

# Knowledge on child rights among private and government school teachers, Pokhara, Kaski district

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## ABSTRACT

**Introduction:** Children play vital role to the nation's present and its future. The healthy and educated child of today is the intelligent and active citizen of tomorrow. Hence, the objective of our study was to assess the level of knowledge regarding child rights among teachers, compare the knowledge about child rights in context of private and government school, measure the association between knowledge regarding child rights with selected demographic variables. **Methods:** This is a cross-sectional comparative study conducted among 200 school teachers 100 each from four government and three private schools of Pokhara using purposive sampling method. Data was collected from November 1 to December 1, 2021. Structured self-administered questionnaire tool on knowledge regarding child rights was prepared by the researcher herself. The data were collected by self-administered tool by researcher herself within 30 minutes. The quantitative data was analyzed using statistical package for social sciences version 20.0 descriptive statistics and non-parametric test were used for analyzing knowledge and association. P-value of <0.05 was regarded as significant. **Results:** Private school teachers had high level of knowledge (68%) while government school teachers had comparatively lower knowledge level (61%) on child rights. There was statistically significant association between knowledge and education level among government school teachers. Similarly, there was statistically significant association between knowledge and ethnicity, religion and information among private school teachers. **Conclusions:** Private school teachers are more knowledgeable about child rights compared to government school teachers which emerges the need for further training to teachers.

**Keywords:** Child rights, government school teacher, knowledge, private school teacher.

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## INTRODUCTION

Children play vital role to the nation's present and its future.<sup>1</sup> The healthy and educated child of today is intelligent and active citizen of tomorrow.<sup>2</sup> Children's rights are the human rights with attention to the rights of special protection and care afforded to minors including their right to association with parents, human identity as well as the basic needs.<sup>3</sup>

It is the responsibility of the parents, teachers and the society to build the children in a constructive way. According to United Nations Convention on the Rights of the Child (UNCRC), child means those human beings whose age is below eighteen years. Children around the world every day live with violence, poverty, discrimination and injustice. It looks like that as soon as one crisis subsides, another emerges.<sup>4</sup> Universal declaration of human rights 1948 has declared rights of child to be universally accepted and practiced such as right to equality, without distinction on account of race, religion or national origin, right to special protection for the child's physical, mental and social development, right to a name and a nationality, right to adequate nutrition, housing and medical services, right to special education and treatment when a child is physically or

mentally handicapped, right to understanding and love by parents and society, right to recreational activities and free education, right to be among the first to receive relief in all circumstances, right to protection against all forms of neglect, cruelty and exploitation and right to be brought up in a spirit of understanding, tolerance, friendship among peoples and universal brotherhood.<sup>10</sup>

According to Nepal Law Commission 2075 child rights are, Rights to live, to name, nationality and identity, against discrimination, to live and meet with the parents, to protection, to participate, to education, to freedom of expression and information, to open organization and assemble peacefully, to privacy, Special rights of children with disabilities, to nutrition and health, to sports and entertainment and culture.<sup>5</sup> Children and young people have the same general human rights as adults and also specific rights that recognize their special needs. Children are neither the property of their parents nor are they helpless objects of charity. They are individual human beings and are the subject of their own rights.<sup>6</sup> A study conducted on knowledge of child rights among teachers of primary school in Jammu shows significant difference in knowledge among Government school teachers and private school teachers.<sup>7</sup> Children's rights are nowadays implemented as social laws, if the teachers have better knowledge about the child rights it would be helpful for the children to lead a better life. Child rights are applicable to every child irrespective of the race, color, sex, creed or other status. Since teachers are in close contact with the child they can make a significant positive impact on the lives of child so teacher's knowledge on child rights is very essential to be assessed.<sup>9</sup>

The school referred as one of the basic institutions for the child development after the families should be used for increasing awareness on child rights. One child spends equal amount of time in school with school teachers as he spends time in home with parents.<sup>5</sup> Thus, school teacher also play vital role in protecting child rights and fostering child development. The child protectors or teachers are jointly or individually held accountable for the protection of children rights which nurtures and develops a sense of collective responsibility towards practices and attitudes that safeguard the rights of children at all level. Children eventually feel protected, respected and safe in school, at home and within their communities if everyone are aware of the rights of children.<sup>6</sup>

In context of Nepal most of the schools in remote areas doesn't have more access to the technological advancement and different changing perspectives of the world. Students who study in private school seems to be smarter and more

knowledgeable than students of government school. Since the child spends more amount of their time in school environment with their teachers they need to know about child rights and provide environment where each child can enjoy their rights proudly. With this backdrop the present study was undertaken with the objective to assess the level of knowledge regarding child rights among teachers, compare the knowledge about child rights in context of private and government school, to measure the association between knowledge regarding child rights with selected demographic variables.

## METHODS

A cross-sectional comparative research design was used to assess the knowledge on child rights among private and government school teachers. This study was conducted in four government and three private schools of Kaski district. Sample size was 200, among them 100 were from private school and 100 from government school.

Purposive sampling technique was used for obtaining the sample. The study included teachers working in private school and government school and teachers who were willing to participate in the study. The study excludes those who were not willing to participate and was not present at the time of data collection also incomplete responders data set was not included in the study.

Data collection was done through the self-administered structured questionnaire tool. The research instrument was divided into two sections.

Section I: Demographic information of respondents.

Section II: Questions related to knowledge regarding child right among government and private school teachers.

The study was carried out after the approval of the research proposal from the concerned authority of Gandaki Medical College. Ethical approval was obtained from Gandaki Medical College Teaching Hospital and Research Center Institution review committee (GMC-IRC) with ethical number 96/77/78. Researcher visited all the private and government schools and received verbal permission from the principal. Verbal and written consent was obtained from the teachers after explaining the objectives of the study to the participants. Privacy and confidentiality were maintained throughout the study. None of the respondents were forced to participate in the study.

Self-administered questionnaire tool on knowledge regarding child rights was administered to each participant by the researcher herself and the time duration to fill the tool was 30 minutes. The data collection period was 1 month from November 1 to December 1, 2021. The collected data was

organized, coded and entered into Statistical Package for Social Science (SPSS) version 20.0 and then analyzed using descriptive and inferential statistics. Descriptive statistics such as frequency, percentage distribution and range was used and inferential statistics such as chi-square test was used to find out the association between the knowledge on child right's and selected demographic variables. Each item had a score one for the correct answer and score zero for the wrong answer. Thus, altogether there were 30 items with a maximum total score of 57 in which there were 21 multiple choice questions with one correct answer and 9 multiple response questions with four correct answers. Knowledge score was categorized below 50% as inadequate, 50-75% as moderate and above 75% as adequate with the score range of <28 as inadequate, 28-42 as moderate and >42 as adequate. The level of significance was considered at 5% with p-value <0.05 and 95% confidence interval.

## RESULTS

### Organization and presentation of related data

Section I: Description of comparison of socio demographic variables of government and private school teachers

Section II: Comparison of level of knowledge between government and private school teachers

Section III: Association of level of knowledge with selected demographic variables of government and Private school teachers.

### Section I: Description of comparison of socio demographic variables of government and private school teachers

**Table 1:** Comparison of frequency and percentage distribution of sociodemographic variables of government and private school teachers (N=200)

Variables	Government school teachers (n=100)		Private school teachers (n=100)	
	Number	Percentage	Number	Percentage
<b>Age in yrs</b>				
Below 20	22	22%	6	6%
21-39	60	60%	79	79%
40-59	18	18%	15	15%
<b>Sex</b>				
Male	70	70%	42	42%
Female	30	30%	58	58%
<b>Religion</b>				
Hinduism	85	85%	79	79%
Buddhism	7	7%	18	18%
Christian	8	8%	3	3%
<b>Marital status</b>				
Married	71	71%	67	67%
Unmarried	27	27%	32	32%
Widow/widower	2	2%	1	1%

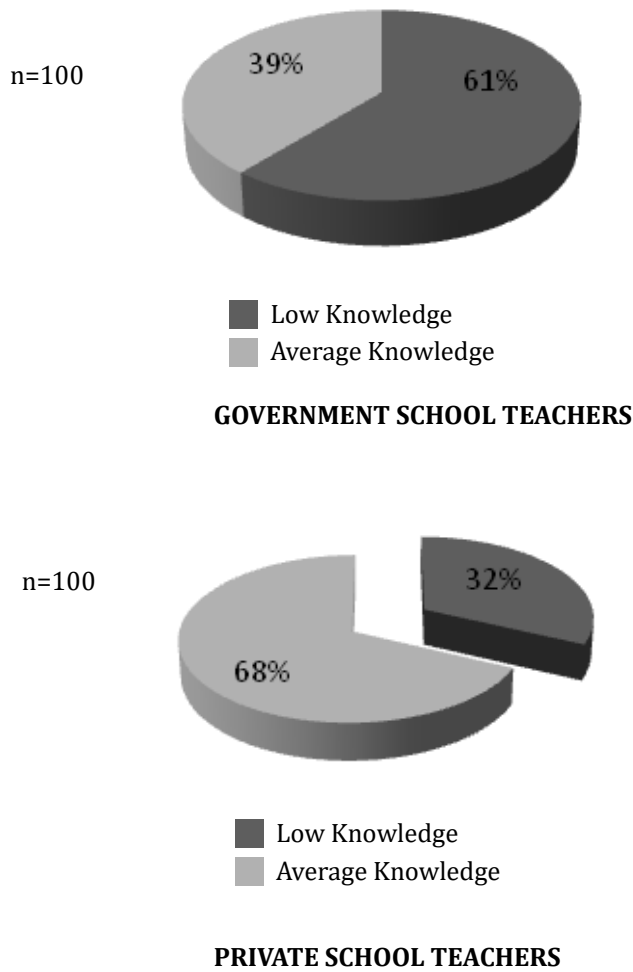
<b>Ethnicity</b>				
Dalit	5	5%	12	12%
Disadvantaged janajati	6	6%	12	12%
Disadvantaged dalit terai	2	2%	3	3%
Religious minorities	9	9%	7	7%
Relatively advantaged janajati	11	11%	10	10%
Upper caste group	67	67%	56	56%
<b>Educational level</b>				
Secondary level	24	24%	20	20%
Bachelor level	29	29%	52	52%
Master's and above	47	47%	28	28%
<b>Years of experience</b>				
0-10 years	59	59%	80	80%
11-20 years	22	22%	18	18%
21-30 years	17	17%	1	1%
31-40 years	2	2%	1	1%
<b>Teacher's income</b>				
Less than 10,000	2	2%	13	13%
10,000 to 36,000	73	73%	69	69%
36,000 to 1,11,000	25	25%	16	16%
Above 1,11,000	-	-	2	2%
<b>Information about child rights</b>				
Yes	100	100%	80	80%
No	-	-	20	20%
<b>Source of information</b>				
Radio	12	12%	10	10%
Television	18	18%	21	21%
Newspaper/magazine	20	20%	12	12%
Internet	22	22%	15	15%
Health personnel	12	12%	7	7%
School/college	7	7%	10	10%
Friends/relatives	5	5%	5	5%
Others	4	4%	-	-
<b>Attended Training/workshop/seminar</b>				
Yes	23	23%	16	16%
No	77	77%	84	84%

As shown in table 1, on comparing sociodemographic variables between government and private school teachers, majority belonged to age group 21-39 years in both government school 60% and private school 79% groups. Male teachers were found to be more in government school 70% while females in private school 58%. Majority of the study participants were hindu in both government schools (85%) and private schools (79%). 71% of the government school teachers were married while in private school, 67% were married. Most of the participants in both the groups belonged upper caste. educational level less than half

Furthermore, 47% government school teachers had completed masters and above while in private schools most of them (52%) had completed bachelor degree. About 59% in government school and 80% in private school had experience between 0 to 10 years. Similarly, 73% of government school teachers and 69% of private school teachers were earning between 10,000 to 36,000.

100% government school teachers and 80% private school teachers had information about child rights. Around 22% of government school teachers have got the information from internet whereas majority (21%) of private school teachers have got information through television. .

**Section II: Comparison of level of knowledge between government and private school teacher**



**Figure 1:** Comparison of level of knowledge between government and private school teachers

As shown in figure 1, among 100 government school majority (61%) had low knowledge and whereas in private schools, 68% had high knowledge regarding child rights.

**Section III: Association of level of knowledge with selected demographic variables of government and Private school teachers.**

**Table 2:** Association between level of knowledge with selected demographic variables of government school teachers (n=100)

Demographic Variables	Level of knowledge		χ <sup>2</sup>	p-value
	Low knowledge (no)	Average knowl- edge(no)		
<b>Age in years</b>				
Below 39	51	31	0.274	0.601
39 years and above	10	8		
<b>Sex</b>				
Male	39	31	2.740	0.098
Female	22	8		
<b>Religion</b>				
Hinduism	52	34	0.074	0.786
Buddhism & Christian	9	5		
<b>Ethnicity</b>				
Upper caste group	37	30	2.847	0.092
Others	24	9		
<b>Marital status</b>				
Married	44	27	0.097	0.755
Unmarried & widow	17	12		
<b>Educational level</b>				
Basic & secondary	22	2	12.483	0.001*
Bachelor & master's	39	37		
<b>Years of experience</b>				
0-20 yrs	48	33	0.543	0.461
21-40 yrs	13	6		
<b>Teacher's income</b>				
Less than 36,000	42	33	3.153	0.076
36,000 and above	19	6		
Attended training				

\*Statistically significant

As shown in Table 2 there is significant association between knowledge regarding child rights among government school teachers and educational level ( $\chi^2= 12.48, df=2$ ) at 5% level (i.e,  $p<0.05$ ).

**Table 3:** Association between level of knowledge with selected demographic variables of private school teachers (n=100)

Demographic Variables	Level of knowledge		χ <sup>2</sup>	p-value
	Average knowledge (no)	High knowledge (no)		
<b>Age in years</b>				
Below 39	29	56	1.168	0.280
39 years and above	3	12		

<b>Sex</b>				
Male	13	29	0.037	0.848
Female	19	39		
<b>Religion</b>				
Hinduism	32	47	12.509	0.001*
Buddhism & Christian	0	21		
<b>Ethnicity</b>				
Upper caste group	30	38	14.340	0.001*
Others	2	30		
<b>Marital status</b>				
Married	20	47	0.431	0.511
Unmarried & widow	12	21		
<b>Educational level</b>				
Basic & secondary	9	11	1.942	0.163
Bachelor & master's	23	57		
<b>Teacher's income</b>				
Less than 36,000	28	54	0.964	0.326
36,000 and above	4	14		
<b>Information</b>				
Yes	30	50	5.561	0.018*
No	2	18		
<b>Attended training</b>				
Yes	8	8	2.836	0.092
No	24	60		

\*Statistically significant

As shown in Table 3 there is significant association between knowledge regarding child rights among private school teachers and religion ( $\chi^2=12.50$ ,  $df=2$ ), ethnicity ( $\chi^2= 14.34$ ,  $df=2$ ) and information regarding child rights ( $\chi^2= 5.56$ ,  $df=2$ ) at 5% level( i.e, $p<0.05$ ).

## DISCUSSION

In the current study, majority of the school teachers from both government and private sectors belonged to age-group 21 to 39 years. The present study is supported by the similar study done by Arora et al.<sup>7</sup> in Jammu among government and private school personnel, which revealed that majority of the government school personnel 49% were in the age group of 31-40 years. Less than half of the private school personnel.

41% were in the age group of 41-55 years. Most of the school personnel in both government and private school 69% were female. Majority of the government school personnel 66% in government school were educated upto post graduation. Equal percentage of the private school personnel 39% were educated upto graduation and postgraduation. .

Meanwhile, similar study done by Naik<sup>5</sup> in Davangere city school Karnataka, which showed that majority of the teachers 75% in government schools were between the age group of 30 to 40 years and 15% teachers fall under the age group of 40-55 years and 10% teachers were in the age group of 20-30 years Whereas, in private schools almost all the teachers 38% were between the age group of 30-40 years, 32% teachers were in the age group of 20 to 30 years and 30% teachers fall under the age group of 40-55 years. Regarding sex most of the teachers 73% in government schools were female and 27% teachers were males whereas, in private schools more than half of the teachers 72% were females and 28% teachers were males. Regarding education majority of the teachers 80% in government schools were educated up to post graduation. Few teachers 20% in government schools were educated up to graduation whereas most of the teachers 60% in private schools were educated up to graduation and less than half of the teachers 38% were educated up to post graduation. Only 2% of the teachers in private schools were educated up to higher secondary.

The analysis of knowledge of child rights among government and private school teachers of the present study revealed that among 100 government school teachers more than half 61% had low knowledge and only 39% had average knowledge regarding child rights whereas among 100 private school teachers more than half 68% had high knowledge and 32% had average knowledge regarding child rights. This indicates that there is need to update the knowledge about child rights among government school teachers to promote the rights of children studying in schools. Naik had done the similar study in schools of Davangere city Karnataka<sup>5</sup> with contrast results which showed that in government schools majority of the teachers 47% were having moderate level of knowledge towards child rights and an equal percentage of the teachers 27% were having low and high level of knowledge regarding child rights. Whereas, in private schools most of the teachers 42% were having low and high level of knowledge towards child rights. Only 17% teachers had moderate level of knowledge towards child rights this may be because of the involvement of larger number of government and private schools in the study sample.

Also Shah et al.<sup>8</sup> had done similar study in Dharan

metropolitan city among 205 primary school teachers of government school. The study revealed that 53.2% of respondents had adequate knowledge and 46.8% had inadequate knowledge regarding child right, results may be similar because of the similarity in the study sample.

Meanwhile Arora et al.<sup>7</sup> had also supported by the results of the similar study done in government and private school of Jammu which shows that in government schools, majority of the administrative officers 40% and teachers 50% were having average level of knowledge regarding child rights. Less than half of the helpers 50% were having low level of knowledge of child rights. Whereas in private schools, most of the administrative officers 43% were having average level of knowledge of child rights. Less than half of the teachers 38% were having high level of knowledge about child rights. Most of the helpers 47% were having low level of knowledge regarding child rights. Overall, in both government 43% and private 35% school personnel were having average level of knowledge regarding child rights it may be because of the involvement of different level of school personnel in the study.

The present study showed that there is significant association between knowledge regarding child rights among government school teachers and educational level ( $\chi^2= 12.48$ ,  $df=2$ ) at 5% level (i.e,  $p<0.05$ ) whereas there is significant association between knowledge regarding child rights among private school teachers and religion ( $\chi^2=12.50$ ,  $df=2$ ), ethnicity ( $\chi^2= 14.34$ ,  $df=2$ ) and information regarding child rights ( $\chi^2= 5.56$ ,  $df=2$ ) at 5% level ( i.e.,  $p<0.05$ ).

The present study is supported by the study done by Shah et al.<sup>8</sup> in Dharan metropolitan city which shows there was association between attitude and teaching experience as the p-value was 0.032 which indicates that teachers with more teaching experience had positive attitude towards child rights this may be because of the difference in study setting.

## CONCLUSIONS

The present study aimed to compare the knowledge about child rights among government and private school teachers the results of the study concludes that private school teachers have good knowledge about child rights when compared to government school teachers which emerges the need for providing further information and training related with rights of children among teachers. Larger scale and a comparative study could be done among more schools in Kaski district including administrative staffs for the generalizability of the study.

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