

RELATIONSHIP BETWEEN HUMAN RIGHTS AWARENESS AND VALUES AMONG SECONDARY LEVEL TEACHERS

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Abstract: This study has been undertaken to investigate human rights awareness among secondary level teachers in relation to teacher values. The sample for the study consisted of 495 teachers. Human Rights Awareness Test and Teacher Values Inventory were used as tools for the study. The findings of the study revealed existence of relationship between human rights awareness and few dimensions of values.

Keywords: Human Right, Awareness and Values, Secondary Level Teachers.

I. INTRODUCTION

'Human Rights' denote all those rights which are inherent in our nature and without which we cannot live as human beings (Chandra, 2002). It refers to the concept of human beings as having universal rights or status, regardless of legal jurisdiction or other localizing factors, such as ethnicity, nationality and sex. In other words, human rights as an eternal part of the nature of human beings which are essential for individuals to develop their personality, human qualities, intelligence, talent and conscience and to enable them to satisfy their spiritual and other higher needs. These are inalienable rights, which belong equally to all members of the human family and as such, should be protected by rule of law (Yadav, Yadav & Singh, 2009). India being a complex society is facing the violation of human rights at all levels due to un-acquaintance of the citizens with their rights and duties. Whenever there is breach of human rights, we generally accuse the administrative machinery; instead citizens should be made aware of these rights through education. This necessitates the introduction of Human Rights Education at all levels of teacher education. The analysis of teacher education curriculum at all levels reveals that much has to be done to train teachers and teacher educators to achieve the objective of introducing human rights education from pre-primary to higher secondary level of school education (Singh, 2009). The vision of a future where people will live together in harmony, tolerance and mutual respect is not something to dream about, but something to work and struggle for. Teachers are in the forefront of this battle. After the adoption of United Nation Charter 1945 and then the Universal Declaration of Human Rights in 1948, it has been strongly recommended that teachers should be well prepared to provide human rights education to their students. Totten (1985) opined that teachers should acquaint students with important human rights issues which are faced by the world today. But the sad plight is that all the teachers cannot teach about human rights with equal proficiency because some teachers even are not aware about their own rights and duties as a teacher or as a citizen. Therefore, teachers have to be provided training about contents and pedagogy of human rights. The teaching of human rights requires the teacher to play the role of a facilitator, active partner, researcher and curriculum developer etc. Hence, teachers should have in-depth knowledge about human rights and teaching skills required for practice of human rights in the school. The prospective teachers need to be well-versed in human rights issues. The National Curriculum Framework (2005) states, that, prospective teachers must be educated through critical pedagogy, so that they can socialize children into a value framework which promotes tolerance and respect for human rights. According to Sangeeta, Tiwari and Kumar (2007), human rights education is relevant for B.Ed. curriculum in order to develop awareness in teachers about human rights and realization of its significance in life; and in order to make teachers aware about the encroachment of human rights. Apart from teaching, teachers have to perform various additional roles in the society. They have to act as agents of change, modernization, cultural reconstruction and social development. For being a professional teacher there is a need of change in value system of the teachers. Teachers of all levels of education are today faced with the problem of imparting functional type of education to promote human values. Teacher's role is to initiate such education processes and involve students in such processes by which students develop their ability, attitude and other forms of behavior of practical life in the society in which they live. The influence of school environment is expected to enable students to obtain social competence and individual development. Such an expected influence largely depends upon teacher's positive role in creating and sustaining conducive environment of the school.

Unfortunately teachers are being criticized for not being committed to our age-old time tested value system. They often do not follow values in their own life. On the other hand, teachers have developed a wrong notion that in the subject centered education; there is no room for inculcation of ideals and values, especially of traditions in general. This is letting younger generation devoid of adequate understanding and appreciation of our traditions. Teachers often fail to resolve conflict between traditional and modern values. Teacher thus should see that students are growing in value awareness and experiencing enrichment of personality. Teacher should establish clear standards of behavior and encourage his students to behave towards himself, towards one another, and towards the whole community in an orderly and considerate way. The teacher should, therefore, develop a rational acceptance of these standards in his students and also the ability to discriminate the right from the wrong.

In order to strengthen the democratic wave of India people need to be aware of their rights and duties as given to them by the Indian constitution. It is the teacher only who can inculcate values and human rights awareness among students. But for this it is essential to investigate the teachers own human rights awareness. So the present study was conducted investigate the relationship between human rights awareness and teacher values among secondary level teachers.

II. Objectives of the Study:

The present study was conducted to achieve the following objectives:

1. To study the relationship between human rights awareness and teachers values among male secondary school teachers.
2. To study the relationship between human rights awareness and teachers values among female secondary school teachers.

III. Hypotheses:

Following hypotheses were formulated to achieve the above mentioned objectives:

1. There is no significant relationship between human rights awareness and teacher values among male secondary school teachers.
2. There is no significant relationship between human rights awareness and teacher values among female secondary school teachers.

IV. Research Methodology:

The study consists of two variables viz- human rights awareness and teacher values. In this the dependent variable is human rights awareness and the independent variable is teacher values. The sample for the study consisted of 495 secondary school teachers from Allahabad city. Human Rights Awareness Test developed by V. Sood and A. Anand was used for measuring human rights awareness among secondary school teachers and Teacher Values Inventory developed by H.L. Singh and S.P. Ahluwalia was used to measure teacher values. Product moment coefficient of correlation and were computed for the analysis of the data.

V. Results & Discussion:

Table 1

Value of coefficient of correlation between human rights awareness and values among male secondary school teachers

S.No.	Dimensions of values	N	r
1	Theoretical value	210	0.13
2	Economical value	210	0.56**
3	Aesthetic value	210	-0.60**
4	Social value	210	0.57**
5	Political value	210	-0.66**
6	Religious value	210	0.55**

** Significant at .01 level

Table 1 show that the value of coefficient of correlation between human rights awareness and theoretical value among male secondary school teachers is 0.13 which is not significant at .05 level. Thus, the null hypothesis that 'There is no significant relationship between human rights awareness and theoretical value among male secondary school teachers' can be accepted. It means that human rights awareness is not related to theoretical value among male secondary school teachers

Table 1 further show that the value of coefficient of correlation between human rights awareness and economical value among male secondary school teachers is 0.56 which is significant at .01 level. Thus, the null hypothesis that 'There is no significant relationship between human rights awareness and economical value among male secondary school teachers' can be rejected. Therefore, it can be inferred that there exists positive relationship between human rights awareness and economical value among male secondary school teachers. It means that as economical value increases, human rights awareness also increases among male secondary school teachers.

Table 1 also shows that the value of coefficient of correlation between human rights awareness and aesthetic value among male secondary school teachers is -0.60 which is significant at .01 level. Thus, the null hypothesis that 'There is no significant relationship between human rights awareness and aesthetic value among male secondary school teachers' can be rejected. Therefore, it can be inferred that there exists negative relationship between human rights awareness and aesthetic value among male secondary school teachers. It means that as aesthetic value increases, human rights awareness decreases among male secondary school teachers.

It is also evident from the table that the value of coefficient of correlation between human rights awareness and social value among male secondary school teachers is 0.57 which is significant at .01 level. Thus, the null hypothesis that 'There is no significant relationship between human rights awareness and social value among male secondary school teachers' can be rejected. Therefore, it can be inferred that there exists positive relationship between human rights awareness and social value among male secondary school teachers. It means that as social value increases, human rights awareness also increases among male secondary school teachers.

Table 1 also shows that the value of coefficient of correlation between human rights awareness and political value among male secondary school teachers is 0.66 which is significant at .01 level. Thus, the null hypothesis that 'There is no significant relationship between human rights awareness and political value among male secondary school teachers' can be rejected. Therefore, it can be inferred that there exists negative relationship between human rights awareness and political value among male secondary school teachers. It means that as economical value increases, human rights awareness decreases among male secondary school teachers.

Table also shows that the value of coefficient of correlation between human rights awareness and religious value among male secondary school teachers is 0.55 which is significant at .01 level. Thus, the null hypothesis that 'There is no significant relationship between human rights awareness and religious value among male secondary school teachers' can be rejected. Therefore, it can be inferred that there exists positive relationship between human rights awareness and religious value among male secondary school teachers. It means that as religious value increases, human rights awareness also increases among male secondary school teachers.

Table 2

Value of coefficient of correlation between human rights awareness and values among female secondary school teachers

S.No.	Dimensions of values	N	r
1	Theoretical value	285	0.13
2	Economical value	285	0.57**
3	Aesthetic value	285	0.66**
4	Social value	285	-0.61**
5	Political value	285	0.27**
6	Religious value	285	-0.49**

Table 2 shows that the value of coefficient of correlation between human rights awareness and theoretical value among female secondary school teachers is 0.13 which is significant at .05 level. Thus, the null hypothesis that 'There is no significant relationship between human rights awareness and theoretical value among female secondary school teachers' can be rejected. Thus, it can be inferred that human rights awareness is positively related to theoretical value among female secondary school teachers. It means that human rights awareness among female secondary school teachers increases with the increase in theoretical value among female secondary school teachers.

Table 2 also shows that the value of coefficient of correlation between human rights awareness and economical value among female secondary school teachers is 0.56 which is significant at .01 level. Thus, the null hypothesis that 'There is no significant relationship between human rights awareness and economical value among female secondary school teachers' can be rejected. Therefore, it can be inferred that there exists positive relationship between human rights awareness and economical value among female secondary school teachers. It means that as economical value increases, human rights awareness also increases among female secondary school teachers.

Table 2 further shows that the value of coefficient of correlation between human rights awareness and aesthetic value among female secondary school teachers is 0.66 which is significant at .01 level. Thus, the null hypothesis that 'There is no significant relationship between human rights awareness and aesthetic value among female secondary school teachers' can be rejected. Therefore, it can be inferred that there exists positive relationship between human rights awareness and aesthetic value among female secondary school teachers. It means that as aesthetic value increases, human rights awareness also increases among female secondary school teachers.

Table 2 shows that the value of coefficient of correlation between human rights awareness and social value among female secondary school teachers is -0.61 which is significant at .01 level. Thus, the null hypothesis that 'There is no significant relationship between human rights awareness and social value among female secondary school teachers' can be rejected. Therefore, it can be inferred that there exists negative relationship between human rights awareness and social value among female secondary school teachers. It means that as social value increases, human rights awareness decreases among female secondary school teachers.

It is evident from the table that the value of coefficient of correlation between human rights awareness and political value among female secondary school teachers is 0.27 which is significant at .01 level. Thus, the null hypothesis that 'There is no significant relationship between human rights awareness and political value among male secondary school teachers' can be rejected. Therefore, it can be inferred that there exists positive relationship between human rights awareness and political value among female secondary school teachers. It means that as economical value increases, human rights awareness also increases among female secondary school teachers.

Table 2 further shows that the value of coefficient of correlation between human rights awareness and religious value among female secondary school teachers is -0.49 which is significant at .01 level. Thus, the null hypothesis that 'There is no significant relationship between human rights awareness and religious value among female secondary school teachers' can be rejected. Therefore, it can be inferred that there exists negative relationship between human rights awareness and religious value among female secondary school teachers. It means that as religious value increases, human rights awareness decreases among female secondary school teachers.

Discussion:

Results have shown that human rights awareness is not related to theoretical value among male secondary school teachers. It seems that among male teachers human rights awareness is independent of interest in discovery of truth by empirical, critical, rational and intellectual approach. Results further shows that there exists positive relationship between human rights awareness and economical, social and religious value among male secondary school teachers. Because it seems that among male teachers with the increment of love and service to people mainly of altruism and philanthropy their human rights awareness may also increase. Similarly faith in God and interest in activities and rituals concerned with one's own religion increases their human value which in turn increases their awareness towards human rights. It was also found that human rights awareness is negatively related to aesthetic and political value among male secondary school teachers. It may be due to the reason that as political value increases among male teachers they are found to be more interested in personal power, influence and being renowned. This result is decrease in the ability to perceive, to feel or to be conscious about rights of other persons of the society resulting in decrease in human rights awareness.

Results show that human rights awareness is not related to theoretical value among female secondary school teachers. It may be due to the reason that that among female teachers human rights awareness is independent of interest in discovery of truth by empirical, critical, rational and intellectual approach. Results also points out that there exists positive relationship between human rights awareness and economical, aesthetic and political value among female secondary school teachers. It may be due to the reason that as aesthetic value increases among female teachers they begin to place the highest values on form and harmony, showing an interest in and enjoying fine arts, performing arts and music etc. which increases their ability to b conscious of human rights. Further the study points out that there exists negative relationship between human rights awareness and social and religious value among female secondary school teachers.

VI. Educational Implications:

The findings of the study imply that human rights awareness among secondary teachers is related to their values. Thus efforts need to be made to nurture values among teachers. This can be done by both in-service and pre-service teacher training program. The rapid erosion of values in the society is causing concern, necessitating imparting of value education. It is generally agreed that cognition is basic to volition which, by implication, would mean that the teachers are expected to understand critical issues regarding values-concept, types and problems involved in the imbibing of values. In the process of capacity building of teachers, what is of importance is to ensure that they become capable of understanding the necessity of value education, interpreting values in the contemporary context and evolving strategies of imbibing these in their students. Education has to integrate all the dimensions of an individual's personality by developing human values (Shukla, 1997), Rajput, (2001) emphasizes that 'it is the education sector that must take the responsibility of developing human values'. Sen (1983) says that 'education should duly promote both instrumental and intrinsic values and the education system should reconcile modern education with traditional values'. Sharma (1990) says, 'education needs to foster universal and eternal values. Clarity of the concept among teachers and students is the first step towards the inculcation of values.' Thus for value education an integration and continuity between out of institution experiences and institution experiences are essential. Some approaches/strategies that can be used in for pre-service and in-service teachers are as follows- Conventional Approach to Value Education, the Value Clarification Approach to Value Education, Critical Inquiry Approach to Value Education, the Cognitive — Developmental Approach to Value Education & Total Institutional Climate Approach to Value Education.

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