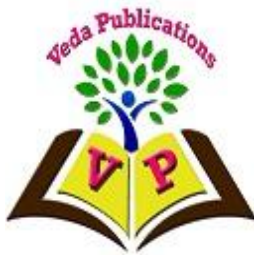


A STUDY ON KNOWLEDGE OF CHILD RIGHTS AMONG TEACHERS OF PRIMARY SCHOOL IN KARNATAKA

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ABSTRACT



The school as one of the basic institutions for child development, next to families should be used for increasing awareness on child rights. Children spend their time in school and home; the parents and teachers are the shapers of children's behavior and influence children's views and concepts. The teachers can play a greater role in providing necessary inputs for the children's development. In this backdrop the present study has undertaken with a view to find out the Child Rights Knowledge of primary school teachers in Karnataka.

The present study is of great importance in the present time because its findings are totally relevant in the modern period. The knowledge of child rights among school teachers is of immense important for the welfare of the society as well as nation at large.

Keywords: *Knowledge, Child Rights, Primary School Teachers, Karnakata.*

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INTRODUCTION

India is home to the largest number of children in world. Nearly every fifth child in the world lives in India. There are about 43 crore children in the age group of 0-18 years; 16 crore children are in the age group of 0-6 years, of this there are 8.50 crore males and 7.88 crore females. In the age group of 6-18 years, there are about 27 crore children. (Report of the Working Group on Child Rights, 2012-2017).

According to United Nations Convention on the Rights of the Child (UNCRC), child means every human being below the age of eighteen years unless, under the law applicable to the child, majority is attained earlier'. Children around the world every day live with violence, poverty, discrimination and injustice. It seems that as soon as one crisis subsides,

another emerges. Examples of child abuse and exploitation abound in history. Children suffer from hunger and homelessness, high infant mortality, deficient health care and limited opportunities for basic education. Most of the children are not aware of their rights. Hence, it is the responsibility of the adult to make them aware of their rights. The future of every child depends on the care, facilities and opportunities they get during their childhood. Therefore, if children do not get what they need, they cannot grow up to become worthy citizens of the country.

The school as one of the basic institutions for child development, next to families should be used for increasing awareness on child rights. Children spend their time in school and home; the parents and teachers are the shapers of children's behavior and influence children's views and concepts. The teachers can play a greater role in providing necessary inputs for the children's development. A child's liking for studies depends on his/her teacher role at school. 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. Convention on the Rights of Child (CRC), 1990 proclaims that an atmosphere of happiness, love and understanding should be provided for the full and harmonious development of the personality of the child. Teachers represent adult society and its pledge through the Convention, to young people. In this backdrop the present study has undertaken with a view to find out the Child Rights Knowledge of primary school teachers in Karnataka.

OBJECTIVES

1. To study the Knowledge about child rights among primary school teachers.
2. To compare the Knowledge about child rights in context of type of school.

METHODOLOGY

Multistage sampling technique was used for selecting the sample. The sample comprised of 120 Primary School Teachers randomly selected from schools from Davangere City for the purpose of the study i.e. three teachers per school. A sample of 20 Government and 20 Private schools were selected randomly. 60 Primary school teachers belong to the government schools and other 60 primary school teachers belong to the private schools. Child Rights Knowledge Scale and Interview Schedule were developed to collect the personal profile of the sample group. Rating scale devised by D. Sarada (2000) to assess the knowledge among teachers regarding child rights. A sample of 48 questions was constructed to study the knowledge of primary school teachers. The scale consisted of 4 areas such as Survival Rights, Development Rights, Protection Right, and Participation Rights. The responses were rated on Yes/No type of answers. For the response 'Yes' a score of '1' was assigned and for the response 'No' a score of '0' was assigned. Data was analyzed by using various statistical tools.

RESULTS AND DISCUSSION**Table: 1 Background Information of the teachers**

J&K State Board	Govt. School Teachers (N=60)	Private School Teachers (N=60)	Total (N=120)
Age			
20-30 yr	6(10)	19(32)	25(21)
30-40 yr	45(75)	23(38)	68(57)
40-55 yr	9(15)	18(30)	27(22)
Sex			
Male	16(27)	17(28)	33(27)
Female	44(73)	43(72)	67(73)
Educational qualification			
Higher Secondary	-	1(2)	1(1)
Graduation	12(20)	36(60)	48(40)
Post Graduation	48(80)	23(38)	71(59)

Result reveals that majority of the teachers (75%) in government schools were between the age group of 30-40 years and 15% teachers fall under the age group of 40-55 years and 10% teachers were in the age group of 20-30 years. Whereas, in private schools almost all the teachers (38%) were between the age group of 30-40 years, 32% teachers were in the age group of 20-30 years and 30% teachers fall under the age group of 40-55 years.

Result shows that most of the teachers (73%) in government schools were female and 27% teachers were males. Whereas, in private schools more than half of the teachers (72%) were females and 28% teachers were males. Results found that majority of the teachers (80%) in government schools were educated up to Post Graduation. Few of the teachers (20%) in government schools were educated up to graduation. Whereas most of the teachers (60%) in private schools were educated up to graduation and less than half of the teachers (38%) were educated up to Post Graduation. Only (2%) of the teachers in private schools were educated up to higher secondary.

ANALYSIS OF CHILD RIGHTS KNOWLEDGE SCALE

Table: 2 Knowledge of Survival rights among Teachers

Items	Govt. School Teachers (N=60)		Private School Teachers N=60)	
	Yes	No	Yes	No
Right to food	56(93)	4(7)	53(88)	7(12)
Right to live	60(100)	-	57(95)	3(5)
Right to name	59(98)	1(2)	53(88)	7(12)
Right to nationality	60(100)	-	53(88)	7(12)
Right to minimum standard of living	54(90)	6(10)	54(90)	6(10)
Right to survival	58(97)	2(3)	58(97)	2(3)
Right to health and services	60(100)	-	60(100)	-
Right to registration of birth	57(95)	3(5)	54(90)	6(10)

Knowledge is the information/content known to an individual on a given topic. It is evident from the above table that majority of the teachers in government schools were aware of survival rights such as right of food (93%), right to name (98%), right to minimum standard of living (90%), right to survival (97%) and right to registration of birth (95%). All the teachers in government schools were knowledgeable regarding survival rights i.e. right to live, right to nationality and right to health and services.

Whereas, in private schools most of the teachers were aware about survival rights such as right of food (88%), right to live (95%), right to name (88%), right to nationality (88%), right to minimum standard of living (90%), right to survival (97%) and right to registration of birth (90%). All the teachers were having knowledge regarding right to health and services. Shahid (2009) also study indicated that majority of primary school teachers is knowledgeable regarding rights of children.

Table: 4 Knowledge of Protection rights among Teachers

Items	Govt. School Teachers (N=60)		Private School Teachers (N=60)	
	Yes	No	Yes	No
Right to protection from abuse and neglect	58(97)	2(3)	51(85)	9(15)
Right to special protection	60(100)	-	56(93)	4(7)
Child without families have a right to special protection	60(100)	-	52(87)	8(13)
Right to protection from work/labour	59(98)	1(2)	53(88)	7(12)
Right to protection from use of narcotic and psychotropic drugs	60(100)	-	54(90)	6(10)
Right to non-discrimination	59(98)	1(2)	50(83)	10(17)
Right to protection from armed conflicts	60(100)	-	57(95)	3(5)
Right of protection through administration of juvenile justice	57(95)	3(5)	53(88)	7(12)
Right to protection from illicit transfer and non-return	58(97)	2(3)	53(88)	7(12)
Right to protection from sexual exploitation	59(98)	1(2)	60(100)	-
Right to protection from abuse	58(97)	2(3)	51(85)	9(15)
Right to social security	60(100)	-	49(82)	11(18)
Right to peace	60(100)	-	58(97)	2(3)
Right to Equality	56(93)	4(7)	55(92)	5(8)

Knowledge on child rights enhances the awareness and understanding of children's needs. Table 4 indicates that almost all the teachers in government school were well-known regarding protection rights such as right to protection from abuse and neglect (97%), right to protection from work/labour (98%), right to non-discrimination (98%), right to protection through a administration of juvenile justice (95%), right to protection from illicit transfer and non-return (97%), right to protection from sexual exploitation (98%), right to protection from abuse (97%) and right to equality (93%). All the teachers were aware of right to special protection, child without families have a right to special protection right to protection from use of narcotic and psychotropic drugs, right to protection from armed conflicts, right to social security and right to peace.

Whereas, most of the teachers in private school were aware of protection rights such as right to protection from abuse and neglect (85%), right to special protection (93%), child without families have a right to special protection (87%), right to work/labour (88%), right to protection from use of narcotic and psychotropic drugs (90%), right to non discrimination (83%), right to protection from armed conflicts (95%), right to protection through

administration of juvenile justice (88%), right to protection from illicit transfer and non-return (88%), right to protection from abuse (85%), right to social security (82%), right to peace (97%) and right to equality (92%). All the teachers were aware of right to protection from sexual exploitation. Bhargava and Ahamad (2015) found that many of the schools didn't have the awareness about the standards relating to the protection of the children which are set by the National Commission of India.

Table: 5 Knowledge of Participation rights among Teachers

Items	Govt. School Teachers (N=60)		Private School Teachers (N=60)	
	Yes	No	Yes	No
Right to privacy	57(95)	3(5)	53(88)	7(12)
Right to language of his own	59(98)	1(2)	51(85)	9(15)
Right to freedom	56(93)	4(7)	53(88)	7(12)
Right to be reared	57(95)	3(5)	51(85)	9(15)
Right to non-separation from parents	45(75)	15(25)	55(92)	5(8)
Right to adoption	55(92)	5(8)	54(90)	6(10)
Right to prohibition of fortune and deprivation of liberty	54(90)	6(10)	55(92)	5(8)
Right to safety in adoption	58(97)	2(3)	60(100)	-
Right to respect and dignity	60(100)	-	56(93)	4(7)
Right to an adequate home Environment	60(100)	-	59(98)	1(2)
Right to work if they choose	50(83)	10(17)	52(87)	8(13)
Children with handicap have a right to special care, education and training	60(100)	-	57(95)	3(5)

The above table 5 reveals that in government schools, majority of the teachers were aware of participation rights such as right to privacy (95%), right to language of his own (98%), right to freedom (93%), right to be reared (95%), right to non-separation from parents (75%), right to adoption (92%), right to prohibition of fortune and deprivation of liberty (90%), right to safety in adoption (97%) and right to work if they choose (83%). All the teachers were familiar with right to respect and dignity, right to an adequate home environment and children with handicap have a right to special care, education and training.

Whereas, most of the teachers in private schools were knowledgeable of participation rights such as right to privacy (88%), right to language of his own (85%), right to freedom (88%), right to be reared (85%), right to non-separation from parents (92%), right to adoption (90%), right to prohibition of fortune and deprivation of liberty (92%), right to respect and dignity (93%), right to an adequate home environment (98%), right to work if they choose (87%) and children with handicap have a right to special care, education and training (95%). All the teachers were aware of right to safety in adoption. Kaur (2014) found that both government and private secondary teachers have equal information regarding child rights.

Table 6 indicates that in government schools majority of the teachers (47%) were having moderate level of knowledge towards child rights. An equal percentage of the teachers (27%) were having low and high level of knowledge regarding child rights. Whereas, in private schools most of the teachers (42%) were having low and high level of knowledge towards child rights. Only 17% teachers were having moderate level of knowledge towards child rights.

CONCLUSION

The present study is of great importance in the present time because its findings are totally relevant in the modern period. The knowledge of child rights among school teachers is of immense important for the welfare of the society as well as nation at large. Different commission, committees, government and non- governmental agencies have supported the importance of rights of children.

- The result of the study shows that majority of the teachers in both government and private schools were knowledgeable regarding child rights such as survival rights, development rights, protection rights and participation rights.
- Result reveals that majority of the teachers in government schools were having moderate level and an equal percentage of the teachers in private schools were having low and high level of knowledge towards child rights. Moreover, chi-square reveals that there is highly significant association between level of Government and Private Schools Teachers on Knowledge of Child Rights.
- Result indicates that mean scores of teachers in government schools is higher than teachers of private schools. A highly significant difference was found on knowledge of child rights between Government and Private School Teachers.

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