

## **Knowledge and attitudes towards child rights: A comparative study between Government and Private school personnel in Jammu**

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### **ABSTRACT**

The present study is an attempt to find out the knowledge and attitudes of child rights among school personnel in Jammu. The sample comprised of 300 Primary School Personnel was selected from schools. Multistage sampling technique was used to collect the required sample. Interview schedule and child rights knowledge and attitudes scale was used to collect the data. The data was statistically analyzed. The result reveals that majority of the government school personnel were in the age group of 31-40 years and educated up to Post Graduation. Most of the school personnel in both government and private school were female. In both government and private school personnel were having average level of knowledge regarding child rights. Less than half of the government school personnel were having average level of attitudes towards child rights. Result further reveals that there was highly significant difference between level of government and private school personnel on attitudes towards Child rights. Mean scores of administrative officers and teachers in government schools are higher than administrative officers and teachers of private schools on knowledge of child rights. Mean scores of helpers in private schools is higher than helpers of government schools on knowledge of child rights. A highly significant difference was found on knowledge of child rights between government and private school teachers. Mean scores of administrative officers in private schools is higher than administrative of government schools on attitudes towards child rights. Whereas mean scores of teachers and helpers in government schools was higher than teachers and helpers of private schools on attitudes towards child rights. Insignificant difference was found on attitudes of child rights between government school and private school personnel.

**Key Words :** School personnel, Knowledge, Attitudes, Child rights and Jammu

### **INTRODUCTION**

India is home to the largest number of children in the 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

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crore females. In the age group of 6-18 years, there are about 27 crore children. It is estimated that about 40 per cent of children are in difficult circumstances or vulnerable which include children without family support, children forced into labour, abused/ trafficked children, children on the streets, vulnerable children, children affected by substance abuse, by armed conflict/civil/unrest/natural calamity etc. survival, growth, development and protection of these very large numbers therefore need priority, focus and attention (Report of the Working Group on Child Rights, 2012-2017).

India considers child to be any person below the age of 14, as do most Government Programmes. Biologically, childhood is the stage between infancy and adulthood. 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'. This definition of child allows for individual countries to determine according to the own discretion the age limits of a child in their own laws. But in India various laws related to children define children in different age limits.

School systems play a central role in preparing young people to understand, cherish and claim human rights. In conjunction with this responsibility, teachers and all associated educational personnel need to be educated in child rights and the ways in which child rights education can be carried out in schools. Teachers represent adult society and its pledge through the Convention, to young people. It is one of the political contradictions of today that so much emphasis is given to the importance of education and so little is done to give teachers status, support and reward. It would, indeed, be interesting if teachers developed a more detailed interpretation of the message of the Convention for themselves, a teachers' version. This could be the basis for a manual for teacher education and training. Obviously, the Convention encourages the changing role of educators from 'lecturers' to 'facilitators'. Their skill is to encourage and assist pupils in the learning process, rather than to know all the facts. It is to help introduce democratic attitudes and prevent violence. It is also to make the school relate to the community and the outside world in a constructive way. Children are always at receiving end at their schools from teachers and non-teaching school authorities. Almost all schools inflict corporal punishments on students for various reasons. All the experience so far shows that the child-friendly school also provides the most effective learning. It is in that sense 'productive'. But that is not the point. Such a school would be good for children. It will also be an essential building block for a society which combines dynamic development with tolerance and mutual respect - a better society.

#### **Objective of the study :**

- To assess the knowledge and attitudes regarding child rights among school personnel.
- To compare the knowledge and attitudes of child rights among school personnel.

### **METHODOLOGY**

Multistage sampling technique was used for selecting the sample. The sample comprised of 300 Primary School Personnel randomly selected from schools. A sample of 30 Government and 30 Private schools were selected randomly. From these schools, 30 Administrative officers and 30 Helpers were selected exhaustively. Randomly, 180 primary teachers were selected

from these schools *i.e.* three teachers per school. Child Rights Knowledge Scale, Attitudes Scale and Interview Schedule were developed to collect the personal profile of the sample group. Child Rights Knowledge self devised scale to assess the knowledge among school personnel regarding child rights. A sample of 48 questions was constructed to study the knowledge of primary school teachers. 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. Child Rights Attitude self devised Scale to assess the attitude among School Personnel regarding child rights. The scale consisting of 36 statements was constructed to assess the attitude of School Personnel. The responses were rated on 3 point scale that is strongly agree/ agree/ disagree. The responses were scored by giving '2' for 'strongly agree' '1' for 'agree' and '0' for 'disagree'. The total score for each respondent was calculated and the respondents were classified as 'high', 'average' and 'low' depending on their total score. The scale consisting of 36 statements was constructed to assess the attitude of School Personnel. The responses were rated on 3 point scale that is strongly agree/ agree/ disagree. The responses were scored by giving '2' for 'strongly agree' '1' for 'agree' and '0' for 'disagree'. The total score for each respondent was calculated and the respondents were classified as 'high', 'average' and 'low' depending on their total score. Data was analyzed by using various statistical tools.

## RESULTS AND DISCUSSION

### Background information :

Result shows that majority of the government school personnel (49%) were in the age group of 31-40 years. Less than half of the private school personnel (41%) were in the age group of 41-55 years. Most of the school personnel in both government and private (69%) school were female. Majority of the government school personnel (66%) in government school were educated up to Post Graduation. Equal percentage of the private school personnel (39%) was educated up to Graduation and Post Graduation.

### Analysis of child rights knowledge and attitude scale :

The child rights knowledge and attitudes of school personnel under study was assessed using child rights knowledge and attitudes scales developed for the purpose. The child rights knowledge scores and attitudes scores of the sample was analyzed statistically, the mean scores, standard deviation of the sample in given table.

Table 1 shows that in government schools, majority of the administrative officers (40%) and teachers (50%) were having average level of knowledge regarding child rights. Less than half of the helpers (50%) were having low level of knowledge of child rights. Whereas in private schools, most of the administrative officers (43%) were having average level of knowledge of child rights. Less than half of the teachers (38%) were having high level of knowledge about child rights. Most of the helpers (47%) were having low level of knowledge regarding child rights.

Overall, in both government (43%) and private (35%) school personnel were having average level of knowledge regarding child rights. Statistically, chi-square reveals that there was an insignificant difference ( $p < 0.05$ ) between level of government and private school

Levels	Government school (N=30)				Private school (N=30)			
	Administrative officer N=30(%)	Teachers N=90(%)	Helpers N=30(%)	Total N=150(%)	Administrative officer N=30(%)	Teachers N=90 (%)	Helpers N=30 (%)	Total N=150 (%)
Low (0-16)	7 (23)	23 (26)	15 (50)	45 (30)	7 (23)	26 (29)	14 (47)	47 (31)
Average (17-32)	12 (40)	45 (50)	8 (27)	65 (43)	13 (43)	30 (33)	9 (30)	52 (35)
High (33-48)	11 (37)	22 (24)	7 (23)	40 (27)	10 (33)	34 (38)	7 (23)	51 (34)

Parenthesis indicates percentage

Chi-square=2.818, df=2, p-value=0.244

Insignificant at 0.05 level

personnel on knowledge of Child rights. Kaur (2014) found that both government and private secondary teachers have equal information regarding child rights. Shahid (2009) also study indicated that majority of primary school teachers is knowledgeable regarding rights of children.

Table 2 depicts that in government schools, majority of the administrative officers (47%) were having high level of attitudes towards child rights. Most of the teachers (47%) in government schools were having average level of attitudes of child rights. Less than half of the helpers (37%) were having low level of attitudes of child rights. Whereas in private schools, most of the administrative officers (43%) were having low level of attitude about child rights. On the other hand, majority of the teachers (43%) were having high level of attitudes about child rights. Almost all the helpers (47%) were having low level attitudes towards child rights.

Levels	Government school (N=30)				Private school (N=30)			
	Administrative officer N=30 (%)	Teachers N=90 (%)	Helpers N=30 (%)	Total N=150 (%)	Administrative officer N=30(%)	Teachers N=90 (%)	Helpers N=30 (%)	Total N=150 (%)
Low (0-36)	7 (23)	23 (26)	11 (37)	41 (27)	13 (43)	30 (33)	14 (47)	57 (38)
Average (37-72)	9 (30)	42 (47)	10 (33)	61 (41)	6 (20)	21 (23)	8 (27)	35 (23)
High (73-108)	14 (47)	25 (28)	9 (30)	48 (32)	11 (37)	39 (43)	8 (27)	58 (39)

Parenthesis indicates percentage

Chi-square=10.59\*\* df=2, p-value=0.004 \*\* highly significant at 0.01 level

Overall, majority of the government school personnel (41%) were having average level of attitudes of child rights. On the other hand, less than half of the private school personnel (39%) were having high level of attitudes towards child rights. Result further reveals that there was highly significant difference ( $p < 0.01$ ) between level of government and private school personnel on attitudes towards Child rights. Vyas (2011) that Government teachers

are comparatively more aware as compared to Non- Government teachers. Thote *et al.* (2013) revealed that the primary school teachers of the Morena district have significant awareness on Right to Education Act. The result of the survey showed that the Right to Education Act awareness must still be more promoted.

**Mean and ‘t’ value of knowledge and attitudes of child rights among school personnel:**

Table 3 indicates that mean scores of administrative officers (43.36±2.53) in government schools is higher than administrative officers (42.16±2.85) of private schools on knowledge of child rights. On the other hand, mean scores of administrative officers (51.13±8.70) in private schools is higher than administrative officers (48.96±7.98) of government schools on attitude towards child rights. There is insignificant difference was found on knowledge and attitudes of child rights between government school and private school administrative officers.

<b>Table 3 : Mean and ‘t’ value of knowledge and attitudes of child rights among administrative officers</b>			
Level	Government school	Private school	t-score
	Administrative officers	Administrative officers	
	Mean±S.D	Mean±S.D	
Knowledge	43.36±2.53	42.16±2.85	1.721
Attitude	48.96±7.98	51.13±8.70	-1.005

Insignificant at 0.05 level

Table 4 depicts that mean scores of teachers (44.85±2.31) in government schools is higher than teachers (41.85± 4.14) of private schools on knowledge of child rights. This implies that teachers of government schools are more aware regarding knowledge of child right as compare to teachers of private schools. Highly significant difference was found on knowledge of child rights between Government and Private School Teachers. Mean scores of teachers (50.01±10.84) in government schools is higher than teachers (48.28±8.69) of private schools. Dayal and Kaur (2015) 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.

<b>Table 4: Mean andv’t’ value of knowledge and attitudes of child rights among teachers</b>			
Level	Government school	Private school	t-score
	teachers	teachers	
	Mean±S.D	Mean±S.D	
Knowledge	44.85±2.31	41.85± 4.14	5.994**
Attitude	50.01±10.84	48.28±8.69	1.175

\*\* highly significant at 0.01 level

Table 5 shows that mean scores of helpers (30.76±8.79) in private schools is higher than helpers (30.50±8.78) of government schools on knowledge of child rights. Mean score of helpers (35.36±7.16) in government schools is higher than helpers (34.86±6.68) private schools on attitudes towards child rights. There was highly significant difference (p<0.01) was found on knowledge and attitudes of child rights between helpers of government and

private schools. This signifies that government and private schools helpers differ significantly on the scores of child rights attitudes.

<b>Table 5 : Mean and 't' value of knowledge and attitudes of child rights among helpers</b>			
Level	Government school helpers	Private school helpers	t-score
	Mean±S.D	Mean±S.D	
Knowledge	30.50±8.78	30.76±8.79	-.117**
Attitude	35.36±7.16	34.86±6.68	0.279**

\*\* highly significant at 0.01 level

### **Conclusion :**

School personnel 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 child rights knowledge in their children to strengthen the knowledge of child rights and to make them well equipped to face the challenges of future.

The results of the study showed that majority of the school personnel were having average level of knowledge regarding child rights. Most of the government school personnel were having average level of attitudes of child rights. Majority of the private school personnel were having high level of attitudes towards child rights. There was an insignificant difference was found on knowledge of child rights between government and private school personnel. A highly significant difference between attitudes towards child rights among government and private school personnel. Mean scores of administrative officers and teachers in government schools are higher than administrative officers and teachers of private schools on knowledge of child rights. Mean scores of helpers in private schools is higher than helpers of government schools on knowledge of child rights. t- score shows that there was highly significant difference between teachers and helpers on knowledge of child rights. Result shows that mean scores of teachers and helpers in government schools are higher than teachers and helpers of private schools on attitudes towards child rights. There was highly significant difference was found on attitudes of child rights between teachers and helpers.

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KNOWLEDGE & ATTITUDES TOWARDS CHILD RIGHTS

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