

Comparing Development of Human Right Values in Secondary School Teachers with Relation to Locality & Gender of Aurangabad District

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ABSTRACT

This study examines the development of human rights values among secondary school teachers in the Aurangabad District, focusing on the impact of locality (urban vs. rural) and gender. The findings highlight the need for tailored teacher education programs addressing the specific challenges faced by rural educators in developing and promoting human rights values. The study recommends enhanced professional development opportunities, strategies to promote educational equity, and initiatives to foster inclusive school environments that uphold human rights values. This research contributes to the broader discourse on human rights education and informs policy development for more equitable and inclusive learning environments.

KEYWORDS: *Human Rights Education, Teacher Development, Urban-Rural Disparity, Gender Equality, Secondary Education*

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1. INTRODUCTION

Human rights education plays a crucial role in creating a culture of respect, tolerance, and peace in societies. It aims to develop an understanding of fundamental human rights principles, foster attitudes of respect for human dignity, and empower individuals to uphold and defend their rights and the rights of others.

Teachers, as key players in the educational system, have a significant influence on shaping the values, attitudes, and behaviours of students. They are not only responsible for imparting knowledge but also for nurturing a sense of ethical responsibility and respect for human rights. By integrating human rights principles into their teaching practices, teachers can promote values such as equality, non-discrimination, and respect for diversity.

The role of teachers in human rights education is multifaceted:

1. Curriculum integration: Teachers can incorporate human rights concepts, principles, and values into various subject areas, making human rights education a cross-curricular endeavour.
2. Classroom environment: Teachers can create an inclusive and respectful classroom environment that fosters open dialogue, critical thinking, and respect for different perspectives, thereby modelling human rights values in practice.
3. Pedagogical approaches: Teachers can employ participatory and learner-centered pedagogies that encourage students to explore human rights issues, develop empathy, and take action to address human rights violations.

4. Role modelling: Teachers serve as role models for their students, and their own attitudes, behaviours, and interactions with students can reinforce or undermine human rights values.

By developing their own understanding and commitment to human rights values, teachers can better equip themselves to impart these values to their students effectively. However, the extent to which teachers prioritize and integrate human rights education may be influenced by various factors, such as their educational background, personal values, and the socio-cultural context in which they operate.

This study aims to explore the development of human rights values among secondary school teachers and to examine the potential impact of locality (urban vs. rural) and gender on their commitment to promoting human rights education.

Statement of the Problem

Despite the widespread recognition of the importance of human rights education, there is a lack of comprehensive understanding of how teacher's development of human rights values may be influenced by contextual factors such as locality and gender. Teachers are key agents in promoting human rights values and creating an inclusive and respectful learning environment. However, their ability to effectively integrate human rights principles into their teaching practices may be shaped by their personal experiences, educational backgrounds, and the socio-cultural contexts in which they operate.

The problem addressed in this study is twofold:

1. Understanding the extent to which secondary school teachers have developed and internalized human rights values, which are essential for effectively promoting human rights education.
2. Examining the potential impact of locality (urban vs. rural) and gender on the development of human rights values among secondary school teachers.

Significance of the Study

This study holds significant implications for advancing human rights education and addressing potential disparities in the promotion of human rights values within the educational system. By exploring the relationship between teacher's human rights values development and factors such as locality and gender, the study can contribute to the following:

1. Informing teacher education programs: The findings may provide insights into the need for tailored teacher education programs that address the specific challenges and contexts faced by teachers in urban and rural areas, as well as potential gender-related considerations.

2. Enhancing professional development: The study may highlight the importance of ongoing professional development opportunities for teachers to deepen their understanding and commitment to human rights values, taking into account the potential influence of locality and gender.
3. Promoting educational equity: By identifying potential disparities in human rights values development among teachers from different localities or genders, the study can inform policies and initiatives aimed at ensuring equitable access to human rights education for all students, regardless of their geographic or socio-economic background.
4. Fostering inclusive school environments: The study's findings may contribute to the development of strategies and interventions that support teachers in creating inclusive and respectful school environments that uphold human rights values, taking into account the diverse contexts in which they operate.
5. Advancing human rights discourse: The study can contribute to the broader discourse on human rights education by providing empirical evidence on the role of contextual factors in shaping teacher's values and practices related to human rights.

By addressing these issues, the study has the potential to inform educational policies, curriculum development, and teacher training programs, ultimately contributing to the promotion of human rights values and the creation of more inclusive and equitable learning environments for all students.

2. Related Review of the proposed topic:

- A. Shabana Ashraf Hyderabad (A.P) in their research "A Study of Human Right Awareness among Prospective teachers" (2013)

Objectives of the research

- To study the level of Human Right awareness among prospective teachers.
- To study the comparison of level of Human Right awareness and present study.

The survey type descriptive research Methodology of the study for this present study the survey type descriptive research method was adopted. 200 prospective teachers of teacher training institutes of Bhopal Region of Madhya Pradesh. B.Ed. and D.Ed. teacher trainees as well as male and female teacher trainees of B.Ed. and D.Ed. courses. Total 200 prospective teachers (100 male and 100 female students) are taken as a sample. For measuring the

level of Human Right awareness, a self-prepared tool, of Human Right Awareness (HRA) was used by researcher which was standardized by researcher by calculating validity and reliability. This tool contains total 40 items, each item has two alternative answers, out of which one is correct Researcher has used 't' test for analysis of data.

Major finding of the research

- There is average level of Human Right awareness among prospective teachers.
- There is significant difference between the level of Human Right awareness among B.Ed. and D.Ed. teacher trainees.
- There is significant difference between the level of Human Right awareness among male and female teacher trainees.
- There is significant difference between the level of Human Right awareness among male and female teacher trainees of B.Ed. Course,
- There is significant difference between the level of Human Right awareness among male and female teacher trainees of D.Ed. Course.

B. Vimal Kumar P., Dr. Pakkirisamy, M. and, Dr. Sivakumar, P. in their research “Study on the Awareness of Human Right among B.Ed. Student Teachers (2010)”

Objectives of the research

1. To find out the awareness of Human Right of B.Ed. student teachers.
2. To find out if there exists any significant difference between male and female B.Ed. student teachers in respect of their awareness of Human Right.
3. To find out if there exists any significant difference between rural and urban B.Ed. student teachers in respect of their awareness of Human Right.
4. To find out if there exist any significant difference between arts and science B.Ed. student teachers in respect of their awareness of Human Right.

Major finding of the research

1. The awareness of Human Right of B.Ed. student teachers was found to be low level.
2. The male and the female B.Ed. student teachers differ significantly in respect of their awareness of Human Right,
3. The rural and urban B.Ed. student teachers did not differ significantly in respect of their awareness of Human Right.
4. The Arts and Science B.Ed. student teachers did

not differ significantly in respect of their awareness of Human Right.

C. Struthers (2015) study, titled “Human rights education: Educating about, through and for human rights,” provides a comprehensive analysis of different approaches to human rights education (HRE).

The study categorizes HRE into three approaches: education about human rights, which focuses on conveying knowledge about human rights, including their history, key documents, and legal frameworks; education through human rights, which emphasizes teaching methods that respect the rights of both educators and learners and encourages participatory and democratic classroom practices; and education for human rights, which aims to empower individuals to exercise and defend their own rights and develop skills for advocating for the rights of others.

Struthers argues for a holistic approach that integrates all three HRE approaches in teacher training programs. This ensures that teachers develop comprehensive knowledge of human rights principles, skills to create rights-respecting learning environments, and attitudes to actively promote human rights. The study emphasizes the importance of providing in-depth understanding, practical training, and self-reflection in teacher education programs. It highlights key skills such as critical thinking, conflict resolution, and the ability to facilitate discussions on controversial topics, while stressing the importance of fostering empathy, respect for diversity, and a commitment to equality.

Despite identifying challenges such as limited resources and potential cultural resistance, Struthers recommends integrating HRE across all subjects in teacher training curricula, providing ongoing professional development, and encouraging collaboration with human rights organizations. The study suggests that effective HRE can lead to more inclusive school environments, better-prepared students, and a broader societal impact, thus contributing significantly to the field by providing a framework for comprehending and implementing human rights education in teacher training.

3. Research design

This study employs a quantitative method research design. The quantitative component involves the administration of a structured survey to gather data on teacher’s human rights values development.

Sampling technique:

A stratified random sampling technique is used to ensure an equal representation of teachers from urban and rural localities, as well as male and female

teachers. The sampling frame consist of all secondary school teachers within the target region or district.

Description of the sample:

The sample for this study consists of 80 secondary school teachers, equally distributed among four strata:

1. 40 teachers from urban localities (20 male, 20 female)
2. 40 teachers from rural localities (20 male, 20 female)

Data collection method

Quantitative data is collected through a standard questionnaire namely “Manavadhikar Mulyavikas Prashnawali” designed to measure teacher’s human rights values development. The survey includes items related to their knowledge, attitudes, and practices concerning human rights education.

Data analysis techniques:

For the quantitative data, statistical analysis techniques such as mean, standard deviation statistics and t-tests is employed to compare the mean scores of human rights values development across different groups (urban vs. rural, male vs. female).

Ethical considerations:

The study adheres to ethical guidelines and principles, such as obtaining informed consent from participants, ensuring anonymity and confidentiality of data, and minimizing potential risks or harm to participants. Ethical approval is sought from the relevant institutional review board(s) before commencing data collection.

Limitations of the study:

1. The study’s findings may have limited generalizability due to the specific geographic region or context in which the research is conducted.
2. Self-reported data from surveys and interviews may be subject to social desirability bias, where participants provide response, they perceive as more socially acceptable.
3. The cross-sectional nature of the study may not capture the dynamic and evolving nature of teacher’s human rights values development over time.
4. Uncontrolled variables, such as school policies, curricula, or societal factors, may influence teacher’s human rights values development and should be acknowledged as potential limitations.

By addressing these limitations transparently, the study can provide valuable insights while acknowledging the need for further research and replication in different contexts.

4. Results

Findings of sample i.e. (Urban - Rural & Male-Female)

Mean Urban	74.5
Mean Rural	61.7
SD Urban	12.5453
SD Rural	13.7807
Mean Female	66.175
Mean Male	70.025
SD Female	14.01627
SD Male	15.075

Hypotheses

H0 - There is no significant difference between the level of development of Human Right Values of Rural and Urban secondary school teachers.

H0 - There is no significant difference between the level of development of Human Right Values of Male and Female secondary school teachers.

Testing of Hypotheses

For testing of hypotheses, we’ve used two-sample t-test

H0 - There is no significant difference between the level of development of Human Right Values of Rural and Urban secondary school teachers.

- Mean of Urban group $M_1 = 74.5$
- Mean of Rural group $M_2 = 61.7$
- Standard deviation of Urban group $S_1 = 12.5453$
- Standard deviation of Rural group $S_2 = 13.7807$
- Sample size of Urban group $N_1 = 40$
- Sample size of Rural group $N_2 = 40$

The calculated t-statistic is 4.344, and for the degrees of freedom (df) is 78 with significance level of 0.05, the critical t-value is approximately ± 1.9908 . The p-value for the test is approximately 4.20×10^{-5} . Since the calculated t-statistic (4.344) is greater than the critical t-value (1.991) and the p-value is much less than the significance level of 0.05, we reject the null hypothesis.

Conclusion: There is a statistically significant difference between the level of development of Human Right Values of Rural and Urban secondary school teachers. The data suggests that Urban secondary school teachers ($M = 74.5$, $SD = 12.5453$) have a significantly higher level of development of Human Right Values compared to Rural secondary school teachers ($M = 61.7$, $SD = 13.7807$), $t(78) = 4.3453$, $p < 0.05$.

H0 - There is no significant difference between the level of development of Human Right Values of Male and Female secondary school teachers.

- Mean of Female group $M_1 = 66.175$
- Mean of Male group $M_2 = 70.025$
- Standard deviation of Female group $S_1 = 14.01627$
- Standard deviation of Male group $S_2 = 15.075$
- Sample size of Female group $N_1 = 40$
- Sample size of Male group $N_2 = 40$

The calculated t-statistic is 1.1832, and for a two-tailed test, the degrees of freedom (df) is 78 with significance level of 0.05, the critical t-value is approximately ± 1.9908 .

With the calculated t-statistic of approximately 1.1832 and degrees of freedom of 78, you can use these values to determine the critical t-value and p-value using statistical tables or software.

Conclusion: There is no statistically significant difference between the level of development of Human Right Values of Male and Female secondary school teachers. The data does not provide sufficient evidence to conclude that Male secondary school teachers ($M = 70.025$, $SD = 15.075$) have a significantly different level of development of Human Right Values compared to Female secondary school teachers ($M = 66.175$, $SD = 14.01627$), $t(78) = 1.1832$, $p > 0.05$.

5. Conclusions, Findings & Recommendations

➤ Key Findings and Their Significance

The study explores the development of human rights values among secondary school teachers in the Aurangabad District, focusing on the impact of locality (urban vs. rural) and gender. The key findings are:

A. Difference in Human Rights Values by Locality:

Urban teachers have a significantly higher level of human rights values development compared to rural teachers. The mean score for urban teachers is 74.5, whereas for rural teachers it is 61.7. This difference is statistically significant, indicating a disparity in how human rights values are developed based on locality.

B. No Significant Difference by Gender:

There is no statistically significant difference in the development of human rights values between male and female teachers. The mean scores for male and female teachers are 70.025 and 66.175, respectively, showing that gender does not play a significant role in this context.

C. Implications for Education and Policy:

The study highlights the need for tailored teacher education programs that address specific challenges faced by teachers in different localities. It also

underscores the importance of ongoing professional development to deepen teacher's understanding and commitment to human rights values.

Concluding Remarks:

The research emphasizes that while gender does not significantly impact the development of human rights values among teachers, locality does. Urban teachers are more likely to have developed these values than their rural counterparts. This suggests that environmental and contextual factors in urban areas may be more conducive to fostering human rights education.

➤ Recommendations:

1. Tailored Teacher Education Programs:

Develop and implement teacher education programs that cater specifically to the needs of teachers in rural areas. These programs should focus on overcoming the unique challenges faced in these localities and provide resources that are contextually relevant.

2. Enhanced Professional Development:

Provide ongoing professional development opportunities for teachers, with a focus on human rights education. This should include workshops, seminars, and courses that help teachers understand and integrate human rights values into their teaching practices effectively.

3. Promoting Educational Equity:

Address the disparities in human rights values development by ensuring that all teachers, regardless of their geographic location, have equal access to training and resources. This can be achieved through policy initiatives and targeted interventions aimed at promoting educational equity.

4. Fostering Inclusive School Environments:

Develop strategies to support teachers in creating inclusive and respectful school environments that uphold human rights values. This includes encouraging participatory pedagogies and fostering open dialogues among students to respect diversity and promote equality.

By addressing these recommendations, the educational system can better support teachers in both urban and rural areas, ensuring that all students benefit from a learning environment that values and upholds human rights.

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