

A Study Of Attitude Of X Standard Students Towards Rights Of Children

Author : **Dr.Keerti Singh**
Designation : **Assistant Professor, Department of Education**
Institutional Affiliation : **VardhamanMahaveer Open University, Kota, Rajasthan**
City : Kota
State : Rajasthan
Country : India
Email-Id : keertisingh@vmou.ac.in
Mobile number : 9413244031

INTRODUCTION: The child is believed to be a gift of God. They are valuable assets of any country as they are going to be the future citizens. Hence they require conducive climate to grow. They must be nurtured with care and affection, within the family and the society. The impact of any experience in the period of childhood remains life-long and it plays an important role in the personality development of the child. An environment of understanding, happiness and love is required for the full and harmonious development of a child.

But sometimes every child does not get the environment, atmosphere and facilities which s/he deserves. Unfortunately due to socio-economic factors, the incidents of neglect, abuse and deprivation, particularly, in the poverty afflicted sections of society have gradually increased. Apart from this they also become victims of injustice.

Such a scenario made it imperative to intervene for providing care and protection to children. They require special safe-guard and provision. Special rights for children were thus necessitated by virtue of the fact that children are physically and mentally immature and hence require special rights to protect them and meet their unique needs. Looking into this aspect UN General Assembly adopted the ten-point Declaration on the Rights of the child on Nov 20, 1959. Indian government also made provisions to provide the children their rights and protect them from injustice. It is evident through the present scenario of child labourers, Child trafficking, child abuse, child illiteracy, Child prostitution and child abduction that the child rights are not being observed. Violations of children's right are not limited to the poor and downtrodden. These happen in middle class and elite homes too, albeit in different forms, and the silence around these is even deeper.

However, it is unfortunate, that the children are hardly aware of their rights, not only children, society as a whole remains ignorant about these and the administrators and bureaucrats connected with the supervision of children and their interest hardly do anything about it. The child, on the whole, remains neglected, whether it is in the developed world, developing world or the underdeveloped world. The suffering and agony is only a matter of degree. We are proud of INDIA to be a fully humane country but if the future of the country is not nurtured properly then achievement of this goal will be a big question. The CRC-Country Report India, Feb 1997, also states "Unless the life of the child in the family and community improves, all developmental efforts would be meaningless. There is, therefore, a need to raise awareness and create an ethos of respect for the rights of the child in society to meet his/her basic developmental needs."

The best mean to bring awareness among people is education. The role of education in the development of children is very crucial. In the history of mankind, education has formed a basis for the development of human society. Through development of attitudes, values, capabilities both of knowledge and skills, education provides strength and resilience to people to respond to changing situations and contribute to the societal development. Thus education leads society towards betterment. Educating children about their own rights has now become essential as people who know their rights are better able to claim them. Hence there arises a dire need to educate the children on Child Rights and society at large.

HISTORICAL PERSPECTIVE AND EVOLUTION OF CHILD RIGHTS: Although children are regarded as God's Apostle who come to this earth bringing messages of God. In fact only during this era "children have been discovered". Children were not regarded as separate entities with distinct interests and attitudes and were taken for granted. Offspring were not documented on their own rights and were looked upon as assets that could be fingered in any way. They were taken as merely the members of the family not of the society as a whole. They had to suffer or enjoy their lives according to the status and condition of their parents. They had to live life dictated by parents and society.

It was perhaps Englantyne Jebb of England who first started an international movement for providing the child with a status. The debates she initiated culminated in Declaration adopted by the League of Nations on Sep 26, 1925. But unfortunately the Declaration could not be given effect to as the league itself died. It was only in the decided the fifties of the twentieth century that the UN decided to draft once again a charter rights of the child and after certain modifications it was adopted unanimously at a plenary sessions of the UN General Assembly on Nov 20, 1959. According to the UN Declaration, a child has to be given 10 basic rights as follows:

1. The child shall be brought up in a spirit of understanding, friendship, peace and universal brotherhood and shall not be exposed to racial, religious or other forms of discriminations.
2. The child shall be protected against all forms of neglect, cruelty, exploitation and traffic and shall not be permitted to be employed before appropriate age.
3. The child shall, in all situations, be amid the first to obtain relief, safety and assistance.
4. The child is entitled to free and compulsory elementary education and such an education as in his best interest and for which parents are to be responsible.
5. The child is entitled to grow up in an atmosphere of affection and moral and material security, with public authorities taking care of children without families or other support.
6. The physically, mentally or socially handicapped child shall be entitled for special treatment, education and proper care.
7. The child shall have rights to adequate nutrition, housing, recreation and medical services, including special health care and protection and parental and postnatal care for mother.
8. The child shall be allowed to a name and nationality.
9. The child shall enjoy special security to be able to grow in every way in circumstances of liberty and self-esteem.

10. All children irrespective of their race, colour, sex or creed of their parents shall be entitled to these rights.

The 1959 Declaration of the Rights of the Child was not comprehensive in nature so to encompass all the dimensions, in 1989 Convention on the Rights of the Child was adopted by UN. The Convention has 54 Articles divided into three parts.

Further these rights are categorised under four categories viz. Survival, Protection, Development and Participation.

These are:

- 1. Right to survival:** That includes the right to life, the highest attainable standard of health, nutrition and adequate standard of living. It also includes the right to name and nationality.
- 2. Right to Protection:** That includes freedom from all forms of exploitation, abuses, inhuman or degrading treatment and negligence including the right to special protection in situation of emergency and armed conflict.
- 3. Right to Development:** That consists of the rights to education support for early childhood, development and care, social security and right to leisure, recreation and cultural activities.
- 4. Right to Participation:** That comprises reverence for the views of the child, independence of manifestation, access to suitable information and liberty of thought, agreement and religion.

Despite of lot of provision nationally and internationally children become victims of violation of rights from micro level to macro level. Violations of rights are not restricted to poor and downtrodden but it happens in elite homes too but in different form. So making children aware about their rights and shaping positive attitude will definitely make difference.

ATTITUDE

Attitude has been defined in a number of ways. The simplest definition is that it is a feeling for or against something Allport (1935) defines it as a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individuals responsive to all objects and situation with which it is related.

CHARACTERISTICS OF ATTITUDE

- Attitudes are socially formed, cultural experience and training of an individual will affect the nature of attitude towards objects or situations hence they are relational.
- Attitudes are purely learnt, rather than being innate or a result of constitutional development and maturation (McGrath 1964, Sheriff & Sheriff 1950)
- Attitudes possess varying degrees of interrelatedness to one another (McGrath 1964)

RATIONALE

- "To look into some aspects of the future; we do not need projections by supercomputers. Much of the next millennium can be seen in how we care for our children today. Tomorrow's world may be influenced by science than and technology, but more than anything, it is

already taking shape in the bodies and minds of our children" (Kofi A Annan, Secretary, General of the UN, 1997)

Children are supremely important national asset. No nation on this globe can ignore the responsibility to ensure the proper growth and development of children as the future of the country lies within them. Respect of the rights of all individual in the society is the foundation of liberty, justice development and peace in the world: But present status of children shows that their rights are not being observed up to full extent. We have already seen that rights are violated not only of those children who are poor, street children, orphan, disabled, illegitimate etc. in society/community at large but also in home, neighbourhood and school too. Children, whose basic needs and fundamental rights are denied, cannot be expected to mature into caring, productive adults, who will respect the rights of others. Violation of rights is not only the cause of personal sufferings; they also sow the seeds for political and social unrest and violent conflict which in turn disturbs the harmony of society.

Universal ratification undoubtedly creates a significant global movement for children, leaving universal implementation as the ongoing challenge. Translating the commitment into action to improve the lives of children is a task that is incumbent on everyone. It can only achieve reality when respected by everyone - within the family, in school and all other public and private places. Also children themselves need to know what rights they are entitled to empathise with those whose rights have been denied, and to be empowered to take action on behalf of their own rights and those of others. Learning about CRC is one way to begin as people who know their rights are better able to claim them. Making the convention and its provision widely known is therefore an essential step in promoting child rights. Education can be used as a potent medium for the purpose.

"Education is a fundamental human right and a prime means in the promotion of child rights. Child — rights education is intended to be a life-long process by which people at all level of development and in all strata of society learn to respect for the dignity of others and the means of ensuring that respect in all societies. Child rights education implies that education which enables an individual to understand his/her rights."

(United Nations)

Bringing awareness at all levels of society has now become an essential pre-requisite for creating a culture of Human Rights for children. If we want to create Human Right culture for children and right — respecting citizens who have respect for rights of others and knowledge about same then we need to make them aware and teach them about it. Society as a whole needs to sensitize about the plight of children.

The review of the studies, viz Whistler (2006) and Study on Child Abuse (2007) emphasis that more researches should be conducted in the area of child rights to generate awareness. Also the study conducted by Desai (2007) found that computer enabled educational program was effective in bringing about awareness on child rights among student-teachers. Majority of the student-teachers (56.52%) were strongly agreed that such types of packages are useful for parents, teachers and school children. This area has been untouched by the researcher in field of education, while it

requires due focus. Also present scenario, problems, and issues made it imperative to intervene in this area.

STATEMENT OF THE PROBLEM: A Study of Attitude of X Standard Students Towards Rights of Children

OBJECTIVES OF THE STUDY:

1. To construct a scale to measure the attitude towards the Rights of Children.
2. To measure the attitude of X standard students towards Rights of Children.

HYPOTHESIS

1. There will be no significant difference between mean attitude scores of control group and experimental group post intervention.

POPULATION OF THE STUDY

All the secondary schools of Rajasthan State constituted the population.

SAMPLE OF THE STUDY

- Two English medium schools Rajasthan following CBSE syllabus were selected by convenient sampling.
- All the students of standard X from the selected school constituted the sample. Selections of students were done by cluster sampling.

DELIMITATION OF THE STUDY

The study is delimited to English medium secondary schools of Kota city following CBSE syllabus. Design of The Study The study was an intervention programme employing experimental group, control group post-test design.

TOOL FOR THE STUDY

• **ATTITUDE SCALE**

Five point Likert — type attitude scale was constructed by the researcher to study the attitude of students towards rights of children i.e., toward their individuality, autonomy, participation, freedom, consideration of their opinion and their interest. The researcher tried to frame at least one statement on each Article of the Convention. For the purpose researcher carefully read entire convention many times. Related articles and literature were also reviewed. Then statements were formed keeping in mind the gist of each Article of Convention. Statements were marked as positive and negative statements based on the impact that they could make on the students. The first draft of Attitude scale was consisted of fifty statements which were implemented on 200 students of four different schools. Scoring procedure was done according to the polarity of statements and total score was obtained for each student by adding scores on fifty statements. Obtained 200 scores were organized in ascending order and 25% of top & bottom scores were sort out. Then statement-wise analysis was carried out for all the 50 statements. t- value was computed for each statement and

only those statements were retained for which t-value was found significant. This way 33 statements were retained for final draft. This attitude scale was implemented on both control and experimental group.

DATA COLLECTION: Researcher first administered Education programme on child rights on students of experimental group. The programme was implemented during 15 to 17 days, half an hour daily. After implementation of the programme attitude scale was administered. Attitude scale was implemented on control group too without any treatment.

DATA ANALYSIS: Data collected through attitude scale were analysed by obtaining scores for each student of both the groups. Then mean, median, mode, SD, skewness and kurtosis were computed for both the groups.

FINDINGS OF THE STUDY:

On the basis of analysed data following findings were drawn out. Null hypothesis — 'There will be no significant difference between mean attitude scores of control group and experimental group post intervention' was rejected. It means there was significant difference in mean attitude score of control group and experimental group.

Group	Number of Students	Mean Scores	SD	SEm	df	t-value & significate level
Experimental Group	54	135.834	13.63	1.8376	124	4.1016
Control Group	72	126.916	9.92	1.161		0.01

Group	Number of Students	Mean	Median	Mode	SD	Skewness	Kurtosis
Experimental Group	54	135.834	138	148	13.63	-1.96804	5.38808
Control Group	72	126.916	128	129	9.92	-0.12018	-0.38466

Group	Highly Favourable Attitude (132 to 165)	Moderately Favourable Attitude (99 to 132)	Least Favourable Attitude (66 to 99)
Experimental Group	72.23%	24.07%	3.70%
Control Group	27.77%	72.23%	

At the 0.01 significant level, the table value of t against 124 degree of freedom is 2.62. Here calculated value of t is greater than table value of t. So, the null hypothesis is rejected.

Therefore, there is significant difference in mean attitude scores of control group and experimental group. Table 2 indicate overall attitude of X standard students of both the groups. The measures of central tendency — mean, median and mode of the distribution for experimental group are 135.834,

138 and 148, respectively, whereas for control group 126.916, 128, 129 respectively. This implies that attitude was normally distributed for control group as all the three values are almost equal, whereas, for experimental group the value of mode is slightly deviated from those of mean and median.

The average attitude of both the groups towards Rights of Children was 135.834 and 126.916, which were more than the average of the ideally maximum and minimum obtainable score (i.e. average of 165 & 33 = 99). But average attitude of experimental group is significantly greater than control group.

Further, to better understand the distribution of attitude of both the sample Skewness and Kurtosis were also computed. The calculated value of Skewness for experimental group and control group were -1.96804 and -0.12018 respectively. This means that distribution of attitude was negatively skewed as the score tend to trail off to the left or the negative end of the curve. The Kurtosis was calculated to be 5.38808 and -0.38466 for experimental group and control group respectively. It means that distribution is platykurtic for experimental group as calculated value of kurtosis is greater than standard value 0.263 of normal distribution curve. Further distribution is leptokurtic for control group as calculated value of kurtosis is less than standard value 0.263 of normal distribution curve.

Table 3 indicate that majority students (72.23%) of experimental group have highly favourable attitude towards Rights of Children whereas 27.77% students of control group fall under this category. Majority students (72.23%) of control group have moderately favourable attitude while 24.07% students of experimental group fail under this category. Only 3.70% students of experimental group have least favourable attitude towards Rights of Children, showing positive impact of Education programme in cultivating positive attitude of children towards Rights of their own.

Conclusion: From the present study it was found that students of X standard had moderately favourable to highly favourable attitude towards Rights of Children in case of control group whereas scenario is reverse in case of experimental group showing the positive impact of implemented Education Programme on Rights of Children in shaping the attitude of students. It has significant positive impact on students of experimental group.

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