

An Investigation into School Teachers' Understanding of Children's Rights and Their Use of Child Welfare Programs

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Abstract

In addition to having specific rights that take into account their unique needs, children and adolescents also enjoy the same fundamental rights as adults. Children are neither the parents' property nor the hapless recipients of charitable donations. They are people with rights because they are people. The study's objective is to evaluate school teachers' understanding of and adherence to child rights. The descriptive research approach has been used. A self-structured instrument composed of open-ended and closed-ended questions was utilized by the researcher to examine the respondents' chosen sociodemographic characteristics. Data were gathered through a questionnaire. A variety of questions about socio-demographic characteristics, understanding of children's rights, and their implementation are included in the schedule. The questionnaire has 16 questions with "yes" or "no" responses as possibilities. Teachers are the study's intended target audience. Convenience sampling was employed by the researcher. There are 34 samples in the sample. Those who were willing to answer the questions satisfactorily and who agreed to participate in the study voluntarily provided the data. Google forms were used to collect the information. The survey will be sent to responders over WhatsApp. Statistical Packages for the Social Sciences (SPSS) and Microsoft Word and Excel were used to examine the data that had been gathered. According to the study's findings, a child's awareness of the law can vary depending on their age and educational level.

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Introduction

In Indian society, talking about children has traditionally been taboo. In all communities, children have traditionally been viewed as humanity's greatest gift. Childhood is a crucial period in a person's development since it might influence how a community will evolve in the future. Children who are raised in a setting that supports their intellectual, physical, and social development mature into responsible adults who contribute positively to society.

In the history of human rights, the rights of children have been ratified the most. Beyond basic human rights, which guarantee and advance the wellbeing of people everywhere, child rights go above and beyond.

A kid, who is defined as anyone under the age of 18, has a number of specific needs that stem from their vulnerabilities that go beyond basic human rights.

The UNCRC defines child rights as the "minimum entitlements and freedoms that should be afforded to every

citizen under the age of 18 regardless of race, national origin, color, gender, language, religion, opinions, origin, wealth, birth status, disability, or other characteristics." These rights include children's freedom and civil rights, the family environment, essential healthcare and welfare services, education, recreational and cultural activities, and particular safeguards to protect them.

Child Labour

Child labor, as best described by the International Labour Organization (ILO), is work that endangers children's physical and mental development as well as their childhood, potential, and dignity. It refers to labor that jeopardizes children's cognitive, physical, social, or ethical development, interferes with their capacity to attend regular school, or in any other manner interferes with their ability to concentrate in class or have a healthy childhood.

Employment in hazardous industries is forbidden, according to the Child Labour (Prohibition & Regulation) Act of 1986. These industries are divided into 13 occupations and 57 processes. The number of hazardous procedures specified in the schedule of the Act has expanded from 18 to 57 over the past five years, and the number of vocations has climbed from 7 to 13. In accordance with Article 24 of the Constitution, no child under the age of 14 may work in a factory, mine, or in any other dangerous occupation.

Child Marriage

In Indian society, child marriage has always been a contentious issue. "Child marriage" is defined as "a marriage in which either of the contracting parties is a child" by the Prohibition of Child Marriage Act (PCMA). A kid is described as a person who has not reached the age of 18, or 21, in the case of a male, or 18, in the case of a female. Contrarily, Indian law does not define terms like "early marriage" and "forced marriage."

Review of Literature

The presentation of a summary of research investigations carried out by various researchers that are linked to the current study is referred to as a review of the literature. Ideas are presented in this chapter in a logically linked manner. Outlined how education on children's rights should be spread through the school, one of the most significant institutions for a child's development alongside families. Children spend time at home and at school; their behavior is shaped by their parents and instructors, who also have an impact on their thoughts and beliefs. Teachers can contribute more to giving kids the inputs they need to grow. The current study was carried out in this context to assess the knowledge of child rights among primary school teachers in Karnataka.

The new study is notable since its conclusions are entirely applicable in the contemporary day. It is crucial for society's well-being that teachers are aware of children's rights.

The kids are seen as being innocent, trustworthy, and upbeat. Children deserve to live, grow, be protected, and have a say in decisions that will impact their life. The study is being done among primary school teachers in and around Tiruchirappalli because of how pertinent the topic is. Only 27% of teachers were found to have a strong grasp of children's rights, according to a study that used 140 samples of teachers from both rural and urban school districts and a "Child Rights Awareness Tool" to collect data. Regarding gender or geography, there are also no real differences among teachers. Stated that the rights of children are their human rights, with a focus on the unique protection and care rights afforded to minors, such as their right to be in a relationship with their parents, human identity, and basic needs.

In Dharan government schools, a descriptive study was conducted to examine primary school teachers' views and knowledge of children's rights, as well as the connections between these factors and demographic traits, public opinion, and information. There are 209 primary school teachers working in the 34 government schools in Dharan. We employed a census sampling method, hence our sample size was 205 (4 out of 209 were death samples owing to absenteeism). Data were gathered using self-created, self-administered questionnaires that had been pretested. The study found that while 46.8% of respondents had insufficient awareness of children's rights, 53.2% of respondents felt they understood them sufficiently.

Investigated the amount of child rights knowledge among

teachers, contrasted child rights knowledge in the context of private and public schools, and calculated the correlation between child rights knowledge and selected demographic factors. The purposive sample method was used in this cross-sectional comparison study of 200 school teachers, 100 from four government schools and three private schools in Pokhara. Between November 1 and December 1, 2021, data was collected. A standardized self-administered questionnaire tool on knowledge of children's rights was developed by the researcher. Using a self-administered instrument, the researcher gathered data in 30 minutes. The quantitative data were analyzed using the statistical program for social sciences, version 20. A non-parametric test and 0 descriptive statistics were used to analyze knowledge and association. P-values under 0.05 were regarded as significant. Teachers at government schools had a lower level of knowledge (61%), while those in private schools had a higher level (68%) of awareness. Teachers at government schools showed a statistically significant correlation between knowledge and education level. The association between knowledge and ethnicity, religion, and information among private school teachers was also statistically significant.

Research Methodology

The study's objective is to evaluate school teachers' understanding of and adherence to child rights. The descriptive research approach has been used. A self-structured instrument composed of open-ended and closed-ended questions was utilized by the researcher to examine the respondents' chosen sociodemographic characteristics. Data were gathered through a questionnaire. A variety of questions about socio-demographic characteristics, understanding of children's rights, and their implementation are included in the schedule. The tool has 16 questions with "yes" or "no" as possible answers. School teachers make up the study's target population. Utilizing convenience sampling, the researcher collected data. 34 samples make up the sample size. Data were gathered from respondents who were willing to answer the questions sufficiently and were included in the study voluntarily. Google forms were used to get the data. The respondents will receive the form via WhatsApp. Microsoft (Word and Excel) and SPSS (Statistical Packages for the Social Sciences) were used to examine the data that had been gathered.

Statistical tests

- Among school instructors, there is no discernible correlation between gender and knowledge of child marriage. Keep the null hypothesis and reject the alternative one.
- There is a strong correlation between education and instructors' familiarity with child marriage. Reject the null hypothesis while keeping the alternative one.
- Among school instructors, there is no discernible correlation between experience and knowledge of child marriage. Keep the null hypothesis and reject the alternative one.
- There is no correlation between the type of school and the teachers' knowledge of child marriage. Keep the null hypothesis and discount the alternative one.

Major Findings

- More than half of those surveyed (52.9%) have earned a B.ED after post-graduation.
- The vast majority of responders (94.1%) work in private

education.

- More than half (58.8%) of the respondents have between one and five years of teaching experience.
- The majority of respondents (58.8%) come from metropolitan areas.
- The vast majority of responders (94.1%) were aware of the kid's age as defined by the child rights standard.
- More than 35% of respondents (64.7%) indicated that their school had a counseling center for kids.
- More than half (58.8%) of the respondents stated that their school introduced a complaint box for kids to utilize in the event that they encounter any troubles at school.

Conclusion

Children enjoy the same basic human rights as adults, as well as rights that are tailored to meet their unique needs. To protect children from abuse, harassment, and exploitation, certain laws have been passed. From school itself, kids are learning new, beneficial things. Therefore, a study was done to evaluate teachers' awareness of children's rights. The teacher is the only one who can educate students about their social rights. According to the study's findings, the majority of teachers are aware of the laws pertaining to children.

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