

**Perceptions of Pre-Service Students on Human Rights: A Study of
Two Public Universities in Lusaka Province of Zambia**

By

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**A dissertation submitted to the University of Zambia in Partial Fulfillment of
the Requirements for the Award of the Degree of Master of Education in
Guidance and Counselling**

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DECLARATION

I, **MATILDAH CHOMBA** do hereby declare that this dissertation is my own original work which has not been submitted for a degree at this or another University for purposes of being awarded a degree or other academic qualification.

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Student

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Signature

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Date

APPROVAL

This dissertation written by **Chomba Matildah** has been approved as a partial fulfillment of the requirements for the award of the Degree of Master of Education in Guidance and Counselling by the University of Zambia.

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DEDICATION

This dissertation is dedicated to my late Mother Eness Chilekwa, my late brothers Davy Chomba, Able Chomba and Christopher Chomba. I also dedicate it to all family members for their support they have always rendered to me not only in academic matters but also as a family member. My sincere gratitude goes to my son Kalenga Meleki for his unwavering support through-out the course of my study.

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ABSTRACT

The purpose of study was to investigate the perceptions of pre-service students on human rights in the two public Universities in Lusaka province of Zambia. The objectives were: establish human rights pre-service students were aware of; explore pre-service students' perceptions of human rights at the two public universities under study; examine the relationship between perceptions held by students on human rights and students' behavior, and ascertain measures that the two universities were taking to improve on students' perceptions on human rights. The study was a descriptive study design supported by quantitative and qualitative method of data collection. 60 participants were selected using cluster and simple random sampling techniques. The sample involved with thirty students from each University selected in the study. Participants were selected using simple random approaches. Questionnaires were used to collect data. Quantitative data was analysed using SPSS software while qualitative data was analysed using thematic analysis approach which led to identification of merging themes. Thematic analysis involved coding and categorising the merging themes in relation to the study. The study revealed that participants were aware of the existence of human rights which equally concerned them as students. In support of their awareness of human rights, participants cited the freedom of expression; the right to education; the right to life. The study also revealed that the freedom of expression and the freedom of assembly and association were two human rights that were significantly abused in the institutions under study. These human rights contributed to a large extent of the indiscipline witnessed among pre-service students. On efforts made by the institutions under study to deter students from abusing human rights, the study findings cited regular meetings with administration; guidance and counselling service; provision of guidelines on handling concerns; and appointment of students' representatives. Arising from the study findings, it was recommended that during the first year student orientation, the counselling departments in the two Universities under study were supposed to guide students on how to use the freedom of expression within the confines of the law whenever they felt that their rights were being infringed upon. The study also highlighted the need for the University managements to attend to students concerns on time as when students felt that their human rights were infringed upon as opposed to waiting until students exhibited signs of and manifested indiscipline.

Key words: Human rights, freedom of expression; guidance and counselling

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ACRONYMS AND ABBREVIATIONS

| | |
|------------------|--|
| HRC | Human Rights Campaign |
| ICCPR | International Covenant on Civil and Political Rights |
| ICESCR | International Covenant on Economic, Social and Cultural Rights |
| MoE | Ministry of Education |
| SPSS | Statistical, Package for Social Science |
| UDHR | Universal Declaration of Human Rights |
| UNESCO | United Nations Educational, Scientific and Cultural Organisation |
| UNFPA | United Nations Fund for Population Activities |
| UN | United Nations |
| STUDENT U | student from urban university |
| STUDENT R | student from rural university |

DEFINITIONS OF KEY TERMS

- University** - A college where you study after school for a degree (special paper that you have to pass many examinations to get)
- Deviant** - violation of rules bringing about negative [unacceptable] behaviour.
- Behaviour** - The population of observable activities as exhibited by humans and influenced by culture, attitude, emotions, values and ethics
- Rules** - Ways of doing things.
- Student** - A person who is learning, especially at college or university
- Rights** - Lawful claim or benefit you accept from the community.
- Education** - Is the transmission of skills, knowledge, norms and values from generation to generation to make Individual's, into dependable members of their societies and contribute to their communities and society.

CHAPTER ONE: INTRODUCTION

1.1 Overview

In this chapter, the researcher provides the background, statement of the problem, purpose of the study, objectives, research questions and significance of the study. It further covers the delimitation, limitations, theoretical framework and the summary of thereafter given to support the study.

1.2 Background

The need to establish students' perceptions of human rights at the two public Universities of Lusaka province of Zambia motivated this study. It is worth noting that perception of human rights does not only affect the public universities but also affect the surrounding communities and disturbs learning programs. Nasibi (2004) reported that Universities are dedicated to learning and advancement of knowledge and that universities require their students' behaviour to be compatible with the high standards of conduct. Mwansa (2010) and Bernadete (2015) observe that freedom without limits is not freedom at all. Hence, societies, institutions and individuals need to abide to certain rules and regulations that govern human existence in the midst of human rights to keep their behaviour or conduct in check in order not to violate other people's rights. This is helpful because it paves way to the achievements of institutions as well as individuals. The curbing of undesirable behaviour or conduct is known as social control and is relevant to the existence of the human race.

From time immemorial, human rights have been continually enforced as it is the major ingredient to family, community and national development. It is also seen as the life light of learning institutions. Donnelly (2013), struggles in terms of human rights being ineffective because they are accompanied by infringing other people's rights by breaking and damaging their property. The law enforcers by protecting the innocent people have used force which has led to loss of life (Zambian Eye, 2018).

Ministry of Education (1996), states that education has played a significant role in ensuring that people in societies grow into holistically developed individuals through effective use of the process of social control by engaging acceptable behaviour. In the same vein, global sustainable

development goal number four aims at ensuring inclusive and quality education for all to promote lifelong learning (Sachs, 2016). Kelly (1999), states that during the times of traditional education, it was the responsibility of headmen and chiefs to instill good behaviour in the young people. Good behaviour was perceived as a community role through which elders had the responsibility of enforcing as a way of keeping them under control hence, the pattern of socialisation was different. Through the outlined we are able to tell that although rights were not documented, there were ways that showed people how to live with others in harmony as it is the same as what human rights are all about. For example, girls were usually at home helping out their mothers while boys went on hunting expeditions with their fathers. The time spent with the elderly people, was time for learning. Snelson (1994), Mwamba (2016), report that when they became of age girls were kept in seclusion which was marked with an initiation ceremony. When a boy reached puberty, they were allowed to sit with the elderly men in order to learn from them.

Carmody (2004), states that in the north-western part of Zambia, the boys who became of age are also kept in seclusion. During this period, they undergo a ceremony called *Mukanda* in which, apart from learning the responsibilities of a man, they are also circumcised as they prepare for entry into adult life. The curriculum involved varying aspects of which were codes of discipline (Mwanakatwe, 1974).

To curb bad behaviour the life teachings were punctuated with myths (Snelson and Peter, 2010), for example, boys grew up knowing that if they slept with girls, their fingers would grow long. Similarly, girls were told not to eat as they were walking and that if they did, they would not get married. Not getting married would mean that women would deprive themselves the chances of having a right to have a family. These and many other myths coupled with folktale and legends helped not only to teach acceptable behaviour but also sustained good morals which did not violate other people's rights among the upcoming generations. But with the coming of human rights such guidance can only be done with mutual understanding between the client and the counsellor (Ndhlovu, 2015).

When missionaries came, formal learning institutions were set (MOE, 1996). These institutions have rules and regulations which regulate the behaviour of students and no longer by tradition and culture of society. If students failed to abide by the rules, they undergo corrective measures.

These include a word of advice or caution, suspension or expulsion. All these corrective measures are applied to maintain good behaviour in higher institutions of learning.

However, with the current emphasis on human rights, many universities in Zambia are struggling to control certain behaviours in students and just use entitlement which states that children have the right to access learning facilities. Sarelin (2007) argues that, in applying human rights to poverty, one should be careful not to put responsibility on the weaker party. There should be a balance between developing the capacity of rights holders and that of duty bearers. The reason is that some students have misunderstood the right to education to mean that they are free to do anything when government or administration does not pay education needs.

In support of this new view Jack (2017) argues that the ideal of free speech as a human right among pre-service students is often misunderstood. Students seem to think it means they can say whatever they want and nobody should object. That is interesting because the whole idea behind free speech is to exchange and have open dialogue. Free speech is the ability to express one's thoughts and ideals while respecting other people's views. United Nations' (1994) universal declaration of human rights for example, challenging their own lecturers, who are labouring to give them a meaningful life through ensuring that order is maintained, this is seen as infringing their human rights. They feel they are free to do whatever they like even in situations when the government is going through a financial crisis (Zambian Eye, 2018). This situation has perpetuated unacceptable behaviour and has raised concerns among the stakeholders, notably, the Police, Politicians, Lecturers, parents and concerned students citizens. It was because of human rights that the researcher wanted to explore perceptions held by students on human rights in the study universities.

Demonstrations have been a prominent trait of Universities since the beginning of higher education in Zambia. This has been given space in Universities because it's one of the rights students owe to express themselves freely. Could demonstration and riots be as a result of students' perception of human rights? The riots have always attracted the attention of the police as the institution mandated to maintain law and order in the country (MoE, 1996). Nonetheless, under the guise of exercising their freedom of assembly and expression, students have time and again resorted to disturbing peace and have come in conflict with the police under the influence of exercising their human rights.

In Africa, for instance, in South Africa research by Aziz (2011) shows that cases of students' violation of human rights are on the increase in Universities and in some cases, students were alleged to have murdered others in Universities premises over what they felt a compromise to human rights. There had been sharp rise of cases of students suspended and expelled from West Cape Universities. Reasons that led to suspensions and expulsions include physical and verbal confrontations, theft, substance abuse and watching pornography which has less to do with human rights (Aziz, 2011). Such cases of student indiscipline have negatively impacted on teaching and learning in Universities (Walkin, 1990).

Cooper et al. (2002), contributing on the same notes that personal liberty and freedom of expression has contributed to negative perception of human rights among University education students, this is so due to the nature of universities globally and often misunderstanding of human rights. UNESCO (1998) points out that the way University education is widely understood contribute to indiscipline because university education encourages students to question the world and its canon of accepted knowledge. Across the disciplines, but particularly in the humanities and social sciences, students are encouraged to challenge and critique policies, laws and a broader spectrum of human governance. Universities are sites for advanced knowledge where old theories and accepted understanding are overturned with new empirical and theoretical evidence on which students base their challenge of human rights (UN, 1948; UN, 1994).

Ashby and Anderson (2010) state that this intellectual culture of questioning the status quo within disciplines and wider world can be seen to encourage dissent among students. It is a logical step that students are encouraged to critique the social world and may seek major social changes when confronted with uncomfortable brutal realities. Although all Universities encourage intellectual questioning, not all see large scale student unrest. Universities that are highly prized for academic freedom, encouraging dynamic, challenging research, are prone to student unrest. British students challenge societal and institutional discrimination, the loss of civil liberties and other right abuses. Through students' unrest, the question is how do students in higher institutions of learning perceive human rights? The present study sought to explore students' perceptions of human rights in two selected public Universities in Lusaka province of Zambia.

1.3 Statement of the Problem

Universities are institutions of learning where learning takes place. It is from these institutions that individuals acquire knowledge, experiences and skills that help them develop into dependable members of their communities and society at large (Gatain, 2011). However, in the advent of human rights, institutions of higher learning like Universities appear to be struggling to ensure order among students' populace. The question is how do students perceive human rights? The study therefore, attempt to assess pre-service students' perceptions of human rights in two selected public Universities in Lusaka province of Zambia.

1.4 Purpose of the Study

The purpose of the study was to investigate the perceptions held by pre-service students on human rights in two selected public Universities in Lusaka province of Zambia.

1.5 Objectives of the Study

The study was guided by the following four objectives:

1. To establish human rights pre-service students are aware of.
2. To explore pre-service students' perceptions of human rights at the two public Universities under study.
3. To examine the relationship between perceptions held by students on human rights and students' behaviour.
4. To ascertain measures that the two Universities under study were taking to improve the students' perception of human rights.

1.6 Research Questions

The following research questions guided the study:

1. What human rights were students in the universities under study aware of?
2. What perceptions did students hold on human rights in the universities under study?
3. Is there a relationship between perceptions held by students on human rights and students' behaviour?

4. What measures were the institutions under study taking to promote a positive perception of human rights?

1.7 Significance of the Study

It was hoped that the study would benefit students, police and University authorities in public Universities. Through the research the students would gain additional knowledge that the freedom of expression indeed had its limits. Hence the results from this study may play a significant role in the two public Universities in establishing policies that would be in line with freedom that was centered on human rights. The researcher may also find the study to be a useful addition to existing knowledge on the perception of human rights and students' behaviour leading to the promotion of the understanding of students' conduct in public universities.

It is hoped that the study findings would help the Ministry of Higher Education in policy formulation as well as the administrators of the public universities to improve on the measures put in place in the midst of human rights to ensure discipline.

1.8 Delimitation

Delimitation indicate the boundary of the study in the context and geographical coverage (Creswell, 2012). The study was done at the two public Universities in Lusaka province of Zambia. Focus was in the schools of education because of the huge population of pre-service students, since they were easily accessed unlike students from other schools whose population may not be as huge as that of School of Education. These attributes were rich with the information required for the study. In addition, there is a department where Civic Education is taught hence it was expected that those students who were doing civic education would provide further dimensions to the study because of their possible awareness of human rights through academic work.

1.9 Limitations

Considering that the study is about pre- service students at the two public Universities in Lusaka province of Zambia from Schools of Education, the findings were limited in scope and not to be generalised to the rest of the Universities in Zambia. Further, the study was limited to pre-service students whose views may be quite different to those of in-service students. Zainal (2007) points

out that the results of a case study may not be generalised because the case investigated is usually not representative of the wider body of similar instances. This implied that the small the size of the sample and detail of findings in a case study is mostly unique to specific phenomenon but still require generalisation with countries. Due to the nature of the study, private Universities were not to be targeted hence another reason for not generalising the study findings.

There were problems encountered during data collection in the field. Some students did not answer all the blank spaces in the questionnaires. The students viewed the study as a way of reporting their study university on issues of human rights that were not promoted. This did not affect the study because it was explained to the students that the study was for academic purposes. Another challenge was students from rural University did not understand the locality of their University whether urban or rural. This lead to the study to appear as though more participants were from the urban University while a small number from the rural University. Each university was issued 30 questionnaires. This did not affect the study because the study was not comparative.

1.10 Theoretical Framework

The study employed the natural law theory by Grotius (1972). According to Grotius, a natural characteristic of human beings is the social impulse to live peacefully and in harmony with others. Whatever conformed to the nature of men and women as rational, social beings has been seen to be right and just; whatever opposed it by disturbing the social harmony is perceived as being wrong and unjust. The natural law is a universal law because it is a series of common principles related to human beings, which are not affected, by conditions of life, cultures or circumstances. This law, in principle is also immutable and remains valid through out human history, since it is part of the essence of human beings. In this theory human rights can be understood as a way to protect our human duties, which comes from our human dispositions. These rights come naturally with the human essence and consequently, they must be respected. Thus, the objective foundation of human rights is the natural law theory itself.

In his theory, Grotius explains natural law theory as a "dictate of right reason."" He claims that an act, according to whether it is or is not in conformity with rational nature, has in it a quality of moral necessity or moral baseness. The theory sees the laws of nations as embodying both laws

that have as their source the will of man and laws derived from the principles of the law of nature. This theory, of course, has immense importance for the legitimacy of international, national and institutional laws working to promote peace. Natural law theory has led to natural rights theory-the theory most closely has been associated with modern human rights.

The chief exponent of this theory was John Locke (1983), who developed his philosophy within the framework of humanism and political activity. Theory imagine the existence of human beings in a state of nature. In that state in which men and women were in a state of freedom, able to determine their actions and also in a state of equality in the sense that no one was subjected to the will or authority of another. It is necessary to take for granted that all human beings share in common is gifted with intelligence and therefore have the capacity to understand not only what we are doing but also the purpose and the consequences of our actions. Based on these presuppositions, all human beings possess necessary ends which correspond to their nature. These are the same for all. Human beings are gifted with intelligence that can determine their own ends, it is required that each and every one of us regulate himself or herself according to the ends necessary demanded from us by nature.

However, to end the hazards and inconveniences of the state of nature, men and women enter into a "social contract" by which they mutually agree to form a community and set up a body politic. Still, in setting up that political authority, individuals retained the natural rights of life, liberty and property. Governments and indeed institutions are obliged to protect the natural rights of its subjects while at the same time protecting the institutions they run. If governments and institutions neglect this obligation, it forfeited its validity and office. It's against this theory that the study sought to explore the perceptions of students on human rights in two public universities in Lusaka province of Zambia

1.11 Summary

The chapter presented the background of the study, statement of the problem, purpose of the study, research objectives, research questions and significance of the study. It also covered the delimitation, limitations, theoretical framework and definitions of terms. The next chapter discusses literature relevant to support the study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Overview

Literature review according to Msabila et al. (2013) is a description of the relevant works consulted to describe the research area to widen the understanding of the profile of the problem and to show how the previous studies are relevant to the current study. Literature review facilitates clearness in research area and fosters greater appreciation of the connection between the specific research problem under investigation and general body of knowledge in a given area under investigation. In addition, the literature reviewed helped to establish the knowledge gap in this field of study. In carrying out this exploration for related and appropriate background material, the researcher purposively consulted many sources of literature that are relevant to this study. The chapter concentrated on previous works done on students' perceptions on human rights. The literature reviewed indicated that areas of human rights in universities have not been studied comprehensively hence the need to investigate the perceptions of pre-service students on human rights.

In order to be relevant to the focus of the study, the literature review premised around the areas that encompass the objectives of the study. As such it began with establishing the human rights students are aware of, students' perceptions on human rights, examining the relationship between perceptions held by students and students' behaviour and ascertaining measures put in place by the universities under study to improve the positive perceptions of human rights.

2.2 Human rights pre-service students are aware of

2.2.1 Origins of Human Rights

Stastry (2011) defined human rights as basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where one is from, what one believes or how one chooses to live life. Human rights can never be taken away, although they can sometimes be restricted. For example, if a person breaks the law, or in the interest of national security. The students' rights are those rights such as civil constitutional, contractual and consumer rights which regulate students' rights and freedoms and allow students to make their educational investment. These include such things as the right to free speech and association, to

due process, equality, autonomy, safety and privacy and accountability in contracts and advertising, which regulate the treatment of students by administrators. The UN declaration of human rights of 1948 affirms the following rights that students are entitled to namely, right to education, freedom of expression, right to life, right to vote, the right to shelter and clean water, freedom of assembly and association

UN, 1948 in general most countries have some kind of student's rights (or rights that apply in educational setting enshrined in their laws and proceduralised by their court precedents. Some countries, like Romania, in the European Union have comprehensive students' bill of rights, which outlines both rights and how they are to be proceduralised. Most countries however, like the United States and Canada, do not have a cohesive bill of rights and students must use the courts to determine how rights precedents in one area apply in their own jurisdictions. Shestack (1998) states that how one understands human rights will influence one's judgement on such issues as which rights should be given priority, which can over-ruled by other interests which call for international pressures, which demand programs for implementation, and for which one will fight. What is meant by human rights? To speak of human rights requires a conception of what rights one possesses by virtue of being human. That does not mean human rights in the self-evident sense that those who have them are human, but rather, the rights that human beings have simply because they are human beings and independent of their varying social circumstances and degrees of merit.

Alexander (2012) indicates that free of speech is one of the human rights that is heavily abused by students globally. The words have become uncontrolled, it is slippery slope to controlling of other rights. This is what makes the right to free speech something that cannot be taken for granted and when that right is imposed upon, it should be taken seriously. The idea of free speech has been misunderstood. Students think that they can say whatever they want and nobody will object. Educators at Universities in Lusaka province of Zambia have not made clarities on the rights and responsibilities of students. The Educators, for example, have not trained their students how to act when their rights have been trampled on. Parents and communities have not placed support and mechanism in supporting Universities in the midst of human rights abuses institutions of learning face. Bester and Du Pless, (2010) report that this can be perceived as parents and communities have not equally understood the right of freedom of expression hence

are unable to support their children when the rights have been abused a situation which could be the case in the study universities.

Evidence from Brazil suggest that interventions aimed at preventing violence in both family and learning institutions would reduce emotional and behavioural problems that seriously affects students' development (Goncalves de asseis et al., 2013). In addition, human rights and policies regarding protection of student's rights must be enforced and harmonised.

2.2.2 Society and Human Rights

Human society to exist, individuals must behave in ways that are generally predictable and acceptable by others. Without such dependability the young would not be natured properly, the dead would not be buried and human interaction could not proceed. In order for human behavior to be channeled in the right way, people should behave in a dependable fashion, societies and groups should exercise social control (Epachin and Paul (1982) this can only be possible by respecting other peoples' rights.

Contributing on the same Burde et al. (2015) believes that social control is vital to the progress of society. It is the basis for acceptable behaviour and without it, the achievement of goals or purposes would be impossible. It helps institutions and in general, to run in a more orderly manner. One of these institutions is the higher institution of learning. However, evidence from post Colombia, Botswana and non-English Afrikaans speaking South Africa, shows higher academic achievement was reported in learning institutions with supportive disciplinary environments and no riotous behavior (Burde et al., 2015). With the riotous behaviour at the study public Universities in Lusaka province of Zambia in the guise of human rights, the chances of attaining millennium goals on education are slim due to postponement of programs to settle issues raised.

In this case, the universities are one of the avenues through which the service of education is offered. Its main goal is to prepare students for adulthood, by contributing to their socialisation, learning of the cultural heritage and acquisition of skills necessary to function in society. Socialisation may be described as the process by which self-regulation in line with social standards are achieved. This process begins with the deliberate exposure of individuals to social norms by agents of socialisation. The individual then tries to internalise the norms and values

through situations that call for decision making, reinforcements and punishments. In the long run, the individual doesn't want to be commanded or to be punished before adhering to the rules because the social norms will have become part of them. As the students use their freedom of speech as a human right, certain level of control must exist. The politicians are getting anxious and frustrated as they complain of the incidents of demonstrations at public Universities in Lusaka province, Zambia in the guise of freedom of expression. Hence, the need to ascertain the perception on human rights and discipline among students at two public Universities in Lusaka province of Zambia.

2.2.3 Human rights in Traditional African Education

Tompson (1994) explains that previously an instrument for communicating the values and skills was possessed by the adult members of a culture. That was under traditional African education. The community had the responsibility to educate the child. It used the child's experience with the father in farming and crafts and with those of her mother in domestic arts, to impart in his or her, the most immediate knowledge and skills. However, deeper lessons were taught by elders who passed on the oral traditions of the tribe. They also taught the meaning of religion, dances and initiation rites. Carmody (1994) explains that good behaviour was instilled in the children, by the use of rewards, punishments, legends, myths, wise sayings and songs. This is in line with modern human rights where one is sensitised on how to live with others in harmony as stated tenant of human rights. The objective was to make each individual become self-controlled and confirm to the accepted standards of the community.

With the coming of human rights, such kind of way of inculcating knowledge has to be done with the consent of the young person through counselling under Article 30 of the Education Act (2011). Ndhlovu (2015) define counselling as a mutual helping relationship between a person in need of help (client) and a trained counsellor. Without mutual understanding the counseling can be violation of one's rights. The majority of our students do not seek counselling for them to understand what Human Rights, for them they know it all about Human Rights, its freedom especially freedom of speech. It's against this background it becomes necessary to investigate perceptions they hold on human rights and indeed explain their behaviour.

2.2.4 Formal Education and Human Rights

From traditional African Education society moved on to formal education. Since then the school has been mandated with the tradition of new national values economic and other skills which most adults might not possess. Tompson (1994) explains that learning institutions are now used as a means of incorporating an individual into rapid changing national society, with pluralistic patterns of beliefs and preparing him for a situation in which he would have to make one's own way, to achieve one's own selected notes and adapt to ongoing change. Hence, for such purposes, the old informal procedures of socialization and enculturation would no longer suffice. There is therefore a need to establish the perceptions students hold over human rights.

However, it is important to mention that though, the socialisation, process moved from tradition. Education to formal education, society has not been divorced from the process and in particular the parents. Formal education to succeed in terms of perception in the midst of human rights measures should be taken. Pinheiro (2016) allude to the fact that Universities should revise the curriculum and include model on non-violence, establish and implement codes of conduct reflecting student's rights principles, so that they understand Human Rights correctly as an attempt to reduce on misunderstandings surrounding human rights which end up into bad behaviour.

Nevertheless, because of the speed with which change was taking place in society and adults resistance to change largely in consequence of the way in which they had been socialised, education in form of schooling became essentially focused on the young. It ceased to be coterminous with life and to a large extent a process off accumulating knowledge for later application. Therefore, the task of the University is enormous and cannot be achieved without instilling good norms in students. As soon as students enter University education, they should be oriented on the concept of human rights than to perceive rights wrongly. Yilmaz (1996) and Ovacik (2003) defines human rights as legally protected benefits, justice; authority of acquired and propounded ownership; the privilege provided with law. The concept of freedom means to act as an individual without being under any pressure, without harm to others, within the limits of the law. This is because a University comprises of students who have different backgrounds and are not fully socialised. Hence, the need to investigate the rules that put in place, to regulate or influence student's behavior in the context human rights in the study Universities.

2.3 Explore pre-service student's perceptions of human rights

Sastry (2011) further alludes to the fact that human rights like right to education is perceived as a tool an individual use to make informed decisions. The right to education requires that individuals are provided with opportunities to access any education systems that is from early childhood education, primary, basic education to tertiary education. Right to education is important to an individual as it enables fulfillment or enjoyment of the other rights like freedom of expression and the right to participate in public affairs. In practice, the right to education is an empowerment right. This is because having an education provides individuals with the means to live sustainable livelihoods. Hence education is internationally recognised to the primary vehicle by which economically and socially marginalised people can lift themselves out of poverty and obtain means to participate fully in welfare of their communities.

UN (2001) explains Article 25 of the covenant that recognises and protect the right of every citizen to take part in the conduct of public affairs, the right to vote and to be elected and the right to have access to public service. This right empowers people to have the right to freely determine their political status and enjoy the rights to choose the form of constitution or government. It deals with the right of individuals to participate in those process which constitute the conduct of public affairs.

Person liberty means a person is free to do whatever they feel like doing as long as they do not inter- fear with other peoples' rights. Article 20 of the human rights states that, no person shall be hindered in the enjoyment of his or her freedom of expression, that is to say, freedom to hold opinions without interference, freedom to receive ideas and information without interference, freedom to impart and communicate ideas and information without interference, whether the communication be to the public generally or to any persons and freedom from inter-fear with his correspondence.

Freedom of expression is a fundamental right protected under the Human Rights Act (UN,1998). Article 10 of the European convention on human rights. It is a fundamental right under common law. Protection under Article 10 extends to the express of views that may shock, disturb or offend the deeply held beliefs of others. Speech is powerful. It can stir people to action, move them to tears of both joy and sorrow. Speech can create an environment that one can feel out of

place and then undermine equal studying environment. Freedom of expression is key in higher education experience. Sharing ideals is crucial for learning and allows students to think critically, challenge and engage with different perspectives. This may be true of the study universities being investigated in the current study. Centre of Islamic studies (2016) explains that freedom of expression on University campuses has been a topic of major controversy in Universities. There has been considerably comment in mainstream newspapers and the issue has been debated in parliament in relation to the higher education and research bill. In much of this discourse, there is a growing sense that freedom in universities is under threat. This is also a sense that the rules of engagement regarding freedom of expression are becoming increasingly uncertain and that clarity of definitions and protocols is much needed. Universities are places where the orthodoxies of wider society can be critically evaluated and new ideas developed-including ideas about what it means to have freedom of speech and exercise it responsibly.

Any constraint on freedom of expression of student's academics and guest speakers has implication for the rest of society. Education and Research Act (2017) makes it clear that all universities and colleges which register with the office of students (OFS) must uphold the existing laws around freedom of speech. Human rights are asserted to exist on the basis of moral reasoning. Freinbery in Dower (2003) defines human rights as rights which should be upheld by all human beings equally, with no conditions or alterations. Human rights are not part of static and rigid system but they represent a pervasive crisis for free of speech on campus. The dialogues debates and efforts at greater inclusion taking place on many campuses have the potential to help root out entrenched biases that impede the participation of members of marginalized groups. At times protests and forms of expression are treated as if they are incursions of free of speech. Free speech should be recognised as a principle that overwhelmingly serve not exclude or marginalise minority voices but rather amplify them.

2.4 Examine relationship between perceptions held by students on human rights and students behaviour

Studies have shown that in countries like Nicaragua in the city of Managua and Leon peaceful demonstrations by university students were done when students felt there were wrongs observed (Human Rights Watch, 2019). Protesters denounced corruption and mismanagement of resources as the main factors behind the protest and demonstration. Youths from the University were

holding cudgels, sticks and stones and wearing helmets, more over riot police beat peaceful demonstrators and journalist covering the events, fired tear gas at the crowds and failed to intervene when students' groups were attacked peacefully. These students did not break anything but just demonstrated. These attacks fueled further students' protests in main universities in Managua and Leon. This does not only happen in Managua and Leon but also in public universities in Lusaka province of Zambia. Hence calls for investigations.

In such incidents in Zambia (Lusaka voice 2014), the police allegedly carry out illegal arrests when students demonstrated. Several students are apprehended in such operations and illegal arrests are often based on allegations by informants. Many are deprived of liberties and charges are slapped on them. There is serious lack of evidence to support charges. Prominent human rights defenders like union leaders are targeted as part of criminalisation. Threats of arrests, including allegedly on basis of fabricated criminal dossiers and warrants, have also become common instruments to instill fear among human rights defenders. When students are deprived their liberty by police they are taken to police stations or detained in prisons. Furthermore, these detentions have been perceived as punishments for the legitimate exercise of opinion and expression and freedom of peaceful assembly. But it's not clear as to what perceptions students hold on human rights and how such perceptions impact on their behaviour and conduct in universities.

However, it should be noted that education is the most powerful weapon which can be used to change the world. Human rights education is an education that empowers individuals, groups and communities to have respectful life on earth. Education on human rights is need of the hour. Every day, there is news of violation of human being. It is for many reason such as money, power, property, religion, caste etc. Every human being has right to live on earth. Human being does not have any right to disturb the lives of others. To ensure this situation there is a need for education on human rights

Ontario Human Rights Commission (2013) points out that knowledge of human rights improves student's behavior because students acquire knowledge, understanding and critical thinking about the meaning of human rights and how these concepts manifest themselves on a daily basis in different social settings and through established institutions. In turn human rights requires students make discerning judgements about environment, based on established norms and factual

evidence. The ability to carry out critical thinking and analysis are key and should be taught, if education is to promote human rights. When human rights are taught attitudes and values are developed across a broad range of settings, including in a home, in Universities and through the experiences that individuals gain broader social and cultural contexts that is through emotional learning.

UNESCO (2006) and OHCHR (2006) further adds that if university is to be a model of human rights, learning and practice, students are the driving force in reaching this aim. Students needs appropriate training on going in academic developments to increase their knowledge and skills in human rights as well as foster their motivation, commitment and responsibility to actively apply human rights principles in the Universities and beyond.

Covel et al. (2011) stated that in relation to knowledge of the skills in human rights (cognition learning out comes) students training should be promoted in the Universities, indivisibility and interdependence of human rights. Knowledge and skills should also cover education theory underlying human rights including links between formal, non- formal and informal education; teaching approaches which emphasises the students as facilitator and guide; methodologies which are learner centered, experiential and responsive to individual learning needs and styles and mechanisms that protect human rights in the university or community and help them promote the university as a model of human rights and practice. It must be recognised that students themselves as right holders deserves to be treated with fairness, transparency, respect and dignity by those who have authority over them. In order to ensure that the rights of students are respected and that students receive support they need to create environment conducive to human rights. However, it is not clear as to what relationship exist between perceptions held on human rights and students' behaviour hence the need to investigate.

In Universities, there are no other way of formal sanctions and official disapproval. The students for instance may make it habitual coming late for lectures. Goffman (1977) however, being with this disagreement, it can be said, self-control among students may not be easily achieved in Universities because of the nature of Universities and students. The reason is that they are not, fully socialised. Hence the function of the University is to teach students new, increasing complex rules and to create conditions in which self-control will be enhanced. This is done

because their level of self- control is usually lower than that of old people which may be the case among pre-service students.

Waller (1961) suggests impression management as another way of enhancing good behaviour. In other words, lecturers become practiced actors who give the impression of being stern or kind, angry or peaceable, as the situation demands. In short, learning is put on an act, is an essential part of the lecturers' task of control. This can be very effective when used appropriately. However, establishing a good relationship with students tends to work well coupled with knowledge of their rights. This is because students are good at interpreting human rights. Their response to the lecturer's instructions on human rights will depend on assessment on the situation on the ground. While on the other hand, the lecturer is able to detect what influence misperception of human rights in students and come up with appropriate measures, the situation which might be different in the study universities.

Department of education (2000) in South Africa alludes that students do not fear or respect lecturers because they know that nothing will happen to them if they report late for lectures as they have the right to choose what is good for them and they are protected under human rights. In instances when students commit serious offences such as violence, some students have suffered expulsion which is loss to the government for paying bursaries to students and salaries to lecturers training pre-service students who are later dismissed. Advocacy, meetings and gatherings for human rights may have led to student's not respecting nor fearing authority in such learning institutions.

2.5 Measures the study universities were taking to improve positive perceptions of human rights among students

To improve student's perception of human rights the University develops policies and legislations for ensuring the inclusion of human rights. Developing policies and regulations with regard to university governance and management, including all those affecting the University culture and students' life which are consistent with human rights principles.

To improve student's perception of human rights the university allows civil societies and non-governmental organisations to sensitise students on human rights. Universities also publish the recommendations of human rights through the media and radio programs (Girard, 2011)

Universities allow students access to radio as a means to disseminate human rights undoubtedly remains the most important medium in Africa since low levels of literacy, distribution problems of newspapers and cost of television leave it most accessible medium. Radio has perceived strength by Fossard (1996: 7) as follows; it is based in oral tradition, it appeals to and relies on the imagination of the listener. It can cross time and space with limit. It can go places and evoke images that are impossible in real life and it is a personal medium (in being a companion that) can reach millions of listeners at once with the power to speak to each individual and it can easily intrude into a person's schedule and private life with little or no interruption. Radio is a measure used by the universities to improve human rights through radio programs that are about human rights and how rights can be violated.

Ejeh and Akinola (2009) found out that some students knew about human rights through watching television while others heard about their rights from their parents. Human rights information is provided through internet facilities and networking exchange of human rights information and discussions. Universities encourages scholarships as a means to promote human rights education and training, encouraging and investing in research contributing to the development and innovative and effective methodologies and tools for human rights practices, lesson learning and evaluation exercise and widely disseminated research results on human rights. Assessing, collecting and disseminating examples of good practices in human rights education at higher education and other levels. Encouraging scholarships and fellowships as a means to promote human rights. This is a measure also because knowledge of human rights is inculcated in students offered scholarships on human rights and through television students watch how people claim their rights globally and claim for their rights when they feel are being trampled on.

Ball (2013) further adds that to improve perception of human rights Universities are promoting dialogue among stakeholders and inforce rules and regulations, equipping students with competences which will render them capable of protecting themselves, respecting themselves and others, expressing emotions and developing empathy. A series of techniques should be taught to use in order to acquire social skills, skills in empathy, a sense of fair play, self-control and self-regulation. Also counselling services seems to strengthen the students' bonds and

improve communication among stake holders, so that cooperation and joint action among them are ensured.

Forum-UNFPA, (2011) however explains that there are human rights instruments dedicated to productive rights. Rather the main United Nations and regional human rights instruments protect the various elements of reproductive rights. Various declarations and similar documents adopted by consensus by practically all of the world nations and further developed in practice of the United Nations and regional human rights bodies confirm the diverse and rich nature of reproductive rights. It's worth noting that students are oriented on the protection against discrimination, in particular through the enactment of comprehensive anti-discrimination legislation that includes prohibition of discrimination on the ground of sexual orientation.

2.6 Knowledge Gap

In the studies reviewed, there still remained a gap in terms of examining what triggers the unwanted behaviour. Study about modes of students control in public learning institutions in United States of America shares the opinion that, learning institution's rules and regulations are set without students, that's why, they feel their freedom of expression is taken for granted. Students resist decisions made without their knowledge as they feel, they have the right to share their opinions. Good behavior can be enhanced by learning institutions involving their students in decisions making.

It is evident that a number of studies have been carried out in secondary schools whose emphasis has been human rights as a cause of indiscipline among learners. Studies reviewed did not connect to student's perception of human rights. Other studies have been done in other universities in other countries other than Zambia and the process has targeted projects initiated by NGOs (non- governmental organisations). Therefore, this study aimed at addressing these gaps by establishing perceptions held by pre-service students on human rights in Universities in Lusaka province of Zambia.

2.7 Summary of the Chapter

The chapter reviewed what human rights students are aware of, established the perception of human rights by students, it explored the linkage between perceptions held by students and

ascertained measures taken to correct the situation in the midst of human rights. It also looked at Education in the past before the coming of human rights as we know then to day and how good behavior was maintained and the knowledge gap that required investigation. It is clear from the literature reviewed that less work has been done on human rights in universities. The next chapter look at how the research was carried out.

CHAPTER THREE: METHODOLOGY

3.1 Overview

In this chapter, the chapter provides details on research methods, study site, target population sample size, sampling procedure, characteristics of participants, data collection instruments, questionnaire, validity and reliability, data collection procedure and indeed trust-worthiness data used. Further, it discusses the data analysis, ethical considerations and a summary of the chapter.

3.2 Research methods

Methodology refers to the domain or group on a map while a method can be seen as steps to travel between two places on the map (Jonker et al., 2010). In research, methodology is a model to conduct research within the context of a particular paradigm. It comprises sets of beliefs found in the underlying paradigm. This study used qualitative and quantitative paradigm. This was on the basis that the study sought to find out the views of pre-service students on human rights in two public Universities of Lusaka province of Zambia. Qualitative study is a type of research that mainly generates non-numerical data. It is a descriptive and analytical tool for research. It describes and analyses the problem deeply and broadly. In general, it generates data that contributes to indepth understanding of the problem being studied (Bandolia, 2007). In terms of methods, the study used both qualitative and quantitative methods of collecting data. The qualitative method allowed the study to bring out qualitative data while quantitative method allowed the study to empirical approaches to affirm the data generated through use of quantitative stance.

3.3 Research Design

Creswell (2012) define research design as a blue print that explains the procedures that the researcher follows in the collection and analysis of data. The study adopted the descriptive design as it permits an in-depth study of the natural setting and it allows a range of methods to collect data such as questionnaires. The questionnaires consisted of closed and open ended questions which helped the researcher capture voices of the respondents.

This study took a triangulated approach to produce more complete understanding of the problem. These approaches provide a strong conclusion and a richer insights evidence on the outcome.

The study applied both qualitative and quantitative techniques in data collection, analysis and sequential transformative presentation was used such as exploratory using one method and confirmatory using the other method which allowed either one method dominant or both equal (Wilson, 2010). Qualitative data were desired to enable participants share their personal experiences and feelings thereby providing detailed information on perception of pre-service students on human rights while the quantitative data provided numerical confirmation of verbal expression with the view to further triangulate of the findings as well as to ensure objectivity to the study.

3.5 Population

Creswell (2012) defines population as a group of individuals who have the same characteristics. The reason for selecting student in the school of education is that, school of education has a huge population of students that's makes it easy to collect data also the researcher believed that participants had knowledge on perception of human rights because there is civic education course and other courses with human rights components. A population is a target group of objects or subjects that are targeted for the study (Kulbir, 2006). The target population were pre-service students at the public Universities in Lusaka province in the school of education. The sample for the study comprised of 60 participants. Thirty participants from each of the two public Universities. The participants were students from first, second, third and fourth year of study. These were selected because they had had their own views and experiences on students conduct and human rights hence, had relevant information to contribute positively to the study.

3.6 Sample Size

According to Bless et al. (1995), sample size refers to the number of participants selected from the universe to constitute a desired sample. A sample also helps to reduce the number of participants in the research to make it manageable as well as controllable on the part of the researcher. The sample consisted of 60 participants broken as follows 30 pre-service students from each of the two public universities under study.

3.7 Sampling Procedure

Sampling procedure is the process of selecting participants, places and objects to participate in a given study. There are two sampling designs that helps in this process; these are probability and non- probability (Kothri, 2011). The various ways of doing probability sampling are simple random, stratified, interval and cluster sampling. All participants were picked using simple random sampling. This is a method of selection of a sample comprising number of sampling units such that every sampling unit has an equal chance of being chosen

3.5.1 Characteristics of Participants

This section focuses on sample characteristics of the participants in universities. It gives a basis for a clearer understanding of participants included in the study.

The information captured included gender and age. The number of sampled students in the study was 60 among them 38 came from an urban-based university and 22 came from a rural-based university. This is because students from the rural university were not sure if it was rural so they indicated urban and as a researcher, I had no control over this. Initially it was planned that each university to have 30 respondents. Among the participants 37 were females and 23 were males. All students were aged between 16 to 31 years old. This meant that the researcher collected data from a wide range of students in order to get a clear picture on students' perceptions of human rights. Table 1 below shows the distribution of respondents according to location.

Table 1: Location of the Study Universities

| | Frequency | Per cent | Valid Per cent | Cumulative Percentage |
|--------------|-----------|--------------|----------------|-----------------------|
| Urban | 38 | 63.3 | 63.3 | 63.3 |
| Valid Rural | 22 | 36.7 | 36.7 | 100.0 |
| Total | 60 | 100.0 | 100.0 | |

Out of the 60 students drawn from two public Universities in Lusaka province of Zambia, 63.3 per cent were from the urban University while 36.7 per cent were from the rural University. It was clear that the majority of the participants were from the urban public university.

In relation to gender table 2 below shows the distribution of respondents by gender.

Table 2: Gender of Respondents

| | Frequency | Per cent | Valid Per cent | Cumulative Percentage |
|--------------|-----------|--------------|----------------|-----------------------|
| Male | 23 | 38.3 | 38.3 | 38.3 |
| Valid Female | 37 | 61.7 | 61.7 | 100.0 |
| Total | 60 | 100.0 | 100.0 | |

Out of the 60 students drawn from two public Universities in Lusaka province of Zambia 61.67 per cent were female and 38.33 per cent were male. Most of the participants were female students.

On the question of the age of students, Table 3 below shows the age ranges of the participants.

Table 3: Age Range of Participants

| | Frequency | Per cent | Valid Per cent | Cumulative Percentage |
|--------------------|-----------|--------------|----------------|-----------------------|
| 16-20 Years | 9 | 15.0 | 15.0 | 15.0 |
| 21-25 Years | 43 | 71.7 | 71.7 | 86.7 |
| Valid 26-30 Years | 3 | 5.0 | 5.0 | 91.7 |
| 31 Years and Above | 5 | 8.3 | 8.3 | 100.0 |
| Total | 60 | 100.0 | 100.0 | |

The ages of the students ranged from 16 to 31 years old and above. The majority were aged between 21 to 25 years old (43) 71.67 per cent. Nine (9) representing 15 per cent were between 16 to 20 years old, (5) 8.33 per cent were 31 years old and above and (3) 5 per cent were 26 to 30 years old.

Students were asked the study programme and level of education. Their responses were as shown in Table 4 below.

Table 4: Participants Level of Study Programme

| | Frequency | Per cent | Valid Per cent | Cumulative Percentage |
|------------------|------------------|-----------------|---------------------------|----------------------------------|
| First Year | 5 | 8.3 | 8.3 | 8.3 |
| Second Year | 25 | 41.7 | 41.7 | 50.0 |
| Valid Third Year | 16 | 26.7 | 26.7 | 76.7 |
| Fourth Year | 14 | 23.3 | 23.3 | 100.0 |
| Total | 60 | 100.0 | 100.0 | |

Majority of the respondents (25) 41.7 per cent were second year students, (16) 26.67 per cent were third year students, (14) 23.33 per cent were fourth year students and the minority (5) 8.33 per cent were first year students. Most of the participants were drawn from among second year students.

3.8 Data Collection Instrumentation

Data collection instruments are devices used to collect data. These include interview schedules, questionnaires, tests and check lists. Kombo and Tromp (2006) brought out the following as research instruments that a researcher may use in data collection from respondents. These are focused group discussions, guides, questionnaires, semi structured interview schedules and observation guides. In this study, questionnaires were used to collect data. The questionnaires consisted of closed ended questions and open ended questions which provided voices of participants.

3.8.1 Questionnaires

In order to achieve success in collecting reliable and dependable data, a semi structured questionnaires were administered to students (Appendix 1) A questionnaire is a written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers (Brown, 2006). Wilson (2010) adds that a questionnaire is a measurement procedure that usually contains questions aimed at getting information on a variety of topics. That is a method in which a number of printed questions were used for collecting data. The use of questionnaires helps researcher to 'secure standardized results that are tabulated and treated statistically (Ghoshi,

1992). The three basic types of questionnaires were closed ended (structured), open ended (unstructured) or semi-structured which is a combination of both (Dawson, 2002). This study adopted semi-structured questionnaires because it enables the collection of both qualitative and quantitative data. In addition, questionnaires were used because they provide same question item to many respondents. The questionnaires were used on students to collect both qualitative and quantitative data. The advantage of questionnaires is that, if well structured, they permit the collection of reliable and reasonably valid data relatively simple, cheap and in short space of time.

3.8.2 Data collection procedure

This section explains how the researcher collected information in two public Universities. Creswell and Plano (2011) explained that under this subsection, a researcher needs to show what happened in the process of collecting information. It is important to explain the procedure because it helps anyone evaluating the study to understand what difficulties could have arisen during the research process and whether the challenges could have an affected on the results.

In order to get data from participants, questionnaires were used to collect data. The questionnaires were involved structured questions and open ended questionnaires. This instrument was chosen because it enables the researcher to discuss with the participants and collect in-depth data that can be used to understand the perception of human rights and discipline being studied (Patton, 1990).

The instrument is chosen because it allows respondents to freely respond to an issue in order for the researcher to gather a lot of information because the students were given to write without interference. Open ended questions involved the interviewee writing in the spaces. Patton (1990) sees interviews as one of the qualitative research methods that enables the researcher to find out what is in another person's mind, it's an ideal method in that we can easily capture one's feelings, thoughts and interest with it than other forms of research instruments. Before beginning the data collection process, permission was sought from the University ethics committee and the researcher got an introductory letter from the assistant dean post graduate in the school of education. Also, authority of the two public Universities in Lusaka province where research was conducted was sought and permission was obtained from the two Universities. To obtain the

required information, numbers were assigned to response categories to which individuals belonged. For instance, location as a variable was divided into two; namely rural and urban. The letter R was assigned to students from the rural university while letter U was assigned for students coming from the urban university. In addition, participants were further identified by giving them codes such as: SR1, student from rural university number one; SU17, student from urban university number 17 and so on.

3.9 Reliability and Validity

Reliability is a measure of the degree to which research instruments yielded consistent results after repeated trial (Mugenda & Mugenda, 1999). A measurement that yield consistent results over time is said to be reliable. In order to ensure that the results were valid, the researcher crosschecked the responses by numbering the responses and there after ticking the responses that were entered.

3.10 Data Analysis

Data analysis is the process of inspecting, cleaning, transforming and modeling collected information with the goal of discovering useful information with the goal of discovering useful information, suggesting, conclusions and supporting decision making (Ader & Mellenberge, 2008) In order to ensure that the results were valid, the researcher crosschecked the response by numbering the responses and then marking what was entered. This was followed by use of SPSS to generate the descriptive statistics which gave frequencies in percentages from which tables were drawn. SPSS takes care of the manual part of working on data while in use of excel would require the researcher to do manual aspect of organizing data such groups first before, it can give the required descriptive analysed data like frequencies and percantages. Hence, the researcher, choice to use SPSS to get the descriptive statistics required. Further, analysis using SPSS helps to quickly predict trend and develop forecasts quickly and easily without being an expert statistician (Harri, 2012). Other advantages was effective data management, wide range of options and better output organization of the generated data. Qualitative data was drawn using thematic approaches. The analysed data was presented descriptively.

3.11 Ethical Issues

A signed written consent was also obtained from the participants to confirm their willingness to take part in the study. Permission was also sought from all the participating institutions under study, therefore, an explanation of the nature of the study was done by the researcher. Ethical consideration is of paramount importance to every human being in research and is a must to follow. In this case the researcher used consent forms students to sign before data was collected. Ethical consideration was put in place by ensuring that the information that the participants gave did not divulged or given to other people other than the researcher and no one of the participant was required to give or write his or her name on the questionnaire. The students were assured confidentiality and respect. The researcher also explained to them (participants) that they were free to withdraw if they wish so when need arises. The researcher assured the participants that the information was purely for academic purposes.

3.12 Summary

The chapter provided a description of the methodology that was employed to collect the required data. It has discussed research design, population, sample size, characteristics of participants and sampling procedure, research instruments, data collection and reliability and validity of the data used. Further, data analysis approaches used, ethical considerations have all been discussed. The chapter ends with a summary. The next chapter presents the findings of the study.

CHAPTER FOUR: PRESENTATION OF THE FINDINGS

4.1 Overview

The previous chapter highlighted the methods used to collect data of the study. Therefore this chapter presents the findings of the study on perception of pre-service students on human rights based on research questions that were raised in chapter one. The research findings are organised under the themes derived from the research questions because they have been used to structure the methodology and the manner data was collected. The findings were based on the following research questions:

1. What human rights were pre-service students in the study universities aware of?
2. What perceptions did students' hold on human rights in the universities under study?
3. Is there a relationship between perceptions held by students on human rights and students behaviour?
4. What measures were the study universities under study taking to promote a positive perception of human rights?

The responses of the research questions are presented in four sections. The first section presented responses on first research question 1 which was to establish human rights students are aware of, the second section presented responses on research question 2 which explored students' perceptions held on human rights in universities under study, the third section presented responses on research question 3 which examined the relationship between perceptions held by students on human rights and students' behaviour and the fourth section presented responses on research question 4 which ascertained the measures the study universities were making to promote a positive perceptions on human rights in the study universities. However, it is worth-noting, that by design the study did not allow for a comparison between urban and rural participants from the two study universities. Even when the views of the students came out, the rights they were aware of where the same.

4.2 Objective 1: Human rights pre-service students are ware of in universities under study.

Students were asked whether they were aware of any human rights. The Table below shows the students' responses. The first question the students were asked was whether they were aware of human rights. The responses are shown in Table 5 below.

Table 5: Students Awareness of Human Rights

| | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|-----|-----------|------------|------------------|-----------------------|
| Yes | 60 | 100.0 | 100.0 | 100.0 |

Table 5 above indicates that all the participating students in the study were aware of human rights thus representing 100 per cent. According to Table 5, all students participants 60 (100%) expressed the view that they were aware of the existence of human rights which equally affected them.

Table 6: Establish Human Rights that Pre-service Students are Aware of

As a follow up question students were asked to mention the human rights that they were aware of. The Table 6 below shows the participants' responses on the human rights that the students were aware of. Several responses were given on different kinds of human rights students were aware of in the universities under study.

Table 6: Examples of Human Rights Students Are Aware Of at the study universities

| | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|----------------------------------|-----------|--------------|------------------|-----------------------|
| Freedom of Assembly | 2 | 3.3 | 3.3 | 3.3 |
| Freedom of Association | 1 | 1.7 | 1.7 | 5.0 |
| Freedom of Expression | 11 | 18.3 | 18.3 | 23.3 |
| Right to Clean Water and Shelter | 1 | 1.7 | 1.7 | 25.0 |
| Right to Education | 26 | 43.3 | 43.3 | 68.3 |
| Right to Life | 16 | 26.7 | 26.7 | 95.0 |
| Right to Vote | 3 | 5.0 | 5.0 | 100.0 |
| Total | 60 | 100.0 | 100.0 | |

From Table 6 above, the majority 26 out of 60 participants representing 43.33 per cent were aware of right to education. This meant that students were aware that the right to education was a fundamental human right for everyone. This was supported by SU3 from the urban-based public university pursuing a civic education programme when the participant stated that:

“with regards to right to education it means the government must provide ways and means for free and compulsory primary education for all, free secondary education, higher education, vocational training, adult education and elimination of illiteracy.”

Another SU7 explained that:

“governments shall respect the liberty of parents to choose schools for their children and protect girls whose parents do not want them to go to school.”

In the Table above, 16 participants representing 26.67 per cent of the total 60 participants cited being aware of the right to life. This meant that student participants were aware that the right to life was a moral principle based on the belief that human beings had the right to live should not be killed by another person or entity including government. One student (SU12) participant supported the notion and said:

‘police have no right to intentionally take the life of a suspect to prevent his or her escape, like what happened on 5th October, 2018 when a female student lost her life’.

Table 6 revealed that 11 representing 18.33 per cent were aware of the freedom of expression. According to universal declaration of human rights, the freedom of expression human right is the right of every individual to hold opinions without interference and to seek, receive and impart information regardless of frontiers. While 3 participants representing 5 per cent cited of the right to vote. The right to vote is a fundamental right to choose their representatives and authorities and should not be interfered with by the voting procedure and the election results shall be respected. Furthermore the findings showed that 2 participants representing 3.33 per cent cited the freedom of assembly which protects people either as individuals or groups to assemble with intention to engage in peaceful protests. One participant representing 1.67 per cent cited freedom of association which guarantees that anyone can associate with like-minded persons or to join an existing association including the right to form and join a union to protect students’ interests. With another participant representing 1.67 per cent cited the right to clean water and shelter which entitles that everyone has the right to sufficient, safe, acceptable, physical accessible and affordable water for personal and domestic use. The right to adequate housing should not be understood narrowly because the right to have a roof over one’s head should be considered as according human beings’ security, peace and dignity.

4.2.1 Objective 2: Perceptions pre-service Students’ hold on human rights in the two public universities under study

Students were asked to indicate if human rights enhanced students’ ability to make informed decisions. Table 7 below shows the responses from the students.

Table 7: Human Rights enhanced students' ability to make informed decisions

| | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|-------------------|------------------|-------------------|-------------------------|------------------------------|
| Agree | 51 | 85.0 | 85.0 | 85.0 |
| Undecided | 1 | 1.7 | 1.7 | 86.7 |
| Disagree | 5 | 8.3 | 8.3 | 95.0 |
| Strongly Disagree | 3 | 5.0 | 5.0 | 100.0 |
| Total | 60 | 100.0 | 100.0 | |

Table 7 above shows that the majority of the participants in the study 51 out of 60 representing 85 per cent agreed that human rights enhanced students' ability to make informed decisions. 5 participants representing 8.33 per cent disagreed that human rights did not enhance students' ability in making informed decisions with 3 participants representing 5 per cent strongly disagreeing that human rights did not enhance students' ability to make informed decisions. One participant represent 1.7 per cent was undecided on whether human rights made students helped them to make informed decisions.

Further, students were to state if human rights were promoted in the university, if yes or no, the participants were to state which human rights were promoted. Table 8 below shows the responses from the students.

Table 8: What Human Rights are being promoted in your University

| | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|--|-----------|--------------|------------------|-----------------------|
| No. Freedom of Expression | 1 | 1.7 | 1.7 | 1.7 |
| No. Student do not Pay attention to them | 3 | 5.0 | 5.0 | 6.7 |
| Yes. Freedom of Expression | 1 | 1.7 | 1.7 | 8.3 |
| Yes. Only those Studying Civic Education | 29 | 48.3 | 48.3 | 56.7 |
| Yes. Right to Education | 12 | 20.0 | 20.0 | 76.7 |
| Yes. Right to Life | 8 | 13.3 | 13.3 | 90.0 |
| Yes. With Limits | 1 | 1.7 | 1.7 | 91.7 |
| | 5 | 8.3 | 8.3 | 100.0 |
| Total | 60 | 100.0 | 100.0 | |

In the study, student participants were also asked which human rights were promoted in the university. The responses indicated that 29 representing 48.3 per cent stated that the freedom of expression was promoted. Twelve 12 participants representing 20 per cent and those studying civic education indicated that human rights were promoted to only those students studying civic education. Yet 8 participants representing 13.3 per cent stated that the right to education was promoted while 5 representing 8.3 per cent stated that there were limits meaning that human rights were promoted but with limitations. Further 5 per cent stated that there was no freedom of expression. One participant representing 1.67 per cent stated that no students paid any attention to human rights whether human rights were promoted or not. Another participant representing 1.67 per cent did not answer while SR38 said that:

“Some human rights are not easy to be deprived. The most downtrodden was freedom of expression. It could be because the institution authority does not educate us on these rights”

From the study findings, it is evident that human rights were promoted in the two public universities.

Students were asked to state a right that influenced them to react with no regard for human rights. Table 9 below shows the responses from the students.

Table 9: Human Rights that at times influenced students to react with no regard for human rights

| | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|------------------------|-----------|--------------|------------------|-----------------------|
| | 1 | 1.7 | 1.7 | 1.7 |
| Expressing Self Freely | 28 | 46.7 | 46.7 | 48.3 |
| Right to Education | 17 | 28.3 | 28.3 | 76.7 |
| Right to life | 14 | 23.3 | 23.3 | 100.0 |
| Total | 60 | 100.0 | 100.0 | |

Table 9 above indicates that the majority 28 participants representing 46.7 per cent stated the freedom of expression while 17 participants representing 28.3 per cent stated the right to education as rights that influenced students to react with no regard for human rights. Four participants representing 23.3 per cent stated the right to life with one participating representing 1.7 per cent leaving blank spaces.

From the findings from the study, it is evident that the freedom of expression was a right which at times influenced students to react with no regard for human rights as one (SR14) said that:

“through freedom of expression we offended the university authority the way we asked questions”

Another student (SU9) stated that:

“we sang offending songs as a way of expressing ourselves”.

Students were asked if demonstration is a human right. Table 10 below shows the responses of students.

Table 10: Demonstration as a Human Right – Is Demonstration a Human Right?

| | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|-------------------|-----------|--------------|------------------|-----------------------|
| Strongly Agree | 23 | 38.3 | 39.0 | 39.0 |
| Agree | 29 | 48.3 | 49.2 | 88.1 |
| Undecided | 2 | 3.3 | 3.4 | 91.5 |
| Disagree | 2 | 3.3 | 3.4 | 94.9 |
| Strongly Disagree | 3 | 5.0 | 5.1 | 100.0 |
| Total | 59 | 98.3 | 100.0 | |
| Missing System | 1 | 1.7 | | |
| Total | 60 | 100.0 | | |

Table 10 above indicated that the majority 29 participants representing 49 per cent stated that they agreed that demonstration was a human right. Twenty-three participants representing 39 per cent strongly agreed that demonstration was a human right while two participants representing 5.1 per cent strongly disagreed that demonstration was not a human right. Another 2 participants representing 3.4 per cent disagreed that demonstration was not a human right. Another two participants representing 3.4 per cent were undecided on whether demonstration was human right or not. This was supported by SU31 who said that:

“though demonstration is a human right, we are not allowed to demonstrate, immediately we demonstrate they call the police to stop us this cause us to run battles with the police.”

The study findings evidently show that students know that a demonstration is a human right.

Students were further asked if knowledge of human rights improved students’ behaviour. Table 11 below shows the responses from the students.

Table 11: Knowledge of Human Rights Improves students Behaviour

| | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|-------------------|-----------|--------------|------------------|-----------------------|
| Strongly Agree | 29 | 48.3 | 49.2 | 49.2 |
| Agree | 23 | 38.3 | 39.0 | 88.1 |
| Undecided | 1 | 1.7 | 1.7 | 89.8 |
| Disagree | 1 | 1.7 | 1.7 | 91.5 |
| Strongly Disagree | 5 | 8.3 | 8.5 | 100.0 |
| Total | 59 | 98.3 | 100.0 | |
| Missing System | 1 | 1.7 | | |
| Total | 60 | 100.0 | | |

Table 11 above indicates that the responses were 29 participants representing 49.2 per cent strongly agreed that knowledge of human rights improved student's behaviour. Twenty-three participants representing 39.0 per cent agreed that knowledge of human rights improved the students' behaviour while 5 participants representing 8.5 per cent strongly disagreed that human rights did not improve students' behaviours yet one participant representing 1.7 per cent disagreed that human rights did not improve students' behaviour and another one participant representing 1.7 per cent was undecided on whether human rights improved students' behaviour.

4.2.3 Objective 3: Relationship between perceptions held by Students on Human Rights and Students' behaviour

Students were asked if there were incidents that occurred as a result of perceptions of human rights. Table 12 below shows the responses from the students.

Table 12: Occurrence of Incidents as a result of Students' Perceptions of Human Rights – Are there incidents that occur as due to Perceptions on Human Rights

| | | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|--------------|--------|-----------|--------------|------------------|-----------------------|
| Valid | Yes | 39 | 65.0 | 66.1 | 66.1 |
| | No | 20 | 33.3 | 33.9 | 100.0 |
| | Total | 59 | 98.3 | 100.0 | |
| Missing | System | 1 | 1.7 | | |
| Total | | 60 | 100.0 | | |

The above Table 12 shows the responses from the majority 39 participants representing 66.1 per cent who said yes there were incidents that occurred as a result of perceptions of human rights. Twenty participants representing 33.9 per cent said no there were no incidents that occurred as a result of human rights. One participant representing 1.7 per cent of the responses was missing in the system. From these responses it can be said that there were incidents that occurred as a result of perceptions of human rights.

Students were further asked if they were free to say what they wanted. Table 13 below shows the responses from the study.

Table 13: Freeness of Speech – Are Students Free to Say what they want

| | | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|--------------|-------------------|-----------|--------------|------------------|-----------------------|
| Valid | Strongly Agree | 15 | 25.0 | 25.4 | 25.4 |
| | Agree | 22 | 36.7 | 37.3 | 62.7 |
| | Undecided | 2 | 3.3 | 3.4 | 66.1 |
| | Disagree | 2 | 3.3 | 3.4 | 69.5 |
| | Strongly Disagree | 18 | 30.0 | 30.5 | 100.0 |
| | Total | 59 | 98.3 | 100.0 | |
| Missing | System | 1 | 1.7 | | |
| Total | | 60 | 100.0 | | |

Table 13 above shows that 18 participants representing 30.5 per cent strongly disagreed that students were free to say what they wanted. Twenty-two participants representing 37.3 per cent agreed that students were free to say what they wanted. Fifteen participants representing 25.4 per cent strongly agreed that students were free to say what they wanted while 2 participants representing 3.4 per cent disagreed that students were not free to say what they wanted. Another 2 participants representing 3.4 per cent were undecided on whether students were free to say what they wanted or not. This response was supported by SR13 who said that:

“Though we are free to say what we want, the university authorities ignores our views and do what they want.”

Students were asked if the university was managing to control behaviour in the midst of human rights. Table 14 below shows the responses.

Table 14: University Control of Behaviour – Is the University Managing to Control Behaviour in the Midst of Human Rights

| | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|-------------------|-----------|--------------|------------------|-----------------------|
| Strongly Agree | 11 | 18.3 | 18.6 | 18.6 |
| Agree | 19 | 31.7 | 32.2 | 50.8 |
| Undecided | 11 | 18.3 | 18.6 | 69.5 |
| Valid Disagree | 9 | 15.0 | 15.3 | 84.7 |
| Strongly Disagree | 9 | 15.0 | 15.3 | 100.0 |
| Total | 59 | 98.3 | 100.0 | |
| Missing System | 1 | 1.7 | | |
| Total | 60 | 100.0 | | |

In Table 14 above, the majority 19 participants representing 32.2 per cent were of the view that the universities managed to control behaviour in the midst of human rights. Eleven participants representing 18.6 per cent strongly agreed that the universities managed to control behaviour in the midst of human rights but another 11 participants representing 18.6 per cent were undecided that universities were able to control behaviour in the midst of human rights. Furthermore, 9 participants representing 15.3 per cent disagreed that universities managed to control behaviour

in the midst of human rights. Nine participants representing 15.3 per cent strongly disagreed that universities were managing to control behaviour in the midst of human rights.

4.2.4 Objective 4: Measures the universities under study were taking to promote a positive perception of human rights

Students were asked if they were oriented on how to resolve issues that affected them. Table 15 below shows the responses from the students.

Table 15: Orientation of Students – Are Students Oriented to Resolve Issues that affect them

| | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|-------------------|-----------|--------------|------------------|-----------------------|
| Strongly Agree | 11 | 18.3 | 18.6 | 18.6 |
| Agree | 22 | 36.7 | 37.3 | 55.9 |
| Undecided | 4 | 6.7 | 6.8 | 62.7 |
| Valid Disagree | 7 | 11.7 | 11.9 | 74.6 |
| Strongly Disagree | 15 | 25.0 | 25.4 | 100.0 |
| Total | 59 | 98.3 | 100.0 | |
| Missing System | 1 | 1.7 | | |
| Total | 60 | 100.0 | | |

In the above, the majority 22 participants representing 37.3 per cent agreed that students were oriented on how to resolve issues that affected them. Fifteen participants representing 25.4 per cent strongly disagreed that students are not oriented on how to resolve issues that affect them. Eleven participants representing 18.6 per cent agreed that students were oriented on how to resolve issues that affected them but 7 participants representing 11.9 per cent disagreed that students were not oriented on how to resolve issues that affected them. Four participants representing 6.8 per cent were undecided whether students were oriented on how to resolve issues that affected them. One participant representing 1.7 per cent was missing in the system. To support the views expressed in the study, SR4 stated that:

“there is orientation but no orientation is done on how students should resolve their issues when they feel their rights have been violated.”

Students were asked if human rights are taught in their study programmes. Table 16 below shows the responses from the students.

Table 16: Are Human Rights Taught in Your Study Programme?

| | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|-------------------|-----------|--------------|------------------|-----------------------|
| Strongly Agree | 29 | 48.3 | 49.2 | 49.2 |
| Agree | 19 | 31.7 | 32.2 | 81.4 |
| Valid Undecided | 5 | 8.3 | 8.5 | 89.8 |
| Strongly Disagree | 6 | 10.0 | 10.2 | 100.0 |
| Total | 59 | 98.3 | 100.0 | |
| Missing System | 1 | 1.7 | | |
| Total | 60 | 100.0 | | |

In Table 16, participants were asked if human rights were taught in their study programmes. The responses were that 29 participants representing 49.2 per cent strongly agreed that human rights were taught in their study programmes. Nineteen participants representing 32.2 per cent agreed that human rights were taught in their study programmes. Six participants representing 10.2 per cent strongly disagreed that human rights were taught in their study programmes. Yet 5 participants representing 8.5 per cent were undecided on whether human rights were taught in their study programmes or not with one participant's information missing in the system representing 1.7 per cent.

Students were asked if measures were put in place to promote human rights. Table 17 shows the responses from the students.

Table 17: Measures put in place to promote perception of Human Rights

| | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|----------------------|-----------|--------------|---------------------|--------------------------|
| Strongly Agree | 2 | 3.3 | 3.4 | 3.4 |
| Agree | 3 | 5.0 | 5.1 | 8.5 |
| Undecided | 7 | 11.7 | 11.9 | 20.3 |
| Valid Disagree | 20 | 33.3 | 33.9 | 54.2 |
| Strongly Disagree | 27 | 45.0 | 45.8 | 100.0 |
| Total | 59 | 98.3 | 100.0 | |
| Missing System | 1 | 1.7 | | |
| Total | 60 | 100.0 | | |

The table above indicates responses that 27 participants representing 45.8 per cent strongly disagreed that measures were not there to promote perceptions of human rights. Twenty participants representing 33.9 per cent disagreed that measures were not there to promote human rights. Seven participants representing 11.9 per cent were undecided whether measures were there to promote perception of human rights or not while 3 participants representing 5.1 per cent agreed that measures were there to promote perceptions of human of human rights. 2 participants representing 3.4 per cent agreed that measures were there to promote perceptions of human rights. One participant's information was missing in the system representing 1.7 per cent.

Students were asked to state the measures which were there to improve perceptions of human rights. Table 18 below shows the response from the students.

Table 18: Measures to improve positive Perceptions of Human Rights

| | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|--|------------------|-------------------|-------------------------|------------------------------|
| | 7 | 11.7 | 11.7 | 11.7 |
| Don't Know | 1 | 1.7 | 1.7 | 13.3 |
| Meetings and other Gatherings that raise awareness on Human Rights | 18 | 30.0 | 30.0 | 43.3 |
| Nothing | 10 | 16.7 | 16.7 | 60.0 |
| Rules and Regulations | 17 | 28.3 | 28.3 | 88.3 |
| UNZA Radio | 7 | 11.7 | 11.7 | 100.0 |
| Total | 60 | 100.0 | 100.0 | |

In Table 18 above, the study findings reveal that 18 participants representing 30 per cent stated that there were meetings and other gatherings that raise awareness on human rights. Seventeen participants representing 28.3 per cent stated that there were rules and regulations as measures put in place to improve the perceptions on human rights. Ten participants representing 16.7 per cent said nothing this meant that there were no measures put in place to improve perceptions on human rights.

Eleven participants representing 11.7 per cent stated UNZA radio as a measure put in place to improve perceptions on human rights which meant there were programmes aired by UNZA radio that looked at measures to improve perceptions of human rights. Eleven participants left blank spaces on the questionnaire representing 11.7 per cent.

4.3 Chapter Summary

The chapter has presented the findings of the study on perceptions of human rights on the two public universities under study in Lusaka province of Zambia. The findings were presented in line with the research objectives which centred on finding out what human rights pre-service students were aware of; establishing pre-service students' perceptions on human rights; exploring relationships held by students on human rights and students' behaviour and to ascertain the measures the universities under study were taking to improve perceptions on human

rights. Human rights are derived from natural laws as a result, they are universal and immanent to human nature.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.0 Introduction

The Chapter discusses the findings on the perception of pre-service students on Human Rights in two public Universities in Lusaka province of Zambia. The discussions were guided by the four objectives as follows:

- (i) To establish the human rights pre-service students were aware of
- (ii) To explore pre-service students' perceptions of human rights
- (iii) To examine the relationship between perceptions held by students on human rights and students' behaviour.
- (iv) To ascertain efforts the study Universities were taking to improve the perception of students on human rights in the two study public Universities.

5.1 Human Rights that students were aware of

The students from the two study universities were aware of human rights that affected them as evidenced from the responses that were given by the respondents. The first objective of the study was to establish the human rights that students were aware of. Students were asked if they were aware of any human rights. The findings revealed that all the students agreed that they were aware of some of the human rights, such as right to education, right to life, freedom of expression, right to vote, freedom of assembly, and freedom of association. This is probably so because as early as early childhood children are told that you have no right to do certain things. From the word 'right', it is believed that students know the dos and don'ts which provide a way to know their rights as they grow and develop. In short, human rights are part of a student's everyday life. Human rights teach students not only about their rights but also their responsibilities. This is supported by (Epachin and Paul, 1992) who allude to the fact that for human society to exist, individuals must behave in ways that are generally predictable and acceptable by others. Without such dependability the young would not be nurtured properly, the dead would not be buried and human interaction would not be nurtured properly.

5.2 Explore pre-service students' perception of Human Rights

Human rights assist students to make informed decisions. The knowledge of Human Rights influence student's behavior and reaction in situations when their human rights are violated. The perception of human rights by the students in the two study universities forms the basis of their engagement with university authorities and government. The second objective of this study was to explore whether the students were able to mention the rights that they were aware of. The findings revealed that the students were able to mention the human rights that they were aware of. Majority of the students were aware of the right to education representing 26 students out of sixty at 43 per cent. It was evident that the majority of the students were aware of the right to education. This meant that students are aware of right to education that it's important to an individual because this right enables the fulfillment or enjoyment of other human rights like freedom of expression and the right to participate in public affairs. In short, a right to education is an empowerment right. This is because education provides the individual with the means to sustain livelihoods. This is in line with UNESCO (2011) who spell out in Article 26 that the right to education promotes tolerance, oral expressions, values and skills required by human beings to survive, to develop their capacities. It is education which helps people not only increase literacy level but also by helping people to recognising their rights. Thus the core of human right of education is to strengthen and promote the human rights. If the rights of an educated individual are violated he or she can seek the intervention of the court or other higher authority as he or she knows what to do in such situations. If human rights of an illiterate person are violated, he or she does not know what to do and this will lead to suffering, ignorance and darkness, making him or her more vulnerable.

The 16 out of the 60 students representing 27.7 per cent stated that they were aware of the right to life. This means that students are aware that life is sacred and they have the right to live and no one has the right to take the life of another person.

The study revealed that eleven students stated that they were aware of the freedom of expression because in the study universities the students expressed themselves freely. This is supported by the Education Act of 2011 (GRZ, 2011). Sharing ideas is crucial for learning and allows students to think critically, challenge and engage with different perspectives within the context of the law.

This makes it clear that all universities which register with the office for students must uphold the existing laws around freedom of speech. This is supported by the Higher Education Act of 2016 which suggests that the freedom of expression is a key part of the higher education experience which students should observe (GRZ, 2016).

Few students stated that they were aware of the right of freedom of assembly. This was probably in their university they assembled anytime they felt like. Assembling but without education makes it difficult to know whether they had the right to freedom of assembly. This indicates that students are aware of the freedom to gather without interference. This is a right that allows students to hold meetings and demonstrations although often this right tends to be abused in the study universities.

Two students out of sixty indicated that they were aware of the right to vote. This means that students know that they have the right to choose their representatives and this cannot be denied. This is supported by United Nations High Commissioner for Human Rights (1996-2001) whose explanations are that Article 25 of the covenant recognises and promotes the right of every citizen to take part in the conduct of public affairs, the right to vote and to be elected and the right to have access to public service. As stated by two students, they indicated that students are aware of the freedom of assembly and association. This is a right that covers students to hold meetings and demonstrations. This is supported by the Human Rights Council decision (2012) which suggests that the freedom of expression is inseparable from the freedom of peaceful assembly and demonstrations. The right of peaceful assembly comprises one of the most efficient means to publicly expose ideas, proposals and or objections concerning social realities as well as to defend general and targeted interests.

Only a minority student representing 1.7 per cent stated the right to water and shelter. This means that one student was aware that they have the right to clean water and shelter. Peter (1999) supports the right to clean water because good health cannot be realised without clean water and housing. Water also plays a crucial role in the implementation of right to education. Also lack of proper water supply forces children to walk long distances often several times a day thus missing school in order to provide water for their families. It could be concluded that the students are not aware that they have the right to clean water and shelter.

The natural theory by Grotius influenced the study because it gives directions to what human rights are by describing human rights as explained by Grotius (1972) that natural characteristics of human beings is the social impulse to live peacefully and in harmony with others. Secondly, the theory emphasises that human beings are gifted with intelligence and can determine their actions and also in a state of equality in the sense that no one was subjected to the will or authority of another. This position of the theory conforms with the outcome of the study which showed that human beings are in a state of freedom, able to determine their actions, and also in a state of equality in the sense that no one was subjected to the will or authority of another.

5.3 Examine the relationship between perceptions held by Students on Human Rights and Students behaviour

The students from the two study universities hold correct perception of human rights. They know their rights and so much on limitation of exercising these human rights. They know where their rights end beyond which they knew would violate other people's rights. It is also true that there is a relationship between the perception of human rights and students behaviour. In exploring students' perceptions of human rights, students were asked whether human rights enhanced students' ability to make informed decisions. The findings indicate that the majority of the students 51 representing 85 per cent agreed with the statement that human rights enhanced students' ability to make informed decisions as shown on Table 7. This means that students know where their rights begin and end and cannot go beyond because they know that doing so will be a violation of other people's rights. This is in line with Ontario Human Rights (2013) which state that human rights improve students' behaviour because students acquire knowledge, understanding and critical thinking about the meaning of the human rights and how these concepts manifest themselves on a daily basis in different social settings and through established institutions.

University of Mumbai (2011), agrees with Ontario Human Rights by stating that understanding human rights help students to create a legal obligation on the state to ensure access to timely, acceptable and affordable health care of appropriate quality as well as to providing for underlying determinants of healthy, such as safe and potable water, sanitation and education and gender equality. Also rights will be enjoyed without discrimination on the ground of race, age, ethnicity or any other status. Human rights help in creating a body of values and norms for

human dignity, equality, non-discrimination. Knowing individuals right is very much essential for leading a happy, and prosperous life. If the political and education system of a country is good, it could help in protecting and promoting the human rights. When knowledge of these rights are denied on any ground then it has given rise to political and social unrest, putting countries or institution into very dangerous situations.

The study however showed that 8.33 per cent rejected the statement that human rights enhanced students to make informed decisions. The five students that rejected maybe they were aware of instances where students despite having the knowledge of human rights did not make informed decisions and 3 students representing 5 per cent strongly rejected the statement that human rights enhanced students' ability to make informed decisions maybe they had the evidence of students that did not make informed decisions despite knowing human rights and a minority of one student representing 1.7 per cent was undecided on whether human rights enhanced students' ability to make informed decisions as shown in Table 7. From the findings it can be said that human rights enhanced students' ability to make informed decisions.

Therefore, when students were asked on their views whether human rights were promoted in the study institutions and which rights? The majority 20 out of 60 representing 48.3 per cent felt that the freedom of expression was promoted more than the other rights. The students maybe in the universities spoke freely. Students were aware of the right to freedom of expression as a key part of the higher education experience. Sharing ideas is crucial for learning and allows students to think critically, challenge and engage with different perspectives. This is in line with Higher Education Act of 2017 which makes it clear that all universities and colleges registered with the Office for Students (OFS) must uphold the existing laws around freedom of speech.

Twelve students representing 20 per cent as shown in Table 8 observed that only those students studying Civic Education seemed to be more aware of the rights at play. This could be so because those doing Civic Education talked about human rights more often compared to those that were not studying Civic Education. Eight students representing 13.3 per cent stated that the right to education was promoted. This could be that students know that it is not by chance that they were at the university. But it is in line with the Education Act of 2011 which empowers

students to the right to access education services at any institution of their choice as the case may be at the study institutions.

Also five students stated that the right to life was promoted. This so because students are aware that no one has the right to take someone's life. This is supported by Cristina (2014) who alludes to the fact that virtual of being human no one has the right to take someone's life. Everyone has the right to life.

A question was asked to know whether there were some human rights that influenced students to react with no regard for human rights. The study revealed that the majority stated that the freedom of expression representing 46.7 per cent showed that it was a right which at times influenced students to react with no regard for human rights. This is because students think that they have the right to express themselves freely. This is according to Article 10 of the European Convention on Human Rights. It can be said that students know that it is a fundamental right under Common Law. Protection under Article 10 extends to expression of views that may shock, disturb or offend the deeply-held beliefs of others. Freedom of expression is among the most cherished constitutional rights in liberal democracies. It entrenches in most contemporary constitutions as well as international human rights treaties. It is often classified as a 'first generation right' a right protecting individuals from interference by state. It is understood to be fundamental to liberal politics either in the sense that it is a precondition to the existence of a liberal polity and/or that is tightly related to liberal values such as autonomy, dignity and liberty. At the same time the scope of what constitute speech vis-à-vis other rights or policy, concerns and the reasons underlying its protection are highly controversial. These controversies have important political and legal implications and they are reflected in the differential protection granted to speech in different jurisdiction.

The study further revealed that 17 students representing 28 per cent stated that the right to education it could be they reacted with no regard for human rights when they felt their right to education was being threatened. Fourteen representing 23.3 per cent stated that the right to life was a right that influenced them to react with no regard for human rights may be when they felt their right to life was threatened so they equally reacted with no regard for human rights.

When students were asked whether demonstration was a right in response to demonstration as a human right. The majority fifty two representing 86.6 per cent agreed that demonstration was a human right. The responses indicated that students were aware that demonstration is a human right and they had the right to demonstrate with-out interference. Students are aware that protests often inspire positive change and improve protection of human rights and they continue to help define and protect civic space in all parts of the world. This is consistent with Article 11 of the Universal Declaration of Human Rights which is freedom of assembly and association. This Article protects the right to hold meetings and demonstrations with other people. Historically, protests have often inspired positive social change and improved protection of human rights and they continue to help define and protect civic space in all parts of the world. Protests encourage the development of an engaged and informed citizenry and strengthen representative democracy by enabling direct participation in public affairs. They enable individuals and groups to express dissent and grievances, to share views and opinions, to expose flaws in governance and to publicly demand that the authorities and other powerful entities rectify problems and are accountable for their actions. This is especially important for those whose interests are otherwise poorly represented or marginalised.

Three of the participants out of sixty strongly disagreed maybe they had the evidence of how a demonstration cannot be classified as a human right because they have seen the outcomes of demonstrations to be not maybe portray as students had the knowledge of human rights. Two students representing 3.3 per cent disagreed, this is maybe they treats demonstrations as either an inconvenience to be controlled or a threat to be extinguished or maybe they look at risks that goes with demonstrations.

The study also revealed that knowledge on human rights improved students' behaviour. The reponses indicated that the majority 29 out of 60 representing 48.3 per cent indicated that human rights improved students' behaviour. This is shown in Table 11. This means they are able to know their limits for instance on freedom of expression as not to use hate speech. This is improvement in behaviour towards others. This is in line with UNESCO (2011) which alludes to the fact that knowledge of human rights improves students' behaviour through prevention of abuses and violet conflicts. Human rights also helps students realise their human rights and promote the full development of human personality and appreciating of human dignity, of

strengthening respect for human rights. And this is in line with Grotius theory (1972) which states that a natural characteristics of human being is the social impulse to live peacefully and in harmony with others. These rights are not based on theology or a sacred text, but in capacity of human beings to govern themselves. Indeed human rights improves student's perception of human rights.

Participants were asked whether there were incidents that occurred as a result of perceptions on human rights. The question was asked whether there had been incidents that have occurred at universities as a result of human rights. The majority 39 representing 65.5 per cent indicated that there were incidents that occurred re as a result of perceptions of human rights as shown in Table 12. This is supported by the *Zambian Eye* (2013) which stated that the police carried out illegal arrests, often based on information from informants where students are apprehended in such operations and many are deprived of their liberties and charges are slapped on them. There is serious lack of evidence to support the charges. Prominent human rights defenders like Union leaders are targeted as part of criminalisation. Threats of arrests, including allegedly on basis of fabricated criminal dossiers and warrants have also become common instruments to instill fear among human rights defenders.

The study also showed that 20 students representing 33.3 per cent indicated that there were no incidents that occurred in the universities as a result of perception of human rights. This could mean that maybe the minority thought the incidents that occurred were as a result of other reasons. From the findings it is evident that incidents occurred as a result of perceptions of human rights.

Students were asked to find out their views on freedom of expression. The question was asked in order to find out whether they had freedom to express themselves. The majority 37 representing 61 per cent stated that they had the right to say what they wanted. This is shown in Table 13. This means that students were aware of the freedom of expression as a key part of higher education experience. Sharing ideas is crucial for learning and allows students to think critically, challenge and engage with different perspectives. This is supported by the Higher Education and Research Act of 2017 which makes it clear that all, Universities and Colleges registered with the Office for Students (OFS) must uphold the existing laws around freedom of speech.

A minority students did not support the statement that students are free to say what they wanted. This is in line with article 13(2) which restricts students' freedom of expression had limitations. Article 13 (2)(a) which concerns the right or reputation of others. This implies that the freedom of expression should have limits so that what one say does not offend another person.

The students were asked to give their views on whether the university was able to control the behaviour in the midst of human rights. The majority 30 students representing 50 per cent as shown in Table 14 agreed that the university was able to control students' behaviour. This means that there are laid down rules that students follow in the midst of human rights. And students see things moving in an orderly and correct way through dialogue and by equipping students with competences which render them capable to protect themselves, respect others by expression of emotions and developing empathy. This is in line with Ball (2013) who stated that a series of techniques should be taught to use in order to acquire social skills, skills in empathy, a sense of fair play and self-regulation.

Out of sixty only eighteen representing 30 per cent disagreed that the University was not able to control the students' behaviour maybe because of the eventualities that were happening at universities and these were perceived as the university's failure to control students' behaviour amidst the human rights. Eleven students representing 18.3 per cent were undecided. It was clear that the universities were able to control students' behaviour amidst the human rights.

5.4 Efforts Study Universities were making to improve Perceptions of Human Rights among students

Universities as institution of higher learning which have programmes that educate and orient students on human rights. These programmes have assisted students to enjoy human rights and understand limitations beyond which breach of other people's rights occur. In order to understand whether there were measures that the university were putting in place to improve positive perceptions on human rights the study, students were asked whether they were oriented on how to resolve issues that affected them. The responses as revealed in Table 15 were that the majority of students 22 representing 37.3 per cent agreed that orientation was done. This could mean that through public gatherings that was orientation according to the students. In answering whether measures were put in place to improve perceptions, 18 students representing 30 per cent

stated that meetings and other gatherings raised awareness on human rights as some of the measures. This means students are equipped with skills through gatherings on awareness of human rights. This is supported by Ball (2013) who stated that students are equipped with competences and skills during gatherings.

It was also evident that 17 students representing 28.3 per cent stated that they were aware of the rules and regulations meaning that students were aware of rules and regulations that improved their perception of human rights. This is supported by Hodgkin et al. (2002) who state that to improve human rights, Universities develop policies and regulations with regard to the university culture and students' life, which are consistent with human rights principles.

Students were asked as a follow up question whether human rights were taught in the study universities. The study revealed that 80 per cent of the students stated that human rights were taught in the study universities. This means the students had the knowledge of and skills that are covered in education underlying human rights including links between formal, non-formal and informal education. This is in line with UNESCO/OHCHR (2006) which state that students need appropriate training on academic developments to increase their knowledge and skills in human rights. Six out of sixty strongly disagreed that human rights were not taught in the study universities.

To find out if there were measures put in place to promote perceptions of human rights, students were asked to mention the measures that were there to promote human rights in the study universities. The responses were as shown in Table 17. The majority 47 students representing 79.7 per cent disagreed that there were no measures by the study universities to improve perceptions of human rights. This means that there are no guides for the students to follow. Seven students were undecided meaning they were in between measures are there or not there.

Students were asked whether measures were there to improve perception of human rights. In response 30 per cent students stated that some of the measures were meetings and other gatherings that raises awareness on human rights. This means students are equipped with skills through gatherings on awareness on human rights as some of the measures. This is supported by Ball (2013) who states that students are equipped with competences and skills during gatherings.

Seventeen stated that they were aware of the rules and regulations meaning students were aware of the rules and regulations that improve perceptions of human rights, universities develop policies and regulations with regard to university culture and students life, which are consisted with human rights principles. Sixteen per cent students stated that there was nothing meaning that they were not aware of any measures put in place by the university to improve perception of human rights.

Further 11.7 per cent stated that the radio was a means to improve perceptions of human rights in the study universities. This means that there were programmes that improved human rights perception. This is in line with Fossard (1996: 7) who alludes to the fact that the radio can cross time and space with limit. It can go places and evoke images that are impossible in real life and it is a personal medium in being a companion that can reach millions of listeners at once with power to speak to each individual and it can easily intrude into a person's schedule and private life with little or no interruption.

5.5 Summary

The chapter discussed the findings of the study in order to establish the human rights pre-service students were aware of. It explored pre-service students' perceptions on human rights and examined the relationship between perceptions held by pre-service students on human rights and students' discipline. In this discussion, the major findings have been highlighted, interpreted and put into context of the reviewed literature in line with the study objectives. As regards to the first objective, whether students were aware of human rights. The study revealed that students were aware of human that affect them more and less those distant from them. And human rights helps students make informed decisions. The second objective was to explore pre-service student's perceptions on human rights at the two Universities under study. The study revealed that right to education and life were familiar while right to clean water and shelter where quite remote to students, hence not easily claimed in the study Universities. The third objective was to examine the relationship between perceptions held by students on human rights and student's behavior. The study revealed that freedom of association and assembly was a right that pre-service students were aware of but often abused through demonstrations and riots. Also riots were often a product of police stopping students exercise right of freedom of association. Believed a relationship

existed between knowledge of human rights and behavior and conduct exhibited by students. The study concluded with efforts that study universities were making to improve perceptions of human rights among students. The study revealed that meetings and gatherings organized by management and unions mostly helped to educate students on human rights. The least efforts were through the use of civic education and institutions such as the media through radio stations. Also the study revealed that although human rights were often shared, limits were not shared with students, a sign of absence of a relationship. The next chapter presents the conclusion and recommendations of the study.

CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.0 Overview

This Chapter presents the summary, conclusion and recommendations of the study based on the pre-service students perceptions of human rights.

6.1 Summary of Findings

The research looked at the perceptions of pre-service students on human rights in Lusaka province of Zambia. Prior to the research, it was observed by the researcher that there were perceptions held by students on human rights. The first objective of the research question set out to establish what human rights pre-service students were aware of. The second objective and research questions was to explore pre-service students' perception of human rights. The third objective examined the relationship between perceptions held by students on human rights and students' behaviour. The last objective ascertained the efforts the study universities put in place to improve the perception on human rights.

As outlined in both the presentation and discussion of findings, it can be summarised as:

- (i) Human rights pre-service students are aware of are, the right to education, the right to life, the freedom of expression, the freedom of association and assembly, the right to vote and the right to clean water and shelter.
- (ii) Human rights were promoted in the two universities and knowledge of human rights enhanced students' ability to make informed decisions. The freedom of expression was the most promoted human right in the two universities. At the same time freedom of expression was a right that was mostly abused. Demonstration is another right that students were aware of which is under freedom of assembly and association.
- (iii) The relationship between perceptions held by students on human rights and students behaviour where that, incidents occurred in the two universities as a result of human rights especially freedom of assembly and association. The study revealed that students were free to say what they wanted and the university was able to control students' behaviour amidst human rights although there were incidents of abuse of freedom of assembly among students.

- (iv) Measures put in place in the study Universities to improve perceptions of human rights were meetings and gatherings, radio and courses in study programmes that raised awareness on human rights.

6.2 Conclusion

Implications of the (Grotius 1972) theory of natural laws of human rights exist among students in public universities. This is because students possess measurable characteristics of human beings those of social impulse to live peacefully and in harmony with others. The theory imagines the existence of human beings in a state of nature. In that state in which men and women were in a state of freedom, able to determine their actions and also in a state of freedom, able to determine their actions and also in a state of equality in the sense that no one was subjected to the will or authority of another.

Above all, students were aware of human rights, also students were aware that knowledge of human rights enhanced students' ability to make informed decisions. Further, freedom of expression is the right that is highly promoted in the University at the same time it's a right that is abused. Demonstrations are also rights that students are aware of. Also students are aware that they have the right to speak freely and the platform is given to students at the public universities. It is also clear that students were oriented on how to resolve issues that affect them through public gatherings and meetings.

From the study it is clear that freedom of expression is a right that is abused by students. Also students were aware of the peaceful demonstrations but it is through the police stopping them to express their right which was under freedom of assembly and association that ended up in students running battles with the police.

The study also revealed that even those that had no human rights topics in their study programmes had knowledge of human rights through radio, meetings and public gatherings. Each time they felt their rights were trampled upon, they spoke and if not heard they demonstrated. It is imperative to state that the present study met the objectives. In addition, it has added new knowledge on the pre-service students' perceptions of human rights. For instance freedom of expression should be controlled because it has limits and during demonstrations the

students should inform the police when they intend to demonstrate to ensure that they avoid situations where by before the demonstration takes place they are stopped.

Parents, lecturers, the police, concerned citizens it was our responsibility to listen to our young children and explain to them the right way to channel their grievances as opposed to let them follow the way children from developed or western countries expressed that they had fundamental rights.

6.3 Recommendations

Arising from the study findings, the following are the recommendations for the attention of various stakeholders:

- 6.4.1 The study universities should orient students on their rights through the counselling department at the beginning of the programme to provide guidance on how to use the freedom of expression when they felt their rights were trampled on.
- 6.4.2 Universities management should attend to students on time if students felt their rights were infringed as opposed to waiting until students exhibited signs of indiscipline.
- 6.5.1 The police when attending to demonstrating students should not be in riot gear that makes students feel the police come to fight them.
- 6.5.2 Students should be encouraged to use the freedom of speech correctly because speech is powerful it can stir people to action, move them into tears of both joy and sorrow.
- 6.6.3 The universities should not stop students from demonstrating because it is their human right under the freedom of assembly and association but instead should encourage students to do so within the provided legal limits.

6.4 Suggestions for Future Research

A comparative study of public and private universities in Lusaka province of Zambia, would be a worthwhile contribution to the knowledge generated through the present study.

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APPENDICES

Appendix I: Questionnaire for students

Dear sir/Madam,

Ref: Perceptions of pre-service students on human rights: A study of two public universities in Lusaka province, Zambia.

INTRODUCTION

My name is Chomba Matildah. I am a student at the University of Zambia pursuing a Master of Education in guidance and counselling. As a partial fulfilment of the requirements for the program, students are required to research on topics of their choice. I hereby kindly request you to fill in this questionnaire which will enable the researcher to obtain important information for the research.

Information collected through this study is strictly for academic purposes only and therefore, shall be kept confidential and no name or identity shall be attributed to.

Furthermore, you are free to choose to participate in this research or can choose to pull out anytime you wish so.

However, I would appreciate if you could spare sometime to answer some questions because your participation is highly appreciated.

Kindly, tick the answer of your choice or writing a word or sentence in the space provide

Section A: Demographic Information

1. Where is your University located?
 - a) Rural
 - b) Urban
2. State your gender.
 - (a) Male ()
 - (b) Female ()
3. What is your age group?
 - (a) 16- 20 years
 - (b) 21- 25 years
 - (c) 26 – 30 years
 - (d) 31 & above years
4. Level of Study Program
 - a) 1st year

- b) 2nd year
- c) 3rd year
- d) 4th year

5 Program of Study

.....

Section B: Establish Human Rights pre-service students are aware of.

- 6 Are you aware of Human Rights
- a. Yes
 - b. No

What human rights are you aware of?

Section C: To explore pre-service student's perceptions on human rights

- 7 Human Rights Enhance Students Ability to make informed decisions.
- a. Agree
 - b. Undecided
 - c. Disagree
 - d. Strongly Disagree
- 8 Are human rights promoted in this University? Yes or No. If Yes, which human right. If No, which human right.

.....

10. Knowledge of human rights improve student's behavior? If yes explain, if no explain

.....

Section: C: To examine relationship between perceptions held by students on human rights and students behavior

- 9 Which human right has at times influenced students to react with no regards for human rights?

.....

- 10 Are there times you felt confused and would welcome external help to understand human rights in the University?

- a. Agree
- b. Undecided
- c. Disagree
- d. Strongly Disagree

11 Do you always seek help from authority whenever felt human rights are trampled upon in the University?

- a. Agree
- b. Undecided
- c. Disagree
- d. Strongly Disagree

12 Are there incidents that have occurred as a result of perceptions of human rights?

- a. Yes
- b. No

Section D: To ascertain measures the study universities were taking to improve positive perceptions on human rights

13 What measures has the University put in place to improve perceptions of human rights Explain.....

.....

.....

.....

14 How is the university managing to control behavior in the midst of human rights? Explain.....

.....

.....

The statements below have been prepared so that you indicate how you feel about each of them. Kindly, circle your choice representing how you feel about each of them.

Key for answers is as follows:

SA-strongly agree A-agree U- undecided D-disagree SD-strongly agree

15 Demonstration a human right

SA A U D SD

Explain

.....
.....

16 Student free to say what they want

SA A U D SD

Give Reason

.....
.....

17 Are there measure put in place to improve perception of human rights

SA A U D SD

Explain

.....
.....

18 Do you think the University is managing to control behavior in the midst of human rights?

SA A U D SD

Explain

.....
.....

19 Are students in public Universities oriented on how to resolve issues that affect them?

SA A U D SD

Explain

.....
.....

20 Are Human rights taught in your study program

SA A U D SD

Explain

.....
.....

21 Can Knowledge of human rights improve students' behavior

SA A U D SD

Explain

.....

.....

THANK YOU

Appendix II: Consent Form



NASRRC FORM 1b

**THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES
HUMANITIES AND SOCIAL SCIENCES ETHICS COMMITTEE**

Telephone: +260-211-290258/293937
Fax +260-211-290258/293937
Zambia
E-mail drgs@unza.zm

P.O. Box 32379
Lusaka,

PARTICIPANTS INFORMATION SHEET

(This template is for research interventions that use questionnaires, in depth interviews or focus in-depth interviews or group discussions.)

Informed consent forms for students

This informed consent is for students who are invited to participate in research titled **‘perception of pre-service students on human rights: A study of two public Universities in Lusaka province of Zambia.**

Name of Principle Investigator: CHOMBA MATILDAH

Name of Organisation: UNIVERSITY OF ZAMBIA

Name of Sponsor: SELF

Part 1: Information sheet

Introduction

I am Chomba Matildah. I am a primary school teacher at Mumuni primary school in Lusaka district of Zambia. I am inviting you to take part in this research because as student teachers you are aware of human rights and have your own views on human rights. Therefore, you are free to talk to about your views on human rights and you can take time to reflect whether you want to participate or not. If you do not understand some of the words or concepts, I will take time to explain as we go along the questions anytime.

Purpose of the research

To establish students perceptions of human rights does not only affect the two public Universities but also affect the surrounding communities and disturbs learning programs. We want to explore student's perceptions of human rights in relation to discipline at the two public Universities in Lusaka district, Zambia.

Type of research intervention

The research will involve your participation by answering questionnaire and it will take about 15-20 minutes for you to answer the questions.

Participant selection

You are invited to take part in this research because, we feel that your experience as a student can contribute much to our understanding and knowledge of pre-service students perceptions of human rights.

Voluntary participation

Your participation in this research is entirely voluntary. It is your choice whether to participate or not. The choice that you make will not have a bearing on your job or any work related evaluation reports. You may change your mind later stop participating even if you agreed earlier.

Procedures

(A) We are asking you to help us explore student's perception of human rights in relation to student's discipline.

(B) There are questions about the research that you will answer by explaining or ticking. We will not ask you to share any information, beliefs, practices or stories and you do not have to share any knowledge that you are not comfortable sharing.

Duration

The research takes 15 to 20 minutes to answer. We will come back after an hour to collect the questionnaire

Use of information

The information we shall get from you will be used in policy formulation by ministry of higher education as well as the administrators of the two public Universities to improve on measures put in place in the midst of human rights and discipline.

Risks

You do not have to answer any question or take part if you don't wish to do so, and that is also fine. You do not have to give us reasons for not responding to any questions or for refusing to take part.

Benefits

The study will benefit the community in that learning programs will not be disturbed in the two public Universities of Lusaka, Zambia.

Confidentiality

The information will not be given to anyone except (Chomba Matildah) who access the information for research purposes.

Sharing the results

Nothing that you tell us today will be shared with anybody outside the research team and nothing will attribute to you by name.

Right to refuse or withdraw

You do not have to take part in this research if you do not wish so and choosing to participate in discussion/interview at any time that you wish without affecting your schooling at this University.

Who to contact

This proposal or protocol has been reviewed and approved by NASREC which is a committee whose task it is to make sure that research participants are protected from harm. If you wish to find about more about the IRB, contact:

Dr. Erasmus Mwanaumo, Chairperson, Natural and Applied Sciences, Research Ethics Committee,

University of Zambia
P O Box 32379
LUSAKA

OR

Professor. Henry M. Sichingabula Director, Directorate of Research and Graduate Studies

University of Zambia
P O Box 32379
LUSAKA.

Part II: Certificate of informed consent

I have been invited to participate in research about perceptions of pre-service students on human rights: A study of two public universities in Lusaka district, Zambia.

Name of participant:

Signature of participant:

Date :

If illiterate ¹

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

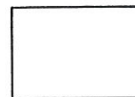
Print name of witness _____

Thumb print of participant

Signature of witness _____

Date _____

Day/month/year



Statement by the researcher/person taking consent

¹ A literate witness must sign (if possible, this person should be selected by the participant and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands.

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this ICF has been provided to the participant.

Print Name of Researcher/person taking the consent_____

Signature of Researcher /person taking the consent_____

Date _____
Day/month/year

CONTACTS FOR QUESTIONS (Names, addresses and phone numbers of the following):

1. Principal Investigator (Must be a local person and a Zambian).

Names:

Phone:

E mail:

Physical address:

Appendix III: Introductory Letter



THE UNIVERSITY OF ZAMBIA SCHOOL OF EDUCATION

Telephone: 291381
Telegram: UNZA, LUSAKA
Telex: UNZALU ZA 44370

PO Box 32379
Lusaka, Zambia
Fax: +260-1-292702

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Date..... 3rd MAY 2019

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS/ PhD STUDENTS

The bearer of this letter Mr./Ms. CHOMBA MATILDAH..... Computer number. 2017014339..... is a duly registered student at the University of Zambia, School of Education.

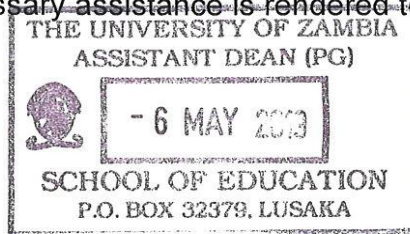
He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her/.

Yours faithfully

Emmy Mbozi (Dr)

ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION



cc: Dean-Education
Director-DRGS