

Effect of Area, Academic Stream and Neurotic Personality Pattern on Human Rights Awareness of Senior Secondary School Students

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Abstract – *To save humanity is to serve God and it has been said by all humanist thinkers. But nowadays newspapers, magazines and other news media are flooded with reports of crime, murder, agitation and ever-teasing deeds against humanity. All these occurrences indicate deterioration in our ethical standards, loss of our moral and social values resulting in great loss to families, society, nation and ultimately the globe at large. Today the human beings are gradually converting themselves from psycho-social to only biological organism, though they are not only a biological organism, but also a psycho-social. We are bearing self-centeredness and this perception towards valuing humanity or human values giving a great thrust on divisive and distinguishing tendency. In that way, ultimately we will be forced the provisions made by our forefather in the Constitution of India, really it is the great source of human values and it looks forward to promote the conducive environment pertaining to humanism. But only having provisions are not sufficient, they should be translated into action by the citizens like ours. This paper highlights the human rights awareness among senior secondary school students of Himachal Pradesh.*

Keywords – *Human Rights, Senior Secondary, Himachal Pradesh, Area, Academic Stream, Neurotic Pattern of Personality.*

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INTRODUCTION

The modern conception of human rights developed in the aftermath of the Second World War (1939-45), in part as a response to the Holocaust culminating in the signing of the Universal Declaration of Human Rights by the United Nations General Assembly in 1948. However, while the phrase 'human rights' is relatively modern, the intellectual foundations of the modern concept can be traced through the history of philosophy and the concepts of natural law rights and liberties as far back as the city states of Classical Greece and the development of Roman Law. The true forerunners of human rights discourse was the enlightenment concept of natural rights developed by figures such as John Locke and Immanuel Kant and through the political realm in the United States Bill of Rights and the Declaration of the Rights of Man and of the Citizen.

"All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood." (Article 1 of the United Nations Universal Declaration of Human Rights (UDHR))

In India, Human Right is not a modern concept as it is written in Rig-Veda that there are rights which are present with an individual i.e. Right to Life, Right to Body (Nobody can torture), Rights to Home (Home as castle of individual). The concept of Human Rights was also there perhaps 2500 years back, when a Greek Philosopher Sophocles wrote a drama made 'Antigone'. It is the king of Apes who ordered to prosecute a person by declaring him as a traitor and to throw his dead body in the middle of the city. But the person's sister raised voice against it and called for his proper funeral as it was his right.

Free India addressed itself to the formulations of Human Rights through the legal instrument of the Constitution. The trust to make the India's Constitution a viable instrument of the Indian People's salvation, and to secure all persons' basic human rights, is implicit from the preamble promise, fundamental rights, directive principles, and various other provisions of the Constitution. Most of the Articles of the Universal Declaration of Human Rights, 1948 and two International covenants are building blocks of our constitutional framework. Though the Constituent Assembly was primarily concerned with the welfare of masses, yet there was considerable emphasis on the

ameliorative role of the State. Strictly speaking, the promulgation of the Constitution by the people may be said as a landmark in the development of Human Rights Jurisprudence in India. The Preamble, Fundamental rights and the Directive Principles of state policy together guarantee the basic Human Rights for the people of India.

The most important task before the leaders standing on the threshold of freedom was to eradicate problems of backwardness, poverty and illiteracy of the minorities and of the under-privileged weaker sections who had for long remained depressed under iniquitous social conditions. It was thus obvious that the course of immediate tasks lay in the direction of building an integrated society, consolidating the nascent nation state through a participatory political order based on socio-economic justice tangibly realised through political institutionalisation, planned economic development and peaceful social transformation. It was therefore, that the formulation of a Bill of Rights was considered as one of the most important task by the Constituent Assembly to achieve socio-economic justice which only would bring real freedom to the masses in a positive sense.

The Constitution of India was drafted by the Constituent Assembly which had its first meeting on 9th December 1946 and finally the Constitution was adopted by the People of India on 26th November, 1949. And it came into force w.e.f. 26th January, 1950.

"We the people of India, having solemnly resolved to constitute India into a sovereign, socialist, secular, Democratic Republic and to secure to all citizens: Justice, social, economic and political; Liberty of thoughts, expression, belief, faith and worship; Equality of status and of opportunity; and to promote among them all; Fraternity assuring the dignity of the individual and the unity and integrity of the nation..."

Thus, the preamble concisely sets out quintessence of human rights which represents the aspirations of the people, who have established the Constitution. The Preamble to the Constitution is of extreme importance and the Constitution should be read and interpreted in the light of the grand and noble vision expressed in the Preamble.

The Human Rights Awareness, which will be inculcated among student at the secondary stages, will positively affect their future thinking towards the Human Rights. This will be helpful in developing among them much needed Human Rights Awareness. Human Rights Awareness at secondary stages helps in solving various problems in the near future. Hence, there is a great need to make urban as well as rural societies aware about present status of Human Rights. The need of the hour is to organize a mass movement to protect Human Rights in urban as well as rural areas.

OBJECTIVE

The objective of this research was to study and compare the 'Human Rights Awareness' of senior secondary school students w.r.t. their area, academic stream and neurotic pattern of personality

HYPOTHESIS

Senior secondary school students do not differ significantly in 'Human Rights Awareness' w.r.t. their area, academic stream and neurotic pattern of personality

Operational Definitions of the terms Used:

Human Rights Awareness: These are the moral claims which are inalienable and inherent in all human individuals by virtue of their humanity alone.

Personality Factor: Personality is the dynamic organization with-in the individual of those psychophysical systems that determine his unique adjustment to his environment.

Senior Secondary Students: In this study, senior secondary students undergoing regular course of two years duration from different educational institutions in Himachal Pradesh affiliated to Himachal Pradesh Board of School Education, Dharamshala.

Area: Area includes location of senior secondary school students belonging to urban or rural area.

Urban Area: Senior secondary school students belonging to urban area.

Rural Area: Senior secondary school students belonging to rural area.

Stream/Academic Stream: The academic stream consists of three types of streams:

Science Stream: Science stream is concerned with the Zoology, Botany, Physics, Mathematics, Chemistry and Other Relevant subject in the related group.

Arts Stream: Arts stream is concerned with English as language and either with other language and History, Geography, Music, Political Science, Economics, Sociology, Public Administration and other relevant subject in the related groups.

Commerce Stream: Commerce stream is concerned with Commerce, Accountancy and other relevant subjects in the related groups.

RESEARCH METHOD

In this study descriptive method was used. Descriptive Method of research is concerned with describing the conditions or relationships that exist, practice that prevail, beliefs, viewpoints or attitudes that are held, processes that are going on, effects that are being felt or trends that are developing. Its major purpose is to describe the status of 'what it is'.

POPULATION

The entire group from which the sample is drawn is known as population. The term population in research may consist of persons, objects, attributes qualities, behaviour of people and answer to various items of a test. In the present study population was defined in terms of all the students' studying in science, arts and commerce streams in different senior secondary schools of Himachal Pradesh. Further, all students studying in 10+1 and 10+2 classes of all the senior secondary students of Himachal Pradesh constituted the population of the present study. It includes the students (male and female) of science, arts and commerce streams and urban and rural areas.

SAMPLING & SAMPLE

Sampling is the process by which a relatively small number of individuals or objects or events or institutions are selected for data collection and data analysed in order to find out something about the entire population from which the sample was selected. In the present study, the sample was drawn by using 'random sampling technique'. The sampling was done at three stages. In the first stage, six districts viz., Shimla, Solan, Kullu, Bilaspur, Kinnaur and Mandi were selected out of the existing twelve districts of the state. In the second stage 24 schools in total (4 schools from each district) were selected randomly. At the last stage, 600 senior secondary school students (300 students from different areas viz., urban and rural, 100 students from different stream i.e. science, arts and commerce, and 50 students from different gender i.e. male and female) of different schools from 6 district of Himachal Pradesh were selected randomly. The sample of the study comprised 360 senior secondary school students. Gender, academic stream and area wise details of the sample of secondary school students are given in Table 1.1:

TABLE-1.1

Gender, Academic Stream and Area Wise Details of the Final Sample of Senior Secondary School Students

Area Types of Stream		Rural	Urban	Total
Science	Male	30	30	60
	Female	30	30	60
Arts	Male	30	30	60
	Female	30	30	60
Commerce	Male	30	30	60
	Female	30	30	60
Total		180	180	360

TOOLS USED FOR DATA COLLECTION

Keeping in view the nature and significance of the present study, an inventory on Human Rights Awareness was developed by the investigator to collect requisite data from the students of 10+1 and 10+2 classes.

STATISTICAL TECHNIQUE USED

For analysis and interpretation of the obtained data 'Analysis of Variance' (2x3x2 factorial design) was used by the investigator. The obtained values of 'F' ratios were interpreted by comparing them with the 'F' tables at 0.05 and 0.01 levels of significance. Further, 't' test was used to test the significance of difference between any two means, where it was thought necessary.

FINDINGS OF THE STUDY

In order to study the main effects of type of area, academic stream and neurotic behaviour pattern; the double interaction effects of area and academic stream, academic stream and neurotic behaviour pattern, area and neurotic behavior; and the triple interaction effects of area, academic stream and neurotic behaviour pattern, on human rights awareness scores of senior secondary school students, Analysis of Variance (2x3x2) factorial design involving two types of area i.e. urban and rural, three types of academic stream i.e. science, arts and commerce and two levels of neurotic behaviour pattern i.e. more and less was applied. The human rights awareness scores of senior secondary school students are given in the Table 1.2 as follows:

TABLE 1.2

Total Scores and Means on Human Rights Awareness of Senior Secondary Students w.r.t their Area, Academic Stream and Neurotic Behaviour Pattern of Personality

Type of gender Academic Stream and Neurotic Behaviour Pattern	Scores & Means of Urban Students	Scores & Means of Rural Students	Scores & Means irrespective of Area	Scores & Means of More & Less N/ Behaviour Pattern
Science	1218 (40.60)	1172 (39.07)	2390 (1) (39.83)	7061 (1+3+5) (39.23)
Less Neurotic Behaviour Pattern	1237 (41.23)	1196 (39.87)	2433 (2) (40.55)	
Total Scores And Means Of Science Stream	2455 (40.92)	2368 (39.47)	4823 (40.19)	
Arts	1121 (37.37)	1154 (38.40)	2275 (3) (37.92)	7218 (2+4+6) (40.10)
Less Neurotic Behaviour Pattern	1187 (39.57)	1167 (38.90)	2354 (4) (39.23)	
Total Scores And Means Of Arts Stream	2308 (38.47)	2321 (38.68)	4629 (38.57)	
Commerce	1207 (40.23)	1189 (39.63)	2396 (5) (39.93)	7279 (3+5+7) (40.23)
Less Neurotic Behaviour Pattern	1244 (41.47)	1187 (39.57)	2431 (6) (40.52)	
Total Scores And Means Of Commerce Stream	2451 (40.85)	2376 (39.60)	4827 (40.23)	
Total And Mean Scores	7097 (39.43)	7182 (39.90)	Grand Total & Mean Score	14279 (39.66)

In the above Table, the commerce students of urban area with less neurotic behaviour pattern i.e. less neurotic personality pattern were having the highest mean score i.e. (41.47). The arts students of urban area with more neurotic behaviour pattern i.e. more neurotic personality pattern were having the lowest mean score (37.37), whereas the means of the other categories remained in between the two afore said means. From the human rights awareness scores w.r.t. Area, Academic stream and Neurotic behaviour pattern patterns, 'F' ratios were calculated. The results are summarised in the Table 1.3 as follows:

TABLE 1.3

Summary Table of Analysis of Variance of Human Rights Awareness Scores of Senior Secondary Students w.r.t. their Area, Academic Stream and Neurotic Behaviour Pattern of Personality

Source of Variation	Sum of Squares (SS)	df	Mean Square (V)	'F' Ratio
Area	61.67	1	61.67	3.98*
Academic stream	213.49	2	106.75	6.89**
Neurotic behaviour pattern	68.47	1	68.47	4.42*
Area x Academic stream	49.69	2	24.85	1.60
Academic stream x Neurotic behaviour pattern	9.15	2	4.58	0.30
Area x Neurotic behaviour pattern	21.02	1	21.02	1.36
Area x Academic stream x Neurotic behaviour pattern	15.27	2	7.64	0.49
Error Variance (ssw)	5394.57	348	15.50	-----
Total Sum of Squares	5833.33	359	-----	-----

*significant at 0.05 level of significance
**significant at 0.01 level of significance

Main effect of Area: From the Table 1.3, it is evident that the calculated value of 'F' ratio for the df 1 and 348 came out to be 3.98, which is significantly greater than the 'F' Table value 3.87 at 0.05 level but lower than the 'F' value (6.71) of 0.01 level of significance. Hence the hypothesis no. 1(a), 'senior secondary school students do not differ significantly in 'human rights awareness w.r.t.their area' was not retained at 0.05 level but retained at 0.01 level of significance. Thus it is interpreted that senior secondary school students of urban and rural area were possessing different levels of knowledge pertaining to human rights. Further, from the Table 1.2, it is evident that the means of urban and rural area students were 39.43 and 39.90 respectively. The difference of .53 mean score between the two mean scores is affecting the results at 0.05 level but not at 0.01 level of significance.

Main effect of Academic Stream: From the Table 1.3, it is evident that the calculated value of 'F' ratio for the df 2 and 348 came out to be 6.89, which is significantly greater than the 'F' Table value 4.67 at 0.01 level of significance. Hence the hypothesis no. 1(b), 'senior secondary school students do not differ significantly in 'human rights awareness w.r.t.their academic streams' was not retained. Thus it is interpreted that senior secondary school students of Science, Arts and Commerce were possessing different levels of knowledge pertaining to human rights. Further, from the Table 1.2, it is evident that the means of science, arts and commerce stream students were 40.19, 38.57 and 40.23 respectively. The difference of 1.62 and 1.66 between the mean scores of science and arts students, as well as arts and commerce students affected the results significantly.

Main effect of Neurotic behaviour pattern: From the Table 1.3, it is evident that the calculated value of 'F' ratio for the df 1 and 348 came out to be 4.42, which is significantly greater than the 'F' Table value 3.87 at 0.05 level but lower than the 'F' value (6.71) of 0.01 level of significance. Hence the hypothesis no. 1(c), 'senior secondary school students do not differ significantly in 'human rights awareness w.r.t.their neurotic pattern of personality' was not retained at 0.05 level but retained at 0.01 level of significance. Thus it is interpreted that senior secondary school students with more and less neurotic pattern of personality possess equal level of human rights awareness to some extent, but differ at some extent. Further, from the Table 1.2, it is evident that the means of student with more and less neurotic pattern of personality irrespective of their area and academic stream were having 39.23 and 40.10 respectively. The difference of 0.87 mean score between the two mean is affecting the result at 0.05 level but not at 0.01 level of significance.

Further, 't' value was also computed to test the significance of difference between academic stream mean scores of science, arts and commerce students irrespective of their gender and neurotic behaviour pattern. The results are summarised in Table 1.4 as follows:

TABLE- 1.4

't' Value Showing Significance of Difference in Students Awareness towards Human Rights in Different Types of Academic Streams

Pairs of comparison	N	Mean Difference	SED	't' Value
Science and Arts Students	120	1.61	0.52	3.10**
Science and Commerce Students	120	0.04	0.48	0.08
Arts and Commerce Students	120	1.65	0.52	3.17**

**significant at 0.01 level of significance

From the above Table 1.4, it is evident that the first computed 't' value is 3.10 for df 240, which is significantly higher than the 't' table value 2.60 at 0.01 level of significance. Hence it may be interpreted that the science and arts students differ significantly from each other in their human rights awareness. The second computed 't' value is 0.08 for df 240, which is lower than the 't' value 1.97 at 0.05 level of significance. Hence it may be interpreted that the science and commerce students do not differ significantly from each other in their human rights awareness. The third computed 't' Table value is 3.17 for df 240, which is significantly higher than the 't' table value 2.60 at 0.01 level of significance. Hence it may be interpreted that the science and arts students differ significantly from each other in their human rights awareness.

CONCLUSION

Following conclusions were drawn from the present study:

Significant different at 0.01 level of significance was found in the human rights awareness of students' w.r.t. their academic stream. 't' values were also calculated for different pairs of comparisons, the pairs of science-arts and arts-commerce were found significant at 0.01 level of significance. Further, among the interaction effects only the interaction effect of gender and neurotic behaviour pattern of personality was found significant at 0.01 level of significance.

None of the main effects i.e. gender, area and neurotic behavior pattern of personality were found significant at 0.01 level. Only the interaction effect on effect of

gender and neurotic behavior pattern of personality was found significant at 0.01 level of significance.

Only the main effect of academic stream of students was found at 0.01 level of significance w.r.t. their human rights awareness. The 't' value of the pairs of comparison, the pairs of science-arts and arts-commerce were found significant at 0.01of significant. None of the interaction effects was found significant.

Out of the main effects of area, academic stream and neurotic behaviour pattern of personality only the main effect of academic stream was found significant at 0.01 level of significance w.r.t. students' human rights awareness. The 't' value of the pairs of comparison, the pairs of science-arts and arts-commerce were found significant at 0.01of significant. None of the interaction effects was found significant.

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