



## Original Research

## Child Rights in Schools: Teachers' and Students' Awareness and Practices in Primary Schools of Wollega Zones

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### Abstract

*This study aimed at investigating how child right in school has been conceived and practiced by primary school teachers and students. Both quantitative and qualitative data were collected from teachers, students, principals and supervisors in the primary schools. Accordingly, 540 primary school students and 220 teachers selected randomly from two zones (Kellem and West Wollega Zones) in the Oromia region. In addition, the qualitative data were collected from 5 principals/supervisors who are purposefully selected from each zone. Questionnaire, interview, focus group discussion and document analysis were used to secure the necessary data. Descriptive phrases, percentages, mean scores, Pearson correlation, and Chi-square test were used to analyze the collected data. The result indicated that teachers' awareness on child rights in school is not to the expected level. Most of the students are relatively aware of their rights. But, they couldn't balance these rights with their duties in schools. Teachers believe that awareness of child rights can improve students' discipline in school. Pearson's correlation confirmed that awareness of child rights and student discipline were found to be positively correlated. Similarly, the Chi-square test result indicated that there is an association between working place and the awareness of the convention on the right of the child by the UN in 1989. Though the prevalence and magnitude are decreasing, still corporal punishment is there in primary schools. But, students are resisting it. The mechanisms used to promote child rights in schools are not effective. Finally, the researchers concluded that teachers' awareness and practices on child rights in schools is not as to the required level. But, students are relatively in a better position on their awareness. The implications of this were identified and suggestions for further research were also forwarded.*

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### INTRODUCTION

The values given to the child and its position varies based on time and cultures (Save the children, 2007). It was in the 20<sup>th</sup> century that childhood is provided with a clear definition that it is a special period of the life cycle. It has been also recognized as a time for education, recreation, growth and discovery. However, childhood remains a period of hardship for many years. It has been evident

that the child is influenced by many factors, such as immediate people (eg. family) and the remote social systems like school, the community, the government and the mass media. Besides, the scope and rate of recent social changes in demography, the economy, and technology have made nurturance of children difficult and child abuse has become a social problem (Moyles & Hargreaves,

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2003; Frobel in Aggarwal, 2004; Scourfield, 2003). Then it was during the late 20<sup>th</sup> century time that state parties and UN agencies triggered to look into the status of the right of children in a much deeper sense (Bulti, 2003).

The human rights of children are fundamental international human rights that protect all children from abuse by adults and caregivers wherever they live: at home, at school, in jail, in refugee camps, etc. as enshrined in the United Nations Convention on the rights of the child ( Habtamu, 2006).

A well nurtured and educated child population is a necessary foundation for modern, productive and knowledge-based economy that can effectively participate in today's globalized world. The way we raise and care for our children at home and especially at school plays a vital role in this case. It is undeniable that children constitute a precious wealth of society, tomorrow's responsible citizens, and are the future builders of any nation. So due attention and care for children is more important for their fullest development in social, physical, psychological and intellectual aspects of their life.

To this end, education is vital because, it is considered as an instrument used for the exercise of all human rights. It promotes individual freedom and empowerment and yields important development benefits. In addition, it is a crucial means for the social, moral and skill development of the child. Moreover, it develops the child's competency to function effectively and efficiently in such fast changing and globalized society. Therefore, safe learning environment (school) and aware of teachers who can create such environment are important (Unicef, 2009).

On the other hand, unsafe learning environment and maltreatment of the child in school can destroy the child's enthusiasm for learning and sets stage for serious emotional

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and behavioral problems. Riak (1998) indicated that one of the causes for this maltreatment of the child in school may result from lack of the awareness on the human rights of the child. Habtamu (2006) suggested that children and their caregivers should know these rights. According to the United Nations Cyber School bus (2009), these rights and fundamental freedom allow us to fully develop and use our human qualities, our intelligence, our talents and our conscience and to satisfy our spiritual and other needs.

Hence, the Convention on the Rights of Child (CRC), 1990 proclaims that an atmosphere of happiness, love and understanding should be provided for the full and harmonious development of the personality of the child (Samridhi & Ruchi, 2015). In the same line, the Ethiopian government moved towards the practical phases of CRC under different policy instruments, revised strategies, and implementation modalities. Among the policies adopted, the Education and Training Policy EETP (1994) was one. The policy has four general objectives from which one gives emphasis on bringing up citizens who respect human rights, which has been stated as follows: "Bringing up citizens who respect human rights, stand for well-being of people as well as for equality, justice and peace, endowed with democratic culture and discipline" P<sub>1</sub>.

In this case, schools and other stakeholders have responsibilities to realize the above objective. This is because schools are the place where children spend much time next to their home. Again, it is the place where the child who is expected to be the desired citizen tomorrow, starts learning social life. The child lives with other children, teachers, principals, and other members of staff having different backgrounds. Such life experience in schools is a base for the child

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to have a democratic culture and discipline which may help the child to live peacefully and productively in his future adult life with society, especially in a multicultural society like that of Ethiopia (Matthias and Paul de, 2007).

Subsequently, one of the intimate friend for the child in the school, who has direct contact and expected to be a model in his/her day to day activities in and outside the classroom is the teacher. As Save the Children (2007) put briefly, teachers are duty-bearers in school who have responsibilities to respect, protect and fulfill rights of the child/student. Thus, for the school to serve as a model of human rights learning and practice, all teachers and staff need to be able to both transmit and model Human Rights value (UN, 2006).

However, different researches conducted in different areas of the country revealed that there was child rights violation in Ethiopian schools (Daniel & Gobena, 1998; Save the Children, 2002). Accordingly, corporal punishment, mainly in the form of beating with the hand or stick, is frequently used by both parents at home and teachers in schools, to discipline children. Other types of punishment such as kneeling down, holding ears, twisting pens between fingers, beating while blindfolded or tied, locking up, etc. have been mentioned by fewer groups.

Besides, studies showed that as to the attitude of teachers and students towards acceptability of corporal punishment, still 22% of the teachers and 60% of the students reported that they believed kneeling down as a permissible form of punishment. However, 40% of teachers and 40% of students believed that teachers should not hit students. With regard to being informed about the prohibition of corporal punishment, 75% of the teachers and only 26% of the students were knowledgeable (Marlijin, 2011; Save the

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Children, 2008). These imply that the school community still lacks the necessary attitude towards promoting these rights in the schools.

Hence, teachers in school should feel responsible to support for the effective implementation of those rights in the school and they have to incorporate rights into their normal teaching practice (Save the Children, 2006). However, the progress is not as expected to be (Amsale, 2009). In supporting this, some studies showed that Children were subjected to different kinds of maltreatment in schools and corporal punishment is highly prevalent despite the legal prohibition in Ethiopia. And, children who are maltreated are less attentive and engaged in school, have higher absenteeism, lower grades, lower test scores, and are more likely to drop out of school than children who are not maltreated (Daniel & Gobena, 1998; Tigist & Derege, 1997; Maria & Kirrily, 2015).

Students themselves have also a vital role in the effective implementation of these rights because; different studies showed that if teachers and students have a better awareness/knowledge of child rights, it will lead to a better promotion of child rights in schools (Shumba, 2003; Sathiyaraj & Jayaraman, 2013; Samridhi & Ruchi, 2015). However; according to Save the Children (2006), there are misconceptions about what it means to have rights in general. This is particularly true of children's rights, where there is a prevailing view that children having an awareness of their rights undermine adult authority and encourages young people to behave selfishly and irresponsibly. This is similar to what the researchers' observed during supervision in schools, especially in primary schools found in the aforementioned Zones. To this end, stakeholders, particularly teachers' and students' awareness is very important to correct such misconceptions in schools.

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However; in the above studies/ researches the status of teachers' and students' awareness on child rights in schools has not been given attention to the required level as it has an impact on their practice. In addition, a significant number of similar researches (related to child rights) have not been conducted in schools, particularly at Wollega University's catchment area. Hence, to minimize this gap the researchers have found it necessary to undertake a study that deals with the teachers' and students' awareness and their practices on child rights in school.

### **Research Questions**

Therefore, this study is basically designed to assess how child right in school has been conceived and practiced by primary school teachers and students. To this end, the following basic questions were answered by this study.

1. What is the status of primary school teachers' awareness on child rights in schools in the study area?
2. What is the status of primary school students' awareness on child rights in schools in the study area?
3. Does place of work have an association with primary school teachers' awareness of child rights?
4. What are the teachers' and students' views on whether awareness of child right improves students' discipline?
5. Which are the commonly violated children's rights in primary schools in the study area?
6. Is there any relationship between children' rights awareness and students' discipline in primary schools i the study area?
7. What are the mechanisms used to promote child rights in the schools?

### **Research Design and Methodology**

The very nature of this study requires employing a mixed method research design.

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As a result, both quantitative and qualitative approaches were used in tandem to provide a better understanding of the research problem and questions. Particularly, the explanatory sequential design was employed. Accordingly, after the analysis of the quantitative data, qualitative data were collected and analysed to explain or elaborate on the quantitative result (Creswell, 2012).

### **Population, samples and sampling**

Both primary and secondary data sources were used for this study. Especially, the first-hand information was collected from teachers, students, school principals and supervisors. In addition, minutes and reports of the Parent Teacher Association (PTA) were used to collect data related to the students' discipline in school. Moreover, different studies conducted in local and abroad, books, documents and Website sources were used to collect the secondary data for this research.

The research follows the administrative structures of the sampled zones. Accordingly, among the four Wollega administrative zones two (Kellem and West Wollega zones) were randomly selected. Coming to the sampling technique, cluster sampling technique was employed. In cluster sampling, the researchers chose a sample in two or more stages and divided each of them in urban and rural areas/districts, because either the researchers cannot easily identify the population as the population is extremely large. Thus, 30 % of these districts and town administrative were selected randomly from the zones using Gay and Arasian (2005) probability sample size determination technique. Accordingly, Table 1 shows the population, sample distribution, and sampling technique of the study.

**Table 1:***Population, Sample Distribution and Sampling Technique*

Participants	Sample size	Sampling technique	Tool	Method
Students	520	Randomly	Questionnaire	Quantitative
Teachers	226	Randomly	Questionnaire	Quantitative
Students	20	Purposive	FGD	Qualitative
Supervisors/or principal	10	Purposive	Interview	Qualitative

As the research is mixed by method, the researchers collected the qualitative data from various management hierarchies (supervisors, school principals and teachers) from the sampled schools, while the quantitative data was collected through questionnaire from the sampled teachers and students (Table 1).

### Instruments

The data for the study is collected using four data collection instruments, namely: questionnaires, focus group discussion, document analysis and interview guide.

The questionnaire is developed to obtain information about teachers' and students' awareness and practices on promoting child rights in their schools. The students' questionnaire was translated into Afan Oromo (mother tongue) by the language experts. The Likert Scale was used for the four scales with 1=Strongly Disagree; 2=Dis Agree; 3=Undecided; 4=Agree and 5=Strongly Agree. Accordingly, the first scale with six items was prepared to measure respondents' awareness on child rights in school. The second scale with six items was developed to assess the commonly violated rights in school. The third scale containing eleven items was used to measure the

respondents' view on the contributions of awareness of child rights in school discipline and the last scale with ten items was organized to identify the mechanisms used to promote child right in school. In addition, Yes/No type and open –ended questions were also included in the questionnaire.

The second tool used to collect data was interview guide. It was used to obtain relevant data that will not be handled by the questionnaire. Therefore, semi-structured interview was held with purposefully selected teachers and principals/supervisors separately. The third data gathering tool in this study was a focus group discussion. It was held with the purposefully selected students in the sampled schools. The purpose is to supplement and enrich the information that was drawn from the questionnaire, and interview. Lastly, document analysis was conducted, particularly minutes of the Parent Teacher Association (PTA). It has been used as another additional source of data about the students' behavior. Records about the students' discipline problems have been identified using this source.

### Data Collection Procedures

The Data collection was held sequentially in two rounds. The first round consists of collecting quantitative data and the second

one was collecting qualitative data which were used to elaborate on the quantitative results. According to Creswell (2012), the rationale for this approach is that the quantitative data and results provide a general picture of the research problem; more analysis, specifically through qualitative data collection, is needed to refine, extend, or explain the general picture. The quantitative data were collected initially from sampled teachers and students. After analyzing the quantitative data, the researchers went for collecting the qualitative data through interview, document analysis and focus group discussion. Prior to the data collection, discussions were held between the two researchers on how to reach the sampled schools in a time saving and systematic way. Then, the data were collected according to the planned schedule.

Pilot testing was conducted in one primary school with 60 students and 44 teachers teaching in the schools. In addition, we have also done face validation with language experts and instructors from our

home Universities. Based on this validation we have tried to correct, the content and the structure of sentences and phrases. Besides, after the data have been collected, Cronbach alpha was used to test the reliability of the questionnaire. Consequently, the result showed that for both the teachers' and students' questionnaire the Cronbach's alpha values were above the 0.07.

### Methods of Data analysis

The data collected from the aforementioned sources were accordingly sorted out and tallied. Then, different statistical methods and procedures were applied to answer the basic questions set at the beginning of the study. Accordingly, descriptive phrases for the qualitative data and statistical tools like percentages, frequency were used to answer the 4<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> research questions. Chi-square test for the 3<sup>rd</sup> research question, and the Pearson correlation test was used for the 5<sup>th</sup> research question. The SPSS (version 20) software was used to analyze the quantitative data.

## Result

### Primary School Teachers' Awareness

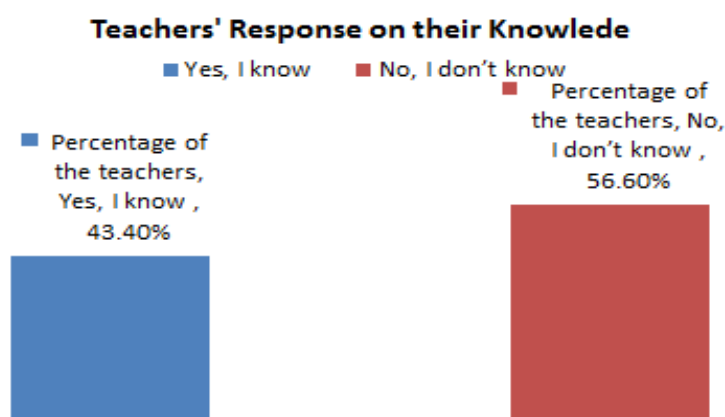


Figure 1. Teachers' Awareness of the 1989 United Nations Convention on Child Rights.

The above graph (Graph 1) showed that 56.6% of teacher respondents are not familiar

with the Convention of Child Rights agreed in 1989 by the United Nations. Only 43.4% of

them are familiar with this convention. In addition, the study indicated that, mass-media/TV or Radio has been ranked first chosen by 27.4% of the respondents as their source of awareness regarding the child rights. Different written materials like newspapers (by 20.5%), pre-service training(15%),Internet(8%),documents related to policies (8% each), non-government bodies (5.3%) and workshops (4%) has been ranked as a second, third, fourth, fifth, sixth and seventh respectively. From this, one can say that, the respondents use mass-media as the major source of awareness while workshops are the least sources (Figure 1).

**Primary School Students’ Awareness**

The result of this study on students’ self-report on their awareness of the UN convention on the Child Rights indicated that the majority (73.7%) of the student respondents are familiar with the United

Nations Convention on the Rights of the Child in 1989. The remaining 26.3% of them reported that they are not familiar. Mass-media (TV or Radio) and schools have been chosen by 79.4% of the respondents each (ranked first) as their source of awareness regarding the child right. Different written materials, government bodies, family member, different policy/ law documents, neighbors, NGOs and Internet has been chosen as major sources by 55%, 51.5%,48%,46%,31%,30.4% 23.5% respectively. From this, one can say that, mass-media and schools are the major sources of awareness for most of these students. On the contrary, Family, Different documents/polices like law, Neighbors, NGOs and Internet are not chosen as a major source by the respondents to familiarize them about the issue of child right in schools (Table 2).

**Place of Work and Primary School Teachers Awareness**

**Table 2**

*Percentage of teachers’ Responses on their Awareness of child rights in schools based on their workplaces*

Work Place	Awareness on the Rights	
	Yes	No
Rural	29%	71%
Urban	50.70%	49.30%
Total	43.40%	56.60%

Table 2 showed that more than half of urban teachers indicated that they know child rights in schools. But, 71% of rural teachers said “No”. On the other hand, a chi-square test of independence was held to examine the relation between workplace (urban/rural) and child right awareness. The relation between these variables was significant  $X^2(1,226) =9.69, P=0.002$ . Hence, it might be deduced that there is an association between working place and the awareness of the convention on the right of the child by the UN in 1989.

**Teachers’ and Students’ Views on whether Child right Awareness Improves Students’ Discipline**

**Table 3**

*Teachers’ and Students’ Views on whether Child Rights Awareness Improves Students’ Discipline or Not.*

Items	Teachers’ Response		
	Agree (%)	Undecided (%)	Disagree (%)
Preserving child rights in schools will improve the students’ discipline.	77	14.2	8.8
If students participate in decision making they can respect the schools’ rules.	87.6	7.1	5.3
Promoting child rights in school will reduce clashes among the students.	85	7.1	8
Understanding child right in school will make the students clean their school compound.	89.4	7.1	3.5
The awareness of child right in schools can make the management of students easy.	48.7	15	36.3
The awareness of child right in school can make students respect each other’s rights.	71.7	21.2	7.1

As it is indicated in Table 3, the majority of teacher respondents agreed to all items except item 5. This result is also similar with the students’ response in this particular scale. This implies that most of the respondents (teachers and students) believe that child right awareness improves school discipline.

**The commonly violated children's rights**

Almost half (50%) of student respondents agreed that there is still corporal punishment in primary school in the study area. And almost the quarter (24.8%) of teacher respondents agreed with this item too. In addition, 46% of teacher respondents and 57% of students said “yes” to the question “do you think that child right is violated in your schools?”

**The Correlation between Children’ Rights Awareness and Students’ Discipline**

**Table 4**

*Correlation between Awareness and Discipline*

	Discipline
Awareness	.543**

**P\*\* < 0.01**

Pearson correlation(r) was used to determine the relationship between child right awareness and students’ discipline (Table 4). Accordingly, the result showed that the relationship is positive and strong [r= 0.543; N= 520; P=0.002]

**The mechanisms used to Promote Child Right in Schools**

From the quantitative data analysis, teacher and student respondents showed that only,

the following activities/practices are known in their schools to enhance child right awareness:-discussion with students on child rights in the schools under the study area at the beginning of the year as an orientation; considering Child rights when school rules are prepared; participating students in disciplining the school together with the other member of the school community.

**Discussion**



### **Primary School Teachers' Awareness**

The result of this study indicated that almost more than half of the teachers do not have the knowledge of the conventions. This may be due to the fact that the schools in the study area are not creating good opportunities for the teachers to enhance their awareness. It is shown that mass-media/TV or Radio has been ranked first while workshops are the last by teacher respondents as their source of awareness regarding child rights in schools. This implies that sources of awareness for these teachers are very limited to only one source which may affect negatively their level of understanding.

In addition, the qualitative data showed that teachers' awareness regarding child rights in schools is not to the required level. In supporting this, teacher 'Badhasa' said, *"teachers' awareness of Child rights in school is very limited."* In the same line, Bashatu added, *"school teachers do have very limited understanding of child rights in schools except Civic teachers"*.

Hence, teachers' awareness about child rights in school is not to the expected level. Even those few teachers assumed to be aware may mostly relate child right in school with only having the view against physical punishment, but it is beyond that. This finding is opposite to the study conducted in Nigeria by Samridhi and Ruchi (2015), which shows that almost all teachers in both government and private primary schools in Jamu were knowledgeable regarding child rights. Hence, this is an obstacle for the better promotion of child rights in schools (Shumba, 2003; Sathiyaraj & Jayaraman, 2013; Samridhi & Ruchi 2015).

### **Primary School Students' Awareness**

The majority of the students do have the knowledge of the conventions. But, still more than one fourth of them do not know the convention. On the other hand, though most of

these students knew their rights, teacher respondents, about 42.5% of them believed that students are not obedient to their teachers. In addition, most of the respondents' view (from the qualitative data) revealed that students are becoming disobedient to their teachers because they only consider their rights. They have ignored their responsibilities to their schools, teachers and the community. In supporting this, the document (PTA minutes) clearly indicated that, most of the disciplinary problems observed on students in the schools are disobedient to their teachers, principals and even parents and are not respecting or accepting their duties in the schools. For example, they do not accept orders/or direction from their teachers, do not do homework, not wear Uniforms, do fight with teachers and students, absent from class without reason, come late, etc. In supporting this, one of the interviewees /a principal 'Guchisa' said:

*Students have the awareness on child rights in schools. But, they do not have the necessary commitment to accomplish their responsibilities. Rather, they always cry only for their rights. For instance, doing homework, respecting teachers, arriving at school in time, having the necessary discipline in the classroom are their duties but they do not give attention to them. Furthermore, replying unnecessary words to their teachers by being disobedient is common in our school; even there are some students who want to fight with their teachers. We have faced such type of students and we have punished them.*

Similarly, many of the qualitative data from the focus group discussion with students and interview with principals and supervisors reflected the same issue.

This finding is in disagreement with the idea stated in Save the Children (2006) and Kamau (2013), that while a child has a right to be listened to and have her or his views given due weight, she or he has a corresponding responsibility to listen to the views of others. This implies that, children in schools should give equal attention to their rights as well as their responsibility. Hence, the awareness creation of children about their rights should also involve understanding the reciprocal responsibilities these rights imply.

### **Place of Work and Primary School Teachers Awareness**

The result from a chi-square test of independence above indicated that the relation between these two variables (work place and awareness of child right) was significant. Hence, it might be deduced that there is an association between working place and the awareness of the convention on the right of the child by the UN in 1989. Urban teachers were more likely than the rural ones to have better awareness. This finding is in line with the conclusion made by Colclough, Rose, Tembon (2000) and Aramide (2010) based on their research result conducted in different developing countries.

### **Teachers' and Students' Views on whether Child right Awareness Improves Students' Discipline**

As it is indicated in Table 3, most of the respondents agreed that preserving child rights in schools will improve the students' discipline; if students participate in decision making they can respect the schools' rules; promoting child rights in school will reduce clashes among the students; understanding child right in school will make the students clean their school compound ;the

awareness of child right in school will make students respect each other's rights; the rate of abusing students in school can be reduced after the understanding of child right.

Hence it seems that, both teachers and student respondents believed that child rights' awareness improves the students' discipline in schools. This view is a good opportunity to promote child rights in the schools. However, the researchers suggest strongly that further research should be conducted on the impact of promoting child rights in schools on students' discipline because, one of the limitation of this study is that we couldn't involve parents and other important bodies which may contribute much for the further success of this paper.

### **The Correlation between Children' Rights Awareness and Students' Discipline**

The result of the Pearson correlation( $r$ ) above showed that the relationship is positive and strong. Hence, it might be deduced that students 'awareness on child rights and student discipline were found to be strongly and positively correlated (Cohen, 1998). Therefore, it is believed that, in order to improve students' discipline in schools, the concerned body should work hard to enhance the school community's particularly the students' awareness related to child rights in schools by providing updated trainings. However, enhancing the awareness on rights only cannot make it effective. It should be balanced with duties/responsibilities (Save the Children, 2006).

### **The commonly violated children's rights**

Almost half (50%) of student respondents agreed that there is still corporal punishment in primary school in the study area. And almost the quarter (24.8%) of teacher respondents agreed with this item too. In relation to this, the qualitative

data have shown that most of teachers in these schools do not believe that beating /physical punishment or psychological punishment has negative impact on the child's future life and then of the country. But, they reserve themselves from applying such types of punishment officially in schools simply because of the fear of being penalized based on the rules set in the schools. They do not know the science behind it. In supporting one of the interviewee 'Ayana' said:

*Teachers do not believe that beating /physical punishment has negative impact on the child's future life and then of the country. But, they reserve themselves from applying such types of punishment in schools; simply because they frustrate the rule and they may be penalized. They do not know the science behind. Most of the time teachers carry a stick because they believe that unless we carry it on our hand students may not obey us.*

This implies that teachers believe that unless they carry sticks in their hand, their students do not respect them. Hence, still corporal punishment (in the form of beating with the stick) is going on in the schools. In relation to this Bidika said:

*There is improvement in Students' understanding regarding corporal punishment. They try to defend themselves from some abuses by saying 'No, you don't have the right to beat me.' Of course, this is observed only by students above grade 5 because they have learnt it through Civic and Ethical education subject. Those below grade 5 do not know much about their right, they simply cry if they are abused. Work has to be done on the students below grade 5*

*to improve their understanding and empower them.*

Besides, the data from both the open ended questions in the questionnaire and interview guide indicated that younger students are abused by the older and physically stronger ones. For instance, one of the interviewees from the teachers (Ayantu) said:

*Older and stronger students bit the younger and they will take away their pens, exercise books from the smaller ones. Besides, they will urge active students to give them answers during an examination, if not they will betray them out of the school compound.*

Hence, from this discussion, it is concluded that, though it is not as much in magnitude as it was in the previous times, still corporal punishment is being applied in primary schools of the study area. This finding is in agreement with the finding which showed that corporal punishment, mainly in the form of beating with the hand or stick, was used by both parents at home and teachers in schools, to discipline children (Marlijn, 2011; Save the Children, 2008; Save the Children, 2002). In relation to this, Riak (1998) argued that, one of the causes for the maltreatment of the child in school may result from lack of the awareness on the human rights of the child.

### **The mechanisms used to Promote Child Right in Schools**

From the questionnaire result, the following mechanisms are not well used by schools to enhance child rights awareness among the school community: participation of teachers and principals on different workshops related with child rights in schools; experience sharing among linkage schools on the issue; the establishment of child right clubs in schools; question and

answer program as a means to increase the awareness on child rights among students; celebrating children day is not well known as a main means to enhance child right awareness in the schools. Hence, to improve the awareness of the school community on this issue different mechanisms in schools are important (Sileshi, 2001).

### **Conclusion and Implication**

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

The teachers' awareness on child rights in schools is not to the required level. Rather, students are in a better position than their teachers. However, they are not balancing their rights with their responsibilities/duties. Teachers believe that child right awareness improves school discipline. This seems to be a good opportunity to promote child right in schools. Besides, the study also showed that there is a strong positive correlation between child right awareness and students' discipline in school. On the other hand, place of work has an association with the teachers' awareness of these rights. Accordingly, teachers in urban area have better awareness than those working in rural area. In addition, still, corporal punishment (in the form of beating with a stick) is going on in the schools. The practice of promoting the issue in the schools is not effective.

In the light of the findings of the study and the conclusions made, it is suggested that frequent workshops should be arranged for teachers, parents and other members of the school community on the right of the child in school by the concerned bodies (e.g. The Town's administrative Women's and Children's Affairs, the school administration, Universities, etc).

Educational experts and supervisors from either the Zonal Education Offices or the Town's/districts' Administrative Education Offices have to work closely with these bodies.

The researchers suggest that further research should be conducted on the impacts of promoting child right in schools on students' discipline.

Organizations & Societies (Ethiopian or foreigner) who have made their purposes of promotion of children's rights have to go down to the country sides (far from the center) or rural areas to support and work closely with schools in promoting this issue in the schools. On the other hand, concerned bodies (the city administrative bodies, educational offices, principals, teachers and parents, etc.) have to attract & invite these bodies to these schools by showing some observed works/changes related to the issue.

Parents have to be encouraged or initiated to work with teachers to enhance the students' awareness on how to balance their rights with the responsibilities they have in schools because; it contribution much to the creation of a democratic society in the country.

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