

Child Rights as a Part of Human Rights-A Comparative Study

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Abstract

The investigator conducted a study to know the awareness about child rights of teachers in Mumbai city. A sample of 150 teachers was selected randomly. Self made tool was used. This tool consisting of five areas of child rights 1) Child rights and universal declaration of human right and Indian constitution.2) Child rights and laws for protection of child right.3) Child rights and child development4) Child rights and deprived class child. 5) Child rights and curricular and school activity. The awareness of teachers was analyzed on the basis of sex. The findings revealed that significant difference was found in the awareness level of male and female teachers. All the teachers were aware with the child Rights.

Introduction –

Human Rights are the rights possessed by all human beings irrespective of their caste, race, nationality, sex, language etc. Human Rights are sometimes called fundamental rights or basic rights or natural rights. Besides protecting human rights, the universal declaration of human rights (1948) also comprises rights of children. Article 26 of the declaration concerned to children's education specifically. Everyone has the right to education. Education shall be free at least in the elementary and fundamental stages and shall be compulsory. Education shall be directed to the full development of human personality and to the strengthening of human rights and fundamental freedoms.

The rights of children to free and compulsory education act 2009, provides every children in the age group 6-14 years the right to admission, participation and completion of elementary education. A stress free school experience, no corporal punishment, no mental harassment, no detention and no expulsion.

Rationale of the Study-

Human rights education is a human right, a precondition for sustainable development, the civil society and democracy. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedom. It shall promote understanding tolerance and friendship among all nations, racial or religious group and shall further the activities of the united nations for the maintenance of peace. Human rights are important because they protect us from unfair treatment; promote the development of democratic values and attitudes freedoms. Provides awareness of society at large and insights into institutional structures and cultural values.

Teachers are the nation builders they should be aware of rights of children because the children's are the future of the nations. To fulfillment of the goal of human right education teachers should be aware of rights of children's.

Review of Literature-

Howe, R. Brian; Covell, Katherine article concerns educating children in schools about their basic rights under the United Nations Convention on the Rights of the Child. The

question address is the teaching of responsibilities. They point out that although there is no mention of children's responsibilities in the Convention; responsibilities are inherent in the concept of rights. Therefore, children's rights education requires that children learn responsibilities that go together with rights. But we also point out that although there is a conceptual linkage between rights and responsibilities, effective education requires that the central focus is on rights and that children are given the opportunity to discover for themselves the connection between rights and responsibilities. That teachers unduly focus on responsibilities is miseducation about children's rights. Dr Sunita (2010) conducted the study on teachers' literacy towards the child rights and she found the secondary school teachers were aware about the child rights at satisfactory level. Fatima (2011) found that the male M.Ed trainees had higher awareness level of RTE. Karaman-Kepeneci, Yasemin found that the Children's rights are legally protected benefits for children to develop physically, mentally, emotionally, socially and morally with freedom and honor in a healthy and normal way. It is important that children know the rights they have. Works of high quality children's literature ensure the socialization of children.

Statement of the Problem-

Awareness of different levels of teachers towards rights of children- a comparative study.

Objectives of the Study-

1. To measure the awareness level of teachers towards child rights.
2. To compare the awareness level of male and female teachers towards child rights

Hypotheses-

1. Awareness level of teachers towards child rights is an average.
2. There is no significant difference in the awareness level of male and female teachers towards child rights.

Limitation of the study-

The study is not a comprehensive one but is confined to Marathi medium schools situated in greater Mumbai.

Methodology-

Method-survey method has been used in the present study because of investigating and describing the rights of children's in various aspects.

Sample-150 teachers were selected through simple random sampling.

Tool used-

Self prepared tool was used. The scale has 47 statements belonging to the following areas.1) Child rights and universal declaration of human right and Indian constitution.2) Child rights and laws for protection of child right.3) Child rights and child development4)

Child rights and deprived class child. 5) Child rights and curricular and school activity. Each statement is set against four point scale of strongly agree, agree, disagree and strongly disagree. The scoring is of 4, 3, 2&1 are given. The reliability is 0.75. First area contains 11 statements, second area contains 10 statements, third area contains 11 statements, fourth area contains 10 statements and last area contains 5 statements. The maximum score will be 188 and minimum score will be 47. Awareness level is as follows-

Sr. No.	Range of score	Awareness level
1.	47-94	Low
2.	94-141	Average
3.	141-188	High

Data analysis and interpretation:-

Table 1-Showing the Mean and S.D. of Area Wise and Total Awareness of rights of children of Male and Female Teachers.

Area/Total	NO.	Sex	Mean	S.D.	t-value	Significance level	Hypothesis
A	90	Male	38.47	3.01	3.28	0.01(Sig.)	rejected
	60	Female	40.21	3.38			
B	90	male	34.92	3.71	1.95	0.01(N.S.)	Accepted
	60	female	36.15	3.85			
C	90	Male	35.81	3.63	3.21	0.01(Sig.)	rejected
	60	female	37.61	3.20			
D	90	Male	33.73	3.35	1.34	0.01(N.S.)	Accepted
	60	female	32.95	3.64			
E	90	Male	17.31	1.82	2.84	0.01(Sig.)	rejected
	60	Female	18.25	2.10			
Total	90	Male	160.27	12.13	2.26	0.01(Sig.)	rejected
	60	Female	165.18	13.61			

From table 1. There is no significant difference in the awareness level of male and female teachers, this hypothesis is rejected. Means there is a significant difference in the

awareness level of male and female teachers. This hypothesis contain five more sub hypotheses from that there is significant difference in the awareness about Child rights & universal declaration of human right and Indian constitution, Child rights & child development and Child rights & curricular activity. No significant difference in the Child rights & laws for protection of child right and Child rights & deprived class child.

Table-2. Mean and S.D. of overall awareness score and area wise awareness score about rights of children of Male and Female teachers

	Male		Female	
Total score	Mean	S.D.	Mean	S.D.
	160.27	12.13	165.18	13.61
A	38.47	3.01	40.21	3.38
B	34.92	3.71	36.15	3.85
C	35.81	3.63	37.61	3.20
D	33.75	3.35	32.35	3.64
E	17.31	1.82	18.25	2.10

It could be seen from table -3 that the Mean overall awareness score about child rights of gender wise teachers were above the neutral point (94-141), indicating that all the teachers irrespective of gender was aware about child rights. Similarly the mean awareness score of male and female teachers were above the neutral point in the area 1) Child rights and universal declaration of human right and Indian constitution. 2) Child rights and laws for protection of child right. 3) Child rights and child development 4) Child rights and deprived class child. 5) Child rights and curricular and school activity. Means that the male and female teachers were aware with child rights.

Table-3. Mean Score of whole group of teachers on different areas rights of children and on overall awareness.

Areas of child Rights	Mean
Total	162.19
Child rights and Universal declaration of human rights & Indian constitution.	39.15
Child rights and laws for protection of child rights.	35.49
Child rights and child development.	38.49
Child rights and deprived class child	33.34
Child rights and curricular activities	17.70

Overall Awareness of child Rights-

It could be seen from table-5 that the mean overall awareness scores of the samples was 162.19. since the awareness inventory contain 47 items with the score on each item ranging between 1 to 4, the total score of the instrument could range between 47 to 188 with the neutral point of 94-141. A mean score above the neutral point indicates awareness with the child rights, while a mean score below the neutral point shows not aware about the child rights. The obtained mean overall awareness score of 162.19 is above the neutral point this indicates that the teachers were aware about the child Rights

in general. The awareness score of child rights in the area 1) Child rights and universal declaration of human right and Indian constitution. 2) Child rights and laws for protection of child right. 3) Child rights and child development 4) Child rights and deprived class child. 5) Child rights and curricular and school activity. Hence it may be concluded that the all teachers were aware with the all the aspects of child rights.

Findings-

- 1) Significant difference was found in the awareness level of male and female teachers.
- 2) All the teachers were aware with the child Rights.

Conclusion-

From the analysis, it was found that all the teachers were aware about the child Rights.

References-

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