

A Survey on Iranian Kurdish Children's Right in the Current Situation They Have in Home and School and the Conditions They Preferably Supposed to Have

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Abstract: This work is a study on current conditions and what is known as preferred conditions for children in 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 schools from different social and economic classes. Testing techniques for assessing main hypotheses of the study are (χ^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 students 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.

Key words: Child's rights • Kurdish Child • Home • School

INTRODUCTION

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 on well-educated/trained peoples [1].

Nowadays, living conditions of families is deeply depended on skills and abilities of their members, while natural resources are of less importance. In other words, 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 this introduction into account, we may conclude that there is a direct and positive relation between efficiency of educating bodies and development of societies [2].

Principles of education and its infinite effects and functionality have always been at the center of public's attention, since removal of prohibition of receiving educations for specific social classes and public authorities placed in charge of educational affairs [3].

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. Clearly, educational system is supposed to be an icon of true way of life. Among educational principles are general theories and principles, which supposedly should be the guidelines for teachers, principals and parents [4].

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 [5].

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 [6].

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 [7].

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 families to pay more attention to children [8]. 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?”.

MATERILAS 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 conduced as a field-descriptive research with a statistic society comprised of all boys and girls attending junior high schools in Mahabad, Sananda 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 Dr. Ghasem Ghazi was distributed among participants. Testing techniques for assessing main hypotheses of the study are (χ^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. Ghazi to Farsi. To make sure authenticity of translation, ISPA received a copy of translation to confirm [9].

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 educational rights at school in current situation

		Answers					
Tests		Very high	High	Average	Low	Very low	Total
Instructors	Fo	7.0	11.0	20.0	9.0	3.0	50
	Fe	27.3	10.5	8.0	2.4	1.8	
	%	14.0	22.0	40.0	18.0	6.0	
Students	Fo	219.0	70.0	42.0	8.0	11.0	350
	Fe	199.2	71.0	52.5	15.6	11.7	
	%	62.7	20.0	12.0	2.2	3.1	

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

		Answers					
Tests		Very high	High	Average	Low	Very low	Total
Instructors	Fo	4.0	13.0	18.0	12.0	3.0	50
	Fe	18.6	13.7	12.3	4.8	2.0	
	%	8.0	26.0	36.0	24.0	6.0	
Students	Fo	142.0	87.0	82.0	26.0	13.0	350
	Fe	128.5	89.0	85.0	32.2	14.3	
	%	40.7	24.8	23.4	7.4	3.7	

Table 3: Instructors and students' viewpoint regarding observance of children's educational rights at school in ideal situation

Tests		Answers					Total
		Very high	High	Average	Low	Very low	
Instructors	Fo	5.0	10.0	19.0	11.0	5.00	50
	Fe	15.7	10.2	13.0	6.6	4.50	
	%	23.0	20.0	38.0	22.0	10.00	
Students	Fo	123.0	72.0	81.0	41.0	33.00	350
	Fe	101.8	72.9	95.5	45.3	34.50	
	%	29.0	20.8	27.3	13.0	9.85	

Table 4: Instructors and students' viewpoint regarding observance of children's educational rights at home in ideal situation

Tests		Answers					Total
		Very high	High	Average	Low	Very low	
Instructors	Fo	29.0	11.0	6.0	3.0	1.00	50
	Fe	21.4	11.5	9.5	4.3	3.30	
	%	58.0	22.0	12.0	5.0	1.70	
Students	Fo	141.0	82.0	71.0	32.0	24.00	350
	Fe	152.5	81.0	64.0	30.5	22.00	
	%	40.2	23.4	20.2	9.1	6.85	

Table 5: Observance of educational rights of students from instructors' viewpoint in current/ideal situation

Tests		Answers					Total
		Very high	High	Average	Low	Very low	
Instructors	Fo	5.0	13.0	21	9	3	50
	Fe	17.5	12.5	13	5	2	
	%	10.0	26.0	42	18	6	
Students	Fo	27.0	13.0	6	3	1	50
	Fe	16.5	12.5	13	6	2	
	%	54.0	26.0	12	6	2	

Table 6: Observance of rights of students in home from instructors' viewpoint in current/ideal situation

Tests		Answers					Total
		Very high	High	Average	Low	Very low	
Instructors	Fo	3.0	7.0	18.0	14.0	8	50
	Fe	10.0	12.0	15.5	8.5	5	
	%	6.0	14.0	36.0	28.0	16	
Students	Fo	18.0	14.0	11.0	4.0	3	50
	Fe	9.5	11.5	15.5	8.5	5	
	%	36.0	28.0	22.0	8.0	6	

Table 7: Observance of social rights of students from instructors' viewpoint in current/ideal situation

Tests		Answers					Total
		Very high	High	Average	Low	Very low	
Instructors	Fo	5	9	20	11	5	50
	Fe	14	12	15	6	3	
	%	101	18	40	22	10	
Students	Fo	23	13	9	3	1	50
	Fe	14	12	15	6	3	
	%	46	26	18	6	2	

Table 8: Observance of personal rights of students from instructors' viewpoint in current/ideal situation

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

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.

What Follow Are Some Examples of Tables:

DISCUSSION AND CONCLUSION

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 (1, 2, 5, 6, 9, 10, 12, 13, 14, 15), that is these hypotheses are confirmed. This means that there is a meaningful relation between instructors and students' viewpoint regarding 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 students 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 differences 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 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/ rights and benefits among students, or they appreciate no significant difference between the condition they are living in and idea condition [10].

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.

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 [11].

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