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## A STUDY OF AWARENESS ABOUT HUMAN RIGHTS AMONG SENIOR SECONDARY SCHOOL THEACHERS IN RELATION TO THEIR SEX AND EXPERIENCE

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**Abstract:** *Man is the most developed of all species of life. Every human being irrespective of his caste, colour, creed or sex, is the delineation of that supreme power. He enjoys some fundamental and inalienable rights which are essential for life as human beings, called human rights. Human rights are the rights which are possessed by every human being irrespective of his or her nationality race, religion, sex etc. Human rights are sometime called fundamental rights or basic rights or natural rights. Since human rights are not created by any legislation, they resemble very much the natural rights. Great importance has been attached in the 20<sup>th</sup> century to the Human Rights issue in the international arena. So, it is of great need today that human rights education should be a vital part of curriculum. The teachers can play the key role in this regard. They themselves should be aware of these right and their implications so that they can impart this knowledge to the young minds. The present study is an attempt to know the awareness of senior secondary school teachers about the human rights.*

**Key Words:** *Human Rights Awareness, secondary school teachers.*

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## **INTRODUCTION:**

History is a mute witness to the most inhuman suffering that man has inflicted on man. A man's right to his liberty is the most sacred right for him and therefore it should not be restrained. In fact the concept of human rights has been evolved from the concept of natural rights. Human Rights recognize the inherent dignity and fundamental freedoms of all members of human family and are the foundation for all basic freedoms, justice and peace in the world. Peace and progress in a society will be possible only when the state the government and the people are conscious of the need to ensure that everything one enjoys Human Rights. Great importance has been attached in the 20<sup>th</sup> century to the Human Rights issue in the international arena. The Universal Declaration of Human Rights" was adopted by the General Assembly on December 10, 1948. Human Rights have become vital part of an international program sponsored by the major organs and agencies of the United Nations. Human Rights as a subject of study should be included in the curricula and syllabus of schools, colleges and universities. Everybody should be taught how in their day-to-day life observance of Human Rights would enhance the quality of life in the society.

Fawcett J.E.S. (1968) conducted that publicity for Human Rights coasts in making known to every person at least those minimum standards of treatment to which he or she is entitled. Agarwal R.S. (1979) in his study, Human Rights in the modern world studies the condition of Human Rights in developing countries and came to conclusion that each country is entitled to develop its own forms and methods for realization of civil, political economic, social and cultural rights. Schuster, Eolward Jame (1981) through his work studied the condition of Human Rights is the basis for the solution of economic, social and political challenges faced by the world. Donnelly Jack (1985) in his study, on Human Rights came to conclusion that Human rights are neat a new concept his study found a positive correlation between national law and Human Rights. Shashi P. Mishra's fundamental rights and the Supreme Court (1985) is paioneer attempt to study the judicial behavior as an integral part of the political process in India. The contribution of this work is that the norms evolved by the Supreme Court to operationalize the concept of reasonableness have been identified form the mess of judicial decisions on fundamental rights. Day J.P. (1987) tried to relate justice and liberty with social and political thought. His study justified the need of individual liberty in the contemporary states and also evaluated the concept of civil liberty and the rule of



law. Bajwa G.P. Singh (1993) traced his history of Human Rights in India and found that in India, the movement for the protection of Human Rights started during British rule. Indian people demanded these rights from British Government. After independence congress party fulfilled its assurance by granting fundamental rights in Part II of the Indian constitution which bears close resemblance with Human Rights.

### **OBJECTIVES OF THE STUDY:**

1. To study the extent of awareness about Human Rights among senior secondary school teachers.
2. To compare the level of awareness about Human Rights among male and female senior secondary school teachers.
3. To study the extent of awareness about Human Rights among senior secondary school teachers in relation to their experience more than 10 years and less than 5 years.

### **HYPOTHESES:**

1. All secondary school teachers are highly aware of Human Rights and their implications.
2. A significant difference exists in the level of awareness about Human Rights among male and female senior secondary school teachers.
3. A significant difference exists in the level of awareness about Human Rights among senior secondary school teachers in relation to their experience more than 10 years and less than 5 years.

### **SAMPLE:**

A sample of 200 teachers of senior secondary schools of Rohtak District was taken. The sample was taken in such a way that it distributed evenly among the male and female, arts and science teacher, more experienced and less experienced teachers of different age groups. 115 male teachers & 85 female teachers were taken in the sample. 100 teachers were having more than 10 years experience & 100 were having less than 5 years experiences.

### **TOOL USED:**

The "Human Rights Awareness Scale" was constructed and standardized by the investigator was used.



Mean, S.D., Percentage & C.R. (t-value) were used.

**HYPOTHESIS I** – All secondary school teachers are highly aware of Human Rights and their implications.

**Table -1** Level of Awareness about Human Rights among senior secondary school teachers

Level of Awareness (0 - 7)	Below Average	Average	Above Average	High
% Teachers Nil	Nil	Nil	38.50	61.50

The table -1 shows that no teacher was found to be poorly aware of this vital issue. 61.50% teachers were highly aware of issues and concept of Human rights, and this is a good sign, 38.50% teacher showed above average awareness. Widely speaking, all the senior secondary school teachers scored above average on the Human Rights Awareness scale i.e. they are quite aware of Human Rights and the issue related to them. Note a single teacher was found to be lacking in this kind of awareness. Hence Hypothesis-I stating “All senior secondary school teachers are highly aware of Human Rights and their implication” is retained.

**HYPOTHESIS – II** A significant difference exists in the level of awareness about Human Rights, among male and female secondary school teachers.

**Table -2** Significance of difference between awareness level of Human Rights among male and female senior secondary school teachers

Sr. No.	Group	N	Mean	Diff. of Mean	S.D.	C.R.	Level of significance
1	Male	100	30.16	0.22	3.38	0.43	Insignificant at both level
2	Group	100	30.38		3.98		

In this case, mean scores for male and female teachers were calculated which were found to be 30.16 and 30.38 respectively as shown in the Table -2 critical ratio was calculated and it was determined to be 0.43, which is insignificant at both levels of significance, thus it shows that there is no significant difference in the awareness level of male teachers when compared to the female teachers about awareness of Human Rights.

Thus our hypothesis II, which states, a significant difference exists in the level of awareness about Human Rights among male and female senior secondary school teachers, stands rejected



**Table -3** Significance between awareness level of male science teachers and female science teachers, about Human Rights

Sr. No.	Group	N	Mean	Diff. of Mean	S.D.	C.R.	Level of significance
1	Male Science	50	31.70	1.40	3.68	1.89	Insignificant at 0.05
2	Female Science	50	30.30		3.75		

As shown in Table -3 mean scores for male science teachers and female science teachers were 31.70 and 30.30 respectively thus showing a difference of 1.40. The C.R. calculated showed that this difference is insignificant. Male science teachers showed a little better awareness about Human Rights than their female counterpart but this difference is not significant statistical.

**Table -4** Significance of difference between awareness level of male art teachers and female art teaches, about Human Rights

Sr. No.	Group	N	Mean	Diff. of Mean	S.D.	C.R.	Level of significance
1	Male Arts	50	31.42	0.28	3.66	0.21	Not Insignificant
2	Female Arts	50	31.14		4.07		

In this case mean scores for male teachers and female teachers of arts group were calculated which were found to be 31.42 and 31.14 respectively as shown in Table- 4. Critical ratio was calculated art it was determined to be 0.21 which is insignificant at both the levels of significance.

Thus it shows that there is no significance difference in the awareness level of male art teachers and female art teachers.

**Table -5** Significance of difference between awareness level of male teachers above 35 years of age and female teachers of above 35 years of age about Human Rights

Sr. No.	Group	N	Mean	Diff. of Mean	S.D.	C.R.	Level of significance
1	Above 35 Male	50	31.18	0.72	10.36	0.46	Not significant
2	Above 35 female	50	31.90		3.52		



The mean scores for the male teachers who were above 35 years and female 35 years calculated and found to 31.18 and 31.90 as shown in table -5 critical ratio was calculated and determined to be 0.46. It is insignificant at both levels of significance. In other words there is no significant difference in the awareness level of male and female teachers of above 35 years of age about Human Rights.

**Table -6** Significance of difference in awareness level of male and female teachers of less than 35 years age

Sr. No.	Group	N	Mean	Diff. of Mean	S.D.	C.R.	Level of significance
1	Less then 35 Male	50	31.06	0.64	3.69	3.70	Highly significant
2	Less then 35 female	50	30.42		3.89		

In this case the mean scores for male and female teachers who were less than 35 years of age were calculated. These were found to be 31.06 and 30.42 respectively as shown inTable -6. Critical ratio was calculated to be 3.70 which is highly significant at both the levels of significance.

This shows that male teachers of less than 35 years of age were significantly more ware about Human Rights than the females of their age group.

**HYPOTHESES III** – To study the extent of awareness about Human Rights among senior secondary school teachers in relation to their experience more than 10 years and less than 5 years.

**Table -7** Level of awareness about Human Rights among senior secondary school teachers in relation to their experience

Sr. No.	Group	N	Mean	Diff. of Mean	S.D.	C.R.	Level of significance
1	100 more 10 years	50	31.46	0.71	3.80	1.35	Insignificant at both levels
2	100 less than 5 years	50	30.74		3.86		

Mean scores for teachers more 10 years experience and teachers of less than 5 years experience were calculated which were found to be 31.46 and 30.74 respectively as shown in the table -7 critical ratio was calculated and it was determined to be 1.35 which is in significant at both the levels of the significance.

The above results show that teachers of more than 10 years experience were little more aware of Human Rights as compared to their younger counterpart. But this difference is



statistical insignificant it may be concluded from the results that age does not make significant difference in the awareness about Human Rights among senior secondary school teachers.

**Table -8** Level of awareness male teachers of difference age group more than 10 years experience and less than 5 years experience about Human Rights

Sr. No.	Group	N	Mean	Diff. of Mean	S.D.	C.R.	Level of significance
1	M 10 years male	50	31.18	0.76	3.69	0.49	Not Significant
2	Less than 10 years male	50	30.42		10.37		

In this case mean score for more than 10 years experience male and less than 5 years experience male teachers were calculated which were found to be 31.18 and 30.42 respectively as shown in the table -8. Critical ratio was calculated and it was determined to be 0.49 which is insignificant at both the levels of significance. Thus it shows that there is no significant difference in the awareness level of female teachers of two different experience.

#### **FINDINGS OF THE STUDY:**

In today's world where every human being is expected to be literate, more aware and assertive of his rights, it is a good sign that our teachers are very much aware, of the basic rights, the human being because of their being human beings. On the basis of the sex of teachers no significant difference was found in their scores on the Human Rights awareness scale. No significant difference was found in the awareness of Human Rights when male science and arts teachers were compared with female science and arts teachers, respectively. The male teachers of less than 35 years of age are highly more aware of Human Rights than their female counterparts while no significant difference was observed in the male teachers of more than 35 years of age and in the female teachers of more than 35 years of age. The experience factor does not cause much difference in the level of awareness of Human Rights.

#### **CONCLUSION:**

The seriousness of the issue of Human Rights requires that society should be aware to make efforts to promote Human Rights. Seminars workshops, conferences should be organized in different schools and colleges to make students and teachers aware of this issue. More literature related to Human Rights should be published for schools, colleges as well as for



the all readers. All students irrespective of their educational streams or background should be made aware of this issue and its dimensions. Teachers should be prepared for teaching of Human Rights.

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