

# A Study on Awareness of Parents and Teachers towards Girl Child Rights

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## Abstract

**Background:** Children are the citizens of a nation by birth. Children bring the earth life, joy, and chastity. Children deserve to be safe and have opportunities to grow. During early nonage, personality conformation happens quickly. Children have less vitality than adults; they are reliant on adults, and they are unable to participate in politics or the legal system because they are young. Thus, throughout the early years of a child's life, friendly services and good nurturing are critical, and they require additional care, assistance, redundant protection, and appropriate direction. After parents, it is the school teacher who has the most influence on a child rights. At this juncture the present paper reveals the Girl Child Rights mindfulness of the two most intimate groups of people who deal with a child i.e. parents and preceptors

**Objectives:** To find out the awareness of Girl Child Rights among the parents and teachers. To find out the significant difference, if any, in the awareness of parents with regard to different Girl Child Rights due to variation in their gender. To find out the significant difference, if any, in the awareness of teachers with regard to different Girl Child Rights due to variation in their gender.

**Methods:** In the study, the investigator adopted the normative survey method and used the Split-half method to estimate the reliability of the scales used. The study used statistical procedures Mean, Standard Deviation, Percentages, and the t-test.

**Results:** it can be assumed that there is no significant variance in the awareness of parents and teachers with regard to Right to Survival, Right to Development, Right to Protection and Rights together. The mothers are better aware of the needs and requirements for the survival and development of the girl child than the fathers among the parents. Both male and female teachers of girl child showed equal awareness towards Right to Development and Right to Protection.

**Conclusions:** To conclude, though the awareness of the parents and teachers seems to be positively correlated at the surface level, there are number of issues involved at the deeper level that need to be addressed in letting the girl child enjoy her rights. Bestowing rights on the people who do not know anything about them is not to way make the girl child enjoy her rights. There should be proper mechanisms which reinforce again and again the awareness of girl child rights among parents and teachers which may have long term positive effect on their attitudes. The study concludes with the belief that it has made a positive contribution towards enhancing the growing concern for the life of a girl child.

**Keywords:** assistance, Child rights, influence, parents and redundant.

## 1. Introduction

Rights Crop from your desires and wants. The most fundamental needs of children are referred to as rights. A child's natural development cannot take place without the completion of the initial criteria. The Indian Constitution protects some rights, which are particularly important for children (for example, papers 21A, 24, 39 (e) and (f)), but they also have rights as citizens of India. The UN Convention on the Rights of the Child (UN-CRC) is one of the most important of all global laws for children, and there are other laws that are expressly for children. CRC emphasizes the importance of the family and the necessity to provide an environment that promotes children's healthy growth and development.

### Human Rights of the Girl Child

Human Rights are universal, and as common political, productive, social, and artistic freedoms, they apply to all people, including children and teenagers. Kids and teenagers have unique human rights that are explicitly linked to their status as minors and their need for extra care and security. Children and youth are especially vulnerable to violations of human rights, putting them at risk.

Children's freedoms are significant because they are guiltless, trusting, and live in a world abounding with band-aids. Their immaturity should be content and appreciative. Be that as it may, for quite a long time, the truth of immaturity is out and out various. 2 million Indian children bite the dust before they commend their first birthday celebration. Further young lady youngsters are killed upon entering the world. No less than 35 million youngsters advanced 6-14 years (according to measurements) don't go to class. Seventeen million children are working in various industries in India. Children have always been mistreated and subjugated throughout history. Children's are

suffering from the negative impacts of desire and vagrancy, dangerous labour, high youngster mortality, insufficient medical treatment, and limited opportunities for early training. It is possible and desirable to save adolescence. The Show on the Freedoms of the Kid, the most widely approved human privileges show ever, unambiguously states the human rights of children and girls. They're also in other human rights documents like the General Presentation, the Pledges, the Convention on the Elimination of Discrimination Against Women (CEDAW)-1979, and other widely accepted transnational human rights contracts and confirmations.

The rights of children are grouped under four basic rights of the Girl children following the UN-CRC that was ratified by India during 1992. The CRC-1989 is built on the opinion that "ALL children are born with fundamental freedoms and ALL human beings have some inherent rights". The Convention discusses the following 4 groups of introductory rights on all children across the world

1. **The Right to Survival:** to life, health, nutrition, name and nationality
2. **The Right to Development:** to education, care, leisure, recreation
3. **The Right to Protection:** from exploitation, abuse, neglect
4. **The Right to Participation:** to expression, information, thought and religion

The present study also barrows the same grouping of the Child Rights to study the levels of awareness and attitude towards Girl Child Rights.

Studies conducted by Isabelle and Nancy (1996), Abdul Gafoor and Rajan (2008), Kiran and Krishan (2008) and Sopekan (2009) revel that, parents and teachers are not fully aware of the child rights. If, we observe in our daily life, almost all the rights of children are violated in the home and society, this is true especially with regard to a girl child (people worship Goddess Durga but they want to kill their girl child). Therefore, there is a need to concentrate on the mindfulness among the two gatherings, the parents and teachers, towards the legalities and laws relating to girl child rights to equip them with enough knowledge relating to the consequences regarding the violation of girl child rights.

## **2. Objectives**

- I. To find out the awareness of Girl Child Rights among the parents and teachers.
- II. To find out the significant difference, if any, in the awareness of parents with regard to different Girl Child Rights due to variation in their gender.
- III. To find out the significant difference, if any, in the awareness of teachers with regard to different Girl Child Rights due to variation in their gender.

### 3. Methods

To study the awareness of parents and teachers who are dealing with the girl children the investigators developed the “Awareness Scale of Girl Child Rights” for both parents and teachers. The attitude scale constructed with 56 statements. These 56 statements are grouped and categorized into 4 groups. They are as follows:

<b>Rights</b>	<b>Number of Statements</b>
1.Right to Survival	13
2.Right to Development	13
3.Right to Protection	20
4.Right to Participation	10
<b>Total Statements</b>	<b>56</b>

The statements were arranged on three-point scale- ‘Aware’, ‘doubt’ and ‘not aware’. The investigators made a pilot study on 120 teachers and 120 parents. To quantify the data scoring was 3, 2 and 1 for ‘Aware’, ‘doubt’ and ‘not aware’ are assigned for all the statements. For the collected data t-test values were computed for all the statements of Awareness scale. From the results, it is observed that all the statements were significant. Investigators used Split-half method to estimate the reliability of scales used in the study. The obtained r-value of scale is very high (0.86) indicating the reliability of the scale. The scale indicates satisfying content validity, item validity, face validity and intrinsic validity.

#### Sample and Collection of Data

In the present study the investigators adopted the normative survey method to study the awareness of parents and teachers belonging to Nandyal Revenue Division of Kurnool District. The Kurnool district is one of the biggest districts in Andhra Pradesh consisting of 54 Revenue Mandals and these are divided into 3 Revenue divisions. The sample of the present study is 1200 i.e. 600 Parents and 600 Teachers.

#### Distribution of Sample

<b>Sample</b>	<b>Parents</b>		<b>Sub Total</b>	<b>Teachers</b>		<b>Sub Total</b>	<b>Grand Total</b>
	<b>Male</b>	<b>Female</b>		<b>Male</b>	<b>Female</b>		
<b>N</b>	300	300	<b>600</b>	300	300	<b>600</b>	<b>1200</b>

The developed Awareness scale has been administrated on the selected sample. Before administrating the rating scales on the Teachers and Parents, a good rapport was established with the parents of Girl Children, school heads and teachers by explaining the nature and purpose and its contribution to the development of Girl Children. The researchers met the sample and requested to go through the awareness scales with the instructions provided and, rate their awareness for each of the Rights of Girl Children given in the scales. Sufficient time was given to the both parents and teachers and no time limit was specified for rating the scales.

The collected data is quantified and by adding the numerical values, the scale yields a score of awareness towards girl child rights in-total and aspect wise. The information gathered is analysed using relevant statistical procedures such as Mean, Standard Deviation, Percentages, and the t-test to determine parental and teacher understanding of girl child rights.

#### 4. Results

##### *Awareness of Parents and Teachers with regard to Girl Child Rights*

*Mean and SD values of the Awareness scores of Parents and Teachers on various Girl Child Rights and calculated t-values*

Girl Child Rights	Parents (N=600)		Teachers (N=600)		Calculated t-values
	Mean	SD	Mean	SD	
Right to Survival	21.23	2.90	21.59	3.64	1.02@
Right to Development	20.98	3.01	21.18	3.64	0.56@
Right to Protection	33.10	4.65	33.16	4.79	0.12@
Right to Participation	15.89	2.46	16.50	2.88	2.14*
<b>Rights together</b>	<b>91.16</b>	<b>9.35</b>	<b>92.44</b>	<b>11.62</b>	1.14@

\* Significant at 0.05 level

@ Not significant at 0.05 level

With regard to Right to Participation the Mean awareness score of Parents (15.89) is less than that of teachers (16.50) and significant at 0.05 level (2.14). It is obvious that, teachers of Girl Children showed better awareness with regard to Right to Participation than the parents. From the results it can be assumed that there is no significant variance in the awareness of parents and teachers with regard to Right to Survival, Right to Development, Right to Protection and Rights together. The difference of variance between awareness of parents and teachers with respect to Right

to Participation could be due to as unlike the Parents, the teachers encourage the students to participate in various National festivals, Exhibitions, Games, Cultural events and Socializing events, there is a significant difference of variance of awareness between teachers and parents. Teachers are more encouraging with regard to the Right to Participation of the Girl Children than the Parents. This has, regardless to say cultural significance.

***Effect of 'Gender' on the Awareness of Parents and Teachers with regard to Girl Child Rights***

***Mean and SD values of the Awareness scores of Parents and Teachers with regards Girl Child Rights based on their Gender and calculated t-values***

S. No.	Girl Child Rights	Parents				t-values	Teachers				t-values
		Father N=300		Mother N=300			Male N=300		Female N=300		
		Mean	SD	Mean	SD		Mean	SD	Mean	SD	
1	Right to Survival	21.02	3.21	21.45	2.54	1.80*	21.28	3.84	21.90	3.41	2.07*
2	Right to Development	20.70	3.33	21.25	2.63	2.22*	21.01	3.82	21.36	3.44	1.20@
3	Right to Protection	32.82	4.69	33.37	4.60	1.45@	32.89	4.84	33.44	4.75	1.40@
4	Right to Participation	15.93	2.54	15.85	2.38	0.43@	16.11	3.12	16.89	2.57	3.35**
<b>Rights together</b>		<b>90.40</b>	<b>10.22</b>	<b>91.91</b>	<b>8.35</b>	<b>1.98*</b>	<b>91.28</b>	<b>12.26</b>	<b>93.58</b>	<b>10.85</b>	<b>2.43**</b>

\*\* Significant at 0.01 level (2.326) \* Significant at 0.05 level (1.645) @ Not significant at 0.05 level

It is clear that the total mean awareness score of parent's sample group of mothers (91.91) is greater than that of fathers (90.40). The obtained t-value (1.98) is significant at 0.05 level. It is obvious that, mothers of girl children showed better awareness with regard to Girl Child Rights than the fathers.

With regard to Right to Survival calculated t-value (1.80) is significant at 0.05 level. It can be understood that Mothers showed better awareness (21.45) with regard to Right to Survival than the

fathers (21.02). Similarly, with regard to Right to Development the mean score of mothers (21.25) is greater than that of fathers (20.70) and t-value (2.22) is significant at 0.05 level. It is evident that, mothers of girl children showed better awareness with regard to Right to Development than the fathers.

The difference of variance between awareness of mothers and fathers may be due to mother's identification of themselves with their children as they have crossed that stage facing situations of Child Rights involvement. The mothers are better aware of the needs and requirements for the survival and development of the girl child than the fathers among the parents. There is no significant effect of gender on the awareness of parents towards Right to Protection and Right to Participation. It is observed also that the total mean awareness score of female teachers (93.58) is greater than that of male teachers (91.28) and obtained t-value (2.43) is significant at 0.01 level. Therefore, female teachers of girl children showed better awareness with regard to Girl Child Rights than the male teachers.

With regard to Right to Participation and Right to Survival, the mean awareness score of female teachers (16.89 & 21.90) are greater than that of male teachers (16.11 & 21.28) and calculated t-values (3.35 & 2.07) are significant at 0.01 level and 0.05 levels respectively. It can be stated that female teachers showed better awareness with regard to Right Survival and Right to Participation than the male. The variance between awareness of female and male teachers may be due female may better aware of the need to survival of girl child and their active predication than the male. Both male and female teachers of girl child showed equal awareness towards Right to Development and Right to Protection. Therefore, there is no significant effect of gender on the awareness of teachers towards Right to Development and Right to Protection.

***Mean and SD values of the Awareness scores of Parents and Teachers with regards Girl Child Rights based on their Gender and calculated t-values***

S. No.	Girl Child Rights	Gender				t-values
		Male (N=600)		Female (N=600)		
		Mean	SD	Mean	SD	
1	Right to Survival	21.15	3.54	21.67	3.01	2.75**
2	Right to Development	20.85	3.58	21.30	3.06	2.35**
3	Right to Protection	32.86	4.76	33.40	4.76	2.01*

4	Right to Participation	16.02	2.84	16.37	2.52	2.24*
	<b>Rights together</b>	<b>90.84</b>	<b>11.28</b>	<b>92.75</b>	<b>9.71</b>	<b>3.14**</b>

\*\* Significant at 0.01 level (2.326)

\* Significant at 0.05 level

(1.645)

When it comes to the total sample, the mean awareness scores of male sample are less than that of the female for all Girl Child Rights are Right to Survival, Right to Development, Right to Protection and Right to Participation and Rights together and obtained t-values of Right to Survival, Right to Development and Right together (2.75, 2.35 & 3.14) are significant at 0.01 level and Right to Protection and Right to Participation (2.01 & 2.24) are significant 0.05 level. Therefore, it can be stated that female sample showed better awareness with regard to Girl Child Rights than the males.

## 5. Discussion

Teachers of Girl Children showed better awareness with regard to Right to Participation than the parents. Female sample showed better awareness with regard to Girl Child Rights than the males. Female teachers showed better awareness with concern to Right Survival and Right to Participation and total Girl Child Rights than the male. Mothers of girl children showed better awareness with regard to Right to Development than the fathers. Both male and female teachers of girl child showed equal awareness towards Right to Development and Right to Protection. Gender showed significant influence on the Girl Child Rights awareness of parents and teachers. There is a need to conduct awareness and training programmes to create more awareness to promote Girl Child Rights especially to the parents of the rural girls, Children and others who deal them. Educational institutions need to provide guidance cells to the Parents to promote practice of Girl Child Rights. Government/Stake holders should take necessary action in including Child Rights Particularly Girl Child Rights in the syllabus of Primary, Secondary, Higher Secondary, College, University and Competitive Examination curriculum. Steps should be taken by the authorities to inculcate awareness and sensitization of Girl Child Rights also review the practice Girl Child Rights at home and School during the PTA (Parents Teachers Association) meetings.

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