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AWARENESS AND ATTITUDE OF PRIMARY TEACHERS TOWARDS THE INTRODUCTION OF CHILD RIGHTS EDUCATION IN THE SCHOOL CURRICULUM

Dr. A . Sathiyaraj¹ and Dr. I. Muthuchamy²

¹Research Assistant , Department of Educational Technology , Bharathidasan University ,Tiruchirappalli .

²Professor ,Department of Educational Technology , Bharathidasan University , Tiruchirappalli .

ABSTRACT

Children are the future of a Nation. UN declaration of the rights of the child on 20th November 1959 states that every child by virtue of his/her physical and mental health maternity needs special safeguard and care including appropriate legal protection before as well as after birth. Teachers are a crucial link in providing valuable information about rights of children. The teacher is the key person in determining the success of the child. The present study was conducted by the investigator in order to know the awareness and attitude of primary teachers towards the introduction of child rights education in the school curriculum. The investigator has collected the data from primary teachers from randomly selected schools. The sample for the study consisted of 180 teachers working in primary and upper schools in Tiruchirappalli District. The investigator has developed and validated the tools to measure the level of awareness and attitude of primary teachers. The findings reveal that the awareness and attitude of primary teachers towards the introduction of child rights education differs in terms of their gender, teaching experience and locality.

KEYWORDS: *Legal Protection, Awareness and Attitude of primary teachers, valuable information.*

INTRODUCTION:

Future of mankind heavily rests on the peace and stability of earth and it is linked with the cognitive, physical, social and moral development of children. There is a need to adopt a right-based approach at micro level of action and policy. At micro level, care providers of the children like parents and teachers play a key role in making the provision of environment conducive to their development. 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. Implementation of CRC provisions can guarantee the environment conducive to optimal development of children and in this connection primary school teachers have to play an important role. Based on a UNCRC declaration of children's rights, it grants children a comprehensive set of economic, social, cultural, civil and political rights. The rights enshrined in the UNCRC fall into four categories. They are right to survival, protection, development and participation. All rights are considered to be equal in importance and to reinforce each other.



Clearly such studies seem important because, awareness and attitudes of key factors in primary care giving like teachers may impede or enhance the implementation of child rights.

REVIEW OF RELATED LITERATURE

To the best of researchers' knowledge there is little published literature that focuses on the knowledge, attitudes and practices of primary school teachers regarding rights of children. McIntyre, Thomas (1987) investigated on teacher awareness of child abuse and neglect. Christine Joffres and Margaret Haughey (2001) examined the organizational, social, and personal factors that may influence elementary teachers' declining commitments. Muhammad Saeed Shahid (2005) adopted his study on Knowledge, Attitudes and Practices of Primary School Teachers Regarding Rights of Children. Deb, Sibnath Mathews, Ben (2012) investigated on Children's Rights in India: Parents' and Teachers' Attitudes, Knowledge and Perceptions.

SIGNIFICANCE OF THE STUDY

In the present society, children are abused, exploited and they suffer from hunger, isolation, lone dined, work in harmful conditions deficient health care and less opportunities for primary education. Children's Rights Education is the teaching and practice of children's rights in schools and Educational institutions, as informed by and consistent with UNCRC. The Convention ensures that children are respected, treated appropriately and not humiliated. When fully implemented, children's rights education programme consists of both a curriculum to teach children in their human rights, and a framework to operate the school in a manner that respects children's rights. Rights and responsibilities are intrinsic to the aims of education and underpin specific subject areas, such as citizenship and Personal, Social and Health.

The teacher has to play a vital role to actualize all the Child Right. The teacher and his classroom practices also have an important role of play in protecting Child Right. The important of the child lies in the fact that the child is the universe. If there was no child, there would be no humanity and there cannot be a universe without humanity. It compels us to search for a solution to the problems of the children. In principle, every child has a right to love and be loved. The future well-being of a nation depends on how its children to grow and develop. The purpose of the study was to explore and describe the perception of Primary school teachers regarding their awareness and attitude towards Child Rights Education as expressed in convention on the Rights Child of United Nations Organization. The purpose of the study was also to explore the perceptions of children regarding attitude of their teachers related to Rights of Children.

STATEMENT OF THE PROBLEM

The children need survival, development, protection and participation rights for primary level. Unless and until the level of child rights are identified the teachers do not citrated the programme of child rights education. The title of the present investigation is stated as follows "AWARENESS AND ATTITUDE OF PRIMARY TEACHERS TOWARDS THE INTRODUCTION OF CHILD RIGHTS EDUCATION IN THE SCHOOL CURRICULUM."

OBJECTIVES OF THE STUDY

The objectives of the study as follows,

- 1.To find out the significant difference if any, in the awareness mean scores of Primary teachers towards the introduction of Child Rights Education with respect to Gender.
- 2.To find out the significant difference if any, in the awareness mean scores of Primary teachers towards the introduction of Child Rights Education with respect to teaching experience.
- 3.To find out the significant difference if any, in the awareness mean scores of Primary teachers towards the introduction of Child Rights Education with respect to locality.
- 4.To find out the significant difference if any, in the attitude mean scores of Primary teachers towards the introduction of Child Rights Education with respect to Gender.
- 5.To find out the significant difference if any, in the attitude mean scores of Primary teachers towards the introduction of Child Rights Education with respect to teaching experience.

6.To find out the significant difference if any, in the attitude mean scores of Primary teachers towards the introduction of Child Rights Education with respect to locality.

7.To find out the relationship between Awareness and Attitude of Primary Teachers towards the introduction of Child Rights Education.

METHODOLOGY IN BRIEF

The investigator followed the ‘Normative Survey Method’ in the present study. An Awareness test and an attitude scale were developed and administered to the primary teachers of selected schools in Tiruchirappalli District.

SAMPLE

The population for the study consisted of primary teachers. A sample of 180 Primary school teachers were chosen for the study by using the simple random sampling technique.

STATISTICAL TECHNIQUES USED

In order to analyze and interment data the following statistical measurement used descriptive analysis- mean, standard deviation and Differential analysis- t-test.

DATA ANALYSIS

Hypothesis 1

There is no significant difference in the awareness mean scores between male and female Primary teachers with regard to introduction of Child Rights Education.

**TABLE 1
SIGNIFICANCE OF DIFFERENCE IN AWARENESS MEAN SCORES BETWEEN MALE AND FEMALE PRIMARY TEACHERS**

Gender	N	Mean	S.D	Calculated ‘t’ value	Level of Significance
Male	59	78.39	8.781	0.818	NS
Female	121	77.27	8.216		

NS – Not Significant, Table Value for 0.05 level at 1.96

The calculated ‘t’ value 0.818 is less than table value 1.96 corresponding at 0.05 level of significance. This implies that the difference in the awareness mean scores under consideration is not significant. Hence the null hypothesis is accepted. Therefore, it is concluded that both male and female primary teachers of various schools have similar in their awareness level with regard to introduction of Child Rights Education.

Hypothesis 2

There is no significant difference in the awareness mean scores between rural and urban Primary teachers with regard to Child Rights Education.

TABLE 2
SIGNIFICANCE OF DIFFERENCE IN AWARENESS MEAN SCORES BETWEEN RURAL AND URBAN PRIMARY TEACHERS

Locality	N	Mean	S.D	Calculated 't' value	Level of Significance
Rural	72	78.61	7.701	1.305	NS
Urban	108	76.99	8.806		

NS – Not Significant, Table Value for 0.05 level at 1.96

The calculated 't' value 1.305 is less than table value 1.96 corresponding at 0.05 level of significance. This implies that the difference in the awareness mean scores under consideration is not significant. Hence the null hypothesis is accepted. Therefore, it is concluded that both rural and urban primary teachers have similar in their awareness level with regard to introduction of Child Rights Education.

Hypothesis 3

There is no significant difference in the awareness mean scores between below and above 10 years experienced Primary teachers with regard to Child Rights Education.

TABLE 3
SIGNIFICANCE OF DIFFERENCE IN AWARENESS MEAN SCORES BETWEEN BELOW AND ABOVE 10 YEARS TEACHING EXPERIENCE OF PRIMARY TEACHERS

Teaching Experience	N	Mean	S.D	Calculated 't' value	Level of Significance
Below 10 Years	104	77.26	8.587	3.714	S
Above 10 Years	76	85.06	8.759		

S – Significant, Table Value for 0.01 level at 2.56

The calculated 't' value 3.714 is greater than table value 2.56 corresponding at 0.01 level of significance. This implies that the difference in the awareness mean scores under consideration is statistically significant. Hence the null hypothesis is rejected. Therefore it is concluded that the below and above 10 years experienced primary teachers differ significantly in their awareness level with regard to introduction of Child Rights Education.

Hypothesis 4

There is no significant difference in the attitude mean scores between male and female Primary teachers with regard to introduction of Child Rights Education.

TABLE 4
SIGNIFICANCE OF DIFFERENCE IN ATTITUDE MEAN SCORES BETWEEN MALE AND FEMALE PRIMARY TEACHERS

Gender	N	Mean	S.D	Calculated 't' value	Level of Significance
Male	59	79.76	4.332	0.709	NS
Female	121	80.33	5.271		

NS – Not Significant, Table Value for 0.05 level at 1.96

The calculated 't' value 0.709 is less than table value 1.96 corresponding at 0.05 level of significance. This implies that the difference in the attitude mean scores under consideration is not significant. Hence the null hypothesis is accepted. Hence, it is concluded that both male and female primary teachers of various schools have similar in their level of attitude towards the introduction of Child Rights Education.

Hypothesis 5

There is no significant difference in the attitude mean scores between rural and urban Primary teachers with regard to Child Rights Education.

**TABLE 5
SIGNIFICANCE OF DIFFERENCE IN ATTITUDE MEAN SCORES BETWEEN RURAL AND URBAN PRIMARY TEACHERS**

Locality	N	Mean	S.D	Calculated 't' value	Level of Significance
Rural	72	79.67	3.891	1.09	NS
Urban	108	80.64	5.581		

NS – Not Significant, Table Value for 0.05 level at 1.96

The calculated 't' value 1.09 is less than table value 1.96 corresponding at 0.05 level of significance. This implies that the difference in the attitude mean scores under consideration is not significant. Hence the null hypothesis is accepted. Hence, it is concluded that both rural and urban primary teachers have similar in their level of attitude towards the introduction of Child Rights Education.

Hypothesis 6

There is no significant difference in the attitude mean scores between below and above 10 years experienced Primary teachers with regard to Child Rights Education.

**TABLE 6
SIGNIFICANCE OF DIFFERENCE IN ATTITUDE MEAN SCORES BETWEEN BELOW AND ABOVE 10 YEARS TEACHING EXPERIENCE OF PRIMARY TEACHERS**

Teaching Experience	N	Mean	S.D	Calculated 't' value	Level of Significance
Below 10 Years	104	75.04	4.224	2.332	S
Above 10 Years	76	81.28	5.650		

S – Significant, Table Value for 0.05 level at 1.96

The calculated 't' value 2.332 is greater than table value 1.96 corresponding at 0.05 level of significance. This implies that the difference in the attitude mean scores under consideration is significant. Hence the null hypothesis is rejected. Therefore it is concluded that the below and above 10 years experienced primary teachers differ significantly in respect of their attitude towards the introduction of Child Rights Education.

Hypothesis 7

There is no significant relationship between awareness and attitude of Primary teachers with regard to the introduction of Child Rights Education.

**TABLE 7
RELATIONSHIP BETWEEN AWARENESS AND ATTITUDE OF PRIMARY TEACHERS TOWARDS CHILD RIGHTS EDUCATION**

S.No	Variables	N	'r'	Level of Significance
1	Awareness	180	0.47	0.01
2	Attitude			

From the above table, the correlation value 0.47 revealed that there is a significant positive relationship between awareness and attitude of primary teachers as the coefficient of correlation is found to be greater than the table value of 0.01 at level of significance, Hence null hypothesis is rejected.

SUMMARY OF FINDINGS

The present study confirms that the primary teachers have a favorable attitude towards the introduction of Child Rights Education in the school curriculum and the primary teachers have an adequate level of awareness with regard to child rights education. There is a significant positive relationship between Awareness and Attitude of primary teachers as the co-efficient of correlation is found to be greater than the table value of 0.01 level of significance.

EDUCATIONAL IMPLICATIONS

1. Child Rights Education can be implemented at the primary school level. So, the students can get adequate and necessary knowledge about child rights at the right time.
2. Since, the teachers who have experience below 10 years have low attitude and awareness towards child rights education in the school curriculum, they should be given proper training in the area of child rights education.
3. Students, teachers and parents are the stake holders of implementing child rights education in the school curriculum. Hence, they should be provided necessary and sufficient awareness programmes at regular intervals.

CONCLUSION

Awareness and Attitude of male and female primary teachers towards the introduction of child rights education are same. Similar level of awareness and attitude is found between rural and urban primary school teachers with regard to introduction of child rights education. Concentration on developing a good curriculum for children at primary level and for improving the knowledge and understanding of child rights education to bring about changes in attitudes and behavior. The location of school, such as urban and rural areas, where primary teachers working in primary schools used more awareness and need to know the importance of child rights, for improving the physical and mental health of children. Concentrate on the ways of improving the implications of children's rights, will positively influence their attitude and awareness.

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Dr. A . Sathiyaraj

**Research Assistant , Department of Educational Technology ,
Bharathidasan University ,Tiruchirappalli .**

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