



A STUDY ON HUMAN RIGHTS AWARENESS AMONG THE HIGH SCHOOL STUDENTS IN TIRUVANNAMALAI DISTRICT

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Abstract:

This study investigates the level of awareness and understanding of human rights education among students in high school students. By examining the integration of human rights education into the curriculum, the research aims to identify the effectiveness of current educational practices in fostering student awareness and appreciation of human rights. The study employs a mixed-methods approach, utilizing surveys and interviews with students and educators to gather comprehensive data on students' knowledge, attitudes, and perceptions regarding human rights. In this study the researcher has tried to study about the Human Rights Awareness among high school students in context to gender, type of school, medium of instruction, locality of the school and type of family. Descriptive Survey method was applied in the present study. Random Sampling Technique was used on selected samples. To collect data, standardised tool developed by the Dr. Vishal Sood and Dr. (Mrs.) Arti Anand (2012) was employed and it was analysed through mean, standard deviation and t-test and F test. The finding of the study reveals that high school students irrespective of their gender, medium of instruction and locality of the school have significance difference of human rights awareness. Further the results of the study indicated that there is no significant difference towards type of school and type of the family of high school students towards human rights awareness.

Introduction:

Human rights education (HRE) is a critical and transformative component of modern educational curricula, designed to instill knowledge, skills, and values that promote respect for human dignity and fundamental freedoms. The concept of human rights encompasses the basic rights and freedoms to which all humans are entitled, including civil, political, social, cultural, and economic rights.

All school curriculum should include lessons on human rights. The international human rights instrument refers to human rights education in terms of "education, training, and information aimed at building a universal culture of human rights through the sharing of knowledge, imparting of skills, and moulding of attitudes to prompt action directed at strengthening respect for human rights, fundamental freedoms, tolerance, equality, and peace, among individuals, within societies, and among nations." Human rights education and active participation in protecting and promoting these rights are central to this notion.

It has laid great emphasis on protecting basic rights of all human beings as these are pre-requisites for the survival. A number of cases of human rights denial in various forms and incidents are happening. Even in some cases the role of the government responsible for protecting human rights are not appropriate. Most of the human violation cases are seen in case of deprived sections of society. The main reason for occurrence of incidents of exploitations is the lack of awareness among large masses about their basic human rights (Vishal Sood & Arti Anand, 2012).

Need for the Study:

The concept of human rights has a universal frame of reference. It is imperative that children are introduced to universal values in a manner appropriate for their age. Reference to day-to-day issues can be discussed so that young students become aware of issues related to human dignity and rights. It encompasses respect for human dignity, rights, justice, tolerance, cooperation, social responsibility, and respect for cultural diversity, in addition to a firm commitment to democracy and non-violent conflict resolution.

Unless and until they would learn and know about human rights they cannot access them properly. That they can be used whenever there is discrimination on the grounds of sex, race, colour, descent, national or ethnic origin or religious belief or on the basis of class or caste systems in modern times. Keeping in view, researchers aim to study the significance of human rights awareness level in the school level. Therefore the researchers thought to do an investigation to measure the level of awareness of students with regard to concepts and principles of human rights as well as awareness with regard to situations involving human rights violations.

Human rights are those that we have just by virtue of being human; no state has bestowed them upon us. Because they are universal, human rights ensure the existence of human beings regardless of gender, ethnicity or religion. They range from the most fundamental - the right to life - to those that make life worth living, such as the rights to food, education, work, health and liberty. Human rights are considered to be fundamental and universal rights derived from human dignity (Hodge, 2022). The Universal Declaration of Human Rights defines human rights as "rights derived from the inherent dignity of the human person."

The present study on “Human Rights Awareness among High School Students” holds great importance in the field of education and society at large. Human rights are essential for the dignity, equality, and freedom of every individual. Creating awareness among students at the school level helps in developing responsible and informed citizens.

Title of the Study:

A Study on Human Rights Awareness among the High School Students in Tiruvannamalai District

Review of Literature:

Faramarz Yasar Abedi; Seval Fer (2024) Human Rights Education (HRE) is believed to be crucial in teacher education as it equips teacher candidates (TCs) with the knowledge, skills, values, and behaviors to contribute to the establishment of a human rights culture. However, there is little evidence of HRE curriculum development in Turkish Teacher Education Programs (TTEP). Unfortunately, HRE is not specifically mentioned as a distinct subject or area of study in TTEP. This convergent mixed methods research (MMR) study aimed to understand TCs and Faculty Members' (FMs) views on identifying HRE curriculum components in TTEP. The study merged quantitative survey and qualitative interview data to provide an in-depth confirmatory and complementary explanation of curriculum components in TTEP. Descriptive statistics and the Chi-square test were employed to identify relationships between FMs' and TCs' views on the HRE curriculum, and the qualitative data analysis framework proposed by Miles, Huberman and Saldaña (2019) was used for deductive and inductive coding and comprehension of the statements. The results, which were also discussed in a recent article in Human Rights Education Review (see: Abedi & Fer, 2023), revealed that the participants support an HRE curriculum to raise human rights awareness among FMs and TCs, empower them to advocate for fundamental rights and freedoms, and support learner-centered and interaction-centered learning and effective evaluation processes.

Methodology of the Study:

Research methods are very important in a research process. Planning and well described method will provide by the researcher. A scientific and feasible plan for solve the problem under investigate matter. The investigator has adopted descriptive survey method in view of the objective of the study. Descriptive Survey method was applied in the present study. Random Sampling Technique was used on selected samples. Data were collected from high school students through a standardize Questionnaire.

Sample Design:

The sample consisting 250 high school students were selected from 6 (six) high school students. Out of 6 high school schools, three were taken from urban areas and three were taken from rural areas. The sample was selected randomly. In the present study gender, type of school, medium of instruction, locality of the school and type of the family.

Data Collection Technique:

Taking into account of the objectives of the study, survey cum interview method was considered applicable. A questionnaire was developed with close-ended questions related to the objectives of the study. A pilot study was also conducted to test the workability of the tool. A total 27 questions were asked preclude details of the related profile of the respondents. The language used in the questionnaire was English, while the investigator adopted both Hindi and English during the interview sessions. The questionnaire was segregated into sections namely basic awareness of human rights, awareness of legal rights, awareness of political rights, awareness of social rights and awareness of cultural rights.

Data Analysis:

The data gathered was quantitative in nature, measured and analysed by the descriptive statistics. For statistical analysis, the response was coded and entered into excel sheet. Data were tabulated and statistical analysis was done using SPSS.

Tool Used for the Present Study:

The investigator of the present study used the awareness about human rights scale was constructed and standardized by the Dr. Vishal Sood and Dr. (Mrs.) Arti Anand (2012) it was used for data collection.

Administration of the Tool:

The research tool is distributed to the teachers. Proper instructions were given to the Teachers so as to get the accurate and reliable data for the study. It takes 45 minutes to give response to all items in the tool.

Collection of the Data:

The investigator after obtaining prior permission from the Head of the Management personally administered the tool to the sample. They were informed about the purpose of the test clearly and were asked to do all the entries of the response in the booklet one by one. There was no stipulated time allotted for the students to complete the questionnaire.

Objectives of the Study:

- To find out the significant difference in human rights awareness level of high school students with respect to gender.
- To find out the significant difference in human rights awareness level of high school students with respect to type of school.
- To find out the significant difference in human rights awareness level of high school students with respect to medium of instruction.
- To find out the significant difference in human rights awareness level of high school students with respect to locality of the school.
- To find out the significant difference in human rights awareness level of high school students with respect to type of the family.

Hypotheses of the Study:

- There is no the significant difference in human rights awareness of high school students with respect to gender.
- There is no the significant difference in human rights awareness of high school students with respect to type of the school.

- There is no the significant difference in human rights awareness of high school students with respect to medium of instruction.
- There is no the significant difference in human rights awareness of high school students with respect to locality of the school.
- There is no the significant difference in human rights awareness of high school students with respect to type of the family.

Differential Analysis:

Table 1: Human Rights Awareness of High school student with respect to Gender

Gender	N	Mean	SD	t-test	Result
Male	92	59.38	6.528	9.27	Significant
Female	158	67.34	6.552		

(At 5% level of significant the table value of 't' is 1.96)

From the above table 1 show that the calculated 't' value is found to be 9.27 Greater than the table value (1.96) 0.05 level of significance. Hence the null hypothesis is rejected. It is concluded that there is significant difference between male and female of high school students with respect to gender.

Table 2: Human Rights Awareness of High school student with respect to Type of school

Source of Variant	Sum of Squares	df	Mean Squares	Calculated 'F' ratio	Result
Between Group	266.945	2	133.472	2.350	Not Significant
Within Group	14029.439	247	56.799		
Total	14296.384	249			

(At 5% level of significant the table value of 't' is 3.00)

From the above table 2 show that the calculated 'F' value is found to be 2.350 lesser than the table value (3.00) at 0.05 level of significance. Hence the null hypothesis is accepted. It is concluded that there is no significant difference between government school and private school and government aided of high school students with respect to types of school.

Table 3: Human Rights Awareness of High school student with respect to medium of instruction

Medium of instruction	N	Mean	SD	t-test	Result
Tamil	124	62.73	5.968	3.56	Significant
English	126	66.06	8.588		

(At 5% level of significant the table value of 't' is 1.96)

From the above table 3 show that the calculated 't' value is found to be 3.56 Greater than the table value (1.96) at 0.05 level of significance. Hence the null hypothesis is rejected. It is concluded that there is significant difference between Tamil and English of high school students with respect to medium of instruction.

Table 4: Human Rights Awareness of High school student with respect to locality of the school

Locality of the school	N	Mean	SD	t-test	Result
Rural	123	62.65	5.933	3.70	Significant
Urban	127	66.11	8.570		

(At 5% level of significant the table value of 't' is 1.96)

From the above table 4 show that the calculated 't' value is found to be 3.70 Greater than the table value (1.96) level of significance. Hence the null hypothesis is rejected. It is concluded that there is significant difference between rural and urban of high school students with respect to locality of the school.

Table 5: Human Rights Awareness of High school student with respect to type of the family

Type of the family	N	Mean	SD	t-test	Result
Nuclear	145	64.39	8.243	0.36	Not Significant
Joint	105	64.63	6.586		

(At 5% level of significant the table value of 't' is 1.96)

From the above table 5 show that the calculated 't' value is found to be 0.36 lesser than the table value (1.96) at 0.05 level of significance. Hence the null hypothesis is accepted. It is concluded that there is no significant difference between nuclear family and joint family of high school students with respect to type of the family.

Major Findings of the Study:

- There is significant difference between male and female of high school students with respect to gender.
- There is no significant difference between government school and private school and government aided of high school students with respect to types of school.
- There is significant difference between Tamil and English of high school students with respect to medium of instruction.
- There is significant difference between rural and urban of high school students with respect to locality of the school.
- There is no significant difference between nuclear family and joint family of high school students with respect to type of the family.

Educational Implications:

Education can only bring awareness among citizens on human rights. In this respect teacher educator plays significant roles to aware the students on human rights. The constitution empowers human rights by the enactment of various laws. The laws governing the human rights protect the citizens but lack of knowledge is a major constraint in taking their support. Students can deliver the benefits of human rights among the society.

Conclusion:

It was found from the study that legal protection is required among citizens on violation of human rights. Human rights should be established without any discrimination. Equality and dignity are one such factors. Human rights in this context are a burning agenda for the international community. The human rights face different type of threats from international agencies and are neglected by different international organization and states. Moreover, there is no provision for general programs on Human Rights Education at higher levels. Therefore, human rights awareness should be included in the curriculum of schools, colleges, and universities. In degree level courses it is very essential to integrate human rights education. Awareness of human rights will help especially raising women's voice against any sort of abuse, violence, prejudice, discernment etc. Therefore, it is extremely needed to make school students aware about human rights.

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