CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

Human rights are basic to humanity and they tend to permeate all aspects of human endeavour socially, culturally, economically, religiously, educationally, politically and environmentally. Consequently, based on perception and orientation, human rights have been defined variously by different authorities. For instance, Bluwey (2002) defines a right as the opportunity created by law for the individual to act or to enjoy certain benefits from the state. He continues by stating that certain rights are also inherent in the individual and he can neither give up such rights nor can any other body including the government take such a right away from him.

The most famous legal human rights documents which preceded the UDHR in 1948 included the Magna Carta (1215), the American Bill of Rights (1291), the English Bill of Rights (1689) and the French Bill of Rights (1789). These documents which dwelt on the welfare of the citizenry generally, have had a very great influence on governments the world over, inspiring most of them to incorporate human rights issues in their respective constitutions.

Within the African context, some scholars (e.g. Adu-Boahen, 1980, Amoah, 2005) are of the view that the concept of human rights is not foreign to Africans. For example, aspects of human rights are exemplified in the African
social and political institutions, based on oaths of allegiance that chiefs or kings are compelled to swear during their installations. Issues of destoolment are equally based on human rights. For instance, in Ghana, many chiefs have been destooled for lack of transparency and accountability in the disbursement of stool lands, royalties etc. Similarly, there is a large body of proverbs and witticisms from folk tales bordering on the tenets of human rights. Examples of Akan (A Ghanaian local language) proverbs that would drive home the point are “Wura mu mmoa, ebiaara ne ntontom”. (the mosquito, however tiny it is, is part and parcel of the animal kingdom). This in terms of human rights would mean that every human being irrespective of his or her ethnic origin, race, colour, creed, religion etc, must be accorded with conditions of respect and dignity. Another example is “obi nhuhu na obi nkeka” (Nobody cultivates for another person to enjoy). This means that a person has the right to the fruits of his or her labour. Arguably too, the host of traditional gods, with their diverse forms of worship that Africans have always had a belief in, have human rights dimensions (Adu-Boahen, 1980).

Echoing the same sentiments, Amoah (2005) asserted that the current international human rights standards were by no means alien to African traditions. Indeed, they formed the bases of traditional African value systems and institutional practices. It is discernible from the foregoing that human rights have been a continuing part of African tradition articulated in fundamental values such as fairness, non-discrimination, non-violence, participation in the life of the community and respect for the individual.
Contemporary human rights issues could, however, be traceable to the outbreak of WW2 in 1939 which lasted until 1945. The world witnessed an enormous destruction of property and a deep-seated hatred was generated by wanton destruction of human lives. All the Super Powers were involved in the WW2 for global domination and at its end, more than 60 million people had lost their lives, countless others were maimed, numerous women and young girls were considered as war spoilt and were raped. Similarly, countless property were destroyed.

Additionally, certain atrocities were reported to have been meted out to people during the war. For instance, inhumane medical experiments were reported to have been conducted by Nazi scientists of which some war captives were immersed in ice water to determine how long it would take them to freeze to death. Some people’s bones were reportedly broken and re-broken to determine the number of times human bones could be broken before healing could take place (Burke & Larry, 2008).

According to Australian Human Rights Commission (2010), there was also, discrimination against particular groups of people such as the Jews, people with disabilities and communists. There was also, a contravention of the Geneva Convention of 1929 regarding treatment of prisoners of war. All these acts constituted brazen violations of the fundamental human rights and freedoms of the affected people.
The atrocities and violations of human rights that occurred during the WW2, galvanized worldwide opinions on the issue and made human rights a universal concern. Awoyemi (2005) corroborated this view when he asserted that a yawning concern for human rights, therefore, arose from the dehumanizing effects of the second world war which was perpetrated with the greatest exhibition of man’s inhumanity to man. As the war drew to a close, the victorious powers decided to establish a world organisation that would prevent further conflict and help build a better world. This new organisation was the UN which came into existence in 1945.

The purposes of the UN were essentially fourfold namely: to ensure peace and security; to promote economic development; to promote the development of international law; and to ensure the observance of human rights. In pursuit of these goals, member governments of the UN have set up a vast and complex array of organisations covering virtually every area of human activity (UNO, 2000).

Consequently, the GA, one of the supreme organs of the UN, unanimously adopted a UDHR in 1948. This has become a universal standard for defending and promoting human rights. Article 26(2) of the UDHR was emphatic on the need for human rights education, which should be geared towards the respect for the fundamental human rights and freedoms of the individual. It specifically states that “everyone has the right to education”. It goes on to provide that “… education shall be directed to the development of the human
personality and to the strengthening of respect for human rights and fundamental freedoms” (UNO, 2000:175). Based on this article, it can be argued that education may be a vital tool for the development of a culture of human rights education based on respect, protection, fulfilment, enforcement and practice of human rights.

Provisions on human rights education have also been incorporated in many other international instruments. These include the ICESCR (Article 13(1), CRC (Article 29(1b), the CEDAW (Article 10) and the International Convention on the Elimination of All Forms of Racial Discrimination (Article 7).

These provisions notwithstanding, attempts to introduce human rights education globally could not materialize until 1993 when UNESCO organized a World Conference on Human Rights in Vienna, Austria. The Vienna Declaration and Programme of Action stated that human rights education, training and public information were essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace (UNO, 2000).

Pursuant to a suggestion of the World Conference, the GA of the UN proclaimed a 10-year period beginning from 1995 to 2004 as the UN Decade for Human Rights Education and its subsequent proclamation of the World Programme for Human Rights Education (2005 – ongoing). Human rights education under the Decade sought to impart skills and knowledge to learners
and to affect positively their attitudes and behaviour consistent with all other principles set forth in the Plan of Action and in the international instruments upon which it is based (UNO, 2000).

In Ghana, to promote school-based human rights education, the government incorporated human rights issues in the social studies curriculum at the Basic and senior high school levels in 2002 following a review of the education system. Similarly, some of the country’s universities have mounted human rights programmes at the Bachelor and Master’s degree levels. Human rights content at the senior high level is taught or expected to be taught via themes such as “Rights and Responsibilities of the Individual”, “Socio – cultural Practices”, “Responsible Parenthood”, “Individual Obligations to the Family”, “Peace Building and Conflict Resolution”, “Democracy and Nation Building”, “Constitution and Nation Building” and “Leadership and Followership” (Ministry of Education, 2002)

The purpose of any form of education is to bring about relatively permanent changes in the behaviour, capabilities and disposition of the learner. It is presupposed, therefore, that if learners through human rights education, since 2002, become aware of the existence of their own fundamental human rights and freedoms, respect the rights of their fellow students by doing nothing to violate them and perform their expected responsibilities, then human rights education might have produced the desired results. Put
differently, the 3Rs (*Rights, Respect and Responsibilities*) initiative of human rights education might have been achieved.

Contrariwise, if students in the schools under study fail to perform their responsibilities and there are gross violations of the fundamental human rights and freedoms of students by their fellow students, then the probable implication is that the students might not have acquired the associated core competencies of human rights education which holistically incorporates knowledge, positive attitudes, values, desirable skills and actions, leading to behaviour fostering a human rights culture. There is, therefore, the need to assess the impact that human rights education intervention has had on the social behaviour of students in Ghanaian senior high schools after ten years of its incorporation and implementation in the Social Studies Curriculum for Senior High Schools.

### 1.2 Statement of Problem

Notwithstanding Ghana Government’s intervention in promoting and defending children’s rights through human rights education, coupled with the remarkable efforts being made by NGOs and CSOs in enlightening the citizenry of their rights and freedoms, violence in the form of sexual harassment, bullying, discrimination etc is highly and persistently prevalent among students in Ghanaian senior high schools. Johnson & Johnson (1995), Ohsanko, (1997) and Lawrence (1998) confirmed the existence of this problem when they stated that violence among children exists in schools and
is perceived as a widespread problem that needs to be curbed. This assertion was corroborated by the MOWAC (2008) when it stated that violence by children against children also occurs in schools in Ghana.

The academic environment of a school is supposed to be a safe, protective and harmonious place where effective facilitation should take place. Incorporating core values such as dignity, rights and responsibility into the school system through human rights education does not mean only exposing students to human rights content in the classroom. It also means that these values must inform us about how students learn, how they are treated by their teachers, how they treat one another, how they would take their rightful places in the world, as well as a sense of personal responsibility in promoting social justice.

Invariably, situations of encroachment upon the fundamental human rights and freedoms of children may impede the achievement of the purposes of incorporating such core values into the school system. This view is in consonance with Speaker & Peterson (2000) who argued that violence in schools has an impact both on teaching and learning. It was against this backdrop that there was the need to determine whether the government’s intervention in human rights education and the relentless efforts being made by NGOs and civil CSOs to create awareness among the citizenry, have impacted positively on the social behaviour of students in Ghanaian senior high schools.
1.3 Theoretical Framework

The theories which constitute the foundation upon which this current study is anchored are Kant’s (1930) Theory of ethics. Stake’s (1969) Congruence – Contingency Evaluative theory and Tibbits’ (2002) Values and Awareness model.

1.3.1 Kant’s (1930) Theory of Ethics

Kant’s (1930) Theory of ethics otherwise known as duty-focussed theory or obligation-based theory, argues for the respect of human individuals as ends-in-themselves. This means that each human being has intrinsic value which must never be compromised, even for the sake of greater happiness of the whole community.

A duty-oriented theory emphasizes the separateness and sacredness of each and every individual human person. It tries to uphold rules and principles which guarantee that separateness as obligatory. A duty-oriented theorist will therefore support programmes which respect the inviolability of these moral obligations. This type of moral theory ultimately makes sense of the particular value judgement people make. In the context of programme evaluation, moral theories provide an explanation of what is considered to be morally worthwhile in the programmes evaluated.

Kant’s theory is applicable to this study in the sense that the main purpose of school-based human rights education in Ghana, is to strengthen respect for
human rights and fundamental freedoms. In addition, it is to value human
dignity and develop individual self-respect and respect for others.
Furthermore, it is to develop attitudes and types of behaviour that will lead to
respect for the rights of others. All these are in conformity with the obligation-
based theory which argues for the respect of human individuals as ends-in-
themselves.

1.3.2 Stake’s (1969) Congruence – Contingency Evaluative Theory

This theory which was propounded by Stake (1969) posits that programme
evaluation consists of three main categories namely: antecedent, transaction
and outcomes. Antecedent refers to situational analysis prior to the
introduction of the programme. It includes societal values and the norms of
the people. Transaction refers to the pedagogical activities and interactions
which take place in the educational system. Outcomes refer to the output or
the result of the programme on the people or the organization.

Stake’s theory, is applicable to this study because human rights education
tends to commence with child rights situational analysis which involves
mapping of the rights violations and gaps in fulfilment. It also includes an
analysis of both immediate and underlying causes of the violations of
children’s rights as well as cultural practices and attitudes. The pedagogical
activities and interactions of human rights education would include the
methods, techniques and strategies of teaching, while the outcome consists
of the impact that human rights education might have had on the individual, the community and the nation as a whole.

1.3.3 Tibbits` (2002) Values and Awareness Model

In this theory, Tibbits (2002) outlines three emerging models of Human Rights Education namely: values and awareness model, accountability model and transformation model. These three models are then arranged in three levels on the basis of their position on a “learning pyramid” measured firstly against the size of target group and secondly on the difficulty of the programme.

The lower base deals with the awareness and values model by virtue of the larger target group, the middle being the accountability model and lastly the hardest at the narrow top being the transformation model which may involve creating new advocates, for a particular cause. The values and awareness model focuses on transmitting basic knowledge of human rights issues and to foster its integration into public values. The key strategy is engagement with the individuals and the community to attract their interest and as a result it can be quite creative.

Tibbits` theory is applicable to this study because the main purpose of incorporating human rights issues in the Social Studies Curriculum is to create awareness among the students of the existence of their fundamental human
rights and freedoms, the need to respect the rights of others and the need to perform their expected responsibilities.

Moreover, the values being inculcated into the learners include: dignity, respect, responsibility, loyalty, freedom, equity, justice etc. All these are being integrated into the Ghanaian community values. Furthermore, the model is a participatory approach which focuses more on attitudinal and behavioural change than the lecturing approach, hence, the model is very apt for this study.

1.4 Purpose of the Study
The main purpose of the study was to determine the impact that human rights education has had on the social behaviour of students in Ghanaian senior high schools. Specifically, the study sought to:

1. assess students’ awareness of their rights and freedoms due to government and other stakeholders’ intervention in human rights education.

2. analyse human rights content in social studies curriculum to determine its adequacy as regards the core competencies of human rights education;

3. ascertain the extent to which students violate the fundamental human rights and freedoms of their fellow students;

4. determine the challenges which confront human rights education in Ghanaian senior high schools; and
5. develop an enhanced intervention package to improve human rights education curriculum for senior high schools in Ghana.

1.5 Research Questions

The study was guided by the following research questions:

1. To what extent are Ghanaian students aware of their rights and freedoms due to government and other stakeholders` intervention in human rights education?

2. Do human rights content areas in social studies curriculum meet the required core competencies of Human Rights Education?

3. Do students violate the fundamental human rights and freedoms of their fellow students?

4. What are the challenges which confront human rights education in Ghanaian senior high schools?

5. To what extent can the use of an enhanced intervention package, based on observations and findings in this study improve human rights education curriculum for senior high schools in Ghana?

1.6 Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant difference in post-test scores of the experimental and control groups with regard to the awareness of the existence of their fundamental human rights and freedoms.
2. There is no significant difference in post-test scores of the experimental and control groups as regards the acquisition of core competencies of human rights education.

3. There is no significant difference in post-test scores of students in experimental and control groups with respect to all forms of violation of human rights.

4. There is no significant difference in post-test scores of the experimental and control groups as regards the challenges which confront human rights education in Ghanaian senior high schools.

5. An enhanced intervention package, based on observations and findings in this study will not improve human rights education curriculum for senior high schools in Ghana.

1.7 Significance of the Study

The findings of this study should generate vast and very useful data on the impact of human rights education on the social behaviour of students in Ghana. It is hoped, therefore, that the findings would assist the Ministry of Education which is charged with the responsibility of formulating policies in the country to formulate a meaningful policy on human rights education since human rights issues are very important and permeate every aspect of human endeavour.

The findings of the study would be of theoretical significance because some of the positions of the theories on which the study was anchored would be
upheld. For instance, the findings would uphold Kant’s (1930) theory of ethics which argues for the respect of human individuals as ends-in-themselves. Similarly, the findings of the study would uphold Tibitts’ (2002) Values and Awareness model which focuses on transmitting basic knowledge of human rights issues and to foster its integration into public values.

Students in Ghanaian senior high schools would benefit tremendously from the findings of the study. This is because the findings would expose them to some of their own actions and inactions which infringe upon the fundamental human rights and freedoms of their fellow students.

The Curriculum developers or experts in social studies education would similarly benefit from the findings of the study. This is due to the fact that the findings would enable them identify important human rights content areas that need to be incorporated into the Social Studies Curriculum so that the students would acquire the required core competencies of human rights education.

Social Studies teachers would be another group of beneficiaries of this study. This is because the findings would assist them to select appropriate methods and techniques of teaching which would promote child rights in the classroom. Additionally, the findings would enable them realize the fact that children have the right to be within a secure environment in which learning is guaranteed.
The Department of Social Studies Education, University of Education, Winneba, in Ghana, is offering Master of Arts and Master of Philosophy Programmes in Human Rights. It would consequently benefit tremendously from the findings of this study with regard to the topics to be incorporated into the curriculum.

The non-governmental organisations and the civil society organisations may find the findings very useful. This is because the findings would constitute the basis for re-examining and improving their intervention policy, planning and implementation.

1.8 Scope and Delimitation of the Study

The study was confined to 3 out of the 10 Administrative regions in Ghana. This was so, because though randomly selected, one region was selected from the northern sector, another from the middle sector and the third was picked from the southern sector of the country. These Regions, namely the Northern, Eastern and Central, are representatives of major cultural groups in the country. For instance, the Northern Region is dominated by the Dagomba, the Eastern by the Akan and the Central by the Awutu and Fante respectively.

Secondly, the regions constitute representatives of the socio-economic groups in Ghana. For instance, the Northern Region is noted for large scale yam cultivation, cereal production and shea butter extraction, the Eastern Region

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for cocoa production and the Central being a coastal region, for marine fishing.

In terms of education, these regions are noted for common curriculum and uniform secondary school system. This is accentuated by the fact that, generally, the southern sector is dominated by well-endowed senior high schools followed by the middle sector, while most of the less-endowed senior high schools are located in the northern sector of the country. These differences could make generalisation of the findings of the study for Ghana less controversial.

The scope of the study is limited to some specific Human Rights education concepts. Such concepts or issues include: Fundamental Human Rights and their Limitations; Responsibilities of the Individual; Violation of Children`s Rights in Schools; The Universal Declaration of Human Rights; UN Convention on the Rights of the Child and the Relationship between Human Rights, Peace and Security.

Furthermore, human rights education campaign is uniformly and vigorously being pursued through print and electronic media in the country. The NCCE and the CHRAJ are raising the awareness of the citizenry about the existence of their rights and freedoms. NGOs which are associated with human rights issues are also educating the entire citizenry about their rights. This study is, however, confined to school-based human rights education.
1.9 Limitation of the Study

The major limitation of the study is that more data with regard to student-on-student violence would have been obtained from additional sources such as hospitals, dispensaries, clinics and the courts. Unfortunately such records were not available in these institutions apart from those collected from some of the schools, Borstal homes, the WOWAC and DOVVSU of the Ghana Police Service as discussed in chapter 4 of this thesis. This is a clear indication that many institutions in Ghana do not keep official records expected of them.

1.10 Operational Definitions of Terms

The following terms are defined as they have frequently and consistently been used throughout this research document.

**Social Behaviour:** Interpersonal interactions among students and others they come across on campus and outside the campus.

**Human Rights:** These are the conditions which are inherent in humanity. They also mean the opportunities which are bestowed on the individual for being a citizen of a particular nation.

**Human Rights Education:** The type of education that incorporates teaching, training and awareness-raising activities that cultivate knowledge, attitudes, values and skills leading to the types of behaviour that promote the culture of dos and don’ts by convention.

**Freedoms:** This is explained as the right to act without restriction.

**Violation of Rights:** Denial of the enjoyment of the fundamental human
rights of the individual.

**Core competencies:** These refer to the knowledge, attitudes, values and skills which are acquired through human rights education.

**Carrier subject:** A major subject through which a subsection of another subject is being taught.

"**Trokosi**": A traditional practice among certain ethnic groups in Ghana, whereby a virgin who is yet to experience her first menstruation, is given to a deity to atone for the sin or offence committed by a relative.
CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 Preamble

Related literature (both theoretical and empirical) was reviewed under the following sub headings:

A. Definition of Fundamental Human Rights.

B. Meaning and Objectives of Human Rights Education.

C. Raising Human Rights Awareness in Ghana.

D. Violation of Children’s Rights in Schools in Ghana.

E. Other Forms of Violence against Children in Ghana.

F. Core Competencies of Human Rights Education in Ghana.


H. Challenges to Human Rights Education in Ghana.

I. Summary of Literature Review.

2.2 Definition of Fundamental Human Rights

The Stanford Encyclopaedia of Philosophy (2003) defines human rights as the international norms that help to protect all people everywhere from severe political, legal and social abuses. Chrismek (2002) defines rights as those needs that are inherent (inborn) to our nature, without such conditions of respect and dignity we live in sub-human existence. Sharing the same view, Afari-Gyan (2002) opines that rights and freedoms are inherent in our humanity and not given by the state.
The various definitions reviewed in this study revealed that all the authors basically mean the same thing. They generally agree that human rights are not the preserve of any particular person or group of persons. Indeed, they are to be enjoyed by each individual irrespective of his or her race, colour, religion, creed or nationality.

In addition, rights are not to be suppressed by governments but must rather be protected by them. In a nutshell therefore, human rights are universal, inalienable, indivisible and interdependent. They embody the standards without which people cannot realize their inherent human dignity. It is in consequence of this that the researcher operationally defined human rights as the conditions which are inherent in humanity and also, as the opportunities which are bestowed on the individual for being a citizen of a particular nation. Examples of fundamental human rights and freedoms are right to life, right to personal liberty, right to the dignity of human being, right to freedom of expression and right to the freedom of movement. In the current study, therefore, attempt was made to determine the extent to which participants understand the concept of human rights.

2.3 Meaning and Objectives of Human Rights Education

Human rights education is the training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the moulding of attitudes (UN Office of the High Commission for Human Rights, 2006). Human rights education is an
international movement to promote awareness about the rights accorded by the Universal Declaration of Human Rights and related human rights conventions, and the procedures that exist for the redress of violations of these rights (Amnesty International, 2005; Reardon, 1995; Tibbits, 1996).

Torrow (1988) defines human rights education as the conscious effort, both through specific content as well as process, to develop in people an awareness of their rights and responsibilities, to sensitize them to the rights of others, and encourage responsible action to secure the rights of all (cited in Mensah, 2001). Flowers (2000) defines human rights education as all learning that develops the knowledge, skills, and values of human rights to enable the learner function effectively in society.

It is discernible from the foregoing definitions that all the authorities and institutions are on the same wavelength with regard to what human rights education means. They all agreed that it is a type of education which inculcates knowledge, skills, attitudes and values among learners to become aware of the existence of their fundamental human rights and freedoms, their civic responsibilities and also the need to respect the rights of others. Hence, the operational definition by the researcher that it is the type of education that incorporates teaching, training and awareness raising activities that cultivate knowledge, attitudes, values and skills leading to the types of behaviour that promote the culture of dos and don`ts by convention.
According to the UN Office of the High Commission for Human Rights (2006), the objectives of Human Right Education are directed to:

(a) the strengthening of respect for human rights and fundamental freedoms;
(b) the full development of the human personality and the sense of its dignity;
(c) the promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups; and
(d) the enabling of all persons to participate effectively in a free society.

According to the Compasino Manual on Human Rights Education (2000:74), the general objectives of human rights education are to:

(a) strengthen respect for human rights and fundamental freedoms;
(b) value human dignity and develop individual self-respect and respect for others;
(c) ensure genuine gender equality and equal opportunities for women and men in all spheres;
(d) develop attitudes and behaviours that will lead to respect for the rights of others;
(e) promote respect, understanding and appreciation of diversity, particularly towards different national, ethnic, religious, linguistic and other minorities and communities;
(f) empower people towards more active citizenship;
(g) promote democracy, develop social justice, communal harmony, solidarity and friendship among people and nations; and

(h) further the activities of international institutions aimed at the creation of a culture of peace, based upon universal values of human rights, international understanding, tolerance and non violence.

The UN Declaration of 1995 – 2004 as the Decade for human rights education identified the following as the objectives of human rights education: to

(a) promote peace education for global ethics;

(b) pave way for suitable approaches towards making peace and human rights education available for our children right from the kindergarten;

(c) encourage the training of peace education for communities, especially among the primary and secondary schools as well as religious and community leaders;

(d) get government to include peace and human rights education in the school curricula;

(e) drastically reduce or eliminate the violent conflicts in schools and tertiary institutions;

(f) further seek the support of governments, individuals, national and international NGOs in the promotion of peace; and

(g) lobby through examination bodies for its consideration in the syllabus.

According to Quashigah (2006), human rights education in Ghana should be directed at the following specifics:

(a) create awareness of individual rights and freedoms as well as their corresponding obligations and responsibilities;
(b) develop knowledge and understanding of existing relevant international human rights instruments, procedures and mechanisms;
(c) give special attention to the rights of women and children;
(d) create awareness of the rights of vulnerable groups, such as refugees, displaced persons, disabled people, HIV/AIDS affected persons and minority groups;
(e) build-up an understanding and appreciation of cultural diversity in African societies;
(f) empower individuals and society as a whole to achieve their full potential and thereby improve their economic, social and cultural development; and
(g) equip individuals with knowledge and mechanisms for the defence of human rights, in particular, recourse against rights abuse.

From the preceding, it can be concluded that the meaning and objectives of human rights education border on knowledge acquisition and development of attitudes, values as well as skills that will create awareness of fundamental human rights and freedoms as well as corresponding responsibilities, and also lead to respect for the rights of others. The current study is, therefore conducted to determine whether the objectives of human rights education in Ghana fall in line with the above objectives.

2.4 Raising Human Rights Awareness in Ghana

rights education. Article 29 (1) (b) states that “States Parties agree that the education of the child shall be directed to the development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations”. Ghana was the first country in the world to adopt and ratify the UN Convention on the Rights of the Child and she is also committed to the Millennium Development Goals and Education for All.

In spite of these commitments, human rights abuses occur in the country on daily basis. This happens because many citizens are not aware of their rights, or when they may be violating the rights of others. Peterson (2005) shared these sentiments when he opined that “the biggest problem with human rights is public education because if people do not understand that they have rights, then they cannot articulate their grievances in any way that is useful”.

In Ghana, to raise awareness among students and the general public on the existence of their fundamental human rights and freedoms, the Commonwealth Human Rights Initiative (CHRI) initiated schools’ human rights education forum on the rights of arrested people. According to Mensah (2009), the purpose of the schools human rights forum is “to educate the youth, who are mostly the source of information for their peers and parents, to know their rights and responsibilities under the law”. Education for awareness, is always for re-examining the fundamental basis of relations in the society and pursue interests which will benefit the majority of the people (Babatunde, 1994).
In Ghana, the role of non-governmental organisations (NGOs) in promoting the various forms of rights and human development in general cannot be over- emphasized. NGOs as social movements present themselves as collective attempts at changing social arrangements through public campaigns (Baldock, Manning, Miller & Vickerstaff, 1999). Examples of some NGOs involved in issues of development and rights in Ghana are the Catholic Action for Street Children, ISODEC, FESLIM and IN. Notwithstanding their activities or areas of operation, NGOs are the social consciences and the instrumental forces that drive governments and politicians from their lethargic positions on a number of human rights issues (Ofosu-Kusi, 2005).

Brany (2006) conducted a survey on NGOs in Ghana. The main purpose of the study was to ascertain the influence of NGOs on human rights promotion in the Nkwanta District in Ghana. The main instruments he used to collect the data were questionnaire and structured interview schedule. The study revealed that there were fifteen NGOs in the district as at 2006 who were generally engaged in the supply of water to deprived communities, provision of housing facilities to the poor, supply of equipment to health facilities, promotion of quality education, skills development and capacity building, enhancing communication, creating human rights awareness among the people, supporting the aged and building peace among ethnic groups within the district. All these would facilitate the enjoyment of fundamental human rights and freedoms in the district.
In Ghana, a number of child related NGOs are involved in the promotion of the Convention of the Rights of the Child. Some of these NGOs have come together to form the Ghana NGO Coalition on the Rights of the Child (GNCRC) to work to improve the welfare of children in the country. The coalition has a membership of 150 NGOs with an average of 15 in each of the administrative regions in the country. The GNCRC is an umbrella body which is affiliated to the NGO group for the Convention on the Rights of the Child based in Geneva. There are, however, other individual NGOs which are not members of the NGO Coalition that also advocate against child rights violations (MOWAC, 2008). NGOs, therefore, create awareness by raising particular issues of human rights on national and/or international agenda.

Education, for instance, is a fundamental human right of the individual. In ensuring that this right is enjoyed by children in the Nkawta District in the Volta Region of Ghana, the World Vision International (WVI), an NGO, has come out with specific interventions. Among these interventions as at 2006 were the supply of 2,007 dual desks to 28 schools, construction of 23 school buildings in 23 selected communities, construction of 6 libraries in 4 communities, the construction of 10 staff common rooms in 10 selected communities, and the construction of 4 Administration blocks in 4 senior high schools in the district. Others are cladding of school buildings in 29 different communities, organisation of in-service training for 56 teachers, organisation of 68 vocational training programmes in 12 selected communities, while 3,000 brilliant but needy students had been given scholarships. Similarly, the Danish International Development Agency (DANIDA) another NGO in the district, has
drilled 68 boreholes for some schools and selected communities, rehabilitated 55 boreholes in the district and provided 295 household and institutional latrines (Brany, 2006).

The foregoing among others, indicate the extent to which NGOs are contributing to the provision of human rights needs in Ghana. The intervention of NGOs, has yielded positive impact on the people. Brany’s (2006) study revealed that, there was an increase in pupil enrolment, retention and attendance, while school infrastructure has improved both in quality and quantity. Parental irresponsibility has reduced through the pursuit of adult literacy programmes and gender advocacy issues have been prioritized. These achievements by NGOs are consistent with the World Education Forum held in Senegal in 2000 popularly referred to as Dakar Framework of Action.

The preceding achievements notwithstanding, as in every human institution, NGOs are confronted with numerous challenges in the disposition of their duties. Generally in Ghana, ethnic conflicts, cultural differences, religious intolerance, institutional as well as finance, constrain the performance of NGOs. In Nkwanta District in particular, the area is prone to inter-ethnic and intra-ethnic conflicts. Occasionally, conflicts occur between the Kokombas and Atsyodeys, Kokombas and the Nawuris as well as Atsyodeys and the Challas (inter-ethnic conflict). There are sporadic intra-ethnic conflicts between and among some Kokomba groups and among the Kotokolis (intra-ethnic conflict).
These conflicts lead to destruction of lives as well as the infrastructure put in place by the NGOs. Other challenges are financial as well as lack of commitment on the part of some individuals and communities (Brany, 2006).

Another means of creating awareness in Ghana is through the activities of the National Commission for Civic Education (NCCE). The Commission is a constitutional requirement. It was established by the 1992 Fourth Republican Constitution of Ghana. One of its functions is to formulate, implement, and oversee programmes intended to inculcate in the citizens of Ghana awareness of their civic responsibilities and an appreciation of their rights and obligations as a free people (Article 233(d) of the 1992 Constitution of Ghana). Consequently, a Constitutional Week is set aside every year during which the Commission organizes a lot of activities such as seminars, workshops, debates in schools, and education of the unlettered in Ghanaian languages via FM stations etc throughout the country to sensitize the citizenry about their constitutional rights and civic responsibilities. To heighten children’s awareness of the existence of their fundamental human rights and freedoms, the NCCE publishes and supplies the abridged version of the 1992 Fourth Republican Constitution of Ghana to the Ministry of Education. The Ministry then supplies them to the Ghana Education Service for distribution among the various basic schools throughout the country.

The role of the media, both print and electronic, has been very instrumental in focussing public awareness on child abuse, labour, trafficking and sexual
exploitation with specific references to women and children. At present, there are about two hundred and fifty (250) Frequency Modulation (FM) Stations nationwide, and these stations have specific programmes on child related issues such as child labour, sexual exploitation and abusive traditional practices. For instance, on September 5, 2012, some panel members on a local private radio station, `Lolonyo` FM, had a discussion on the rampant rate at which teachers impregnate their students in senior high schools in Ghana and the way forward. Phone lines were later activated to the general public and concerned citizens and gender activists expressed their opinions on the issue. Most contributors opined that it was not acceptable for teachers to truncate the education of poor girls through immoral deeds in these hard times that parents were finding it difficult to pay the school fees of their wards and so such teachers must be sanctioned to serve as a deterrent to others. Many of the FM stations, therefore, carry out advocacy programmes which have been held at the national, regional and district levels to disseminate information on trafficking and sexual exploitation through a cross section of stakeholders and civil society groups.

As part of awareness creation efforts, the Graphic Communications Group Limited has come out with a newspaper, `**The Junior Graphic**`, to serve the interest of the youth in Ghana. Apart from educative stories, issues bordering on children’s fundamental human rights and freedoms, as well as the various ways by which these rights are abused, are featured in this paper every week. At the end of such articles, quizzes are set and children who
excel in the competition are awarded with prizes. Their names are normally published in the next edition of the paper and are requested to collect their prizes from the nearest Graphic offices throughout the country.

For instance, the August 29 – September 4, 2012 edition of the `Junior Graphic` featured on a form of child exploitation captioned `Some Outcomes of Child Labour` and the article unfolds that `The issue of child labour is a national problem, not only because it contributes to the school dropout rate, but also because, by keeping children out of school, it breeds another cycle of people who most likely will be less well off or end up in poverty later. Child labour does not help reduce poverty. It rather contributes to the continuation of poverty. The fact that child labour affects the education of the child has significant implications for the social and economic development of the individual, household and the whole society. These include the achievement of the Free Compulsory Universal Basic Education (FCUBE) objective, Millennium Development Goals (MDGs) and national human resource development goals. Child labour reduces productivity and potential income at the individual level which finally affects the overall growth rate of the economy. It denies a good number of people the opportunity for personal development and gainful employment. It, therefore, contributes to poverty in society, with wide-ranging social, economic and political results. When an individual, a household or a society uses child labour as a means of addressing poverty, which unfortunately is very common in our society, it does not get the expected results. Rather, that individual, household or
society is making it difficult for children to develop and this will affect their future. Equally important is the fact that child labour poses serious health hazards to the children involved in it. Children are particularly vulnerable to the hazards associated with Worst Form of Child Labour (WFCL), which produce harmful effects on their health and development. Depending on the sector in which they are involved, child labourers in Ghana suffer from long hours of work, carrying of heavy loads, exposure to dust, toxic chemicals and other health hazards, and to risks from tools designed for adults, often without adequate training or protective gear. They also suffer from undue exposure to physical, verbal and sexual abuse. Moreover, many child labourers are exploited. They are either unpaid or grossly underpaid (Junior Graphic, 2012:10).

At the end of the article, children were asked to answer the following questions for an award jointly organized by the Junior Graphic, Ghana Journalists Association (GJA) and International Labour Organisation (ILO).

1. Child Labour reduces poverty (true/false)
2. What happens when children are kept out of school?
3. When a society uses child labour to address poverty, it ...........
4. Mention three things that child labourers in Ghana suffer from
5. Child labourers suffer from physical, verbal and ........ abuse.
6. Child labour reduces productivity and potential income at the individual level and finally affects the ...................
7. Child labourers are either unpaid or ..........

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8. Write the following acronyms in full:

(a) WFCL
(b) MDGs
(c) FCUBE

The foregoing are few examples of the role being played by the media to create awareness among the youth of Ghana as regards the existence of their fundamental human rights and freedoms. In addition, they focus their spotlight on what constitutes child exploitation in the country.

Traditional Authorities play a significant role in the campaign against violence against children at the community levels by providing various supports to victims of trafficking. Most trafficking transactions take place at the community level where traditional chiefs can cause the most change. In the endemic trafficking communities where chiefs are acting as agents of change, the fight to suppress trafficking has been very effective. The activities of Traditional Authorities, therefore, go a long way in creating public awareness against violence against children (MOWAC, 2008).

There are other means of creating awareness among the citizenry of Ghana. These are from mouth to mouth, through interaction with people, through stories about how people’s rights have been encroached upon and through the distribution of abridged version of the 1992 Fourth Republican Constitution to all basic and senior high schools in Ghana (Odumah, 2003).
The preceding are the various measures being taken in Ghana in order to heighten awareness among the citizenry as regards their fundamental human rights and freedoms. The rationale underpinning this awareness creation among the citizenry of Ghana, is to enable them acquire knowledge of the existence of their fundamental human rights and freedoms, defend them when occasions arise, respect the rights of others and perform their civic responsibilities.

These measures are, however, not without challenges. For instance, children in deprived communities do not have access to the ´Junior Graphic´, a newspaper, which serves the interest of children in the country. Neither, do children in such deprived communities have access to television sets in order to watch programmes pertaining to their rights and freedoms. Copies of the abridged version of the 1992 Fourth Republican Constitution of Ghana are not evenly distributed to the various schools throughout the country. All the children in Ghana do not benefit from the activities of the NGOs in human rights. In the current study, however, one of the objectives is to determine students’ awareness of their fundamental human rights and freedoms in line with the measures discussed above.

2.5 Violation of Children’s Rights in Schools in Ghana

The World Health Organisation (WHO, 2004) defines violence as the intentional use of physical and psychological force or power, threat or actual,
against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development, or deprivation. Different forms of violence which take place in schools in Ghana are discussed below:

2.5.1 Sexual Harassment

The US Equal Employment Opportunity Commission (EEOC, 1980) defines sexual harassment as unwelcome sexual advances, requests for sexual favours, and other verbal or physical harassment of a sexual nature. A cursory look at the above definition indicates that sexual harassment is an unwelcome behaviour of a sexual nature that makes one feel uncomfortable, fearful or powerless, and can interfere with one’s schoolwork. Sexual harassment can happen to anyone irrespective of whether the person is a male or female, student or adult employee.

Two major types of sexual harassment have been identified by EEOC. These are quid pro quo sexual harassment and hostile environment sexual harassment. “Quid pro quo” means “this for that”. In this type of harassment, the harassers insist on sexual favours in exchange for benefits they can dispense because of their position in hierarchies, getting or keeping job, favourable grades, recommendations, credentials, projects, promotion, orders and other types of opportunities. An example of this form of sexual harassment occurs if a teacher (or any school employee) stipulates that your grade (or participation on a team, in a play, etc) will be based on whether
you submit to unwelcome sexual conduct. This abuse of authority is illegal regardless of whether you refuse sexual demands or submit to them. Hostile environment sexual harassment may be explained as verbal, physical or visual forms of harassment, that are sexual in nature. For example, a single, severe incident, such as a sexual assault, could create a hostile environment.

Sexual harassment in schools is illegal under the Code of Professional Conduct of the Ghana Education Service (GES) which applies to both the teaching and non-teaching personnel of the service. The Ghana National Association of Teachers (GNAT) has also adopted the code for its members and employees. Section 27 of the Code states that “No teacher shall indulge in immoral relations with a pupil or student in his own school or in any educational institution, in which he performs any official duties”. Depending upon the severity of the offence, penalties include suspension, reduction in salary or rank or termination. These codes notwithstanding, a study conducted by UNICEF (2006) in Ghana revealed that 6% of school girls said teachers had blackmailed them, threatening to give them lower grades if they refused to have sexual relations. It could be realized that the above study is silent about the percentage of school girls who were harassed by their fellow students. The current study, therefore, sought also to determine whether sexual harassment is prevalent among the students of Ghanaian senior high schools.

Brown (2002) also conducted a study on sexual abuse in schools in Ghana. The main purpose of the study was to determine the extent to which sexual
harassment was prevalent in Ghanaian senior high schools and how it affected the victims. The research design adopted for the study was a descriptive survey. The instrument he used to collect data was questionnaire. The data collected were analyzed using frequency distribution and simple percentages. The results revealed that out of the 490 involved in the study, 15.7% were requested for sexual favours while 14.9% were victims of unwelcome sexual advances. Other incidences of abuses in the school environment are fondling, touching, grabbing or pinching in a sexual way at school (10.8%), clothing pulled in a sexual way (7.8%), experiencing actual sexual intercourse in school (5.3%), sexually motivated physical conduct (4.9%), physically intimidated by other students (4.7%), being shown, given or left sexual photographs, messages or notes at school (4.5%), being threatened by a teacher or school employee that schooling will suffer if one did not have sex with them (4.5%) and intimidation of children (3.5%).

He identified poor academic performance, psychological trauma, withdrawal from school, transfer to other schools and hatred for the opposite sex as some of the effects of sexual harassment on the victims. It is discernible from the foregoing studies that there is a gap as regards who the perpetrators were and the extent to which sexual harassment infringed upon the fundamental human rights and freedoms of the victims.

Agbevivi (2007) conducted a similar study on sexual harassment in Colleges of Education at Hohoe Municipality in the Volta Region of Ghana. The main
The purpose of the study was to ascertain the extent to which sexual harassment affects the academic performance of the teacher trainees. The research design adopted for the study was a descriptive survey and the instrument used to collect data was questionnaire. The subjects were made up of 150 respondents sampled from Saint Teresa’s and Saint Francis Colleges of Education, both located in the Hohoe Municipality. The data collected were analyzed using frequency distribution and simple percentages. The results revealed that out of 150 respondents involved in the study, 11.2% were threatened by their tutors that they would be given poor grades if they did not yield to sexual advances. Some were forcefully kissed (46.1%) while 15.3% were actually raped. About 20.3% of the respondents received sexual messages on their mobile phones while 7.1% were fondled in a sexual way. The study also identified poor academic performance, hatred for the opposite sex and psychological trauma as some effects of sexual harassment on the victims.

Bortei-Doku (2004) also conducted a survey on sexual harassment in Ghana. The main purpose of the study was to generate insight into Ghanaian perspectives on sexual harassment in relation to the definition, sites of harassment, experiences and perspectives on redress. The research was basically exploratory, and involved semi-structured field interviews with 144 men and 154 women (total of 298 participants) from the University of Ghana and public offices in Accra, Takoradi and Tamale. The data were analysed using descriptive statistical methods. The study revealed that when
participants were asked to indicate what they considered to be harassing behavior, they identified the following: unwanted sexual advances (45% males and 47% females), demand sex for favours/as reward (42% males and 38% females), forcibly having sex with someone (65% males and 53% women), touching without consent (33% males and 35% females), indecent/sexy dressing (40% males and 27% females) and making complimentary remarks (12% males and 8% females).

When the participants were asked the circumstances under which harassment occurs in schools, they identified the following: romantic/sexual experiments (22% males and 17% females), teachers/lecturers take advantage (16% males and 5% females), senior students take advantage (16% males and 5% females), close contact between boys and girls (24% males and 52% females), revealing dresses (8% males and 3% females and poor discipline (8% males and 3% females).

Brown, Riley, Butchart, Meddings, Kann & Harvey (2009) conducted a Global School-based Student Health Survey in five African countries namely: Namibia, Swaziland, Uganda, Zambia and Zimbabwe. The Global School-based Student Survey is a self-administered, school-based survey developed by World Health Organisation (WHO) in collaboration with the United Nations Children’s Fund (UNICEF), the United Nations Educational Scientific and Cultural Organisation (UNESCO) and the Joint United Nations Programme on HIV/AIDS. The survey was conducted primarily among students 13-15 years of age. In each country, the questionnaire comprised multiple core modules,
core-expanded questions and country-specific questions, and a standardized scientific sample selection process and common school-based methods were followed.

An analysis of data from the survey indicated that in Namibia, 19% of boys and 23% of girls answered ‘yes’ when asked if they had ever been physically forced to have sex. In Swaziland, 9% of boys and 10% of girls also answered in the affirmative. In Uganda, 13% of boys and 25% of girls responded positively to the question. In Zambia, 30% of boys and 31% of girls agreed to the question while in Zimbabwe, it was 11% and 14% respectively for boys and girls.

It is discernible from the foregoing that although many studies have been conducted on sexual harassment in Ghana and other countries such as Namibia, Swaziland, Uganda, Zambia and Zimbabwe, there seems to be absence of research on the extent to which sexual harassment constitutes violation of the fundamental human rights and freedoms of the victims. The current study, therefore, aimed to establish figures for the incidence of sexual harassment among students and the extent to which it infringes upon the fundamental human rights and freedoms of the affected students.

2.5.2 Bullying

Bullying is a common and potentially damaging form of violence among children in schools. Bullying among children is understood as repeated, negative acts committed by one or more children against another (Limber & Nation, 2004). These negative acts, according to them, may be physical or
verbal in nature, for example, hitting, kicking, teasing or taunting, or they may involve indirect actions such as manipulating friendships or purposely excluding other children from activities.

Rigby and Smith (2004) perceived bullying as a form of aggressive behaviour in which there is an imbalance of power favouring the perpetrator(s) who repeatedly seek to hurt or intimidate a targeted individual. Farrington (1993) defined bullying as repeated oppression of a less powerful person, physical or psychological, by a more powerful person. Smith & Sharp (1994) defined bullying simply as the systematic abuse of power.

It is discernible from the foregoing definitions that bullying encapsulates a desire to hurt others, it involves a harmful action, a power imbalance, an unjust use of power, an evident enjoyment by the aggressor and generally a sense of being oppressed on the part of the victim.

Bullying can be classified into two namely traditional bullying and cyber bullying. Traditional bullying involves hitting, kicking, teasing or taunting (verbal and physical bullying), manipulation of friendships or exclusion of some children from activities.

Technology provides a new medium for bullying using the internet and mobile phones. This has given rise to a new term known as cyber bullying. Rigby and Smith (2004) shared these sentiments when they stated that with the development and increased accessibility of electronic technology in the form
of computers and mobile phones, the opportunities for peer victimisation has greatly increased.

Pinheiro (2006) was of the same opinion with Rigby and Smith when he stated that the internet and mobile phones have provided new opportunities for bullying through e-mails, online chat lines, personal web pages, text messages and transmission of images. Cyber bullying, according to Rigby and Smith (2004) is when a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, pre teen or teen using the internet, interactive and digital technologies or mobile phones. From the foregoing definitions, it is clear that cyber bullying has to have a minor on both sides, or at least have been instigated by a minor against another minor.

Bullying, irrespective of whether it is verbal, physical or cyber has adverse effects in the school and on the well being of the children. Studies on bullying suggest that there are short- and long-term consequences for both the perpetrators and victims of bullying. Students who are chronic victims of bullying experience more physical and psychological problems than their peers who are not harassed by other children (Williams, Chambers, Logan & Robison (1996). It is not only victims who are at risk for short- and long-term problems; bullies also are at increased risk for negative outcomes. One researcher found that those elementary students who were bullies attended school less frequently and were more likely to drop out than other students (Byrne, 1994).
It can be concluded here that although bullying is a world-wide problem, the literature pertains mostly to the industrialized world. Put differently, the gap identified in this segment of the study is that in Ghana, literature on bullying is very scarce. Hence, this study attempts to investigate the extent to which violence, with particular reference to bullying, is prevalent among students in Ghana.

2.5.3 Discrimination

Discrimination means giving different treatment to different persons attributable only or mainly to their respective descriptions by race, place of origin, political opinions, colour, gender, occupation, religion or creed, whereby persons of one description are subjected to disabilities or restrictions to which persons of another description are not made subject or are granted privileges or advantages which are not granted to persons of another description (1992 Constitution of Ghana). From the above definition, discrimination means an unjustifiably different treatment given to different people or groups.

Article 17 (2) of the 1992 Fourth Republican Constitution of Ghana states that “A person shall not be discriminated against on grounds of gender, colour, ethnic origin, religion, creed or social or economic status”. No teacher, anywhere in the world, is expected to discriminate against a student on the grounds of sex, age, religion, disability, health, status, custom, ethnic origin,
background, socio-economic status or misunderstanding with a parent or guardian (GES, 2008). Pinheiro (2006) corroborated this assertion when he stated that teachers have a duty to make sure that they prepare children for life as responsible adults guided by such values as non-violence, mutual respect and non-discrimination.

These notwithstanding, gender differences and instructional discrimination take place in many classrooms on daily basis. Some teachers tend to ask females lower order factual questions while reserving higher order critical thinking questions for males (Sadker & Sadker, 1982). Research has also demonstrated that from pre-school on, the activities chosen for classes appeal to boys’ interest and the presentation formats selected are those in which boys excel or are encouraged more than are girls (Fennema & Peterson, 1987).

The foregoing are few discriminatory teacher behaviour in classrooms. The gap identified in this segment of the study is that literature is silent on discrimination among students. In the current study, therefore, attention is focussed on discrimination as a form of violence among students in senior high schools in Ghana.

2.5.4 Corporal Punishment
The Convention on the Rights of the Child is the first legally binding international instrument to incorporate the full range of human rights – civil,
cultural, economic, political and social rights. The Convention sets out these rights in 54 articles and two optional protocols. It states the basic human rights that children everywhere have namely: the right to survival, to develop to the fullest, to protection from harmful influences, abuse and exploitation, and to participate fully in family, cultural and social life.

The four core principles of the Convention are non-discrimination; devotion to the best interest of the child; the right to life, survival and development; and respect for the views of the child. Every right stated in the Convention is inherent to the human dignity and harmonious development of every child. The Convention protects children’s rights by setting standards in health care; education; and legal, civil and social services (UNICEF, 2009).

Ghana acknowledges the right of children to education and has enshrined this right in Article 25 (1) of the 1992 Republican Constitution of Ghana. It is widely believed that discipline is required from students in order for them to be successful in education, especially, during the compulsory education period. Generally, school discipline is defined as school policies and actions taken by school personnel to prevent students from unwanted behaviours, primarily focussing on school codes and security methods, suspension from school, corporal punishment, and teachers` methods of managing students` action in class (Cameron, 2006).
The use of discipline is necessary to provide obedience to school rules. However, the use of corporal punishment to provide discipline might bring more harm than good. The Committee on the Rights of the Child (1989) defines corporal or physical punishment as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Although several countries including New Zealand, Australia, the United Kingdom and some states in the United States have recognized the adverse effects of corporal punishment and thus have abolished it, it is widespread and legal in Ghanaian schools. In theory, it is regulated by the Ghana Education Service, which lays down a maximum of six strokes and seeks to discourage the use of corporal punishment in the classroom by teachers. It is recommended that the caning should be given by the headmaster or under his supervision (GES, 2008).

Agbenyegah (2006) reported on the practice of corporal punishment in two basic schools in the Greater Accra Region of Ghana. The findings revealed that an overwhelming majority of the teachers (98%) used corporal punishment to enforce school discipline. The results further indicated that the majority of the teachers in both school sites administered corporal punishment to students who performed poorly in academic work or who did not possess certain classroom necessities. This implies that students with special learning problems who are not officially identified may be punished often for poor performance. Another surprising aspect of this result is that a
large number of teachers from the two schools indicated their unwillingness to discontinue corporal punishment in their schools.

Corporal punishment is incompatible with the Convention on the Rights of the Child (Ghana’s 1992 Constitution). This is because Article 28 (2) states that “States parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child’s human dignity and in conformity with the present Convention”. Conformity with the Convention on the Rights of the Child requires, for example, protecting the child against “all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse” (Article 19) and from “cruel, inhuman or degrading treatment or punishment” (Article 37).

2.6 Other Forms of Violence against Children in Ghana

2.6.1 Child Trafficking

Human trafficking, is the recruitment, transportation, transfer, harbouring, trading or receipt of persons within and across national borders by the use of threats, force and other forms such as coercion, abduction, fraud, the abuse of power or exploitation (Human Rights Trafficking Act, 2005). In Ghana, experience shows that children are trafficked from their original communities to other places with or without the consent of their parents or their guardians for a fee. They are sent to such communities where they are engaged in all forms of economic activities.
Reports indicate that in fishing communities, trafficked boys are often asked to dive and disentangle nets which get entangled with tree stumps in some rivers, especially, the Volta River. Some get hurt by the tree stumps in the process and die. Other tasks performed in the fishing communities include pulling drag nets and mending torn ones. Trafficked girls also perform duties such as fish smoking and selling for their masters. According to the Counter Trafficking Unit of International Organization for Migration Mission in Ghana (2010), as many as 424 child slaves are locked up in the islands at Krachi in the Volta Region of Ghana.

Media reports, according to Nyadwene (2010) indicate that in a number of mining areas, children are engaged to do a kind of mining activity popularly called “galamsey”. Under this practice, mainly young boys, some as young as 8 years, are recruited by illegal miners to go down very deep into pits to mine gold. Often times, these children die when the pits cave in.

Stone quarrying is another area where children tend to be exploited in Ghana. Located in some parts of the country are sites where rocks are blasted with the use of dynamites. After blasting these rocks, some trafficked children work together with adults to break the stones into smaller chippings which are used for various construction works. In the process, pebbles of stones enter the children’s eyes and damage them. They also breathe in dust and get cuts on various parts of their bodies.
With regard to prostitution, some trafficked girls are sent to brothels where they work as child prostitutes for their masters and mistresses. The girls often contract various sexually transmitted diseases (STDs) some of which lead to their premature deaths (Nyadwene, 2008).

It is evident from the foregoing that child trafficking has adverse effects on trafficked children in Ghana. For instance, some of the victims are abused sexually, their education becomes truncated because they have to drop out of school, some lose their lives because of the hazardous nature of work they do etc. All these constitute brazen violation of the fundamental human rights of the affected children. This is because Article 28(2) of the 1992 Fourth Republican Constitution of Ghana states that `every child has the right to be protected from engaging in work that constitutes a threat to his health, education or development`. Child labour is also in contravention with the various articles of the UN Convention on the Rights of the Child, International Labour Organization (ILO) Minimum Age Convention 138 as well as the African Charter on the Rights and Welfare of the Child.

2.6.2 The ´Troksosí” System

Although traditions and culture are manifestations of the way of life of people and engender continuity through the transmission of knowledge, skills and values, there are certain socio-cultural practices which also constitute flagrant breach of children’s rights in Ghana. Troksosí, according to Nukunya (2003:243), is a combination of two Ewe (A local language in Ghana) words
namely *tro* and *kosi*. *Tro* means deity and *kosi* is a slave. *Trokosi* therefore means "slave of a deity". The system is, therefore, the practice whereby a virgin, who is yet to experience menarche (first menstruation) is given to a deity to atone for the sin or offence committed by a relative. The system as described, is found in the North and South Tongu Districts of the Volta Region as well as Dangbe East and West Districts of the Greater Accra Region. The practice is also found in Southern Togo and the south-western parts of Benin Republic (Nukunya, 2003:245).

Life in the shrine is a hard one for the *trokosi*, it is full of taboos, restrictions and injunctions. Frequent punishment is a normal experience of the *trokosi* in the shrine. Common forms are denial of food and whipping. Offences which attract punishments include refusal of sex with the priests and refusal to run errand (Adu-Gyimah & Odumah, 2000: 114).

Other offences which attract punishment include quarrelling with other *trokosi*, insulting others, leaving for the farm or market without permission, running away to parents, disrespect to the elderly, refusal or inability to go to farm, eating farm produce without permission, coming back late from an errand, entering prohibited room with footwear by mistake and waking up late (Nukunya, 2003).

This practice is inconsistent with or in contravention of Article 15(2)(a) of the 1992 Constitution which states that "No person whether or not arrested,
restricted or detained, be subjected to torture or other cruel, inhuman or degrading treatment or punishment”. The practice also contravenes Article 18 (1) of the 1992 Constitution which states that “No person shall be held in slavery or servitude”. In addition, the system violates the fundamental human rights of those affected because they are denied education.

2.6.3 Female Genital Mutilation

Female genital mutilation (FGM), also known as female genital cutting or female circumcision, is defined by World Health Organisation (2006) as “all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons”. This is another practice that violates children’s rights in Ghana.

The World Health Organisation has offered four classifications of FGM. Type I involves the removal of the clitoral hood, almost invariably accompanied by removal of the clitoris itself (clitoridectomy). Type II is referred to as Excision. It involves the removal of the clitoris and the labia minora. Here, the labia majora are left intact and the vagina left unclosed. Type III, termed as infibulation, involves the removal of all or part of the inner and outer labia and usually the clitoris, leaving a small hole for the passage of urine and menstrual blood. Unclassified FGM, which is Type IV, involves a symbolic pricking or piercing of the clitoris or labia, to cauterization of the clitoris, cutting into the vagina to widen it (gishiri cutting), and introducing corrosive substances to tighten it. The main purpose of FGM is to reduce the woman’s sex drive and remove her temptation to have sex before marriage.
According to Akapule (2008), FGM is perpetrated in the three Northern Regions of Ghana. Some of the ethnic groups which practice it include the Kusasis; Frafras; Kassenas; Busangas; Wallas; Dargabas; Builsas and Sisalas.

The effects of FGM are many and varied. From human rights lenses, it is a discrimination against girls and women and also promotes gender inequalities (Akapule, 2008). Since no anaesthesia is used, it is very painful and some victims bleed profusely to death (Adu-Gyimah & Odumah, 2000). This practice contravenes Article 15 (1) of the 1992 Constitution which states that “The dignity of all persons shall be inviolable”.

The practice is also a violation of a lot of international conventions against FGM. These include the Universal Declaration of Human Rights (1948); the International Convention on Civil and Political Rights; the International Convention on Economic, Social and Cultural Rights (1966); the Convention of the Elimination of all Forms of Discrimination Against Women (1979); the Convention of the Rights of the Child (1989); the Declaration of Violence Against Women (1993) and the Platform for Action of the Fourth World Conference on Women (1990).

2.6.4 Stigmatization of Children with Disabilities

Stigmatization of children with disabilities amounts to violence against them. The rights of the child with disabilities include: the right to live with his or her
family and to participate in social, creative or recreational activities, not to be subjected to differential treatment in respect of his or her residence and the right to have access to places to which the public has access through the provision of appropriate facilities. Media reports have indicated that many parents of children with disabilities, especially the mentally challenged children, do not see the health, education and social needs of these children as deserving priority. They are either embarrassed over their children’s disability or are of the view that it is a waste of resources to invest in their special needs (Ghana National Commission on Children, 1997). Rejection, especially from the immediate family, can be very violent and may compound the feelings of insecurity that children with disabilities experience. The family, or the community’s ability to accept people with disabilities is an important step in determining their well-being (MOWAC, 2008).

The 1992 Fourth Republican Constitution of Ghana guarantees the right of the disabled to special treatment and efforts have been made to provide the necessary facilities for the development of the disabled child, but there is still a lot more to be done to change the attitudes of parents and society towards recognizing the disabled child as an individual with equal rights. In Ghana, persons with physical disability are estimated to be approximately ten percent (10%) of the total population (UNICEF, 2000). This indicates that persons with disability constitute a significant portion of Ghana’s population, and improving their life and living conditions constitute an important obligation of government and its partners.
Significantly, according to MOWAC (2008), the Government of Ghana has put in place mechanisms to ensure the survival, protection and development of children with disabilities, yet these have not granted equal opportunities to them. According to Ghana’s Report to the UN Committee on the Rights of the Child (1997-2003), the number of children with disabilities dropped from 1,834 in 2002 to 937 in 2003 and 485 in 2004. The decline in number of registered children with disabilities is attributed to improved health service delivery and increased access, antenatal and post natal coverage and sustained immunization against the vaccine preventable diseases, especially the polio eradication initiative which contributes to childhood disabilities.

In spite of the gains made, violence against children with disabilities still persists in the country. Children with disabilities are the ones who face the brunt of neglect in society and have greater difficulty in accessing basic education and special needs, thus making it extremely difficult to integrate them into society. In the current study, therefore, one of the objectives is to ascertain the extent to which students violate the fundamental human rights and freedoms of their fellow students as regards stigmatization.

2.7 Core Competencies of Human Rights Education

There are desired competencies or learner outcomes which are intended to be used by educators in designing human rights education programming in the schooling sector. According to Tibbits (2010) the core competencies of human rights education must incorporate knowledge, attitudes and skills leading to
behaviour which foster a human rights culture. Consequently, Flowers (2010) asserts that the core competencies of human rights education must include:

(a) **Knowledge that needs to be acquired** such as the history and philosophy of human rights, international human rights standards, arguments for and against universal human rights, why human rights violations occur, Human rights principles and Human rights change agents.

(b) **The skills that need to be developed** are communication skills, analytical skills, social skills, distinguishing between duty bearers and rights holders, identifying human rights violations and their root causes and consequences.

(c) **Attitudes and Values** such as respect for oneself and respect for others based on human rights, the belief that one person can make a difference in the world, appreciation of the link between rights, equality and non-discrimination and also, interest to work collaboratively with others to promote human rights.

In the current studies, therefore, attempt is made to determine whether the required core competencies of human rights education are being met in Ghanaian senior high schools.

### 2.8 Legal Provision for Children’s Fundamental Human Rights and Freedoms in Ghana

There are several ways by which children’s rights issues are being addressed in Ghana. These can be categorized into three major areas namely legislative,
policy and institutional frameworks. Within the legislative framework, Ghana was the first country in the world to sign and ratify the UN Convention on the Rights of the Child (UNCRC) in 1989 (Waal, 2002). The Convention recognizes the particular vulnerability of children and brings together in one comprehensive code, protections for children concerning all categories of human rights.

The Convention firmly guarantees non-discrimination and recognizes that the best interest of the child must guide all actions. State parties are to provide guarantees for children’s survival, development, protection and participation (Ofosu-Kusi, 2005). This Convention has become the internationally recognized set of principles and standards for laws, policies and practices that protect the rights of the child. The ratification of the UN Convention on the Rights of the Child led to the passage of the following legislations in Ghana:

i. Provisions in the 1992 Fourth Republican Constitution of Ghana about the rights of the child. Put succinctly, Article 28 of the 1992 Constitution of Ghana is devoted to the rights of the Child. For instance, Article 28(3) states that "A child shall not be subjected to torture or other cruel, inhuman or degrading treatment or punishment”.


vi. Human Trafficking Act of 2005 (Act 69) seeks to prohibit trafficking in persons, especially, women and children. It also provides for victim assistance including locating family members, and providing temporary shelter, counselling and job skills training.

vii. Domestic Violence Act of 2007 (Act 732) seeks to proscribe violence within the domestic setting. The legislation provides victims of domestic violence protection and occupational orders. To give effect to the Act, the Domestic Violence and Victims Support Unit (DOVVSU) has been established within the Ghana Police Service, to handle cases of domestic violence and child abuse as well as juvenile offences.


The foregoing are the various legal provisions made in Ghana to protect children’s fundamental human rights and freedoms. In the current study, therefore, an attempt is made to investigate the extent to which the participants are privy to these legal provisions so that they could defend their rights when occasions arise.

### 2.9 Challenges to Human Rights Education in Ghana

The challenges which confront human rights education in the school system are akin to the obstacles that hinder education generally in Ghana. Odumah
(2003) identified the following as some of the challenges which confront human rights education in Ghana.

2.9.1 Inadequate coverage of human rights contents in school level curriculum

The school curriculum at all levels of education, (primary, junior and senior high) include human rights-related contents ranging from respect for the elderly through child rights to international cooperation. However, these content areas are not arranged in a logical and sequential manner. Moreover, important topics such as confidence building, building trust, protecting life, war, peace and human rights, the right to privacy, confronting discrimination and the right to education are missing altogether.

2.9.2 Lack of basic facilities in schools to make learning meaningful

Many schools in Ghana are devoid of basic physical facilities necessary to make learning productive and joyful. In some deprived communities, classes are being held under trees. This assertion is corroborated by Adika (2012) when he lamented that most school going children in Anlo, particularly Fuveme and Atiteti currently study under trees whilst some study under palm branches converted into classroom blocks. Classrooms lack adequate desks and benches, they have inadequate ventilation, rooms are frequently dark and dump, and roofs leak. The school physical facilities are not fit for students who are physically challenged. Games and sports materials are lacking and students have limited opportunity for other amusements. This is partly
responsible for lack of attraction to get enrolled in schools in the first place and high drop-out and repetition rates once the children are enrolled.

2.9.3 Lack of awareness on the part of parents and guardians about child rights
Some parents mostly in rural areas, do not see the value of getting their children enrolled in school. They see it more important to have their children attend to their siblings and care for domestic animals. Even when the children are sent to schools, the parents hardly try to meet their stationery and clothing needs and give enough time for homework. In urban areas, many children attending schools work as domestic helpers in other people’s homes. These children also lack basic facilities and time to do well in their studies. The parents and guardians hardly raise voices if the children are physically punished and mentally harassed in school by teachers and school administrators.

2.9.4 Lack of child rights in school
Children in public as well as private schools are sometimes physically punished for not finishing homework, performing poorly in class or violating school rules and regulations. They are mentally harassed for similar reason. Such harassment can have long term physical and mental effects on children.
2.10.5 Lack of qualified and trained teachers

Due to teacher attrition, many classrooms lack qualified teachers in Ghana. Those trained have little or no exposure to human rights education contents and methodology. The teachers would not have had any formal degree or training programme solely focussed on human rights education. This is the reason why a number of teachers are reported to have employed physical punishment on their students for not completing homework on time or not following the rules and regulations set by the teachers or school administrators.

These findings conform with Pande`s (2005) submission that human rights teaching in the schools in Nepal is confronted with problems such as inadequate coverage of human rights in school level curriculum, lack of basic facilities in schools to make learning meaningful, lack of child rights in school and lack of qualified and trained teachers.

2.11 Summary of Literature Review

The review of related literature and also, information available on line indicated that violence against and among children abound in many countries. For instance literature on bullying abounds in Japan, UK, Australia, Nigeria and USA. Studies suggest that sexual harassment of school girls by teachers as well as by students, is common in Ethiopia, Europe and North America. Carrying of weapons to school by students is common in Canada, USA, and Western European schools.
In Ghana, however, most of the literature and studies conducted focused their spotlight on adults as the only perpetrators of heinous crimes against children. None took an in-depth look at peer violence among children and its impact on the victims. The overarching gap identified, therefore, is that while literature abounds on violence against children in Ghana, it is very scarce on violence among children. One of the objectives of the current study is to ascertain the extent to which students violate the fundamental human rights and freedoms of their fellow students. Consequently, information available on sexual harassment, bullying, discrimination, carrying of weapons to school and threats of attacking others physically among students would go a long way to fill the overarching gap.
CHAPTER THREE

3.0 METHODOLOGY

3.1 Preamble
This section of the study describes the research design, population, sample and sampling technique and also instrumentation. Other areas include validation of the instruments, reliability of the instruments, pilot study and method of data analysis.

3.2 Research Design
Two research designs namely the descriptive survey and quasi-experimental pre test – post test control group design were adopted for the study. The choice of descriptive survey is influenced by the fact that it provides data to describe the existing conditions at particular points in time. It is also appropriate for research questions about self reporting beliefs or behaviours.

The study adopted the quasi – experimental pre test post test control group design to explore the effects of treatment on the participants in the experimental group. Quasi experimental design is an experimental research design that does not provide for full control of potential confounding variables primarily because it does not randomly assign participants to comparison groups (Nwadinigwe, 2002, Burke & Larry, 2008).

The design comprised two groups (one treatment group and one control group). The experimental group was exposed to treatment on the use of
intervention package on Human Rights Education. The control group was taught human rights issues via social studies lessons. The Quasi-experimental research design is diagrammatically represented thus:

**Table 1: Quasi-experimental Research Design**

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-test</th>
<th>Treatment</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>01</td>
<td>X</td>
<td>02</td>
</tr>
<tr>
<td>Control</td>
<td>03</td>
<td>C</td>
<td>04</td>
</tr>
</tbody>
</table>

Key:

01 = Pre-test for experimental group.

02 = Post test for the experimental group.

X = Treatment condition i.e. the use of intervention package on Human Rights Education for teaching the experimental group.

03 = Pre-test for the control group.

04 = Post test for the control group.

C = The control group was taught human rights issues via the usual conventional methods of teaching social studies.

### 3.3 Population

The target population comprised the final year (SS3) students of all the public senior high schools in the Eastern, Central and Northern Regions of Ghana. The estimated number is 3,500 students. The accessible population, however, consisted of 180 participants drawn from 6 senior high schools in the three regions. The final year students were selected because the senior
high school social studies syllabus is structured in such a way that by the time students end the second term of their third year course, they should have covered all the topics with regard to human rights education.

### 3.4 Sample and Sampling Technique

It was a multi-stage sampling technique which was applied to generate a sample of 180 for the study. In the first place, 3 regions were selected through simple random sampling technique. This was done by writing the names of all the 10 regions on pieces of paper, folded and kept in a container. A five-year old boy in the house was asked to pick 3 pieces of paper at random. This led to the selection of the Eastern, Northern and the Central Regions of Ghana.

In each of the selected regions, stratified sampling technique was used to select 2 schools (1 rural and 1 urban) for the study. This was done by categorizing all the public senior high schools, i.e. 51 in the Central, 40 in the Northern and 61 in the Eastern Region, into rural and urban schools. All the names of the rural schools were written on pieces of paper, folded and kept in three different containers. The same boy was asked to pick a piece of paper from each container. The same procedure was followed for the urban schools in each region. This exercise led to the selection of 2 Ajumako Mando and Senya Bereku Senior High Schools in the Central Region, Wulugu and Dabokpa Senior High Schools in the Northern Region and Akroso and Asamankese Saint Thomas Senior High Schools in the Eastern Region.
The stratified sampling technique was similarly used to select 15 boys and 15 girls from each SS3 class to give a total of 180 respondents for the study. The study used the simple random procedure to assign the schools and their participants into experimental and control groups. Each group was made up of 90 participants.

3.5 Instrumentation

In line with the focus of the study, data were gathered using the following instruments:

(1) Questionnaire

(2) Structured interview

(3) Documentary study technique. This technique was employed to analyze official and institutional documents from some of the schools, DOVVSU of the Ghana Police Service, Borstal Home otherwise referred to as Senior Correctional Institute and the MOWAC. Each of these instruments is described in detail as follows:

3.5.1 Questionnaire

A 74-item researcher-designed questionnaire on impact of human rights education on the social behaviour of students (QIHURES) was administered to the participants to gather relevant data. In each of the selected schools, all the respondents were assembled in one classroom and after the distribution of the questionnaire, the researcher monitored their responses. The choice of questionnaire was influenced by the fact that it is one of the widely used
instrument for collecting survey information, providing structured, often numerical data being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyse (Wilson & McLean, 1994). It was administered to 180 participants and the return rate was 100%. The questionnaire consisted of two parts: section A (variables 1 – 7) elicited information on the demographic data of the respondents such as sex, age, name of school, religious denomination and nature of institution.

Section B comprised 67 items which were sub-divided into the following variables: awareness of existence of rights (items 8 – 19); sexual harassment (items 20 – 27); bullying (items 28 – 33); discrimination (items 34 – 40); misuse of power (items 41 – 45); other forms of violence (items 46 – 49); content coverage (items 50 – 58) and challenges of human rights education (items 59 – 74). The items were designed in the form of statements to which the students responded in a continuum of available responses. The options were given as Agree (A), Undecided (U) and Disagree (D). Based on whether the statement was put positively or negatively, numerical values were assigned in either descending or ascending order.

3.5.2 Interview Schedule

The interview schedule was constructed as an additional instrument to the questionnaire in order to obtain an in-depth discussion of some of the issues raised in the questionnaire. The choice was necessitated by the fact that interview methods of gathering survey data are useful in that the presence of
the interviewer can help clarify queries from the interviewees and can stimulate the respondent to give full answers to an on-the-spot supervisor rather than an anonymous researcher known through an introductory letter (Robson, 1993; Cohen, Manion & Morrison, 2007).

The interview schedule comprised 25 structured questions sub-divided into two sections. Section A of the schedule (items 1-5) focussed on the personal data of the respondents. Section B dealt with types of violence among children. It comprised 20 items which were sub-divided into the following variables: sexual harassment (items 6-9); bullying (items 10-13); discrimination (items 14-17); misuse of power (items 18-21 and other forms of violence (items 22-25).

Thirty interviewees were involved in the interview schedule. They were made up of five students, i.e. 3 boys and 2 girls who were selected at random from each of the schools sampled for the study. A structured interview is a type of interview in which all respondents were asked a standard list of questions in a standard order. According to Mark & Janina (2004), structured interview reduces the risk of interviewer bias and in addition, interpretable responses are easily obtained. The interview was carried out by the researcher and each interview lasted about thirty minutes.
3.5.3 Documentary Study Technique

Payne & Payne (2004) describe the documentary method as the techniques used to categorize, investigate, interpret and identify the limitations of physical sources, most commonly written documents whether in the private or public domain. In a similar vein, Bailey (1994) defines documentary technique as the analysis of documents that contain information about the phenomenon being studied.

It is evident from the foregoing definitions that documentary study technique is a careful examination of documents and their content in order to draw conclusion about the social circumstances or the phenomenon being studied. The choice of this technique is influenced by the fact that it is just as good and sometimes even more cost effective than social surveys, in-depth interviews and participant observation (Monageng, 2006). The documentary technique was, therefore, employed to analyze official and institutional documents from the under listed institutions:

i. Schools

A Punishment Book (Black Book) is normally kept in a school. It is a document in which the punishment administered to a student for a misdemeanour is recorded. Such books were available in 2 out of the 6 senior high schools selected for the study. The unavailability of these books in all the schools constituted one of the limitations of the study. This is a clear indication that many schools do not keep the official records expected of them. The schools without the records claimed that they have constituted disciplinary
committees which meet to decide on the type of sanction to be meted out to a student who misbehaves without keeping records. The books were studied to ascertain types of violent behaviour which prevail among children in Ghanaian schools. This is fully reported in chapter 4.

ii. **Borstal Homes**
Children are, at times, in conflict with the law. However, the Juvenile Justice Act, 2003 (Act 653) does not allow the detention of children in adult detention facilities. The Act also provides minimal periods of confinement in correctional institution from three to twenty four months on conviction depending on the age of the offender and the degree of the offence committed. The Act has made provisions which alter the state of the law on juvenile justice. It also focuses on the offender rather than the offence and prescribes that in all decisions affecting a juvenile, the best interest of the juvenile should be the guiding principle.

There are four correctional institutions run by the Department of Social Welfare (DSW) and the Ghana Prisons Service to cater for juvenile offenders in Ghana. These are the Essipong Junior Borstal Institute, Pong Tamale Borstal Institute, Agona Swedru Borstal Institute and Osu Correctional Institute. These are located in Western, Northern, Central and Greater Accra Regions respectively. To determine the type of offences which caused the juveniles to be detained in Borstal institutions, available document at the Senior Correctional Institute in Accra was studied and reported in chapter 4.
iii. Ministry of Women and Children’s Affairs (MOWAC)
The document at the Ministry of Women and Children’s Affairs (MOWAC) was also studied to enable the researcher to ascertain the types of aggressive behaviour which prevail among children in Ghana. This was available at the Department of Children (DOC) at the Ministry. The report is in chapter 4.

iv. Ghana Police Service
Available official document at the Domestic Violence and Victims Support Unit (DOVVSU) of the Ghana Police Service was also studied. This enabled the researcher to gather data to ascertain the type of sexual abuses that children go through, their frequency as well as who constitute the perpetrators. The report is in chapter 4.

All these documents provided data on the aggressive types of behaviour among the Ghanaian youths which infringe upon the fundamental human rights and freedoms of others. The results are presented in chapter 4.

3.5.4 Validation of Research Instruments
The questionnaire (QIHURES) and the interview schedule were moderated by the researcher’s supervisors and a lecturer in human rights issues at the Department of Social Studies Education, University of Education, Winneba, for face and content validation. The validators were requested to do the following:

1. examine every variable under each section and indicate whether the variables were ambiguous;
2. determine the accuracy and appropriateness of the subject matter or content of the instruments;

3. evaluate the suitability of expressions and editorial quality of the instruments.

When these were done, some of the questionnaire items were considered adequate. The suggestions of these validators were incorporated into the final copy of the questionnaire. For instance, item 10 was considered too loaded and was reconstructed. Item 42 was considered too lengthy and was separated into two. Items 18, 19 and 20 were completely removed. The entire questionnaire was thereafter considered to possess face and content validity.

### 3.5 Pilot Study

A pilot study was carried out after the construction and validation of the instruments.

The pilot study was carried with a view to:

- testing the suitability of the design, isolating design weaknesses, and applying the necessary corrective measures before the main study;
- estimating the reliability coefficient of the various instruments in order to improve their quality and sensitivity;
- assessing the proposed data analysis techniques to uncover potential problems;
• predicting some of the challenges which would be encountered during the main study; and
• determining what resources in terms of finance and staff that would be needed for the planned study.

Forty-two (42) participants comprising 2 social studies teachers and 40 final year (SS3) students from Oreilly and Swedru Senior High Schools in the Greater Accra and Central Regions of Ghana were used. The selection of SS3 students was for a purpose that they might have or are supposed to have covered all the topics on human rights by then.

Data for the pilot study were gathered using questionnaire and interview schedule. To determine the reliability of the instrument, the test-retest method was employed. The interval between the first and the second test was six weeks. The correlation between the two sets of scores of the instrument was determined using the Pearson’s Product Moment Correlation method. Using SPSS (Version 15.0) it yielded a result of 0.69. This falls within the range recorded by Donnelley (2007), the developer of the instrument, which ranges from 0.54 – 0.80.

The Cronbach’s Coefficient Alpha was also used to determine the internal consistency and reliability of the responses. The internal consistency (coefficient alpha) for the first and the second tests were 0.82 and 0.83 respectively. These results fall within a very good range of internal
consistency for the instrument according to George and Marllery (2003). George and Marllery (2003) provide the following rules of thumb:

“≥ .9 – Excellent, ≥ .8 – Good, ≥ .7 – Acceptable, ≥ .6 – Questionable, ≥ .5 Poor, and ≤ .5 – Unacceptable”.

The pilot study was very useful in providing certain useful information for the main study.

1. A reasonable degree of confidence in the adequacy and appropriateness of the research design and instruments.

2. A useful experience and insight relative to the rigour involved in carrying out the main study, more especially the interview schedule.

3. The prevalence of violence among students in Ghanaian senior high schools.

4. The pervasiveness of ignorance of the existence of some of their fundamental human rights and freedoms.

The outcome of the pilot study indicated that the instruments were valid and reliable enough for the main study to be conducted.

3.4.11 Main Study

The major study was carried out between February and April, 2011. The subjects who participated in the pilot study were not involved in the main study in order not to influence their opinion.
3.4.12 **Appointment and Training of Research Assistants**

The researcher recruited three research assistants from the School of Graduate Studies of the University of Education, Winneba. These research assistants were trained by the researcher for the three experimental schools, while the control groups were taught by their regular social studies teachers. They were trained on how to perform their roles as facilitators of human rights education, as required by the researcher. The training lasted for 2 hours per working day for two weeks, in which the purpose and nature of the study, coupled with how to administer and score the instruments were explained to them. The training followed the highly recommended procedure which is presented below:

**Table 2: The percentage of performance by researcher and research assistants**

<table>
<thead>
<tr>
<th>% of Researcher’s Performance</th>
<th>% of Trainees` Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>50</td>
<td>50</td>
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<td>25</td>
<td>75</td>
</tr>
<tr>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

This procedure is referred to as backward chaining (Daintith, 2004). It can be seen from the above table that the trainees observed the researcher go through the whole task without the former doing anything. This was done to ensure that the trainees had grasped the total picture of the process. The
researcher then performed 75% of the task while he watched the trainees perform 25% of it.

This was not done concurrently. The researcher further reduced his part to 50% of the task. Then the researcher went through only a 25% of it and the trainees performed 75%. In the last phase the researcher did nothing but the trainees went through the whole process from beginning to the end. A repetition of these training sessions to cover all relevant areas they were to be engaged in, produced a highly satisfactory result, as regards the competence of the field assistants.

3.4.13 Procedure for Data Collection

With an introductory letter obtained from the Department of Arts and Social Sciences Education, University of Lagos, the researcher first introduced himself to the headmasters and headmistresses of the sampled schools to seek permission to carry out the research in their schools. This was followed by an explanation of the objectives for carrying out the study and the wider implications the findings will have for the schools and the educational enterprise as a whole to the heads of the schools. The research assistants were then assigned to the three regions and for that matter, the three experimental schools, while the researcher played a supervisory role. The study was carried out in three phases.
3.4.14 Phase 1: Pre – Treatment Assessment

In this phase, pre-test was conducted for participants in all the sampled schools (experimental and control groups) in order to obtain baseline data for the study. The pre-test was carried out two weeks before the commencement of the experimental treatment.

3.4.15 Phase 2: Treatment Package

A treatment package which lasted for six consecutive weeks was administered to the experimental group. The control group were taught human rights issues through Social Studies which serves as a carrier subject.

3.4.16 Phase 3: Post Treatment Assessment

At the end of the treatment, the researcher conducted a post-test on all the respondents in the experimental and control groups. This was done to ascertain effects of the treatment on the participants. After data analysis, when it was realized that the experimental group performed significantly higher than the control group, the researcher delivered the treatment package to the control group too.

3.4.17 Treatment Package

Session 1: Introduction and Establishment of Rapport

In this session, the researcher established rapport with the participants through self-introduction of facilitators and participants. The following were agreed upon namely: dates and times of meeting, establishment of group
norms, explanation of rationale, procedure, what to expect from the sessions
and assurance of confidentiality. There were discussions on the need for
human rights education, its aims and objectives etc. At the end of the
treatment session, participants were given copies of abridged version of the

**Session II:** The first topic treated was “**Fundamental Human Rights and
their Limitations**”. Group discussion technique was employed. The
participants were divided into groups of 5. Each group was asked to draw up
a list of 10 rules for their class that they thought was needed by everyone to
enjoy his/her human rights and live together in peace and respect. When they
had finished, a representative from each group was asked to present their
ideas. The participants were then asked to consolidate these ideas into a
master list, combining rules that are close in meaning.

These rules statements were rephrased into human rights statements. (e.g.
“People should not steal from others” was restated as “Everyone has the right
to keep and enjoy his or her own property”; “The teacher should not shout at
kids” was restated as “Everyone has the right to be treated with respect”). A
drafted list of rights was then written on the chalkboard and the participants
were asked to match their rule statements with the rights. Limitations to each
right were discussed in detail.
After this exercise, there was a whole class discussion on the fundamental human rights and freedoms of the Ghanaian child as enshrined in the 1992 Fourth Republican Constitution of Ghana.

**Session III:** The topic treated in this session was “**Responsibilities of the Individual**”. The idea that every right involves a responsibility was introduced to the participants. The participants, working in small groups, were asked to write a responsibility statement for every rights statement on the draft list (e.g.“Everyone has the right to education” has the corresponding responsibility statement “Everyone must learn hard to justify the education he or she is being given”, Everyone has the right to keep and enjoy his or her own property” has the corresponding responsibility statement “Everyone has the responsibility not to take others property” etc. After the small groups had finished, the whole group was asked to select the version of each responsibility statement they liked best and write it in the space left below the rights statements.

**Session IV:** During this session, the topic treated was “**Violation of Children’s Rights in Schools**”. Discussions on sexual harassment and bullying as forms of violence were done with the participants. They were asked to brainstorm on the meaning of sexual harassment as well as the types of behaviour which are described as sexual harassment in schools. Every response was recorded on the chalkboard.
Afterwards, the responses were prioritized and used to generate discussion on the topic. Furthermore, the mass media, both electronic and print, have been very instrumental in focussing awareness on child abuse, labour, trafficking, sexual exploitation and harassment. Newspaper items and pictures on such violence, together with other publications such as newsletters and magazines which carry stories with specific focus on children and minors were sent to each of these experimental groups for detailed discussions.

As regards bullying, concept mapping technique was used. Concept maps are web diagrams that demonstrate connections between concepts. It began by the researcher writing the concept “Bullying” at the centre of the chalkboard. The word was circled and participants were asked to brainstorm adjectives, thoughts or memories evoked by what was written in the circle (e.g. “hitting”, “insults” “vulgar messages on mobile phones” etc).

These were written down and each suggestion was connected by a line to the central circle. Further explanations were written on the chalkboard creating an expanding web. The answers were then subjected to thorough class discussion. This made the participants understand the meaning of the concept bullying and the types of behaviour associated with it.

**Session V:** Discussions on discrimination and misuse of power were done in this session with the participants, under the same broad topic “Violation of Children’s Rights in Schools”. The type of human right activity embarked
upon, as suggested by Flowers (2000), is referred to as “Born Equal”. It involved the experimental group being divided into small groups of 5. Half of the group were asked to list five advantages and disadvantages of being female. The other half were asked to do the same for male. Each small group was asked to report their lists. When a gap developed between the “males” and the “females”, several individuals from each group were asked the following questions: How do you feel about your “position”? What do you want to say to those in the other group? How would you feel if you were in the other group? It was then explained to the participants that this activity pointed out how discrimination works to erode the human rights principle of equality. This activity was adapted to illustrate other forms of discrimination such as children from poor and rich homes, children with disabilities, juniors and seniors etc.

With regard to misuse of power by prefects in their respective schools, the treatment involved story telling method. It started with a simple question thrown to the participants: What are the various ways by which prefects misuse the powers vested in them in this school? The answers provided were written on the chalkboard for further discussion.

**Session VII:** To enable participants acquire some of the required core competencies of human rights education, some of the important topics not covered for in the social studies curriculum, were discussed with the participants. The topics treated in this session included the “Origins of the
United Nations” and “The Universal Declaration of Human Rights”. At the end of the session, copies of simplified versions of the Universal Declaration of Human Rights were distributed to the participants.

Session VIII: To enable participants acquire more core competencies, other important topics treated in this session were “UN Convention on the Rights of the Child” and “Relationship between Human Rights, Peace and Security”. Participants were again put into small groups of 5 and were asked to discuss among themselves whether there is any relationship between human rights, peace and security. They were given 10 minutes after which each group leader was asked to read out the points raised by their members. All the relevant points were written on the chalkboard for whole class discussion. After the discussion, copies of abridged version of the UN Convention on the Rights of the Child were distributed to the Participants.

3.4.18 How the Control Group were Taught Human Rights Issues

During the six weeks that the treatment package was administered to the experimental group, the control group similarly were taught human rights issues via social studies lessons. The human rights topics which were taught according to the structure of the syllabus were “Rights and Responsibilities of the Individual”, Individual Obligations to the Family” and “Democracy and Nation Building”.

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Observation of lessons showed that the teachers depended solely on lecture technique of teaching where the teachers` approach is to transmit knowledge to the students or tell them what they need to know. This was done at the expense of child-centred method of teaching where the students are challenged to examine, investigate and explore an issue and come out with a solution.

3.4.19 Data Analysis

The data analysis was carried out by means of both descriptive and inferential statistics. The means, mean differences and standard deviations for pre-test and post-treatment assessment scores were computed. All the five research questions raised for the study were analyzed using the frequency distribution and percentages. All the five hypotheses formulated for the study were tested using a one – way analysis of covariance (ANCOVA) at 0.05 level of significance. The one-way analysis of covariance technique was used because the researcher had a two-group pre-test / post-test design but was unable to randomly assign the subjects to different groups. Instead, he had to use existing groups such as classes of students (Pallant, 2001).
CHAPTER FOUR

4.0 RESULTS AND DISCUSSION OF FINDINGS

4.1 Preamble

This chapter presents the results or findings of the study. Data collected for the study with the use questionnaire, interview schedule and documentary study technique, were analyzed using descriptive and inferential statistics. The five research questions raised for the study were analyzed using frequency distribution and simple percentages.

All the five hypotheses formulated for the study were tested using one-way analysis of covariance (ANCOVA) statistics. They were all tested at 0.05 level of significance. Documentary study technique was also employed to analyze official and institutional documents to provide data relating to violent behaviour of Ghanaian youth that infringe upon the fundamental human rights of others.

(i) Interview Results

During the administration of the questionnaire, 5 participants were randomly selected from each of the six schools for an in-depth one-on-one interview on child to child violence in school. Majority (96%) of the interviewees are aware of the existence of their fundamental human rights and freedoms, yet, emotional and physical violence perpetrated by students against peers, was not uncommon in the schools.
On sexual harassment, 13.3% of the interviewees confirmed had one time or the other been forced to practise homosexuality. About 23.3% had experienced unwanted touching in a sexual way in the school premises. While 16.7% confirmed being victims of sexual rumours spread about them in the school, 26.7% confirmed being perpetrators of this type of rumours. The interview results revealed that 6.7% of the interviewees were raped on the school premises.

On bullying, 37% of the interviewees had been told hurtful things (verbal bullying). Few (3.3%) of them had been threatened with harm by a peer. Many of them (43.3%) had been cyber bullied via their mobile phones.

Interviews concerning discrimination in the schools revealed that there is discrimination against girls in the school because 16% of the interviewees indicated that boys are superior to girls and must accordingly be given preferential treatment over girls. Some (36.7%) of the interviewees are of the view that seniors are superior to juniors. Few (16.7%) of them stated that they have hatred for other religions which are different from theirs. Response to the interviewer’s question indicated that 3% discriminate against others based upon their houses of affiliation.

The interview survey revealed that some school prefects misuse the power vested in them because 46.7% confirmed that some prefects administer punishment to others, especially juniors, at the least provocation and therefore the power exercised by prefects is biased in favour of seniors.
Exactly 30.0% of them indicated that prefects capitalize on their positions to make unnecessary sexual demands on junior students. Many (33.3%) of the interviewees admitted that stealing is a common phenomenon among students; 10% indicated that they know some of their friends who carry weapons such as knives and a locally manufactured pistol to school.

Overall, the findings from the interview survey indicated that violence among students is prevalent in the schools under study. The results of the interview corresponded with responses to items 20 – 49 on the questionnaire (Appendix A) which sought to explore sexual harassment, bullying, discrimination and misuse of power under the prefectorial system and other forms of violence among students.

(ii) **Analysis of official Records from the Police**

In October 1998, Ghana established the Domestic Violence and Victims Support Unit (DOVVSU) of the Ghana Police Service. The mission is “to prevent, protect, apprehend and prosecute perpetrators of domestic violence and child abuse. Mostly, cases which get to their outfit include wife battery, child abandonment, child neglect and sexual abuse.

Records available at DOVVSU of the Ghana Police indicate that every year, quite a number of children and adolescents go through series of sexual abuses perpetrated by adults as well as the children themselves. The commonest forms of sexual exploitation that gets to the attention of DOVVSU
include unnatural carnal knowledge, defilement, rape, incest, indecent assault as indicated in Table 3.

**Table 3: Reported Child Abuse (2002 – 2006)**

<table>
<thead>
<tr>
<th>Case</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rape</td>
<td>181</td>
<td>150</td>
<td>259</td>
<td>267</td>
<td>345</td>
</tr>
<tr>
<td>Defilement</td>
<td>820</td>
<td>755</td>
<td>671</td>
<td>670</td>
<td>1427</td>
</tr>
<tr>
<td>Indecent Assault</td>
<td>106</td>
<td>90</td>
<td>75</td>
<td>116</td>
<td>138</td>
</tr>
<tr>
<td>Incest</td>
<td>20</td>
<td>17</td>
<td>13</td>
<td>29</td>
<td>11</td>
</tr>
<tr>
<td>Unnatural Carnal</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>-</td>
<td>16</td>
</tr>
<tr>
<td>Knowledge</td>
<td>23</td>
<td>33</td>
<td>17</td>
<td>23</td>
<td>52</td>
</tr>
<tr>
<td>Attempted Defilement</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

**Source: DOVVSU Records, 2007**

According to Data in Table 3, the rape cases recorded among and against children in 2002 were 181, 150 in 2003, 259 in 2004, 267 in 2005 and 345 cases in 2006. Defilement had the highest number of cases of 820 in 2002, 755 in 2003, 671 in 2004, 670 in 2005 and 1,427 cases in 2006. There were reported indecent assault cases of 106 in the year 2002, 90 in 2003, 75 of such cases in 2004, 116 in 2005 and 138 indecent assault cases in 2006. In 2002, 20 incest cases were reported, 17 in 2003, 13 in 2004, 29 in 2005 and 11 of such cases reported in 2006. As regards unnatural carnal knowledge (sexual intercourse with a person in an unnatural manner or with an animal), only 1 case was reported in 2002. In 2003, there were 3 cases, 1 in 2004, none in 2005 and 16 in 2006. There were 23 attempted rape cases in 2002,
33 in 2003, 17 in 2004, 23 in 2005 and 52 reported cases in 2006. Finally, only 1 attempted defilement case was reported in 2002, none in 2003 and 2004 and 4 each in 2005 and 2006.

The foregoing constitute the various forms of sexual harassment suffered by children and adolescents with the perpetrators being adults as well as the children themselves. The 2007 records available at the Domestic Violence and Victims Support Unit of the Ghana Police Service corresponded with the responses to items 20-27 on the questionnaire (Appendix A) with respect to sexual harassment. The responses revealed that some of the participants have been victims while some are perpetrators of sexual harassment in the school premises.

These cases of rape, defilement, indecent assault, sexual harassment etc are inconsistent with and a contravention of Article 19 of the UN Convention on the Rights of the Child which requires that States parties take:

“All appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s), or any other person who has the care of the child”. 
At times, children fall in conflict with the law. However, the Juvenile justice Act 2004 prevents children from being sent to prison together with adult prisoners. Consequently, the Osu Senior Correctional Centre was established in 2005 and children who fall in conflict with the law are kept with the aim of reforming, rehabilitating and reintegrating them into the society. As at 26th of August 2011, there were 119 inmates, made up of 97 males and 22 females at the Senior Correctional Centre in Accra. All of them fall within the age bracket of 13 and 17 years. Table 4 shows the breakdown and the types of offences committed by the inmates.

**Table 4: Frequencies and type of Offences Committed by Inmates of the Senior Correctional Centre**

<table>
<thead>
<tr>
<th>Type of Offence</th>
<th>Frequency</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unlawful entry and stealing</td>
<td>21</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>Robbery</td>
<td>18</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Dealing in narcotics</td>
<td>25</td>
<td>19</td>
<td>6</td>
</tr>
<tr>
<td>Rape</td>
<td>17</td>
<td>17</td>
<td>-</td>
</tr>
<tr>
<td>Defilement</td>
<td>24</td>
<td>24</td>
<td>-</td>
</tr>
<tr>
<td>Assault</td>
<td>13</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Carjacking</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
</tbody>
</table>

N = 119  
97  
22  

(Source: Osu Senior Correctional Centre)
From Table 4, it would be realized that out of the total of 119 inmates, there were 21 cases of unlawful entry and stealing involving 18 males and 3 females. There were 18 robbery cases committed by 11 males and 7 females. As regards dealing in narcotics, 19 males and 6 females were involved. All the 17 rape cases were committed by males. All the 24 defilement cases involved males, while 13 assault cases involved 7 males and 6 females. Finally, the only case of carjacking was committed by a male. In all, therefore, these offences were committed by 97 males and 22 females.

(iv) Analysis of Official Records from Ministry of Women and Children’s Affairs

The above-named Ministry is established to cater for the welfare of women and children in Ghana. The Ministry has identified sexual harassment, abuse and bullying as common forms of violence by children against other children in Ghana. The data available at the Department of Children of the Ministry of Women and Children is the study done on Sexual Abuse in Ghana by Brown (2002). The study findings indicate that incidence of abuse in the school environment takes various forms as indicated in Table 5:
Table 5: Incidence of Abuse in the School Environment

<table>
<thead>
<tr>
<th>Type of Abuse</th>
<th>Percent</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unwelcome sexual advances</td>
<td>16.8</td>
<td>2.2</td>
<td>14.6</td>
</tr>
<tr>
<td>Request for sexual favours</td>
<td>18.7</td>
<td>1.5</td>
<td>17.2</td>
</tr>
<tr>
<td>Sexually motivated physical conduct</td>
<td>7.8</td>
<td>3.7</td>
<td>4.1</td>
</tr>
<tr>
<td>Clothing pulled in a sexual way</td>
<td>8.7</td>
<td>0.5</td>
<td>8.2</td>
</tr>
<tr>
<td>Fondled, touched, grabbed or pinched in a sexual way at school</td>
<td>13.7</td>
<td>1.0</td>
<td>12.7</td>
</tr>
<tr>
<td>Threatened by a teacher /school employee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>That schooling will stop if did not have sex with them</td>
<td>6.4</td>
<td>-</td>
<td>6.4</td>
</tr>
<tr>
<td>Physically intimidated by other students</td>
<td>6.6</td>
<td>1.4</td>
<td>5.2</td>
</tr>
<tr>
<td>Stayed at home or cut class because of intimidation</td>
<td>5.4</td>
<td>0.9</td>
<td>4.5</td>
</tr>
<tr>
<td>Been shown, given or left sexual photographs, messages or notes at school</td>
<td>7.4</td>
<td>1.2</td>
<td>6.2</td>
</tr>
<tr>
<td>Experience actual sex at school</td>
<td>8.5</td>
<td>1.4</td>
<td>7.1</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>13.8</td>
<td>86.2</td>
</tr>
</tbody>
</table>


Data in Table 5 indicate that request for sexual favours (18.7%) ranks highest and was experienced by 17.2% of males and 1.5% of females. This was followed by unwelcome sexual advances involving 14.6% of females and 1.5% of males. Fondling, touching, grabbing or pinching in a sexual way at school was experienced by 12.7% of females and only 1.0% of males and ranks next.
This was followed by clothing pulled in a sexual way which was experienced by 8.2% of females and 0.5% of males. Out of 8.5% of the respondents who experienced actual sexual intercourse in school, 7.1% were made up of females while 1.4% were males. All the 6.4% of the respondents who were threatened by a teacher/school employee that schooling will suffer if did not have sex with them were made up of females.

Those who experienced sexually motivated physical contact were made up of 4.1% females and 3.7% males. Respondents who were physically intimidated by other students comprised 5.2% of females and 1.4% of males. Those who had been shown, given or left sexual photographs, messages or notes at school involved 6.2% of females and 1.2% of males.

Finally, out of 5.4% of the respondents who stayed at home or cut class because of intimidation were made up of 4.5% females and 0.9% of males. The forgoing study findings indicate that out of the 100% of respondents who were captured for the study, majority (86.2%) of those who suffered incidences of abuse in the school environment comprised females while males were made up of only 13.8%.

(v) Analysis of Official Records from some Schools
The Black Books (Punishment Books) were available at Akroso and Mando senior high schools. These were studied to ascertain the types of aggressive behaviour which prevail among students in Ghanaian senior high schools.
which constitute an infringement upon the fundamental human rights and freedoms of other students. This is shown in Table 6.

**Table 6: Aggressive Behaviour of Students in Ghanaian Senior High Schools**

<table>
<thead>
<tr>
<th>Type of Offence</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smoking of Indian hemp</td>
<td>17</td>
<td>10</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Drinking of alcohol</td>
<td>11</td>
<td>7</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Fighting</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Quarrelling</td>
<td>22</td>
<td>14</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Jumping exeat</td>
<td>13</td>
<td>9</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Threats of attacking others physically</td>
<td>24</td>
<td>17</td>
<td>29</td>
<td>17</td>
</tr>
<tr>
<td>Theft cases</td>
<td>13</td>
<td>10</td>
<td>17</td>
<td>29</td>
</tr>
</tbody>
</table>

From Table 6, it would be realized that the two schools recorded 17 cases of Indian hemp smoking in 2008, 10 in 2009, 12 in 2010 and 5 cases in 2011. As regards drinking of alcoholic beverages, the schools recorded 11 cases in 2008, 7 in 2009, 9 in 2010 and 4 cases in 2011. There were 5 cases of fighting in 2008, 3 in 2009, 4 in 2010 and 1 in 2011. As regards quarrelling, there were 22 cases in the two schools in 2008, 14 in 2009, 8 in 2010 and 5 cases in 2011.

Thirteen students jumped exeat in 2008, 9 in 2009, 12 in 2010 and 10 in 2011. With regard to threats of attacking others physically, 24 cases were recorded in 2008, 11 in 2009, 29 in 2010 and 17 in 2011. Finally, theft cases
were rampant in the two schools because as many as 13 cases were recorded in 2008, 10 in 2009, 17 in 2010 and 29 cases in 2011.

The foregoing are some of the aggressive types of behaviour which prevail among students in Ghanaian senior high schools according to available records. All these go a long way to infringe upon the fundamental human rights and freedoms of other students. Sanctions such as internal suspension, indefinite suspension and outright dismissal are administered to the culprits.

(vi) Analysis of Research Questions

Research Question 1: To what extent are students in Ghanaian senior high schools aware of the existence of their fundamental human rights and freedoms?

To explore this research question, items 8 - 19 on the questionnaire were used as shown in table 7:

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>A</th>
<th>U</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Every child has the right to be educated and to develop both spiritually and physically.</td>
<td>176 (97.8%)</td>
<td>2 (1.1%)</td>
<td>2 (1.1%)</td>
</tr>
<tr>
<td>9. Children have the right to be within a secure environment in which learning is guaranteed.</td>
<td>173 (96.1%)</td>
<td>3 (1.7%)</td>
<td>4 (2.2%)</td>
</tr>
<tr>
<td>10. Children must have access to information</td>
<td>168 (93.4%)</td>
<td>8 (4.4%)</td>
<td>4 (2.2%)</td>
</tr>
<tr>
<td>11. Every child must have the opportunity to make a contribution in his or her community</td>
<td>140 (77.8%)</td>
<td>9 (5.0%)</td>
<td>31 (16.2%)</td>
</tr>
<tr>
<td>12. Children must be allowed to realise their culture and religious convictions</td>
<td>168 (93.3%)</td>
<td>4 (2.2%)</td>
<td>8 (4.4%)</td>
</tr>
<tr>
<td>13. Every child has the right to the same measure of special care, assistance and maintenance from his or her parents.</td>
<td>162 (90.0%)</td>
<td>11 (6.1%)</td>
<td>7 (3.9%)</td>
</tr>
<tr>
<td>14. Every child has the right to get fair share of the money and property owned by parents after their death.</td>
<td>161 (89.4%)</td>
<td>10 (5.6%)</td>
<td>9 (5.0%)</td>
</tr>
<tr>
<td>15. Children must be Protected from doing any work that constitutes danger to their health, education and growth</td>
<td>165 (91.6%)</td>
<td>7 (3.9%)</td>
<td>8 (4.5%)</td>
</tr>
<tr>
<td>16. A child shall not be subjected to torture or other cruel, inhuman or degrading treatment or punishment.</td>
<td>115 (63.9%)</td>
<td>20 (11.1%)</td>
<td>45 (25.0%)</td>
</tr>
</tbody>
</table>
17. No child shall be deprived by any other person of medical treatment because of religion or other beliefs.  

|        | 104 (57.7%) | 18 (10.0%) | 58 (32.3%) |

18. All children are entitled to express their views and have them given due weight.  

|        | 156 (86.7%) | 15 (8.3%)  | 9 (5.0%)   |

19. A child must be treated fairly and with respect  

|        | 178 (98.9%) | 2 (1.1%)  | 0 (0.0%)   |

Source: Field study (2012)

According to the data in Table 7, an overwhelming majority (97.8%) of the respondents agreed to the statement that every child has the right to be educated and to develop both spiritually and physically. A large proportion (96.1%) of respondents either agreed that children have the right to be within a secure environment in which learning is guaranteed.

A total of 93.4% of the respondents agreed that children must have access to information. Most of them (77.8%) are in full agreement to the statement that every child must have the opportunity to make a contribution in his or her community. An overwhelming majority (94.3%) agreed that children must be allowed to realise their culture and religious convictions. A substantial proportion (90.0%) of the sampled population agreed that every child must have the right to the same measure of special care, assistance and
maintenance from his or her parents. Many of the respondents (89.4%) are in agreement that every child has the right to get fair share of the money and property owned by parents after their death.

A large proportion of respondents, notably, 91.6% agreed that children must be protected from doing any work that constitutes danger to their health, education and growth. Noteworthy is that over half (63.9%) of the sampled population agreed that a child shall not be subjected to torture or other cruel, inhuman or degrading treatment or punishment.

Many of the respondents (57.7%) agreed to the statement that no child shall be deprived by any other person of medical treatment because of religion or other beliefs. A substantial proportion (86.7%) of the respondents agreed that all children are entitled to express their views and have them given weight. Finally, majority (98.8%) of the respondents agreed to the statement that every child must be treated fairly and with respect. From the foregoing, it can be concluded that many respondents are aware of the existence of their fundamental human rights and freedoms.

**Research Question 2: Do human rights content areas in Social Studies curriculum meet the required core competencies of human rights education?**

To answer this research question, items 20 - 28 on the questionnaire were used and the results are displayed in Table 8.
Table 8: Respondents’ Views on Human Rights content areas in Social Studies Curriculum

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>A</th>
<th>U</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. Rights and Responsibilities</td>
<td>169 (93.9%)</td>
<td>3 (1.7%)</td>
<td>8 (4.4%)</td>
</tr>
<tr>
<td>21. Provisions of the 1992 Constitution relating to Children’s Rights.</td>
<td>158 (87.8%)</td>
<td>4 (2.2%)</td>
<td>18 (10.0%)</td>
</tr>
<tr>
<td>22. History and Philosophy of Human Rights</td>
<td>53 (28.9)</td>
<td>34 (18.9%)</td>
<td>93 (52.2%)</td>
</tr>
<tr>
<td>23. Three Generations of Human Rights</td>
<td>33 (18.3%)</td>
<td>45 (25.0%)</td>
<td>102 (56.7)</td>
</tr>
<tr>
<td>24. Origins of the United Nations and the Universal Declaration of Human Rights</td>
<td>38 (20.9%)</td>
<td>41 (22.9%)</td>
<td>101 (56.2%)</td>
</tr>
<tr>
<td>25. International Human Rights Instruments e.g. UNCRC.</td>
<td>22 (12.2%)</td>
<td>27 (15.0%)</td>
<td>131 (72.7%)</td>
</tr>
<tr>
<td>26. Conflicts in the exercise of Rights and Responsibilities</td>
<td>120 (66.6%)</td>
<td>15 (8.3%)</td>
<td>45 (25.1%)</td>
</tr>
</tbody>
</table>

|                | 49 (27.2%) | 23 (12.8%) | 108 (68.3%) |


|                | 25 (13.9%) | 32 (17.8%) | 123 (68.3%) |

Source: Field study (2012)

Data in Table 8 indicate that majority (93.9%) of the respondents reacted positively to the statement that `Rights and Responsibilities of the Individual` is covered during human rights lessons. With regard to the `Provisions of the 1992 Constitution relating to Children’s Rights`, many (87.8%) are in full agreement that it is taught. A little over half (52.2%) of the respondents disagreed completely that `History and Philosophy of Human Rights` is covered as a topic.

Many (56.7%) of the respondents reacted negatively to the statement that `Three Generations of Human Rights` is taught during human rights lessons. In the sampled population, 56.2% of students responded negatively to the statement that the `Origins of the United Nations` and the `Universal Declaration of Human Rights` are taught during human rights lessons. A substantial proportion (72.7%) of the respondents disagreed completely that International Human Rights Instruments, for instance, the `United Nations
Convention on the Rights of the Child is covered as a topic during human rights lessons. Many students (66.6%) agreed that Conflicts in the Exercise of Rights and Responsibilities as a topic is taught them during human rights lessons.

Many respondents (60.0%) disagreed that `Mechanisms against Violation of Fundamental Human Rights` as a content area, is taught them during such lessons. Finally, many respondents (68.3%) are in disagreement to the statement that during human rights lessons, a topic such as `Arguments for and against Universal Human Rights and Indivisibility of Rights` as a content area is covered.

It is evident from the preceding analysis that some important content areas which would enable learners to acquire some core competencies of human rights education are not covered in the social studies curriculum.

**Research Question 3: Do students violate the fundamental human rights and freedoms of their colleague students?**

To determine the types of violence which prevail among students in schools, items 29 – 58 on the questionnaire were used. These items were used to explore sexual harassment, bullying, discrimination, misuse of power and other forms of violence among students. The data collected are presented in Table 9.
### Table 9: Violation of Students` Rights by Fellow students in Senior High Schools

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>A</th>
<th>U</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>29. Some students force others to practise homosexuality.</td>
<td>148 (82.2%)</td>
<td>16 (8.9%)</td>
<td>16 (8.9%)</td>
</tr>
<tr>
<td>30. I am a fond of making sexual comments or jokes about parts of someone’s body.</td>
<td>47 (26.1%)</td>
<td>63 (35.0%)</td>
<td>70 (38.9%)</td>
</tr>
<tr>
<td>31. I am a victim of comments or jokes about parts of my body.</td>
<td>76 (42.2%)</td>
<td>57 (31.7%)</td>
<td>47 (26.1%)</td>
</tr>
<tr>
<td>32. I have been a victim of unwanted touching in a sexual way in the school premises.</td>
<td>67 (37.2%)</td>
<td>57 (31.7%)</td>
<td>56 (31.1%)</td>
</tr>
<tr>
<td>33. I have had sexual rumours spread about me in the school.</td>
<td>70 (38.9%)</td>
<td>88 (21.1%)</td>
<td>72 (40.0%)</td>
</tr>
</tbody>
</table>

(i) **Sexual Harassment**
34. I have once had my clothing pulled at in a sexual manner in the school premises.  
   26 (14.4%)  34 (18.9%)  120 (66.7%)

35. I have once been forced by a fellow student to have sexual intercourse against my wish.  
   37 (20.6%)  35 (19.4%)  108 (60.0%)

36. I have been a victim of suggestive sexual gestures such as howling or whistling or appreciation.  
   40 (22.2%)  29 (16.1%)  111 (61.7%)

(ii) Bullying

37. I have been a victim of physical bullying e.g. hitting in school  
   114 (63.3%)  28 (15.6%)  38 (21.1%)

38. I have been a victim of verbal bullying e.g. insults, teasing or name calling in school.  
   136 (75.5%)  25 (13.9%)  19 (10.6%)

102
39. I have been a victim of cyber bulling (electronic or on line bullying).  
   27 (15.0%)  50 (27.8%)  103 (57.2)

40. I have received vulgar messages on my mobile phone.  
   83 (46.1%)  36 (20.0%)  61 (33.9)

41. I have received sensitive information or lies about another student on my email (on line)  
   58 (32.2%)  24 (13.3%)  98 (54.5)

42. I have been cyber bullied via other social networking sites such as twitter, facebook etc  
   19 (10.5%)  30 16.7)  131 (62.8)

(iii) Discrimination

43. Boys and girls have equal rights.  
   113 (62.7%)  18 (10.0%)  49 (27.2)

44. Seniors and juniors have equal rights.  
   56 (31.1%)  10 (5.6%)  114 (63.3)
45. I have hatred for some students from certain ethnic groups and I discriminate against them.  

<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>54 (30.0%)</td>
<td>50 (27.8%)</td>
</tr>
</tbody>
</table>

46. I discriminate against any religion which is different from mine.  

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>55 (30.6%)</td>
<td>39 (21.7%)</td>
</tr>
</tbody>
</table>

47. Children with disabilities must be given equal treatment as those without special needs.  

<p>| | | |</p>
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>131 (72.7%)</td>
<td>15 (8.3%)</td>
</tr>
</tbody>
</table>

48. Children from poor homes and those from rich homes must mingle freely with one another.  

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>168 (93.4%)</td>
<td>5 (2.8%)</td>
</tr>
</tbody>
</table>

49. Students discriminate against others based upon house of affiliation.  

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>101 (56.1%)</td>
<td>34 (18.9%)</td>
</tr>
</tbody>
</table>

(iv) Misuse of Power

50. School prefects arbitrarily use the power vested in them.  

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>157 (87.2%)</td>
<td>11 (6.1%)</td>
</tr>
</tbody>
</table>
51. Prefects see themselves as superior to other students.
   166 (92.2%)  8 (4.4%)  6 (3.4%)

52. Prefects administer punishment to others at the least provocation.
   137 (76.1%)  19 (10.6%)  24 (13.3%)

53. Power exercised by prefects is biased in favour of seniors.
   122 (67.8%)  20 (11.1%)  38 (21.1%)

54. Prefects capitalize on their positions and make unnecessary sexual demands on junior students.
   85 (47.2%)  49 (27.2%)  46 (25.6%)

(v) Other Forms of Violence

55. Students destroy other students' belongings.
   157 (87.2%)  10 (5.6%)  13 (7.2%)

56. Some students threaten to attack others physically.
   153 (85.0%)  16 (8.9%)  11 (6.1%)
57. Some students carry weapons such as knives, pistols etc to school. 96 (53.3%) 32 (17.8%) 52 (28.9%)

58. Stealing is very common among students. 166 (92.2%) 5 (2.8%) 9 (5.0%)

Source: Field study (2012)

Focussing the spotlight, first, on sexual harassment, the data in Table 9 show that an alarming total (82.2%) of respondents agreed that some students are forced by other students to practise homosexuality in the schools. A large proportion (26.1%) of students, are fond of making sexual comments or jokes about parts of someone’s body.

Nearly half (42.2%) are victims of sexual comments or jokes about parts of their bodies. In the sampled population, 37.2% of students agreed that they have been victims of unwanted touching in a sexual way in the school premises by their colleague students. Quite a substantial number of students (38.9%) have had sexual rumours spread about them in the school.

Some of the students (14.4%) claimed they have once had their clothing pulled at in a sexual manner in the school premises. Surprisingly, 20.6% of them have once been raped or forced by their colleague students to have sexual intercourse against their will. Finally, many students (22.2%) have
been victims of suggestive sexual gestures such as howling or whistling or appreciation.

With regard to bullying, as many as 63.3% of students, have been victims of physical bullying, that is, hitting or punching in school. Majority (75.5%) of them have been victims of verbal bullying such as insults, teasing or name calling in school. Some respondents (15.0%) confirmed being victims of cyber bullying (electronic or on line bullying).

Noteworthy is that almost half (46.1%) have received vulgar messages or images on their mobile phones from their school mates. A large proportion (32.2%) of students, have received sensitive information or lies about another student on their email (on line). Finally, 10.5% of them agreed that they have been cyber bullied via social networking sites.

As regards discrimination, a large proportion (27.2%) of students disagreed to the statement that boys and girls are equal and must be treated equally without discrimination. A lot (63.3%) of them disagreed that seniors and juniors are equal and must be treated equally without discrimination. Exactly 30.0% of the respondents confirmed having developed hatred for students from certain ethnic groups and they discriminate against them.

Many of the students (30.6%) agreed that they discriminate against any religion which is different from theirs. Some students (19.0%) disagreed that
children with disabilities must be given equal treatment as those without special needs. Few students (3.9%) disagreed to the statement that children from poor homes and those from rich homes must mingle freely with one another. Finally, a little over half (56.1%) of the students agreed that they discriminate against others based upon their houses of affiliation.

Concerning misuse of power under the prefectorial system, majority of the students (87.2%) confirmed that school prefects arbitrarily use powers which were vested in them. Alarmingly, a total of 92.2% of the respondents agreed to the statement that prefects see themselves as superior to other students. Most of the students (76.1%) agreed that prefects administer punishment to others at the least provocation.

Many of them (67.8%) agreed to the statement that power exercised by prefects is biased in favour of seniors. Finally, prefects capitalize on their positions and make unnecessary sexual demands on junior students. This was confirmed by 47.2% of the respondents.

In addition to the above, there are other forms of violence perpetrated by students against their fellow students. Most (87.2%) of the respondents are in agreement that students destroy other students` belongings. A total of 85.5% of them agreed that some students at times threaten to attack others physically. A little above half (53.3%) of them are in agreement to the statement that some students at times carry weapons such as knives and
pistols to school. Finally, 92.2% of the sampled population are in agreement to the statement that stealing is very common among students.

From the foregoing analysis, it can be realized that different forms of violence are prevalent among students in the schools studied. These include sexual harassment, bullying, discrimination, misuse of power by prefects, carrying of weapons to school, destruction of students’ property, threats of attack on others and stealing.

**Research Question 4: What are the challenges which confront human rights education in Ghanaian senior high schools?**

To get answers to this question, item 59 – 74 on the questionnaire were used. The results are reported in Table 10:

**Table 10: Respondents Views on the Challenges which confront Human Rights Education in Ghanaian Senior High Schools**

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>A</th>
<th>U</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>59. There is lack of qualified teachers for effective human rights education delivery.</td>
<td>108 (60.0%)</td>
<td>17 (9.4%)</td>
<td>55 (30.6%)</td>
</tr>
<tr>
<td>60. There are appropriate textbooks for human rights education.</td>
<td>59 (32.8%)</td>
<td>24 (13.3%)</td>
<td>97 (53.9%)</td>
</tr>
</tbody>
</table>
61. Teachers are well versed with the methods, techniques and strategies of teaching human rights.

<table>
<thead>
<tr>
<th></th>
<th>52 (28.9%)</th>
<th>79 (43.9%)</th>
<th>49 (27.2%)</th>
</tr>
</thead>
</table>

62. Newspapers which expose human rights violations in the Ghanaian community are available in this school.

<table>
<thead>
<tr>
<th></th>
<th>38 (21.1%)</th>
<th>20 (11.1%)</th>
<th>122 (67.8%)</th>
</tr>
</thead>
</table>

63. Our school is hooked onto the internet.

<table>
<thead>
<tr>
<th></th>
<th>50 (27.8%)</th>
<th>32 (17.8%)</th>
<th>98 (54.4%)</th>
</tr>
</thead>
</table>

64. A television set is available in the staff common room.

<table>
<thead>
<tr>
<th></th>
<th>158 (87.8%)</th>
<th>6 (3.3%)</th>
<th>16 (8.9%)</th>
</tr>
</thead>
</table>

65. Abridged versions of the 1992 Constitution are available and distributed among students in the school.

<table>
<thead>
<tr>
<th></th>
<th>111 (61.7%)</th>
<th>10 (5.6%)</th>
<th>59 (32.7%)</th>
</tr>
</thead>
</table>

66. Community resources are made use of during human rights education lessons.

<table>
<thead>
<tr>
<th></th>
<th>44 (24.4%)</th>
<th>41 (22.8%)</th>
<th>95 (52.8%)</th>
</tr>
</thead>
</table>
67. The school has enough funds. 21 (11.6%) 26 (14.4%) 133 (74.0%)

68. We often embark on visits to human rights violation sites. 27 (15.0%) 14 (7.8%) 103 (77.2%)

69. Children see and copy bad behaviours in the larger school environment or from other schools. 135 (75.0%) 14 (7.8%) 31 (17.2%)

70. Children see and copy bad behaviours from the home. 127 (70.6%) 23 (12.8%) 30 (16.6%)

71. Children see and copy bad behaviours in the larger community where the school is situated. 123 (68.3%) 23 (12.8%) 34 (18.9%)

72. The school has rules and regulations against behaviours which violate other people’s rights. 150 (83.3%) 6 (3.3%) 24 (13.4%)

73. Any student who breaks these rules is punished. 169 (93.9%) 8 (1.7%) 8 (4.4%)
The school rewards students who exhibit good behaviours. 127 (70.5%) 15 (8.3%) 38 (21.2%)

Source: Field study (2012)

According to the data in Table 10, the teaching and learning of human rights is fraught with numerous challenges because 60% of the respondents are in agreement that there is lack of qualified teachers for an effective human rights delivery. When asked to respond to the statement that there are appropriate textbooks for human rights education, 53.9% of them disagreed to it.

To the question of whether teachers are well versed with the methods, techniques and strategies of teaching human rights, quite a substantial number of respondents (27.2%) were in disagreement. A large number of students (67.8%) disagreed to the statement that newspapers and periodicals which expose human rights violations in the Ghanaian community are available in their schools.

To the question as to whether their various schools are hooked onto the internet, well over half of the respondents (54.4%) are in disagreement. Majority of the respondents (87.8%) agreed that a television set is available in the staff common room. Noteworthy is that many of the respondents
(61.7%) are in agreement that abridged versions of the 1992 Constitution are available and were distributed among students in their schools. In reaction to the statement that community resources are made use of during human rights education lessons, over half (52.8%) of the respondents are in total disagreement. Majority of the respondents (74.0%) disagreed to the statement that their various schools have enough funds. In total disagreement, are 77.2% of the respondents, to the statement that they often embark on visits to human rights violation sites.

In the sampled population, majority (75.0%) are in agreement that children see and copy bad behaviours in the larger school environment or from other schools. Altogether, 70.6% of the respondents agreed and to the statement that children see and copy bad behaviours from the home. When asked to react to the statement that children see and copy bad behaviours in the larger community where the school is situated, as many as 68.3% of the respondents agreed to it.

Quite a substantial proportion (83.3%) of the respondents are in full agreement that their various schools have rules and regulations against behaviours which violate other people’s rights and majority (93.9%) agreed that any student who breaks these rules is punished. Finally, 70.5% are in full agreement that the schools reward students who exhibit good behaviours. It can be seen from the data analysis above that human rights education in Ghana is fraught with numerous challenges.
Research Question 5: To what extent did the intervention package, based on human rights education curriculum enhance the social behaviour of students in Ghanaian senior high schools?

To a large extent, the human rights education intervention package enhanced the social behaviour of students who were exposed to treatment better than their counterparts in the control group who were merely exposed to human rights issues via conventional methods in social studies.

In the first place, the type of human rights activities embarked upon had a considerable effect on the social behaviour of students. The small groups discussion technique employed, for instance, encouraged co-operative learning. This provided a valuable way to engage all members of the class in the learning process. This promoted a meaningful social interaction as students work together to achieve a common goal. Consequently, group values such as tolerance, respect, equity and responsibility were developed by the participants.

Similarly, the human rights education intervention package administered to the experimental group brought about zero – tolerance of bullying such as teasing, insults and name calling among the participants. This ensured that no student was isolated or ostracized in the classroom and beyond.

Additionally, the intervention package has brought about a fuller understanding of individual diversity and exposed the students in the
experimental group to the need to respect one another`s differences in terms of gender, ethnicity, religious affiliation, disabilities etc. This was evidenced by the fact that the participants, irrespective of these differences interacted freely with one another.

Furthermore, through the human rights education intervention package, misuse of power under the prefectorial system reduced drastically among the participants exposed to treatment than those in the control group. This was evidenced by the fact that prefects no longer see themselves as superior to other students. Neither did prefects administer punishment to others at the least provocation, nor the prefects capitalizing on their positions to make unnecessary sexual demands on junior students.

From the foregoing, it is abundantly clear that the human rights education intervention package enhanced the social behaviour of the participants in the experimental group than their counterparts in the control group who were merely exposed to human rights issues via conventional methods in social studies. If adopted, the intervention package would go a long way to improve human rights education curriculum for senior high schools in Ghana.

### 3.4.20 Summary of Findings base Research Questions on the Research Questions.

The findings of the study based on the research questions revealed that:
1. Few students in the schools under study are not fully aware of the existence of some of their fundamental human rights and freedoms.

2. Many important human rights content areas which would enable students to acquire the core competencies of human rights education are not covered in the social studies curriculum.

3. There are substantial evidence of fundamental human rights abuses among the students in Ghanaian senior high schools. These range from sexual harassment through bullying, discrimination, misuse of power under the prefectorial system, to other forms of violence such as destruction of students' belongings, some students threatening to attack others physically, some carrying weapons to school and rampant theft cases among students.

4. There are a myriad of challenges which confront human rights education in Ghanaian senior high schools.

5. The treatment package, based on a developed model, proved to be effective because the experimental group significantly performed higher than those in the control group. If correctly used, it would enhance human rights education curriculum for senior high schools in Ghana.
4.4 Testing of Hypotheses

Hypothesis 1: There is no significant difference in post test scores of the experimental and control groups with regard to awareness of the existence of their fundamental human rights and freedoms.

Hypothesis 1 was tested using a one-way analysis of covariance (ANCOVA).

The results of the analysis are presented in Tables I1, 12 and 13.

**Table I1: Descriptive Data on Awareness of the existence of Respondents’ Fundamental Human Rights and Freedoms across Experimental Conditions.**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Pre-test Mean</th>
<th>SD</th>
<th>Post – test Mean</th>
<th>SD</th>
<th>MD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>90</td>
<td>46.24</td>
<td>3.30</td>
<td>57.41</td>
<td>1.61</td>
<td>11.17</td>
</tr>
<tr>
<td>Control</td>
<td>90</td>
<td>46.90</td>
<td>3.88</td>
<td>49.50</td>
<td>2.47</td>
<td>2.60</td>
</tr>
</tbody>
</table>

The descriptive data presented in Table I1 above indicate that the two groups did not differ significantly in their level of awareness of the existence of their fundamental human rights and freedoms. Respectively, the mean scores were 46.24 and 46.90 for the experimental and the control group. After the treatment, it would be realized that the experimental group had a higher mean difference of 11.17 while the control group had a mean difference of 2.60.

To determine whether significant difference existed in the levels of awareness between the two groups, a one-way analysis of covariance (ANCOVA) was calculated. The SPSS output is displayed in the Table 12.
Table 12: A One-Way Analysis of Covariance (ANCOVA) on Difference in scores on Respondents` Awareness of the existence of their Fundamental Human Rights and Freedoms across Experimental Conditions

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>2927.991</td>
<td>2</td>
<td>1463.995</td>
<td>392.288</td>
<td>.000</td>
</tr>
<tr>
<td>Pre test</td>
<td>111.635</td>
<td>1</td>
<td>111.635</td>
<td>29.909</td>
<td>.000</td>
</tr>
<tr>
<td>Group</td>
<td>2895.696</td>
<td>1</td>
<td>2895.696</td>
<td>775.805</td>
<td>.000</td>
</tr>
<tr>
<td>Error</td>
<td>660.654</td>
<td>177</td>
<td>3.733</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6595.976</td>
<td>179</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R. Squared = .816 (Adjusted R Squared = .814)

The one-way analysis of covariance was conducted to determine the effectiveness of the treatment. The independent variable was the intervention package. The dependent variable was the post-test scores on level of awareness after the intervention was completed. Respondents` scores on the pre-test were used as covariate in this analysis. After adjusting for pre-test scores, there was significant difference in post-test scores between the two groups F (1,177) = 775.81, p < 0.005. This led to the rejection of the null hypothesis. This implies that the alternate hypothesis is upheld.

With significant mean scores realized, the pair-wise comparisons of mean scores were conducted to determine which pairs of scores were significant. The output is shown in Table 13.
Table 13: Pair-wise Comparisons Mean Scores of Students
Dependent Variable: Post-test Mean Scores on Students’ Awareness of the Existence of their Fundamental Human Rights and Freedoms.

<table>
<thead>
<tr>
<th>(I) group</th>
<th>(J) group</th>
<th>Mean Difference (I-J)</th>
<th>Std. Error</th>
<th>Sig.(a)</th>
<th>95% Confidence Interval for Difference(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Lower Bound</td>
<td>Upper Bound</td>
<td>Lower Bound</td>
<td>Upper Bound</td>
</tr>
<tr>
<td>Experimental</td>
<td>Control</td>
<td>8.055(*)</td>
<td>.289</td>
<td>.000</td>
<td>7.485</td>
</tr>
<tr>
<td>Control</td>
<td>Experimental</td>
<td>-8.055(*)</td>
<td>.289</td>
<td>.000</td>
<td>-8.626</td>
</tr>
</tbody>
</table>

Based on estimated marginal means
* The mean difference is significant at the .05 level.

a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

A critical observation of Table 13 shows that there is a significant difference between the experimental and the control groups with a mean difference of 8.06 at 0.05 level of significance. Therefore, it is concluded that the intervention package as regards awareness of the existence of their fundamental human rights and freedoms, is effective and would improve human rights education delivery, if adopted.

Hypothesis 2: There is no significant difference in post treatment scores of the experimental and control groups as regards the acquisition of core competencies of human rights education.

Hypothesis 2 was tested using a one-way analysis of covariance (ANCOVA). The results of the analysis are displayed in Tables 14, 15 and 16.
The descriptive data presented in Table 14 shows that the two groups did not differ significantly when pre-test was conducted. The mean scores were 29.61 and 28.52 for the experimental and the control group respectively. After the treatment, the experimental group had a higher mean difference of 34.53 while the control group had a mean difference of 22.42.

To determine whether significant difference existed between the two groups, an analysis of covariance (ANCOVA) was conducted and the results are reported in Table 15.
Table 15: A One-way Analysis of Covariance (ANCOVA) on the Acquisition of Core Competencies of Human Rights Education among Respondents across Experimental Conditions

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>7940.210</td>
<td>2</td>
<td>3970.105</td>
<td>279.238</td>
<td>.000</td>
</tr>
<tr>
<td>Pre test</td>
<td>112.604</td>
<td>1</td>
<td>112.604</td>
<td>7.920</td>
<td>.005</td>
</tr>
<tr>
<td>Group</td>
<td>7485.184</td>
<td>1</td>
<td>7485.184</td>
<td>526.473</td>
<td>.000</td>
</tr>
<tr>
<td>Error</td>
<td>2516.518</td>
<td>177</td>
<td>14.218</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>18054.516</td>
<td>179</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R. Squared = .816 (Adjusted R = .814)

A one-way analysis of covariance (ANCOVA) was conducted to determine the effectiveness of the treatment on the acquisition of core competencies of human rights education. The independent variable was the intervention package while the dependent variable consisted of the post test scores after completing the intervention. The pre-test scores constituted the covariate in this analysis. After adjusting for pre-intervention scores, there was significant difference in the post test scores between the experimental and control groups $F (1, 177) = 526.47, p < 0.005$. This led to the rejection of the null hypothesis. The alternate hypothesis is, therefore, upheld.
The pair-wise comparisons of mean scores were, therefore, conducted to find out which pairs of mean scores were significant. The output is shown in Table 16.

**Table 16: Pair-wise Comparisons of Mean Scores of Students**

Dependent Variable: Post-test Scores on Core Competencies of Human Rights Education

<table>
<thead>
<tr>
<th>(I) group</th>
<th>(J) group</th>
<th>Mean Difference (I-J)</th>
<th>Std. Error</th>
<th>Sig.(a)</th>
<th>95% Confidence Interval for Difference(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Bound</td>
<td>Upper Bound</td>
<td>Lower Bound</td>
<td>Upper Bound</td>
<td>Lower Bound</td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>Control</td>
<td>12.994(*)</td>
<td>.566</td>
<td>.000</td>
<td>11.877</td>
</tr>
<tr>
<td>Control</td>
<td>Experimental</td>
<td>-12.994(*)</td>
<td>.566</td>
<td>.000</td>
<td>-14.112</td>
</tr>
</tbody>
</table>

Based on estimated marginal means

* The mean difference is significant at the .05 level.

a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

The data in Table 16 above show that there is a significant difference between the experimental and the control groups with a mean difference of 12.99 at 0.05 level of significance. The intervention package as regards the acquisition of core competencies of Human Rights Education is effective and
would enhance and sustain human rights education in Ghanaian senior high schools, if adopted.

**Hypothesis 3: There is no significant difference in the post test scores of all forms of violation of human rights between students in experimental and control groups.**

Hypothesis 3 was tested using a one-way analysis of covariance (ANCOVA).

The results of the analysis are presented in Tables 17, 18 and 19.

**Table 17: Descriptive Data on Different Forms of Violence among Respondents across Experimental Conditions**

<table>
<thead>
<tr>
<th>Forms of Violence</th>
<th>Group</th>
<th>N</th>
<th>Pre test</th>
<th>SD</th>
<th>Post test</th>
<th>Mean</th>
<th>SD</th>
<th>MD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual Harassment</td>
<td>Exp.</td>
<td>90</td>
<td>24.04</td>
<td>3.30</td>
<td>17.66</td>
<td>4.08</td>
<td>6.38</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>90</td>
<td>22.12</td>
<td>4.58</td>
<td>23.19</td>
<td>2.45</td>
<td>1.07</td>
<td></td>
</tr>
<tr>
<td>Bullying</td>
<td>Exp.</td>
<td>90</td>
<td>18.27</td>
<td>3.15</td>
<td>13.42</td>
<td>3.29</td>
<td>-4.85</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>90</td>
<td>17.16</td>
<td>3.02</td>
<td>17.58</td>
<td>2.38</td>
<td>0.42</td>
<td></td>
</tr>
<tr>
<td>Discrimination</td>
<td>Exp.</td>
<td>90</td>
<td>23.01</td>
<td>2.53</td>
<td>18.26</td>
<td>3.67</td>
<td>-4.75</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>90</td>
<td>23.04</td>
<td>3.30</td>
<td>23.63</td>
<td>1.97</td>
<td>0.59</td>
<td></td>
</tr>
<tr>
<td>Misuse of Power</td>
<td>Exp.</td>
<td>90</td>
<td>18.67</td>
<td>2.05</td>
<td>15.78</td>
<td>2.77</td>
<td>-2.89</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>90</td>
<td>18.68</td>
<td>2.70</td>
<td>21.31</td>
<td>1.86</td>
<td>2.63</td>
<td></td>
</tr>
<tr>
<td>Other forms of Violence</td>
<td>Exp.</td>
<td>90</td>
<td>15.00</td>
<td>2.04</td>
<td>13.16</td>
<td>3.05</td>
<td>-1.84</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>90</td>
<td>15.78</td>
<td>2.16</td>
<td>17.19</td>
<td>1.43</td>
<td>1.41</td>
<td></td>
</tr>
</tbody>
</table>

From Table 17, it would be realized that when pre-test was conducted, the two groups did not differ significantly in terms of their knowledge of all forms
of violence which prevail among the respondents. After the treatment, it can be seen from the table that the experimental group had higher scores than the control group in all forms of violence.

With sexual harassment, the experimental group had a mean difference of -6.38 while the control group had 1.07. As regards bullying, while the experimental group had a mean difference of -4.85, the control group scored 0.42. In terms of discrimination, while the experimental group performed better with a mean difference of -4.75, that of the control group was 0.59.

With regard to misuse of power by prefects, the experimental group had -2.89 and the control group scored a mean difference of 2.63. Finally, while the experimental group scored a mean difference of -1.84, the control group scored 1.41 for other forms of violence. The implication of these mean differences is that all the “forms of violence” reduced drastically after the application of the treatment.

To determine whether significant differences existed between the two groups in terms of all forms of violence, a one-way analysis of covariance (ANCOVA) was calculated for each, and the results are reported in Table 18:
Table 18: A One-way Analysis of Covariance (ANCOVA) on Difference in Scores on All Forms of Violence across Experimental Conditions

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual Harassment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Model</td>
<td>2615.000</td>
<td>2</td>
<td>1307.500</td>
<td>297.881</td>
<td>.000</td>
</tr>
<tr>
<td>Pre-test</td>
<td>1237.200</td>
<td>1</td>
<td>1237.200</td>
<td>281.865</td>
<td>.000</td>
</tr>
<tr>
<td>Group</td>
<td>1966.946</td>
<td>1</td>
<td>1966.946</td>
<td>448.120</td>
<td>.000</td>
</tr>
<tr>
<td>Error</td>
<td>776.912</td>
<td>117</td>
<td>4.389</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6596.058</td>
<td>179</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Bullying        |                |    |             |        |       |
| Corrected Model | 1859.986       | 2  | 929.993     | 427.539| .000  |
| Pre-test        | 1082.897       | 1  | 1082.897    | 497.833| .000  |
| Group           | 1108.177       | 1  | 1108.177    | 509.455| .000  |
| Error           | 385.014        | 117| 2.175       |        |       |
| Total           | 4436.074       | 179|             |        |       |
### Discrimination

<table>
<thead>
<tr>
<th>Source</th>
<th>Model</th>
<th>Df</th>
<th>Sum Sq</th>
<th>Mean Sq</th>
<th>F</th>
<th>Pr(&gt;F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>627.027</td>
<td>2</td>
<td>313.514</td>
<td>47.210</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Pre-test</td>
<td>372.605</td>
<td>1</td>
<td>372.605</td>
<td>56.109</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Group</td>
<td>250.916</td>
<td>1</td>
<td>250.916</td>
<td>37.784</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Error</td>
<td>1175.417</td>
<td>117</td>
<td>6.641</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2425.965</td>
<td>179</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Misuse of Power

<table>
<thead>
<tr>
<th>Source</th>
<th>Model</th>
<th>Df</th>
<th>Sum Sq</th>
<th>Mean Sq</th>
<th>F</th>
<th>Pr(&gt;F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>1622.849</td>
<td>2</td>
<td>811.425</td>
<td>192.576</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Pre-test</td>
<td>245.049</td>
<td>1</td>
<td>245.049</td>
<td>58.158</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Group</td>
<td>1375.084</td>
<td>1</td>
<td>1375.084</td>
<td>326.349</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Error</td>
<td>745.795</td>
<td>117</td>
<td>4.214</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3988.777</td>
<td>179</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Other Forms

<table>
<thead>
<tr>
<th>Source</th>
<th>Model</th>
<th>Df</th>
<th>Sum Sq</th>
<th>Mean Sq</th>
<th>F</th>
<th>Pr(&gt;F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>1090.243</td>
<td>2</td>
<td>545.122</td>
<td>148.118</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Pre-test</td>
<td>358.193</td>
<td>1</td>
<td>358.193</td>
<td>97.327</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Group</td>
<td>535.016</td>
<td>1</td>
<td>535.016</td>
<td>145.372</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Error</td>
<td>651.418</td>
<td>177</td>
<td>3.680</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2634.870</td>
<td>179</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sexual Harassment
R Squared = .771 (Adjusted R Squared = .768)

Bullying
R Squared = .829 (Adjusted R Squared = .827)

Discrimination
R Squared = .348 (Adjusted R Squared = .341)

Misuse of Power
R Squared = .685 (Adjusted R Squared = .682)

Other Forms of Violence
R Squared = .626 (Adjusted R Squared = .622)

The one-way analysis of covariance was conducted for each form of violence as shown in Table 18. Starting with sexual harassment, the independent variable was the treatment administered to minimize sexual harassment among the respondents. The dependent variable comprised the post-test scores on sexual harassment. The scores of the respondents on the pre-test were used as covariates in this segment of the study. After adjusting for pre-test scores, there was significant difference in post-test scores between the two groups F (1,177) = 448.12, p < 0.005.

With regard to bullying, the same procedure of calculating the one-way analysis of covariance was followed and after adjusting for the pre-test scores, there was significant difference between the experimental and control groups, F (1,177) = 509.46, P < 0.005.
Discrimination was the next form of violence to be tackled. Respondents` scores on pre-test were used as covariates and after adjusting for the pre-test scores, there was significant difference in post-test scores between the experimental and control groups $F (1, 177) = 37.78$, $P < 0.005$.

The next form of violence has to do with misuse of power under the prefectoral system. The one-way analysis of covariance was conducted to determine the effectiveness of the treatment package. After adjusting for pre-test scores, there was a significant difference between the experimental and control groups $F (1,177) = 326.35$, $p < 0.005$.

Finally, with regard to other forms of violence, after adjusting for the pre test scores, there was a significant difference between the two groups $F (1,177) = 145.37$, $p < 0.005$.

The significant differences which existed between the two groups in all forms of violence led to the rejection of the null hypothesis which stated that there will be no significant difference in the post test scores of all forms of human rights violations between students in experimental and control groups. The alternate hypothesis is, therefore, upheld.

With significant mean scores realized, the pair-wise comparisons of mean scores were conducted to determine which pairs of scores were significant. The output is displayed in Tables 19.1, 19.2, 19.3, 19.4 and 19.5.
### Table 19.1: Pair-wise Comparisons Mean Scores of Students

**Dependent Variable: Post-test Scores on Sexual Harassment**

<table>
<thead>
<tr>
<th>(I) group</th>
<th>(J) group</th>
<th>Mean Difference (I-J)</th>
<th>Std. Error</th>
<th>Sig.(a)</th>
<th>95% Confidence Interval for Difference(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>Control</td>
<td>-6.802(∗)</td>
<td>.321</td>
<td>.000</td>
<td>-7.436 -6.168</td>
</tr>
<tr>
<td>Control</td>
<td>Experimental</td>
<td>6.802(∗)</td>
<td>.321</td>
<td>.000</td>
<td>6.168 7.436</td>
</tr>
</tbody>
</table>

Based on estimated marginal means

* The mean difference is significant at the .05 level.

a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

### Table 19.2: Pair-wise Comparisons Mean Scores of Students

**Dependent Variable: Post-test Scores on Bullying**

<table>
<thead>
<tr>
<th>(I) group</th>
<th>(J) group</th>
<th>Mean Difference (I-J)</th>
<th>Std. Error</th>
<th>Sig.(a)</th>
<th>95% Confidence Interval for Difference(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>Control</td>
<td>-5.043(∗)</td>
<td>.223</td>
<td>.000</td>
<td>-5.484 -4.602</td>
</tr>
<tr>
<td>Control</td>
<td>Experimental</td>
<td>5.043(∗)</td>
<td>.223</td>
<td>.000</td>
<td>4.602 5.484</td>
</tr>
</tbody>
</table>
Based on estimated marginal means

* The mean difference is significant at the .05 level.

a. Adjustment for multiple comparisons: Least Significant Difference
(equivalent to no adjustments).

**Table 19.3: Pair-wise Comparisons Mean Scores of Students**

Dependent Variable: Post-test Scores on Discrimination

<table>
<thead>
<tr>
<th>(I) group</th>
<th>(J) group</th>
<th>Mean Difference (I-J)</th>
<th>Std. Error</th>
<th>Sig.(a)</th>
<th>95% Confidence Interval for Difference(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Lower Bound</td>
<td>Upper Bound</td>
<td>Lower Bound</td>
<td>Upper Bound</td>
</tr>
<tr>
<td>Experimental</td>
<td>Control</td>
<td>-2.361(*)</td>
<td>.384</td>
<td>.000</td>
<td>-3.119</td>
</tr>
<tr>
<td>Control</td>
<td>Experimental</td>
<td>2.361(*)</td>
<td>.384</td>
<td>.000</td>
<td>1.603</td>
</tr>
</tbody>
</table>

Based on estimated marginal means

* The mean difference is significant at the .05 level.

a. Adjustment for multiple comparisons: Least Significant Difference
(equivalent to no adjustments).
Table 19.4: Pair-wise Comparisons mean Scores of Students

Dependent Variable: Post-test Scores on Misuse of Power under the Prefectorial System

<table>
<thead>
<tr>
<th>(I) group</th>
<th>(J) group</th>
<th>Mean Difference (I-J)</th>
<th>Std. Error</th>
<th>Sig.(a)</th>
<th>95% Confidence Interval for Difference(a) Lower Bound</th>
<th>Upper Bound</th>
<th>Lower Bound</th>
<th>Upper Bound</th>
<th>Lower Bound</th>
<th>Upper Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>Control</td>
<td>-5.528(*)</td>
<td>.306</td>
<td>.000</td>
<td>-6.132</td>
<td>-4.924</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>Experimental</td>
<td>5.528(*)</td>
<td>.306</td>
<td>.000</td>
<td>4.924</td>
<td>6.132</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on estimated marginal means

* The mean difference is significant at the .05 level.

a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

Table 19.5: Pair-wise Comparisons Mean Scores of Students

Dependent Variable: Post-test Scores on Other Forms of Violence

<table>
<thead>
<tr>
<th>(I) group</th>
<th>(J) group</th>
<th>Mean Difference (I-J)</th>
<th>Std. Error</th>
<th>Sig.(a)</th>
<th>95% Confidence Interval for Difference(a) Lower Bound</th>
<th>Upper Bound</th>
<th>Lower Bound</th>
<th>Upper Bound</th>
<th>Lower Bound</th>
<th>Upper Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>Control</td>
<td>-3.507(*)</td>
<td>.291</td>
<td>.000</td>
<td>-4.082</td>
<td>-2.933</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>Experimental</td>
<td>3.507(*)</td>
<td>.291</td>
<td>.000</td>
<td>2.933</td>
<td>4.082</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

131
Based on estimated marginal means

* The mean difference is significant at the .05 level.

a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

The data in Tables 19.1, 19.2, 19.3, 19.4 and 19.5 show that differences existed between the experimental and the control groups. With regard to sexual harassment, the mean difference was 6.80. As regards bullying, the mean difference was 5.04. That of discrimination was 2.36. The mean difference between the two groups as regards misuse of power by school prefects was 5.53, while that of other forms of violence was 3.51.

Therefore, it is concluded that the intervention packages as regards sexual harassment, bullying, discrimination, misuse of power under the prefectorial system as well as other forms of violence were very effective. These packages would enhance human Rights Education curriculum in Ghanaian senior high schools, if correctly used.
Hypothesis 4: There will be no significant difference in post treatment scores of the experimental and control groups as regards the challenges which confront human rights education in Ghanaian senior high schools.

Hypothesis 4 was tested with a one-way analysis of covariance (ANCOVA). The results are displayed in Tables 20, 21 and 22.

Table 20: Descriptive Data on Respondents’ Views as regards challenges of Human Rights Education across Experimental Conditions.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Pre-test Mean</th>
<th>Pre-test SD</th>
<th>Post - test Mean</th>
<th>Post - test SD</th>
<th>Post - test MD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>90</td>
<td>51.14</td>
<td>6.52</td>
<td>64.13</td>
<td>4.37</td>
<td>12.99</td>
</tr>
<tr>
<td>Control</td>
<td>90</td>
<td>49.96</td>
<td>5.86</td>
<td>50.94</td>
<td>3.23</td>
<td>0.98</td>
</tr>
</tbody>
</table>

The descriptive data presented in Table 20 indicate that the two groups did not differ significantly in terms of their knowledge of the challenges which confront human rights education in Ghanaian senior high schools. Respectively, the mean scores were 51.14 and 49.96 for the experimental and the control group. After the treatment, it would be deduced from the Table that the experimental group had a higher mean difference of 12.99 while the control group had a mean difference of 0.98.

To determine whether significant difference existed between the two groups, an analysis of covariance (ANCOVA) was calculated. The SPSS output is reported in Table 21.
A one way analysis of covariance was conducted to determine the effectiveness of the intervention on some of the challenges of human rights education. The independent variable was the treatment administered while the dependent variable consisted of the post test scores after completing the intervention. The pre test scores were considered as the covariate in this analysis. After adjusting for pre – intervention scores, there was significant difference between the experimental and control groups $F (1, 177) = 975.02$, $p < 0.005$. This led to the rejection of the null hypothesis and upholding of the alternate hypothesis.
The pair-wise comparisons of mean scores were conducted to determine which pairs of mean scores were significant as shown in Table 22.

**Table 22: Pair-wise Comparisons of Mean Scores of Students**

Dependent Variable: Post-test Scores on Challenges of Human Rights Education in Schools in Ghana

<table>
<thead>
<tr>
<th>(I) group</th>
<th>(J) group</th>
<th>Mean Difference (I-J)</th>
<th>Std. Error</th>
<th>Sig.(a)</th>
<th>95% Confidence Interval for Difference(a)</th>
</tr>
</thead>
</table>

Based on estimated marginal means

* The mean difference is significant at the .05 level.

a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

The data in Table 22 indicate that there is a significant difference between the experimental and control groups with a mean difference of 12.66 at 0.05 level of significance. The intervention package on the challenges which confront human rights education in schools in Ghana is effective and would enhance human rights education delivery in the country, if adopted.
Hypothesis 5: A validated intervention package, based on observations and findings in this study, will not enhance human rights education curriculum for senior high schools in Ghana.

To get a clue to this research hypothesis, a validated intervention package, based on human rights education enhancement (HUREDE) model was developed by the researcher. This was trial tested and has proved to be very effective because the participants exposed to treatment as regards awareness of their rights and freedoms as well as acquisition of some core competencies of human rights education performed significantly higher than those in the control group.

Also, all forms of violence such as sexual harassment, bullying, discrimination and misuse of power diminished drastically among the participants in the experimental group than those in the control group. If the model is correctly used, it would enhance human rights education curriculum for senior high schools in Ghana.

4.5 Summary of Findings from the Testing of Research Hypotheses

Findings of the study with respect to the testing of the hypotheses revealed that:

1. participants exposed to treatment or intervention package on human rights education demonstrated higher performance on awareness of
the existence of their fundamental human rights and freedoms than their counterparts in the control group.

2. those exposed to treatment with regard to the acquisition of core competencies of human rights education, significantly performed higher than those in the control group.

3. all forms of violence among students, notably, sexual harassment, bullying, discrimination, misuse of power under the prefectorial system and other forms, reduced drastically among participants exposed to treatment than those in the control group.

4. there was significant difference in the performance of participants exposed to treatment concerning the challenges which confront human rights education, than those in the control group.

5. the developed intervention package, if used correctly, would enhance human rights education curriculum for senior high schools in Ghana.

4.6. Discussions of Findings
The first research question sought to find out the extent to which Ghanaian students were aware of their rights and freedoms due to government and other stakeholders’ intervention in human rights education. Analysis of data revealed that some of the students in the schools under study were not fully aware of the existence of some of their fundamental human rights and freedoms.
Consequently, hypothesis one sought to find out if any significant difference existed in post-test scores of the experimental and control groups with regard to the awareness of the existence of their fundamental human rights and freedoms. The descriptive data and the one-way analysis of covariance (ANCOVA) statistics in Tables 11 and 12 respectively showed that participants exposed to treatment significantly performed better than those in the control group. This led to the rejection of the null hypothesis, implying that the alternate hypothesis is upheld.

The pair-wise comparisons mean scores results presented in Table 13 to determine which group differs from the other, also showed that participants exposed to treatment demonstrated better performance than those in the control group. This result is in line with other research findings which indicated that through effective intervention package, teachers can promote healthy relationships, create awareness and prevent violence among learners (Tamakloe, 2005).

In Ghana, the main areas of intervention being implemented include awareness creation in schools of the existence of children’s fundamental human rights and freedoms and also, creating strong partnership with the media to expose offenders. For instance, as part of awareness creation among students of their rights, the Commonwealth Human Rights Initiative (CHRI) initiates schools’ human rights education forum on the rights of the individual.
According to Mensah (2009) the purpose of the schools human rights forum is to educate the youth, who are mostly the source of information for their peers and parents to know their rights and responsibilities under the law. The media, both print and electronic, have contributed immensely through the broadcast of news items, announcements, movies and other educational messages that focus on child labour, trafficking, and sexual harassment. These programmes have increased public awareness and help shape opinions on violence targeted at children.

The role of NGOs too in creating awareness among the citizenry of Ghana with regard to the existence of their fundamental human rights and freedoms cannot be over-emphasized. They raise particular issues on children’s rights at the national and international scenes. It was in consequence of this that Ofosu-Kusi (2005) asserted that NGOs are the social consciences and the instrumental forces that drive governments and politicians from their lethargic positions on a number of human rights issues. All these, together with the treatment on awareness, made the participants in the experimental group perform higher than the control group.

Research question two sought to find out if human rights content areas in social studies curriculum meet the required core competencies of human rights education. When data were analyzed, it came to light that many important human rights content areas which would enable students to acquire
the core competencies of human rights education were not covered in the social studies curriculum.

As a result, hypothesis two stated that there will be no significant difference in post treatment scores of the experimental and control groups in connection with the acquisition of core competencies of human rights education. The one-way analysis of covariance was used to determine the difference in scores among the respondents. The descriptive data presented in Table 14 and the ANCOVA results presented in Table 15 indicated that participants in the experimental group significantly performed higher than those in the control group. The finding led to the rejection of the null hypothesis, thus, upholding the alternate hypothesis.

The pair-wise comparisons mean scores results presented in Table 16 also showed that participants exposed to treatment demonstrated higher performance than those in the control group. In Ghana, human rights issues are taught at the senior high school level via Social Studies which serves as carrier subject. Teaching human rights as a subsection of another subject may have the advantage of feeding on an already existing subject without having to confront the problem of finding space on an overcrowded timetable.

However, there would come with this arrangement the danger of human rights becoming marginalized (Quashigah, 2005). In corroboration with Quashigah`s assertion, the present study has revealed that human rights
content areas in social studies curriculum are woefully inadequate to meet the required core competencies of human rights education. This is because important topics such as “History and Philosophy of Human Rights”, “Three (3) Generations of Human Rights”, “Origins of the United Nations” “Universal Declaration of Human Rights”, and “Relationship between Human Rights, Peace and Security” etc have not been covered in the Social Studies Curriculum. Meanwhile, these content areas, according to Tibbitts (1996) would enable learners to acquire the human rights education core competencies.

Research question three sought to find out the extent to which students violate the fundamental human rights and freedoms of their fellow students. The analysis of data from this research question revealed that there are substantial evidence of human rights abuses among the students in Ghanaian senior high schools.

These ranged from sexual harassment through bullying, discrimination, misuse of power under the prefectorial system, to other forms of violence such as destruction of students` belongings, some students threatening to attack others physically, some carrying weapons to school and rampant theft cases among students. Hypothesis three, therefore, sort to find out if significant difference existed in post- test scores of all forms of violation of human rights between students in experimental and control groups.
The descriptive data and the one-way ANCOVA statistics in Tables 17 and 18 showed that participants exposed to treatment significantly performed better than those in the control group. This implies that all forms of violence such as sexual harassment, bullying, discrimination and misuse of power have diminished with the participants in the experimental group than the control group. We, therefore, fail to accept the null hypothesis and uphold the alternate hypothesis.

The pair-wise comparisons mean scores results presented in Tables 19.1, 19.2, 19.3, 19.4 and 19.5 to determine which group differs from the other, also showed that participants exposed to treatment demonstrated better performance than those in the control group. This was expected because the participants in the experimental group had been given treatment on the various forms of violence.

This is a clear indication that the interventions were very effective. The results of this study fall in line with results of other studies which focused on programmes to prevent and diminish violence. They indicated that interventions in schools become efficient in preventing and diminishing violence (Dawn & Shaughnessy, 2005; Dole, 2006; Roberts, White & Yeomans, 2004).

Research question four sought to explore the challenges which confront human rights education in Ghanaian senior high schools. The analysis of data
indicated that there are myriad of challenges which confront human rights education in Ghanaian senior high schools. Consequently, hypothesis four sought to find out if significant difference existed in post-treatment scores of the experimental and control groups as regards the challenges which confront human rights education in Ghanaian senior high schools.

The descriptive data and the one-way analysis of covariance (ANCOVA) statistics in Tables 20 and 21 respectively showed that participants exposed to treatment significantly performed better than those in the control group. This led to the rejection of the null hypothesis, implying that the alternate hypothesis is upheld. The pair-wise comparisons mean scores results presented in Table 22, to determine which group differs from the other, also showed that participants exposed to treatment demonstrated better performance than those in the control group.

The challenges of human rights education are akin to the challenges of education generally in Ghana. These challenges, among others, include lack of qualified teachers who are well versed in the methods, techniques and strategies of human rights education delivery, lack of appropriate textbooks for human rights education, lack of internet facilities in schools and lack of funds to embark on visits to human rights violation sites.

This finding is in line with the submission of Pande (2005) that human rights teaching in the schools of Nepal, is confronted with problems such as
inadequate coverage of human rights contents in school level curriculum, lack of basic facilities in schools to make learning meaningful, lack of awareness on the part of parents and guardians about child rights, lack of child rights in school and lack of qualified and trained teachers.

Research question five sought to find out the extent to which the use of an enhanced intervention package, based on observations and findings in the study would improve human rights education curriculum for senior high schools in Ghana. Consequently, hypothesis five stated that a validated intervention package, based on observations and findings in this study, will not enhance human rights education curriculum for senior high schools in Ghana.

To get a clue to this research hypothesis, a Human Rights Education Enhancement (HUREDE) model was developed by the researcher. Details of the model are discussed below:

4.7. **Objective of the Model**

The objective of the model is to deviate from teacher-centred classrooms where teachers talk, and students listen, except when called on to ask or answer questions about what the teacher had said. This method must be replaced by objectives that relate to learners’ life experiences and appreciate what they already know so that the learners, not the teacher, is at the centre of the experience and share “ownership” for their own learning. Learners
must engage in a common effort towards a shared goal. Together they examine their own experiences and seek to come to individual conclusions.

Consequently, Human Rights Education Enhancement Model (HUREDE) was developed to:

- impart relevant knowledge, positive attitudes, desirable skills and values among learners;
- foster connections between learning about human rights issues and practicing human responsibilities;
- build human rights learning environment for learners to develop their full potentials;
- familiarize the learner with issues of fundamental human rights;
- build empathy for those whose rights are trampled upon; and
- understand and explore human rights learning communities.

4.8. Development Process of the Model
The Human Rights Education Enhancement model (HUREDE) is developed using criterion from Tamakloe (2005) and Wheeler`s (1967) cyclical curriculum model that has been empirically and/or logically derived. The process of development of the model involved a five-step sequence viz – a – viz situational analysis, development, validation, try-out and revision. The scheme of the HUREDE model is presented diagrammatically as shown below:
Fig 1: An Enhancement Model for Human Rights Education

- Situational Analysis
  - Human Rights Education
    - Goals and Objectives of Human Rights Education
    - Content of Human Rights Education
    - Resources of Human Rights Education
    - Methods and Techniques of Human Rights Education
    - Learning Experiences in Human Rights Education
    - Assessment Procedures in Human Rights Education
  - Programme Evaluation

(Source: Researcher)
4.9. Child Rights Situational Analysis

The first step shows that before the actual intervention, there is the need to analyse child rights situation and education in the country. A situational analysis has to do with the identification of what is, what should be and the need for change through empirical research. The phase includes such activities as data gathering using questionnaire, interviews and documentary study (Igwe, 1993).

The purpose of situational analysis is to collect basic information required for a meaningful curriculum building; identifying tasks, problems and difficulties and seek possible alternative solutions (Adegoke, 2003). An analysis of some of the findings in the present study indicated that:

- some of the students are not fully aware of the existence of some of their fundamental human rights and freedoms.
- many important human rights content areas which would enable students to acquire the core competencies of human rights education are not covered in the social studies curriculum.
- student – on – student violence is prevalent in Ghanaian senior high schools. Among them are sexual harassment, bullying, discrimination, misuse of power under the prefectorial system, destruction of other students` belongings, threats of attacking other students physically and carrying of weapons to school.
- there are myriad of challenges which confront human rights education in Ghanaian senior high schools.
As a result of the numerous identified constraints, the HUREDE model was developed to improve and guide effective facilitation of human rights education delivery in Ghanaian senior high schools.

**4.10 Goal and Objectives of Human Rights Education**

The next stage involves the selection of goals and objectives of human rights education. The ultimate goal of human rights education is the formation of responsible, committed, and caring planetary citizens who have integrated such values as respect, non-violence, non-discrimination etc into everyday life and acquired the skills to advocate for them (Human Rights Education Handbook, 2010).

According to Adegoke (2011), the formulation of specific and detailed design objectives, which are appropriate to a given age range and social environment is challenging, time consuming, value laden but a useful exercise. The major sources from which objectives may be derived include the society, the nature of programme, the nature of the learners, globalisation, etc.

There are two major schools of thought on the type of objective which should be used in the classroom. One school of thought which comprises Tyler, Taba, Popham, Gronland, Wheeler and Mager, has it that the objective should be called either behavioural objective or instructional objective (cited in Tamakloe, 2005). It is opined that the objective should be so specific that the
learner should not have any doubt whatsoever in his mind as to what he is required to do. E.g. By the end of the lesson, the learner will be able to mention at least three limitations to the right to the freedom of expression of the individual.

Those of the other school of thought, according to Tamakloe (2005), include Stenhouse, Hirst, Peters, Macdonald and Eisner. They are of the view that objectives stated with such specificity make automations of human beings and must be discouraged. Consequently, Eisner thinks if there should be objectives at all, they should not be restrictive but rather must open up avenues for discovery and open ways for both teachers and learners to explore, hence the term “expressive outcome”. E.g. By the end of the lesson, the learner will be able to appreciate the need to respect the fundamental human rights and freedoms of the individual.

During the study, it was observed that the social studies teachers depended mostly on the behavioural objectives. Meanwhile, in human rights education, both behavioural objectives and expressive outcomes have essential parts to play in the acquisition of relevant knowledge, positive attitudes, values and skills which human rights education encompasses. To bring about enhancement in Human Rights Education Curriculum, therefore, both the behavioural objectives and expressive outcomes must be formulated and utilized during human rights education lesson delivery.
4.11. Content of Human Rights Education

The curriculum content comprise the knowledge, skills, concepts, principles, theories, generalizations, laws, values and beliefs needed for the attainment of stated objectives (Adegoke, 2003; Tamakloe, 2005). In selecting course content, there should be a clearly defined set of criteria. Such criteria, according to Adegoke (2011) include significance, validity, reliability, professionalism, interest, utility, continuity, self-sufficiency, learnability, feasibility, globalisation, modernity, comprehensiveness and consistency with socio-economic realities and learner’s characteristics (e.g. maturity, readiness, motivation, etc).

The major problem of selecting learning material content, Adegoke continues, lies in the selection of particular subject matters from the vast range of possible ones. Since it is impossible for one to teach or learn everything, one must select from plethora of knowledge and civilizations.

Consequently, Phenix, 1964; Skillbeck, 1976; Taba, 1962; Hirst, 1965; Tyler, 1949; Wheeler, 1971; Pring, 1978; (As cited in Adegoke, 2011) suggest a set of criteria for content selection which may be considered together and listed as: need, continuity, reinforcement, repetition, social utility, social responsibility, learners` profile, common cultures, cognitive concern, learnability, sequence, validity, structure of the subject, social pressure, basis for further education, opportunity for multiple learning activities, consideration of the aims, goals and objectives, consistency with social
realities, flexibility, personal satisfaction, resources, integration and balance, the nature and essence of open and distance learning.

Putting all the foregoing into consideration, the content of Human Rights Education, based upon the HUREDE model, will include:

(i) the knowledge that needs to be acquired, such as the main categories of human rights, the history and philosophy of human rights, the main declarations and conventions, the three generations of human rights, various forms of injustice or inequality, legal and political systems and Chapter 5 of the 1992 fourth Republican Constitution of Ghana which specifically deals with the fundamental human rights, their limitations and the responsibilities of the Ghanaian citizen;

(ii) the skills that need to be developed, such as description of historical and contemporary political and social processes using human rights language, identifying important human rights issues in relation to key areas of life for self and others, distinguishing between duty bearers and rights holders, and how they overlap, identifying human rights violations, including their root causes and consequences, taking an active part in debates and controversies related to human rights etc;
(iii) *Attitudes and values*, such as respect for oneself and respect for others based on human rights, the belief that one person can make a difference in the world, appreciation of the link between rights, equality and non-discrimination and living with others, confidence in claiming human rights, empathy for those suffering human rights violations etc.

Based upon the findings and observations of the study, it was realised that the social studies teachers in the schools under study centred their discussions on only the knowledge that needs to be acquired at the expense of the skills, attitudes and values that need to be acquired during human rights education lessons. Hence, the HUREDE model was developed for facilitators, among other objectives, to impart relevant knowledge, positive attitudes, desirable skills and values among learners. These would go a long way to enhance human rights education curriculum in senior high schools in Ghana.


The importance of resource materials during human rights education delivery cannot be over-emphasised. This notwithstanding, observation of lessons during the study revealed that most of the topics were taught in isolation without using any resource materials.

Resource materials are all teaching assisting materials that aid in teaching (Awoyemi, 2001). These resource materials can be classified into four namely: reading materials, audio-visual materials, community resources and
materials by the teacher and pupils (Ryozo, Yasushi, Takahara & Jiro) (As cited in Ayaba & Odumah, 2007). Some of such materials which can be used during human rights education lessons are textbooks, maps, still pictures, newspapers and periodicals, television sets, bulletin boards, computers hooked onto the internet, tables and graphs, resource persons, cartoons and community resources.

The use of these resources during human rights lessons, coupled with visits to human rights violation sites such as refugee camps, castles where slaves were kept in dungeons before being transported to the Americas, witches camps, shrines where girls (‘trokosis’) are confined to atone for the sins of their relations, would in no small way contribute to the enhancement of Human Rights Education Curriculum in senior high schools in Ghana.

4.13. Methods and Techniques of Human Rights Education
A method of teaching is a general term that is used to cover everything that a teacher does in the classroom. It means a teacher’s overall approach to teaching. One teacher may intend to proceed by presenting information to students, while another teaching the same lesson may intend to proceed by problem solving where students are required to work on a problem.

There are, therefore, two general methods of teaching. One method emphasizes transmitting subject matter. The teacher’s approach here is to tell the students what they need to know (Teacher-centred or Transmission
method). During the study, it was realized through observation that the social studies teachers depended solely on this transmission method during their human rights education lessons.

The second is called discovery or inquiry method. In this method students are challenged to examine, investigate and explore an issue. This is referred to as child – centred method. Observation of lessons and the findings of the study revealed that the social studies teachers never depended on this method of teaching. As regards human rights education delivery, the child – centred method is more appropriate.

A technique of teaching refers to all the activities teachers ask students to perform in class during teaching and learning process. It is a change in stimulus variation as the lesson goes on. Put differently, techniques are activities performed in class to achieve the method chosen by the teacher. Here too, it was observed that the teachers depended upon the techniques which fall under transmission method of teaching. Examples are lecturing, recitation and reading from textbooks.

During human rights education delivery, the appropriate techniques which could be used are brainstorming, case studies, debates, discussion, dramatization, films and videos. Others are games, interpretation of images, interviews, research projects, simulations, storytelling, webbing activities,
surveying opinion and information gathering. All these techniques fall under the child-centred method of teaching.

During human rights education lesson delivery, neither teacher-centredness alone nor child-centredness alone is ideal. Facilitators must toe the middle course by blending the good aspects of teacher-centredness as well as the good aspects of child-centredness. This would go a long way to enhance Human Rights Education Curriculum for senior high schools in Ghana.

4.15. Learning Experiences in Human Rights Education

Learning experiences play a major role in any teaching and learning process. This notwithstanding, teachers in the schools under study were observed during lessons that they never selected appropriate learning experiences. Learning experiences refer to the interaction between the learner and the external conditions in the environment to which the learner can react (Tamakloe, 2005). Such learning experiences can be classified into:

(a) Learning experiences that develop skills in thinking, for instance, generalizations, deductions, problem-solving and discovery.

(b) Learning experiences that are helpful in acquiring information, for instance, questionnaire, interview schedules, checklists visits to human rights violation sites.

(c) Learning experiences that are helpful in developing social attitudes, for instance, working together, playing together, studying together and also, joining clubs and societies.
(d) Learning experiences that are helpful in developing interest, for instance, hobbies, pastimes and use of leisure hours.

During human rights education lesson delivery, all the above learning experiences namely: those that are helpful in developing skills; those that are helpful in acquiring information; those that are helpful in developing social attitudes as well as learning experiences that are helpful in developing interests, must be selected and utilized by facilitators. This would contribute substantially towards the enhancement of Human Rights Education Curriculum for senior high schools in Ghana.

4.16 Assessment Procedures in Human Rights Education

According to Airasian (As cited in Ayaaba & Odumah, 2007), assessment is the process of collecting, synthesizing and interpreting information to help in decision making. Put differently, assessment is the term used to include the full range of information teachers gather in their classrooms. This information helps them to understand their pupils, monitor instruction and establish a viable classroom community.

Based upon the findings and observation of lessons, it was realised that the social studies teachers relied mostly on paper and pencil tests made up of multiple choice and essay tests, to gather information about their learners. In human rights classroom, the assessment instruments or procedures that can be employed include: observing, interviewing, recording, and use of rating scales. Others are checklists, portfolios, projects, use of anecdotes, use of
inventories and use of socio-metric devices. The usage of these non-testing methods of assessment by facilitators, would go a long way to enhance Human Rights Education Curriculum for senior high schools in Ghana.

4.17. Programme Evaluation

Evaluation is the process of collecting data on a programme to determine its value or worth with the aim of deciding whether to adopt, reject or revise the programme. Ornstein and Hunkins (1998), therefore, defined curriculum evaluation as “a process or cluster of processes that people perform in order to gather data that will enable them to decide whether to accept, change or eliminate something – the curriculum in general or an educational textbook in particular.

Programmes are, therefore, evaluated to answer questions and concerns of various parties. The public wants to know whether the curriculum implemented has achieved its aims and objectives; teachers want to know whether what they are doing in the classroom is effective; and the developer or planner wants to know how to improve the curriculum product.

There are numerous approaches to the evaluation of human rights curriculum. Among them are Stufflebeam’s (1983) Context, Input, Process, Product Model (CIPP Model), Tyler’s (1949) Behavioural Objective Model, Scriven’s (1975) Goal free theory of evaluation and Stake’s (1969) Congruence – Contingency evaluation Model. Others are Pallet and Halmilton

During the study, the researcher used Provus` s Discrepancy Evaluation Model which was developed in 1969. This is a well tested and commonly accepted utilitarian model used in evaluating academic programmes. He defined evaluation as the process of agreeing upon programme standards, determining whether a discrepancy exists between some aspect of the programme and standards governing that aspect of the programme, using discrepancy information to identify weaknesses of the programme. His stated purpose of evaluation is to determine whether to improve, maintain or terminate a programme (Gredler, 1996).

According to Provus, evaluation can be seen as a process of:

1. Agreeing upon standards/objectives;
2. Determining whether a discrepancy exists between the performance of some aspect of a programme and the standards set for performance; and
3. Using information about discrepancies to decide whether to improve, maintain or terminate the programme or some aspects of it.

Provus conceived a programme or educational activity that is being developed as going through four developmental stages, to which he added a fifth optional stage.
i. Programme Definition – where the purpose of the evaluation is to assess the programme design by first defining the necessary inputs, processes and outputs, and then, by evaluating the comprehensiveness and internal consistency of the design. This stage answers the question, “Is the programme adequately defined?”

ii. Programme Installation – where the purpose of evaluation is to assess the degree of programme installation against the standards of the programme defined in the first stage. This stage answers the question, “Is the programme installed as defined in stage 1?”

iii. Programme Process (interim products) – where the purpose of the evaluation is to assess the relationship between the variables to be changed and the process used to effect the change. This stage asks “Are the resources and techniques being used congruent with the goals of the programme?

iv. Programme Product – where the purpose of the evaluation is to assess whether the design of the programme achieved its major objectives in the implementation.

During the study, it was the Provus` Discrepancy Evaluation Model which was used to evaluate the current status of human rights education in Social Studies Curriculum. At each of the four stages, the defined standards were compared to actual programme performance to determine if any discrepancy existed. The following discrepancies were identified:
1. The human rights education programme is not adequately defined because it is being taught via Social Studies which serves as a carrier subject;

2. The programme is not properly installed because it is incorporated in the Social Studies Curriculum;

3. The resources and techniques being used are not congruent with the goals of the programme; and

4. The programme has not achieved its major objectives because student-on-student violence is still prevalent among senior high school students in Ghana.

As a result of the foregoing discrepancies, the HERDE model was developed by the researcher. If adopted, it would go a long way to enhance Human Rights Education Curriculum for senior high schools in Ghana.

4.18. Validation

Validation was the third step in the development of the model. According to Nduana (1974) as cited in Igwe, (1993), the most crucial condition for the success of any innovative educational or social project is the availability of sufficient relevant human and material resources, adequate social institutions and favourable situations that together constitute what might be regarded as the socio-economic environment with which the project is planned and implemented (As cited in Igwe, 1993).
In this study, an adaptation of the checklist for evaluating presentation agendas (Human Rights Education Handbook, 2010) was employed to assess the prospects and problems of the application of the model.

**4.19. Try-out**

This is the fifth stage in the development of the model and it is the completion of the action plan. According to Adegoke (1989) as cited by Igwe (1993), try testing provides data for improvement, provides basis for assessing quality, value fit and utility for the model.

The pilot study was carried out in one of the schools used for the main study – Mando Senior High School. A total of thirty-two participants made up of thirty students and two social studies teachers took part in the pilot testing in answering the questionnaire.

The objective of the try-out was to test the workability and adequacy of the designed model, isolate the weaknesses identified in the design and incorporate appropriate modifications.

**4.20. Data Analysis**

The data collected were analyzed using both descriptive and inferential statistics. Mean and standard deviations were used to analyze the responses of the participants. The Pearson Product Moment Correlation Coefficient was used to ascertain the mean scores of the responses.
4.21. Revision and Conclusion

In this study, the revision component involved an assessment of the results of the try-out of the checklist for evaluating presentation agendas (Human Rights Education Handbook, 2010) of the proposed model. There is sufficient evidence to believe that human rights facilitators can utilize the components of the HUREDE model in bringing about the desired improvement in human rights education delivery. This will surely bring about the acquisition of the relevant knowledge, positive attitudes, values, desirable skills and actions which human rights education encompasses.

To enhance the workability of the HUREDE model, highly qualified and experienced facilitators are needed, modern and well equipped libraries are needed in the schools, internet computer laboratories are needed and also, unique instructional materials are needed. In view of these, the researcher suggests that the government provides all these to all the senior high schools in the country. The HUREDE model, no doubt, if adopted would enhance human rights education curriculum for senior high schools in Ghana.
CHAPTER FIVE

5.0 SUMMARY, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 Preamble

This chapter attempts to provide the summary of work, conclusion, recommendations and suggestions for further research.

5.2 Summary of Work

The study investigated the impact of human rights education on the social behaviour of students in Ghanaian senior high schools. In addition, the study also attempted to develop an enhanced intervention package, based on Human Rights Education Enhancement (HUREDE) model, to improve and sustain human rights education curriculum for senior high schools in Ghana.

The participants for the study were made up of 180 participants (90 each in experimental and control groups). They were drawn from 6 out of 480 public senior high schools in three out of the ten administrative regions in Ghana.

A 74 – item researcher-designed questionnaire and an interview schedule, were employed to collect data from the participants. In addition, documentary study technique was used to analyze official and institutional documents from some of the six selected senior high schools used for the study, Domestic Violence and Victims Support Unit (DOVVSU) of the Ghana Police Service, Senior Correctional Centre (Borstal Home) and the Ministry of Women and
Children’s Affairs. All these provided data as regards the aggressive behaviour of the Ghanaian youth which infringe upon the rights of others.

A checklist for evaluating presentation agenda was used to assess the workability of the proposed HUREDE model.

Data generated were analyzed by the use of descriptive and inferential statistics. All the five research questions were analyzed using frequency distribution and percentages. All the null hypotheses were tested with a one-way analysis of covariance (ANCOVA) at 0.05 level of significance.

There was significant performance among participants exposed to the entire treatment package than their counterparts in the control group. This led to the rejection of all the null hypotheses formulated for the study, implying that all the alternate hypotheses were upheld.

The interview studies confirmed the results obtained from the questionnaire about student-on-student violence among students in Ghanaian senior high schools. Notable among them were sexual harassment, bullying, discrimination, misuse of power under the prefectorial system etc.

The documentary study revealed that violence is prevalent among the Ghanaian youth.
An analysis of the survey data of the proposed HUREDE model workability checklist indicated that every component of the model has a 72% chance of enhancing human rights education curriculum for senior high schools in Ghana, if adopted.

Based on these findings, relevant conclusions were drawn and suggestions for further studies were recommended.

5.3 Conclusion
Through the findings, it can be concluded that if human rights facilitators should adopt the intervention package, based on the HUREDE model, it will go a long way to enhance human rights education curriculum for senior high schools in the country.

5.4 Recommendations
In Ghana, human rights issues are taught at the senior high schools via social studies which serves as a carrier subject. This, actually, has the advantage of feeding on an already existing subject without having to confront the problem of finding space on an overcrowded timetable. The danger of this move, however, is that human rights is being marginalized.

Consequently, knowledge among learners about human rights issues is on the periphery. This is because some of the students sampled for the study are not aware of the existence of some of their fundamental human rights and
freedoms and also, student–on–student violence is prevalent among students in Ghanaian senior high schools. The following are, therefore, being recommended:

1. Human rights education must be introduced as a core examinable subject in senior high schools in Ghana. This would enable many content areas to be covered in the syllabus and this would bring about the acquisition of the required core competencies of human rights education, which holistically incorporate relevant knowledge, positive attitudes, values, desirable skills and actions fostering a human rights culture.

2. To heighten students` awareness of their fundamental human rights and freedoms, students must be motivated to form Human Rights Clubs in their schools. There could be termly inter-house and inter-schools debate on the Constitution or human rights issues, with prizes attached to the competition. If this is embarked upon in all the 480 public senior high schools in the country, quite a substantial number of students in the country would become aware of the existence of their fundamental human rights and freedoms and defend them when occasions arise. This would minimize the tendency of their rights being infringed upon by their fellow students or other perpetrators.
3. There are myriad of challenges confronting human rights education in Ghanaian senior high schools. To overcome these challenges, highly qualified and experienced teachers, modern and well-equipped libraries, internet-computer laboratories and unique Teaching and Learning materials are needed in all the senior high schools throughout the country. It is, therefore, recommended that the government trains highly qualified facilitators who would be well equipped with modern methods, techniques and strategies of human rights education delivery for all senior high schools in the country. In addition, the government and NGOs in human rights issues must provide or make available all the needed facilities that would facilitate effective human rights education delivery in the country.

4. Human rights issues cut across all subject areas such as Geography, History, Economics, Introduction to Business Management and Political Science. It is recommended that the entire school curriculum must be revised to model non-violence and gender equity. The Government must, therefore, ensure that the curriculum, textbooks and teaching methods promote child rights, support diversity and indigenous knowledge and emphasize core values such as tolerance, respect, non-discrimination and non-violent conflict resolution.
5. For students to respect the rights of their fellow students, the various senior high schools must establish and implement codes of conduct which would reflect child rights principles. These must, however be in harmony with the laws of Ghana. These must be established and promoted widely for both staff and students. This would go a long way to minimize incidents of violence among the students.

6. Human rights education must take place in violence-free environments. Governments have the obligation to explicitly prohibit violence against children by law. Specifically, putting a stop to all forms of violence and other humiliating or degrading treatment, bullying and other gender-based violence. In this case, students would observe, imitate and model their facilitators.

7. The researcher developed a validated Human Rights Education Enhancement (HUREDE) model for senior high schools in Ghana. This was trial-tested and has proved to be effective because the participants` awareness of the existence of their fundamental human rights and freedoms was heightened. Furthermore, all forms of violence such as bullying, discrimination, sexual harassment and misuse of power under the prefectorial system, reduced drastically among the participants exposed to treatment than those in the control group. It is, therefore, recommended that the model should be adopted for senior high schools in Ghana. This would go a long way to
enhance human rights education curriculum for senior high schools in the country.

5.5 Suggestions for further Studies

The following suggestions are made as a result of the findings emanating from this study.

1. The study is only limited to 3 out of the 10 administrative regions in Ghana. Future researchers should, therefore, endeavour to replicate the study in all the other regions of the country for easy generalization of the findings.

2. The study could be replicated in the Junior high schools in the country for the purpose of ascertaining the types of aggressive behaviour, at that level, which infringe upon the fundamental human rights and freedoms of their fellow pupils.

3. Human rights are not just academic subjects which need purely cognitive approach. Rather, human rights involve feelings, values and opinions. Future researchers should, therefore conduct a research into which participatory methodologies would prove effective for human rights education.
4. Lack of research in the area of human rights education in senior high schools in Ghana, highlight the significance of this study. The research attempted to investigate the impact of human rights education on the social behaviour of students in senior high schools in Ghana. However, many aspects of human rights education or aggressive behaviour which infringe upon the rights of other students, require more detailed research such as:

(a) Drug abuse among students in Ghanaian senior high schools.
(b) The menace of lesbianism among senior high school girls in Ghana
(c) The issue of gay among boys in Ghanaian senior high schools.
(d) Cultism among students in Ghanaian senior high schools.

Contributions to Knowledge

1. An enhanced model for human rights education curriculum was developed by the researcher. It would improve human rights education curriculum for senior high schools in Ghana.

2. The researcher developed a 74 – item questionnaire referred to as QIHURES. The instrument could be adapted or adopted by researchers in the related field of study.

3. The treatment package administered to the experimental group produced a desired effect. This is because all forms of violence reduced
drastically among the participants who were exposed to treatment than their counterparts in the control group.

4. The study provides an empirical data as regards violence among students in Ghanaian senior high schools. This would serve as a reference document to be used, either by the government or other researchers, in solving this problem in Ghana or any other country.
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QUESTIONNAIRE ON THE IMPACT OF HUMAN RIGHTS EDUCATION ON THE SOCIAL BEHAVIOUR OF STUDENTS IN GHANAIAN SENIOR HIGH SCHOOLS.

You will be contributing greatly to the success of this study if you answer the following questions as frankly as you can. The responses you give will be treated with utmost confidentiality.

SECTION A: Bio-data

1. Name of school: .................................................................

2. Nature of institution: Unisex (Boys) [ ] Unisex (Girls) [ ] Mixed [ ]

3. Status: (a) Teacher (b) Student

4. Student’s age range: [15 – 17 years] [18 – 19 years] [20 – 21 years]

5. Sex: Male [ ] Female [ ]

6. Religion: (a) Christian (b) Islamic (c) Traditional

7. Level of student: (a) SS1 (b) SS2 (c) SS3

SECTION B: Main Data

The statements below represent levels of agreement or disagreement. Please tick ( ) the columns which represent your views on the statements.

Note: SA stands for Strongly Agree;  
A – Agree;  
U – Undecided;  
D – Disagree  
SD – Strongly Disagree
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<th>S/No</th>
<th>STATEMENT</th>
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<tbody>
<tr>
<td>8.</td>
<td>Every child has the right to be educated and to develop both spiritually and physically.</td>
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<td>9.</td>
<td>Children have the right to be within a secure environment in which learning is guaranteed.</td>
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<td>10.</td>
<td>Children must have access to information.</td>
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<td>11.</td>
<td>Every child must have the opportunity to make a contribution in his/her community.</td>
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<tr>
<td>12.</td>
<td>Children must be allowed to realise their culture and religious convictions</td>
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<td>13.</td>
<td>Every child has the right to the same measure of special care, assistance and maintenance from his/her parents.</td>
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<td>14.</td>
<td>Every child has the right to get fair share of the money and property owned by parents after their death</td>
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<td>15.</td>
<td>Children must be protected from doing any work that constitutes danger to their health, education and growth</td>
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<td>16.</td>
<td>A child shall not be subjected to torture or other cruel, inhuman or degrading treatment or punishment</td>
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<td>17.</td>
<td>No child shall be deprived by any other person of medical treatment because of religion or other beliefs</td>
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<tr>
<td>18.</td>
<td>All children are entitled to express their views and have them given due weight</td>
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<tr>
<td>19.</td>
<td>A child must be treated fairly and with respect</td>
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<tr>
<td>20.</td>
<td>Some students force others to practise homosexuality and lesbianism</td>
</tr>
<tr>
<td>21.</td>
<td>I am a perpetrator of sexual comments or jokes about parts of someone’s body</td>
</tr>
<tr>
<td>22.</td>
<td>I am a victim of sexual comments or jokes about parts of my body</td>
</tr>
<tr>
<td>23.</td>
<td>I have been a victim of unwanted touching in a sexual way in the school premises</td>
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<tr>
<td>24.</td>
<td>I have had sexual rumours spread about me in the school</td>
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<td>25.</td>
<td>I have once had my clothing pulled at in a sexual manner in the school premises</td>
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<tr>
<td>26.</td>
<td>I have once been forced by a colleague student to have sexual intercourse against my wish (raped)</td>
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<tr>
<td>27.</td>
<td>I have been a victim of suggestive sexual gestures</td>
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</table>
such as howling or whistling or appreciation

(ii) Bullying

28. I have been a victim of physical bullying (hitting or punching) in school

29. I have been a victim of verbal bullying (insults, teasing or name calling) in school.

30. I have been a victim of cyber bullying (electronic or online bullying)

31. I have received vulgar messages or images on my mobile phone

32. I have received sensitive information or lies about another student on my email (online)

33. I have been cyber bullied via social networking sites

(iii) Discrimination

34. Boys and girls are equal and must be treated equally without discrimination

35. Seniors and juniors are equal and must be treated equally without discrimination

36. I have hatred for some students from certain ethnic groups and I discriminate against them

37. I discriminate against any religion which is different from mine

38. Children with disabilities must be given equal treatment as those without special needs

39. Children from poor homes and those from rich homes must mingle freely with one another

40. Students discriminate against others based upon house of affiliation

(iv) Misuse of Power

41. School prefects arbitrarily use the power vested in them

42. Prefects see themselves as superior to other students

43. Prefects administer punishment to others at the least provocation

44. Power exercised by prefects is biased in favour of seniors

45. Prefects capitalize on their positions and make unnecessary sexual demands on junior students

(v) Other Forms of Violence

46. Students destroy other students’ belongings

47. Some students threaten to attack others physically

48. Some students carry weapons such as knives, pistols etc to school

49. Stealing is very common among students

(C) CONTENT COVERAGE

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<tr>
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<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
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During human rights lessons, the following content areas are covered:
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<tr>
<td>50.</td>
<td>The Meaning of Rights and Responsibilities</td>
</tr>
<tr>
<td>52.</td>
<td>History and Philosophy of Human Rights.</td>
</tr>
<tr>
<td>56.</td>
<td>Conflicts in the exercise of Rights and Responsibilities</td>
</tr>
<tr>
<td>57.</td>
<td>Mechanisms against Violation of Fundamental Human Rights</td>
</tr>
<tr>
<td>58.</td>
<td>Arguments for and against Universal Human Rights, and Indivisibility of Rights.</td>
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<th>CHALLENGES</th>
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<tbody>
<tr>
<td>59.</td>
<td>There is lack of qualified teachers for an effective human rights education delivery</td>
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<tr>
<td>60.</td>
<td>There are appropriate textbooks for human rights education.</td>
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<tr>
<td>61.</td>
<td>Teachers are well versed with the methods, techniques and strategies of teaching human rights</td>
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<tr>
<td>62.</td>
<td>Newspapers and periodicals which expose human rights violations in the Ghanaian community are available in this school.</td>
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<td>63.</td>
<td>Our school is hooked onto the internet.</td>
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<td>64.</td>
<td>A television set is available in the staff common room.</td>
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<td>65.</td>
<td>Abridged versions of the 1992 Constitution are available and distributed among students in the school.</td>
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<tr>
<td>66.</td>
<td>Community resources are made use of during human rights education lessons.</td>
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<tr>
<td>67.</td>
<td>The school has enough funds.</td>
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<tr>
<td>68.</td>
<td>We often embark on visits to human rights violation sites.</td>
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<tr>
<td>69.</td>
<td>Children see and copy bad behaviours in the larger school environment or from other schools.</td>
</tr>
<tr>
<td>70.</td>
<td>Children see and copy bad behaviours from the home.</td>
</tr>
<tr>
<td>71.</td>
<td>Children see and copy bad behaviours in the larger community where the school is situated.</td>
</tr>
<tr>
<td>72.</td>
<td>The school has rules and regulations against behaviours which violate other people’s rights.</td>
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<tr>
<td>73.</td>
<td>Any student who breaks these rules is punished.</td>
</tr>
<tr>
<td>74.</td>
<td>The school rewards students who exhibit good behaviours.</td>
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APPENDIX B

INTERVIEW SCHEDULE

You will be contributing greatly to the success of this study if you provide answers the following questions as frankly as you can. The interview granted will be treated with utmost confidentiality.

SECTION A: Bio-data

1. Name of School: ..........................................................................................................

2. Nature of Institution: Unisex (Boys) [ ] Unisex (Girls) [ ] Mixed [ ]

3. Student’s age range: [14-16 years] [17-19 years] [20-22 years]

   [23-25 years]

4. Sex: Male [ ] Female: [ ]

5. Level of Student (a) SS1 (b) SS2 (c) SS3

SECTION B: Main Interview

(A) Sexual Harassment

6. Have you ever been harassed sexually by a fellow student in the school premises?

   (a) Yes [ ] (b) No [ ]

7. Which of the following form(s) it take?

   (a) Sexual jokes about parts of my body

   (b) Unwanted touching in a sexual way

   (c) Sexual rumours spread about me
(d) Once been forced by a colleague student to have sexual intercourse against my wish (raped)

8. Did you report the incidence to any school authority? (a) Yes [  ] (b) No [  ]

9. If no, why?
(a) For fear of being ridiculed
(b) For shyness sake
(c) For fear of being punished
(d) For fear of being suspended

(B) Bullying

10. Have you ever experienced bullying in school?
(a) Yes [  ] (b) No [  ]

11. If yes, which form of physical bullying did you experience?
(a) hitting [  ] (b) punching [  ]

12. Have you ever been bullied verbally? (a) Yes [  ] (b) No [  ]

13. Have you ever been cyber bullied? (a) Yes [  ] (b) No [  ]

14. If yes, which of the following were you subjected to?
(a) Vulgar messages on my mobile phone
(b) Pornographic images on my mobile phone
(c) Sensitive information about another student on my email
(d) Via other social networking sites.
(C) Discrimination

15. Have you ever been discriminated against by a fellow student?  
   (a) Yes [ ] (b) No [ ]

16. If yes, which form did it take?
   (a) I have been discriminated against because of being a male/female
   (b) I have been discriminated against for being a junior
   (c) I have been discriminated against because of my ethnic origin
   (d) I have been discriminated against because of my religion

17. How does discrimination affect you as an individual?
   (a) It affects my concentration in class
   (b) I perform poorly in examinations
   (c) It is an affront to my human dignity

(D) Misuse of Power

18. Do prefects in your school misuse powers which have been vested in them?
   (a) Yes [ ]  (b) No [ ]

19. If yes, which of the following ways do they misuse them?
   (a) They see themselves as superior to other students
   (b) They are biased in favour of seniors
   (c) They capitalize on their positions and make unnecessary sexual demands on junior students
   (d) They administer punishment to others at the least provocation
20. Do you often report them to school authorities? (a) Yes [ ] (b) No [ ]

21. If no, why?
   (a) Because it will rather worsen the situation
   (b) It may create enmity between us

22. Are there other forms of violence that you experience in the school?
   (a) Yes [ ] (b) No [ ]

23. If yes, which of the following do you experience?
   (a) Destruction of other students’ belongings
   (b) Threats to attack others physically
   (c) Carrying of weapons such as knives, pistols etc to school
   (d) Theft cases are rampant among students

24. Are such cases reported to school authorities? (a) Yes [ ] (b) No [ ]

25. If yes, what actions are being taken against the culprits?
   (a) Internal suspension
   (b)External suspension
   (c) Outright dismissal
3rd March, 2011

TO WHOM IT MAY CONCERN

The bearer, Lawrence Odumah, is a lecturer in the Department of Social Studies Education, University of Education, Winneba. He is currently pursuing a Doctoral Degree Programme in the Department of Arts and Social Sciences Education, University of Lagos, Nigeria.

He is in Ghana to collect data to determine the effect that Human Rights Curriculum has had on the social behaviour of students in Ghanaian Senior High Schools.

I shall be most grateful if you could accord him with the anticipated maximum cooperation, to enable him collect the data.

Thank you.

[Signature]

Prof. Mrs. F. Ajike Osanyin
Head, Department of Arts and Social Sciences Education

HEAD, DEPT. OF ARTS & SOC. SCI.
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UNIVERSITY OF LAGOS
AKOKA-YABA