



INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH

IN SCIENCE, ENGINEERING, TECHNOLOGY AND MANAGEMENT

Volume 12, Issue 3, March 2025



INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA

Impact Factor: 8.214



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Study of Human Rights Awareness of Teacher Educators and Pupil –Teachers of

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ABSTRACT: The present survey was conducted to find out awareness about Human Rights of Teacher Educators and Student Teachers with respect to different variables like gender, method of teaching, experience, residential area, student teacher's father educational and occupational status. The investigator used random sampling methods for selecting sample. The data was collected from 50 Teacher Educator and 600 Student Teachers with the help of Human Rights Awareness Test prepared by investigator. The descriptive statistical technique like mean, mode, median, Skewness, kurtosis, standard deviation and t-test were used to analyse the data. The study found that male Teacher Educators and Student Teachers have more awareness than female Teacher Educators and Student Teachers. The residential area significantly affects the awareness of Teacher Educators and Student Teachers. The methods of teaching not significantly affect the awareness of Teacher Educators and Student Teachers.

KEYWORDS: Awareness, Method of teaching, Experience, Residential area, Student-teacher's father educational and occupational status.

I. INTRODUCTION

Human Rights are the necessary requirements for everyone to develop to the fullest extent to satisfy our basic needs. Human Rights affect the daily life of everybody. It is enjoyed by all without any difference with regard to race, gender, language, religion, political origin, social origin, property, birth or other status. Human Rights are not only rights of self but right to respect others. The denial of Human Rights and freedom affect the individual, generate unrest and conflict in society, nations and it also sow the seeds of violence. For the protection of Human Rights, it is very important to have awareness, knowledge about their rights. For developing awareness and knowledge, education about Human Rights is necessary. The main aim of education is to empower the child for quality of peaceful life. For this student need to sensitise to the awareness of Human Rights in their daily life, so it enhances quality of life in the society. Teacher is important for developing awareness of Human Rights among students so the teacher must have knowledge and awareness about Human Rights. For this Human Right education should be given to the teacher during their pre service training i.e. at Student Teacher level. Student Teacher obtains knowledge about Human Rights from their Teacher Educator so Teacher Educator has to be knowledgeable about Human Rights. It is axiomatic that the Teacher Educators and Student Teachers are hardly been exposed to require knowledge about Human Rights, so it become necessary to find out the awareness among Teacher Educator and Student teacher. The present study has been taken up by investigator to find out the awareness of Human Rights among Teacher Educator and Student Teacher.

II. OBJECTIVES OF THE STUDY

- To study the Human Rights Awareness of Teacher Educators with respect to their gender.
- To study the Human Rights Awareness of Teacher Educators with respect to their experience.
- To study the Human Rights Awareness of Teacher Educators with respect to their teaching method.
- To study the Human Rights Awareness of Teacher Educators with respect to their residential area.
- To study the Human Rights Awareness of Pupil- Teachers with respect to their gender.
- To study the Human Rights Awareness of Pupil- Teachers with respect to their main teaching method.
- To study the Human Rights Awareness of Pupil -Teachers with respect to their residential area.
- To study the Human Rights Awareness of Pupil - Teachers with respect to their father's educational status.
- To study the Human Rights Awareness of Pupil-Teachers with respect to their father's occupational status.

III. HYPOTHESES

Following hypotheses were formulated for this study.

- There will be no significant difference in Human Rights Awareness of Teacher Educators with respect to their gender .

- There will be no significant difference in Human Rights Awareness of Teacher Educators with respect to their experience.
- There will be no significant difference in Human Rights Awareness of Teacher Educators with respect to their teaching method.
- There will be no significant difference in Human Rights Awareness of Teacher Educators with respect to their residential area.
- There will be no significant difference in Human Rights Awareness of Pupil- Teachers with respect to their gender.
- There will be no significant difference in Human Rights Awareness of Pupil-Teachers with respect to their main teaching method.
- There will be no significant difference in Human Rights Awareness of Pupil -Teachers with respect to their residential area.
- There will be no significant difference in Human Rights Awareness of Pupil- Teachers with respect to their father's educational status.
- There will be no significant difference in Human Rights Awareness of Pupil- Teachers with respect to their father's occupational status.

IV. METHODOLOGY

The present study aimed to find out and compare Human Rights Awareness of Teacher Educators with respect to gender, teaching experience, teaching methods, residential area and age. This study also aimed to find and compare Human Rights Awareness of Pupil- teachers with respect to gender, main teaching method, residential area and father's educational and occupational status. For this study survey method was used to achieve the objectives of present study.

Sample

The present study was delimited to only teacher education colleges affiliated to Himachal Pradesh University Shimla, From the affiliated colleges six Teacher Education colleges were randomly selected. Total 50 Teacher Educators and 600 Pupil - teachers of those six colleges available on the day of survey constitute the sample

Tools

The Researcher developed Human Rights Awareness Test for Teacher Educators and Pupil- Teachers in Hindi language. The test was included major areas like Human Rights, Legal Rights, Natural Rights, Constitutions of India and Human Rights, Teacher Education Curriculum and Human Rights. Each major dimension has subcomponents of Human Rights. The Researcher used standard procedure for validating tools.

Data Collection

The Researcher took prior permission of that six-teacher education institute and administered the tool for collecting information. Prior administration necessary instruction and time was given to Teacher Educator and Pupil -Teachers.

Statistical Technique

Used For testing the formulated hypotheses descriptive statistics such as Mean, Median, Mode, Skewness, Kurtosis Standard Deviation and t-value were calculated. The software used for this purpose is MS Excel.

Data Analysis and Interpretation

Descriptive statistical treatment was given to the score obtained by administration of Human Rights Awareness test to Teacher Educators and Pupil-Teachers covered in the sample. The Researcher calculated Mean, Mode, Median, Standard Deviation, Skewness and Kurtosis and presented in the following table.

Table 1 Descriptive analysis of scores of Teacher Educator with respect to Human Rights Awareness

Sample	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Teacher - Educators	50	31.23	32.56	30	3.05	-0.45	0.13
Pupil - Teachers	600	18.24	17.8	14	4.68	0.21	0.26

From the above table results shows that Teacher Educators Human Rights Awareness test score's mean, median, mode, standard deviation, Skewness and kurtosis are 31.23, 32.56, 30, 3.05, -0.45, 0.13 respectively. The Skewness value and kurtosis value of the present score distribution more or less coincide with the value of normal distribution curve (Sk =0.00, Ku=0.263) so the present data of Teacher Educators score is normally distributed. Pupil Teachers Human Rights

Awareness score's mean, median, mode, standard deviation, Skewness and kurtosis are 18.24, 17.8, 14, 4.68, 0.21, 0.26 respectively. The Skewness value and kurtosis value of the present score distribution more or less coincide with the value of normal distribution curve ($Sk = 0.00$, $Ku = 0.263$) so the present data of Student Teachers score is normally distributed. The test of significance of mean score differences done for testing whether there is a significant difference in the Human Rights Awareness of Teacher Educator and Student Teachers with respect to certain variable.

Table 2 reveals that the t-value obtained for the groups based on teaching methods is not significant even at 0.05 levels. It means there is no significant difference between mean score of Human Rights Awareness test with respect to teaching methods of Teacher Educator. Hence the hypothesis related to teaching methods of Teacher Educator is not rejected.

Table2. Test of significance of difference between mean scores of Human Rights Awareness Test of Teacher Educator with certain variables.

Sample	variables	Sub groups	N	Mean	SD	T- Value	Remarks
Teacher-Educator	Gender	Male	32	28.2	3.54	3.475	0.01
		female	18	26.1	2.89		
	Experience	≥ 2 years	36	31.5	2.14	3.729	0.01
		Less than 2 years	14	26.9	2.91		
	Teaching Methods	Science subjects	15	28.5	2.48	0.853	0.01
		Other subjects	35	29.4	3.33		
	Residential Area	Urban	29	27.8	2.87	4.496	0.01
		Rural	21	18.9	3.48		

Further table 2 reveals that the t-value obtained for the groups based on gender, experience and residential area are significant at 0.01 levels because calculated t-value is higher than t-value at 0.01 levels. It means that the hypotheses related to gender, experience and residential area of Teacher Educators are not accepted. Hence there is significant difference among male and female Teacher Educators, Teacher Educators having experience ≥ 2 years and below 2 years, Teacher Educators residing in urban and rural area mean scores in Human Rights Awareness test. From the above table it shows that male Teacher Educators have more awareness toward Human Rights than female Teacher Educators. Teacher Educators having experience ≥ 2 years have more awareness than Teacher Educators having less experience. Teacher Educators residing in urban area have more awareness than Teacher Educator residing in rural area.

Table 3 Test of significance of difference between mean scores of Human Rights Awareness Test of Student Teachers with certain variables

Sample	variable	Sub -group	N	Mean	SD	t-vale	Remark
Pupil-Teachers	Gender	Male	250	16.5	4.89	3.926	0.01
		Female	289	14.5	5.23		
	Main Teaching Methods	Science Subjects	58	15.6	3.98	1.125	
		Other subjects	490	14.56	4.46		
	Residential Area	Urban	327	16.2	4.35	4.69	0.01
		Rural	221	14.65	3.24		
	Educational Status	Below Graduation	336	15.2	4.67		0.01
		Graduation & higher	112	16.43	3.38	3.0106	
	Occupational Status	Govt. Job	77	16.38	3.2	3.99	0.01
		Non- Govt. Job					



Table 3 reveals that the t-value obtained for the groups based on main teaching methods is not significant even at 0.05 levels. It means there is no significant difference between mean score of Human Rights Achievement test with respect to teaching methods of Pupil- Teacher. Hence the hypothesis related to main teaching methods of Pupil-Teacher is not rejected.

Further table. 3 reveals that the t-value obtained for the groups based on gender, residential area, and further educational and occupational status are significant at 0.01 levels because calculated t-value is higher than t-value at 0.01 levels. It means that the hypotheses related to gender, residential area, Pupil- Teacher's fathers educational and occupational status is not accepted. Hence there is significant difference in mean scores in Human Rights Awareness test among male and female Pupil- Teachers, Pupil-Teachers residing in urban and rural area, Pupil- Teacher's fathers' educational status as graduation and below graduation, Pupil - Teacher's fathers' occupational status as government job and non -government job. From the above table it shows that male Pupil - Teachers have more awareness toward Human Rights than female Pupil- Teachers. Pupil- Teachers residing in urban area have more awareness than Pupil- Teachers residing in rural area. Pupil- Teachers whose fathers have graduation or higher educational status showed more awareness than Pupil- Teachers whose father having below graduation educational status. Pupil- Teachers whose father having government job have more awareness than Pupil- Teachers whose father having non- government jobs/ labourers.

V. FINDINGS

The findings of the study are summarised as follows.

- It was observed that method of teaching was not a significant factor towards the awareness about Human Rights among Teacher Educators and Student Teachers.
- It was observed that male Teacher Educators and Student Teachers have more awareness about Human Rights than female Teacher Educators and Student Teachers.
- It was found that Teacher Educators and Student Teachers residing in urban area show more awareness about Human Rights than Teacher Educators and Student Teachers residing in rural area.
- It was found that Teacher Educators having more than two years' experience show more awareness about Human Rights than Teacher Educators having less than two years' experience.
- It was found that Student Teachers whose father's educational qualification is more than graduation show more awareness about Human Rights than Student Teachers whose father's educational qualification is less than graduation.
- It was found that Student Teachers whose father have government job show more awareness about Human Rights than Student Teachers whose father have non - government job or labourers.

VI. CONCLUSION

Findings of the present study have provided significant information about the Human Rights Awareness of Teacher Educator and Student Teacher. Teacher Educators have more awareness than Student Teachers. Results also suggest that Student Teachers have less awareness towards Human Rights so it will be enhanced. Various programmes and learning modules have to prepare for enhancing awareness of Student Teacher. For more confirmation of the present findings, a large-scale study is required.

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