

# A STUDY OF ADOLESCENTS' ATTITUDE TOWARDS HUMAN RIGHTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT

UGC CARE  
APPROVED

## ABSTRACT

*The aim of the study was to explore the changes in knowledge and attitudes of Adolescents towards Human Rights in relation to their Academic Achievement. The survey was conducted on 500 adolescents (250 Males and 250 Females) in Ghazipur City in Uttar Pradesh. To study the attitudinal impact of exposure to relevant programs. The sample consisted of 250 male and 250 female intermediate students studying in class 12th. Random sampling technique was used. The tools used for data collection in the study were Human Rights Attitude Scale (HRAS) and Academic Achievement (Previous year marks obtained by the students of 12th standard). The objectives of the study were to see the difference between male and female adolescents' attitudes toward Human Rights and to see the effect of academic achievement on adolescents' attitudes toward Human Rights. The data were collected through descriptive normative survey method and analysis was done using both qualitative and quantitative approaches. For analyzing data, the statistical techniques namely mean, standard deviation, 'r', 'and t-test were applied. Analysis of variance and other suitable techniques were used. The following were the important findings of this study. The result of the study concludes that male and female adolescents differ significantly in their attitude toward Human Rights. The male and female adolescents with high Academic Achievement attitudes toward human rights are not significant. The male and female adolescents with low academic achievement attitudes toward human rights are not significant.*

**Keywords:** 1. Human Rights 2. Adolescents 3. Academic Achievement

## Introduction

The history of mankind is marked by efforts to ensure respect for the dignity of human beings. The concept of human rights was introduced and developed by thinkers from various cultural and religious traditions and written norms establishing the protection of the rights of individuals were gradually inscribed in national laws. An important contribution to the promotion of this idea was made by statesmen and lawyers steps were also taken to establish international human rights standards, in particular in the nineteenth century and after the First World War. However, it was only in the second half of the twentieth century that a comprehensive international system of human rights promotion and protection was set up. This was mainly due to the efforts of the United Nations, its Specialized Agencies, and regional intergovernmental organizations. Moses Moscovitz is of the view that "human rights are more than a collection of formal norms; they are dynamic, political,

social, economic, juridical, as well as moral, cultural and philosophic conditions which define the intrinsic values of man and his inherent dignity". In short, human rights are said to be "common language of humanity".

## Review of Related Studies

Srivastava ( 2015) found that male and female adolescents differ significantly in their attitude toward Human Rights. Male and female adolescents with extrovert groups' personality attitudes toward human rights are significant. Male and female adolescents with introvert groups of personality attitudes toward human rights are significant. Male and female adolescents with ambivert groups of personality attitudes towards human rights are significant.

**Dr. RAJESH KUMAR SRIVASTAVA**

Assistant Professor Department of B.Ed,  
YBN University, Ranchi, India

Srivastava (2014) found that male and female adolescents differ significantly in their attitude toward Human Rights. Male and female adolescents with extrovert groups' personality attitudes toward human rights are significant. Male and female adolescents with introvert groups of personality attitudes toward human rights are significant. Male and female adolescents with ambivert groups of personality attitudes towards human rights are significant.

Tiwari & Tiwari (2012) found that male and female adolescents differ significantly in their attitude toward Human Rights. Male and female adolescents with high social competence attitudes towards Human Rights are significant. Male and female adolescents with low social competence attitudes toward Human Rights are significant.

Tiwari & Tiwari (2012) found that male and female adolescents differ significantly in their attitude toward Human Rights. Male and female adolescents with high socio-economic status attitudes toward human rights are significant. Male and female adolescents with low socio-economic status attitudes toward human rights are significant.

Srivastav (2012) found that male and female adolescents differ significantly in their attitude toward Human Rights. Male and female adolescents with high Social Competence attitudes towards human rights are significant. Male and female adolescents with low Social Competence attitudes towards human rights are significant.

### **Statement of the Problem**

‘A Study of Adolescent’s Attitude towards Human Rights in relation to their Academic Achievement’.

### **Objectives**

1. To see the difference between male and female adolescents' attitudes toward Human Rights.
2. To see the effect of academic achievement on adolescents' attitudes toward Human Rights.

### **Subsidiary objective**

Construction and standardization of the ‘Human Rights Attitude Scale’ (HRAS).

### **Needs for the study**

1. It may help in the democratization of adolescents.
2. It is one of the latest topics that are why it is chosen by the investigator for the study.

3. The study may help in the future for the construction of policy for the Govt. of India.

UGC CARE  
APPROVED

### **Hypothesis**

Null Hypothesis was made for the above study.

### **Research Design**

The objective of the present investigation was to study Adolescent’s Attitudes toward human rights in relation to their academic achievement. For this purpose, A sample of 500 Senior Secondary School adolescents (250 Male and 250 Female) studying in class 11th & 12th in Crescent Convent School, Dildarnagar, Ghazipur (UP) were taken. The groups were administered by four tools viz Human Rights Attitude Scale (constructed by Investigator), Academic Achievement (Previous year marks obtained by the adolescents) to obtain raw scores for various purposes of the study.

### **Sample and Population**

The samples consisted of five hundred students (250 Male & 250 Female) from Dildarnagar, Ghazipur (UP), studying in class XI & XII.

### **Tools used**

1. Human Rights Attitude Scale by self.
2. Academic Achievement (Previous year marks obtained by the students)

### **Procedure for Data Collection**

The study was conducted on a sample of 500 students of class XI & XII from Ghazipur (U. P.). The entire test, viz. Human Rights Attitude Scale and Academic Achievement, were filled and given by the sample students and returned back to the investigator.

### **Statistical Analysis**

For analyzing data statistical techniques namely mean, standard deviation, and ‘t’ test were applied.

### **Testing of Hypothesis – 1**

To test hypothesis one, the total scores of male and female adolescents (N=500) on the human rights attitude scale were taken. To analyze the score ‘t’ the test was applied and a critical ratio was obtained. The results are shown in Table 1.

**Table 1**

Groups	N	M	SD	df	Calculated CR	Level of Significance	Tabulated Critical Ratio Result	Result
Boys	250	192.62	19.12	498	6.011	0.05	1.96	Significant
Girls	250	203.14	20.15					

Table – 1 indicates that the Critical Ratio (CR) value obtained on Human Rights Attitude Scale is 6.011. This value is significant at the .05 level of significance because it is greater than the required Critical Value of 1.96 when df is 498. It shows that boys and girls differ significantly in their attitudes toward human rights. Thus, the hypothesis, “Boys and Girls do not differ significantly in their attitude towards human rights” may be rejected.

**Testing of Hypothesis – 2**

To test hypothesis two, boys and girls (N=250) with high academic achievements were taken to the human rights attitude test. To analyze the score ‘t’ the test was applied and critical ratio (CR) was obtained. The results are shown in table-2.

**Table 2**

Groups	N	M	SD	df	Calculated CR	Level of Significance	Tabulated Critical Ratio Result	Result
Boys	125	67.32	9.19	248	1.31	0.05	1.97	Not Significant
Girls	125	68.88	9.71					

Table-2 indicates that critical ratio (CR) value obtained on high academic achievement is 1.31. This value is less than the required critical value of 1.97 at a 0.05 level of significance when df is 248. It shows that boys and girls do not differ significantly in their attitudes toward human rights. Thus, the hypothesis, “Boys and Girls adolescents whose academic achievement is high do not differ significantly in their attitude towards human rights” is accepted.

**Testing of Hypothesis-3**

To test hypothesis three, boys and girls (N=250) with low academic achievements were taken to the human right attitude test. To analyze the score ‘t’ the test was applied and a critical ratio (CR) was obtained. The results are shown in Table 3.

**Table 3**

Groups	N	M	SD	df	Calculated CR	Level of Significance	Tabulated Critical Ratio Result	Result
Boys	125	49	4.6	248	1.96	0.05	1.97	Not Significant
Girls	125	50.28	5.7					

Table-3 indicates that critical ratio (CR) value obtained on low academic achievement is 1.96. This value is less than the required critical value of 1.97 at a 0.05 level of significance when df is

248. It shows that boys and girls do not differ significantly in their attitudes toward human rights. Thus, the hypothesis, “Boys and Girls adolescents whose academic achievement are low do not differ significantly in their attitude towards human rights” can be accepted.

**Educational Implications of the Study**

Human Rights Education is an immense use in our present-day society in which people of different castes, creeds, religions, and cultures live together. Our constitution bestowed some rights and values i.e respect for human dignity and social integrity. The findings of the present study show that human right education may help too much for the development of boys and girls adolescents'.

**Conclusion**

The result of the study concludes that male and female adolescents differ significantly in their attitude toward Human Rights. Male and female adolescents with high Academic Achievement attitudes toward human rights are not significant. Male and female adolescents with low academic achievement attitudes towards human rights are not significant.

**Continued on Page 27**

6. Reddy, A. N., & Sinha, S. (2010). *Consortium for Research on Educational Access, Transitions, and Equity School Dropouts or Pushouts? Overcoming Barriers to the Right to Education*. Retrieved from <http://www.create-rpc.org>
7. Team, P. (1999). *Public report on basic education in India*. Retrieved from <https://idl-bnc-idrc.dspacedirect.org/handle/10625/23587>
8. Tilak, J. B. G. (2011). *What Matters for Outcomes in Elementary Education in India? Indian Journal of Human Development, 5(1), 29–60*. <https://doi.org/10.1177/0973703020110102>
9. Velaskar, P. (2005). *Educational Stratification, Dominant Ideology, and Reproduction of Disadvantages in India*. In S. M. Dahiwalé (Ed.), *Understanding Indian society: the non-Brahmanic perspective*. Jaipur : Rawat Publications

### Annexure 1

Drop-out rates at all India levels by gender and level of education, from 2000-01 to 2013-14 in percentage

Year	Primary (I-V)			Elementary (I-VI)			Secondary (I-X)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
01	39.7	41.9	40.7	50.3	57.7	53.7	66.4	71.5	68.6
06	28.7	21.8	25.7	48.7	49	48.8	60.1	63.6	61.6
11	29	25.4	27.4	40.6	41.2	40.8	50.2	47.7	49.2
14	21.2	18.3	19.8	39.2	32.9	36.3	48.1	46.7	47.4

#### Notes:

1. Dropout rate is defined as the proportion of pupils from a cohort in a given grade at a given year who are no longer enrolled in the following year (UNESCO)
2. Figures for 2013-14 are provisional
3. Source (MHRD)

Owned & Published by Rev. Dr. S. Sebastian, S.J. from St. Xavier's College of Education, Palayamkottai, Tirunelveli -2. Printed by G. Kanagasabapathi at Muthulechumi Press, 123-G, Trivandrum Road, Palayamkottai - 627 002.  
Editor : **Rev. Dr. S. Sebastian, S.J.**

## A STUDY OF ADOLESCENTS...

### References

1. Dubey, M.P. (1993). *Protection of Human Rights in India*. *The U.P. Journal of Political Science* 5, 1-2, 17-23.
2. Kapoor, S. K. (1999). *Human Rights under International Law & Indian Law*. 2nd Edition. Central Law Agency, Allahabad.
3. Levin, Leah (1998). *Human Rights*. First Edition. National Book Trust, New Delhi.
4. Nema, G.P. & Sharma, K.K. (2006). *Human Rights (Theory and Practice)*. College Book Depot, Jaipur.
5. Srivastav, R.K. (2012). *A Study of Adolescents Attitude towards Human Rights in Relation to their Social Competence*. *Shiksha Sahitaya* 6, 11, 36- 40.
6. Srivastava, R.K. (2014). *Adolescents' Attitude towards Human Rights in Relation to their Personality Variables*. *EDUTRACKS* 14, 4, 43-46.
7. Srivastava, R.K. (2015). *Adolescents' Attitude towards Human Rights in Relation to their Personality Variables*. *Education India Journal: A Quarterly Refereed Journal of Dialogues on Education* 4, 1, 136.
8. Tiwari, K. K. & Tiwari, Sarika (2012). *A Study of the Determinants of Adolescents' Attitude towards Human Rights in Relation to Social Competence*. *Shodh Dristi* 3, 1, 108-111.
9. Tiwari, K. K. & Tiwari, Sarika (2012). *A Study of the Determinants of Adolescents' Attitude towards Human Rights in Relation to Socio-Economic Status*. *Anusilan* 39, 1, 145-149.
10. Tripathi, T. P. & Tripathi, N. M. (2008). *An Introduction to the Study of Human Rights*. First Edition. Allahabad Law Agency Publications, Law.