

A Study on Child Rights Awareness among the Primary School Teachers in Tiruchirappalli District of Tamilnadu

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Abstract- Children are innocent, trustful and full of hope. Children have the right to survive, develop, be protected and participate in decisions that impact their lives. Knowledge and awareness about Child's rights among teachers is to be predicted due to its importance, the study is conducted among primary school teachers in and around Tiruchirappalli. About 140 samples collected from both rural and urban area school teachers by utilizing a "Child Rights awareness Tool", using normative survey technique and descriptive statistics analysed and found that only 27% of teachers with high level awareness of child rights. And there is no significant difference among teachers with respective to gender and locality

I. INTRODUCTION

India's Commitment towards Children's Rights is also a signatory to the World Declaration on the Survival, Protection and Development of Children. In pursuance of the commitment made at the World Summit, the Department of Women and Child Development under the Ministry of Human Resource Development has formulated a National Plan of Action for Children. Most of the recommendations of the World Summit Action Plan are reflected in India's National Plan of Action. The National Plan of Action has been formulated keeping in mind the needs, rights and aspirations of 300 million children in the country and sets out quantifiable time limits for India's Charter of Action for Children by 2000 AD. The priority areas in the Plan are health, nutrition, education, water, sanitation and environment.

II. NEED AND SIGNIFICANCE OF THE STUDY

Children all around world are forced to work under conditions of outright slavery. They are subjected to physical, psychological and sexual abuse, forced into wars as soldiers or sex slaves and are bought and sold like cattle to be abused even further.

Children's rights are now laws. But it needs to be understood that this is a social law, not a penal law – in other words it can only be effectively implemented by people changing their approach; not by punishment. Better knowledge of Child Rights will lead to a better life for all children, and it is important that more teachers to know about this issue.

Children are the future citizens of the country .Child Rights are fundamental freedoms and the inherent rights of all human beings below the age of 18. These rights apply to every child,

irrespective of the child's, parent's / legal guardian's race, colour, sex, creed or other status.

Teachers have a vital role in protecting children's rights. Teachers can make a significant and positive impact on the lives of children through their contact with the children formally and informally. Teacher's awareness of child rights is important in this context. In this backdrop the present study has undertaken with a view to find out the child rights awareness of primary school teachers in Tiruchirappalli district.

III. STATEMENT OF THE PROBLEM

The present study is entitled as, "A Study on Child Rights Awareness among the Primary School Teachers in Tiruchirappalli District of Tamil Nadu".

IV. OBJECTIVES OF THE STUDY

1. To find out the level of primary school teachers child rights awareness.
2. To find out whether there exists any significant difference in the child rights awareness among school teacher with respect to their gender and locality.
- 3.

V. HYPOTHESIS OF THE STUDY

In light of the above objectives the following were framed.

1. The level of child rights awareness of primary school teachers is low.
2. There no significant different in the child rights awareness among the primary school teachers with respect to their gender, locality.

VI. METHODOLOGY, SAMPLE AND TOOLS USED

Normative survey technique was used for the study as many as 131 primary school teachers were selected through stratified random sampling technique. Child Rights Awareness Scale (CRAS) for primary school teachers was constructed and standardised by the investigator with the help research supervisor. The items in CRAS are indicative of child rights awareness of primary school teachers. Provision was given within the tool itself for marking responses. The validity and reliability of the tool was established by appropriate method.

VII. STATISTICAL TECHNIQUES USED

The statistical techniques used in study are the following:

1. Descriptive statistics like Mean, Median, Mode, Standard deviation and ‘t’ test were worked out for the total sample.

VIII. DATA ANALYSIS

TABLE 1

Showing Important Statistical Constants based on the scores of Child Rights awareness for the Total Sample.

Variable	Mean	Median	Mode	S.D.
Child Rights awareness	165.79	168	173	11.135

The Mean, Median, Mode for Child Rights awareness are 165.79, 168, and 173 respectively. The Standard Deviation is 11.135. The values obtained for Mean, Median, Mode, Standard Deviation, and shows that the distribution is almost normal.

TABLE 1.2

Showing the level of child rights awareness of preschool teachers

Variable	Level	% of teachers
Child Rights awareness	Low	27
	Average	46
	High	27

The above table shows that only 27% of teachers have high level child rights awareness remaining near about 46% of teachers shows average level of child rights awareness. From this it is clear that there should be keen interest to be created among teachers with regard to child rights awareness.

TABLE 1.3

Summary of the test of significance of difference in means of child rights awareness between the groups of male and female primary school teachers.

Variable	Sub Variable	N	Mean	S.D	‘t’ value
Gender	Male	62	165.53	11.516	0.247
	Female	69	166.01	10.861	
Locality	Rural	111	166.22	10.979	1.042
	Urban	20	163.40	11.975	

As shown in table male primary school teachers have of mean score of 165.53 with standard deviation 11.516. Female primary school teacher have mean score of 166.01 with standard deviation 10.861. The ‘t’ value obtained for difference between means in scores of male and female primary school teachers 0.247. This ‘t’ value is less than table for critical ratio to be not significant even at 0.05 level.

This reveals that the mean difference in child rights awareness of male and female primary school teacher is not significant.

As shown in table rural primary school teachers have of mean score of 166.22 with standard deviation 10.979. Urban primary school teacher have mean score of 163.40 with standard deviation 11.975. The ‘t’ value obtained for difference between means in scores of rural and urban primary school teachers 1.042. This ‘t’ value is less than table for critical ratio to be not significant even at 0.05 level.

This reveals that the mean difference in child rights awareness of Rural and urban primary school teacher is not significant.

IX. FINDINGS OF THE STUDY

The overall percentage clearly states that only 27% of teachers with high level, 46% of teachers with average level and 27% of teachers with low level of child rights awareness.

The ‘t’ value obtained for difference between means in scores of male and female primary school teachers is not significant even at 0.05 level.

The ‘t’ value obtained for difference between means in scores of Rural and Urban primary school teachers is not significant even at 0.05 level.

X. CONCLUSION

Although awareness and knowledge of children's rights are increasing around the world but still there is much more rhetoric paid to their value than genuine enforcement especially in developing countries like Nigeria and India. From the above study it clearly predicts that the child rights awareness of teachers does not differ based on Gender, Locality. There are teachers more only at average level and to be improved, concentrated and their interest in knowing and following the child rights.

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