is thus limited to human rights abuses through corporal punishment in Kwahu Tafo Islamic Basic School. However, it is hoped that important inference can be made from the outcome of the research.

1.9 Organization of Work:

The study has been organized in five (5) chapters. Chapter 1 provides the background to the study; statement of the problem, the purpose of the study, research questions, objectives of study, scope or delimitation, the limitations HRL and the organization of work. It is followed by Chapter 2, which are the Literature Review and The Human Rights Violations in Kwahu Tafo Basic School the third Chapter focuses on the

profile of the Study Area and the Methodology. Chapter four talks about data analysis and the final Chapter is a brief summary of the research findings, conclusions and recommendations or the way forward.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The purpose of this section of the study is to review the findings, opinions and organized ideas of the researchers, authors, educators and other stakeholders, relating to and relevant to the study on human rights violations in Ghanaian schools. References have been made to the contributions of different people on the topic and also to some countries, to throw more light on the Ghanaian scene as far as this study is concerned. The related literature will be discussed under the following sub-headings: -

1. The meaning of human rights violation and abuse.
2. Theoretical/conceptual framework of human rights
3. Forms of human rights violations in schools.
4. Definition of corporal punishment
5. Forms of corporal punishment
6. Causes of corporal punishment in schools
7. Effects of corporal punishment in Schools
8. The violator and violated
9. Discussion of findings on corporal punishment
10. Summary of literature review.

This also discusses Human Rights abuses in Kwahu Tafo Islamic Basic School.

2.1 Meaning of Human Rights, Violation and Abuse:

Different authorities have variously defined Human Rights. The Encyclopedia of the Social Sciences (1930) uses civil liberty interchangeably with human rights, it says, “rights are the freedoms of the individual with regard to ownership of property, religious belief and worship and expression of opinion”.

These are the freedoms, which one seeks in order to make life meaningful. Hornby (1974), defines Human Rights “as those things that all people have or should be entitled to”, for example, access to medical care and education, freedom of religion, among others. Hornby’s view about human rights is that everybody, whether young or old, male or female, lettered or unlettered, is entitled to fundamental human rights.

Banks et al (1990), view human rights as “the rights that every man, woman and child has by birthright to live a dignified life that is free from poverty, illiteracy, cultural and political repression”. Banks and others also remind us that rights are inborn to every person irrespective of gender or age, cited by Odumah in Flolu (2006).

It is discernible from the foregoing definitions that all the authorities basically say the same thing. They are of the view that human rights are not the preserve of any particular person or group of persons. Therefore, they are not to be suppressed by teachers, parents or government, but must rather be protected by them.

Examples of these are:

- i. Right to life
- ii. Right to personal liberty
- iii. Right to education,
- iv. Right to freedom of expression and association

- v. Forced labour
- vi. Equality and from any form of discrimination, etc.

Violation, according to the Dictionary of Current English refers to “disregard or disrespect for one’s right, or breaking anything that is lawful in the society. For example, disturbing a person’s privacy is a violation of his/her right. Abuse is also defined by the same source as, “misuse of a person or thing, using abusive language or maltreating a child or a person. Therefore, a violation is more or less an abuse of a person’s right. A child, according to the Convention on the Rights of the Child, is any person below the age of eighteen (18) years. This means that most of the people in school up to the Senior Secondary School level are children in that context.

2.2 Theoretical/ Conceptual Framework of Human Rights:

Basic theory or concept in human rights is discussed under the following sub-titles:

- i. Concept of Human Rights;
- ii. Categories of Human Rights;
- iii. Characteristics of Human Rights;
- iv. Limitations of Human Rights
- v. Safeguarding Human Rights in Ghanaian Schools.
- vi. Summary of human rights

Concept of Human Rights:

The concept of human rights means that every person is entitled to the standards or conditions necessary for living a decent life. In simple terms, human rights are those basic entitlements that protect our ability to satisfy the basic needs with dignity and respect. The claims we have by virtue of the fact that we are human beings, are

universally recognized as fundamental to the dignity of the individual. For example, right to life. The universality of it is that all over the world, it is wrong to take someone's life, not even one's own life. Human rights may also be defined as universal moral rights: something which all men everywhere, at all times, ought to have including children, and something of children, and something of which no one may be deprived without grave affront to justice. Something, which is owned by every human being simply because he/she is human. They are neither privileges nor contingents upon a prior performance of any duties, so that if children fail to perform they would be taken away from them. That is why they have to be guarded by the law.

Safeguarding Human Rights in Ghanaian Schools

Human rights have to be fought for and when won, steadfastly guarded and maintained with external vigilance and this can be done through public education.

It is erroneously assumed that only Governments or Agents of the State are capable of human rights violations. These violations could characterize private inter-personal or inter-group relations. Furthermore, it is often assumed that individuals become almost not only intuitively aware of human rights but also of their violations, which the Centre must carry out through public education for Civic Education in Ghana.

Categorization of Human Rights:

In the past, attempts were made to categorize human rights into first, second, third and fourth generation rights, depending on one's ideological orientation. Today, however, these arbitrary categorizations have been rightly discredited, and human rights are seen as universal, indivisible, and applicable equally to all persons, (regardless of age, race or color) in the human society. However, for academic purposes as well as for

purposes of identifying particular human rights situations, the writer briefly examined the five (5) main categorization of human rights.

a) Civil and Political Rights

Are sometimes referred to as liberty-oriented or first-generation right. It gives people the freedom to think, to express themselves, and have access to information; the freedom to act and to choose what to do, and freedom to join in the political life of one's community.

b) Economic Rights

These are sometimes referred to as second-oriented or second-generation rights. They provide people with protection against de privation of basic needs of life, such as, food, shelter, health care and work.

c) Social and Cultural Rights

Often referred to as third generation of rights, differs from one group of people to another. However, these rights also recognize that all human rights are universal.

d) Environmental and Developmental Rights

Referred to as fourth generation rights recognizes that people have rights to live in environments that are clean, free from pollution, and protection from destruction. It also recognizes that groups of people should have the rights to political and economic development in a manner consistent with their own culture and beliefs.

Characteristics of Human Rights:

Human Rights have the following characteristics: -

a) Fundamental: because they do not have to be bought, earned or inherited, they belong to people simple because they are human beings. They are based on the inherent worth and dignity of the person (i.e. human being).

b) Universal: because they are the same for all people (i.e. human beings), regardless of race of color, sex, age, religion, different opinions, national, social or political status. We are all born free, equal in dignity, and therefore have the same rights to existence.

c) Inalienable: because they cannot be taken away, as no one (i.e. individual or person) has the right to deprive another person of them, for any reason whatsoever. People are still eligible to human rights even when the laws of their countries do not recognize them or even if they violate such laws.

d) Indivisible: because human beings have to live in dignity. All human beings are entitled to freedom, security, and decent standard of living. It is often said that, “all human rights are human needs, but not all human needs are human rights.”

It is important to note that the realization of human rights is very much dependent on the impact on education, especially, the acquisition of knowledge to uphold and entrench the core values of human rights in society.

Limitations of human rights

Everyone has a right to enable him or her to enjoy the basic needs and freedom from enslave, torture, threatening and other barbaric lifestyle. Its true nobody can deny or take your rights from you.

People have right to life, right to freedom of worship, rights to freedom of associations, right to education, right to shelter, right to marriage and procreation, right to work etc.

Even though people have the rights mentioned above, the law or nature does not permit individuals to misbehave or put up unacceptable behaviors. For instant Human beings have right to life, nobody has right to kill or murder another person. If u kill or murder somebody, the law shall deal with you. You may be fined, imprisoned, or killed by law.

People have right but they do not have right to form groups that brutalize or torture people if you do you will be arrested and prosecuted by the law court. We have right to freedom of movement to where ever you like but you have no right to enter into people's premises or houses without seeking permission. You cannot also steal properties belonging to people even though you have the rights to own property. If you steal and break into people's houses the police will arrest you to the law court for prosecution.

Summary of Concepts of Human Rights:

Human rights are just universal moral rights which all men everywhere including children, without regard to color or race, at all times ought to have and no one should be deprived without grave affront to justice. This concept involves right to life,

personal liberty, human dignity, education and health care. There is also equality before the law, freedom from discrimination, fair trial, the right to own property and the right to work or get employment. There is also freedom of association, of worship, of thought, of conscience, and of expression and finally the right to hold onto your belief. The above-mentioned are both natural and legal rights.

Characteristics of Human Rights

Human rights are characterized under fundamental, universal, inalienable and indivisible rights as mentioned above.

Types of Human Rights

Human Rights have been grouped under civil, political, economic, social and cultural/religious rights and Natural right.

What then are human rights?

Human rights are those needs, which are inherent (inborn) to our nature. Without such conditions of respect and dignity, we live in sub-human existence, (Chrismek 2000). These rights are universal, interdependent and indivisible. They are inalienable, that is, they cannot be abrogated or be taken away from us except by competent law. “Rights” therefore, is something one has just claim or title or ownership to.

Human rights violation is disregarding someone’s rights or denial of such rights. Human rights violation has a history right from the time of Cain and Abel in the Bible, when the former killed Abel, thus denying him the right to life. This attitude has been with us up till today.

Every society has human rights as they have needs. Human rights violations could clearly be seen after the sufferings or atrocities committed by human beings during

the first and second world wars which saw unprecedented violations of human rights and resulted in over 70 million lives being lost and countless others maimed physically, mentally and emotionally for life. This generated worldwide condemnation and effort to create the awareness for global recognition and protection of human rights was pursued internationally.

As a result of these atrocities, various charters, conventions, covenants and declarations were enacted to profess the rights and freedoms of every individual including children. Some of the declaration and charters include the following: -

- The Universal Declaration of Human Rights (UDHR).
- The United Nations Convention on the Rights of the Child (UNCRC).
- The African Charter on the Rights and Welfare of the Child.

All these among others, were against human rights violations of children.

One of the recent concerns in the field of education is that of human rights violations in schools. The key issue here is how adults should interact with children in school. It has been argued that children and for that matter, students do not and should not lose their rights as persons, because they are in school. Article 7 of the International Covenant on Civil and Political Rights (ICCPR), which states that, “no one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment”, captures some aspects of the principles especially the principle of protection from abuse and exploitation.

The Convention on the Rights of the Child (CRC) provides principles for international action between individual practitioners, such as teachers as representatives of the state, and the child (pupil), clients. The principles include the following: -

- Principle of regarding children as persons;
- Principle of respecting the views of children;
- Principle of protection from abuse;
- Principle of non-discrimination.

A major aspect of the philosophy behind the CRC is that children too are persons. As human beings, they have the same inherent values as grown-ups, and so there should be respect for the dignity of children in schools as members of the human community. If children too are persons in the school environment, why are their rights being violated by some perpetrators (teachers) in the school, instead of being protectors of children's rights? It is in line with this that the researcher wants to find out some of the human rights violations in Ghanaian schools with particular reference to Kwahu Tafo Islamic Basic School, as a case study.

General human rights violations in Ghanaian schools include constant strike actions by teachers to demand for salary increases, which deny the children their right to education during the period of strike actions. Another general human rights violation in schools is sexual abuse; for example, rape cases. Girls generally face serious obstacles in school. Gender based violations like rape; sexual assault and sexual harassment are among these obstacles in schools.

Other types of abuses and corporal punishment, mostly caning, Children are also made to kneel down in the open for hours on end or are asked to bend down on one finger on the floor and raise one of their legs up at the back of the classroom. This is a stressful moment for the child.

Causes of these violations include stubbornness, lack of parental control, drug abuse, and exposure to foreign films as well as their desire for material things like mobile phones by students from teachers. The effects of these on the children (students) include school dropouts, teenage pregnancy, truancy, HIV infections and failure in examinations. As a result of these, there have been increasing public outcry of human rights violations in Ghanaian schools; especially the caning and sexual abuses, which has prompted the writer to research into the human rights violations in the study area.

2.3 Forms of Human Rights Violations in schools:

Emotional Abuse

Davis (1996), points out that, “Teachers” attitudes in the class drive children out of school Davis asserted that one source of stress in pupils/students is bullying from one person or more pupils in the same school. It may be in the form of physical abuse that is, hitting or direct verbal abuse that is, indecent name-calling, incessantly taunting and poking fun. It is therefore an unfavorable condition, which also does not encourage students to be in school, since it violates their right to education. Other violations in schools include any act or failure to act by teachers to cause serious behavioral, cognitive, emotional or mental disorders in children. This can include using extreme and or bizarre forms of punishment, such as confinement in a closet or darkroom or being tied to a chair for long period or threatening to terrorize a child or student. Using derogatory terms to describe the child or student, habitual scape gloating or blaming (Ref. Child Abuse Prevention and Treatment Act).

Physical Violations/Abuse

Inflicting physical injury upon a child. This may include, hitting, punching, kicking, beating or any form of brutal assault or otherwise of harming a child. Over –

discipline or physical punishment that is inappropriate to the child's age is a violation. Corporal punishment meted out to pupils/ students have been of major concern to many countries including Ghana and even contested in a number of cases before European court of Human Rights. European court of Human Rights Series 'A' Volume 247 – c reports that many children are punished by teachers and parents which violate the rights of children worldwide. Article 3 of the European Convention of Protection of Human Right and Fundamental Freedom and Article 15 (2a and b), The Ghanaian Constitution provides that “no one person shall, whether or not he is arrested, restricted or detained, be subject to:

- a) Torture or other cruel, inhuman or degrading treatment or punishment,
- b) Any other condition that detracts or is likely to distract from his dignity and worth as human being.

2.4 Definition of Corporal Punishment

It is an activity of punishing pupils or children by hitting a part of the body often with a stick. The forms of corporal punishment are caning, hitting, slapping, weeding, carrying heavy loads like block and gallon of water, squatting, hopping for several minutes, running around the fields and class room and punching, pitching of chins and scrubbing urinal.

2.5 Forms of corporal punishment

Caning

The teachers always punish pupils who come to school late. The late comers receive not less than six lashes. After the pupils received lashes they felt sad in the classroom. They become inattentive and absent minded whenever the teachers are teaching their

lessons pupils normally received canes on their buttocks while few pupils receive on their palms and their backs. Sometimes the teachers do not cane their culprits; they (teachers) rather instruct the offenders to cane themselves one after the other which they call “exchange caning.” If they try to Sympathize with each other by caning lightly. The teacher will demonstrate by caning the sympathizers hard this create enmity and division among pupils.

Weeding

The pupils the teachers refer to as storbbons or recalcitrant are given large portion of school fields to weed. Some pupils are instructed to use blunt cutlasses or hoes to do the work. Sometimes pupils do the work in the hot afternoon; in the scotchy weather. Late comers or offenders sweat profusely and also feel thirsty. Some pupils do the weeding at the detriment of their lessons. Sometimes it takes note less than two days to finish the work. Pupils are sometimes sent to the school farm or garden to weed under the crops such as maize, cassava and beans. Those given internal suspension go to school and weed whiles their friends learn. The offenders go to break when the school breaks for play or rest. The culprits start their work or weeding when it is break over until the school close for that day. The work goes on or continues until the specified days for the punishment is over or elapsed.

Squatting

Another form corporal punishment which is also common practiced at case study school is squatting. The late comers and other offenders are also ask to squat in the corners of the classroom or in front of the class or close to the chalkboard until the teacher in charge finishes teaching. Sometimes the culprits are denied of going out for

break. The offenders squat for a while and raise their hands till they start feeling pains in their thighs and waist.

The teachers developed, discovered, and used another squatting form of punishment known as “tri-squatting”. This form of punishment meted out to pupils involves three [3] activities actions at a goal. The offenders or culprits raise their hands and move forward for a reasonable distance while still squatting.

Kneeling

Kneeling in the school is another common and easy form of corporal punishment meted out or used by teachers. Teachers ask pupils or culprits to go down on their knees for so many hours. The offenders or culprits usually kneel down at the assembly ground, under the trees, in front of the class and on verandas. The teachers engage the culprits to kneel down until the whole period or lesson ends before releasing them (culprits). In some cases, the culprits are also punished to kneel down in scorching weather especially afternoon assembly while inspecting other punishments given out. Sometimes those who are fortunate to have been released earlier will be asked to walk on their knees to the classroom, assembly grounds, school field and staff common room. As a result of kneeling for long, some pupils' knees got swollen and those unfortunate ones who knelt on pebbles sustained injuries on their knees.

Carrying heavy loads

Sometimes, when pupils do wrong or commit an offence, the culprits are punished by carrying heavy loads like twenty-five [25] liters of water, cement blocks and a bucket of sand. The offenders are punished to fill the uncemented classrooms to level the ground and also reduce dust in the classrooms. The culprits use mattocks and pickaxes

to dig the soil or earth, fetch with shovel and carry themselves without any help from other unoffended pupils. After leveling the uncemented classroom, they would then fetch water of 25 litres of gallons and buckets to water dusty classrooms. They fetch as many as the quantity that fill or reduce the dusty nature of the ground.

Another group of miscreants termed as ‘matso’ meaning strong pupils are also engage in carrying heavy blocks to the school’s new site which about half [½] kilometre from the school. Whenever the animals like sheep, goats, fowls and cattle close to drop their downs on the veranda , the offenders are asked fetch water from nearby stream to scrub , sweep and mop the place [veranda].

Hopping and Running Round the Field and the Classroom

The last form of corporal punishment to be discussed under this case study is hopping and running round the field and the classroom. This form of corporal punishment is meted out to some categories of pupils examples those sleeping in class, inattentive pupils, lazy pupils and talkative (those who disturb in class) .

Some pupils do sleep whenever teachers are teaching in class. They complain of work load in their various homes. They (pupils) give excuses that they run errands to their parents before coming to school. The teachers do not take such excuses for that matter, teachers punish those who sleep in class to run round the school field two (2) or three (3) times to keep them active. Those (pupils) do not focus or concentrate on the lesson delivering are also meted out similar punishment by running round the classroom for some specified minutes or time. The teachers call pupils who do not focus or concentrate in class as inattentive pupils. Few pupils also do not want to learn whenever they come to school nor do exercises given to them by teachers also fall

victims of running round the school field and classroom. The last group of victims are those who distract pupils attention in class by making noise, moving up and down , having private conversation also end up receiving their share of punishment by running round the school field and the classroom for a specific time and number until the teachers are content of punishment .

2.6 Causes of Human Rights Violations in Schools:

Teachers caned students for a wide range of infractions, some serious, some extra ordinarily minor. As reasons for punishment, students, teachers and head teachers frequently cited tardiness, making noise or talking in class, truancy or absenteeism, bullying, fighting, stealing, disobedience, rudeness, leaving the classroom or school, when the Teacher is away as some of the causes, other causes of human rights violations include: -

- Failure to complete homework or assignment and unpreparedness for class;
- Using drugs, smoking cigarettes, inattentiveness or falling asleep in class and using profanity;

2.7 Effects of These Violations on Children's Education:

Educational experts argue that the long-term costs of corporal punishment outweigh any short-term benefit that might be gained by its application. Although the application of corporal punishment may take less than a minute, its effects may last for years, and the family, the local community and society, pay the price for teachers' actions. According to one author on the subject, "experts have found out that corporal punishment may produce in children neurotic reactions such as depression, withdrawals, anxiety, and in older children substance abuse, interference with school

work and precocious sexual behavior”. According to many experts in the field, children feel humiliated and degraded. They become angry and resentful towards those who punish them. Their repressed anger can be manifested as hatred towards self and for others. Some psychological and educational research indicates that children who are punished physically are more likely to bully their peers or juniors. “Corporal punishment” may cause children to exhibit increased physical aggressiveness. Coupling aggressiveness with lack of empathy creates a propensity to hurt others without compunction, which affects schoolwork.

Kenyan Educations and Children’s Rights Activists all over the world agree that the imposition of corporal punishment promotes bullying. Kenyan children interviewed by Human Rights Watch affirmed that, they perceive corporal punishment as humiliating, painful, frightening and anger inspiring. Most children say, “Caning” should be stopped, because most of them do not like it, they are afraid of it and it hurts. It is also on record that caning contributed a lot to students becoming rebellious. That anger makes you rebellious to want to revenge after being caned. The fear of the cane makes some children to drop out of school or become uninterested in school.

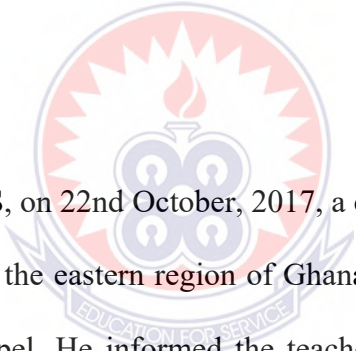
Academically those who are abused in one way or the other normally became dull and look indifferent in class. It is equally true those students of a school that has bullying or other forms of abuses/ violations may not perform well in their final examinations.

2.8 Discussion of Findings On Corporal Punishment in some schools

It has been established that human rights are not the preserve of any particular person or persons, but should be enjoyed by each individual irrespective of his age, race, color, religion or nationality. According to the experts, these rights are not to be

suppressed by teachers, parents or government, but must be protected and respected by them. In many countries, corporal punishment has been identified as a major human rights violation. In schools, teachers often use the cane to check a wide range of infractions, some serious, others minor. Kenya, Nigeria and Ghana are examples of countries that practice caning. Even students are caned for speaking in their native language or for improper dressing, which are considered minor offences. Sexual violence was also discussed as being rampant in South Africa mostly perpetrated by teachers and some head teachers. The researcher is of the view that, of the numerous human rights violations going on in our schools, the commonest among them being caning is a form of corporal punishment, which violates the rights of children and must be stopped.

Local report: Caning



Caning at Nteso D/A JHS, on 22nd October, 2017, a circuit supervisor of Kwahu Tafo in Kwahu east district in the eastern region of Ghana organized teacher's teaching at Kwahu Tafo Presby chapel. He informed the teachers as well as the head teachers about the caning incident that happened at Kwahu Nteso D/A JHS. A girl called Abigail Nancy was bitterly beaten by a teacher of Nteso D/A JHS. A part of her school dress was torn and the bead she wore was also torn. Later, in the evening FM station at Kwahu Abetifi also broadcast the incident that happened at Nteso D/A JHS that is a teacher caned a girl child bitterly at Kwahu Nteso to our surprise a similar caning issue happened at Kwahu Mpraeso Methodist JHS and unfortunately, the teachers who abuse the girls right were transferred to undisclosed schools.

Caning at Kwame Nkrumah University of Science and Technology (KNUST)

23rd and 24th August, 2018, Joy News Prime showed a video clip of a lecturer at KNUST caning university students at the lecture hall which occurred in October 2016. The reason why the lecturer caned the student was not told. When the Joy News Prime TV interviewed the public relation officer of KNUST. He said the lecturer involved was sanctioned but due to security reasons the public relation officer did not mention the lecturer involved and the punishment meted out.

Related literature focused on the different views expressed by numerous authors of great repute on Human Rights. It also described what human rights entail; the types of violations, the causes and effects of these actions were also discussed. A critical aspect observed in this literature review is contributions by Human Rights Watch on violations such as sexual abuse and harassment, corporal punishment in Kenyan Schools and other violations in Ghana and elsewhere.

Research findings in respect of the violations in general have also been discussed fully under the literature review. In conclusion, this literature review has given the researcher an insight into the study, by reviewing the work of Human Rights Watch and other scholars in this area. The research would also help to find out if the issues discussed above exist in Kwahu – Tafo Islamic Basic School (KTIBS) in the Kwahu East District Area. Thus, findings from this study would confirm or contradict the views of the experts in the field.

2.9 Corporal Punishment at Freeman Primary School, Koforidua

Freeman Primary School, Koforidua, Eastern F.M. 105.9 (A Local Radio Station) reported that a teacher caned a child. The child had serious headache afterwards,

which resulted in his death. The female teacher was arrested and detained for some time. It was revealed after medical examination at the hospital that the boy had a boil hidden by the hairs on his head and upon hitting the head with the cane, the boil burst causing the boy's death. In another development at Asokore Methodist Primary School, (E/R), another female teacher (a newly trained), caned a child mercilessly and the pupil who is also a boy fell into coma. The boy was rushed to the hospital before he was revived. These incidents are cruel, inhuman and degrading treatment to the pupils.

years are forced to abandon school, which is their right, to take up marital responsibilities. There are many human rights violations elsewhere, which also need to be looked at.

UNICEF Report on Child Abuse

In the same regard, millions of children are unable to experience basic rights like education. Instead, they are forced to work on family farms, in the markets and on the streets, often doing portering, instead of being in school. Others, however, are utilized in hazardous working conditions in the fishing industry, on industrial plantations, and in brothels as prostitutes. (UNICEF,1998). It is estimated that about two hundred and fifty (250,000,000) million children worldwide between the ages of five (5) and fourteen (14) years' work to earn a living (ILO, 1999). Of this, one hundred and twenty (120) million work full time and one hundred and thirty (130) million-combine school with work. Nigeria for example, is estimated to have twelve (12) million child workers, (Siddiqi and Patrino, 2001). Thousands of children have also worked and continue to work as child soldiers in the civil wars of Africa (Terre des Hommes,

2000). Such alternative time-use for children deprive them of the opportunity of going to school and so violate their rights under the UNCRC.

The Practice of Corporal Punishment in Kenyan Schools

For most Kenyan children, violence is a regular part of the school experience. Teachers use caning, slapping and whipping to maintain classroom discipline and to punish children for poor academic performance. The infliction of corporal punishment is routine, arbitrary and often brutal. The effects are bruises, cuts and more severe injuries (blinding eyes, broken bones, and knocked-out teeth). Beatings by teachers leave children permanently disfigured, disabled or dead (Ref. Human Rights Watch Report – September 9th, 1999). An incident in Tema (Ghana) is similar to the above; where a Teacher (Female) caned a child and accidentally the cane entered the girl's eyes, got her blinded and the parents had to take the Teacher to court. She, by her barbaric disciplinary action, caused bodily harm to the little girl, which is an abuse of her right. Such routine and severe corporal punishment violates both Kenyan, Ghanaian and International Human Rights norms.

According to the U.N. Committee on the Rights of the Child, school corporal punishment is incompatible with the Convention on the Rights of the Child; the world's most widely ratified Human Rights Treaty (Human Rights Watch Report, September, 9, 1999 – Kenyan Children suffer Frequent Beatings by Teachers (Nairobi, Sept., 9, 1999).

2.10 The Violators and the Violated:

In almost all the human rights violations in schools worldwide, the teachers and some head teachers are identified as the violators or perpetrators of such acts, while the children or the students are the violated or victims. In rare cases, do some senior

students become the offenders and violate the girls' rights. When parents also fail in their duty to pay their children's school fees or to provide basic necessities for their children then they also become violators of children's rights.

2.11 Summary of Literature Review:

The related literature focused on the different views expressed by numerous authors of great repute on Human Rights. It also described what human rights entail; the types of violations, the causes and effects of these actions were also discussed. A critical aspect observed in this literature review is contributions by Human Rights watch on violations such corporal punishment in Kenyan Schools and other violations in Ghana and elsewhere.

Research findings in respect of the violations in general have also been discussed fully under the literature review. In conclusion, this literature review has given the researcher an insight into the study, by reviewing the work of Human Rights Watch and other scholars in this area. The research would also help to find out if the issues discussed above exist in Kwahu – Tafo Islamic Basic School (KTIBS) in the Kwahu East District Area. Thus, findings from this study would confirm or contradict the views of the experts in the field.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter defines the profile of the Kwahu – Tafo Islamic Basic School, the historical background of Kwahu-Tafo, the study population, the sample and the sampling technique used in administering the questionnaire, treatment and development of material, validity and reliability and data analysis. The research design the writer used was survey. In this study, the researcher selected samples of students or pupils, teachers and food vendors and administered a questionnaire and also conducted interviews for the pupils or students to collect the data. The researcher also used observation to see what was going on in the school in terms of human rights abuses or violations, since he was also part of the staff in the school of under study.

3.1 Profile of Kwahu-Tafo Islamic Basic School:

Kwahu- Tafo Basic School (Primary Section) was established during the 1995/96 academic year. It started with seven boys, eight girls totaling fifteen pupils. Its aim was to train Islamic Scholars or Muslims, people or pupils in the Zongo Community as well as interested Citizens to also learn Arabic text or recitation of Quran and English Language. The Junior High School (JHS) was also established in 2009 attached to the primary school on the same compound. The Junior High School (JHS) started with eight pupils, six boys and two girls.

In 2005 a philanthropist called Nana Ameyaw Gyensiana or Kwahu Tafo progressive council, friends of UK started helping schools in the town with poor infrastructures. The progressive council started building six classrooms for the school. The building

started by Kwahu Tafo Progressive council, commissioned the school in 2012. The school currently has six unit classrooms with two classrooms for kindergarten.

The NDC Government also built (3) three classrooms, office and staff common room for the Junior High School in 2011. The subjects study in school are English Language, Mathematics, Integrated Science, Religious and Moral Education (RME), Twi, (BDT) Basic Design Technology, ICT Information Communication Technology and Arabic language. The school has sixteen teachers and four food vendors' female teachers are eight, male teachers are also eight. The food vendors are female.

Figure 1: Pupils/ students population is as follow:

Classes	Male	Female	Number	Percentage	
				Male	Female
KG. 1	20	25	45	44	55
KG. 2	15	15	30	50	50
P1	15	17	32	46.8	53
P2	12	13	25	48	52
P3	10	13	23	43	56
P4	8	12	20	40	60
P5	10	15	25	40	60
P6	9	11	20	45	55
JHS 1	15	12	27	55	45
JHS 2	11	16	27	40.7	59.2
JHS 3	18	13	31	58	42
Total	143	162	305		

Background of Kwahu – Tafo:

Kwahu – Tafo is in the Eastern of Ghana in Kwahu – East District. It was formally under Kwahu – south District. The capital town of Kwahu – East District is Abetifi. The people of Kwahu – Tafo are Akans. They speak Twi. The stool name of the people of Kwahu – Tafo is Onofoe which means hunting ground or hunting expedition for Kwahu – Traditional area. Their main clan is Asona.

The traditional capital town of Kwahus is Abene near Abetifi. Abene is the seat of the paramount chief of Kwahu – Traditional area. The settlers are of the same clan called Asona. The name of the paramount chief is Daasebre Akuamoaa Boateng II.

The people of Kwahu- Tafo migrated from Mampong Asante through Ahwenease to Kibi and settled there for some time. They continued their Journey to Anwanweso which is cited on a plateau. Their settlement is through intertribal wars. On their way coming, they brought their black stool which was protected and covered to Anwanweso. This black stool was sent into the cave for safety keeping because they were staying on a plateau.

The chief of Kwahu – Tafo is named after first chief because of the stool name for the land (Kwahu Traditional). It is well known to Land department of Ghana as Onofoe stool land. There are so many sub-chiefs under him (Paramount chief).

The left wing chief of Kwahu is called Bankum division. Also the right wing chief is Nifa division. All the chiefs that is sub chiefs pay allegiance to Daasebre Akuamoaa Boateng II who is the current president of house of chiefs and Kwahu Paramount chief of Kwahu – Traditional area.

In the olden days, Kwahu – Tafo people were hunters. On their hunting expedition, they hunted for animals like antelopes, deer's, grass cutters, crocodile and few others to mention. They were dire need of water to drink. On their hunting expedition, the hunters discovered a river which was actually falling from mountain to the level ground. The sound was named after the river "Bupru". It lies at the middle of the town. It is the main source of water for entire villages and sister towns. Kwahu- Tafor was the name given to the inheritance of the settlers of the town. The town had been the centre of the hunting ground of the Kwahu – Traditional area. It is through this the

ancestors gave traditional name Twafohene of Kwahu- Traditional area, meaning traditional leader.

The ancestors of Kwahu believed in lesser gods. They had several lesser gods but Buruku was had been the most powerful and famous in Kwahu- Traditional area. When there is any misfortune or disaster Buruku is to be consulted for specification or explanation. Anytime there was disaster, outbreak of disease and other calamities, the chief and his elders go to consulted Buruku shrine and performed rituals as the custom demands. The purification is done through pouring of libation, after that mashed yam and plantain with palm oil and eggs were sprinkled along the banks at river Bupru.

On the other hand they perform these rituals to eradicate the bad spirit away from the system. Their rituals are also performed to ensure peace and development. People of Kwahu- Tafo absented Awudae as one of the rituals days where the town folks do not go to farm. Besides that, all the Fridays within the week is also observed as a day of resting to give glory and honour to their black stool (Onofoe). People do not go to farm on Fridays because it was believed the black stool (Onofoe) was to brought to Anwanweneso on Friday. If anybody goes to farm on Friday it means he or she breaks the taboo. Therefore, the person is punished by pacifying a life sheep and schnapps to the lesser gods. Another ritual is that the land never to Buruku shrine should be cleared for farming activities or plant yam.

If anybody refuses to respect the notions and goes contrary, he or she will never proper in life. This ritual has come to stay in the Kwahu- Tafo community. Those who pay allegiance to supreme Buruku do not eat or plant water yam near Buruku. They also not to dump refuse nearer to Buruku shrine. Women or girls at their menstrual periods do not visit the shrine until eight-day duration.

When the migrants came to Odwenanoma Mountain called Kwahu- Scarp, they were about hundreds comprised of men, women and children. Today the population has increased rapidly to about two thousand five hundred.

The size of the town as a t now is almost one kilometer square. The weather condition at Kwahu – Tafo and its village and towns is favorable for farming and fishing activities. It has semi-deciduous forest. It rains for about (8) eight month in the rainy season and four (4) months for drought. The weather is windy throughout the year.

They experience coldness and hotness throughout the year. The weather becomes foggy in the rainy season. Even though people there are very familiar with the weather pattern, it is inconsistencies farming activities. They depend largely on God for the favorable weather conditions for annual crop production.

The main crops grown in the locality are maize, Cassava, Plantain, Cocoyam etc. Despite the fact that people there are subsistence farmers, few grow tomatoes, pepper, garden eggs and okro as cash crops. Those around Lake Afram practice mechanized farming and irrigation. The towns that practice irrigation farming are Amate, Kwahu-Amanfrom and Kotoso near Kwahu – Tafo.

People who settle near the Lake Afram used canoon, engine books and Afram Queen as their means of transport. Those in hinter land travel by vehicle to their destination. Kwahu – Tafo as compared to some towns at Kwahu – Traditional has no water problem. The River Bupru which lies at the centre of town serves as a major source of water to the community and some nearby towns like Kwahu – Nteso and few others.

There are about twenty boreholes in the town which also serve the entire community and sister towns as the source of drinkable water. Currently, Kwahu- Tafo has developed tremendously. We all know that development depends on education, clinic,

police station tarred roads, banks, community libraries and sanitary inspection services.

In terms of education, Kwahu- Tafo has eleven Basic schools. Eight have schools have Junior High Schools attached to the primary. Three have no Junior High Schools attached to their Primary schools. Kwahu- Tafo has Technical institute and a senior High School. The conducive atmosphere and fast development of the town has attracted teachers and other workers render their services to Kwahu – Tafo Township. Kwahu – Tafo owns a clinic which has been developed by the Roman Catholic Relief Agency. Another one is primary Health Care Centre also called Community Health Clinic. There had been electricity in the town since 1980 since Kwahu – Tafo has become semi commercial town, it has three banks namely Kwahu – Praso, Dumpong and Kwahu – Rural Banks.

The roads are tarred which are motor able to the urban areas. This enables the traders from urban areas to trade with the local dwellers. At times barter trade is also practiced at Kwahu – Trade with the local dwellers. At times barter trade is also practiced at Kwahu – Tafo. The inhabitants who stay along River bring their species of fisher to exchange with food stuffs.

Kwahu – Tafo had been the centre of attraction like that of Timbutu where all the traders and fishmongers come to trade. The main market day falls on Sunday every week. All traders from far and near come to Kwahu – Tafo to sell their goods.

Farmers come with their foodstuffs to the market to sell. Fishmongers who live along Lake Afram also come to the market to exchange their fish with food stuffs in order to make a living. Also, Kotoso a short distance from Kwahu – Tafo a short distance from Kwahu – Tafo has a market centre where traders go on Tuesdays to buy fishes and sell their articles of clothing.

The types of food stuffs sent to Kotoso market are plantain, yam, cassava and processed corn and cassava dough. Kente and “fugu” are also sent to the market. Kwahu-Tafo being a semi commercial town has sanitary inspectors who see to cleanliness of the entire community.

Finally, on religion, there are still indigenous and some strangers who worship idols or lesser gods called fetish priests and priestess. Because of dynamic nature of the society, there are so many Christians with their various churches. Muslims are also found in the town who worship Allah (God).

They pray five times daily as their ideologue demands. The town together with chief and his elders appointed a chief for development of the town known as Nana Ameyaw Coyensiana III.

Eventually the community has got a library which enables students to do research work, seek for information and acquire knowledge. Kwahu Tafo which was settled by Asona clan migrated from Ahwenease through Kibi to Anuaneso to present Kwahu – Tafo came in small population. The population increased randomly. Also they had been their traditional beliefs and taboos to guide them in case of any eventuality. In the olden days Kwahu- Tafo was serving as a hunting ground or hunting expedition where all the Kwahus came to hunt for animals.

Kwahu – Tafo been a semi commercial town possesses these facilities electricity tarred roads, clinics, market, good drink water and schools.

3.2 Methodology:

The organization of this section of the methodology is as follows:

1. Population and sampling procedure
2. Instrumentation
3. Administration of instrument

4. Validity and Reliability/ Pilot study
5. Treatment and Development of material
6. Data Analysis and Presentation

The population:

The target population for this study is the Kwahu – Tafo Islamic Basic School with a student or pupil’s population of three hundred and five (305), (16) sixteen teachers and four (4) food vendors. The school has kindergarten, Primary and Junior High school (JHS).

Sample and sampling procedure:

Sample and sampling procedure since it was difficult or cumbersome or virtually impossible to contact all the individuals or pupils on the school compound and teachers and food vendors, the stratified random sampling was used. This method was applied because it affords equal opportunity to pupils and teachers. Using this method, a sampling size of fifty (50) pupils/ students was obtained. Sampling for the teachers and food vendors was also conducted: using stratified random sampling technique to obtain a sampling of eight (8) teachers and two (2) sampling size of food vendors. Another fifty (50) pupils/ pupils were randomly interviewed to illicit requisite information.

Table 1: The target Population:

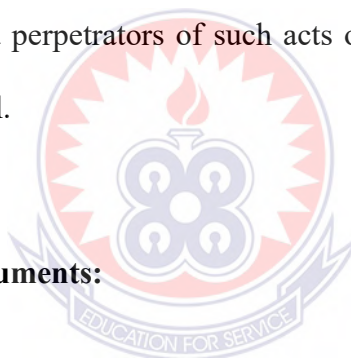
Food vendors	2
Teachers	8
Students/pupils (questionnaire)	50
Students/ pupils interviewed	50
Total	110

Instrumentation:

The study was conducted through observation, questionnaire and interview. The researcher on the daily basis carried out the observation since he is also a staff member of the school under study. The researcher attached an illustration, a picture of pupils taken when observing JHS one pupils scrubbing and mopping school urinal and toilet close to a stream. The pupils were doing the work as punishment while school was in session. The picture was taken without the knowledge or notifying the pupils or students and it was fixed in the appendix or illustration. The writer also saw pupils or students being caned on campus for coming to school late. The pupils who were termed or named recalcitrant, who also break school's rules were also asked to weed the school field. This was firsthand information gathered. The questionnaire for students or pupils had sixteen (16) items and that of the teachers also contained twelve (12) items. The questions on the questionnaire for pupils or students were divided into two (2) sections and were developed based on the objective of the study. It was made up of closed and opened – ended questions. The section A of the questionnaire for the students catered for personal information about the respondents such as sex, age, level or class and subjects like and dislike.

The section B: emphasized on the general knowledge of pupils or student's views on human rights abuses and student's recommendations on how human rights abuses or violations should be controlled or checked and suggestions made to the school authorities. The questions asked had open– ended questions to enable the respondents express their views willingly. The questionnaire for teachers and food vendors had items with some of the questions relating to human rights abuses in general and in the school in particular.

Again, it had open – ended question that solicited free expressions of ideas or views. The researcher spent enough time in interviewing fifty (50) students on human rights abuses in the school. Some of the pupils or students interestingly mentioned some of the abuses and identified perpetrators of such acts on the victims (violated) who are their friends in the school.



Administration of instruments:

A short education and discussion was conducted to the respondents for a better understanding of the various items on the questionnaire for them to provide the correct responses to the questions asked or administered. Some of the respondents took the questionnaire away which they submitted later.

Validity and Reliability/Pilot study:

The questionnaire was employed because of the following:

Firstly, it promotes confidentiality

Secondly, the population of the study selected (Kwahu- Tafo Islamic Basic School), is literate and can therefore understand the questions asked.

Lastly, the questionnaire was designed for self-administration, thus, the researcher need not be present during the time of the respondents answering the questions. The systematic and critical manner, in which the researcher prepared the research instruments, and under took the whole study certainly made the information valid and reliable.

By the pilot study, the researcher used a set of students and teachers in different environment or schools. The schools piloted for the study were Roman Catholic and Presbyterian Basic Schools all in Kwahu – Tafo Township, pre-tested the instrument(s) before using it to test the selected and category of teachers and pupils or students. Thus, the experience that the writer gained from pilot testing served as firsthand information for the study. It helped the researcher to be used to the problems or difficulties he would have encountered with the procedure, design to the study and use of the questionnaire when administered to a larger group.

Treatment and Development of material:

The researcher sought permission from teachers to distribute the questionnaire to the pupils randomly selected. The respondents in JHS were given three days to respond to the questions while those respondents in upper primary were asked to respond in five days' time.

The researcher visited each class to familiarize himself with the various sections in school that is, kindergarten, primary and Junior High School and the teachers to foster the inter person relationship between the researcher and the teachers involved. The other fifty (50) students were interviewed whenever the researcher had free periods, during break time and sometimes immediately after worship on Wednesdays.

Data Analysis and Presentation:

Responses of respondents were numbered, quantified, summarized analysed and classified. The tables were also used to facilitate analysis of data.



CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION


4.0 Introduction:

This chapter deals with analysis of collected data based on the research questions. The interviews conducted on the sampled population are described, analyzed and inferences made to assess human right violation Kwahu Tafo Islamic basic school. Basically, the violation in the school under study, its impact on students' perception of such abusers going to serve as the bases of conclusion and recommendations that would be reached.

4.1 Part One: Teachers questionnaire- (Appendix 'A')

Item 1:

Table 4. 1: Chapter on Fundamental Human rights of the 1992 Constitution of the Republic of Ghana.



Chapter	Frequency	Percentage (%)
28	4	16
16	12	48
5	8	32
9	1	4
Total	25	100

The table above shows five 5(17%) of the respondents chose chapter 28 to be the chapter that talks about the fundamental human right in the 1992 constitution of the republic Ghana, while eleven (11) respondents (36%) also said, it can be found in

chapter 16. At the same time, eight (8) respondents (27%) indicated that fundamental human rights could be found in chapter 5 of the 1992 constitution of the republic of Ghana. The remaining one respondent (3%) indicated it could be found in chapter 9 of the constitution. However, the correct answer is chapter 5 of the 1992 constitution, which talks about human rights. Since only 8 respondents representing (37%) of the total respondents knew the correct answer, it implies that the majority of the teaching and non- teaching staff do not bother much about knowing their fundamental human rights and so can easily abuse other people's rights. The next item was to find out if there human rights violations in Ghanaian schools.

Item 2:

Table 4.3: Human Right Violation in Ghanaian Schools.

Responses	Frequency	Percentage
YES	19	76
NO	8	24
Total	25	100

The above table indicated six respondents (24%) disagreed that there is human right violation in Ghanaian schools. However, nineteen (19) respondents (76%) agreed that in fact there have been reported cases of human right violation going on in our schools.

The implication is that since majority of the respondents (teaching and non- teaching staff) agreed that there are human right violations going on in many Ghanaian

schools, it needs to be addressed. The next item sought to find out some of the human right violation in Kwahu Tafo Islamic School.

Item 3:

Affirmation of corporal punishment in Kwahu Tafo Islamic School:

When asked to list five of such violations that go on in Kwahu Tafo Islamic School by those who agreed in item 2, the following are some of the corporal punishments listed:

- ❖ Excessive use of cane by some teachers.
- ❖ Weeding
- ❖ Hopping
- ❖ Carrying heavy loads
- ❖ Running round the school field



This goes to prove that human right violations go on in Kwahu Tafo Islamic School and this must be checked by school authorities. The next item sought to find out if corporal punishment is the best sought of action to use to instill discipline in the students.

Item 4:**Table 4.4: Corporal Punishment as the Best Method to Discipline Students:**

RESPONSES	FREQUENCY	PERCENTAGE
YES	20	80
NO	5	20
TOTAL	25	100

An observation of table 4 shows that twenty (20) respondents (80%) indicate that they agree corporal punishment should be the best methods for instilling discipline in students. Five (5) respondents (20%) stated that corporal punishment should not be the form of best forms for checking indiscipline in students. The implication is that the twenty (20) respondents (80) are likely to apply corporal punishment themselves to discipline student and also to encourage others to do the same when the needs arises. The item, which follows, sought to find out if students know when their rights are violated.

Item 5:**Table 4.5: Awareness of Students about the Violation of Their Right.**

RESPONSES	FREQUENCY	PERCENTAGE
YES	21	84
NO	4	16
TOTAL	25	100

The above table indicated that twenty one (21) respondents (84) are of the view that students are aware when their rights are violated since students report cases of severe canning and molestation to the headmaster and their parents, while four (4) respondents indicated that students do not know when their rights are violated. The implication here is that since many respondents affirmed students know when their rights are violated, they will report such abuses to the school authorities for redress.

Item 6:

In item 6, Appendix 'A', the researcher sought to find out the causes of human right violation in Kwahu Tafo Islamic School. From the information gathered, eighteen (18) respondents (72%) indicated that some of the causes of students being canned or punished are disrespect for teachers and students, failure to pay school fees by parents on time, too much talking in class and a tradition (homoing) that goes on in the school for seniors to bully as a way of welcoming new students, because they (i.e. the senior) were subjected to the same treatment by the seniors they met when they first entered the school. Six (6) respondents (24%) also indicated that some male teachers satisfy their uncontrollable sexual desires by abusing some girls sexually.

The remaining one (1) respondent (4%) attributed this to some conflicts between male teachers and students girls. From above, it shows that the students' rights (i.e. especially female students) are violated in the school for a wide range of causes and which should be prevented or address.

Item 7a: Appendix 'A'**Table 4.6: Effects of corporal punishment on Students' Performance**

RESPONSES	FREQUENCY	PERCENTAGE
YES	20	80
NO	5	20
TOTAL	25	100

From the table above, twenty (20) respondents (80%) indicated that corporal punishment in the form of caning and other abuses of rights have effects on students' academic performance. The other five (5) respondents (20%) said they do not affect students' academic performance. Since majority of the respondents do agree or say that human abuses in the school affects student's academic performance, some measures must be put in place to check such abuses of student's rights.

Item 7b, sought for the ways in which these affect the student's work: -

- ❖ Female students who dropout or abandon their education can get pregnant.
- ❖ Emotionally, students become timid and are afraid of teachers who punish them which make them not to like their subjects.
- ❖ Students who fail to pay their school fees and are punished do not come to school regularly.
- ❖ Excessive caning may cause students to be injured.
- ❖ Some may fail their examinations because of truancy and drop out from school

Item 4.8: Appendix ‘A’**TABLE 4.7: Violators of Students’ Rights in the School.**

Violators	Frequency	percentage
Teachers	17	68
Senior students	5	20
Parents	3	12
Total	25	100

Seventeen respondents representing (68%) indicated that teachers are the greatest violators of students’ rights in the school. Five respondents representing twenty percent (20%) also stated that senior students themselves are the violators of other student’s rights’ the remaining three (3) respondents (12%) said parents are those who violate students right since some refuse to pay their wards school fees on time making them to be canned. The implication of the above analysis is that teachers are those who normally abuse students’ rights which make some students stop schooling in school under study.

Item 9 of Appendix ‘A’**Table 4.8: Violated/ Victims of Human Rights in the School**

Violators	Frequency	percentage
Teachers	1	4
Students	24	96
Parents	-	-
Total	25	100

From the above table, information gathered shows that 24 respondents (96) indicated that students are the most victims or violated human rights abuses in the school. The only respondent 4 percent who indicated that teachers are the violated said some students abuse teachers verbally in the school by calling them names and use other derogatory remarks at them as well. However, no respondent's (0%) indicated that parents are victims or violated of human rights' in the school. This implies that whose right is violated in the school are students and this must be checked. The next item on the questionnaire sought to find out whether students know where to seek redress when their rights are abused or violated.

Item 10 (a) Appendix 'A'**Table 4.9 Where to seek redress in the school:**

Responses	Frequency	percentage
Yes	22	92
No	2	8
Total	25	100

The table above indicated that twenty-three (22) respondents (92%) know where to seek redress when their rights is violated in the school, while last two (2) respondents (8%) said students do not know where to report cases of human right abuses. This is due to the facts that either they do not know or do not want to report at all. The next part of the question asked for two of such places to seek redress.

Item 10 (b):

The information gathered indicates twenty-three (23) respondents representing (92%) stated that school management or administration should be the authority to report to and seek redress for their cases of abuse whiles the remaining two (2) respondents representing (8%) said students should seek redress from the guidance and counseling section.

From the above analysis it was found out that majority of the respondents were of the view that students whose rights have been violated or abuse to seek redress of their

cases from the school authorities. The next and final question sought to find out measures that should be put in place to check human right violation in the school.

Item 12 – measures to check violations in Kwahu Tafo basic school

In this last item in the teacher's questionnaire, the researcher sought for suggestions or measures to check human right abuses and found out measures that 17 respondents (68%) stated the following measures among others for adoption:

- ❖ The Ghana Education Service GES should organize orientation for teachers on the dangers of human right abuses and its effects on students.
- ❖ The Ministry of Education through Ghana Education Service should establish counseling centers in school to deal with the issues of human right abuses.
- ❖ Seven respondents (28%) said that perpetrators these acts should be dismissed from the school.
- ❖ The remaining two (2) respondents (8%) were also of the view that students should be advised to comport themselves so that they will not be canned or punished for the least offences they commit.
- ❖ The above suggestions imply if teachers are made aware of human rights violations and dangers of its effects on the entire students' body human right violations in schools will reduce drastically and students generally will have peace of mind to study thereby achieving the 90% goal set by the development plan of the school.

4.2. Part two: students' Questionnaire

Analysis for Preliminary Data

The items in section A for the questionnaire for students are designed to find out the background of respondents. The information sought to include age, sex, subjects of study and level of students.

Item 1 – Age distribution

The age distribution of students is as shown in table 10.

Table 10: Age Distribution

Age	Frequency	Percentage
13-15	7	14
16-18	39	78
19-21	4	8
22 and above	-	-
Total	50	100

The above table shows the age group of student's respondents between 16-18years being the highest with 78%. This is so because the new educational policy has made it in such a way that majority of students might have attained the age 12 by the time they are leaving the first cycle institutions - (i.e.jss3).

Item 2 - Sex:

With regard to gender, the information so gathered indicates thirty-eight (38) respondents of sample represented 76, which represents being females and remaining 12 respondents which represents 24% males. This is because Kwahu Tafo Islamic basic school is predominantly female school due to the fact that there is no much effort from the boys in town to attend school, hence the few boys.

Subjects of study:

Analysis of this item shows that 28% of the student respondents like religious and moral education, 32% like English and Arabic studies, 6% like mathematics, 30% like basic design technology (Pre-technical skills, vocational skills, home economics) and 4% like integrated science.

The following are the subjects studied in Kwahu Tafo Islamic basic school: English Language, Religious and Moral Education, Integrated Science, Mathematics, Twi, Arabic Studies, Social Studies and Basic Design Technology (creative art).

Item 4 – level of students:

This item on the student's questionnaire indicates that 20% of the respondents were in jss1, 36% were in J.S.S 1, 36% were in J.S.S 2, and 44% represents the J. S.S 3 which is the highest, can be attributed to the time of administration of questionnaire. This is because most of the jss3 students were easily available since they were preparing to write their Basic Education Certificate Examination (BECE). They were therefore on their own with little attention from teachers, while J.S.S 1 and J.S.S 2 students were still attending classes and their teachers were always present in class. Thus, notwithstanding, this would not have serious impact on the general to come since the

J.S.S 3 students have been in the school compound for more years and are therefore more familiar with the human rights abuses or violations going on in the school.

4.3 – ANALYSIS OF MAIN DATA OF APPENDIX ‘B’:

This has been based on the following students’ knowledge and perception of human right violations, evaluation of the causes and effects of the abuses of rights violations in the school.

Item 1:

On the question in item1, appendix ‘B’, which sought to find out in which constitution of Ghana is fundamental human rights fully enshrined, out of the total sample of fifty (50) respondents (90%) indicated 1992 constitution, (i.e. 45students). The remaining five (5) respondents (10%) stated 1957 constitution as the answer.

However, the answer is 1992 constitution.

This implies that majority of the students are aware that the 1992 constitution (that is, the constitution of their time), has enshrined fully the fundamental human rights and so the students are conscious of these rights and would therefore try to safeguard their rights and ensure that they are not violated.

Item 2:

Talking about item 2, Appendix ‘B’, the researcher asked whether there are human rights violations in Ghanaian schools.

Table 11: Human Rights Violations in Ghanaian Schools:

Responses	Frequency	Percentage
Yes	46	92
No	4	8
Total	50	100

The table above shows the forty-six (46) respondents (92%) indicated that there are human rights violations in Ghanaian schools, while four (4) respondents (8%) said there are no human rights violations in Ghanaian schools. This implies that majority of the respondents affirmed the assertion that human right violations do go on In Ghanaian schools.

Item 3: List of Human Rights Violations in Ghanaian Schools.

The forty-six (92%) respondents in the above item who indicated YES listed among other things, the following violations as going on in Ghanaian schools:

- Strike actions by teachers, which lead to reduction of school time resulting in the inability to complete syllabus by some teachers.
- Sexual abuse sexual harassments by some teachers.
- Over-crowding in classrooms.
- Corporal punishments, mostly excessive caning.
- Molestation/harassments by seniors (form threes to form one).

- Internal suspension preventing students concerned from attending classes.

The list indicated above, shows that indeed, there are various forms of human rights violations in Ghanaian schools.

Item 4:

This question also sought to find out whether some of this abuses/ violations do go on in Kwahu Tafo Islamic basic school. Still those respondents who confirmed that there are human rights violations in schools in Ghana also said that human rights violations do go on in Kwahu Tafo Islamic School.

They gave the following as some of the violation:

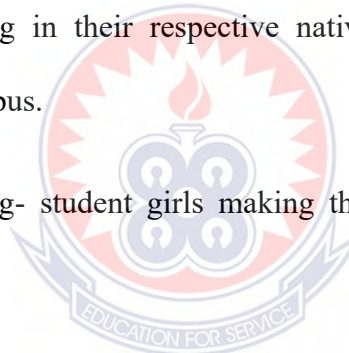
- Corporal punishments, example, canning, to instill discipline in the students.
- Punishing school fees defaulters.
- Excessive weeding by peoples
- Carrying heavy loads
- Assaulting students by teachers and some senior students on duty.

By implication, majority of the students are saying that there are human rights violations in Kwahu Tafo Islamic basic school; which goes to prove the assumption that – there are human rights violations in Ghanaian schools generally, and Kwahu Tafo Islamic basic school in particular, as proved by forty-six (92%) respondents as against the remaining four (8%) who said that there are no violations in the school under study. The next questions sought to find out the causes of these violations in the school under study (i.e. Kwahu Tafo Islamic School).

Item 5: Causes of Violations in Kwahu Tafo Islamic School

Information gathered on causes of violations in school under study (i.e. kwahu tafo Islamic basic school), indicated the following as some of the causes:

- Students' disrespect for teachers and senior students.
- Financial constraints (i.e. students unable to pay school fees on time).
- Exploitation on part of teachers or classmates on students who are morally or academically weak.
- Truancy or absenteeism.
- Students speaking in their respective native languages instead of English language on campus.
- Improper dressing- student girls making their uniforms low-waist with big belts.
- Bullying as a tradition in school.
- Disobeying school rules and regulations.



Item 6:

Effects of corporal punishment in the School studies.

The researcher sought to find out the effects of human rights abuses in the case study school (i.e. Kwahu Tafo Islamic Basic School). Information gathered from item 6 - Appendix 'B', shows that human rights violations have effects on the students'

academic performance. Majority of respondents, forty-five (45) or (90%) stated some of these as effects of the violations of the rights:

- Some students fail in examinations because they are not regular at school.
- Corporal punishment may result in withdrawal and anxiety among children or students, thus interfering with their studies and school work.
- Excessive caning may cause children (i.e. students) to exhibit increased aggressiveness, which affects school activities.
- School humiliated and degraded when caned or abused in full glare of the student body resulting in those caned bullying their peers or juniors.
- Caning contributes a lot to rebellious attitude and anger in students; and this makes some want revenge for being caned.
- Academically, those who are abused in one way or other, especially when sexually, normally become dull and look indifferent in class.

The next item sought to find out violators or perpetrators of human rights violations in the school.

Item 7: Appendix 'B'

Violators or perpetrators of Human Rights Violations in the Case Study School.

Forty (40) respondents (80%) indicted that teachers are the greatest violators of students' rights in the school, four (4) respondents (8%) also stated that students themselves are the violators of other students' rights, five (5) other respondents (10%) indicated non-teaching staff (food vendors) as violators of students' rights, since they

fail to do most of their duties (sometimes they do not bring food in time, insult students for using their cups, water and soup).

The remaining one (1) respondent (2%) also said parents are the violators because some of them also refuse to pay their children's school on time. The implication of the above analysis is that teachers are those who normally abuse students' rights in the school under study (i.e. Kwahu-Tafo basic school).

Item8: Violators or Victims of Human Rights Violations in the School.

The researcher sought find out the violated or victims of human rights violations in kwahu-tafo basic school. From information collected, forty (42%) respondents representing (84%) indicated that students are most of the time violated or victims of human rights abuses in the school. This also the reason given by those who were interviewed. They even mentioned some names of those students who have been abused and assaulted sexually.

Seven (7) other respondents (14%) were of the view that teachers are the victims or the violated in sexual abuse. The reason being that female students in their short dresses, exhibit the partial nakedness of their bodies to entice the teachers while in class. The remaining one (1) respondent (2%) also stated parents as victims in some cases. The students or their wards fail to pay up school fees given them by their parents; and often times, use their money to buy things. In the long run, they are sacked from the school for failure to pay school fees, thus disgracing their parents.

Item 9: To whom should the students seek redress for their grievances?

The researcher wanted to find out the persons or person to whom the students should go to in order to seek redress for their grievances. The information gathered indicated that thirty-seven (37) respondents (74%) stated that the school authorities should be the people students should report and seek redress for cases of abuse or violations of their rights. Two (2) other respondents (4%) also said that students should seek redress from their friends whenever they are abused. Yet, ten (10) respondents (20%) were of the view that the school's guidance and counseling section should be the appropriate authority for their grievance from abuses or violations of their human rights. From the above analysis it was found out that majority of the respondents were of the view that students should seek redress for their cases of abuse or violations of human rights from the school authorities.

Item 10: Appendix 'B'

Table 12: School Authorities Awareness of Human Rights Violations in the School.

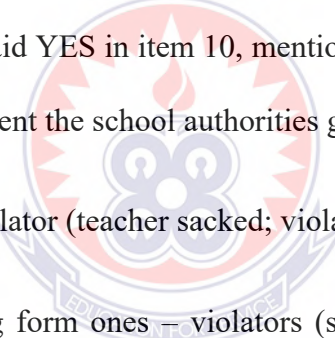
Responses	Frequency	Percentage
Yes	32	64
No	18	36
Total	50	100

The table above shows that out of fifty (100%) respondents, thirty-two (64%) said YES, meaning that the school authorities are aware of some of the human rights

abuses or violations in the school, this evidenced by sexual abuse between a teacher and a student, and the girl had to report the cases to headmaster who then sacked the teacher after thorough investigations. Eighteen (18) respondents (36%) were also of the view that some of the students do not report cases of human right abuses by the teachers, if they do report. This implies that the school authorities cannot be unaware of the violations of human rights in the school. Something concrete therefore must be done, to put a stop or eradicate it completely from the school.

Item 11: specific abuse/ violations in the school and the punishments given to the violators.

Information gathered from item 11 – Appendix ‘B’, indicated that the thirty-seven (64%) respondents who said YES in item 10, mentioned the following specific abuses in the school and punishment the school authorities gave the violators:

- 
- a) Sexual abuse – violator (teacher sacked; violator or victim remained in school.
 - b) Molesting/bullying form ones – violators (some form threes) two (2) weeks external suspension given to them.
 - c) Verbal abuses – violators (teachers) not punished because students did not report.
 - d) A teacher forcing students to buy her wares – violator (teacher) not punished. Students were afraid to report because of her status in the school.

The eighteen (18) respondents (36%) who said NO in item 10, did not write any specific abuse or violator which implies that they did know any, but there were some specific human rights violations going on in the school and when

there are reported to the school authorities, the violators would likely be sacked or talked to, depending on the intensity or the severity of the abuse or violation.

Item 12:

Suggestions by students to check future abuses or human rights violations in the school under study (i.e. Kwahu Tafo Islamic Basic School). In response to item 12, appendix b, which was based on the suggestion to check future occurrences of human rights violations in the school under study, seventeen (17) respondents (54%) suggested that an effective disciplinary committee should be set up to investigate any or all cases of abuses in the school. Fifteen (15) respondents (30%) indicated that students should be bold enough to report abuses or violations of human rights in the school to the authorities. Four (4) respondents (8%) suggested that all students should know where to report their abusive cases. Six (6) respondents (12%) suggested all of the above-mentioned points.

The rest of eight (8) respondents (16%) gave other suggestions such as:-

- Teachers should be made aware of the psychological effects of violations on students by the Ghana education services.
- Students must obey school rules and regulations to avoid being caned; and that.
- The introduction of human right education in the school will help a great deal.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS

AND RECOMMENDATION

5.0 Introduction

This chapter is separated into three parts. The first part deals with the summary of findings, the second deals with conclusions based on the findings and the third part deals with the recommendations that would assist the promotion of human rights in Kwahu Tafo Islamic Basic School in particular and Ghanaian school in general.

5.1 Summaries of Findings:

The purpose of the study was to look at human rights violations in Ghanaian schools. Kwahu Tafo Islamic basic school was taken as a case study. A sample of 125 persons comprising students, teachers and non-teaching staff were selected using stratified random sampling technique. Both questionnaire and interview were used and the outcome of the study summarized. After critically examining the study, the researcher came out with the following findings.

Findings from the study revealed that most of the teachers did not know which chapter of the 1992 fourth republican constitution talked about fundamental human rights, but agreed that there have been reported cases of human rights violations in Ghanaian schools. Of those agreed, (76% respondents), mentioned some of the violations as follows:

- Excessive weeding by pupils
- Running round the classrooms
- Currying heavy loads

- Canning

The study also revealed that corporal punishment is used to instill discipline in the students. Teachers use caning and whipping to maintain classroom discipline and disobedience of school rules and regulations. It was also found out that violations of human right in the schools have effect on the student academic performance as pointed out by (80%) respondents that because of canning some students fail their examinations and results drop out of school.

Human rights violations in Ghanaian schools, which the writer is researching into was found to be going on in the Kwahu Tafo Islamic Basic School with 80% teachers being the violators, and with 92% of the students being the violated of such acts. This also confirms what human rights watch report said is going on in Kenyan schools, as reported by the writer in the literature review section of this study.

The researcher found out that corporal punishment was used as the best method for instilling discipline in the students and that some teachers also abuse some student girls sexually. It's also came out from the research that some teachers also abuse students verbally, by so doing degrading them. This was evidenced by assertion made by forty-six (92%) respondents as against the remaining four (8%) who said that there are no such violations in the school.

It was also found out that students do know whom to seek redress for their grievances, when thirty-two (74%) of the respondents said: "they will seek redress of their grievances from the school authorities". This also negates the assumption that there is nowhere to seek redress whenever their students' rights are violated.

5.2 Conclusions:

From the research conducted and after critical analysis of data gathered and interpreted, it's obvious that there are human rights violations in Ghanaian schools generally and in the Kwahu Tafo Islamic basic school in particular.

This was agreed by 92% of the student's respondents indicating that human rights violations do occur in the school and have even made suggestions as to how to eradicate those human rights violations in the school. It's also emphasized by 68% of the teaching and non-teaching staff, recommending ways for checking the abuses and dealing with the violators of these acts in the school in the data analysis.

The researcher also concludes that even though human right abuses in the schools is minimal, as compared to human rights watch report from Kenya, it has been able to give an insight into what the concept of human rights violations are in the school. However, if human rights education is embarked upon in the school it will benefit the teaching and non-teaching staff as well as the students to comport themselves so that they will not be found wanting by the school laws.

This is because the 1992 republican constitution of Ghana has devoted a whole chapter on fundamental human rights and mechanism for their protection in Ghana (chapter 5 to be precise) then the researcher considers it expedient for both students and teachers to read that chapter of the 1992 constitution of Ghana.

5.3. Recommendations and suggestions

The writer made the following recommendations based on the findings of the study as the way forward to promote human rights in the school; the following are to be noted:

- ✓ The Ministry of Education through the Ghana Education Service should create awareness by organizing campaigns and training for practicing teachers on discipline and alternatives for corporal punishments in schools.
- ✓ The Ministry of Education through the Ghana Education Service should;
 - a) Support the capacity of the school guidance and counseling program to counsel both offenders and victims of human rights violations in schools.
 - b) Sponsor workshops to train teachers on methods of disciplining students who physically abusive.
 - c) Scholarships should be given to needy but brilliant students who cannot afford to pay fees and school bills.
 - d) See to it that classrooms are not over crowded.
 - e) Counselors in the schools should be provided with permanent offices so as they will be regular in the schools.

Ghana Education Service should investigate thoroughly every incident of severe corporal punishment or sexual abuses reported in the Ghanaian media by parents and publish the result of investigations and the penalties given to the violators.

School authorities and teachers'

- a) To refrain from disciplining students corporally.
- b) To educate and support other staff members to stop using physical discipline.
- c) Report cases of corporal punishments, sexual abuse and harassments to the ministry of education and the Ghana education service for redress.

5.4. Suggestions for Further Research

To have a clear perspective about the place of human rights violations in the Ghanaian schools, they suggested that further research should be conducted to cover a whole region and even beyond. This should more importantly, find out more human right violations by teachers, parents and some students in the region and beyond.

The results will help the Ghana Education Service (GES), Ministry of Education (M.O.E), the Commission on Human Rights and Administrative Justices (CHRAG) and National Commission for Civil Education (NCCE) to streamline and shape the rough edges on the protection of students' rights. Find below excerpts of contributions made by both students and teachers on the promotion of human rights and eradication of its abuse in the school.

1. Teachers' suggestions:-

- a) Teachers should ban the use of the cane.
- b) There should be dismissal for offenders (especially male teachers) who propose female students in the school.
- c) Talks on human rights violations in the school should be encouraged or promoted.
- d) Counseling of students should be on regular basis in the school to enable students to comport themselves and dress as decently as possible.
- e) Orientation needs to be given to school authorities and teachers on human rights education.
- f) Ghana Education Service should sponsor teachers to further their educations on human rights education.

g) Ghana Education Service should provide district education human rights offices to deal with human rights abuses cases.

2. Students' suggestions

a) Corporal punishments, especially, canning should be abolished by the Ghana education service and school authorities because it is painful and barbaric.

b) Students must know where to seek redress when their rights are abused.

c) The schools Students' Representative Council (SRC) should be effective enough to handle cases of human rights abuses of students in school.

d) Setting up of disciplinary committees to also help with human rights abuses or violations in the schools.

e) The guidance and counseling should be empowered to conduct human right education seminars in the school and to educate and create awareness for students to know and protect their rights as enshrined in Chapter 5 of the 1992 republican constitution of Ghana.

f) Severe disciplinary actions of punishments (including dismissal) should be given to violators of human rights in the school without regard to status or position in the school.

g) Students should report cases of abuses of abuse or violations of their rights to school authorities without fear or favor.

h) Teachers who abuse students sexually or impregnate any female students must be asked to marry such student.

- i) The school authorities should allow final year students to write their examinations even when they fail to pay their fees on time and ensure full payment of such fees before collecting their final results.



REFERENCES

- Afari, G. K. (1998). *The Ghanaian constitution. An introduction*. Accra. Friedrich Ebert Foundation.
- Check, W. A. (1986). *Child Abuse, Prevention and Treatment Act*. New York, Chelsea House.
- Children's Act (1998). *The Rights of the Child*. Accra, The Parliament House.
- Daily Guide, Monday, June 18, 2007, (Front Page Daily Graphic Newspaper) June 7, 2007. (Back page), Accra.
- Davis, A. (1996). *Strategies Direction and Development of the School*. New York, Routledge.
- Ghana Education Service (1994), Code of Discipline for Basic Schools, Accra, Headquarters.
- Human Capital Development and Operations, Working paper Washington, USA. – World Bank
- Human right watch, (1999). *Kenya Children Suffer Frequent Beatings by Teachers*. H.R.W. Report.
- Human rights watch, (2004a). Africa: Ghana, <http://hrw.org/Africa&c=ghana>.
- Human rights watch, (2004b). *About H.R.W.* <http://hrw.org/about>
- Human Rights Watch, (2007) Sexual Violence, Rampant in Schools. South Africa. (HRW, March 27, 2007).
- <http://hrw.org/English/docs/1999/09/Kenya/1654-txt.htm>
- [http://www.hrw.org/reports/1999/Kenya/Kenya 1994-04.htm](http://www.hrw.org/reports/1999/Kenya/Kenya%201994-04.htm).
- ILO. (1999). *A New Tool to Combat the Worst Forms of Child Labour*. Geneva
- ILO. Conventions 182, Geneva: ILO Campaign Office Report.
- Mensah, C. C. (2001). *Essentials of Human Rights Education*. Accra, Chrismek Rights Foundation.
- Nerquaye, T. (1996). *Coping with Sexual Abuse and Teenage Pregnancy*, Accra. Asempra Publishers.
- The Ghana National Commission on Children (GNCC) (2000) Ghana's Children: The Child's Perspective.

The Convention on the Rights of the Child (CRC) AND UNICEF (1990).

The Government of Ghana: 1992 Constitution of the Republic of Ghana.

The Human Rights Watch (2007), Scared at School: Sexual Violence against Girls in South African schools. South Africa. (H.R.W. Report).

Siddiqi, F., & Patrionos, H. A. (2001): *Child Labour: Issues, Causes and Interventions*.

Terre des homes (2000): Child Soldiers: The Lost Childhood.

United Nations declaration of human rights –article 16(2). New York.

United States: Hatred in the Hallways: Violence and Discrimination Against

Lesbians, Gay, Bisexual and Transgender Students in U.S. Schools, U.S.A.
[www:hrw.org/reports/201/safrica.htm](http://www.hrw.org/reports/201/safrica.htm).



APPENDIX A

**QUESTIONNAIRE FOR TEACHING AND NON-TEACHING STAFF OF
KWAHU TAFO ISLAMIC BASIC SCHOOL.**

Your co-operation is being solicited. Kindly answer the questions as frankly as possible. This questionnaire is being used to find out the human rights violations or abuses in Ghanaian schools, especially in Kwahu Tafo Islamic basic school. Your response will be used to write a master's (graduate) project work in education. Be informed that it is purely an academic exercise and the response you will give will be kept confidential.

Your co-operation is being solicited. Kindly answer the questions frankly as possible.

THICK WHERE NECESSARY

(1) In which part of the constitution can one find the fundamental human right enshrined?

28 [] 16 [] 5 [] 9 []

(2) Are there human rights violations in Ghanaian schools?

YES [] NO []

(3) If your answer is YES in the above question, list five of such violations in Kwahu Tafo Islamic basic school.

a)

b)

c)

d)

e)

(4) Is corporal punishment the best disciplinary method to be used in instilling discipline in students?

YES []

NO []

(5) Do students know when their rights are violated?

YES []

NO []

(6) What are the causes of these violations?

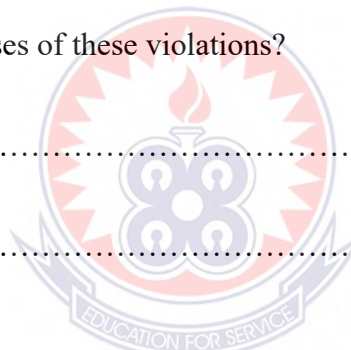
a)

b)

c)

d)

e)



(7a) Do these violations in schools affect students' academic performance?

YES []

NO []

(b) In what ways do these affect students' work?

a).....

b).....

c).....

d).....

e).....

8) Who violate the rights of students in the school?

.....

.....

9) Who are the violated or victims of such abuses of rights in schools?

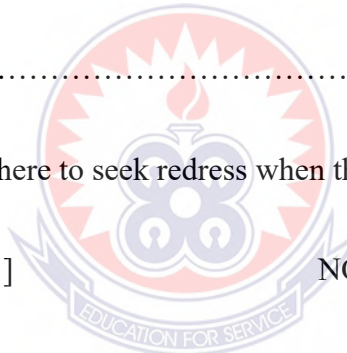
.....

.....

10a) do students know where to seek redress when their rights are violated?

YES []

NO []



(b) State two bodies where students could report violations or abuses of their rights and to seek redress.

.....

.....

(11) What measures would you give to school authorities to check human rights violations in the school?

a)

b)

c)

d)

e)

f)



2. Are there Human Rights Violations in Ghanaian Schools?

YES []

NO []

3. If your answer is YES in the above question, please list any five of such human rights violations/ abuses in your school.

a)

b)

c)

d)

e)

4. What are the causes of these violations in your school?

a)

b)

c)

d)

e)

5. In your opinion what will be the effects of these violations on students' academic work?

.....

.....

.....
.....

6. Who are the violators or perpetrators of these acts in your schools?

.....
.....

7. Who are the violators in these cases of abuse?

.....
.....

8. Where do the victims or the violated report their cases to or seek redress?

.....
.....

9. Are the school authorities aware of these abuses in the school?

YES []

NO []

10. If your answer is YES in the above question, write down specific abuses/violations in the school and say whether the violator was punished, suspended or sacked?

.....
.....
.....
.....

.....
.....

11. What are your suggestions in checking future occurrences of these violations in your school?

- a)
- b)
- c)
- d)
- e)





A girl punished to scrub the urinal for coming to school late



Boys punished for misbehaving in class.



Boys punished to fetch water whiles friends are learning in the classroom.



A girls punished to run round the field for coming to school late



Boys punished to run round the school compound for disturbing in class.



A boy punished to carry a block to the school's new site for beating a junior