

A Study on Participation Aspects of Child Rights and Academic Achievement of Tribal Students at Secondary Level

P. Bhaskaran, Dr. B Tamilselvi

Research Scholar, Associate Professor

Dept. of Education, Karpagam Academy of Higher Education, Coimbatore, India

Abstract

Modern society has accepted that children too have rights like any adults. Children's rights are the human rights of children with particular attention to the rights of special protection and care afforded to minors. Child Right Acts and laws say that children should have access to resources (provision), they should be protected (protection) and also they should be allowed to participate (participation). Participation stands for the right to do things, express oneself and have an effective voice as an individual child and as a larger group. Respecting the views of children is of vital importance in the educational context to enhance the level of their academic achievement. The present study attempts to find out if there is any relationship between participation aspects of child rights and academic achievement of tribal students at secondary level. The study findings show that there is positive correlation between participation and academic achievement of tribal students for the total sample and for the sub samples- Gender and Type of Management of schools. The Investigator also predicted the dependent variable academic achievement from the predictor variable – participation.

Keywords

Child Rights, Participation, Gender, Academic Achievement, Tribal Students

I. Introduction

Adults alone are not endowed with rights. Children also have rights. The concept of child rights is comparatively a recent development. Modern society has accepted that children too have rights like any adults. This acceptance is not just limited in beliefs and assumptions of the society; it went beyond that and resulted in the formulation of Child Right Acts and laws. According to international law, a 'child' means every human being below the age of 18 years. This is a universally accepted definition of a child and comes from the United Nations Convention on the Rights of the Child (UNCRC), an international legal instrument accepted and ratified by most countries. We may read the UN Declaration as a suggested "contract" between the child and adult generations, as a desired model where children have access to resources (provision), they are protected (Protection) and they are allowed to participate (participation).

Participation stands for the right to do things, express oneself and have an effective voice as an individual child and as a larger group. If children are given new chances of participation and co-determination, they too will become social subjects (rather than objects) of the politics of childhood alongside adults. When children themselves have a chance to study life, they can participate in analyzing the major issues affecting them. Participation of children as decision makers in classroom and school environment is very important. Respecting the views of children is of vital importance in the educational context to enhance the level of their academic achievement. This study aims to bring out the real condition and situation of tribal students at secondary level in matters of academic achievement as an effect of participation aspects of child rights. The study finding would help teachers, educational policy makers and others to formulate suitable policies and programmes for the Tribal children.

1. Review of Related Literature

The investigator has reviewed the related literature available in this area. The research works, reviewed here were mainly relevant and restricted to the works done on Participation aspects of child rights.

A study conducted by Janette Habashi (published online: 9 January 2011; Springer Science+Business Media B.V. 2011) on the 'Patterns of Human Development Indicators across constitutional analysis of children's Rights to Protection, Provision, and Participation' attempts to examine this intersection between the 3Ps and the HDI (Human Development Index) dimensions. The study highlighted the fact that the participation rights of children were taken seriously whereby children have the right to participate in decision-making concerning issues impacting their lives (O'Neill and Zinga 2008; Skelton 2007). The participation premise of the CRC consists of the notion that children are recognized as full human beings with integrity who have the right to meaningful participation in their society (Lundy 2009). Participation of children in its true sense helps them to access to information, freedom of thought, and expression. Hart (2008) and Arnott (2008) illustrated that the significance of child participation is such that it leads to democratic engagement. Furthermore, promotion of participation should be in a safe environment and children's involvement in such process should not jeopardize their well-being (Lansdown 2001).

The study compares nation-states who endorsed protection and provision only (i.e., 2Ps) with nation-states who endorsed protection, provision, and participation (i.e., 3Ps). The significance of the study is highlighting the undercurrent interaction between nation states' human development dimensions and the premise of the CRC. Indeed, there exists interrelatedness and interdependence among domains of both entities. The strength of the relationship among these domains reinforces this interdependence and impacts the accountability of children's rights and their wellbeing outcomes. Health and education as domains of children's rights of protection and provision are depended upon a nation state's infrastructure of healthcare, access to knowledge, resources, and national income. Nation states should not advocate for one component without the other. Children's rights are inextricably linked to national soul and its prosperity agenda of children's wellbeing. The strength in the interconnectedness of these rights with domains of human development prohibits any consideration of one without the other. Kofi Annan eloquently summarized this reinforcing relationship, "only as we move closer to realizing the rights of all children will

countries move closer to their goals of development and peace” (Annan 1990, p. 11). So the studies and reports on related topics make it clear that the participation aspects of child rights and educational attainment (which comes under the broad umbrella of HDI) are closely related.

2. Definition of key Terms

a. Child rights: Child Rights are fundamental freedoms and the inherent rights of all human beings below the age of 18 as conceived by the UN Convention on the Rights of Child. These rights apply to every child, irrespective of the child's, parent's/ legal guardian's race, colour, sex, creed or other status.

b. Participation: Participation stands for the right to do things, express oneself and have an effective voice as an individual child and as a larger group particularly in the educational context.

c. Academic achievement: Academic achievement refers to tangible accomplishments or proficiency of students expected to achieve in particular class.

d. Tribal students : Tribal students refers to children of backward communities identified on the basis of geographical isolation, backwardness, distinctive culture, language and religion and shyness of contact living in the interior and remote parts of India. Scheduled Tribes are those communities who are scheduled in accordance with Article 342 of the Constitution.

3. Objectives of the study

- To find out the Participation aspects of child rights of tribal secondary school students.
- To find out if there is any relationship between Participation aspects of child rights and academic achievement of tribal secondary school students.
- To find out if there is any relationship between Participation aspects of child rights and academic achievement of tribal secondary school students for the background variables – gender and type of management of school.

4. Hypotheses of the Study

- The Participation aspects of child rights of tribal secondary school students are low.
- There is no significant relationship between Participation aspects of child rights of Tribal secondary school students and their academic achievement for the total sample.
- There is no significant relationship between Participation aspects of child rights of tribal Secondary School Students and their Academic Achievement for the background variables – gender and type of management of schools.

II. Methodology

In the present study Survey Research Design was used. Survey research design represents one of the most common types of quantitative, social science research. Survey studies are usually used to find the fact by collecting the data directly from population or sample. It is the most commonly used descriptive method in educational researches.

1. Sample of the Study

The present study was conducted on a representative sample of 450 tribal pupils of Standard IX of secondary schools in Kasaragod district of Kerala. The number of schools considered for the study was 30. Stratified Random Sampling technique was adopted for drawing the sample.

2. Tools used for this study

Tool: *Questionnaire for students on Participation*

The Tool was developed by the Investigator himself and is meant for measuring the Provision aspects of child rights among tribal secondary school students (Class IX). The Tool has 21 items, designed as a 3 point questionnaire with 1/ 2/3 scores. The maximum score for the Tool was 63.

3. Statistical Techniques used for the study

The following statistical techniques were used in analyzing the data as per the objectives of the study.

- Descriptive Analysis (Mean, Median and Mode, Measures of variability, Kurtosis, Skewness and Graphical representation)
- Differential Analysis (Independent Sample t-test)
- Co relational Analysis (Carl Pearson's Coefficient of Correlation)
- Regression Analysis

III. Results & Discussions

The participation aspect with respect to the total and sub samples

Table 1 : Statistical Constants of the Variable-Participation

Variable	Mean	S.D	Skewness	Kurtosis
Participation	42.76444	7.631407	-0.46999	0.293739

The table No.1 shows that the Mean value of Participation is found to be 42.7644 and the Mean value of Tool is 31.50; which is lower than the obtained value. Therefore it can be concluded that the Mean value of Participation aspects of child rights of tribal students is higher than the Mean value of the Tool.

Significance of difference between the Mean scores of Participation aspects of child rights among various categories of sub samples (Table.2).

Table 2 :

Details of the Test of significance of the Mean Scores of Participation for the background variables -Gender & Type of management of schools

Vari-able	No.	Mean	SD	t-value	Sig. level
Boys	225	42.6711	7.60805	0.259	p> 0.05
Girls	225	42.8578	7.67052		
Govt.	300	42.6600	7.23364	0.481	p> 0.05

The table No.2 above shows that when the Mean scores of Boys and Girls on Participation aspects of child rights were compared, it was found that there was no significant difference between boys and girls. The t-value obtained for the variable was below the table value 1.96 and 2.58, which indicates that the difference is not significant even at 0.05 levels. When the Mean scores of Govt. and Private Aided schools on Participation aspects of child rights were compared, it was found that there was no significant difference between Govt. and Private Aided schools. The t-value obtained for the variable was below the table value 1.96 and 2.58, which indicates that the difference is not significant even at 0.05 levels.

Significance of difference between the Mean scores of Academic achievement of Tribal Secondary school students among various categories of sub samples

Table 3 :

Details of the Test of significance of the Mean Scores of Academic achievement for the background variables – Gender & Type of management of schools

Variable		No.	Mean	SD	t-value	Sig. level
Gender	Boys	225	130.0222	74.94489	4.701	P<0.01
	Girls	225	163.8133	77.53036		
Type of Management of Schools	Govt.	300	42.6600	7.23364	0.481	p>0.05
	Private Aided	150	42.9733	8.39219		

The table No.3 shows that when the Mean scores of Boys and Girls on Academic achievement were compared, it was found that there was significant difference between boys and girls. The t-value obtained for the variable was 4.701, which was above the table value 2.58. This indicates that the difference is significant at 0.01 levels. So It was found that in Academic achievement Girls students score (Mean score: 163.8133) better than Boys (Mean score: 130.0222). When the Mean scores of tribal students of Govt. and Private Aided schools on Academic achievement were compared, it was found that there was no significant difference between Govt. and Private Aided schools. The t-value obtained for the variable was below the table value 1.96 and 2.58, which indicates that the difference is not significant even at 0.05 levels.

Correlation of Participation aspects of child rights and Academic achievement of tribal secondary school students for the total and sub samples

Table 4 :

Correlation between Participation and Academic achievement for the total and sub samples

Participation & Academic achievement	r - value	t-value	Sig. level
Total Sample	+0.14604	3.124583	p<0.01
Sub sample - Boys	+0.281892	4.387478	p<0.01
Sub sample - Girls	+0.140541	1.726891	p>0.05
Sub sample - Govt.	+0.150092	2.620679	p<0.01
Sub sample - Pvt. Aided	+0.140541	1.726891	p>0.05

From the Table No.4 above, it was found that the correlation between Participation aspects of tribal secondary school students for the total sample and for the sub samples -Boys, and Govt. schools were significant; whereas the correlation between Participation aspects of tribal secondary school students for the sub samples – Girls and Pvt. Aided schools were not significant. It was inferred that there exists a positive correlation between Participation aspects of child rights and academic achievement of tribal students at secondary level for the total sample and for the sub samples – Boys, and Govt. schools.

Regression Analysis for the Predictor Variable – ‘Participation’ for the Total Sample

Table 5 : Summary Of Regression Analysis For Predictor Variable Participation For The Total Sample

Model	r	r-square	Adjusted r - square	Standard Error of the Estimate
1	.146 ^a	.021	.019	77.26881
	Sum of squares	Df	Mean Square	F
Regression	58289.804	1	58289.804	9.763
Residual	2674770.154	448	5970.469	
Total	2733059.958	449		

The Table No.5 above shows the value of the parameters of the regression analysis between the predictor variable Participation and Academic Achievement for the total sample.

Table 6 : The Beta value and their significance in predicting Academic achievement for the total sample

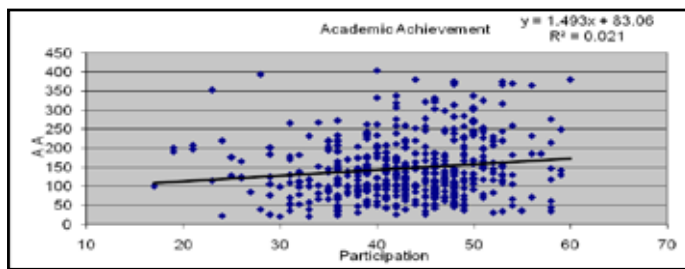
Model	Unstandardised Coefficient		Standardised Coefficient	t	Level of significance
	B	Std. Error	Beta		
Constant	83.069	20.756		4.002	-
Participation	1.493	.478	0.146	3.125	0.01

Dependent Variable: Academic Achievement. Significant at 0.01 level

It is clear from the above Table No.6 that, the Beta value of Participation was 0.146. The t-value for the Beta value of the Independent variable-Participation was 3.125. The respective t-value for the Beta value was statistically significant at 0.01 level. The independent variable- Participation, with a beta value of 0.146 had a significant positive contribution in the academic achievement ((t-value of 3.125 at 0.01 levels). Therefore it is inferred that the independent variable participation is a significant predictor variable Academic achievement of tribal secondary school students.

The regression equation formulated for the total sample is; $Y = 1.493 \times X + 83.06$ i.e.; Academic Achievement = 1.493 x Participation score + 83.06 (Y= M X+C by Allen G. Bluman (2012). (Where, X = Score of Independent variable –Participation; M = Coefficient of scores of Participation; C = Constant (Corresponding to the variable Participation).

Fig. 1 : Regression Line for Predictor Variable PARTICIPATION for the Total Sample



Indicators Across Constitutional Analysis of Children's Rights to Protection, Provision, and Participation.

IV. Implications of the Study

The present study would help to find out the status of participation aspects of tribal students at secondary level and their academic achievement. The study finding would help the Education Department, educational policy makers and teachers to formulate suitable policies and programmes and specific class room strategies for the educational development of tribal students.

V. Conclusion

The present study was aimed to study the Participation aspects of child rights and academic achievement of tribal students at secondary level. The study reveals that the participation aspects of child rights of tribal secondary school students were high for the total sample. It was also found that in Participation aspects private Aided schools were better than Govt. schools. In academic achievement, tribal girl students score better than tribal boys. The study also revealed that there was a positive correlation between participation aspects of child rights and academic achievement of tribal students at secondary level. The dependent variable academic achievement could be predicted from the predictor variable- Participation.

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