



AWARENESS OF WOMEN RIGHTS AMONG PERSPECTIVE TEACHERS

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ABSTRACT

The present investigation is an attempt to study the awareness of women rights among perspective teachers in Coimbatore district. Normative survey method was used in the present investigation. Data was collected from a sample of 400 perspective teachers selected from Coimbatore district in Tamilnadu state using random sampling technique. awareness of women rights Scale constructed and standardized by the investigators was used to collect data. awareness of women rights among perspective teachers in Coimbatore district. The findings revealed that the awareness of women rights among perspective teachers possess the medium level of awareness of women rights. The study revealed that Locality, Type of Family, Type of management had influence in the awareness of women rights among perspective teachers. Gender had no impact in awareness of women rights among perspective teachers.

Key words; Awareness of women rights, perspective teachers

INTRODUCTION

Awareness refers to the state of being conscious, informed, and knowledgeable about particular facts, issues, rights, or responsibilities. It involves not only having information but also understanding its meaning, importance, and practical implications in daily life. Awareness enables individuals to recognize situations, make informed decisions, and respond appropriately.

In the context of social issues, awareness implies an individual's level of understanding about social realities, legal provisions, and personal rights. It includes cognitive (knowledge), affective (attitude), and behavioral (action-oriented) components.

With reference to this study, awareness of women's rights means the extent to which perspective teachers possess knowledge and understanding about the rights guaranteed to women through constitutional provisions, laws, educational opportunities, economic participation, political

representation, and socio-cultural protections. Higher awareness helps students develop gender sensitivity, equality perspectives, and responsible citizenship.

Thus, awareness is not merely information, but informed understanding that influences attitudes and behavior towards women's rights in society.

Women rights refer to the fundamental human rights and freedoms that are guaranteed to women and girls on the basis of equality with men. These rights aim to ensure that women enjoy equal status, opportunities, dignity, and protection in all spheres of life—social, economic, political, educational, and legal.

Women rights are rooted in the broader framework of human rights as recognized by international bodies such as the United Nations. A landmark international document, the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), specifically focuses on eliminating discrimination against women and promoting gender equality worldwide.

In the Indian context, women rights are safeguarded by the Constitution of India, which guarantees equality before law (Article 14), prohibition of discrimination (Article 15), and equal opportunity in public employment (Article 16). Various laws and policies have also been enacted to protect women from discrimination, violence, and exploitation.

Women Rights in Independent India

In independent India, women have gained constitutional rights and legal protection. They enjoy:

- Right to equality
- Right to freedom of expression
- Right to education
- Right to employment
- Right to participate in governance

However, representation of women in higher administrative and decision-making positions remains comparatively low. Social injustice and discrimination continue in some parts of society.

Therefore, the major issue today is not only the existence of rights but also awareness and effective utilization of those rights. Lack of awareness often prevents women from exercising their legal and constitutional protections.

REVIEW OF LITERATURE

Afnan et al. (2025) conducted a study on sexual and reproductive rights awareness among women in Chandigarh. The findings revealed that awareness levels were relatively low, with only a limited proportion of participants familiar with the concept of reproductive rights. The study also found that higher education levels and urban residence were positively associated with better awareness. The researchers recommended comprehensive educational programs and community outreach initiatives to improve understanding of sexual and reproductive rights.

Basu (2024) conducted a study on the awareness of legal rights among female undergraduates. The study revealed that a majority of students possessed a low to moderate level of awareness regarding legal provisions related to women's rights. It was also observed that students from urban areas and professional courses showed comparatively higher awareness than others. The researcher emphasized the need to incorporate legal literacy and rights-based education in higher education institutions to empower female students.

Shukla & Verma (2024) conducted a study on women's rights knowledge in relation to community context. The findings indicated that students' awareness of women's legal and social rights was significantly influenced by their community background, socio-economic status, and exposure to media and education. Students from urban and socially progressive communities demonstrated higher levels of awareness compared to those from rural or traditional settings. The study emphasized the need for community-based awareness initiatives alongside institutional education to strengthen women's rights knowledge.

Cross-Cultural Research Team (2025) conducted a study on harassment and rights awareness among international students. The findings revealed that many women students experienced harassment and discrimination, which negatively impacted their confidence, academic participation, and understanding of their rights. Awareness of protective laws and reporting mechanisms was moderate to low. The study emphasized the need for comprehensive institutional policies, support systems, and awareness programs to ensure a safe and inclusive learning environment for all students.

J. Parker (2024) conducted a study on legal awareness among undergraduate law students. The findings revealed that while students had a good general understanding of legal principles, their knowledge of specific women's rights and protective laws was moderate. Participation in targeted workshops, seminars, and curriculum modules significantly enhanced awareness. The study emphasized the importance of integrating practical legal literacy and rights-focused education within law programs to empower students and promote advocacy skills.

Syifa Siti Aulia et al. (2024) conducted a systematic review on women's participation in the gender equality movement. The study analyzed existing research and found that active involvement of women in advocacy, leadership, and social movements significantly enhances awareness of gender rights and equality issues. The review emphasized that education, policy support, and community engagement are key factors in strengthening women's empowerment and promoting sustained gender equality initiatives.

STATEMENT OF THE PROBLEM

The problem under investigation is entitled as “Awareness of Women Rights among Perspective Teachers”.

OBJECTIVE OF THE STUDY

1. To find out the overall level of awareness of women’s rights among Perspective Teachers
2. To find out the difference in women’s rights awareness among Perspective Teachers with respect to the following demographic variables:

- Gender
- Locality of the college
- Type of family
- Type of the management

1.16 NULL HYPOTHESES:

The following are the major null hypotheses framed for the present investigation.

1. There is no significant level of awareness of women rights among perspective teachers
2. There is no significant difference between male and female perspective teachers in their awareness of women rights.
3. There is no significant difference between rural and urban areas perspective teachers in awareness of women rights.
4. There is no significant difference between joint family and nuclear family perspective teachers in awareness of women rights.
5. There is no significant difference in the mean scores of awareness of women rights of government, government aided and private perspective teachers.

METHOD OF THE STUDY

Survey method was used by the investigator for this study

SAMPLE

The present study was conducted on a sample 400 perspective teachers in Coimbatore district

TOOL USED

The tool used for the present study was,

Awareness of women rights scale, to measure the awareness of women rights among perspective teachers. It is a self-made tool and personal data sheet.

STATISTICAL TECHNIQUES USED

The following statistical techniques have been used in the present study for the analysis of collected data.

1. Descriptive Analysis

2. Differential Analysis

DIFFERENCE BETWEEN MALE AND FEMALE PERSPECTIVE TEACHERS IN THEIR AWARENESS OF WOMEN RIGHTS.

GENDER	N	MEAN	SD	CALCULATED t' VALUE	TABLE VALUE	REMARKS AT 5% LEVEL
MALE	146	51.34	6.54	1.30	0.20	NOT SIGNIFICANT
FEMALE	254	50.44	6.90			

From the above table, it is inferred that, there is no significant difference in the mean value of awareness of women rights scores between male and female perspective teachers. The mean score of male is 51.34 and female is 50.44.

The calculated t-value is 1.30, which is lesser than the table value 1.96 at 5% level of significance. So, there is no significant difference in the awareness of women rights level of male and female perspective teachers. Hence, the null hypothesis is accepted.

Thus, there is no significant difference between male and female perspective teachers in their awareness of women rights.

DIFFERENCE BETWEEN RURAL AND URBAN PERSPECTIVE TEACHERS IN THEIR AWARENESS OF WOMEN RIGHTS.

LOCALITY OF THE COLLEGE	N	MEAN	SD	CALCULATED t' VALUE	TABLE VALUE	REMARKS AT 5% LEVEL
RURAL	203	49.56	6.94	3.68	0.000	SIGNIFICANT
URBAN	197	52.01	6.38			

From the above table, it is inferred that, there is significant difference in the mean value of awareness of women rights. scores between rural and urban perspective teachers. The mean score of urban perspective teachers is 52.01 and rural perspective teachers 49.56.

The calculated t-value is 3.68, which is greater than the table value 1.96 at 5% level of significance. There exists significant difference between the mean scores of perspective teachers of rural and urban perspective teachers is rejected . Hence, the null hypothesis is rejected.

Thus, there is significant difference between rural and urban perspective teachers

DIFFERENCE BETWEEN JOINT AND NUCLEAR FAMILY PERSPECTIVE TEACHERS IN THEIR AWARENESS OF WOMEN RIGHTS.

TYPE OF FAMILY	N	MEAN	SD	CALCULATED t' VALUE	TABLE VALUE	REMARKS AT 5% LEVEL
JOINT FAMILY	159	49.79	7.14	2.31	0.022	SIGNIFICANT
NUCLEAR FAMILY	241	51.41	6.45			

From the above table, it is inferred that, there is significant difference in the mean value of awareness of women rights. scores between joint family and nuclear family perspective teachers. The mean score of nuclear family perspective teachers is 51.41 and joint family perspective teachers 49.79.

The calculated t-value is 2.31, which is greater than the table value 1.96 at 5% level of significance. There exists significant difference between the mean scores of awareness of women rights of joint family and nuclear family perspective teachers is rejected . Hence, the null hypothesis is rejected.

Thus, there is significant difference between joint family and nuclear family perspective teachers

DIFFERENCE AMONG PERSPECTIVE TEACHERS IN GOVERNMENT, GOVERNMENT AIDED AND PRIVATE COLLEGES IN THEIR AWARENESS OF WOMEN RIGHTS.

Type of management	Mean	SD	Source	Sum of squares	df	Mean square	F	P	Remark
Govt	48.17	7.2	Between Gp	1310.87	2	655.43	15.30	0.00	SIGNIFICANT
Govt. Aided	52.31	6.06	Within Gp	17002.51	397	42.83			
Private	51.50	6.43	Total	18313.38	399				

From the above table it is evident that the calculated value ($F=15.30$) is significant at 0.05 level. Therefore the null hypothesis “There exists no significant difference between the mean scores of awareness of women rights of govt, govt. aided and private perspective teachers” is rejected. It shows that there exists significant difference among students in their awareness of women rights based on the type of management.

The result does not help to identify exactly the pair of groups which differ significantly.

Hence scheffe’s multiple comparison is used for further analysis

Result of Scheffe’s procedure for the various type of Management

Type of management	Mean	SD	N	Pair	Scheffe’s p	Remark
Govt(A)	48.17	7.2	128	AvsB	0.000	Sig. at 0.05 level
Aided(B)	52.31	6.06	163	BvsC	0.607	NS
Private(C)	51.50	6.43	109	AvsC	0.001	Sig. at 0.05 level

From the above table it is evident that there exists significant difference between govt and aided, govt and private perspective teachers. The other pair aided and private does not differ in their awareness of women rights of perspective teachers

CONCLUSION

From this study, it is found that awareness of women rights of perspective teachers of Coimbatore District. The findings of that revealed that perspective teachers from different colleges. The perspective teachers possess the medium level of awareness of women rights. The study revealed that Locality, Type of Family and Type of Management in the awareness of women rights among perspective teachers. Gender had no impact in awareness of women rights among perspective teachers.

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To study the awareness about women's legal rights amongst girl students studying in different professional courses. <http://hdl.handle.net/10603/10169>

