



## **Full Length Research Article**

### **A COMPARATIVE STUDY OF HUMAN RIGHTS AWARENESS AMONG RURAL AND URBAN HIGH SCHOOL STUDENTS**

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#### **ABSTRACT**

The present study was undertaken to study the human rights awareness among the students of 10<sup>th</sup> class belonging to Govt-aided and private schools of rural and urban area of Distt. Moga of Punjab State. Descriptive survey was used to conduct the study. T-test was applied to compare the results. The major finding of the study reveals that more than 52% of 10<sup>th</sup> class students are aware about human rights. Urban area students are slightly more aware about human rights as compared to the rural area students. Male students are also slightly more aware about human rights as compared to female students.

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#### **INTRODUCTION**

Man is a social animal. An individual can achieve full development of his personality by proper association with all other human beings. So his rights are not coterminous with his free desires, but can only exist insofar as they do not impinge upon the rights of the rest of the community. Thus, rights imply duties. In other words, duties can be described as the "rights" of the community against the individual. Many civilizations have sought to bring about and promote social order and harmony not by setting forth the rights of the members of the community but by framing rules of social behaviour in terms of duties. But today, the growth of modern state system has changed the lives of human beings almost everywhere. Therefore, an approach to realization of rights through emphasis on duties could prove to be counterproductive. Such education requires the adoption of a human rights-based approach to education, which promotes both "human rights through education", ensuring that all the components and processes of education-including curricula, materials, methods and training-are conducive to the learning of human rights, and "human rights in education", ensuring that the human rights of all members of the school community are respected and human rights are practiced within the education system.

#### **The World Programme for Human Rights Education**

In 2004, the international community launched the World Programme for Human Rights Education (2005-ongoing) to advance the implementation of HRE programmes in all sectors and as a follow-up to the United Nations Decade for Human Rights Education (1995-2004), and decided to focus its first phase (2005-2009) on the integration of HRE in the primary and secondary school systems. A related plan of action was adopted in 2005 by the United Nations General Assembly. We celebrate human rights day every year on 10<sup>th</sup> December and this should not be the only source which our children should know about human rights. The young mind needs enlightenment rather than intellectual information about the human rights. Human rights education implies the learning and practice of human rights further human rights education practice opportunities for young people to develop and practice the skills to respect human rights. So, the present study will be undertaken with a purpose to probe into human rights awareness among rural and urban high school students. We celebrate human rights day every year on 10<sup>th</sup> December and this should not be the only source which our children should know about human rights. The young mind needs enlightenment rather than intellectual information about the human rights. Human rights education implies the learning and practice of human rights further human rights education practice opportunities for young people to develop and

practice the skills to respect human rights. So, the present study will be undertaken with a purpose to probe into human rights awareness among rural and urban high school students. Kumar (2009) undertook a survey on human rights awareness among teacher trainees. The analysis of data had resulted in very interesting conclusion. The objective of the study was to conduct a survey of the awareness level of teacher trainees who are be the facilitators of human rights in their classrooms. It was found that teacher trainees generally lack the awareness of even basic human rights concept, which integrated in various text books of the primary and secondary schools of the country. Therefore human rights education needs to have an important place in the teacher education curriculum.

Katoch (2011) undertook a study on human rights awareness among college students and observed that gender-wise and locality wise there was significant difference in the awareness of college students about human rights. Male and college students were more aware about human rights as compared to female students. Streams students were more aware than social science stream students. Kumari (2012) conducted a study of human rights awareness among secondary school trainees of Himachal Pradesh, observed that rural and urban secondary teacher trainees differ significant in their awareness about human. Gender wise secondary teacher trainees differ significant in their awareness. Males were more aware about human rights than females. Padmavathy (2012) conducted a study "human rights awareness of university students" and observed that male and female students were not differ significantly in their human rights awareness levels. This finding contradicts the finding of Kumar (2002), Kumar (2002) and Tiwari and Tiwari (2012). It was also found that arts and science post-graduate students were not differing significantly in their human rights awareness levels.

Parmar (2013) found that male teacher educators and student teacher had more awareness about human rights than female teacher educators and student teacher while conducting a study on "Human Rights awareness of teacher educators and student teachers". Jayaraman (2013) found that the child rights awareness of primary school teachers was not differ based on gender and locality. The study was conducted on a topic "Child Rights awareness among primary school teachers in Tiruchirappalli". Srivastav R (2014) undertook a study on "Adolescents' attitude towards human rights in relation to their personality variables." The findings of the study revealed that (I) Male and Female adolescents differ significantly in their attitude towards human rights (II) There was no significant interaction effect of sex and different types of personality factors. Kumar V and Sivakumar (2014) found that male and female B.Ed student teachers differ significantly in respect of their awareness of human rights. The awareness of human rights of B.Ed. student's teachers was found to be low level. Arts and science student teachers did not show significant difference in their awareness of human rights.

Aggarwal (2014) undertook a study with the Title "A comparative study in human rights awareness among the people of Agra City." The results indicated that there was no significant difference between male and female in their level of human rights awareness. Thus gender is not a factor, which affects their awareness level. Tharmasasseri, S. Sabu (2014) conducted a study on "Human Rights awareness of secondary school students on their wellbeing and found that boys and girls were not differ significantly with regard to human rights

awareness and school wellbeing of secondary school students. It is clear from the review of related research that a little amount of evidences are available with regard to human right awareness among high school students, particularly with reference to rural area schools. The findings are also not conclusive. It warrants further probe in this area.

### Objectives of the study

#### The study was undertaken with following objectives

- To study human rights awareness among high school students.
- To study human rights awareness among rural and urban high school students.
- To study human rights awareness among male and female high school students.

### Hypotheses

- Majority of students of high school are aware of human rights.
- There will be no significant difference among rural and urban high school students with respect to their awareness of human rights.
- There will be no significant difference among male and female high school students with respect to their awareness of human rights.

### Design of the study

The process of descriptive research is not merely gathering and tabulation of data but it also interprets the meaning and significance of what is to be described. It also involves in its measurement, classification, interpretation and evaluation. The descriptive method has been employed in the present investigation in the view of the above characteristics used for this method. For the collection of unknown data some instruments are used. These instruments are known as tools. The selection of suitable questionnaire (standardized tool) is of vital importance for successful research.

### Sample of the Study

A random sample of 100 students was taken in the present study. The target sample was students of 10<sup>th</sup> Class of high schools belonging to Govt-aided and private school of rural and urban areas of Distt. Moga.

### Tool used

A tool in the shape of a self prepared questionnaire was used to assess the awareness of Human Rights among 10<sup>th</sup> Class students of High Schools of Moga District.

### Statistical Techniques Used

**Descriptive Statistics:** Mean and standard deviation were used to analyze the data.

**Inferential Statistics:** 't' test was applied to compare the results obtained through descriptive statistics.

**Graphic Statistics:** Bar graphs were plotted to have a pictorial view of the data.

**Analysis and Interpretation:** After analysis of the data and their interpretation was done and result are reported as follows:

**Hypothesis I**

Majority of students of High Schools are aware of Human Rights. In order to verify hypothesis I, scores obtained by High School students on awareness scale of Human Rights were tabulated and entered in the Table 1, The result of the analysis is being shown in Table 1.

**Table 1. Showing Awareness Scores and their Percentage on Human Rights**

Awareness Scores	Frequencies	Percentage
1-7	21	21
8-14	20	20
15-21	35	35
22-28	15	15
29-35	9	9
Total	100	100

Table 1 reveals that 35 out of 100 students are falling in the class interval 15-21, which is maximum frequency. Table 1 further shows that 35% of them have awareness of Human Rights. For this purpose, Investigator made an attempt to find out the distribution of students in different categories. The raw scores thus obtained through Human Rights Awareness questionnaire for which mean is 8.40 and standard deviation is 3.987 was calculated in Table 1. After that above average, average and below average Human Rights awareness of 10<sup>th</sup> class students are identified with the help of formula mean ± S.D. The value of mean + S.D and mean -SD comes out to be 12 and 4 respectively. Percentage of students for different levels of Human Rights Awareness were calculated and entered in Table 2.

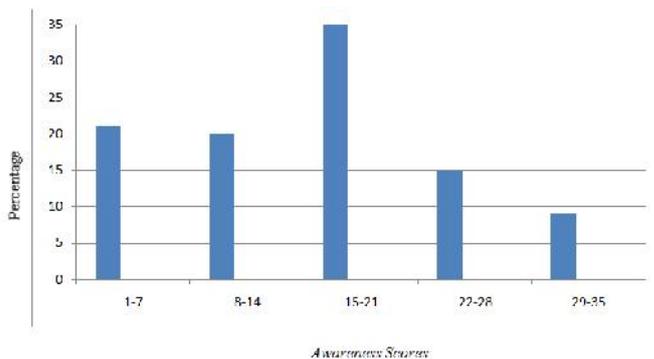
**Table 2. Showing Frequency Percentage of 10<sup>th</sup> class students according to their level of awareness of Human Rights**

Level of Awareness	Number	Percentage of Students
Below Average	18	18
Average	52	52
Above Average	30	30

On scrutiny of Table 2, it is clear that 18% of 10<sup>th</sup> class students have below average level of awareness of Human Rights. 52% of 10<sup>th</sup> class students have average level and 30% of students have above average level of awareness of Human Rights. On the basis of above results, it is clear that approximately 52% of 10<sup>th</sup> class high school students are aware of Human Rights. So, on the basis of above results it is clear that approximately 52% of 10<sup>th</sup> class high school students are aware of Human Rights. Hence, Hypothesis I, which states that, Majority of students of High Schools are aware of Human Rights stands accepted. The pictorial view of mean scores of majority of high school students of human rights awareness is shown in Fig No. 1. From the Figure No. 1, it is also case in favour of Hypothesis I, which states that Majority of High School Students are aware of Human Rights Awareness stands accepted.

**Hypothesis: 2**

- There will be no significant difference among rural and urban high school students with respect to their awareness of human rights.
- In order to test hypothesis – 2, awareness scores on human rights were obtained and entered into Table 3. The hypothesis was further examined by applying 't' test. The results of the analysis is shown in Table 3.



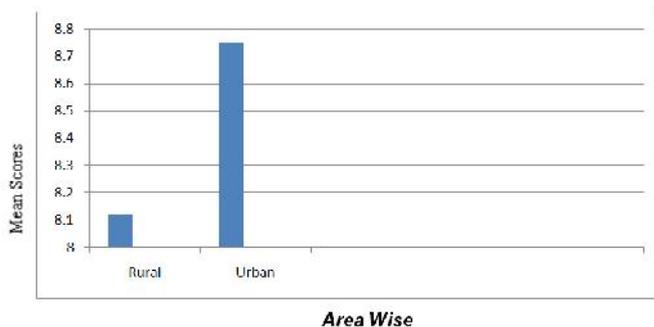
**Figure 1. Showing Percentage Distribution of 10<sup>th</sup> class students classified according to their level of Awareness of Human Rights**

**Table 3. Mean, standard deviation, t-value of high school students on awareness scores of Human Rights**

Area	N	Mean Scores	S.D	S.E <sub>D</sub>	t-value
Rural	50	8.12	3.20	.669	.941NS
Urban	50	8.75	3.50		

NS stands non significant.

Table 3 reveals that the value of 't' is .941, which is not significant, however, mean scores reveals that of urban area high school students (8.75) are slightly more aware regarding Human Rights as compared to Rural area students (8.12). The findings of present investigation are inconsonance with the results reported by Chabra (2005), who found that urban students were slightly more aware of human rights as compared to rural students, but over all response of awareness was poor. On the basis of above result, hypothesis – 2, which states that there will be no significant difference among rural and urban high school students with respect to their awareness of human rights stands accepted. The pictorial view of mean scores Rural and Urban High School students on Human Rights awareness is shown in Fig No. 2



**Figure 2. Mean awareness scores of Rural and Urban high school students on Human Rights**

Hence, hypothesis-2, which states that there will be no significant difference among rural and urban high school students with respect to their awareness of human rights stands accepted.

**Hypothesis – 3**

- There will be no significant difference among male and female high school students with respect to their awareness of human rights.
- In order to test hypothesis-3, awareness scores on human rights were obtained and entered into Table 4.

The hypothesis was further examined by applying 't' test. The results of the analysis is shown in Table 4.

**Table 4. Mean, standard deviation, t-value of high school students on awareness scores of Human Rights**

Sex	N	Mean Scores	S.D	S.E <sub>D</sub>	t-value
Male	50	8.50	3.82	.773	.776
Female	50	7.90	3.91		NS

NS stands non significant

Table 4 reveals that the value of 't' is .776, which is not significant, however, mean scores reveals that of male students (8.50) are slightly more aware regarding human rights as compared to female students (7.90). The findings of present investigation are inconsonance with the results reported by Kumari (2012), who found that male students were more aware of human rights as compared to female students. Male students have more awareness of Human Rights as compared to Female students because Male students are active and intensive reader of newspaper, magazines and moreover they get time to listen news etc. They have much knowledge about the latest information; on the other hand female students do not have much information and awareness regarding human rights. So on the basis of above results it is found that male students are more aware than female students regarding information of human rights, but result is not significant. Hence hypothesis-3 namely, There will be no significant difference among male and female high school students with respect to their awareness of human rights stands accepted.

## FINDINGS AND CONCLUSIONS

**On the basis of analysis and interpretation of data, following conclusions were drawn**

- It is clear that from the Table 2 that 18% of 10<sup>th</sup> class students have below average level of awareness of Human Rights, 52% of 10<sup>th</sup> class students have average level of awareness of Human Rights and 30% of students have above average level of awareness of Human Rights. Thus it can be concluded that more than 52% of 10<sup>th</sup> class students are aware about Human Rights.
- Rural and Urban area students do not differ significantly in their awareness of Human Rights, but urban area students are slightly more aware about human rights as compared to the rural area students (Table 3).
- Male and female students do not differ significantly with respect to their awareness of Human Rights, but Male students are slightly more aware about human rights as compared to female students (Table 4).

### Educational Implications

**The educational implications of the present study are**

- More efforts should be made at school level so that knowledge about human rights should be imparted in an organized way and be properly transacted.
- Daily newspaper and magazines should be strengthening.
- Practical strategies should be devised to impart values in schools.

- Students studying in schools should be made aware about their rights as human beings.

The present study is of great importance in the present scenario because its findings are totally relevant in the modern educational system. The awareness of Human Rights among High school students is of immense importance for the welfare of the society.

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