

Violation of human rights in schools and its impacts on school going children at secondary level

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Abstract

Aim: The focus of this research study is to find out the multi-dimensional impacts of violation of human rights in schools on students like academic performance & personality development at secondary level. In this study an attempt has been made to know the relationship of human rights violation with student's dropout level

Methodology: The study was conducted in district Pulwama and Shopian and data was collected from 180 respondents of high school students using stratified random sampling technique through proportional allocation method using interview schedule in order to collect the information about violation of human rights in schools. The responses were collected and evaluated to access the impact of human rights violations on school going children at secondary level.

Procedure: Violation of human rights in schools and its impact on school going children at secondary level evaluated.

Statistical tool: The data was analyzed by applying chi square test and processed in the form of tables while discussions have been made on the basis of findings and results.

Conclusion: The findings of the study reveal that violation of human rights in schools has multidimensional impact upon student's academic performance and personality development. The study suggests that teachers training and awareness regarding curbing ways of violation of human rights and adopting alternative ways to correct student's misbehavior is inevitable.

Keywords: violation, human rights, academic performance, personality development, secondary level

1. Introduction

Some people in the society do believe that whatever a society needs the schools fulfil these needs but some people do not agree with the statement. The reality is that if we notice the schools have turned into the machines and factories of violating the human rights of the children. Children are being deprived of basic rights in these schools i.e, freedom and liberty is snatched, no drinking water facilities, no adequate sports, no lavatory facilities even they face the corporal punishment in the schools. Parents send their children to schools for proper development but the situation is against.

In the present circumstances the schools became rights violation institutions instead of protecting them. Prof. Maadabhush Sridhar LL.M.CJ.PHO, Nalsar University of law hyd. under the topic of corporal punishment- violation of child's rights. Helen Chauncey likens their work in achieving co-existence to the early human rights era. While protecting the human rights in the schools it is a far most task between govt. school management, society and parents. In the present scientific and literate society big voices are raised, laws are made, national and international committees are organized to see the human rights violations but the situation is going from bad to worse. There was one of the most remarkable development in the contemporary international law after the Second World War with regard to human rights. Human beings, by virtue of their being human possess certain basic and inalienable rights which are commonly known as human rights. Human rights being the birth right are therefore inherent in all individuals irrespective of caste, creed religion, sex and nationality. These rights are essential for all the individuals as they are consonant with their freedom and dignity and are conducive to physical, moral, social and spiritual welfare. They are also necessary as they provide suitable conditions for

the material and moral uplift of the people. The idea of human rights is bound up with the idea of dignity. Thus all those rights which are essential for the maintenance of human dignity may be called human rights. The world conference on human rights held in 1933 in Vienna stated in the declaration that all human rights derive from the dignity and worth inherent in the human person and that the human person is the central subject of human rights and fundamental freedoms.

Every person of the society is in know that violation of human rights has crossed the limits/boundaries but nothing is being done to protect them. Now the schools which have the protective role to play in protecting the human rights of the children but unfortunately these notion building institutions have gone from bad to work.

2. Methods and procedures

The purpose of this research study is to find out the multi-dimensional impacts of violation of human rights in schools on students like academic performance and personality development at secondary level. In addition the research activity is an attempt to know the relationship of human rights violation with student's dropout level.

The study was under taken in two district of Pulwama and Shopian. A total no of 180 samples have been taken from both the districts by using satisfied random sampling technique through proportional allocation method using interview schedule for data collection that consists of questions with multi options related to violation of human rights and its impacts on students' academic performance and personality. The data collected through interview schedule was analyzed by using SPSS. As for convenient understanding of violation of human rights has been categorized into "No violation of human rights" denoted by "No VHR" violation inside the class

i.e, beating, slapping, pulling ears and hairs, humiliating by words and restricting the activities of the child etc denoted by "Violation IC" and "violation outside the class" i.e No availability of fresh water, inadequate facility of lavatory, lack of accommodation and inadequate facilities of sports etc. denoted by Violation OC.

3. Results and discussion

3.1 Violation of human rights and students' academic performance

Violation of human rights adversely affects academic performance of students. The following table statistically illustrates that violation of human rights is associated with academic performance of the students that is explicitly

depicted by results of this study. The discussion on impacts has been drawn in percentages having a comparative analysis of violation inside and outside the class in the form of ratio given parenthesis. The respondents have evidently enumerated that violation of human rights has effects over the academic performance of students. Violation inside the class [65%] while violation outside class has also adverse impacts [35%]. By continuing with the impacts of violation of human rights, it is observed that violation inside and outside the class impedes the class participation, decrease the attendance and increase the dropout rate. It is also revealed that violation of human rights inside and outside the class has negative effects on student's confidence, hindrance towards learning and resulting in poor academic performance.

Table 1: Violation of human rights & academic performance cross tabulation

		No. VHR	Violation IC	Violation OC	total
Academic performance	No effect	60	0	32	92
	Impedes their class participation	0	6	4	10
	Decrease attendance	0	7	6	13
	Increase dropout rate	0	9	3	12
	Negative effect on confidence	0	3	2	5
	Creates fear among students	0	5	4	9
	Hinders learning capacity	0	6	2	8
	Poor academic performance	0	11	2	13
	Hinders students creativity	0	7	2	9
	Creates reluctance	0	4	2	6
	Creates inferiority complex	0	2	1	3
Total		60	60	60	180

Resultantly the overall association of violations of human rights and academic performance has been judged by applying chi-square test, the value of $P=000<.05$, which shows that the results is significant and there is a strong association between violation of human rights and academic performance.

3.2 Violation of human rights and personality development

Personality and its normal development is one of the most important aspects of individual's life that is affected by the violation of human rights. The information mentioned in the following table reveals that violation of human rights inside and outside the class is regarded with numerous disorders in

personality of the students that is suppression of student's potentials, for growth and development, impulsion and emotional instability and a source of mal-adjustment. In the context of effects over personality development of students this research study has further dug out the aspects which are worth mention for being affected through violation of human rights inside and outside the class.

In such a run the respondents have pointed out that such violation engrains the seeds of hostility and revenge towards society, creates passive –aggressive behavior, prevalence of hatred among students and causes frustrations among students.

Table 2: Violation of human rights & personality development (behavior based) cross tabulation.

		No VHR	Violation IC	Violation OC	Total
Effects ion personality development (behavior based)	No effect	60	2	31	93
	Suppress students potentials for growth and development	0	7	6	13
	Students become impulsive and emotionally instable	0	7	5	12
	Compels students to be rebellions	0	4	3	7
	Results in social mal adjustment	0	7	1	8
	Engrains the seeds of hostility and revenge	0	7	2	9
	Creates passive -aggressive and harsh behavior	0	4	3	7
	creates hatred among students	0	2	2	4
	Creates frustration among students	0	5	1	6
	Brings imitation of passive methods for self satisfaction	0	5	3	8
	Creates self-pity in students	0	2	2	4
	Makes students rigid and violent in nature	0	7	1	8
	Leads to suicide in extreme cases	0	1	0	1
	Total:-		60	60	60

Illuminating and analyzing the enumerated results it is observed that there is a strong association between violation of

human rights and personality development of the students that causes irregularities and abnormalities in students personalities

which has been authenticated and analyzed by applying chi-square test where the value of $P=000<.05$ which shows that the result is significant and there is a strong association between violation of human rights and irregularities students personality development in long terms. The study reveal that violation of human rights inside and outside the class brings imitation of passive methods for self-satisfaction, creation of self-pity among students and exists rigid and violent nature.

4. Conclusion

Violation of human rights being a matter of concern has multidimensional impacts over the academic performance and personality development of the students. This research study explicitly concludes that violation of human rights encompasses numerous impacts that are worth –mention and worth analyze, prominently include distortion of academic performance and almost devastates the process of personality development. In addition, the whole research activity elucidates that the violation of human rights is extremely high in schools of the target area, which are drawing the shadows of adversity in shape of high drop out in schools furthermore, evidences have been found through research that violation of human rights plays a significant role to hinder the learning capacity of students and impede the zeal of creativity.

Additionally, the conducted research study further concludes in a diverse manner that violation of human rights suppresses the inner potential of the students. It was highlighted that the trend of violations tends to create the sense of hatred among the students. Further those who are frequently subject to violations engraves an antisocial personality having rivalry thoughts towards society. Continuing with the anti-social attitude, it hampers the adjustment of students in society where they imitate the passive methods for self satisfaction and prevails long term adverse impacts on personality of the individuals.

The overall research findings come to unanimous conclusions that violation of human rights is a monster, which is hindering the overall smooth functioning of the subject person as well as the society with adverse effects on future of the nation.

5. Recommendation

This study extends and suggests that the teachers shall be encouraged not to violate the human rights inside the class and govt. should take the responsibility of providing basic facilities like drinking water, lavatory & sports facilities etc. The teachers must use the alternative forms of correction of student's behavior. In regard to attain such purpose teachers training and education programs that emphasis alternative disciplinary tactics may make an important contribution to reconciliation of both students and teachers. In addition, awareness must be brought among the teachers pertaining to the adverse impacts of violation of human rights on students academic and personality development. Mass media is one of the most effective source to highlight the issues of major concern, formation and changing human behaviors and attitudes. In this context, media should be involved zealously to strive for eliminating of such a menace in shape of telecasting different programmes, talk shows documentaries, articles in newspapers and magazines etc.

6. References

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