SOCIAL SCIENCE AND HUMANITIES

ROLE OF EDUCATION IN PROMOTION OF HUMAN RIGHTS, PEACE AND RESPONSIBLE CITIZENSHIP: A SURVEY OF BUSIA COUNTY PRIMARY SCHOOL TEACHERS

Mr. Romano Okwi Elingit
Kisii University Email: elingitokwi@yahoo.com,
Leah chemitei jeruto Garissa university
Ms. Beatrice kemunto Obaga
Tangaza University College
Email: bkbaga@yahoo.com

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Abstract: Every year there is an outcry in several parts of the world that individual rights have been violated or even abused and that peace and citizenship compromised.In the teaching fraternity from time to time teachers rights have been violated in at micro and macro levels .This when it happens it does interfere with the affected teachers service delivery at school which can be subjected to the learners emotionally hence violating their rights too.This paper examined the role of education in promotion of human rights ,peace and responsible citizenship in a teaching learning environment.The objectives were used to develop questionnaires which were distributed 100 teachers through drop and pick .survey design was used .The findings of the study revealed thatat least 50% of the teachers had reported or feared to report their rights violation by parents ,head teachers or even students., 60% have reported their peace e had been interfered with 30 % confessed that when rights have been violated it does affect their service delivery and sometimes their citizenship behavior interfered .The paper also founds out that teachers are empowered about their rights from the content they teach their learners and that learners are likely to lodge a complaint to any teacher if their rights are violated warranting disciplinary action to offenders .The study concludedteachers and learners rights be respected in a learning and teaching environment for better learning. Attacks from teachers ,parents and students directed towards teachers should be scrutinized to understand the motive of the violence .The paper recommended that teachers rights be respected for peace and citizenship behavior to excel and that schools should not employ very old guards for they might not stand helpful during security threats to teachers .

Key words: Human rights, Peace, Responsible citizenship

1.0 Introduction

Human rights are rights inherent to all human beings, whatever our state , place ofresidence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, guaranteed by law, in the forms of international law, general principles and other sources of international law. International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals of groups.Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, guaranteed by law, in the forms of international law, general principles and other sources of international law. International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals of groups.

Human rights are commonly understood as basic fundamental rights that a person cannot be denied by any individual or any government simply because he or she is a human being. They are universal and same for everyone. Human rights entail both right and obligation.

Education has a very important role to play for promotion and protection of human rights. Education makes us aware about our civil and political right often called as the first generation rights and the social, economic and cultural rights as the second generation rights. Without proper education one cannot be introduced with these essential philosophic and there basic rights and obligations. The concept of expanding human rights through education is now popularly present and traveled to encompass as the third generation rights itself. So it is very important that we know what is the role of education in promotion andprotection of human rights.

Being a tool to spread awareness and information and assimilating, creating and disseminating knowledge amongst its recipients, education can play a crucial role at each of levels for promotion and protection of human rights. A comprehensive education in human rights consists of two components: knowledge and information on human rights and the mechanisms that protect these inalienable rights. It is important that education also impart the skills needed to promote, defend, and apply human rights in daily life. Education about human rights is distinct fromother types of values education. For example, citizenship education or education for democratic citizenship (EDC)

is a set of practices and activities aimed at making young people and adults better equipped to participate actively in democratic life by assuming and exercising their rights and responsibilities in society.

1.1 Statement of the Problem

The issue of violating human rights, disrupting peace and irresponsible citizenship if not addressed is likely to destabilize economic and social status of people and even displace the habitat of individuals . If such scenario is found in a school environment performance is likely to down nose . Due to rising tension from political and after mat of political activities human rights and peace have been violated at a minimal or maximum level.

1.2 Objectives of the Study

The objectives of the study were :

i. To examined the effects of violating human rights on quality of education in Busia county

ii. To examine the effects of violating peace initiatives on provision of quality education in Busia county

iii.To examine the effects of irresponsible citizenship on provision of quality education in Busia county

1.3 Scope of the Study

The scope of the study is Busia County this is a border town .Teachers were the main respondents purposively selected because they work with pupils on daily basis even in such environment and season politics are taking place.

1.4 Significance of the Study

The significance of the study is to help the government to plan on peace initiatives both at school and in the community

The benefit will be felt by the county educational stakeholders in order to help them plan for peace initiatives and upholding human rights at school and its environs.

The findings will benefit non governmental organizations and media advocating for human rights and peace initiatives to help them plan and fight for justice

The findings will benefit all other stakeholders and individuals fighting to live peacefully on the society.

2.0 Literature Review

2.1 Human rights and Quality Education

Education is a tool for creating the realidea of human rights and making people know itsimportance in their day to day life. It is also a toolfor eliminating the violations of human rights. Aneducated civilization can only know its rights andhence have the knowledge to protect it. Withouteducation, we cannot realize how people of otherraces and religions share the same dreams, thesame hopes. Without education, we cannotrecognize the universality of human aims andaspirations. UN mandates that education shall bedirected to the strengthening of respect for humanrights & fundamental freedom. A number of human rights treaties acceptedand development and social transformation. Theright to education flows directly from the right tolife. The right to life and the dignity of

an individualcannot be assured unless it is accompanied bythe right to education.Victims of injustice and violations ofhuman rights will have no faith in justice andvalues. The government and the society shouldbe prepared to foot the bill if concrete results aredesired.

2.2 Peace initiatives and Quality Education

Peace education is the process of acquiring the values, the knowledge and developing the attitudes, skills, and behaviors to live in harmony with oneself, with others, and with the natural environment.

Peace education as a right is something which is now increasingly emphasized by peace researchers

Since the early decades of the 20th century, "peace education" programs around the world have represented a spectrum of focal themes, including anti nuclearism, international understanding, environmental responsibility, communication skills, nonviolence, conflict resolution techniques, democracy, human rights awareness, tolerance of diversity, coexistence and gender equality or addressed spiritual dimensions of inner harmony, or synthesized a number of the foregoing issues into programs on world citizenship.While academic discourse on the subject has increasingly recognized the need for a broader, more holistic approach to peace education. Three variations of peace education are most common: conflict resolution training, democracy education, and human rights education.

Peace education programs centered on democracy education typically focus on the political processes associated with conflict, and postulate that with an increase in democratic participation the likelihood of societies resolving conflict through violence and war decreases. Approaches of this type train participants in the skills of critical thinking, debate and coalition-building, and promote the values of freedom of speech, individuality, tolerance of diversity, compromise and conscientious objection.

2.3 Responsible citizenship and Quality Education

Respect is a core concept in citizenship debates.Their teaching of this value is often conflated with promotion of the practice of responsible citizenship. The constructions of respect and responsibility in these situations are imbued with assumptions around authority and power relations, such that learners' are expected to take responsibility for demonstrating respect for in an unequal rather than reciprocal understanding of respect. Thus, negotiations of different kinds of respect are highlighted. The need for schools to embody a culture or ethos of respect is noted if learners are to be expected to recognise and adopt respect as a key element to citizenship in theory and in practice.

Love is key in responsible citizenship as the bible puts it love is patience therefore one must be to bear on another despite their

weaknesses such as the ability to control anger and the hard question to answer why should is not take my evil intention against someone who has annoyed me for example why can the teacher beat students who have not done his assignment and instead resort to counseling them such options are as a result of love because the actions of some students are as a result of peer pressure or family pressures or even examination results in the past for example in Kenya most students failed in the last two years such scenario de-motivates students who perceive themselves as low performers as a result of failing to love themselves resort to negative behaviours that can only be changed through alternative means like counseling .Education sector having attracted all tribes in a given country both for students and teachers calls for love to embrace diversity to avoid what is currently cropping in Kenya as reported in the media where students are turning violent on teachers such cases should be attended to and laws amended to give direction to schools that have such violent students by Imposing expulsion so that others learn a lesson.

Peace is a requirement for quality provision of education and it's a quality for responsible citenship .An individual cannot value peace towards others if he or she does not value themselves .Because of the many unfriendly problems individuals face in the cause of daily operations of life find themselves having in built pressures that interfere with transfer of peace initiatives towards others and such students or parents or officer react in a violent way to interfere peace with others which is likely to interfere with peace and thus lower the quality of education if the problem goes for along time without mitigating the problem .To stakeholders the key word to cultivating peace initiative as a responsible citizen is to embrace dialogue and team work.

Unity as an ingredient of responsible citizenship is very important if group work has to succeed .Group is a collection of more than two individuals working towards achievement of a given organizational goals.Groups work well if storming stage was very well accomplished as this paves ways to norming and norming to performance .Diversity of groups and accommodation to diversity is what is very important in a school situation .currently education in Kenya is examination based where those who fail feel hurt and left out that's why with the last two years mass failure many students are said to be saddened and the problem needs mitigation which might be achieved when the competence based curriculum will finally be out.

Transparency is also another important ingredient of responsible citizen in a school situation the issue of transparency is part and parcel of the school operations from the learner to teachers to administrators. When individuals experience

transparency they tend to mind about their actions especially telling lies and corruption. Transparency is the mirror of our actions and must be encouraged.

It is likely that greater amounts of time spent together results in higher degrees of trust between coaches and teachers, which is critical to the success of the relationship(Hershfeldt, Pell, Sechrest, Pas, & Bradshaw, 2012). more timewith teachers is associated with greater increases in outcomes (Elish-Piper & L'Allier, 2011; L'Allier et al., 2010 ; Shidler, 2009)

3.0 Research Methodology
3.1 Research Design

This study employed adescriptive survey design. A survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables (Mugenda and Mugenda, 2003). A descriptive survey explains asituation on the way it is basis (Borg and Gall, 1993). This study followed a descriptive survey researchdesign. The descriptive survey research design is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. It is used to investigate populations by selecting samples to analyze and discoveroccurrences. The design enabled the researcher to collect data from the selected sample within a short time. It was also not costly and the researcher managed to collect information from a larger sample. This study assumed both a quantitative andqualitative nature.

3.2 Target Population

The target population of the study consisted of directors from twenty private schools and headteachers of those private schools in Busia county.

3.3 Sample size and Sampling Procedure

Having purposively sampled eighty respondents comprising of headteachers , directors and teachers totaling to eight census was used so as to cover all the respondents .

3.4 Data Collection Instrument

The researcher used questionnaires and interviews as tools for collecting data. A questionnaire consists of a number of questions printed or typed in definite order on a form or set of forms. This tool enabled the researcher to obtain information directly from the respondents. This tool was selected due to the nature of data to be collected, the time available as well as the objectives of the study. The advantages of questionnaires include the fact that it can cover awide area and without bias from neither the researcher nor the respondents.

3.5 Data Collection Procedure

Data was collected after the pretest and determining the validity and reliability of the research instruments. The questionnaires were given to all the eighty respondents to complete at their convenience. The questionnaires were used to collect quantitative data from the respondents. The researcher collected the filled questionnaires one week after submission.

3.6 Data Analysis

The data was manually analysed and data presented in tables , frequencies and percentages for easy interpretation by the public and researchers in Kenya and globally.

4.0 Findings and discussions

Rate	Item					
	Evidence of violation on human rights		**Evidence of violation self and group peace**		**Evidence of living irrresponsible citizenship**	
Scale	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Strongly Agree	40	40	30	30	20	20
Agree	10	10	20	20	10	10
Disagree	10	10	30	30	10	10
Strongly Disagree	40	40	20	20	60	60
Total	**100**	**100**	**100**	**100**	**100**	**100**

Table 4.1 Reveal that there is evidence of violation of human rights in equal measure to those that respect human rights only that as others are mild others are medium and others are extreme unfortunately only the extreme cases are reported.

There is evidence of disruptions of peace at individual and group level. Majority of the respondents agreed that peace disruptions are evident and they take either the mild or extreme with elections periods being the worst as it extends to learning institutions where ethnicity ,tribalism and nepotism reins as aresult education programs are interrupted

When peace and human rights are violated individuals tend to live irresponsible citizenship with increased violent and law violating citizens

4.1 Conclusion

The paper concluded that there is violation related to individual and group rights , group peace and some respondents have reported living irresponsible citizen life.

4.2 Recommendation

The paper recommends that there should be know violation of human rights this can be assured through fairness and equity in following the rules of the country.

The paper further recommends education on human rights, peace and responsible citizenship be done at all levels of educational institutions and public barazas to help fight for the rights of individuals and for nation building.

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