



LACK OF AWARENESS REGARDING CHILD RIGHT AWARENESS AMONG THE STUDENTS OF TEACHER EDUCATION

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ABSTRACT

Throughout the course of the paper, the idea of human rights, as well as its probable origins and importance to human society in general and the educational system in particular, were discussed. The purpose of this study was to determine the extent to which individuals in the Delta Central Senatorial District, namely students and instructors of secondary schools, are aware of these rights. When conducting research using a descriptive survey design, the method of stratified random sampling was used to choose the sample size of students and teachers that would be used for the study. For the purpose of data collection for the study, the researchers developed a questionnaire with three scales, which was one of the instruments that was employed. The straightforward percentage was used as a statistical instrument for the purpose of data analysis. A number of the data suggested, among other things, that there is a low knowledge of the basic rights among students and teachers in secondary schools. The research made a number of recommendations, one of which was that the state should make it a priority to intentionally promote basic human rights awareness. This might be accomplished by making the study of courses that include parts of the constitution a core subject, particularly for students in the primary educational and secondary education levels.

Keywords: *Children's Right, Protection, Development, Student-Teacher awareness.*

INTRODUCTION

The concept of "human rights" originates from the acknowledgment of rights that are inherent to a person as a result of their fundamental human characteristics. Human rights are described as a broad continuum of values that are universal in nature and, in some way, equally claimed for all human beings, according to the sixth volume of the Encyclopedia Britannica. Over the course of several years, this advocacy has been adequately represented in the authorities. The beginning of the worldwide and universal acknowledgment of human rights may be traced back to the widespread consensus that every single human being has the capability to exercise certain fundamental rights. In the charter that established the United Nations, all of its members made a commitment to achieve "universal respect for, and observance of human rights and fundamental freedom for all without distinction as for race, sex, language, or religion." The United Nations has continued to reaffirm its dedication to human rights, particularly in documents such as the universal declaration of human rights (1948), the organization of African Unity (A.U), which is now known as the African Union, which adopted the African Charter on human and people right in 1981. This charter has found expression in the universal acceptance of the concept of human rights. These ideas are mirrored in the works of St. Thomas and Hugo Grotius, as well as in the Magna Carta, the petition of rights from 1628, and the English Bill of rights. In the grand scheme of things, it may be said that human beings are endowed with some rights that are unalienable and everlasting.

Rights as the contextual framework of social relationships

In his definition of "rights," Burnett (2007) proposed that rights are legal, social, or ethnical principles of freedom or entitlement, while rights are the underlying normative norms regarding what is permitted to individuals or due to people, based on some legal system and social convention. Burnett said that rights are fundamentally different from rights. While (Evin, 1977) viewed rights as the contextual framework of social relationships, which is seen in principle as a virtue of which claim is made in society on behalf of the individual, a group of persons, or society as a whole, with a strong sense of moral compulsion behind its and justified on the ground that unless it is recognized and acted upon, a perfectly possible well-being will fail to be attained, rights

are seen as a virtue that is made in society. The above information leads one to the conclusion that right is a social notion. This is due to the fact that one can only discuss right in situations where individuals are interacting with one another, such as in the context of the educational system.

As stated in the convention on the rights of the child held by the United Nations Children's Fund (UNICEF) in 2001, the right of the student is included within the scope of the provision of the child's right. When it comes to human rights, civil rights, cultural rights, economic rights, political rights, and social rights, the convention is bound by the first legally international treaty to contain all of these broad categories of rights. As a result of the fact that persons under the age of 18 often need particular care and protection that adults do not, global leaders came to the conclusion in 1989 that children required a convention that was specifically designed for members of their circle. Additionally, the leader needed to make certain that the world acknowledged the fact that children are entitled to the same human rights as adults. UNICEF (2001) states that the substance of this clause is incorporated in the convention, which includes the rights to survive, to grow to the maximum extent possible, to be protected from harmful influence, abuse, and exploitation, and to actively participate in family, cultural, and social life.

Right to fair hearing on problems of disagreement with other students

Akiri (2003) had said that the rights of students are significant in schools, a viewpoint that Atonuje (2011) agreed with and supported, stating that "those rights which protect students, i.e. those persons attending schools" As stated by the author, the level of rights that are granted to students, whether legally or by convention, varies significantly from one region of the world to another. These rights are included in the constitutional provision for the fundamental human rights, which can be found in chapter four (sections 33-44) of the constitution of the federal republic of India from 1999, as well as those that are implied by the duty of the school as an institution to its client (student) (India constitution 1998). Therefore Atonuje (2011) was in accord with Akiri (2003) when he claimed that such rights include the right: to study or be taught the right to join to legally approved voluntary groups of their choosing in the school; the right to fair hearing on problems of disagreement with other students

According to Nwangwu (1984), educational administrators and instructors were aware of the specifics of these basic human rights that were protected by the constitution. This is due to the fact that the validity of all education laws, rules, and regulations is contingent on their conformity with human rights provisions. Whether the regulations were based on tradition or the law, the author went on to suggest that there was a significant amount of variation around the globe. As a result, the constitutional provision of India incorporates such rights within its framework. It is possible that the majority of teachers working in our educational system have not studied the Indian constitution, nor have they looked at the laws, rules, and regulations that regulate the schools. This is particularly true with regard to the potential ramifications or implications that their acts may have in the course of their day-to-day activities in the schools. Akiri (1993) and Nwangwu (1984) came to the conclusion that the presence of individuals and their ability to function inside any system are contingent upon the existence of suitable norms and regulations, as well as fair treatment by the operators.

Both Chinau (1995) and Atonuje (2011) made the same observation: violations of students' rights can take many forms. Some of these forms include the imposition of excessive punishment (corporal punishment), the denial of students' access to learn in class, sexual harassment by teachers of the opposite sex, malicious maltreatment of students, and the imposition of illegal levies, among other forms. Additionally, Eyike (1984) reintegrated the idea that the violation of rights in schools was without a doubt an issue for the educational system, as it had the potential to disrupt the process of teaching and learning.

1. **One of the most fundamental** rights of children is the right to survive, which starts even before the kid is born. According to the Government of India, the beginning of a child's life occurs twenty weeks after fertilization can be confirmed. As a result, the right to survive encompasses not only the right of children to be born, but also the right to minimal standards of food, housing, and clothes, as well as the right to live with dignity.
2. **The Right to Protection:** A child has the right to be protected from being exploited, neglected, or abused regardless of where they are or where they are located.
3. **The Right to Participate:** A child has the right to take part in any decision-making process that includes him or her, whether it be directly or indirectly. According to the

child's age and level of maturity, there are many levels of engagement that may be achieved.

4. **The Right to Development:** Children have the right to grow in all aspects, including emotionally, cognitively, and physically inside their bodies. Having a support system that provides the appropriate care and affection, mental growth via education and learning, and physical development through leisure, play, and nourishment are all ways to satisfy the requirements of emotional development. The rights of every child in the areas of civil, political, social, economic, and cultural rights are included by these four categories.

Objectives of the Study

- 1- To find out the extent of child right awareness among the students of teacher education.
- 2- To find out the extent of extent of lack of awareness regarding child right awareness among the students of teacher education.

Method of Study

For the purpose of the research, a descriptive survey design was used. The researchers used a modified version of the three-scale questionnaire that they had devised in order to gather data from the schools that were selected for the study. As the dependent variable, the attitude of principals and instructors was taken into consideration, while the right of students was taken into consideration as the independent variable. Specifically, this is dependent on the effect of the intervening variables, which include things like gender, experience, professional training, and other similar factors. The participants in the research were restricted to students attending public secondary schools. It was fifteen out of the one hundred forty-six public secondary schools in the Delta Central Senatorial District that were included in the region that was covered. A stratification of the population under research was carried out with regard to the location of schools, whether they were urban or rural, as well as instructors and pupils. In this study, the instruments that were employed are referred to as the "Principals and Teachers Attitude towards Students' Rights questionnaire," and they are comprised of parts A and B. In order to prove the general validity of the instrument, the researcher took the necessary precautions to guarantee both the face and content validity of the instrument. Cronbach's alpha reliability, which is concerned with the instrument's internal consistency, was used to determine the reliability coefficient, which was found to be 0.76.

For the purpose of determining the fifteen schools and the number of instructors and pupils from whose answers to the questionnaire were obtained, a simple random sampling method was used. A total of fifteen replies were received from each school, with five instructors and ten pupils responding to the questionnaire. As a whole, a total of two hundred and twenty-five questionnaires were handed out, according to the statistics. An analysis was performed on the collected data based on the five research topics.

Research 1: pupils in secondary schools in India received a copy of the constitution that was ratified in 1999

Table 1 Students and Teachers Who Have Seen the India 1999 Constitution

Class of respondents	Mode of response	No of response	Of score	Total response	Percentage
	Agreed	25	16.66	150	100
Students	Disagreed	140	80	150	100
	Undecided	5	3.33		
	Agreed	40	53.33		
Teachers	Disagreed	25	33.33	75	100
	Undecided	10	13.34		

According to the information shown in table one, the percentage of students who had seen the constitution of India from 1999 was twenty-five out of one hundred and fifty (150) replies, which is equivalent to sixteen and a half percent. A total of 120 pupils out of 150 students said that they had not seen the constitution that was ratified in 1999. The replies of eighty percent of the total pupils are represented by this number. But just five of them said that they were unsure about how they felt about the matter. On the other hand, the teachers' column revealed that forty out of a total

of seventy-five respondents are in agreement that they had already seen the Indian constitution from 1999. This percentage is equivalent to 53.33 percent. 25 people, which is equivalent to 33.31 percent, have not seen the constitution of India from 1999. On the other hand, 10 people, which is equivalent to 3.33 percent, are unsure about their position on the matter. Overall, it is possible to draw the conclusion from the findings shown above that the majority of instructors have been exposed to the Indian constitution, despite the fact that a greater number of pupils are ignorant of its existence. Therefore, the issue of fundamental right awareness in Delta Central Senatorial Districts Secondary Schools could be said to be more favorable to be teachers, as sixty-five percent of them have seen the constitution. On the other hand, eighty percent of the students are unaware of the existence of the constitution, let alone the provisions of the fundamental human rights that are contained in it.

The second line of inquiry looks at whether or not every pupil has their very own copy of the Indian Constitution from 1999.

Table 2 Students and Teachers Who Have Seen the India 1999 Constitution

Class of respondents	Mode of response	No of response	Of score	Total response	Percentage
	Agreed	15	10.1		
Students	Disagreed	130	86.6	150	100
	Undecided	5	3.3		
	Agreed	15	20		
Teachers	Disagreed	60	80	75	100
	Undecided	0	0		

According to the information shown in table II, there were 15 students who consented to own a copy of the Indian constitution. This represents 10.1% of the total respondents. On the other hand, 130 students, which represents 86.6% of the total replies, are in possession of a copy of the constitution. 5. This is 3.3% of the total replies. The number of people who were uncertain was 5. The data shown above makes it very evident that the vast majority of teaching staff and pupils do not possess copies of the Constitution..

Are the pupils aware of the essential human rights that are outlined in the Constitution of India from 1999? This is the third research question.?

Table 3 Students and Teachers Who Aware That They Have Rights in the 1999 India Constitution

Class of respondents	Mode of response	No of response	Of score	Total response	Percentage
	Agreed	50	33.3		
Students	Disagreed	95	63.4	150	100
	Undecided	5	3.3		
	Agreed	70	93.4		
Teachers	Disagreed	0	0	75	100
	Undecided	5	6.6		

The data presented in table III revealed that fifty responses, which correspond to 33.3% of the students who were sampled, are aware that they have rights as outlined in the constitution of India from 1999. On the other hand, the data also revealed that ninety-five responses, which correspond to 63.4% of the students, are unaware of the fact that they have rights in the constitution. On the other hand, there are indiscernible values of five, which constitute 3.3% of the total.

According to the data collected from the responses of teachers, seventy of them, which is equivalent to 93.4%, are aware of their basic human rights as outlined in the constitution of India from 1999. There was no answer about those who disagreed, however there were five individuals, which is equivalent to 6.6% of the total, who were unsure about their position on the matter.

Despite the fact that a greater number of students are not aware of their rights as outlined in the constitution, the statistics demonstrated that the vast majority of educators are aware that they have rights that are outlined in the constitution of India from 1999.

The fourth line of inquiry is whether or not the Constitution effectively protects the rights of students.

Table 4 Students and Teachers Who Think That Their Rights Are Adequately Covered by the Constitution

Class of respondents	Mode of response	No of response	Of score	Total response	Percentage
	Agreed	100	6.66		
Students	Disagreed	40	26.6	150	100
	Undecided	10	6.8		
	Agreed	70	93.4		
Teachers	Disagreed	0	0	75	100
	Undecided	5	6.6		

The fifth research question asks whether or not the students are in agreement with the fundamental concept of children's rights as outlined in the United Nations convention.

Table 5 Students and Teachers Who Support the Basic Principles of Children’s Rights

Class of respondent	Mode of response	No of response	Of score	Total response	Percentage
	Agreed	140	93.4		
Students	Disagreed	0	0.0	150	100
	Undecided	10	0.6		
	Agreed	30	40		
Teachers	Disagreed	32	42.6	75	100
	Undecided	13	17.4		

The data shown in table v revealed that 140 students, which is equivalent to 93.4% of the total replies, were in favor of the concept of children's rights as outlined in the United Nations convention. Despite the fact that there were no disagreements, ten people, which is 6.6% of the total, were unsure. Based on the responses of teachers, it was found that thirty of them, which is forty percent of the total, were in favor of the United Nations convention on the rights of children, while thirty-two of them, which is forty-two percent, were against it. On the other hand, thirteen individuals, which accounts for 17.4% of the total, were unsure about their position on the matter. The majority of students are in agreement with the concept of child's rights, as shown by the data collected in response to the study question. The notion was endorsed by a significant number of educators, while a minority of educators voiced their disagreement with the idea.

Table 1: Comparison of the awareness of child rights education pupils in secondary schools in India received a copy of the constitution that was ratified in 1999

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

The z score . (VAR00001) Equal variances assumed F value 135 .sig .713 t value .432 df value .302 sig. .666 md -.05034781 Std. ED .11641663 95% CI Lower .27944137 Upper .17874575

Findings

1. The information that was gathered as well as analyzed. A child is entitled to 10 fundamental rights, which are outlined in the United Nations Convention on the Rights of the Child (UNCRC). These rights are as follows:
2. Under any and all situations, the kid is allowed to be among the first to get protection and assistance.
3. The youngster must be safeguarded from any and all types of carelessness, abuse, exploitation, and trafficking, and they must be allowed to seek employment before reaching the age that is considered acceptable.
4. The child has the right to be raised in an environment that is filled with love and moral and material security, since public authorities are responsible for providing care for children who do not have families or other forms of support.
5. The right to appropriate nourishment, shelter, recreational opportunities, and medical services, especially those that include specific health care and protection, as well as parental care.
6. It is the responsibility of the kid who is physically, psychologically, or socially challenged to get special treatment, education, and the appropriate level of care.
7. In addition, the kid must not be subjected to any type of prejudice, whether it be based on race, religion, or any other factor, and they must be raised in an atmosphere that promotes understanding, friendship, peace, and worldwide brotherhood..

The purpose of this research is to determine the degree of knowledge among prospective teachers who have almost finished their two-year teacher training course at elementary level. The students in this example of teacher education have been exposed to a special introduction to the principles of child rights when they were enrolled in their teacher training course. The topics that were discussed included the rights of children as outlined in the United Nations Convention on the Rights of the Child as well as the Indian constitution. The researcher was able to identify the various aspects of children's rights that should be included in the Child Rights Awareness Test (CRAT) with the assistance of a list that was provided by UNICEF. The content validity of this test was ensured by assigning weightage to each of the major children's rights areas that were mentioned in this list.

The 52 multiple choice test items in CRAT covers the different areas of children rights like definition of the child, discrimination and non-discriminations, right to life survival and development, interest of children, respect of the views of the child, civil rights and freedom, dignity, name and nationality, preservation of identity, freedom of expression, thought, conscience and religion, protection of privacy, freedom of association and peaceful gathering, right to information, the rights not to be subjected to torture or other cruel or degrading treatment or punishment, family environment and alternative care, parental responsibilities and guidance, family reunification, basic health and welfare, children with special needs, social security and child care services and facilities, cultural activities, leisure activities, children involved with the system of administration of juvenile, justice, sentencing of children, children with exploitation, child labour, drug abuse, children belonging to an indigenous group or minority

The Child Rights Awareness Test (CRAT) has a total potential score of 52, and an average student teacher who is enrolled in teacher training institutions has received 26 points, which is equivalent to 49.74 percent of the possible score.

In the relevant subgroup, the results of comparing the mean scores of the Child Rights Awareness Test (CRAT) were found to be as follows:

samples of student of teacher education is as follows:-

- There is no significant difference between the sexes in terms of Child Rights Awareness among the students who are enrolled in teacher education programs, according to the 0.05 threshold of significance.
- At the 0.05 level of significance, there is a significant difference in the knowledge of child rights among students of teacher education in urban and rural regions. Additionally, this difference is significant.
- Students attending government and assisted teacher education institutions had significantly different levels of knowledge of child rights, as determined by a significance threshold of 0.01, indicating a substantial difference.
 - The level of awareness about various areas of child rights was determined by assessing the proportion of students who properly responded to each question in the Child Right Awareness Test. Students in teacher education gave incorrect responses on more than 35 percent of the items (18 out of 52) on the Child Right Awareness Test. This represents more than fifty percent of the total number of students with teacher education degrees.
 - Only 46.05 percent (216 out of 460) students of teacher education were aware that right to do job is a right of child.
 - The percentage of students in teacher education who were aware of the fact that children get legal protection and care before and after birth was just 68.48 percent, which is equivalent to 315 out of 460.
 - Among the total number of students enrolled in teacher education, only 64.78 percent, or 298 out of 460, were aware of the fact that mothers' knowledge on the significance and appropriate manner of breast-feeding is a requirement for the protection of children's rights. ijert.org website Copyright 2021 International Journal of Creative Research Thoughts (IJCRT) | Volume 9, Issue 2 February 2021 | ISSN: 2320-2882 IJCRT2102425 This publication may be found at www.ijert.org 3538.
 - A mere 54.56%, or 251 out of 460, of the students enrolled in the teacher's education program were aware of the fact that the legal age restriction for females to marry is eighteen years.
 - Out of a total of 460 students enrolled in teacher education, only 43.04 percent (198 out of 460) were aware of the fact that no one may compel a kid to be a witness.

- Out of 460 students who were enrolled in teacher education, only 56.95 percent (262 out of 460) were aware of the fact that the family is the fundamental social unit that is responsible for the growth and development of children..
- Approximately 58.69 percent, or 270 out of 460, of the students enrolled in teacher education were aware of the fact that the Indian constitution mandates compulsory education up to the age of 14 years.
- A mere 53.69 percent, or 247 out of 460, of the students enrolled in teacher education were aware that the right to development, the right to have a name, and the right to know parents are all rights that are fundamental to every kid.
- Among the total number of students enrolled in teacher education, only 42.60 percent (191 out of 460) were aware of the fact that having their birth registered ensures that the kid has the right to receive parental protection..
- Approximately 54.78 percent, or 252 out of 460, of the students who were enrolled in teacher education were aware of the fact that the knowledge of pregnant women regarding healthy food is a very significant step for protecting the rights of children.

CONCLUSION

Based on the findings of this survey, it was discovered that a greater number of pupils are not aware of the existence of the Constitution of India. In contrast to the majority of instructors, who have reported that they have seen the Constitution and are aware of its existence, this was not the case. The majority of the instructors and pupils have very little to no awareness of the basic human rights that are included in the Constitution, according to the findings of the investigation into whether or not they own the Constitution created in 1999.

Because it is the highest legal frame of reference in relation to laws and rights, including education legislation, the constitution of any country is the most important legally binding document. It was noticed by Akiri (2003) and Enaohwo and Eferakeja (1989) that education laws are described as a collection of rules and regulations that guide the functioning and administration of schools. The essential human rights of all Indians, including students, were outlined in the subsections of chapter four of the Federal Constitution of India, which was ratified in 1999.

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