

Awareness of Human Rights Among Different Teaching Professional in Warangal District- A Study

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Abstract

Human right education is of immense use in the present day society in which people of different castes, creeds, religion and cultures live together. Our constitution bestowed some rights and value i.e. respect for human dignity and social integrity. Even basic human rights concepts, which are integrated in various textbooks of the primary and secondary schools of the country, and also taught in the teacher education institutions. The country has more than six million teachers working at different levels of school and college education and an equally huge network of teacher education institutions to meet the needs of teacher preparation for the country. The aim of the study was to assess the awareness levels on human rights among teaching professionals. The survey was conducted on 112 teaching professionals of Warangal district of Telangana state. Self made tool was developed for the study. Results shows that moderate levels of awareness on Human rights noticed among teaching professionals. Locality, management wise of teaching professional no significant difference on human rights awareness.

Human right is a global phenomenon. Rights are inherent in nature and have come up in our society over the years. Human rights refers to the fundamental freedoms and basic liberties without which men, women and children cannot live with respect and dignity. We all live in a society and all our activities revolve round this societal system. People's right are regulated by rule of law and it is the duty of the government to enforce and protect these rights and fundamental freedoms irrespective of their caste, creed, race, sex, religion and place of birth.

Education for human rights is an important facet of UNESCO, whose Constitution imposes the obligation to further universal respect for justice, the rule of law and human rights and fundamental freedoms. In order to promote human rights education, UNESCO adopted in 1974 a specific normative instrument and in the following years, along with many other activities, organized three major international meetings on this subject

The curriculum frame work prescribed for various teacher preparation programme of the country promotes the inclusion of themes related to various human rights that the teachers are expected to integrate at the school level. The 1998 framework of Teacher Education Curriculum developed by National Council of Teacher Education is anchored firmly on the view that the teachers themselves should internalize the values of justice , liberty, equality and secularism.

The vision of teacher education under National Curriculum Frame work 2005 is that teacher education programs prepare the teachers for the role of being an "encouraging, supportive and human facilitator in teaching and learning situations to enable learners to discover their talents in teaching and learning situations to enable learners to discover their talents, realize their physical and intellectual potentialities to the fullest, and to develop character and desirable social and human values to functions as responsible citizens".

The brief description of teacher education curriculum in India suggests that Indian teachers are expected to be well equipped with 3As(Awareness, Analysis and Action) of human rights once they come out of teacher education institutions and have the necessary skills to indentify and translate into action the values and concerns related to human rights hidden in the text using the integration approach.

Importance of the study: Across the globe many nations are actively involved in Human Rights Education. those who are likely to join the teaching profession have hardly been exposed

to human rights education philosophy or techniques. The teachers will learn and teach how to infuse human rights components in the subject of study and then taking it down to the classroom to inspire students to acquire knowledge and capacity from rights-based perspectives. Hence the researcher wants to study human right awareness among different teaching professionals because it is important to every person to know their rights, duties and responsibilities.

Statement of the Problem

"Awareness of Human Rights among Different Teaching professional in Warangal District- A Study"

Objectives of the Study

The present study aims at achieving the following objectives:

1. To find out whether there is any significant difference in the levels of Human rights awareness among different Teaching Professionals in Warangal district.
2. To find out whether there is any significant difference in Teaching Professionals Awareness on Human rights with respect to Gender.
3. To find out whether there is any significant difference in Teaching Professionals Awareness on Human rights with respect to Management.
4. To find out whether there is any significant difference in Teaching Professionals Awareness on Human rights with respect to Locality.

Hypotheses of the study

In order to achieve the above mentioned objectives of the study, the following hypotheses were subjected to empirical verifications.

1. There is no significant different among different Teaching Professionals Level of Awareness on Human Rights.
2. There is no significant difference between the Male and Female Teaching Professionals Level of Awareness on Human Rights.
3. There is no significant difference between the Government and Private Teaching Professionals Level of Awareness on Human Rights.
4. There is no significant difference between the Urban and Rural Teaching Professionals Level of Awareness on Human Rights.

Methodology

Simple Random Sampling Technique was adopted for the present study. The investigator was selected 112 different teaching professionals working in Government and Private educational institutions in Warangal district. While selecting the sample, the variables of the study like teaching professionals gender, type of management and locality were taken into consideration.

Development and administration of the Tool

The investigator developed the tool, form the relevant studies taken-up and from the objectives of the present study. The initial tool consisted of 55 items, after the pilot study the tool consisted of 40 items, the tool possessing the content and face validity and reliability, the reliability of coefficient was 0.71. The tool was administered to 112 teaching professionals of Warangal district, Data collected from 30 Secondary school teachers, 30 Junior college teachers, 30 Degree college teachers and 22 are form Teacher Educators.

Statistical Analysis

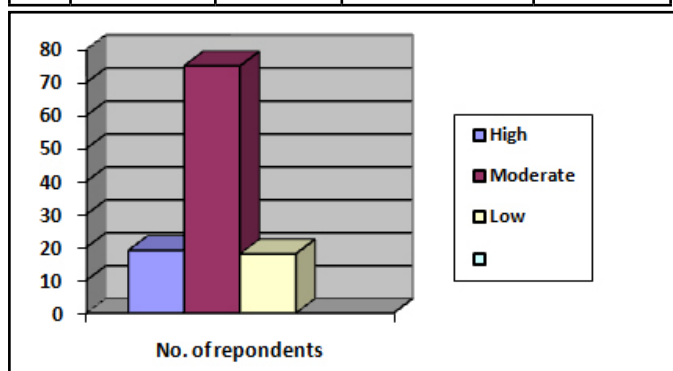
For analyzing the data, statistic techniques namely Mean, SD, and t test were applied.

Testing of hypothesis

Hypothesis - I: There is no significant difference among different teaching professionals with regards to level of awareness on Human rights.

Table-1: Level of Awareness among teaching professionals

Sl. No	Score	Level	No. of respondents	Percentage
1	Above 30	High	19	17%
2	B/W 15-29	Moderate	75	67%
3	Below 15	Low	18	16%



From above graph and table-1, it clearly shows that 17% high, 67% Moderate and 16% are low level of awareness among the teaching professionals, finally it indicate that most of teaching professionals are moderate level, in contrast to the study of the saroj pandy(2003) 70% of teachers are lack of awareness on human rights.

Mean value obtained by the Teachers are 20.5, Jr. Lecturers are 23, Degree lecturers are 23.66 and Teacher educators are 25.72, so it clearly shows that significant difference among the teaching professional noticed.

Hypothesis-II: There is no significant difference between the male and female teaching professional with regards to awareness on Human rights.

Table 2: Mean, Standard Deviation and t-values for the Awareness on Human rights between Teaching professionals Gender

Sl. No	Gender	Mean	S.D	t-Test	Level of significance	Results
1	Male	24.78	6.55	2.58	0.05	Significant
2	Female	21.3	7.68		0.01	Not Significant

The above table-2 shows that the Mean value obtained by the Male teachers are 24.78, the female teachers are 21.3 respectively. This clearly shows that there is a significant calculated difference between the gender. The calculated t- value is higher than the t table value 1.98 at 0.05 level. So it is significant, Null hypothesis is rejected. The calculated t- value is 2.59 is less than the t able value 2.68 at 0.01 level, so is not significant. Null hypothesis is accepted at 0.01 level. Tiwari, K. K & Tiwari Sarika(2012), Srivastav, Rajesh Kumar(2011) also found that Male and female adolescents differ significantly in their attitude towards human rights.

Hypothesis-III: There is no significant difference between the government and private teaching professionals with regards to awareness on Human rights.

Table 3 : Mean, Standard Deviation and t-values for the Awareness on Human rights between Teaching professionals Management

Sl. No	Type of management	Mean	S.D	t-Test	Level of Significance	Result
1	Government	22.42	6.76	0.89	0.05& 0.01	Not Significant
2	Private	23.66	7.93			

The above table shows that the Mean value obtained by the government teachers are 22.42, the Private teachers are 23.66 respectively. The calculated t- value 0.89 is less than the table value, so it is not significant at both levels.

Hypothesis-IV: There is no significant difference between the rural and urban teaching professional regards to awareness on Human rights.

Table 4 : Mean, Standard Deviation and t-values for the Awareness on Human rights between Teaching professionals Locality

Sl. No	Locality	Mean	S.D	t-test	Level of significance	Result
1	Rural	22.8	7.31	0.32	0.05 & 0.01	Not Significant
2	Urban	23.3	7.42			

The above table-4 shows that Mean value obtained by the Rural are 22.8, the urban are 23.3 respectively. The calculated t- value 0.32 is less than the table value at 1.98 at 0.05 and 2.68 at 0.01 level. So it is not significant at both levels. Hence Null Hypothesis is accepted.

Educational implication of the study

Human right education is of immense use in the present day society in which people of different castes, creeds, religion and cultures

live together. Our constitution bestowed some rights and value i.e. respect for human dignity and social integrity. Even basic human rights concepts, which are integrated in various textbooks of the primary and secondary schools of the country, and also taught in the teacher education institutions. The country has more than six million teachers working at different levels of school and college education and an equally huge network of teacher education institutions to meet the needs of teacher preparation for the country.

The study conclude that moderate level of awareness among teaching professionals, locality and management wise of teaching professional no difference in human right awareness noticed in this study.

References

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