

A Study of Awareness Regarding Child Rights Education among Male and Female Pupil-Teachers

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Abstract

Child rights education is most important for the teachers and it is important to consider it in the pre-service and in-service training programme. For the protection of child rights in education and other fields, it is necessary to train early childhood educators, teachers, judges, lawyers and other officials such as child welfare officials, child and youth welfare participation. In the present study, an attempt was made to study awareness regarding Child Rights Education among male and female pupil teachers. Based on the objective of the study, the hypothesis was stated as: There is no significant difference in the awareness of Child Rights Education among male and female pupil teachers. A quantitative approach was followed in the study. A Descriptive survey method was used in the study. The population of the study was comprised of pupil teachers male and females of all constituents units of NCERT i.e. Regional Institutes of Education Ajmer, Bhubaneswar, Bhopal, Mysore & Shillong. Data was collected via online mode. The researcher has considered the pupil-teacher as a sample of the study in which B.Ed. & B.Sc. B.Ed. / B.A. B.Ed. pupil-teachers were included. For this study, Pupil teachers were selected by stratified random sampling technique. Self-Developed Questionnaire on “Awareness of child rights education for pupil teachers” was administered for data collection. The analysis of the data was done by simple percentage method and t-test. It was found in the study that there is no significant difference in the awareness of Child Rights Education among male and female pupil teachers.

Keywords: Child Rights Education, Pupil- Teachers, Awareness

Introduction

Child rights education is a part of some of the rights-respecting school's curricula. Rights respecting school programmes of UNICEF, UK. Promotes in the whole school community to interpret child rights and various online platforms and online resources are provided with the help of professional advisors which is working very efficiently for promotion of the child rights in schools as this programme is “informing more than 1-5 million children about child rights and over 4500 schools that are working towards the award”. Child rights education is most important for the teachers and it is important to consider it in the pre-service and in-service training. For the protection of child rights in education and other fields, it is necessary to train early childhood educators, teachers, judges, lawyers and other officials such as child welfare officials, child and youth welfare participation. A study of 26

countries was conducted and it was found that none of the states ensures the training of the teachers in child rights. It was also found that no teachers were aware of CRC. Child Rights Education deals with the “teaching and learning about the provisions and principles of the Convention on the Rights of the Child (CRC)”. Thus these are to be applied in the different institutions such as family, school, community, national and global Levels to protect the educational as well other rights of the children. It is an important initiative at the global level to propagate the idea of change in the “immediate environment and the world at large to ensure the full realization of the rights of all children”. Hence, it promotes the vision and principles laid down in the CRC Preamble that “The child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace,

dignity, tolerance, freedom, equality and solidarity". To understand Child rights education fully we need to discuss what it includes. Child rights approach in teaching through a formal and informal system of teaching embedded the CRC provisions. It includes the adoption of the principles laid down in the CRC and the provisions of the same in the learning such as adoption in the curricula and learning environments for children. It also includes the training of professionals who are working directly with children or considering the issues which affect children. Making aware to the masses and the caregivers associated with the children about the principles of the CRC provisions is also promoted in child rights education. The capacity building programmes are focused to launch for the teachers and other caregivers for implementation of the provisions of CRC. While "CRE is not limited to schools or learning environments, as an entry point this can also contribute to broader initiatives aimed at transforming education systems as a whole".

Objective: To compare the awareness regarding Child Rights Education among male and female pupil teachers.

Hypothesis: There is no significant difference in the awareness of Child Rights Education among male and female pupil teachers.

Related Studies Conducted

Vakkil & Reddy (2014) conducted a study entitled "Competencies required for high school teachers to deal with students with learning difficulties." In this study, reflections were made upon the skills and competencies needed for teachers to address the student's needs with learning difficulties. Goel & Desai (2010) explored child rights education by conducting research on the topic entitled "Designing, Developing and Implementing an Educational Program on Child Rights". The whole study is divided into six objectives in which an attempt was made to develop an educational program on Child Rights. Arora & Thakur (2015) researched "knowledge of child rights among teachers of primary school in Jammu". This endeavour intended to discuss the knowledge of child rights where researchers have consulted with teachers

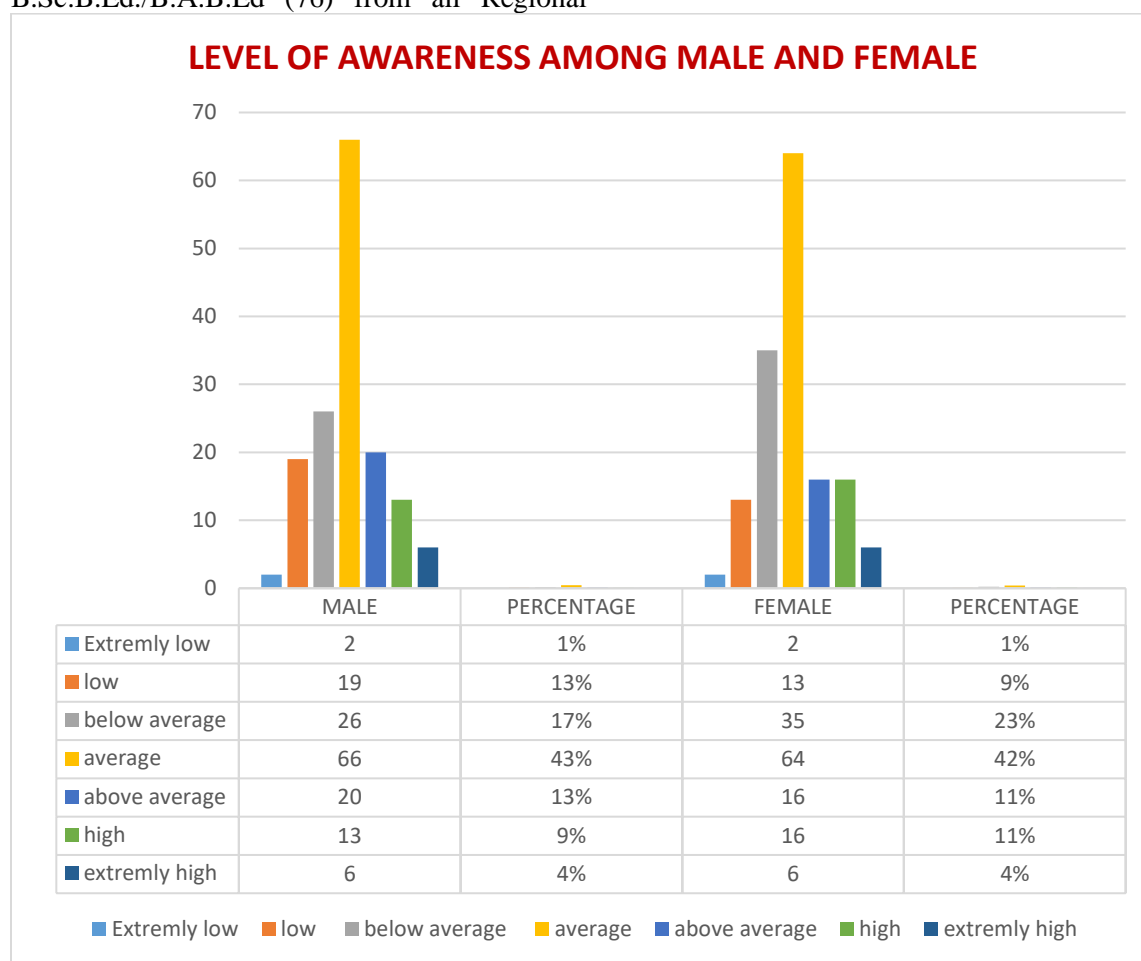
of primary schools in Jammu. Sathiyaraj & Jayaraman, (2013) conducted a study namely "A Study on Child Rights Awareness among the Primary School Teachers in Tiruchirappalli District of Tamilnadu". In the schools' teachers play the role of mother and father of the child; they need to be aware of the child's rights. Johnny, (2006) researched the area of child's rights topic entitled "conceptualizing childhood: Children's rights and youth participation in schools". The attempt has been made to reflect upon article 12 of the UNCRC and the participation of the children in schools. It has been examined in the study how the western concept of childhood is adopted to challenge participation in the school environment. Chahal & Kumar (2017) conducted a study on the topic "Educational rights of the children: Issues challenges and solution: A journey of Independent India". In this study researcher focused on the educational rights of the children and different dimensions, issues and challenges are discussed after independence in India. Bhargava & Ahmed, (2015) conducted a study "Awareness of child rights among the parents, school and the children in Chandigarh District with special reference to the national commission for protection of the child rights". In this study, reflections are made upon the NCPCR, SCPCR, and others related to child rights protection. Pourrajab, et.al. (2014) attempted by conducting a study entitled "The knowledge of teachers about rights of the children to reducing child abuse in homeless students." In this paper, the researcher has focused to identify the role of teachers in reporting and protecting child abuse in their classroom and the teachers can help in reducing and preventing child use in homeless students.

Research Methodology: Quantitative approach and Descriptive Survey method was used in the study. The researcher has collected the data from all the five constituent units of NCERT (Regional Institutes of Education). The researcher has considered the pupil-teacher as a sample of the study in which B.Ed. & B.Sc. B.Ed. / B.A. B.Ed. (Male & Female) pupil-teachers were included. For the data collection, the researcher has selected the five constituent units of NCERT (RIE AJMER, BHUBANESWAR, MYSORE,

SHILLONG, and BHOPAL) with the purposive technique of sampling. For this study, Pupil teachers were selected by stratified random sampling technique. In the present study total sample of 304 pupil-teachers was collected divided into male and female (152 respectively) which was further divided into B.Ed. pupil teachers (76) and Integrated B.Sc.B.Ed./B.A.B.Ed (76) from all Regional

Institutes of Education. Self-Developed Questionnaire on “Awareness of child rights education for pupil teachers”.

Analysis: The analysis of the data was done by simple percentage method and t-test. The detailed analysis is given in the table and figure mentioned below.



The above figure with table shows the awareness level of all the male and female pupil teachers. It can be interpreted from the table that there are only 4 % of male and female pupil teachers falls in the category of extremely high awareness of child rights education. It was also found that 9 % of the male and 11% of the female have a high level of awareness, 13.% of the male and 11% of the female were found above average, 43 % of the male and 42% of the female were found average

in the level of awareness, 17.% of the male and 23% of the female were below average, 13% of the male and 9% of the female were low in their awareness towards child rights education, 1.% of the male and female were reported extremely low. Thus, it is reflected here that the majority of respondents falls in the category of average in their awareness towards child rights education which is about 43. % of the male and 42% of the female. There are only 1% of the respondents were reported extremely low in their awareness towards child rights education.

Table: Comparison of the awareness of child rights education among male and female pupil teachers

Z score (VAR00001) Equal variances assumed	F	Sig.	t	Df	Sig.	MD	Std. ED	95% CI	
								Lower	Upper
	135	.713	.432	302	.666	- .05034781	.11641663	.27944137	.17874575

The above table shows the results regarding the mean difference of awareness among male and female pupil teachers. As the t-value is .432 and the table value is 1.962 on 0.05 level of significance which shows that the t-value is less than the table value. Hence it can be reflected here that the hypothesis is accepted. Thus it can be interpreted here that the awareness level among male and female pupil teachers regarding child rights education is almost similar and there is no significant difference among them.

Findings

It was found in the study that the majority of pupil teachers fall in the category of average in their conducted by Arora S. & Thakur R. (2015) have found in their study that “all school teachers were knowledgeable regarding child rights such as survival rights, development rights, protection rights and participation rights”. Hence the present study is conducted on the pupil teachers, the results of which reflected that there are only 4 % of the male and female pupil teachers fall in the category of extremely high awareness of child rights education. It was also found that 9. % of the male and 11% of the female have a high level of awareness, 13.% of the male and 11% of the female were found above average, 43 % of the male and 42% of the female were found average in the level of awareness, 17.% of the male and 23% of the female were below average, 13% of the male and 9% of the female were low in their awareness towards child rights education, 1.% of the male and female were reported extremely low. The majority of respondents fall in the category of average in their awareness towards

awareness towards child rights education which is about 43. % of the male and 42% of the female. There are only 1% of the respondents were reported extremely low in their awareness towards child rights education. Along with this awareness level among male and female pupil teachers regarding child rights education is similar and there is no significant difference among them.

Discussion and Conclusion

The awareness level of all the male and female pupil teachers was considered for discussion. The study

child rights education which is about 43. % of the male and 42% of the female. There are only 1% of the respondents were reported extremely low in their awareness towards child rights education. Sathiyaraj A. & Jayaraman (2013) conducted a study namely “A Study on Child Rights Awareness among the Primary School Teachers where it was reported that only 27% of teachers have a high level of awareness regarding child’s rights. But the results in the present paper contradicts the findings where it was found that only 4 % of the male and female pupil teachers fall in the category of extremely high awareness of child rights education. Bhargava, M. & Ahmed Taffique, (2015) in their study that many of the schools are unaware of the norms and standards and laws related to the protection of child rights. Thus results of the study can be compared as it was revealed in the present endeavour that the majority of respondents fall in the category of average in their awareness towards child rights

education which is about 43. % of the male and 42% of the female. On the basis of the data, it can be discussed here that awareness level among male and female pupil teachers is less which is only 42-43%. It is essential to increase the level of awareness among male and female pupil teachers by incorporating child rights education activities and practices. Ragnhild (2012) have suggested that it is the duty of all the stakeholders to protect the rights of the child.

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