

Research Article

THE STUDY ON ATTENTION OF EMOTIONAL, SOCIAL RIGHTS OF STUDENTS IN THE EDUCATIONAL SYSTEM OF IRAN

***Mahmoud Azami**

Department of Consoling and Guidance, Abhar Branch, Islamic Azad University, Abhar, Iran

**Author for Correspondences*

ABSTRACT

This work is a study on current conditions and what is known as preferred conditions for children is home and school. Purpose of the research is to conduct this study over Kurdish children (boys and girls between 12 to 14 years old) and their instructors. Statistic group is comprised of all boys and girls attending junior high school in Mahaad, Sanandaj and Kermanshah and sample group includes 350 participants (175 girls and 175 boys) and 50 Male and female instructors, adopted randomly among different school from different social and economic classes. Testing techniques for assessing main hypotheses of the study are (X^2) test and in some parts "t" test to investigate presence of meaningless different between boys and girls. Finally results were analyzed using SPSS software. The instructors showed more attention to observance of children's rights in preferred and ideal condition than the students; moreover, we found from the instructors' viewpoint that currently children's right is not observed as it should, while the student believed that their rights are observed as it should. In other words, the study failed to spot a meaningful relation between the findings from the second hypothesis.

Keywords: *Emotional, Social Rights, Home, School*

INTRODUCTION

Childhood is growth and development period of people; the process of human growth and evolution is completed during life training and being in a social gathering. All formal and informal institutions and organizations are involved in this process in any society. Certainly, the role of schools, learning centers and family is highlighted.

Therefore, a behavior and consequently personality will be balanced and progressive when the correct response is given to their needs and rights from the beginning of a childhood. The need, in fact, is the law that individuals are attempting (behaving) to realize them. As Abraham Maslow has pointed: "the flourished and perfected personality is the one that its seven-level demands are properly met (e.g. physiological needs, safety, belonging and respect, recognition and understanding, dignity, beauty, order and perfection)." (Zaker, 2005)

Thus, if the social institutions (schools and families) can accept the children, deal constructively with them, also are able to provide their rights to the targeted; no doubt they will be grown, active and highly educated adults in the offing. So, they would capable to play their role in the development of society. (Azami, 2008)

Answering two following questions shows the level of development and prosperity of any society.

1. Will the power of all the people of a society who are in the productivity conditions (either male or female) be used properly?
2. Will their rights be provided in growth steps of people at home, school, and community?

Unfortunately, we are always witnessing unspeakable injustice and negligence of human rights in the world. At various points, one half of the population (women) has been left out of the cycle of growth and creative. Hence, many people are denied from education and development in a more efficient way. More than 180 million homeless children, especially the children of Iraq, Syria and Afghanistan have been caught in vagrancy in the years leading up to 2014. Moreover, more than 300 million children are living in conditions of forced labor and away from the basic rights.

Also, more than 180 million children are involved in corruption and prostitution gangs, so they are eliminated from the process of development and activity cycles (Black, 1986).

Research Article

Children and observance of their rights is an issue that has received great deal of attention from national/international organizations all around the world. It is believed that national development depends a well – educated/trained peoples (Omid, 2006).

Nowadays, living conditions of families is deeply depended on skills and abilities of their members, while natural resources are of less importance. In other word, society's wellbeing depends on their capability for creating and processing resources and materials; of course it is directly depend on reliable educating bodies specialized on training individuals with high skill level. Taking these introductions into account, we may conclude that there is a direct and positive relation between efficiency of educating bodies and development do societies (Baradar, 2007).

Principles of education and its infinite effects and functionality have always been at the center of public's attentions, since removal of prohibition of receiving educations for specific social classes and public authorities placed in charge of educational affairs (Bloudri, 2008).

Among commonly accepted and natural traits of educational system caused by government at macro level and families at micro level is observance of children's rights and preventing any discrimination in dealing with them. Educational system is supposed to be an icon of true way of life. Among educational principles are general theories and principles, which supposedly the guidelines for teachers, principals and parents (Jahe, 2009).

We should not fail to recognize multidiscipline nature of education methods which is rooted in different fields of science including psychology. So that, scientific results of growth psychology, learning psychology, infant, child, juvenile and adult psychology are the bases for very educational affairs (Hassani, 2008).

Knowing children's variety of physical and mental requirements accepted as their natural rights, observance of such right is one of the main tasks of educational bodies. So that, the system supposedly should provide a decent situation to let the children grow into acceptable society members (Zakeri, 2010). Modern education policies adopt student-centered approach in all perspective including setting goals, curriculum planning, main objective of educational.

Program, teaching methods and management and the centerpiece of their strategies is omitting cultural, tribal, classes discrimination toward developing democracy and placing more emphasize on children's viewpoints (Ravandi, 2004).

Accepting humans as human being and accepting children without any terms or pre – condition are the main objective of educational system, so that, the same is extending to educational system, so that, the same is extending to families to pay more attention to children (Roostamove, 2010).

As a result, those grown up in this system will adopt the same approach in dealing with others as adults trying to foster their society and personal growth. This study tries to answer the question "whether Iranian Kurdish children enjoy their rights and decent situation in home and Schools?"

MATERIALS AND METHODS

This research follows an international research about children's rights in more than 20 countries in 1990, commissioned by international psychology and academic association (ISPA) headed by Stuart Heart – children Psychological Rights Monitoring Dept. Indiana University. The study is conducted as a field – descriptive research with a statistic society comprised of all boys and girls attending junior high schools in Mahabad, Sanandaj and Kermanshah. A sample group including 350 participants (175 girls and 175 boys) and 50 male and female instructors, adopted randomly among different schools from different social and economic classes. An internationally designed questionnaire comprised of 42 questions (40 close and 2 open) translated by Ghasem Ghazi was distributed among participants. Testing techniques for assessing main hypotheses of the study are (X^2) test and in some parts "t" test to investigate any meaningless different between boys and girls. Finally results were analyzed using SPSS software.

Measurement Tools: The study utilized an internationally designed questionnaire with 42 questions (40 close and 2 open). Each question asks participant to rank current and ideal situation in home and school based Lickhart Scale (5 Scales). The questionnaire is originally designed in English and translated by Dr.

Research Article

Ghazi to Farsi. To make sure authenticity of translation, ISPA received a copy of translation to confirm (Roushan, 2010).

RESULTS AND DISCUSSION

Results

This study focused on observance of children's right in their current and ideal conditions both in home and school. The study is conducted for Iranian Kurdish boys and girls 12 – 14 years old and their instructors; to put in simpler way, the study investigate any meaningful relation between students and instructors' viewpoint regarding current/ideal conditions in home and school.

Table 1: Instructors and students' viewpoint regarding observance of children's Emotional rights at school in current situation

		Answers					Total
Test		Very high	High	Average	Low	Very low	
Instructors	Fo	4	15	20	8	3	50
	Fe	22.5	12.5	9.6	3	2.4	
	%	8	30	40	16	6	
Students	Fo	171	89	57	18	15	350
	Fe	153.4	86.5	68	23	16.1	
	%	49.1	25.4	16.2	5.1	4.2	

Table 2: Instructors and students' viewpoint regarding observance of children's Emotional rights at home in current situation

		Answers					Total
Test		Very high	High	Average	Low	Very low	
Instructors	Fo	4	13	18	12	3	50
	Fe	18.6	13.7	12.3	4.8	2	
	%	8	26	36	24	6	
Students	Fo	142	87	82	26	13	350
	Fe	128.5	89	85	33.2	14.3	
	%	40.7	24.8	23.4	7.4	3.7	

Table 3: Instructors and students' viewpoint observance of children's Emotional rights at school in Ideal situation

		Answers					Total
Test		Very high	High	Average	Low	Very low	
Instructors	Fo	18	20	8	3	1	50
	Fe	23.3	11.9	8.9	3.4	2.5	
	%	36	40	16	6	2	
Students	Fo	173	83	58	20	16	350
	Fe	168.3	92	55.3	19.4	15	
	%	49.43	23.7	16.6	5.7	4.57	

Research Article

Table 4: Instructors and students' viewpoint regarding of children's Emotional rights at home in Ideal situation

Answers		Very high	High	Average	Low	Very low	Total
Test							
Instructors	Fo	4	13	18	12	3	50
	Fe	18.6	13.7	12.3	4.8	2	
	%	8	26	36	24	6	
Students	Fo	142	87	82	26	13	350
	Fe	128.5	89	85	33.2	14.3	
	%	40.7	24.8	23.4	7.4	3.7	

Table 5: Observance of Emotional rights of student at school from students viewpoint in current/Ideal situation

Answers		Very high	High	Average	Low	Very low	Total
Situation							
Current	Fo	138	93	81	25	13	350
	Fe	131.5	89	81	30	18.5	
	%	39.5	26.6	23.1	7.1	3.7	
Ideal	Fo	131.5	95	69	31	24	350
	Fe	135.5	88	79	29	18.5	
	%	37.5	27	19.7	8.9	6.9	

Table 6: Observance of Emotional rights of student at home from Instructors viewpoint in current/Ideal situation

Answers		Very high	High	Average	Low	Very low	Total
Situation							
Current	Fo	5	12	18	12	3	50
	Fe	13.5	12	13.5	7.5	2.5	
	%	10	24	36	36	6	
Ideal	Fo	20	18	7	7	2	50
	Fe	12.5	14.5	13.5	13.5	2.5	
	%	40	36	14	14	4	

Table 7: Instructors and student viewpoint regarding Observance of children's social rights at school in current situation

Answers		Very high	High	Average	Low	Very low	Total
Test							
Instructors	Fo	4	10.8	21	12	5	50
	Fe	23.7	11.5	10	2.7	2.1	
	%	8	16	42	24	10	
Students	Fo	195	73	55	14	13	350
	Fe	175.1	70.2	64.5	23	17.2	
	%	55.75	20.85	15.7	4	3.7	

Research Article

Table 8: Instructors and students viewpoint regarding observance of children's social rights at home situation

Answers		Very high	High	Average	Low	Very low	Total
Test							
Instructors	Fo	5	18	19	11	5	50
	Fe	15.7	10.2	13	6.6	4.5	
	%	23	20	38	12	10	
Students	Fo	123	72	81	41	33	350
	Fe	101.8	72.9	95.5	45.3	34.5	
	%	29	20.8	27.5	13	9.85	

Table 9: Observance of social rights of student's at home from instructors in current/ Ideal situation

Answers		Very high	High	Average	Low	Very low	Total
Situation							
Current	Fo	5	9	20	11	5	50
	Fe	14	12	15	6	3	
	%	10	18	40	22	10	
Ideal	Fo	23	13	9	3	1	50
	Fe	14	12	15	6	3	
	%	46	26	18	6	2	

Table 10: Observance of social rights of student's at home from students in current/ Ideal situation

Answers		Very high	High	Average	Low	Very low	Total
Situation							
Current	Fo	227	69	35	8	11	350
	Fe	23.5	69	37	10	10.5	
	%	65	19.7	10	2.2	3.1	
Ideal	Fo	217	69	41	12	11	350
	Fe	223.5	69	37	10	11	
	%	62	19.7	11.72	3.4	3.1	

Results showed that comparing with the students; the instructors pay more attention to observance of student's right in preferred and ideal conditions. Moreover, instructor considered current situation far from ideal situation, while students believed that they their right is quite observed by instructors. In another words, the study found no meaningful relation regarding 2nd hypothesis.

Analysis for Results

Based on two main hypotheses there are 32 secondary hypotheses (16 secondary hypotheses for each main hypothesis). Among 16 secondary hypotheses in first group, we found meaningful relation at $P < 0.05$ level for 10 hypotheses, that is these hypotheses are confirmed. This means that there is a meaningful relation observance of children's right at home and school whether in current or ideal condition. Generally regarding all the above mentioned hypotheses almost half of the student believed that observance of their rights is at high or very high level, while more than half of the instructors believed that the same is at average level.

Analyzing the difference we also may take into account the probability that teachers generally are more observant of children's right in comparison with the student and adopt more realistic perspective.

8 hypotheses (3,4,7,8,11,12,15,16) out of 16 ones in second group regarding assessment of condition and observance of children's right at home and school from students and instructors' viewpoint showed

Research Article

meaningful relation from statistical viewpoint. Almost half of or more than half of instructors considered observance of children's right at average to high level. While majority of students expected that the same should be observed at high level in ideal condition. That is, instructors believed that there is a gap between ideal and current condition of observance of children's right. In other words, observance of children's rights is not as it should and this is a meaningful relation.

On the other hand, regarding other 8 hypotheses about current and ideal situation from students' viewpoint, no meaningful relation was found. In other words, while classifying current situation as high/very high level, students' believed that they expect nothing more as ideal condition. It means that there is no difference between current and ideal conditions. Among the causes for such viewpoint are: the lack of knowledge regarding their right among children, less knowledge regarding their demands/right and benefits among students, or they appreciate no significant difference between the condition they are living in and idea condition (Ebadi, 2007; Yazdani, 2007).

From general point of view and regarding the results of the research we can conclude that majority of students' and instructors believe that observance of children's right is at more than average level whether in home or school.

Results of 't' test showed some differences between boys and girls regarding observance of their rights, which is mainly rooted in cultural and economic factors. Clearly such factors affect on boy and girls expectations and male and females instructors' viewpoint at the same time. In addition, based on these differences, boys and girls gradually accept their role in society and this will affect their approach in life.

Conclusion

In summary, results showed that in comparison with students, the instructor pay more attention to observance of children's right in idealistic condition; moreover the instructor believed that there is a significant difference between current and ideal conditions. Students on the other hand ranked observance of their rights in current situation as high/very high level. That is, we found no meaningful relation between findings regarding 2nd hypothesis.

REFERENCES

- Azami M (2008).** Children's Rights, Educational and Psychology, Tajikistan Nation University. Science News.
- Baradar M (2007).** *Children – Parents* (Hava Press) Tehran.
- Black Magie (1986).** *The Children and Nation, the Story of Unicef* (Unicef press) Tehran.
- Bloudri T (2008).** *Child's Right in Islam/with Social Justification on Child's Right Convention* (Pars Ketab Press) Tehran.
- Ebadi SH (2007).** *Children's Rights: Children's Right in Iran* (Roushanfekran Press and Women's Studies) Tehran.
- Hassani Z (2008).** *Education from the Holy Prophet Viewpoint* (Mehrborna Press) Tehran.
- Jahe H (2009).** *Principle of Education Philosophy/Islamic Education* (Danehs Pajouhan Fardie Roushan Press) Tehran.
- Omidi Hashtjin M (2006).** *Child Right Convention and Iran's Right to Introduce Conditions* (Homai Danesh Press) Tehran.
- Ravandi M (2004).** *Education's Cultural and Historical Revolution in Iran and Europe* (Negah Press) Tehran.
- Roastamove F (2010).** *Pedagogi (Education) Sharghadeh Tarikhi*, translated by Hassan Jafari Gonbari (Khorshid Afarin) Tehran.
- Roushan M and Khakbazan A (2010).** *Children and Adolescent* (Half Honar Sepahan Press) Tehran.
- Sanaie Zaker Bagher (2005).** *Group Counseling and Psychotherapy* (Tchehr press) Tehran.
- Yazdani J (2007).** Children's rights and instructor: UNESCO national commission, Soroush Hedaiat, Roshanaie and Educational Sciences Institutions.
- Zakeri SA (2010).** *Education in Nahj olbalaghe* (Mirzaie Shirazi Press) Tehran.