CHAPTER VI

SUMMARY, CONCLUSIONS AND SUGGESTIONS

6.1 INTRODUCTION

The previous chapter was devoted to the analysis and the interpretation of data. The analysis of the data yielded some significant findings pertaining to effectiveness of the instructional package on human rights education. This chapter contains a brief summary of the study followed by major findings, educational implications and suggestions for further research in the field of human rights education.

6.2 SUMMARY OF THE STUDY

As stated earlier the present study was intended to develop an instructional package on human rights education for the secondary school teacher trainees and to study its effectiveness. The objectives, hypotheses and the methodology of the study are presented below.

6.2.1 Statement of the Problem

After reviewing the available researches the researcher has identified the need for developing an instructional package on human rights education in order to make awareness on human right concepts among the secondary school teacher trainees and to study the transfer effect of this awareness on the selected secondary school students.
Title of the Study

The problem of the study is stated as: “Effectiveness of the Instructional Package on Human Rights Education in the Secondary Teacher Education Programme and its Effect on Secondary School Students”.

6.2.2 The Objectives of the Study

• To develop an instructional package on human rights education for the secondary school teacher trainees.
• To study the effectiveness of the instructional package on human rights education with respect to the secondary school teacher trainees awareness on human rights.
• To find out the secondary school teacher trainees awareness on human rights with respect to their gender, qualification, and discipline of study after the transaction of instructional package.
• To study the transfer effect of human rights awareness of the teacher trainees to the secondary school students through integrated approach.

6.2.3 The Hypotheses of the Study

• The instructional package on human rights education is effective in developing awareness of human rights among the secondary school teacher trainees.
• The secondary school teacher trainees’ awareness on human rights may vary respect to their gender, qualification and discipline of study after transacting the instructional package.

• The instructional package on human rights education is effective in developing awareness of human rights among the secondary school students after its transaction through the teacher trainees.

6.2.4 **Methodology**

The purpose of the study was to find out the effectiveness of instructional package on human right education on the human right awareness of teacher trainees and students. To study this quasi experimental method was adopted. Here the investigator conducted the study with groups that are intact (experimental and control) with pre-test post-test design.

This study includes two phases. In phase I, the instructional package on human rights education for the secondary teacher trainees were developed and validated. In phase II, the effectiveness of the instructional package on human rights among teacher trainees was found out. A pre-test – post-test design with an intervention programme for the experimental group was adopted here. The transfer effect of this on secondary school students was also found out.
6.2.5 Population and Sample of the Study

Population: The study was conducted in only one district of Kerala namely Wayanad. Thus the population of the present study consists of all the secondary school teacher trainees and secondary school students of Wayanad district.

Sample: Stage I: There are six secondary teacher training institutions in Wayanad district. Each institution had strength of 100 teacher trainees from various disciplines. Out of six institutions two institutions were selected randomly (using simple random procedure) for the study. In this one institution was selected as the experimental group, the teacher trainees in this institution were made to learn the instructional package on human rights education. The second institution was selected as control group, for them no intervention was given. About 200 teacher trainees constituted the sample for the stage 1 of the present study.

Stage II: The teacher trainees in the experimental group were classified based on their optional subject opted for the training. Five teacher trainees were selected from each optional subject based on their scores in the human right awareness test conducted after the transaction of the package. Their ability to transact the concepts of human rights through integrated approach was also considered for the selection. They were assigned to transact the human rights concepts in the instructional package to the secondary school students. The selected teacher trainees from each optional group (a total of 20 teacher trainees) transacted the concepts related to the human rights education during their internship at the secondary level classes.
Stage III: Five secondary schools in the locality were selected for internship. In this standard VIII students of section A were selected as experimental group to transact the integrated lessons and standard VIII students in the section B were selected as control group, for them integrated lessons were not transacted by the trainees. Among the 5 teacher trainees from each optional subject, one trainee was randomly assigned to each school to transact the human right concepts to the secondary school students in the experimental group. It was ensured that trainees from all the optional subjects conducted classes for the same target group. Standard VIII students of sections A and B in each school constituted the sample for stage III, whose number was about 432.

6.2.6 Tools and Materials Used for the Study

(a) Instructional package on human rights education (material prepared by the investigator)

(b) Awareness test on human rights for secondary school teacher trainees (developed by the investigator)

(c) Awareness test on human rights for secondary school students (developed by the investigator)
6.2.7 Development of the Instructional Package on Human Rights Education for the Secondary School Teacher Trainees

The final instructional package on human rights education consists of 6 units. They are:

- **Unit I: Human Rights – the concept**: The first unit was designed to introduce the concept of human rights to the teacher trainees. After learning the unit, a teacher trainee would be able to understand the concept of human rights. Human rights are the rights a person has simply because he/she is a human being.

- **Unit II: Characteristics of human rights**: This unit describes the important characteristics of human rights. Human rights are inherent – they do not have to be bought or earned.

- **Unit III: Legal aspects of human rights**: The legal aspects of the human rights are discussed in this unit which consists of declarations, conventions, commissions etc.

- **Unit IV: Human rights education – the concept**: This unit was prepared to familiarize the teacher trainees the concepts of human rights education. After learning this unit, teacher trainees could understand the concepts of human rights education.
• Unit V: Aims of human rights education: This unit was prepared to understand the aims of human rights education among the teacher trainees.

• Unit VI: Curricular approach to human rights education: This unit was prepared to have a clear understanding about curricular approach to human rights education. For example: While teaching the geography of Kashmir, the teacher can effectively communicate human rights concepts through human rights violations in Kashmir.

6.2.8 Treatment

The investigator personally sought permission from the Principals of the two secondary teacher training institutions and from the five Headmasters of the secondary schools to collect data for the study.

6.2.8.1 Treatment to the teacher trainees

There were two groups of teacher trainees. First one was experimental group and second group was control group. The investigator administered the human rights awareness test as pre test for the teacher trainees in the experimental and control groups selected for the study to check their awareness of human rights. The duration of the test was one hour.

One week after the administration of the pre test, the investigator had given the developed instructional package on human rights education for all the teacher trainees in the experimental group. The instructional package was transacted in the
class for all the teacher trainees in the experimental group by the investigator. They were asked to go through the instructional package in class during the presence of the investigator. Thus, at least one hour per day was set apart for self learning of the package. The teacher trainees in the experimental group selected for the study got an opportunity to learn all the concepts included in the instructional package. The trainees took four weeks to complete the learning of the instructional package. After the completion of learning, a post-test on human rights awareness was conducted to the teacher trainees in the experimental group.

In the case of teacher trainees in the control group, no instructional package was supplied or transacted. Four weeks after the pre-test, a post-test on human rights awareness was administered among the teacher trainees in the control group.

6.2.8.2 Treatment to the Secondary school students by the teacher trainees

To find the transfer effect of the instructional package, the investigator instructed the teacher trainees to transact human right concepts that they learned from the package to the selected secondary school students (standard VIII) during their internship. Two groups of secondary school students (Section A and Section B) were selected one as experimental group and the other as control group. The investigator administered the awareness test (pre-test) on human rights for both the groups (Section A and Section B).

After the pre-test, the selected teacher trainees integrated the concepts related to the human rights that they learned from the instructional package and
transacted during their actual class room teaching in the experimental group (Section A). Four teacher trainees were allotted to each school. They discussed the human right concepts by integrating with their subjects of teaching. Each teacher trainee took 5 lessons in that particular class. The investigator observed the lessons of all the 20 selected teacher trainees with the help of an observation schedule. Thus students from Section A of standard VIII (experimental group) of different schools got an opportunity to learn human right concepts.

The control group students (Section B) were not exposed to transaction of lessons which are integrated with human rights concepts. Six weeks after the pre-test, a post-test on human rights awareness was administered among the secondary school students (Section B) in the control group.

6.2.9 Statistical Techniques Employed

The data was collected from the teacher trainees and also from the secondary school students. The obtained data was analysed using various statistical procedures such as mean, SD, t-test and ANCOVA.
6.3 MAJOR FINDINGS OF THE STUDY

The major findings of the study are systematically presented in the order of objectives stated for the study.

6.3.1 Findings Related to Effectiveness of the Instructional Package on Human Rights Education with Respect to the Awareness on Human Rights among the Secondary School Teacher Trainees

- The obtained mean score on the pre-test among the secondary school teacher trainees in the experimental group was 16.77 with a standard deviation of 7.42, and the mean score of the teacher trainees in the control group was 17.33 with a standard deviation of 5.24.

- There was no significant difference in the human rights awareness of teacher trainees in the experimental and control groups before the transaction of the instructional package. The obtained ‘t’ value (t = 0.59), is not significant at 0.05 level.

- From this it is clear that the teacher trainees in the experimental and control groups do not differ significantly in their initial awareness on human rights.

- The obtained mean score on the post-test among the secondary school teacher trainees in the experimental group was 30.14 with a standard deviation of 5.95, and the mean score of the teacher trainees in the control group was 18.77 with a standard deviation of 5.69.
• The results of the ANCOVA showed that the obtained ‘F’ (F=192.37) value is significant at 0.01 level with df=1/189.

• This indicates that the adjusted mean scores of human right awareness of secondary school teacher trainees of experimental and control group differs significantly (‘t’=17.59) after the transaction of the instructional package on human right education, considering the human right awareness pre-test score as a covariate.

• Thus it can be concluded that, the instructional package on human rights education was very effective in developing awareness of human rights among the teacher trainees.

6.3.2 Findings Related to Human Right Awareness of Secondary School Teacher Trainees vis-à-vis their Background Characteristics

Gender
• There was no significant difference in the human rights awareness of male and female teacher trainees after the transaction of the instructional package. The obtained ‘t’ value (t = 0.48), is not significant at 0.05 level.

Qualification (graduate and post graduate teacher trainees)
• There was no significant difference in the human rights awareness of graduate and post graduate teacher trainees after the transaction of the instructional package. The obtained ‘t’ value (t = 1.03), is not significant at 0.05 level.
Discipline of study (Science and Arts)

- There was no significant difference in the human rights awareness of teacher trainees in science and arts discipline after the transaction of the instructional package. The obtained ‘t’ value (t = 1.30), is not significant at 0.05 level.

- Findings based on the results of the awareness of teacher trainees with respect to their background characteristics revealed that the instructional package on human rights education is effective in increasing the awareness on human rights among the teacher trainees irrespective of their gender, qualification and discipline of study. So it can be used effectively by all the teacher trainees.

6.3.3 Findings Related to the Transfer Effect of Human Rights Awareness Among the Secondary School Students

- The obtained mean score on the pre test among the secondary school students in the experimental group was 13.48 with a standard deviation of 3.46, and the mean score of the secondary school students in the control group was 12.96 with a standard deviation of 3.27.

- There was no significant difference in the human rights awareness of secondary school students in the experimental and control groups before the transaction of integrated lessons by the teacher trainees. The obtained ‘t’ value (t = 1.60), is not significant at 0.05 level.
• From this it is clear that the secondary school students in the experimental and control groups do not differ significantly in their awareness on human rights before the transaction of integrated lessons by the teacher trainees.

• The obtained mean score on the post-test among the secondary school students in the experimental group was 21.05 with a standard deviation of 4.50, and the mean score of the secondary school students in the control group was 13.25 with a standard deviation of 3.55.

• The results of the ANCOVA showed that the obtained ‘F’ value (F=449.30) is significant at 0.01 level with df=1/429.

• This indicates that the adjusted mean scores of human right awareness of secondary school students in the experimental and control group differ significantly (‘t’=18.60) after the transaction of integrated lessons by the teacher trainees, considering the human right awareness pre-test score as a covariate.

• This shows that the secondary school students in the experimental group have better performance in the human rights awareness test after the transaction of lessons by the teacher trainees during their internship.

• Thus it can be concluded that the secondary school students in the experimental group had better human rights awareness after the teacher trainee’s intervention.
6.3.4 Findings Related to Human Right Awareness of Secondary School Students vis-à-vis their Background Characteristics

**Gender**

- There was no significant difference in the human rights awareness of male and female students after the transaction of the integrated lessons by the teacher trainees. The obtained ‘t’ value \( t = 1.18 \), is not significant at 0.05 level.

**Students from Tribe and Non-tribe community**

- There was no significant difference in the human rights awareness of tribe and non-tribe students after the transaction of the integrated lessons by the teacher trainees. The obtained ‘t’ value \( t = 1.25 \), is not significant at 0.05 level.

**Type of school (Government and Private)**

- There was no significant difference in the human rights awareness of government and private school students after the transaction of the integrated lessons by the teacher trainees. The obtained ‘t’ value \( t = 0.59 \), is not significant at 0.05 level.

- Findings related to human right awareness of secondary school students with respect to their background characteristics revealed that the different groups of secondary school students do not differ significantly in their awareness of human rights after the transaction of human right concepts by the teacher trainees.
• Hence it can be concluded that the increase in the awareness on human rights among the secondary school students irrespective of their gender, community and type of school is due to the effect of integrated lessons transacted by the teacher trainees after learning the instructional package on human rights education.

6.4 EDUCATIONAL IMPLICATIONS

The findings of the study have certain educational implications for the teacher education programme. The important implications are outlined below.

• Findings of the study revealed that the instructional package on human rights education was very effective in developing the human rights awareness among teacher trainees.

• Educational materials on human rights in the form of print and non-print may be developed and supplied to teacher training institutions and schools.

• Since the developed instructional package on human rights education was found to be effective, it may be used by all the teacher training institutions for the benefit of teacher trainees throughout the country.

• Integration of human rights related concepts to specific subjects may be more effective rather than adopting a separate curriculum for the secondary school students.
• The curriculum framers may give due care to incorporate human rights education in the teacher education curriculum at all levels (primary, secondary and higher secondary).

• At present human rights are becoming a way of life and a social contract fulfilling pupil’s aspirations. So it is important to expand opportunities for human right education for all the teacher community through pre-service and in service programmes.

• If the teacher trainees are well equipped with human rights, the future generation may also be well equipped. It should be kept in mind by all the curriculum framers while preparing a common human rights education curriculum for the teacher education course.

• Only a sensitized teacher could share and shoulder the responsibility of teaching human rights in the right way and therefore awareness of human rights in teachers is the need of the day.

• Teachers are to be given adequate knowledge and skills for human rights education so that they can make their students not only conscious of their rights but also their duties for enabling others to enjoy their rights. It is essential not only for maintaining peace and harmony in one’s family, region, state and the country, but also for ensuring happiness and security in the world.
It is hoped that the prepared instructional package and the findings of the study will be of great use to the teacher community.

6.5 SUGGESTIONS FOR FURTHER RESEARCH

The investigator would like to suggest a few areas for further research which are noted below:

- The present study was conducted using a moderate sample (192 teacher trainees and 432 secondary school students). The study can be replicated on a larger sample.

- The study was confined to the teacher trainees belonging to colleges of teacher education in Calicut University. Similar study can be conducted by selecting sample from different colleges of teacher education in Kerala state, so that more generalisable findings could be identified.

- Replication of the study can use sample representing India, so that differences arising from cultural and regional diversities could be identified.

- The instructional package on human rights education was prepared for secondary school teacher trainees. Similar packages can be prepared for primary school teacher trainees and teacher educators.

The above mentioned suggestions do not represent an exhaustive list of future research works in the area of human rights education. It is however, a
humble attempt to provide stimuli to motivated researchers who should identify research problems of their interest and may derive some basis from the present piece of research and projections made in the preceding paragraphs.

6.6 LIMITATIONS OF THE FINDINGS

The study under reference has yielded several important and interesting findings. An effort was made to make the study as precise and scientific as possible. However, no research study can claim to be prescriptive and may not give final verdict on the phenomenon investigated upon. The findings of the present piece of research do suffer from unavoidable limitations arising out of the constrains of human and material resources and the time at the disposal of the researcher. Besides, the scope of the findings may be limited to the area chosen, tools, methodology employed, design followed and ultimately the approach utilized for the analysis and the interpretations of data. These would also be subject to the delimitations envisaged at the planning stage as stated in Chapter 1 as well.