



A Comparative study on Human Rights Awareness Among Teachers working in P.s.e.b. and C.b.s.e. Affiliated Schools

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ABSTRACT

This study was conducted to compare human rights awareness among teachers working in P.S.E.B. and C.B.S.E. affiliated schools from Moga district of Punjab state. Human Rights awareness scale was used to collect data. The statistical techniques such as Mean, Standard-Deviation, and t-test were used. The result showed that there exists a significant difference in human rights awareness among teachers working in P.S.E.B. and C.B.S.E. affiliated schools

KEYWORDS

Human rights awareness, P.S.E.B. and C.B.S.E. affiliated schools

INTRODUCTION

Citizens of any nation cannot be expected to stand up for their own rights or to respect the rights of others, if they are not aware about their own rights. Without a widespread culture of human rights and proper awareness, democracy is not by itself a guarantee of respect of human rights. It is believed that the creation of a human rights culture through education and information is the ultimate to achieve long-term and permanent solution against human rights abuses and establishing peace all over the world. A civilized society can only exist when the citizens of the state know their rights, respect their rights and fulfill their own obligation to society. It, therefore, follows that knowledge of human rights and dignity are the very basic factors of a civilized and democratic countries.

Human rights are political and legal claims to equal freedom in a universal perspective. They constitute standards, which require political and legal implementation through national, regional, and international institutions. These are a political means of recognizing human dignity in a legally binding way. This legal codification involves granting all people with equal rights of freedom. They enlarge the scope of individual freedom, while guiding the relationship among the individual, the community and the state.

HUMAN RIGHTS

Born out of the atrocities and enormous loss of life during World War II, Human Rights occupy a key position today in the world. Human rights are commonly understood as being those rights which are inherent in the mere fact of being human. **Encyclopedia Britannica (Vol. 6)** defined human rights as "a wide continuum of values that are universal in character and in some sense equally claimed for all human beings."

The concept of human rights is based on the belief that every human being is entitled to enjoy her or his rights without discrimination. Human rights differ from other rights in two respects. Firstly, they are characterised by being:

- Inherent in all human beings by virtue of their humanity alone
- Inalienable
- Equally applicable to all

Secondly, the main duties deriving from human rights fall on states and their authorities or agents, not on individuals.

STUDIES RELATED TO HUMAN RIGHTS

Jamwal (2007) revealed that there is no significant difference in the awareness of male and female elementary school teachers about human rights. Urban and rural elementary school

teachers differed significantly. Urban teachers are more aware about human rights as compared to rural counterparts. **Ka-toch, S. (2012)** found that male secondary teacher trainees are more aware about human rights than their counterparts. Urban trainees are more aware than rural trainees; science stream trainees are more aware about human rights than arts stream trainees. **Ashraf (2013)** also found that **Prospective teachers have average level of human right awareness. There is significant difference between the level of human right awareness among B.Ed and D.Ed teacher trainees.**

JUSTIFICATION OF THE STUDY: Human rights awareness is a global concern today when the nations are witnessing communal clashes and ethnic conflicts in various region of the world. Human rights education focuses on the attitude of tolerance, respect and solidarity and develops individual awareness about the way and means by which human rights translated into social and political reality. There is a dire need of education directed at preaching and promoting Human rights awareness. The Indian education system relies heavily on its teachers who are central to the process of teaching and learning Teachers have always played crucial role in preparing communities and society towards exploring new horizons and achieving higher levels of progress and development. The present study has been undertaken to find out the level of human right awareness among teachers as they have to be knowledgeable about the human rights to transfer the awareness down to students. Adequate awareness about human rights in present teachers can help create a sensitive, informed social setup in the future.

OBJECTIVES:

1. To study human rights awareness among teachers working in P.S.E.B. and C.B.S.E schools
2. To study human rights awareness among male and female teachers working in P.S.E.B. schools.
3. To study human rights awareness among male and female teachers working in C.B.S.E. schools.
4. To study human rights awareness among male teachers working in P.S.E.B. and C.B.S.E schools.
5. To study human rights awareness among female teachers working in P.S.E.B. and C.B.S.E. schools

HYPOTHESES:

1. There exists no significant difference in human rights awareness of teachers teaching in schools affiliated to P.S.E.B and C.B.S.E.
2. There exists no significant difference in human rights awareness of male and female teachers working in P.S.E.B.

- schools.
- There exists no significant difference in human rights awareness of male and female teachers working in C.B.S.E. schools.
 - There exists no significant difference in human rights awareness of male teachers working in P.S.E.B and C.B.S.E. school.
 - There exists no significant difference in human rights awareness of female teachers working in P.S.E.B and C.B.S.E. schools

DESIGN OF THE STUDY:

Method and Sample: The method of the present study was descriptive survey. The sample of the study consisted of 200 teachers working in P.S.E.B and C.B.S.E. affiliated schools belonging to Moga District.

Tool Used: Human rights awareness scale by Vishal Sood and Arti Anand (2005).

Statistical Techniques used: Mean, Standard Deviation, t-ratio was computed.

ANALYSIS AND INTERPRETATION:

Hypothesis 1: There exists no significant difference in human rights awareness of teachers teaching in schools affiliated to P.S.E.B and C.B.S.E.

Table 1

Human Rights Awareness	N	Mean	S.D	Mean Difference	SE _D	t-value	Level of Significance
P.S.E.B. Teachers	100	53.9	7.85	3.9	1.33	2.92	Significant at 0.05 level
C.B.S.E Teachers	100	57.8	10.75				

Table 1 shows that the mean scores of human rights awareness of P.S.E.B. and C.B.S.E. teachers are 53.9 and 57.8 respectively. S.D. of both groups is 7.85 and 10.75 respectively. Obtained t-value is 2.92 which are significant at 0.05 levels. This signifies that P.S.E.B. and C.B.S.E. teachers differ significantly on the scores of Human Rights Awareness. Therefore Hypothesis 1 is not accepted.

Hypothesis 2: There exists no significant difference in human rights awareness of male and female teachers working in P.S.E.B. schools.

Table 2

Human Rights Awareness	N	Mean	S.D	Mean Difference	SE _D	t-value	Level of Significance
P.S.E.B. Male	50	59	7.483	1.1	1.43	0.76	Insignificant at 0.01 level
P.S.E.B. Female	50	57.90	6.815				

Table 2 shows that the mean scores of human rights awareness of P.S.E.B. Male and P.S.E.B. Female teachers are 59 and 57.90 respectively. S.D. of P.S.E.B. Male and P.S.E.B. Female group is 7.483 and 6.815 respectively. Obtained t-value is 0.76 which is insignificant at 0.01 level. This signifies that P.S.E.B. Male and P.S.E.B. Female teachers do not differ significantly on the scores of Human Rights Awareness. Therefore, Hypothesis 2 is accepted.

Hypothesis 3: There exists no significant difference in human rights awareness of male and female teachers working in C.B.S.E. schools.

Table 3

Human Rights Awareness	N	Mean	S.D	Mean Difference	SE _D	t-value	Level of Significance
C.B.S.E Male	50	61.1	8.77	3.6	1.77	2.03	Significant at 0.05 level
C.B.S.E Female	50	64.7	8.985				

Table 3 Shows that the mean scores of human rights awareness of C.B.S.E. Male and C.B.S.E. Female teachers are 61.1 and 64.7 respectively. S.D. of C.B.S.E. Male and C.B.S.E. Female group is 8.77 and 8.985 respectively. Obtained t-value is 2.03 which are significant at 0.05 level. This signifies that C.B.S.E Male and C.B.S.E Female teachers differ significantly on the scores of Human Rights Awareness. Therefore, Hypothesis 3 is not accepted.

Hypothesis 4: There exists no significant difference in human rights awareness of male teachers working in P.S.E.B and C.B.S.E. school.

Table 4

Human Rights Awareness	N	Mean	S.D	Mean Difference	SE _D	t-value	Level of Significance
P.S.E.B. Male	50	59	7.483	2.1	1.63	1.28	Significant at 0.05 level
C.B.S.E. Male	50	61.1	8.77				

Table 4 Shows that the mean scores of human rights awareness of P.S.E.B. Male and C.B.S.E. Male teachers are 59 and 61.1 respectively. S.D. of P.S.E.B. Male and C.B.S.E. Male group is 7.483 and 8.77 respectively. Obtained t-ratio is 1.28 which is significant at 0.05 levels. This signifies that P.S.E.B. Male and C.B.S.E. Male teachers differ significantly on the scores of Human Rights Awareness. Therefore, Hypothesis 4 is not accepted.

Hypothesis 5: There exists no significant difference in human rights awareness of female teachers working in P.S.E.B and C.B.S.E. schools

Table 5

Human Rights Awareness	N	Mean	S.D	Mean Difference	SE _D	t-ratio	Level of Significance
P.S.E.B. Female	50	57.90	68.15	6.8	9.72	0.69	Insignificant at 0.05 level
C.B.S.E. Female	50	64.7	8.985				

Table 5 Shows that the mean scores of human rights awareness of P.S.E.B. Female and C.B.S.E. Female teachers are 57.90 and 64.7 respectively. S.D. of P.S.E.B. Female and C.B.S.E. Female group is 68.15 and 8.985 respectively. Obtained t-value is 0.69 which is insignificant at 0.05 levels. This signifies that P.S.E.B. Female and C.B.S.E. Female teachers do not differ significantly on the scores of Human Rights Awareness. Therefore, Hypothesis 5 is accepted.

RESULTS AND DISCUSSION: The results of the study can be summarized as:

There is a significant difference in human rights awareness of teachers teaching in schools affiliated to P.S.E.B and C.B.S.E. Teachers of C.B.S.E schools are more aware as compared to those of P.S.E.B schools.

There is no significant difference in human rights awareness of male and female teachers working in P.S.E.B. affiliated schools. There is a significant difference in human rights awareness of male and female teachers working in C.B.S.E. affiliated schools. Female teachers are found to be more aware than males.

There is a significant difference in human rights awareness of male teachers working in P.S.E.B. and C.B.S.E. affiliated schools. Male teachers of C.B.S.E are more aware about human rights than their counterparts.

There is no significant difference in human rights awareness of female teachers working in P.S.E.B. and C.B.S.E. affiliated schools.

Teachers are considered to be the nation builders. They should make efforts for developing not just their cognitive professional skills but also affective skills for the development of human values because it is very foundation step for inculcating human rights awareness in their children to strengthen the knowledge of human rights and to make them well equipped to face the challenges of future.

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