

# Human Right Awareness among Senior Secondary School Students in relation to Rural Area and Academic Achievement

**FirstAuthor**<sup>1</sup> (Sachin Pagotra) **and SecondAuthor**<sup>2</sup> (Dr. Mohd. Arif Husain)

<sup>1</sup>**Research Scholar, CT University, Ludhiana**

<sup>2</sup>**Research Guide, CT University, Ludhiana**

## **Abstract**

The freedoms and rights listed in this decree are applicable to all people regardless of their race, ethnicity, language, political opinions, national or social origin, property, birth, or any other status. Human rights awareness is an inherent human right and one must be aware of it to shield their self interest. The present research aims to investigate human right awareness among senior secondary school students in relation to rural area and academic achievement. Descriptive survey method was used in the present study. Sample was drawn through Simple random sampling technique. A sample of 100 students was taken in which 50 male and 50 female students were chosen from 5 government rural schools of district Kangra of Himachal Pradesh. The study employed Human Rights Awareness Test (HRAT – SVAA) prepared by Dr. Vishal Sood and Dr. (Mrs.) Arti Anand in the year 2012. Academic achievement was measured through the previous year class result of senior secondary school students. Pearson correlation coefficient was used for the analysis of data. The findings of the study indicate that students are hardly aware of importance of human rights for the development of and their basic constitutional rights and the ways they can be helpful to the society. The study emphasizes the necessity of improved and reliable human rights education initiatives, underpinned by skilled educators, in order ensure that learners receive a profound and everlasting comprehension of human rights notion.

**Keywords:** *Human Rights Awareness, Human Rights Education, Academic Achievement, Senior Secondary Schools, Constitutional Rights.*

## Introduction

Human rights are defined and supported in every civilized country. The fundamental idea is universal: Human rights are those that one has just by virtue of being a human. They are equal and universal. Additionally, human rights are unalienable. Learning or acquiring knowledge, skills, values, beliefs, and habits is the process of education. It helps someone develop into a decent citizen. Learning is a continuous process. It satisfies the human demand for cognition. Human rights education is urgently needed. Human rights violations are reported on a daily basis. Every human being has the right to exist on this planet for a variety of reasons, including caste, religion, wealth, power, and property. Humans have no right to interfere in other people's life. Human rights education is necessary to guarantee this state of affairs (T. Selvam). Students were exposed to concepts of democracy, human rights, and European political history during the British Raj's educational system. The functioning of British political parties and parliamentary democracy further encouraged the Indian student population in England. The value and knowledge of human rights have grown significantly in the modern era as well, and for good reason. It is one of our constitutionally guaranteed fundamental rights. An attempt has been made in this piece to determine whether or not school students from Kangra District of Himachal Pradesh rural schools are fully aware of this entitlement. Depending on the subject, some of the studies that assisted the researcher into better comprehend the idea and apply it to the current thought are discussed here. A research by Singh et al. (2011) looked at how human rights education (HRE) programs were being implemented in secondary schools in India. The study investigated the prospects and difficulties of incorporating HRE into the Indian educational system using surveys and interviews with educators and officials. The results emphasized how crucial community involvement and cultural relevance are to providing successful HRE programs. The study also found that in order to improve the caliber and effectiveness of HRE in Indian schools, more curriculum development and teacher training are required. Emmert et al. (2011) conducted a comprehensive study on the effectiveness of human rights education (HRE) in secondary schools, focusing on its impact on students' knowledge, attitudes, and behaviors. The research involved a mixed-methods approach, including surveys, interviews, and classroom observations. The findings revealed that students who received HRE demonstrated significantly higher levels of awareness and understanding of human rights principles compared to those who did not receive such education. Moreover, students showed more positive attitudes towards diversity, tolerance, and social justice, indicating the transformative potential of HRE in shaping students' values and behaviors. Rao et al. (2007) investigated how well human rights education addressed discrimination and gender disparity in Indian secondary schools. The study evaluated students' views of gender-based violence and their knowledge of gender rights using a mixed-methods approach that included surveys and focus groups. The results showed that HRE was essential in pushing back against gender stereotypes and giving students the tools they needed to fight discrimination based on gender. But the report also noted that persistent work is required to institutionalize HRE and remove ingrained socio-cultural obstacles to gender equality in India.

Chopra and Kapoor (2007) investigated how human rights education affected Indian secondary school students' views and actions toward underprivileged groups. Longitudinal surveys and qualitative interviews with students enrolled in HRE programs were used in their study. According to the findings, students' views of social justice and inclusivity significantly changed as a result of HRE, which increased their empathy and sense of solidarity with underrepresented groups. The study underlined how crucial it is to include real-world examples and practical learning in HRE curricula in order to enhance students' comprehension of Indian human rights issues. Gupta and Sharma (2010) explored the significance of human rights education in fostering social justice and equality in India. Their study included a qualitative examination of HRE programs in a few secondary schools located throughout the nation. According to the survey, HRE activities inspired students to support social change in their communities and raised awareness of human rights concerns. However, obstacles like a lack of funding and red tape prevented HRE from being fully implemented in Indian schools.

### **Objectives of the Study**

1. To investigate the significance of relationship between human rights awareness and academic achievement of rural senior secondary school students.
2. To investigate the significance of relationship between human rights awareness and academic achievement of rural female senior secondary school students.
3. To investigate the significance of relationship between human rights awareness and academic achievement of rural female senior secondary school students.

### **Hypotheses:**

1. There will be no significant relationship between human rights awareness and academic achievement of rural senior secondary school students.
2. There will be no significant relationship between human rights awareness and academic achievement of rural female senior secondary school students.
3. There will be no significant relationship between human rights awareness and academic achievement of rural male senior secondary school students.

## Material & Methods

Since the study's variables were quantified and subjected to statistical analysis, it was quantitative in nature. Since the goal of this study was to raise senior secondary school students' awareness of human rights issues in relation to academic achievement and rural areas, a descriptive survey method was employed. The current study's sample was selected from Himachal Pradesh Government Senior Secondary Schools. Five government senior secondary schools in the Kangra district of Himachal Pradesh, which are located in rural areas, were chosen at random for this study. Additionally, 100 students (50 male and 50 female) were selected for sampling using the basic random sample technique. Ten male and ten female pupils were chosen as a sample of the 20 students from each school. Dr. Vishal Sood and Dr. (Mrs. Arti Anand) (2012) designed and standardized the HRAT-SVAA, the instrument the researcher utilized to gather pertinent data. There are fifty items on this scale. The questionnaire offers three alternatives: True, False, and Uncertain. The respondent must select one of these possibilities. To gauge the academic performance of senior secondary school pupils, the researcher gathered the results from the prior year. The data was analyzed and interpreted using the statistical method known as Pearson Product Moment Correlation Coefficient in order to meet the goals of this investigation.

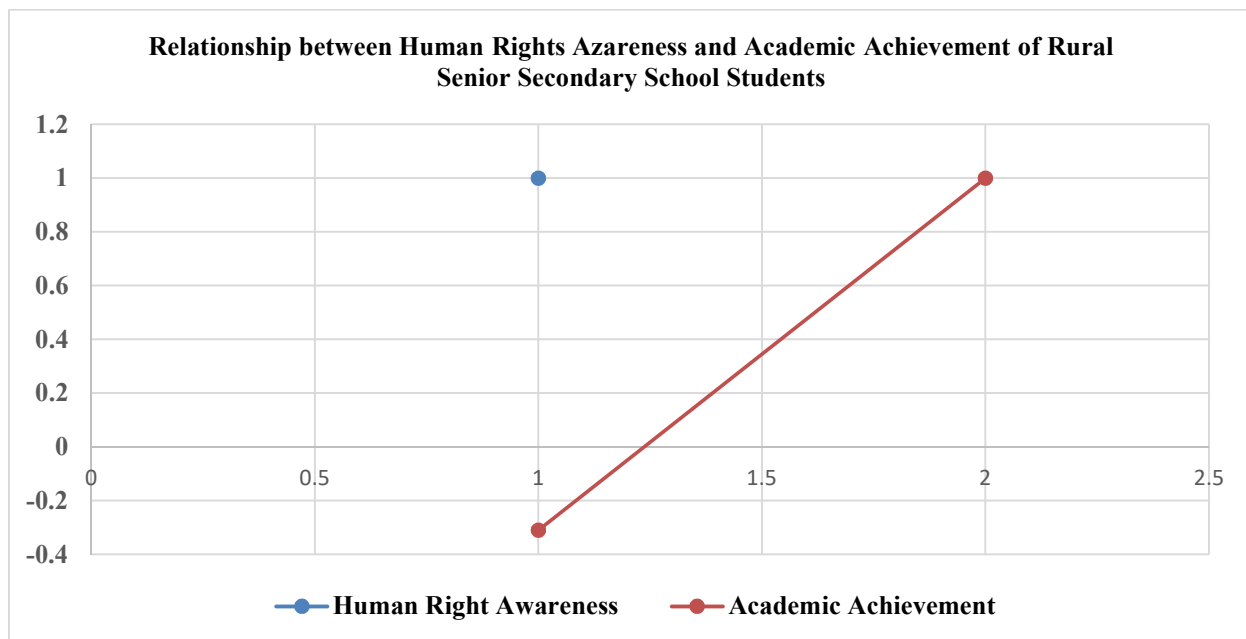
## III. Result and Discussion

### Hypotheses:

1. There will be no significant relationship between human rights awareness and academic achievement of rural senior secondary school students

S.No.	Variables	Degree of freedom	Computed Correlation (r)	Critical value (r)	Level of significance	Interpretation
1.	Human Rights Awareness (Male & Female)	98	-0.309	0.273	0.05	Not Statistically Significant
2.	Academic Achievement (Male & Female)					

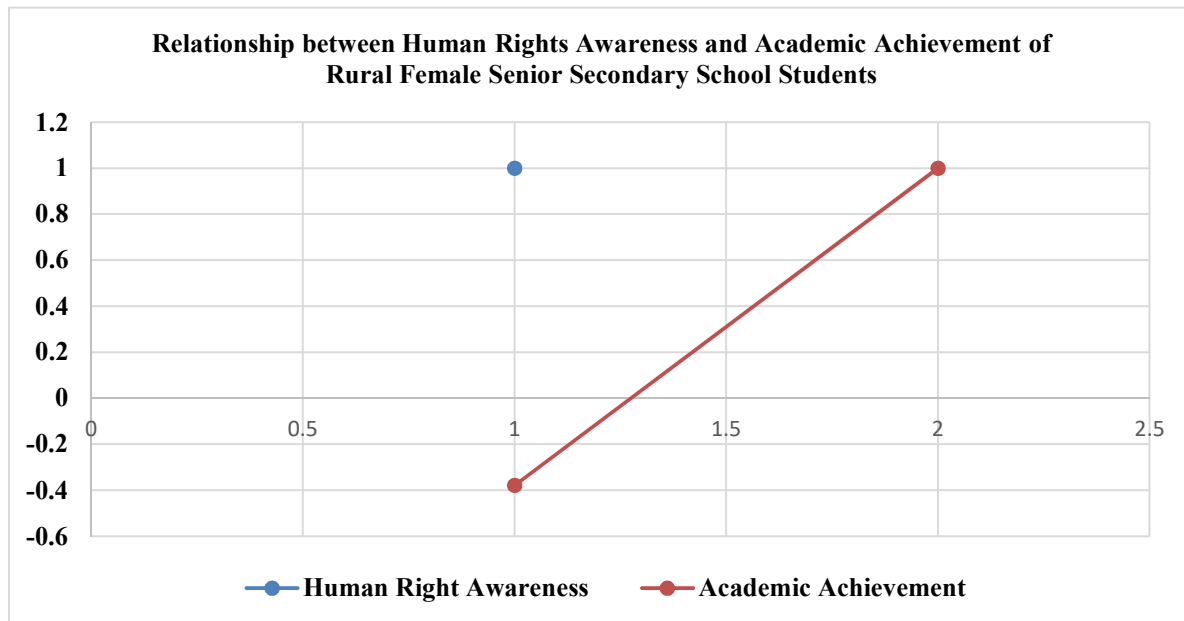
It is clear from the table that the calculated value of  $r$  (-0.309) is negative and lower than critical value of  $r$  (0.273) for 98 degree of freedom at 0.05 level of significance. This indicates that there is weak negative correlation between human rights awareness and academic achievement of rural senior secondary school students. Therefore, the null hypothesis, “There is no significant relationship between human rights awareness and academic achievement of rural senior secondary school students” is accepted.



2. There will be no significant relationship between of human rights awareness and academic achievement rural female senior secondary school students

S.No.	Variables	Degree of freedom	Computed Correlation (r)	Critical value (r)	Level of significance	Interpretation
1.	Human Rights Awareness (Female)	49	-0.379	0.195	0.05	Not Statistically Significant
2.	Academic Achievement (Female)					

It is clear from the table that the calculated value of  $r$  (-0.379) is negative and lower than critical value of  $r$  (0.195) for 49 degree of freedom at 0.05 level of significance. This indicates that there is weak negative correlation between human rights awareness and academic achievement of rural female senior secondary school students. Therefore, the null hypothesis, "There is no significant relationship between human rights awareness and academic achievement of rural female senior secondary school students" is accepted.

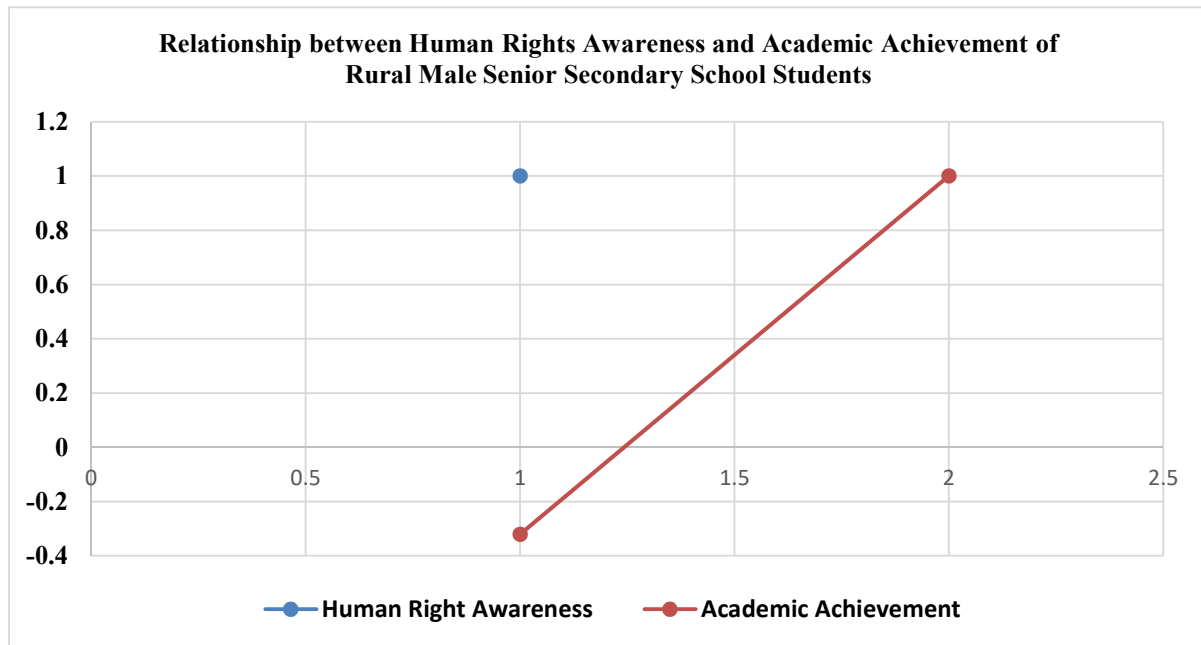


3. There will be no significant relationship between human rights awareness and academic achievement of rural male senior secondary school students

S.No.	Variables	Degree of freedom	Computed Correlation (r)	Critical value (r)	Level of significance	Interpretation
1.	Human Rights Awareness (Male)	49	-0.320	0.195	0.05	Not Statistically Significant
2.	Academic Achievement (Male)					

It is clear from the table that the calculated value of  $r$  (-0.320) is negative and lower than critical value of  $r$  (0.195) for 49 degree of freedom at 0.05 level of significance. This indicates that there

is weak negative correlation between human rights awareness and academic achievement of rural male senior secondary school students. Therefore, the null hypothesis, “There is no significant relationship between human rights awareness and academic achievement of rural male senior secondary school students” is accepted.



## Conclusion

According to the current study, there are notable differences in secondary school students' knowledge of the human rights component depending on their age, region and academic achievement. There is not enough awareness toward human rights among rural senior secondary school students, between the ages of 16 to 19. More intervention programs should be offered by the government to all pupils in order to raise their knowledge of human rights. However, it was quite surprising that students with higher academic achievement are also lacking awareness in human rights. Although human rights are covered in the curriculum of social sciences to some extent but students of senior secondary school are still lacking basic awareness about human rights. Effective programs should be designed to instill in everyone the belief that everyone has the right to live their life without facing discrimination. As Suryakant (2019) correctly points out, "together with a strong commitment to democracy and non-violent dispute settlement, human rights include respect for social responsibility, human rights, fairness, tolerance, cooperation, human dignity, and cultural variety". The principles of equality and nondiscrimination are

fundamental to human rights and help to foster a culture of peace in society (NCF, 2005). Younger ones should be knowledgeable about human rights and focus on all of its facets in order to fulfill their social obligations and advance environmental peace and harmony.

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