

Effect of Human Rights Awareness among prospective teachers in relation to their Assertiveness

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Abstract

The present research is undertaken with an intent to explore the effect of Human Rights Awareness among prospective teachers in relation to their Assertiveness. The present strategy is experimental in nature following the Pretest-Posttest equivalent – Groups Design. The data was collected from 100 prospective teachers from the college using Human Rights Awareness Test (developed and standardised by the investigator) and Rathu' Assertiveness Test. For statistical analysis, t- test, two way ANOVA and Product Moment Correlation was used. The findings revealed the positive correlation between Human Rights Awareness and Assertiveness.

Keywords: HRA-Human Rights Awareness, MA- Modular Approach, CA-Conventional Approach

1. Introduction

The situation of human rights in India is a complex one, as a result of the country's large size and vibrant diversity, its status as a developing country and a secular, sovereign, democratic republic. The Constitution of India provides for fundamental rights, which include various human rights. The prospects of human rights calls for exhaustive deliberations and other ways and means by the stakeholders of the enlightened society, which fosters peace and harmony.

The Supreme Court of India and the National Human Rights Commission are playing an instrumental role in ensuring the observance of human rights by all organs of the State. Active engagement of all the citizens of India alone can make the "Human Rights Mission" a success.

1.1 Human Rights Awareness

Awareness should be generated through human rights education. Awareness for human rights could be instilled through the curricula of all educational institutions and at primary, secondary and higher levels of learning. Human rights education ensures gender equality which contributes to peace and prosperity in the society. There is a need for conceptual framework for identifying elements which are key for child protection in any setting. Human rights education makes the children aware of their rights as well as their duties in the malleable years of their growth.

1.2 Conventional Approach

It is the most prevalent teaching behaviour found in schools worldwide. Conventional or traditional approach refers to method involving instructors.

Conventional teaching or traditional teaching refers to a teaching method involving instructors and the students interacting in a face-to-face manner in the classroom. The teachers initiate discussions in the classroom, and focus exclusively on knowing content in textbooks and notes. Students receive the information passively and reiterate the information memorized in the exams. Many teachers are still teaching their students in the same manner as how they were taught, not much of progress in terms of the teaching perspectives. Conventional teaching is also limiting the room for more creative thinking and also seldom considering individual differences. It is necessary to realize these limitations in conventional teaching and take a step to move forward.

1.3 Modular Approach

A broader way of organizing instructions that cover a wide range of objectives like knowledge, skills and application is called modular approach. Since the last decade of twentieth century, increased thrust is given on the use of modular approach in teaching. Of late, educators have opined that modular approach has a vast scope and potential. Each module consists of a distinct learning unit that make up a course of education. **Mishra (1995)** and **Kumar (1997)**, "a module is a self contained and independent unit of instruction with the primary focus on a few defined objectives".

1.4 Assertiveness

Assertiveness is concerned with standing up for one's rights without violating the rights of others. Assertiveness sees everyone as equal with equal rights and equal responsibilities.

Assertiveness behavior is said to promote conflict resolution and positive self concepts (Kern 1982; Lawrence, Hanson & Brussier, 1996, Rich & Schroeder, 1976;) Self actualisation (Crandall, Mc cown & Robb, 1988).In Wikipedia (2008), an assertive style of behavior is mentioned as interacting with people while standing up for one's rights.

2. Need

There is an urgent need for awareness in human rights among prospective teachers, it is researcher's earnest endeavor to make them aware of their rights as well as the rights of others, to follow the path of honesty and uprightness and mutual respect, which is the need of the hour; where ferocity and mistrust among school children is a challenging these days. Moreover, in a democracy, assertiveness has a vital role to play. Henceforth, it is all the more pertinent to study the effect of human rights awareness in relation to assertiveness.

3. STATEMENT OF THE PROBLEM

The Effect of Human Rights Awareness among prospective teachers in relation to their Assertiveness.

Delimitations

1. The study's sample was delimited to 100 female prospective teachers.
2. Only one private college of education was taken up for the study.
3. Only two approaches (i.e. conventional and modular) for human rights awareness were undertaken.
4. Only one variable was included i.e. Assertiveness.

4. Objectives

- 1) To study the effect of human rights awareness of a group with respect to their assertiveness.
- 2) To study the effect of interaction between approaches and assertiveness.

5. Hypotheses

- H1: There will be no significant difference on assertiveness between modular approach group and control group.
- H2: There will be no significant difference on human rights awareness in relation to level of assertiveness irrespective of approaches.
- H3: There will no interaction between effectiveness of approaches of instructions and assertiveness on human rights awareness.
- H4: There will be no relation between human rights awareness and assertiveness.

6. TOOLS USED

The following tools were used in the present study:

1. Human Rights Awareness Test developed by the investigator.
2. Rathus Assertiveness Schedule (1973)

6.1 Human Rights Awareness Test

The Human Rights Awareness Test (28 test items which are based on hypothetical situations) was developed by the investigator. The three point scale 'Yes', 'No', 'Information Incomplete' was used in the present study.

6.2 Rathus Assertiveness Schedule (1973)

Spencer A. Rathus developed Rathus Assertiveness Schedule to measure assertiveness. This 30-item instrument was designed to measure assertiveness.

7. SELECTION OF THE SAMPLE

The College Sample :

The college sample was drawn from D.S. Gurukul College of Education for Women, Gholumajra, Derabassi, Distt Mohali, Punjab.

The Student Sample:

The student sample was drawn randomly at D.S. Gurukul College of Education for Women, Derabassi. The two groups were selected through random system of lots. Experimental group (Section-A) undertaken with Modular approach. Control group (Section-B) was undertaken with conventional approach.

8. DESIGN OF THE STUDY

The present strategy is experimental in nature following the Pretest-Posttest equivalent – Groups Design.

8.1 PROCEDURE OF THE STUDY

The study was conducted in the following phases:

Phase First: The administration of the pre-test (self developed Human Rights test) was carried out for two groups i.e. modular approach group and control group.

Phase Second: The investigator conducted the intervention program (48 days) with the help of self developed chapters (for control group) and modules (for modular approach group).

1. Modular Approach

The modules designed by the investigator included techniques namely Brainstorming, role play and creative expression for creating human rights awareness. Modular approach group was selected as Section- A of B.Ed. class.

2. Control Group:

The investigator delivered address on selected topics for human rights awareness.

Phase-Third: The post-tests for the same were administered, simultaneously. The total time taken was spread for four months (i.e. Sep, 2011 – Jan, 2012).

8.2. Statistical Analysis of Data

Descriptive analysis as mean, median, mode and standard deviations were used. Graphical presentations as bar diagrams were used. Correlation coefficient was calculated to find out the relationship between variables. Independent ‘t’ test and two way ANOVA (Analysis of variance) were used for various comparisons.

9. Results and Discussions**Discussion based on Table 9.1**

From table 9.1 and figure 9.1, it was cleared that assertiveness score showed non significant effect ($t=0.12$ & $p>0.05$) on approaches i.e. modular approach group and control group at 0.05 level of significance. Hence, the hypothesis, **H1: “There will be no significant difference on assertiveness between modular approach group and control group”** was accepted. The mean comparison of assertiveness score on modular approach group and control group is shown in figure.

Table 9.1: Mean, SD and t value of Modular Approach Group and Control Group for Assertiveness

Variable	Modular Approach Group		Control Group		t value	df	p value
	Mean	SD	Mean	SD			
Assertiveness	5.06	2.38	5.0	2.58	0.12	98	0.90

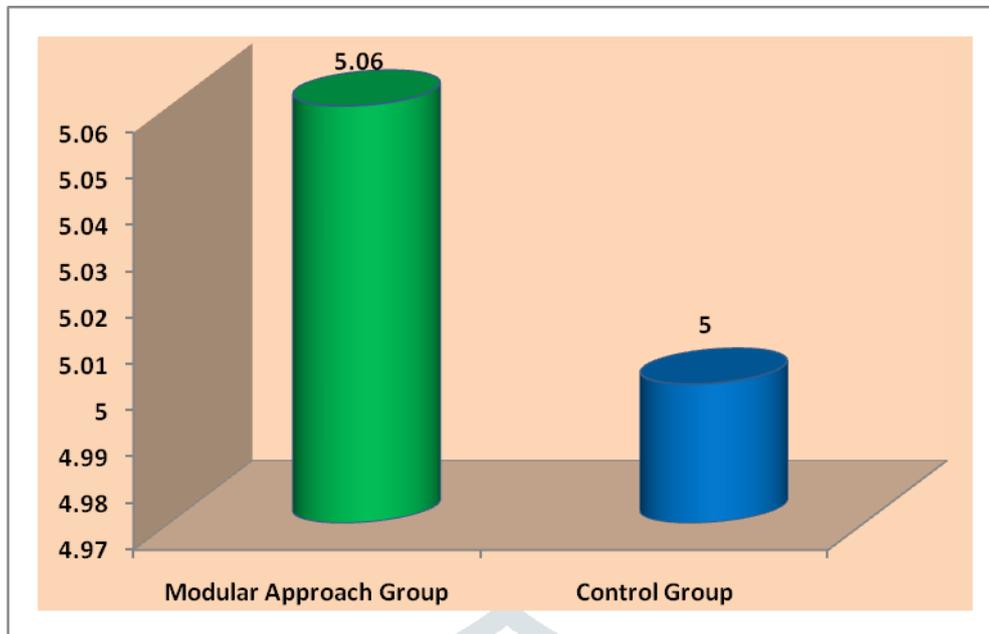


Figure 9.1: The Comparison of Mean Scores of Modular Approach Group and Control Group for Assertiveness

Discussion based on Table 9.2

From table 9.2 and figure 9.2, it was cleared that high and low level of assertiveness score showed significant effect ($t=3.46$ & $p<0.01$) on human rights awareness among approaches of teaching at 0.01 level of significance. Hence, the hypothesis, **H2: “There will be no significant difference on human rights awareness in relation to level of assertiveness irrespective of approaches”** was rejected. The mean comparison of high and low assertiveness score of approaches of teaching is shown in figure.

Table 9.2: Mean, SD and t value in relation to Level of Assertiveness on Human Rights Awareness

Variable	High (N=43)		Low (N=57)		t value	df	p value
	Mean	SD	Mean	SD			
Human rights awareness	8.53	2.64	6.75	2.48	3.46	98	0.00**

** Significant at 0.01 level of confidence

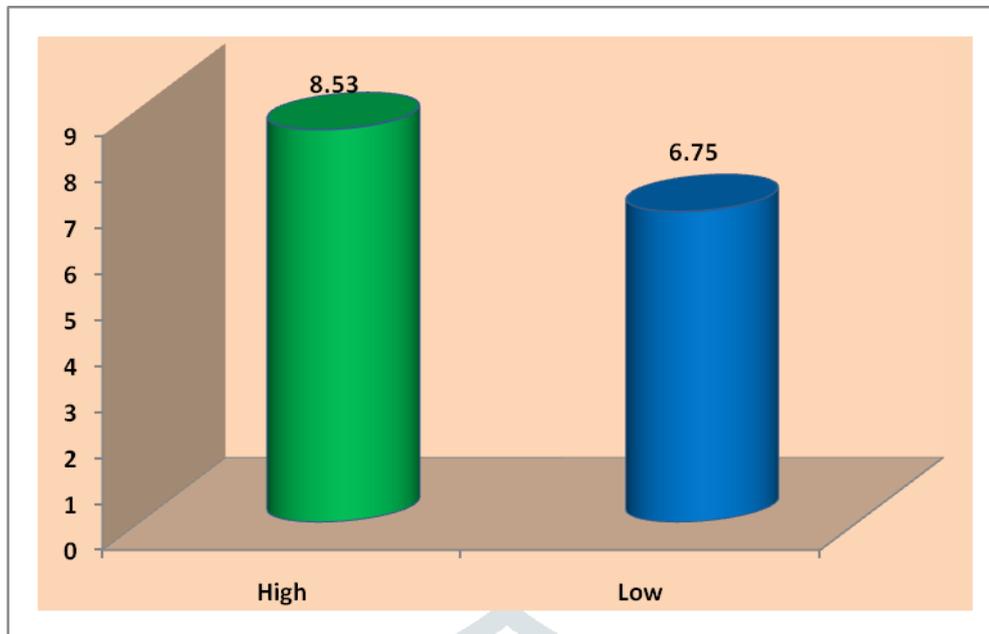


Figure 9.2: The comparison of Mean Scores of Approaches (Modular Approach and Conventional Approach) in relation to level of Assertiveness for Human Rights Awareness

9.3 2X2 ANOVA Interaction Analysis for Approaches of Instructions and Assertiveness for Human Rights Awareness.

Table 9.3.1, shows comparison of gain mean scores and standard deviation of assertiveness and approaches of instruction for human rights awareness. Table 9.3.2, shows that approaches ($F=16.10$ & $p<0.01$) and assertiveness ($F=15.81$ & $p<0.01$) showed significant at 0.01 level of significance. Two way interaction between approaches and assertiveness (High & low) found to be non significant ($F=0.39$ & $p> 0.05$) at 0.05 level of significance on assertiveness score. Hence the hypothesis H_3 : “**There will no interaction between effectiveness of approaches of instructions and assertiveness on human rights awareness**” is accepted.

Table 9.3.1: Comparison of Gain Mean Scores and Standard Deviation of Assertiveness and Approaches of Instruction for Human Rights Awareness

Group	Assertiveness	N	Mean	SD
Modular Approach	High	10	11.30	1.64
	Low	9	7.78	2.05
	Total	19	9.63	2.54
Conventional Approach	High	8	7.75	3.33
	Low	11	5.18	2.27
	Total	19	6.26	2.98
Total	High	18	9.72	3.04
	Low	20	6.35	2.50
	Total	38	7.95	3.22

Table 9.3.2: 2X2 ANOVA between Assertiveness and Effectiveness of Approaches of Instructions for Human Rights Awareness

Source of Variation	Sum Squares	df	Mean Square	F value	p value
Approach	88.46	1	88.46	16.10	0.00**
Assertiveness (High & low)	86.87	1	86.87	15.81	0.00**
Approach * Assertiveness	2.13	1	2.13	0.39	0.54
With in treatment	186.79	34	5.49		

*Significant at 0.01 level of confidence

9.4 Relationship between Human Rights Awareness and Assertiveness

To study the relationship between Human Right Awareness and assertiveness, Product Moment Correlation was used.

Discussion based on Table 9.4:

Table 9.4 represents the correlation between human rights awareness and assertiveness. It reveals that human rights awareness has positive correlation with Assertiveness ($r=0.39$, $p<0.01$) at 0.01 level of confidence. Therefore, hypothesis H4: “**There will be no relation between human rights awareness and assertiveness**” was rejected. The positive correlation shows that with increase in human rights awareness, assertiveness can also be developed and modified.

The table shows the positive correlation between human rights awareness programme helps to modify and develop assertiveness. The present study is also supported by the study conducted by **Martin and others (1982)**. The present study has substantial educational implications for all the major stakeholders of the educational domain.

Table 9.4: Correlation between Human Rights Awareness and Assertiveness of Groups (Modular Approach Group and Control Group)

	Assertiveness	Human Rights Awareness
Pearson Correlation	1	0.39
Sig. (2-tailed)	-	0.00**

** Correlation is significant at the 0.01 level (2-tailed) of confidence

10. Major Conclusions: There is a positive correlation between human rights awareness and assertiveness. Secondly, there is no difference of effectiveness of approach of instruction for high and low assertive group.

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