Prevalence of Rights Violation among Children: A Study on Right to Survival, Protection, Participation and Development of Child

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ABSTRACT: Children’s rights are a subgroup of human rights and it provides some fundamental guarantees like right to survival which includes right to have food, shelter, clothing, medication etc., right to protection which means protection from all sorts of dangers, rights to participation which includes non-discrimination-equal opportunity system and finally right to development which includes favourable atmosphere for all sorts of development. But the emerging studies and reports says that all the above rights of the children are denied from primary sources itself. As it is the responsibility of family, society and state, we should take adequate measures to protect our children. It is the responsibility of all the adult members and governments to enable the support systems and bring modifications in the legislations to protect and save our future generation. So this study aims to find out the reason behind it and the prevalence of child rights violation based on four category of child rights-right to survival, rights to protection, rights to participation and rights to development.

KEYWORDS: Prevalence, Children, Child Rights, Violation, Right to survival, right to protection, right to participation, right to Development, support system.

I. INTRODUCTION

All children have the right to survival, protection, participation and development. It is the responsibility of the government and all other adult members to protect the rights of the child. India is the home to largest child population in the world. The constitution of India guarantees fundamental rights to all children in the country and empowers the state to make special provisions for children. According to the reports of Social Justice Department, Government of Kerala, a large number of Child population lives in economic and social environment, which prevents the child development in the aspects of physical and mental development. Kerala has around 40.37 lakh children, that is, 13% of Kerala’s population.

By evaluating last five years report of Child Line India and the reports of Kerala Child Rights Observatory it can be stated that Kerala was witnessing an alarming increase in Child abuses and child rights violations. Thiruvananthapuram was topping among child sexual abuse cases with 631 cases from 2014 April to 2015 March. According to child line data Wayanad, Malappuram, Kannur and Palakkad were the districts ranks just behind it. The state has seen physical abuse against children topping the list with about 2085 cases (2014-2015) Kottayam district stood first in child physical abuse during this period. The four broad classifications of child rights are Right to Survival, Right to Protection, Right to Participation and Right to Development. Keeping these four classifications in mind, this study aims to identify and describe various sources and forms of child right violations.

OBJECTIVES
- To find out the sources and forms of child rights violation based on right to survival, right to protection, right to participation and right to development among high school students.
- To elicit the support systems for the promotion of child rights.
II. METHODOLOGY

RESEARCH DESIGN: Descriptive cum exploratory
NATURE OF STUDY: Quantitative
SAMPLING DESIGN: Purposive Sampling
SAMPLE SIZE: Sample size consists of 360 students studying in High schools in Kottayam Municipal area, Kottayam, Kerala.

UNIT OF STUDY: A student studying in High school in Kottayam Municipal area.

MAJOR FINDINGS

➢ Levels of violation of right to survival among high school students:

For identifying the level of violation of Right to Survival of the Child, High School Students (respondents) were classified into the High, Average, and Low groups based on their Right to Survival of Child Rights Violation scores in the test. Assuming a normal distribution of Right to Survival of Child Rights Violation scores, the conventional procedure of using sigma distances was used for classifying sample. Considering the baseline of the normal curve representing the distribution extending from -3σ to +3σ, i.e., over a range of 6σ; among the High School Students whose scores of the violation of Right to Survival fall between M+σ and M-σ were classified as ‘Average-Right to Survival of Child Rights Violation Group’-the High School Students whose scores were below M-σ were classified as ‘Low- Right to Survival of Child Rights Violation Group’-the High School Students whose scores were above M+σ were classified as ‘High- Right to Survival of Child Rights Violation Group’. For the distribution of Right to Survival of Child Rights Violation scores, Mean was 87.48 and Standard Deviation was 20.75. Therefore, among the High School Students whose Right to Survival of Child Rights Violation scores were 108.24 or more (rounded value of M+σ) were considered to possess ‘High Right to Survival of Child Rights Violation’, and the remaining respondents who come in between these scores were classified as of ‘Average Right to Survival of Child Rights Violation’.

➢ Number and Percentage of among High School Students with respect to the Level of Right to Survival of Child Rights Violation.

It is clear from the diagram that 73.1% of among High School Students have an average level of violation of Right to Survival, 15.0% have a high level of violation of Right to Survival and 11.9% have a low level of violation of Right to Survival. The result indicates that majority of the respondents have an average level of violation of their Right to Survival.

➢ Levels of violation of right to protection of child among high school students:

For identifying the levels of violation of right to Protection, the High School Students (respondents) were classified into the High, Average, and Low groups based on their Right to Protection of Child Rights Violation scores in the test. Assuming a normal distribution of Right to Protection of Child Rights Violation scores, the conventional
procedure of using sigma distances was used for classifying sample. Considering the baseline of the normal curve representing the distribution extending from -3σ to +3σ, i.e. over a range of 6σ; among the High School Students whose Right to Protection of Child Rights Violation scores were classified as ‘Average level of violation of Right to Protection’ - the High School Students whose scores were below M-σ were classified as ‘Low level of violation of Right to Protection’ and the High School Students whose scores were above M+σ were classified as ‘High level of violation of Right to Protection’. For the distribution of Right to Protection of Child Rights Violation scores, Mean was 24.48 and Standard Deviation was 7.09. Therefore, among the High School Students whose Right to Protection of Child Rights Violation scores were above M+σ were considered to possess ‘High level of violation of Right to Protection’, whose scores were less than 17.39 (rounded value of M-σ) were considered to possess ‘Low level of violation of Right to Protection’ and the remaining who come in between these scores were classified as ‘Average level of violation of Right to Protection’.

- **Number and Percentage of High School Students with respect to the Level of Right to Protection of Child Rights Violation**

72.0% of among High School Students have average level of violation of Right to Protection, 16.7% have high level of violation of Right to Protection and 11.3% have low level of violation of Right to Protection. The result indicates that majority of High School Students have average level of violation of Right to Protection.

- **Levels of right to participation of child rights violation among high school students:**

For identifying the level of violation of Right to Participation the High School Students (respondents), were classified into the High, Average and Low groups based on their Right to Participation of Child Rights Violation scores in the test. Assuming a normal distribution of Right to Participation of Child Rights Violation scores, the conventional procedure of using sigma distances was used for classifying sample. Considering the baseline of the normal curve representing the distribution extending from -3σ to +3σ, i.e. over a range of 6σ; among High School Students whose Right to Participation of Child Rights Violation scores fall between M+σ and M-σ were classified as ‘Average Right to Participation of Child Rights Violation Group’ among High School Students whose scores were below M-σ were classified as ‘Low Right to Participation of Child Rights Violation Group’ and the High School Students whose scores were above M+σ were classified as ‘High Right to Participation of Child Rights Violation Group’. For the distribution of Right to Participation of Child Rights Violation scores, Mean was 45.00 and Standard Deviation was 7.94. Therefore, among High School Students whose Right to Participation of Child Rights Violation scores were above M+σ were considered to possess ‘High Right to Participation of Child Rights Violation’, whose scores were less than 37.07 (rounded value of M-σ) were considered to possess ‘Low Right to Participation of Child Rights Violation’, and the remaining who come in between these scores were classified as ‘Average Right to Participation of Child Rights Violation’.

- **Number and Percentage of among High School Students with respect to the Level of Right to Participation of Child Rights Violation**

70.8% of among High School Students have average level of Right to Participation of Child Rights Violation, 15.0% have high Right to Participation of Child Rights Violation and 14.2% have low Right to Participation of Child Rights Violation. The result indicates that majority of among High School Students have average level of Right to Participation of Child Rights Violation.

- **Levels of violation of right to development among high school students:**

For identifying the level of violation of right to development among High School Students were classified into the High, Average and Low groups based on their Right to Development of Child Rights Violation scores in the test. Assuming a normal distribution of Right to Development of Child Rights Violation scores, the conventional procedure of using sigma distances was used for classifying sample. Considering the baseline of the normal curve representing the distribution extending from -3σ to +3σ, i.e. over a range of 6σ; among High School Students whose Right to Development of Child Rights Violation scores fall between M+σ and M-σ were classified as ‘Average Right to Development of Child Rights Violation Group’ among High School Students whose scores were below M-σ were classified as ‘Low Right to Development of Child Rights Violation Group’ and among High School Students whose scores were above M+σ were classified as ‘High Right to Development of Child Rights Violation Group’. For the distribution of Right to Development of Child Rights Violation scores, Mean was 50.37 and Standard Deviation was 13.30. Therefore, among High School Students whose Right to Development of Child Rights Violation scores were 63.68 or more (rounded value of M+σ) were considered to possess ‘High Right to Development of Child Rights
Violations', whose scores were less than 37.07 (rounded value of M-σ) were considered to possess ‘Low- Right to Development of Child Rights Violation’, and the remaining who come in between these scores were classified as of ‘Average Right to Development of Child Rights Violation’. The data and results of the classification done are shown in the Table 4.79 given below.

- Number and Percentage of among High School Students with respect to the Level of Right to Development of Child Rights Violation

- Levels of support system of child rights violation among high school students:

  For identifying the level of Support System of Child Rights Violation, among the High School Students were classified into the High, Average and Low groups based on their Support System of Child Rights Violation scores in the test. Assuming a normal distribution of Support System of Child Rights Violation scores, the conventional procedure of using sigma distances was used for classifying sample. Considering the baseline of the normal curve representing the distribution extending from -3σ to +3σ, i.e. over a range of 6σ; among High School Students whose Support System of Child Rights Violation scores fall between M+σ and M-σ were classified as ‘Average- Support System of Child Rights Violation Group’ among the High School Students whose scores were below M-σ were classified as ‘Low- Support System of Child Rights Violation Group’ and among the High School Students whose scores were above M+σ were classified as ‘High- Support System of Child Rights Violation Group’. For the distribution of Support System of Child Rights Violation scores, Mean was 41.16 and Standard Deviation was 4.79. Therefore, among the High School Students whose Support System of Child Rights Violation scores were 45.97 or more (rounded value of M+σ) were considered to possess ‘High Support System of Child Rights Violation’, whose scores were less than 36.37 (rounded value of M-σ) were considered to possess ‘Low- Support System of Child Rights Violation’, and the remaining who come in between these scores were classified as of ‘Average Support System of Child Rights Violation’.

- Number and Percentage of among High School Students with respect to the Level of Support System of Child Rights Violation

  The above table shows that 71.1% of among High School Students have average level of Support System of Child Rights Violation, 17.3% have high Support System of Child Rights Violation and 11.6% have low Support System of Child Rights Violation. The result indicates that majority of among High School Students have average level of Support System of Child Rights Violation.
SUGGESTIONS BASED ON THE STUDY:

- It is the responsibility of the parents to provide a peaceful and favourable atmosphere for the education of their children. Parents should spend quality time with the children by helping them in their studies and it is their responsibility to arrange basic facilities for the children to study. Every parent should find time “FAMILY TIME” (as many of the respondents suggested) to sit with the child and hear them and should give them necessary guidelines related to their life. They want to talk to their parents and hear from them.

- It is the responsibility of parents to train their children to choose the right friends. They must fix screen time for children and should continuously observe the changes in the behaviour of the children. They should avoid the situations which avail alcohol or drugs. Don’t use alcohol along with children and don’t share alcohol with the children.

- Parents should ensure the safety of children in their home. Don’t make children alone in the presence of strangers. Children’s right to express ideas and thoughts must be respected. Children become more encouraged when they feel their ideas and thoughts are accepted.

- The research suggests that the parents and teachers should bring a positive atmosphere to the children to maintain their mental stability and help children to develop self-esteem. Teach them how to solve their problems through various activities. Create a safe and positive home environment and encourage children by listening to them.

- A large number of children are also victims of abuse at schools. It should be handled by the teachers properly. Schools and families are the places where most of the children facing right violations. Teachers should observe each student and enquire about the changes in their behaviour. As most of the respondents suggested, complaint box (sahayamvenam box) should place in each school. Educational institutions should be student friendly where students should get opportunity to exhibit their talents, platforms for physical, mental and intellectual development.

- Educational institutions must be a positive space for children to learn new things, develop good thoughts etc. So motivation from the part of teachers will help the students especially weaker students. Teachers also should use motivating words instead of abusive words against children. Teachers should reach out to verbally abused children and try to divert them from the negative feelings they got through the incident.

- The school authorities should appoint counsellors to address the problems faced by children. Sharing the problems to someone will definitely help the children to overcome the situation. As an age which seeks more independence, looking for experiences, searching for identity, teachers should teach the children about right decision making and encourage children to initiate activities. Teachers should be a role model to students. The parents and school teachers have to take lead role to create awareness on personal health care and body health care. The teachers can use different types of health educational materials to create awareness among the students.

- The study suggests that in every school there should be a support system to handle the grievances of children related to harsh punishments and they should report the same to Childline. Avail counselling services to those children who are in need. Teachers should provide equal opportunity to the students and should motivate them to exhibit their talents. Teachers must try to identify the hidden talents in each student. The school authorities should ensure that whether every child is getting an equal opportunity to participate in the co-curricular activities in school. They should organise different programmes in with everyone can participate and show their talents.

- Child support systems in the district level should take an adequate step to deal with the problems of children. Efficient and effective problem-solving methods should be adopted for that. Childline along with District Child Protection Unit ensure the availability of Counsellors in schools and take necessary steps to train Counsellors in schools to deal with the problems of children. Childline should arrange awareness campaigns on counselling and other professional services provided by support systems like chidline, District Child Protection Unit, Schools, Local self-Government departments etc. The study suggests the appointment of Counsellors in every panchayats under Local Self Government.
III. CONCLUSION

The study goes through the categorization of Child Rights as-Right to survival, protection, participation and development and the support systems which is available to protect the children who is in need. From the study it is clear that childrens right to survival, protection, participation and development are violating. Lack of support systems also increase the depth of the violations.

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INTERNATIONAL JOURNAL OF INNOVATIVE RESEARCH
IN SCIENCE | ENGINEERING | TECHNOLOGY

Impact Factor: 7.512

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