

## A Comparative Study of Human Rights Awareness Among Teachers

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### Abstract

The unique expression of human nature is education. It is the treasure that can be kept safe from destruction. It guarantees material happiness and pleasure. It is the educator of educators. Everywhere and at all times, education serves the same basic goal.

Objectives were to study the extent level of Human Rights awareness among Secondary School teachers in secondary schools, compare Human Rights Awareness among male and female secondary school's teachers in State board and in CBSE board and to compare Human Rights Awareness among secondary schools' teachers in state board and CBSE board. The research was limited to 2 state board school and 02 CBSE board school, total 04 Schools. Samples were 94 secondary teachers. Descriptive Survey method using the Rating scale of Human rights.

Significant difference between Human Rights Awareness among male and female secondary schools' teachers in State board. Human Rights Awareness among male secondary schools' teachers in State board score was 78.64% compared to female teachers in State board. Significant difference between Human Rights Awareness among male and female secondary schools' teachers in CBSE board. Human Rights Awareness among male secondary schools' teachers in State board score was 82.29% compared to females 86.01%. Significant difference between Human Rights Awareness among secondary schools' teachers in CBSE board and CBSE board. Human Rights Awareness among secondary schools' teachers in State board score was 77.90% compared to State board score which was 84.25%.

*Keywords: Comparative, Human Rights, Awareness, Teachers*

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## **Introduction**

With their greatest discoveries and interventions, modern humans are unintentionally and wilfully moving apart from one another and towards destruction. He or she established borders for the separation of property and a social hierarchy to ensure social stability and mobility out of a desire to extend their territory, amass money, and fear of assault. Increasingly egotistical, the egalitarian society. Someone's rights are violated, which is against the law because they should always be respected and never infringed upon. These 'loss of life' infractions resulted in revolutions, carnage, loss of life, property, peace, etc.

These results have instilled widespread fear of misery and destruction over the entire world. Two major wars that shook human hearts, brought destruction, dread, and the knowledge that human rights and dignity should be respected as a result of the spread of evil design marked the 20th century. Great intellectuals, statesmen, leaders, poets, social reformers, etc. from all over the world have been working to spread the idea of "universal brotherhood" or "happiness to all" from the dawn of time.

The treatment of people who are towards the bottom of the human heap is the ultimate indicator of whether a society can legitimately be referred to as civilized, according to Paul Sieghart. As is well known, efforts to ensure respect for human dignity have been present throughout human history. For the first time, "Human Rights" were officially acknowledged by legislation in the Universal Declaration of Human Rights. The Universal Declaration of Human Rights was ratified by the United Nations on December 10, 1948, and it reiterates the freedoms and rights that are necessary for maintaining human dignity as a universal benchmark for success for all individuals from all nations.

## **Need of the study**

Everyone, including young children, parents, teachers, principals, educators in all disciplines, police, military officials, doctors, and nurses, has to be educated about human rights. Those who hold public office, whether elected or appointed, include lawyers, prosecutors, judges, generalist social workers, members of corporate houses, the financial industry, businessmen of all sizes, landowners, landlords, and traditional and religious leaders. Human rights education is necessary for anybody whose decisions or policies have an impact on the lives of many people.



By conducting this research, we can design a new educational system that teaches everyone equally, regardless of caste, colour, occupation, race, sex, location, etc. It can also raise awareness of basic rights & obligations. The researcher had visited numerous secondary schools in the Thane district. Engaged in informal conversations with higher secondary school instructors. The researcher has established the following study question since it was discovered that teachers are not very knowledgeable about human rights in a better context, which is essential for instilling values in students.

### **Research Methodology**

The study is comparative study which will be conducted on 94 secondary school teachers teaching in four schools out of which two are state board and two are CBSE board. A descriptive survey method was used in the study. The tool used was Rating scale of Human Rights awareness for teachers. The scoring, on the level of the human rights awareness scale was done five-point rating scale some of the items were positively worded and some were negatively worded. The reliability of the tool was 0.83. The Schools have been selected randomly and Teacher has selected by cluster sampling. Only secondary school and Teacher are used for the present study.

### **Results**

#### **There is significant difference between Human Rights Awareness among male and female secondary schools' teachers in State board**

Human Rights Awareness among male secondary schools' teachers in State board score is 78.64% has obtained low level. Human Rights Awareness among female secondary schools' teachers in State board score is 78.64% has obtained high level.

#### **There is significant difference between Human Rights Awareness among male and female secondary schools' teachers in CBSE board**

Human Rights Awareness among male secondary schools' teachers in State board score is 82.29% has obtained low level. Human Rights Awareness among female secondary schools' teachers in CBSE board score is 86.01% has obtained high level.



**There is significant difference between Human Rights Awareness among secondary schools' teachers in CBSE board and CBSE board.**

Human Rights Awareness among secondary schools' teachers in State board score is 77.90% has obtained low level. Human Rights Awareness among secondary schools' teachers in State board score is 84.25% has obtained high level.

**Hypothesis-I**

**There is no significance difference between Human Rights Awareness among male and female secondary schools' teachers in State board.**

Table 1: Difference between Human Rights Awareness among male and female secondary schools' teachers in State board.

State Board	N	Mean	Sd.	df	Obtained t-value	t-value	P-Value	Significant level
Male Teacher	18	208.42	9.58	39	2.26	0.05=2.02	0.0246	Significant at 0.05 level.
Female Teacher	23	235	4.38			0.01=2.71		

The 'P' Values have obtained as 0.0246 A p-value less than 0.05 is typically considered to be statistically significant, in which case the null hypothesis should be rejected. Therefore, there is significance difference between the Human Rights Awareness among male and female secondary schools' teachers in State board

The Null hypothesis is rejected at 0.05 levels and research hypothesis/alternate hypothesis is accepted.



### Hypothesis-II

**There is no significance difference between Human Rights Awareness among male and female secondary schools’ teachers in CBSE board.**

Table 2: Difference between Human Rights Awareness among male and female secondary schools’ teachers in CBSE board.

CBSE Board	N	Mean	Sd.	df	Obtained t-value	t-value	P-Value	Significant level
Male Teacher	25	218.07	8.38	51	2.07	0.05=2.01	0.045	Significant at 0.05 level.
Female Teacher	28	227.93	8.61			0.01=2.68		

The 'P' Values have obtained as 0.045 A p-value less than 0.05 is typically considered to be statistically significant, in which case the null hypothesis should be rejected. Therefore, there is significance difference between the Human Rights Awareness among male and female secondary schools’ teachers in CBSE board.

The Null hypothesis is rejected at 0.05 levels and research hypothesis/alternate hypothesis is accepted.

### Hypothesis-III

**There is no significance difference between Human Rights Awareness among secondary schools’ teachers in state board and CBSE board.**

Table 3: Difference between Human Rights Awareness among secondary schools’ teachers in state board and CBSE board.

Secondary schools teachers	N	Mean	Sd.	df	Obtained t-value	t-value	P-Value	Significant level
State board	41	206.44	27.29	92	2.46	0.05=1.99	0.014	Significant at 0.05 level.
CBSE board	53	223.27	9.78			0.01=2.63		



The 'P' Values have obtained as 0.014 A p-value less than 0.05 is typically considered to be statistically significant, in which case the null hypothesis should be rejected. Therefore, there is significance difference between Human Rights Awareness among secondary schools' teachers in state board and CBSE board.

The Null hypothesis is rejected at 0.05 levels and research hypothesis/alternate hypothesis is accepted.

## **Conclusion**

The present investigation "A comparative study of human rights awareness among teachers." was undertaken keeping in view the following objectives.

- a. To study the extent level of Human Rights awareness among Secondary School teachers in secondary schools to compare Human Rights Awareness among male and female secondary schools' teachers in State board.
  - b. To compare Human Rights Awareness among male and female secondary schools' teachers in CBSE board, to compare Human Rights Awareness among secondary school's teachers in state board and CBSE board.
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1. There was significant difference between Human Rights Awareness among male and female secondary schools' teachers in State board. The Female teacher score has obtained high level and Male teacher score has shown low level.
  2. There was significant difference between Human Rights Awareness among male and female secondary schools' teachers in CBSE board. The Female teacher score has obtained high level and Male teacher score has shown low level.
  3. There was significant difference between Human Rights Awareness among secondary school's teachers in state board and CBSE board. The CBSE board secondary teacher score has obtained high level and state board secondary teacher score has shown low level.

Awareness of human rights contributes to one's overall development. Students will acquire a human perspective, respect for reciprocal cooperation, and an awareness of the world. Students will learn about human attitudes, the democratic system, social justice, and community service. Students will grow in terms of their humanity. A tolerance for the average person can be built



using the research papers that have been presented. so that human rights are not violated. Teachers will gain knowledge of human rights and be able to instil a passion for them in all students.

Students should be made aware of the importance of human rights education for the growth of their social, political, cultural, intellectual, and civic strength by suggesting that it be made a mandatory part of the curriculum and by carefully reading the research that has been presented. Policymakers and implementers shall be able to think about issues relating to human rights breaches thanks to this research study. By understanding his rights and being always conscious of the need to uphold human dignity, the administrator will be able to limit the excesses of administration.

The primary goal of the research study that is being given is to familiarize the generation that received human rights education with human religion, human duty, and human rights. It will be able to enable complete and successful policy-making for those in charge of societal development's educational policies. The topic of human rights is vast and yet needs to be widely discussed. In order for each member to adopt the ideals and ideology of this educational system and be able to transmit them so that they may understand the concept of knowledge, this trio is necessary—not for their originality—but rather to introduce them to ideas and socialize people.

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