



ORIGINAL RESEARCH PAPER

Education

KNOWLEDGE ON CHILD RIGHTS AMONG HIGH SCHOOL STUDENTS

KEY WORDS:

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ABSTRACT The study was intended to find out Knowledge on Child Rights among High school students in Cuddalore, Kallakurichi, Thanjavur and Nagapattinam districts of Tamilnadu. This study involves Normative survey Method. The sample of the study is 400 High school students were selected through the Probability Random sampling. Differential analysis is used in this study for Data analysis. The major finding of the study revealed there is significant difference between Male and Female with respect to Child rights and also known that no significant difference in Locality and nature of family type with respect to Child Rights.

INTRODUCTION

Child rights can be operationally defined as 'all rights pertaining to the children are called child rights. Child rights are nothing but entitlements that every child inherits at the time of conception in the mother's womb. In other words, it is said that human rights of children are known as child rights. Some of the known basic child rights are: Right to education, Child Labour (Prohibition and regulation act), POCSO Act 2012, Article 39(e), Article 39(f), Prohibition of Child Marriage Act, 2006.

Right To Education

The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) is an Act of the Parliament of India enacted on 4 August 2009, which describes the modalities of the importance of free and compulsory education for children between the ages of 6 to 14 years in India under Article 21A of the Indian Constitution.

Child Labour

The Child Labour Act of 1986 designates a child as a person who has not completed their 14th year of age. It aims to regulate the hours and the working conditions of child workers and to prohibit child workers from being employed in hazardous industries.

Pocso Act 2012

The Protection of Children from Sexual Offences (POCSO) Act was enacted to address sexual exploitation and sexual abuse of minors. The Act holds that a child is any person below the age of 18 years. The Act defines different forms of sexual abuse. The Act makes provisions for creating a child-friendly atmosphere through all stages of the judicial process and avoiding re victimization. This act is gender neutral.

This Act gives vital importance to the best interest of the child. It thus incorporates child-friendly mechanisms for reporting, recording of evidence, investigations speedy trials of offences and in-camera trial without revealing the child's identity through designated special courts. According to this act the police can examine victim at any place according to victim's wish, their details are kept confidential, there is no time limit to file the complaint and under this law minimum punishment is 20 years of jail.

Article 39(e)

Article 39(e) states that the health and strength of workers, men and women, and the tender age of children are not abused and that citizens are not forced by economic necessity to enter avocations unsuited to their age or strength.

Article 39(f)

Article 39(f) states that children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and that childhood and youth are protected against exploitation and against moral and material abandonment.

Prohibition Of Child Marriage Act, 2006

As per the act, the age of marriage for boys is 21, and for girls, it is 18, and any marriage of people below this age will be considered as a child marriage which is illegal, an offence and is punishable under the law. There is serious punishment and penalty is there for violating this law (Rigorous imprisonment which may extend to two years and shall be liable to fine which may extend to one lakh rupees) and there is even abolition of child marriage committee at panchayat level.

Reviews Of Related Literature

1) Mrs. Shivli Shrivastava and et al., (2022) Awareness of laws to safe guard child rights in School children - The child rights are 'specialized human rights that apply to all human beings below the age of 18'. They take into account the fragility, specificities and age-appropriate requirements of children, and aim to factor in the development of a child. In India and many other nations, Children are defined as people under the age of 18, who need more than just human rights because of a set of unique needs that stem from their vulnerabilities. There are Laws that safeguard the rights. This study focuses on the awareness of laws, RTE Act 2005, POCSO Act 2012, and JJ Act 2015 in 500 school children from class 8 to 10. School children from various schools of Chhattisgarh were randomly selected for the study. A questionnaire was made by the author to gather information on the Acts by the school children. Data was analyzed using Graphical Representation (Histogram). The results revealed that the school children were more aware of the JJ Act than RTE and POCSO Act. The findings show the need for building awareness on Child

rights and Laws to protect child rights, in both Government run schools and private schools teaching in English and Hindi. It also shows the need for Training and Sensitization of Child Rights and Protection and about Laws that safeguard the child rights to be made mandatory in all Educational Institutions.

2) Chakraborty, S (2016) A study of children of the families living on the streets of Kolkata with special reference to child right to protection -The purpose of the study were to elicit the socio economic profile of respondents and identify types of abuses being perpetrated against child both by family member and outsider and to know the perception of parents towards abuse by family members and outsiders. The researcher was identified 200 (12-16) children as sample. They were divided by male and female. Data collected tools was interview. Major findings of the study were that the migrant families was the lack of livelihood option in their native village and the violence against the children occurs in different settings were within family, at school. There were 81% children who felt uncomfortable to live on the streets.

3) Jim Jesudoss, et al., (2016) Effectiveness of Child Rights Education Programme among children attending selected voluntary organizations in Madurai District
 The main objectives of the study were to portray the socio-economic profile of children attending to the selected voluntary organizations in Madurai District, assess the level of understanding and knowledge on Child Rights among children attending the selected Voluntary Organizations in Madurai District, study the factors influencing effectiveness of Child Rights Education Programs and find out the problems of children as well as the Voluntary Organizations in the conduct of Child Rights Education Programs. The present study was an analytical study based on sample survey technique. All seven institutions conducting Child Rights education in Madurai District were taken for the study. For sampling purpose, the researcher adopted proportionate random sampling technique. 50 per cent of the population was selected as sample for the purpose of the study. Name lists of children on the role of attending Child Rights Education Programs of the Voluntary organizations have been obtained. Statistical tools such as t-test, ANOVA-test and Chi- Square test were used for analyzing the data.

The analysis revealed that there are significant differences between Male and Female children; children from Rural and Urban domicile, children from nuclear families and Joint families, having influence with regard to their general knowledge on Child Rights, knowledge on Right to Life, Right to Development, Right to Protection and Right to Participation. It is also revealed that there are significant differences among the children belonging to different age groups, religions, communities, educational level, types of school, education and occupation of mothers and fathers, annual income, economic condition of family and purpose of coming to the Voluntary Organization, having influence in their level of general awareness on Child Rights, knowledge on Right to Life, Right to Development, Right to Protection and Right to Participation. The present study has revealed that children have very good knowledge on general aspects of Child Rights, Right to Life and Right to Development, whereas their knowledge on Right to Protection and Right to Participation needs to be enhanced.

Objectives OfThe Study

1. To investigate the significant difference in gender on child rights.
2. To investigate the significant difference in locality on child rights.
3. To investigate the significant difference in family type on child rights.

Research Questions

1. Is there any significant difference in gender with respect

- to child rights?
2. Is there any significant difference in locality with respect to child rights?
3. Is there any significant difference in family type with respect to child rights?

METHOD

Normative Survey Method is used.

Sample OfThe Study

The sample consists of 400 High school students from Cuddalore, Kallakurichi, Tanjavur and Nagapattinam districts of Tamilnadu. Probability Random sampling technique are used.

Statistical Techniques

In the present study the following statistical techniques were used.

1. Mean.
2. Standard Deviation.
3. Critical Ratio.
4. Differential analysis

Analysis OfThe Data

Hypothesis -1

Is there any significant difference in gender with respect to child rights?

Table -1 shows that the Mean, Standard Deviation and t-value of independent Variable Gender

Variable	Sub Variable	Frequency	Mean	Standard Deviation	t-test	Significance Level
Gender	Male	177	13.4	3.25	8.16	Significant
	Female	223	10.6	3.50		

When comparing the t - test value of table - 1 to the standard t - test value, 8.16 > 1.96. Hence, there is significant difference between Male and Female Secondary School Students.

Hypothesis -2

Is there any significant difference in locality with respect to child rights?

Table – 2 shows that the Mean, Standard Deviation and t-value of independent variable Locality

Variable	Sub Variables	Frequency	Mean	Standard Deviation	t-Test	Significance Level
Locality	Rural	264	11.9	3.59	0.0473	Not significant
	Urban	136	11.9	3.79		

When comparing the t - test value of table - 2 to the standard t - test value, 0.0473 < 1.96. Hence, there is a no significant difference between Rural and Urban Secondary School students.

Hypothesis -3

Is there any significant difference in family type with respect to child rights?

Table – 3 shows that the Mean, Standard Deviation and t-value of independent variable Family Type

Variable	Sub Variables	Frequency	Mean	Standard Deviation	t - test	Significance
Family Type	Nuclear	314	11.8	3.58	0.318	Not Significant
	Joint	86	12.0	3.94		

When comparing the t -test value of Table - 3 and the standard t-test value, 0.318 < 1.96

Hence, there is no significant Difference between nuclear and joint family types among secondary school students.

Findings

1. There is a significant difference between Male and Female High school students in knowledge on child

rights.

2. There is no significant difference between Rural and Urban High School students in knowledge on child rights.
3. There is no significant difference between nuclear and joint family types among secondary school students.

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