

HUMAN RIGHTS AWARENESS OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO GENDER, FAMILY-TYPE AND LOCALITY

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ABSTRACT

Human beings are rational beings. They by virtue of their being human possess certain and basic inalienable rights, which are commonly known as human rights. Since these rights belong to them because of their very existence. They become operative from their birth. Human rights being the birth rights are therefore, inherent in all the individuals irrespective of their caste, creed, religion, sex and nationality. These rights are essential for all the individuals as they are consonant with their freedom and dignity. They are conducive to physical, moral, spiritual welfare. Thus they also provide suitable conditions for material and moral upliftment, because of their immense significance to human beings; human rights are fundamental rights and education is a means from birth till death, which gives knowledge, creates awareness and develops understanding among pupils in schools at secondary and at higher levels. Education with an integrated approach can achieve its aim in society by making them self-reliant and selfless, duty towards humanity followed by human rights to humanize society by education as an agent of social change in a democratic country like India.

Keywords: Rational, virtue, operative, rights, nationality, fundamental, integrate, approach, self-reliant, duty, social-change, awareness.

INTRODUCTION

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The Universal Declaration of Human Rights, proclaimed by the General Assembly in 1948, sets out basic rights and freedoms to which all women and men are entitled — among them the right to life, liberty and nationality; to freedom of thought, conscience and religion; the right to work and to be educated; the right to food and housing; and the right to take part in government. These rights are legally binding by virtue of two International Covenants, to which most States are parties. One Covenant deals with rights and the other with civil and political rights. Together with the Declaration, they constitute the International Bill of Human Rights. The Declaration laid the groundwork for some 80 conventions and declarations on human rights, including the two International Covenants; conventions to eliminate racial discrimination and discrimination against women; conventions on the rights of the child, against torture, the status of refugees and the prevention and punishment of genocide; and declarations on the rights of minorities, the right to development, the rights of human rights defenders and the rights of indigenous peoples. With its standards-setting work nearly complete, the UN is shifting the emphasis of its human rights efforts to the implementation of human rights laws. The High Commissioner for Human Rights, who coordinates UN human rights activities, works with governments to improve their observance of human rights, seeks to prevent violations, and works closely with the UN human rights mechanisms. The Human Rights Council, an intergovernmental body, works to strengthen the promotion and protection of human rights around the globe. The Council works closely with independent experts — “special reporters” — who report on specific human rights abuses or examine the human rights situation in specific countries.

UN human rights bodies contribute to early warning and conflict prevention, as well as in efforts to address the root causes of conflict. A number of UN peacekeeping operations have a human rights component. In all, UN human rights field activities are currently being carried out in some 30 countries or territories. They help strengthen national capacities in human rights legislation, administration and education; investigate reported violations; and assist governments in taking corrective measures when needed. Promoting respect for human rights is increasingly central to UN development assistance. In particular, the right to development is seen as part of a dynamic process which integrates civil, cultural, economic, political and social rights, and by which the well-being of all individuals in a society is improved. Key to the enjoyment of the right to development is the eradication of poverty, a major UN goal. On the basis of result of this study,

parents can identify the human rights awareness of their children. Keeping this in view, the researcher selected the present problem for investigation which is stated as under.

SIGNIFICANCE OF THE STUDY

Human Rights Education can play a very important role in bringing about respect for human rights of citizens. By teaching or training potential violators, innocent as well as reckless acts of abuse of power can be avoided or at least minimised. The creation of citizens informed of their rights and duties will also help to challenge and remedy arbitrariness and violation of rights. Human Rights Education can also augment the informed political participation of citizens. It further creates informed citizens who can question the way in which their governments lead their countries. This paper is important in that it proposes methods of attaining the goal of actual respect for human rights in India through the formulation, administration and co-ordination of effective Human Rights Education programmes. It also tries to adopt a perspective of Human Rights Education which suits many countries. On the basis of result of this study, parents can identify the human rights awareness of their children. Keeping this in view, the researcher selected the present problem for investigation which is stated as under.

OBJECTIVES

1. To study the level of human rights awareness among senior secondary school students.
2. To study gender-wise difference in human rights awareness among senior secondary school students.
3. To study family-wise difference in human rights awareness among senior secondary school students.
4. To study locality-wise difference in human rights awareness among senior secondary school students.

HYPOTHESES

1. There exists no significant difference among male and female senior secondary school students with respect to Human rights awareness.
2. There exists no significant family-wise difference among senior secondary school students with respect to human rights awareness.

3. There exists no significant locality-wise difference among senior secondary school students with respect to human rights awareness.

DELIMITATIONS OF THE STUDY

1. The present study was delimited to 100 students of Government senior secondary school, Totu.

RESEARCH METHODOLOGY

The present study was aimed to ascertain the human right awareness of senior secondary school students. To achieve the objectives of the study, 'Survey' technique under 'Descriptive Methods of Research' was used by the researcher. In the present investigation, the researcher adopted convenient sampling technique. The sample for the present study was comprised of 100 students of government senior secondary school, Totu. In the present study, human right awareness developed by Anand & Sood was used. As the main purpose of the present investigation is to study the human rights awareness among senior secondary school students, it was thought worthwhile to verify the normality of data gathered by the investigator. The values of different descriptive statistic based on overall human rights awareness scores of senior secondary school students are given in Table 1.1.

TABLE 1.1

Descriptive Statistics related to Human Rights Awareness among Senior Secondary School Students

Sr. No	Descriptive Statistic	Value
1	Mean	65.82
2	No. of students	100
3	SD	9.472
4	Highest score	86
5	Lowest score	40
6	Range	46
7	Median	66.00

8	Mode	66
9	Skewness	-0.198
10	Kurtosis	-0.141
11	Standard Error of Skewness	0.241
12	Standard Error of Kurtosis	0.478

It may be seen from Table 1.1 that the overall mean human right awareness score came out to be 65.82 which indicates that senior secondary school students were moderately aware about human rights.

Table 1.1 shows the values of mean and median of human rights awareness scores as 65.82 and 66.00 respectively which are quite proximate to each other. The value of standard deviation is 9.472. Further, the value of skewness is -0.198 which shows that the curve is negatively skewed. This indicates that somewhat more number of senior secondary school students is massed at positive end of normal distribution curve. In addition to these, the value of kurtosis was calculated to be -0.141 which indicates that the curve is platykurtic in nature. Further, the value of standard error of skewness and kurtosis were computed to be 0.241 and 0.478 respectively. Since the value of skewness -0.198 lies within the range of ± 0.482 (almost 2 times the value of standard error of skewness) and the value of kurtosis -0.141 lies within range of ± 0.956 (almost 2 times the value of standard error of Kurtosis), the distribution of human right awareness scores can assumed to be normal. In other words, since there is less distortion, so the sample of senior secondary school students can be taken as normally distributed and parametric statistical technique can be employed on the data.

1.2 Gender-wise Difference in Human Rights Awareness among Senior Secondary School Students:

The overall mean of human rights awareness scores of senior secondary school boys and girls and the mean scores in Human Rights Education dimensions of human rights awareness along with number, S.D. and t-value are given in Table 1.2.

TABLE 1.2

Gender-wise Difference in Human Rights Awareness among Senior Secondary School Students (Dimension-wise and Overall)

Dimension of Human Rights Awareness	Gender	N	Mean	SD	t-Ratio
Knowledge of human rights Documents	Boys	53	10.21	2.878	1.218 (NS)
	Girls	47	9.55	2.439	
Knowledge and Understanding about human rights concepts	Boys	53	18.89	4.060	2.447*
	Girls	47	20.70	3.250	
Understanding about situation involving human rights violations/non-violations	Boys	53	33.81	7.008	3.671**
	Girls	47	38.85	6.669	
Overall	Boys	53	62.91	9.361	3.441**
	Girls	47	69.11	8.557	

NS-Not Significant*- Significant at 0.05 level of Significance

** - Significant at 0.01 level of Significance

It may be observed from Table 1.2 that mean score of senior secondary boys' and girls' 'on Ist dimension of human rights awareness (i.e. Knowledge about human rights documents) came out to be 10.21 & 9.55 respectively. The t-value testing the significance of the mean difference was found to be 1.218 which is not significant, even at 0.05 level of significance, for df 98. Hence, it may be inferred that senior secondary school boys and girls did not differ significantly from each other with respect to their awareness about Ist dimension (i.e. Knowledge about human rights documents).

It may be observed from Table 1.2 that mean score on IInd dimension of human rights awareness of senior secondary school boys and girls came out to be 18.89 and 20.70 respectively. The t-value testing the significance of the mean difference was found to be 2.447 which is significant at 0.05 level of significance, for df 98. Hence, it may be inferred that senior secondary school boys and girls differ significantly from each other with respect to their awareness about IInd dimension i.e.(Knowledge and understanding about human right concepts).Hence, it may be interpreted that senior secondary school girls are significantly better in IInd dimension i.e. (Knowledge and understanding about human right concepts) .

It may be observed from Table 1.2 that mean score on IIIrd dimension of human rights awareness of senior secondary school boys and girls are 33.81 and 38.85 respectively. The t-value testing the significance of the mean difference was found to be 3.671 which is significant at 0.05 level of significance, for df 98. Hence, it may be inferred that senior secondary school boys and girls differ significantly from each other with respect to their awareness of about IIIrd dimension of human rights awareness i.e (Understanding about situations involving human rights violation/non-violation) Hence, it may be interpreted that senior secondary school girls are significantly better in IIIrd dimension i.e. (Understanding about situations involving human rights violation/non-violation).

It may be observed from Table 1.2 that overall mean scores on the variable of human rights awareness of senior secondary school boys and girls were found to be 62.91 and 69.11 respectively. The t-value testing the significance of the mean difference was found to be 3.441 which is significant at 0.01 level of significance, for df 98. Hence, it may be inferred that senior secondary school boys and girls differ significantly from each other with respect to their overall human rights awareness. Thus, hypothesis no. 1 that “There will be significant difference among senior secondary school boys and girls with respect to human right awareness” is accepted.

Hence, it may be interpreted that senior secondary school girls are significantly more aware about human rights as compared to senior secondary school boys.

1.3 Family-wise Difference in Human Rights Awareness Among Senior Secondary School Students:

The overall mean of human rights awareness scores of boys and girls senior secondary school students and the mean scores in Human Rights Education dimensions of human rights awareness along with number, S.D. and t-value are given in Table 1.3. The mean of human rights awareness scores of nuclear and joint family of senior secondary school students along with number, S.D. and t-value are given in Table 1.3

TABLE 1.3

Family-wise Difference in Human Right Awareness among Senior Secondary School Students

Dimension of Human Rights Awareness	Family type	N	Mean	SD	t-Ratio
Knowledge of human rights Documents	Nuclear	75	9.95	2.640	0.299(NS)
	Joint	25	9.76	2.876	
Knowledge and Understanding about human rights concepts	Nuclear	75	20.05	3.781	1.438(NS)
	Joint	25	18.80	3.753	
Understanding about situation involving human rights violations/non-violations	Nuclear	75	37.17	6.450	2.424*
	Joint	25	33.20	8.799	
Overall	Nuclear	75	67.17	8.694	2.542**
	Joint	25	61.76	10.686	

NS-Not Significant, *- Significant at 0.05 level of Significance, **- Significant at 0.01 level of Significance

It may be observed from Table 1.3 that mean score of senior secondary boys and girls on Ist dimension of human rights awareness (i.e. Knowledge about human rights documents) came out to be 9.95 and 9.76 respectively. The t-value testing the significance of the mean difference was found to be 0.299 which is not significant, even at 0.05 level of significance, for df 98. Hence, it may be inferred that senior secondary school boys and girls students belong to nuclear and joint family don't differ significantly from each other with respect their awareness about Ist dimensions i.e (Knowledge about human rights documents).

It may be observed from Table 1.3 that mean scores on IInd dimension of human rights awareness of senior secondary school students belongs to nuclear and joint families came out to be 20.05 and 18.80 respectively. The t-value testing the significance of the mean difference was found to be 1.438 which is not significant at 0.05 level of significance, for df 98. Hence, it may be inferred that student of senior secondary school students of nuclear and joint family did not differ significantly from each other with respect to their awareness about IInd dimension i.e. (Knowledge and understanding about human right concepts). Hence, it may be interpreted that senior secondary school students whose belong to human right awareness of nuclear families are significantly better in IInd dimensions of human right awareness i.e (Knowledge and understanding about human right concepts).

It may be observed from Table 1.3 that mean score on IIIrd dimension of human right awareness of senior secondary school students belongs to nuclear and joint families came out to be 37.17 and 33.20 respectively. The t-value testing the significance of the mean difference was found to be 2.424 which are significant at 0.05 level of significance, for df 98. Hence, it may be inferred that student of senior secondary school students of nuclear and joint family differ significantly from each other with respect to their awareness about IIIrd dimension of human rights i.e. (Understanding about situations involving human rights violation/non-violation). Hence, it may be interpreted that senior secondary school students whose belong to human right awareness of nuclear families are significantly better in IIIrd dimensions of human rights awareness about IIIrd dimension of human rights i.e. (Understanding about situations involving human rights violation/non-violation)

It may be observed from Table 1.3 that overall mean scores dimension on the variable of human right awareness of senior secondary school students belong to nuclear and joint families are 67.17 and 61.76 respectively. The t-value testing the significance of the mean difference was found to be 2.542 which are significant at 0.01 level of significance, for df 98. Hence, it may be inferred that senior secondary school students belongs to nuclear and joint family differ significantly from each other with respect to their overall human rights awareness. Thus, hypothesis no. 2 that “There will be significant difference among senior secondary school students they belongs to nuclear and a joint family is accepted.

Hence, it may be interpreted that senior secondary school girls are significantly more aware about human rights as compared to senior secondary school boys.

1.4 Locality-Wise Difference in Human Rights Awareness among Senior Secondary School Students:

The overall mean of human rights awareness scores of boys and girls senior secondary school students and the mean scores in Human Rights Education dimensions of human right awareness along with number, S.D. and t-value are given in Table 1.4

TABLE 1.4

Locality Type Difference in Human rights awareness among Senior Secondary School Students

Dimension of Human Rights Awareness	Locality	N	Mean	SD	t-Ratio
Knowledge of human rights Documents	Rural	33	10.27	2.684	0.973(NS)
	Urban	67	9.72	2.690	
Knowledge and Understanding about human rights concepts	Rural	33	19.39	4.220	0.638(NS)
	Urban	67	19.91	3.588	

Understanding about situation involving human rights violations/non-violations	Rural	33	34.91	7.605	1.230(NS)
	Urban	67	36.81	7.074	
Overall	Rural	33	64.58	9.391	0.921(NS)
	Urban	67	66.43	9.522	

NS-Not Significant

It may be observed from Table 1.4 that mean score of senior secondary school students belong to rural urban locality and on Ist dimension of human rights awareness (i.e. Knowledge about human rights documents) came out to be 10.27 and 9.72 respectively. The t-value testing the significance of the mean difference was found to be 0.973 which is not significant, at 0.05 level of significance, for df 98. Hence, it may be inferred that students of senior secondary school belong to rural and urban locality did not differ significantly from each other with respect to their awareness about Ist dimension i.e. (Knowledge about human rights documents)

It may be observed from Table 1.4 that mean score on IInd dimension of human right awareness of senior secondary school students belongs to rural and urban locality are 19.39 and 19.91 respectively. The t-value testing the significance of the mean difference was found to be 0.638 which is not significant at 0.05 level of significance, for df 98. Hence, it may be inferred that senior secondary school students belongs to rural and urban locality don't differ significantly from each other with respect to their awareness about IInd dimension i.e. (Knowledge and understanding about human rights concepts).

It may be observed from Table 1.4 that mean score on IIIrd dimension of human rights awareness of senior secondary school students they belongs to rural and urban locality are 34.91 and 36.81 respectively. The t-value testing the significance of the mean difference was found to be 1.230 which is not significant at 0.05 level of significance, for df 98. Hence, it may be inferred that senior secondary school students they belongs to rural and urban locality don't differ

significantly from each other with respect to their awareness about IIIrd dimension i.e.(Understanding about situations involving human rights violation/non-violation)

It may be observed from Table 1.4 that overall mean score on the variable of human rights awareness senior secondary school students they belongs to of rural and urban locality are 64.58 and 66.43 respectively. The t-value testing the significance of the mean difference was found to be 0.921 which is not significant at 0.05 level of significance, for df 98. Hence, it may be inferred that student of senior secondary school students belongs to rural and urban locality don't differ significantly from each other with respect to their overall human rights awareness. Thus, hypothesis no. 3 that "There exist no significant difference among senior secondary school students belong to rural and urban locality is accepted.

Hence, it may be interpreted that no significant difference among senior secondary school students belongs to rural and urban locality.

FINDINGS

On the basis of analysis and interpretation of data, following general conclusions may be drawn

1. Senior secondary school students were moderately aware of human rights.
2. Male and female senior secondary school students did not differ significantly with respect to their human right awareness.
3. Boys and girls senior secondary school students differ significantly with respect to human right awareness.
4. Nuclear and joint families' senior secondary school students **did not** differ significantly with respect to human right awareness.
5. Rural and urban area senior secondary school students **did not** differ significantly with respect to human right awareness.

EDUCATIONAL IMPLICATIONS

Like all other research studies this study also bears some educational implications. Some of the important educational implications of the present study are:

- (i) The researcher and teachers should develop the specific device in different field to inculcate the knowledge of Human Rights among the students.

- (ii) Parents role is very important in the awareness of Human Rights among their children.
- (iii) Policy makers and administrator of education system should do amendments in the curriculum so that students get basic knowledge of Human Rights.
- (iv) There should be trained teachers of each subject who can implement various knowledge of Human Rights awareness.
- (v) A teacher should not be biased, So more information regarding human rights should be provided to the students irrespective of gender to facilitate and strengthen their awareness about human rights and related issues.
- (vi) The different government educational agencies like, SCERT, NCERT, NCTE, should organize different activities and programmes to sensitize students towards human rights. More awareness campaigns are required to strengthen and facilitate the behaviour, attitude and awareness of the trainees and common people.
- (vii) The human right awareness of rural and urban area senior secondary school students have more or less similar level of area. Therefore it is suggested that more opportunities should be provided to rural & urban students to attend and participate in various programmes on human rights organized by Local Health Department

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