



SCERT, KERALA & FAROOK TRAINING COLLEGE, KOZHIKODE

Young Scholars' Enrichment Programme

**Teacher Perception on the Intervention of Child Right
Protection Agencies at Elementary School Level
on Malappuram District**

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**Study Report submitted Under the Young Scholars Enrichment
Programme Jointly conducted by SCERT, Kerala &
Farook Training College, Kozhikode**

**FAROOK TRAINING COLLEGE, KOZHIKODE
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CHAPTER 1

INTRODUCTION

- *Need and significance of the study*
- *Statement of the problem*
- *Definition of Key terms*
- *Variable*
- *Objectives*
- *Hypotheses*
- *Design of the Study*
- *Data collection Procedure*
- *Scope and Delimitations of the study*
- *Organization of the report*

INTRODUCTION

Education is highly commended as the most essential precondition for human development. The education process makes desirable changes in human behavior. All the educational institutions focus to impart the knowledge to the students for their development. According to Frobel education is a process by which a child makes his internal external (Sharma, 2004). Education encompasses the integration of cognitive, affective, and behavioural aspects of learning within different contexts such as intrapersonal, interpersonal, and social domains (Hoque, 2016). It involves a holistic process of learning that engages the body, mind, and emotions, and serves as a pathway to achieving greatness by exploring the inner essence of one. Education is primarily a social process that focuses on the development of individuals and prepares them to participate in society. It also serves as a vehicle for transmitting and perpetuating the culture of the community.

Child rights protection agencies are specialized organizations dedicated to promoting and safeguarding the rights and well-being of children, recognizing their inherent vulnerability and exploitation. These agencies play a vital role in preventing child abuse, neglect, and exploitation, and ensuring that children's rights are respected, protected, and fulfilled.

Child rights protection agencies work tirelessly to address various issues affecting children, including child labor, child trafficking, child marriage, and child

sexual exploitation. They provide critical support services, such as counseling, advocacy, and legal assistance, to children who have experienced trauma or abuse.

These agencies also work to raise awareness about child rights, engaging communities, governments, and stakeholders in efforts to create a safe and protective environment for children. They advocate for policy reforms, legislative changes, and programmatic interventions to ensure that children's rights are integrated into national and international frameworks.

Child rights protection agencies collaborate with governments, UN agencies, NGOs, and community groups to strengthen child protection systems, build capacity, and enhance coordination. They also support research, documentation, and evidence-based programming to inform effective responses to child rights violations. By prioritizing child rights and well-being, these agencies contribute to breaking cycles of violence, poverty, and inequality, ultimately shaping a brighter future for children and society as a whole. Their critical work empowers children to thrive, reach their full potential, and become active citizens, promoting a culture of respect, dignity, and justice for all.

Child rights protection is a critical aspect of ensuring the well-being and holistic development of children. In the educational context, teachers play a pivotal role in identifying, addressing, and supporting the rights of children. In Malappuram district of Kerala, the intervention of child rights protection agencies at the elementary level has become increasingly significant. This study aims to explore and analyze the perceptions of teachers regarding these interventions, understanding their effectiveness, challenges, and the overall impact on the educational environment.

Teachers, being at the forefront of child interaction in schools, are uniquely positioned to observe and respond to the needs and rights of children. Their perspectives can provide valuable insights into the practical aspects of these interventions and how they translate into real-world outcomes. In Malappuram district, where diverse socio-economic and cultural factors come into play, understanding teachers' perceptions can help tailor child rights interventions more effectively.

This study will delve into several key areas, including the level of awareness and knowledge teachers have about child rights protection agencies, their views on the effectiveness of these interventions, the nature of collaboration and support between schools and agencies, and the challenges encountered in this process. Additionally, the study will seek recommendations from teachers on how these interventions can be improved to better serve the needs of children.

Through surveys, interviews, and focus groups, this research aims to gather comprehensive data from elementary school teachers in Malappuram district of Kerala. By analyzing this data, the study aims to provide actionable insights and recommendations for policymakers, educational administrators, and child rights protection agencies to enhance their strategies and interventions. Understanding teacher perceptions is crucial for developing effective child protection frameworks that not only safeguard children's rights but also foster a supportive and nurturing educational environment. This research definitely contributes to the broader discourse on child rights protection in elementary education and help the interventions in Malappuram district more impactful and sustainable.

Need and Significance of the Study

The protection of child rights is fundamental to the development and well-being of children, particularly at the elementary school level where foundational learning and personal growth occur. Understanding teacher perceptions of the intervention of child rights protection agencies in Malappuram district is crucial for several reasons:

1. **Frontline Observers:** Teachers are often the first to notice signs of abuse, neglect, or any violations of child rights. Their insights can provide critical feedback on the effectiveness of current interventions and highlight areas needing improvement.
2. **Enhanced Collaboration:** Effective child rights protection requires collaboration between schools and protection agencies. By understanding teachers' perspectives, it becomes possible to identify strengths and weaknesses in this collaboration, facilitating better teamwork and communication.
3. **Improving Intervention Strategies:** Teachers can offer practical suggestions based on their experiences in the classroom. Their feedback can help agencies refine their intervention strategies to be more relevant and effective in the school setting.
4. **Tailored Professional Development:** Identifying gaps in teachers' knowledge and training related to child rights can guide the development of

targeted professional development programs. This ensures that teachers are well-equipped to support child rights initiatives effectively.

5. **Impact Assessment:** Teachers can provide firsthand accounts of the impact of child rights interventions on students. Understanding these impacts helps in assessing the overall success of these interventions and identifying any unintended consequences.
6. **Policy Formulation:** Insights from teachers can inform policymakers about the ground realities of implementing child rights protection measures in schools. This can lead to the formulation of more effective policies that address the specific needs and challenges faced by schools in Malappuram district.
7. **Holistic Child Development:** Ensuring that child rights are protected in schools contributes to the holistic development of children. Teacher perceptions can shed light on how these interventions are influencing children's emotional, social, and academic growth.
8. **Community Awareness and Support:** Teachers are influential figures in the community. Their positive perception and active support of child rights protection agencies can enhance community awareness and involvement in protecting children's rights.
9. **Addressing Local Challenges:** Malappuram district has its unique socio-economic and cultural context. Understanding how these factors influence

teacher perceptions and the effectiveness of child rights interventions can help tailor approaches to better suit the local context.

The significance of this study lies in its potential to bring about meaningful improvements in the Protection of Child Rights at the Elementary School Level in Malappuram district. By focusing on teacher perceptions, the study aims to:

- Enhance Effectiveness: Provide actionable insights that can improve the effectiveness of child rights interventions.
- Strengthen Partnerships: Foster stronger partnerships between schools and child rights protection agencies.
- Support Policymakers: Offer valuable data to policymakers for crafting informed and effective child protection policies.
- Empower Teachers: Empower teachers with the knowledge and resources needed to better protect and support their students.
- Promote Child Well-being: Ultimately, contribute to the overall well-being and development of children by ensuring their rights are upheld and protected in the school environment.

This study is an essential step towards creating a safer, more supportive educational environment where children's rights are actively protected and promoted, laying the groundwork for their future success and well-being.

Statement of the Problem

Child rights protection is a critical component of fostering a safe and supportive educational environment, particularly at the elementary level. In Malappuram district, the intervention of child rights protection agencies aims to address and mitigate issues such as abuse, neglect, and exploitation, ensuring that children's rights are upheld within the school setting. However, the effectiveness of these interventions largely depends on the perceptions, cooperation, and active involvement of teachers who are at the forefront of interacting with and safeguarding children. Despite the efforts of child rights protection agencies, there is a need to understand how teachers perceive these interventions, their effectiveness, and the challenges faced in implementing them. Teachers' perspectives are essential as they directly influence the success of these initiatives and the overall well-being of the students.

The problem, therefore, is to investigate and analyze the perceptions of elementary school teachers in Malappuram district regarding the intervention of child rights protection agencies. This includes examining their awareness and knowledge of child rights, the effectiveness of agency interventions, the level of support and collaboration between schools and agencies, and identifying the challenges and barriers in this process. Hence the present study is entitled as "**TEACHER PERCEPTION ON THE INTERVENTION OF CHILD RIGHT PROTECTION AGENCIES AT ELEMENTARY SCHOOL LEVEL IN MALAPPURAM DISTRICT**".

Definition of Key Terms

Teacher Perception

This refers to the subjective views, beliefs, attitudes, and opinions held by teachers regarding a particular issue or topic

Intervention

In the context of child rights protection agencies, intervention refers to actions taken by these agencies to safeguard and promote the rights of children. This could include investigations, advocacy, legal actions, or providing support services to children in need.

Child Rights Protection Agencies

These are organizations or governmental bodies tasked with upholding and enforcing the rights of children. They may include child welfare departments, child protection services, NGOs like child line who focusing on child rights, or commissions specifically dedicated to protecting children.

Elementary Level

Refers to the educational stage typically covering children aged roughly 6 to 12 years old, corresponding to primary education. In the context of Malappuram district, this specifically pertains to elementary schools within that geographical area.

Malappuram District

This is a district in the state of Kerala in India. Understanding the local context is crucial as it may influence how child rights issues are perceived, addressed, and the effectiveness of interventions.

Variable of the Study

The variable measured in the study is “Teacher Perception”.

Objectives

The study was carried out with the following objectives:

- To know the experience and view point of elementary school teachers in Malappuram district regarding the interference of child rights protection agencies in their interactions with students.
- To understand the potential positive and negative consequences of agency interference on teacher- pupil relationships as perceived by elementary school teachers in Malappuram district.

Methodology

It involves precise explanation of the sample, method, tool and statistical methods used in the study.

Sample

The study conducted on representative sample of 200 Elementary School Teachers and 40 focused group teachers in Malappuram district.

Method

The study adopted survey research design in order to collect data from elementary school teachers about their perception on the intervention of child right protection agencies.

Tools Used

For measuring the variable perception of elementary school teachers on the intervention of child right protection agencies, the investigator developed and standardized following tools with the help of the supervising teacher

- Questionnaire for elementary school teachers (Suhail and Jouhar, 2023)

Statistical Techniques Used

Percentage analysis.

Data Collection Procedure

As an initial step, the investigator collected details of elementary schools in Malappuram District. The investigator then randomly selected some schools for the purpose of sampling. After fixing the sample the investigator contacted the heads of the schools for obtaining the permission to collect data through the formal procedures

by administering the tool. For focus group discussion the investigator seek permission from DIET and they arranged the session.

Scope of the Study

The aim of the research is to know the experience and view point of elementary school teachers in Malappuram district regarding the interference of Child Rights Protection Agencies in their interactions with students. The Child Rights Protection Agencies are still engaging in school system. They implementing training programs for teachers and students. The agencies are needed for protecting the rights of the child. School environment should be conducive for the overall development of the child. In this regard to know the experience and view point of elementary school teachers regarding the interference of Child Rights Protection Agencies in their interactions with students is very important. Another aim of the study is to understand the potential positive and negative consequences of agency interference on teacher-pupil relationships as perceived by elementary school teachers in Malappuram district. This will definitely help the authorities to improve the system.

Limitations of the Study

Despite significant effort to ensure accuracy and scientific rigor, certain inherent limitations were inevitable in the study and could not be completely overcome. The study was being confined to only Malappuram district of Kerala state due to time constraint. Sample of the study limited to only 200 elementary school teachers. The study conducted only in elementary schools. And the study only covered the perspective of teachers without considering Parents and students.

Organization of the Report

The report of the study is presented in five chapters namely, introduction, review of related literature, methodology, analysis and interpretation and summary, findings and suggestions. The details incorporated in each chapter are as follows

Chapter 1

This chapter of the report presents a brief introduction of the study, need and significance of the study, statement of problem, definition of key terms, variable of the study, objectives of the study, methodology in brief, scope and limitation of the study and organization of the report.

Chapter 2

This chapter deals with review of related literature, it includes, theoretical overview of vocational preference of secondary school students.

Chapter 3

Methodology of the study was described in this chapter. It includes description of variables, objectives of the study, tools employed for data collection, sample drawn, data collection procedure and statistical techniques used for analyzing the data.

Chapter 4

Details of the qualitative analysis of data and discussion of the results are presented in this chapter.

Chapter 5

This chapter provides a summary of the study along with major findings of the study, educational implication of the study and suggestions and conclusion for further research area under consideration.

CHAPTER 2

REVIEW OF RELATED LITERATURE

- *Theoretical Overview of Studies Related to Child Rights*
- *Review of related studies*

REVIEW OF RELATED LITERATURE

This section focuses on the efforts of the researcher to explore the theoretical foundation of the subject being studied. To gain an understanding of how the variables in the current study have been treated in previous research, a literature review is conducted, which can help expedite the research process.

The process of reviewing related literature entails the methodical recognition and examination of written materials that hold information relevant to the research problem. Such materials may comprise journals, abstracts, critiques, books, and other research-based reports. According to John W. Best (1992), the review of related literature is a condensation of written works created by reputable experts and researchers, which furnishes proof that the researcher is acquainted with the existing knowledge and gaps that require further examination. As productive research is built on prior knowledge, this step is useful in avoiding redundancy and generating hypotheses and recommendations for thorough investigation.

The present study is to find out the Teacher perception on the intervention of child right protection agencies at elementary school level in Malappuram district. In this chapter the investigator presents the theoretical outline of the variables, and a review of previous studies related to the variable. These are presented under the two major headings:

- Theoretical overview of Studies Related to Child Rights
- Review of related studies

Theoretical Overview of Studies Related to Child Rights

The Child Rights Commission is an independent institution established to promote, protect, and monitor the rights of children. Its primary goals include: it Ensuring children's rights are respected, protected, and fulfilled and Investigating violations of child rights.it Providing a platform for children's voices to be heard. Advising governments and policymakers on child rights issues. Monitoring implementation of child rights laws and policies. Providing support and resources for children, families, and communities. The child-right raising awareness about child rights and promoting a culture of respect for children's dignity and well-being.

The Child Rights Commission has the following key functions:

- Investigation and inquiry
- Monitoring and reporting
- Advocacy and awareness
- Support and resources
- Policy and legal advice
- Child participation and empowerment
- Community engagement and outreach

The commission may also have specific mandates, such as:

- Protecting children from abuse, exploitation, and violence
- Promoting access to education and healthcare
- Ensuring children's participation in decision-making processes
- Addressing discrimination and inequality faced by children

- Supporting children in vulnerable situations, such as refugees, migrants, or those living in poverty.

Overall, the Child Rights Commission plays a vital role in ensuring that children's rights are respected, protected, and fulfilled, and that their well-being and dignity are prioritized.

Child rights are the human rights of children, which are inherent to all human beings below the age of 18. These rights are enshrined in the United Nations Convention on the Rights of the Child (UNCRC) and other international and national laws. Child rights include:

1. Right to life, survival, and development
2. Right to non-discrimination
3. Right to best interests of the child
4. Right to protection from all forms of abuse, neglect, and exploitation
5. Right to freedom of expression and information
6. Right to education and access to quality education
7. Right to healthcare and access to quality healthcare
8. Right to social security and child protection services
9. Right to family environment and alternative care
10. Right to participation and engagement in decision-making processes
11. Right to protection from all forms of violence, including physical, mental, and sexual violence

12. Right to protection from exploitation, including child labor and child trafficking
13. Right to access to justice and fair treatment
14. Right to privacy and confidentiality
15. Right to freedom of thought, conscience, and religion

Review Related Studies

Garcia & Martinez, (2019) Compared teacher perceptions across elementary schools with varying levels of agency involvement in child rights issues. Schools with proactive agency partnerships reported higher levels of teacher satisfaction and perceived impact on student well-being. This study underscored the importance of tailored interventions and ongoing support from agencies.

Brown (2019) Examined a specific case where child rights protection agencies intervened in an elementary school setting following allegations of misconduct. Teachers expressed mixed feelings, citing disruptions to school routines and concerns about the emotional impact on students. This study highlighted the importance of clear communication and collaboration between agencies and school staff.

Smith et al, (2018) Conducted qualitative interviews with elementary school teachers to explore their perceptions of child rights protection agency interventions. Findings indicated that teachers generally viewed interventions positively when they were perceived as timely, supportive of children's rights, and aligned with school policies. However, challenges such as limited resources and coordination issues were also highlighted.

Lee and Wong, (2018) Compared teacher perceptions in elementary schools across different cultural contexts regarding child rights protection agency interventions. Cultural factors such as attitudes towards authority and legal frameworks significantly influenced teachers' interpretations and responses to interventions. This study underscored the importance of context-specific approaches in understanding teacher perceptions.

White and Black, (2017) Conducted a study tracked changes in school climate and teacher perceptions following ongoing interventions by child rights protection agencies. Findings indicated a gradual improvement in trust and communication between teachers and agencies, alongside a more supportive environment for students. However, challenges in sustaining these positive changes over time were noted.

Conclusion

The review of related literature provided a broad perspective on the research topic and helped to provide supportive evidence for the current study by presenting the findings of previous research. The review revealed that most studies have focused on the teacher's perspective on Child Right Protection Agencies. Taking these findings into consideration, the researcher aimed to investigate the viewpoints of Elementary School Teachers in Malappuram district regarding the interference of child rights protection agencies in their interactions with students. And the study also aimed to understand the potential positive and negative consequences of Child Right Protection Agency interference on Teacher- Pupil relationships as perceived by Elementary School Teachers in Malappuram district

CHAPTER 3

METHODOLOGY

- *Variables*
- *Objectives*
- *Design of the Study*
- *Sample for the Study*
- *Tool Employed for Data Collection*
- *Data Collection Procedure*
- *Statistical Techniques Used*

METHODOLOGY

Methodology encompasses the various techniques and approaches used by a researcher to carry out an investigation. These techniques outline the necessary steps involved in resolving a research problem. The effectiveness of a research project is largely determined by the suitability of the methods, tools, and techniques employed by the researcher in gathering and analysing data. A proper methodology assists the researcher in exploring different aspects of the study, while an unsuitable methodology can hinder the accuracy of the study's findings.

Methodology is a structured approach to conducting research that typically produces a formal record of procedures and a report of the outcomes or conclusions. It plays a crucial role in any research study since the validity and reliability of the findings are dependent on the methods utilized. The purpose of methodology is to ensure that research is conducted scientifically and with validity.

The present study is to find out the experiences and viewpoints of Elementary School Teachers in Malappuram district regarding the interference of child rights protection agencies in their interactions with students. The study also reveals the potential positive and negative consequences of Child Right Protection Agency interference on Teacher- Pupil relationships as perceived by Elementary School Teachers in Malappuram district. The methodology of the study is explained under following heads.

- Variables
- Objectives
- Design of the Study
- Sample for the Study
- Tool Employed for Data Collection
- Data Collection Procedure
- Statistical Techniques Used

Variable

The present study is entitled as “Teacher Perception on the Intervention of Child Right Protection Agencies at Elementary School Level in Malappuram District”. As the title suggests it is evident that the only one variable “Teacher Perception” is analysed and measured in the study.

Objectives

The study was carried out with the following objectives.

1. To know the experiences and viewpoints of Elementary School Teachers in Malappuram district regarding the interference of child rights protection agencies in their interactions with students.
2. To understand the potential positive and negative consequences of Child Right Protection Agency interference on Teacher- Pupil relationships as perceived by Elementary School Teachers in Malappuram district

Design of the Study

The study adopted a mixed research design, both quantitative and qualitative approaches used. qualitative approach is used to get the experiences and viewpoints of Elementary School Teachers in Malappuram district regarding the interference of child rights protection agencies in their interactions with students. The study used quantitative approach to get the potential positive and negative consequences of Child Right Protection Agency interference on Teacher- Pupil relationships as perceived by Elementary School Teachers in Malappuram district.

Sample Selected for the Study

Sampling is fundamental to all study. The efficiency of any study is decided by the sample on which the study is conducted. A sample is a small proportion of the population that is selected for observation and analysis (Best and Kahn, 2008). A good sample will reproduce the characteristics of the population with great accuracy. The population of present study is 200 elementary school teachers and 40 focused group teachers in Malappuram district.

Tool Used for Data Collection

Questionnaire for Teacher Perception on the Intervention of Child Right Protection Agencies at Elementary Level (Suhail and Jouhar, 2024)

The investigators in consultation with their supervising teacher prepared Questionnaire for Teacher Perception on the Intervention of Child Right Protection Agencies at Elementary Level to measure the variable.

The detailed description of the preparation of Questionnaire for Teacher Perception on the Intervention of Child Right Protection Agencies at Elementary Level is given below.

Planning of the Questionnaire

For identifying the experiences and viewpoints of Elementary School Teachers in Malappuram district regarding the interference of child rights protection agencies in their interactions with students. The researcher made an in-depth study of all available literature which included books, periodicals, abstract, journals, websites, encyclopedia etc. There are two dimensions for the scale viz., experiences and viewpoints. Each of both includes components. Description of each dimension and its components is as follows

Experiences of Elementary School Teachers regarding the interference of child rights protection agencies in their interactions with students. The investigator included many questions that will enforce teachers to share their experience. The examples of some are given below

Eg. 1. Do you think that child who are more aware of child-right will resist disciplinary action from the part of teachers?

Eg. 2. Do you have a tendency to Stay away from corrective measures due to fear of interference from Child Right Protection Agencies?

Eg. 3. Do you think that Children take up unwanted problems to take revenge against teachers?

Reliability

The term reliability refers to the extent to which the test is internally consistent and the extent to which it yields consistent results on testing and re testing (Freeman, F.S. 1965). The tool ensured reliability by using test-retest method.

Validity

Validity is that quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure. (Best and Kahn, 2005). The items in the present tool were arranged in the least ambiguous way and the meaning of all the terms was clearly defined. The tool was administered to a try-out sample of 200 elementary school teachers. It was found that the subject comprehended the tool clearly and responded to the items without misunderstanding the terms. The tool thus possesses face validity.

Data Collection Procedure

As an initial step, the investigator collected details of elementary schools in Malappuram District. The investigator then randomly selected some schools for the purpose of sampling. After fixing the sample the investigator contacted the heads of the schools for obtaining the permission to collect data through the formal procedures by administering the tool. For focus group discussion the investigator seek permission from DIET and they arranged the session.

Statistical Technique Used

The scores obtained from 200 elementary school teachers were subjected to statistical treatment. The objectives of the study demanded the use of the following statistical technique.

- Percentage analysis.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

- *Analysis*
- *Findings of the Study*
- *Conclusion*

ANALYSIS AND INTERPRETATION OF DATA

Data analysis involves using logical or statistical techniques in a methodical manner to describe, summarize, condense and evaluate data that has been collected. It is crucial to ensure the integrity of data that research findings are analysed accurately and appropriately. Analysis is a systematic process that involves selecting, categorizing, and interpreting data to provide an explanation of a particular phenomenon of interest. By studying organized data, analysis can reveal underlying facts and meanings, as well as a critical examination of the results of data analysis.

This chapter, the focus is on analyzing data and interpreting the results based on the objectives outlined previously. The study consists of a sample of 600 secondary school students, including both orphans and non-orphans. The data collected using standard tools were scored, classified, tabulated and analysed. Inferential analysis was conducted by using a test of significance to determine differences between means. The process of analysing data involves several interrelated operations that aim to summarize the collected data and organize it in a way that addresses the research questions. Hence, the objectives of the study are

1. To know the experiences and viewpoints of Elementary School Teachers in Malappuram district regarding the interference of child rights protection agencies in their interactions with students.

2. To understand the potential positive and negative consequences of Child Right Protection Agency interference on Teacher- Pupil relationships as perceived by Elementary School Teachers in Malappuram district.

The details of statistical analysis, its results and interpretations are presented in the following headings:

1. Experiences of Elementary School Teachers in Malappuram district regarding the interference of child rights protection agencies in their interactions with students.
2. Viewpoints of Elementary School Teachers in Malappuram district regarding the interference of child rights protection agencies in their interactions with students.
3. Potential positive and negative consequences of Child Right Protection Agency interference on Teacher- Pupil relationships as perceived by Elementary School Teachers in Malappuram district

Experiences of Elementary School Teachers in Malappuram district regarding the interference of child rights protection agencies in their interactions with students.

Experiences of Elementary School Teachers in Malappuram district regarding the interference of child rights protection agencies in their interactions with students for the total sample was found by using percentage scores of the distribution. They are presented below in Table 1.

Table 1

Percentage of experiences shared by the Elementary School Teachers of Malappuram district regarding the interference of Child Right Protection Agencies with their interaction with students

Sl. No	Experience of Teachers	Responses	
		Yes	No
1	Child who more aware of child-right resist disciplinary action from the part of teachers	69.2	30.8
2	Tendency to Stay away from corrective measures due to fear of interference from Child Right Protection Agencies.	66.2	33.8
3	Think that Authorities are showing over interest in child related cases and complaints.	59.7	40.3
4	Interference from Child Right Protection Agencies creates problems	59.7	40.3
5	Think that Children take up unwanted problems to take revenge against teachers	58.7	41.3
6	Awareness campaigns about child rights and Child Right Protection Agencies made students more rebellious against disciplinary actions.	57.2	42.8
7	Children Misuses of Child line toll-free number 1098 to threaten teachers.	47.8	52.2
8	Lack of satisfaction in teaching due to fear of interference from Child Right Protection Agencies.	46.3	53.7
9	Feels that teaching is now a difficult profession	45.8	54.2
10	Experienced those colleagues and other teacher faced disciplinary action by Child Right Protection Agencies.	41.8	58.2
11	Teachers know some teachers who quit teaching profession due to fear of interference from Child Right Protection Agencies.	40.8	59.2

Sl. No	Experience of Teachers	Responses	
		Yes	No
12	Many Teachers Victimized in the fake cases from Child Right Protection Agencies.	40.8	59.2
13	Fear for taking disciplinary actions as corrective measures against school children because of fear of interference from Child Right Protection Agencies.	39.3	60.7
14	Feels that the actions taken by Child Right Protection Agencies Were unfair and injustice	34.3	65.7
15	Have an experience to answer for show cause notice form Child Right Protection Agencies.	24.9	75.1

Discussion

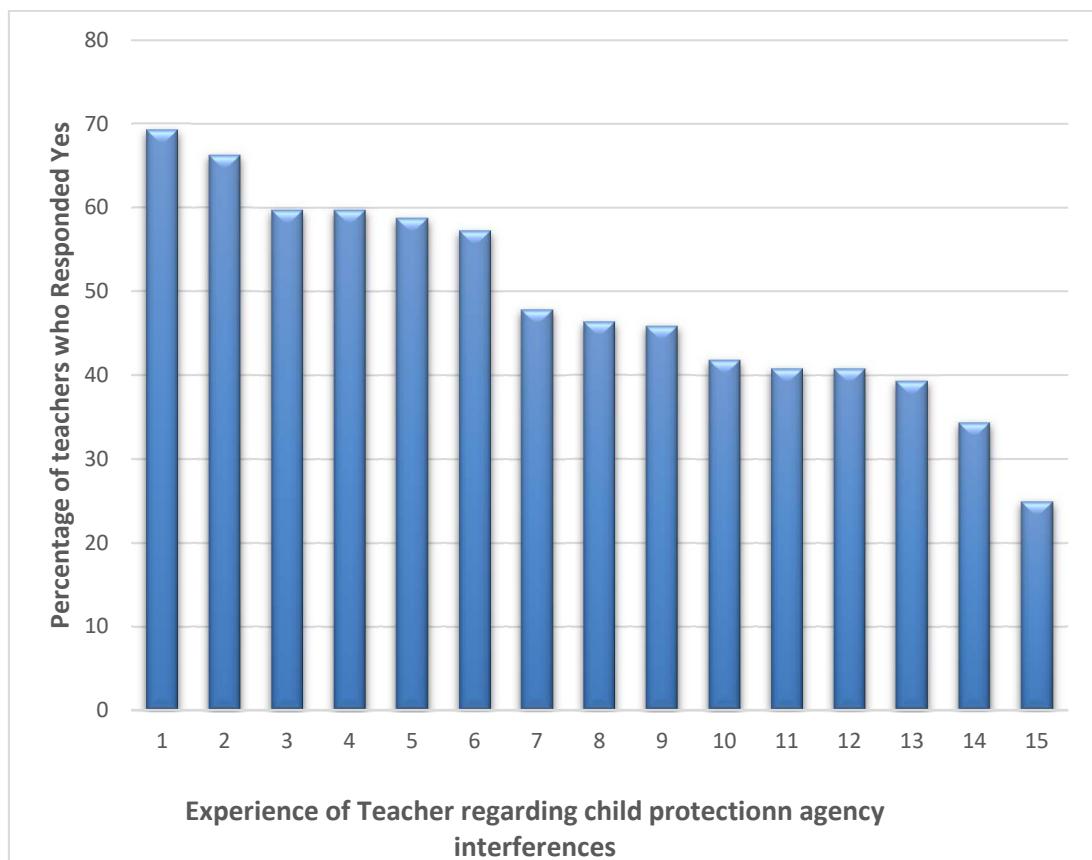
Table 1 shows that more than 69 percent elementary school teachers experienced that child who more aware of child-right resist disciplinary action from the part of teachers. It will create far reaching reverberations in educational system. 66.2 percent elementary school teachers opined that they have a tendency to stay away from corrective measures due to fear of interference from Child Right Protection Agencies. 59.7 percent elementary school teachers thinks that authorities are showing over interested in child related cases and complaints. 59.7 percent elementary school teachers feels that interference from Child Right Protection Agencies creates problems for them. 58.7 percent elementary school teachers think that children take up unwanted problems to take revenge against their teachers. 57.2 percent elementary school teachers experienced that awareness campaigns about child rights and Child Right Protection Agencies made students more rebellious against disciplinary actions.

Table 1 also shows that 47.8 percent elementary school teachers experienced that Children misuses of Child line toll-free number 1098 to threaten their teachers. 46.3 percent elementary school teachers lack satisfaction in teaching due to fear of interference from Child Right Protection Agencies. 45.8 percent elementary school feels that teaching is now a difficult profession. 41.8 percent elementary school teachers experienced those colleagues and other teacher faced disciplinary action by Child Right Protection Agencies. 40.8 percent elementary school teachers Opined that they know some teachers who quit teaching profession due to fear of interference from Child Right Protection Agencies. 40.8 percent elementary school teachers Opined that they know many teachers victimized in the fake cases from Child Right Protection Agencies. 39.3 percent elementary school teachers fear for taking disciplinary actions as corrective measures against school children because of fear of interference from Child Right Protection Agencies. 34.3 percent elementary school teachers feels that the actions taken by Child Right Protection Agencies were unfair and injustice. 24.9 percent elementary school teachers Have an experience to answer for show cause notice form Child Right Protection Agencies.

Percentage of experiences shared by the Elementary School Teachers of Malappuram district regarding the interference of Child Right Protection Agencies with their interaction with students for the total sample is presented diagrammatically in the diagram 1

Diagram 1

Diagrammatic representation of Percentage of experiences shared by the Elementary School Teachers of Malappuram district regarding the interference of Child Right Protection Agencies with their interaction with students.



Discussion

Diagram 1 shows that more elementary school teachers experienced that child who more aware of child-right resist disciplinary action from the part of teachers. And they opined that they have a tendency to stay away from corrective measures due to fear of interference from Child Right Protection Agencies. Many elementary school teachers thinks that authorities are showing over interested in child related cases and

complaints and they feels that interference from Child Right Protection Agencies creates problems for them. Many teachers think that children take up unwanted problems to take revenge against their teachers and the experience is that awareness campaigns about child rights and Child Right Protection Agencies made students more rebellious against disciplinary actions.

Diagram 1 also shows that below 50 percent elementary school teachers experienced the following things. Children misuses of Child line toll-free number 1098 to threaten their teachers, teachers lacks satisfaction in teaching due to fear of interference from Child Right Protection Agencies, considering teaching is now a difficult profession, experienced those colleagues and other teacher faced disciplinary action by Child Right Protection Agencies, teachers quit teaching profession due to fear of interference from Child Right Protection Agencies, many teachers victimized in the fake cases from Child Right Protection Agencies, teachers have fear for taking disciplinary actions as corrective measures against school children because of fear of interference from Child Right Protection Agencies, actions taken by Child Right Protection Agencies were unfair and injustice and know teachers who received show cause notice from Child Right Protection Agencies.

Viewpoints of Elementary School Teachers in Malappuram district regarding the interference of child rights protection agencies in their interactions with students.

Viewpoints of Elementary School Teachers in Malappuram district regarding the interference of child rights protection agencies in their interactions with students

for the total sample was found by using percentage scores of the distribution. They are presented below in the following Table 2.

Table 2

Percentage of viewpoints shared by the Elementary School Teachers of Malappuram District regarding the interference of Child Right Protection Agencies with their interaction with students

Sl. No	Viewpoints of teachers	Responses	
		Yes	No
1	Intervention of child rights protection agencies are beneficial.	84.1	15.9
2	Child line and child rights protection agencies necessary in schools.	80.1	19.9
3	Child rights protection agencies should want to exist.	79.6	20.4
4	Some amendments needed in POCSO act 2012.	78.1	21.9
5	Child rights protection agencies violating the rights of teachers.	70.1	29.9
6	POCSO cases considering only victims without hearing the other side.	66.7	33.3
7	Child Right Protection Agencies being found to be helpful for the growth and development of children.	63.2	36.8
8	Child Right Protection Agencies are acting fairly and justice.	57.7	42.3
9	If we abolish Child Right Protection Agencies, that will create problems for children	56.2	43.8
10	Child Right Protection Agencies are acting honestly.	54.2	45.8

Discussion

Table 2 shows that more than 84 percent elementary school teachers opined that Intervention of child rights protection agencies are beneficial for teachers and students. 80.1 percent elementary school teachers opined that Child line and child rights protection agencies are necessary in schools. 79.6 percent elementary school teachers opined that Child rights protection agencies should be a need of the hour. 78.1 percent elementary school teachers viewed that Some amendments are needed in POCSO act 2012.

Table 2 also shows that 70.1 percent elementary school teachers viewed that Child rights protection agencies violating the rights of teachers and 66.7 percent elementary school teachers opined that in POCSO cases authorities only considering victims without hearing the other side.

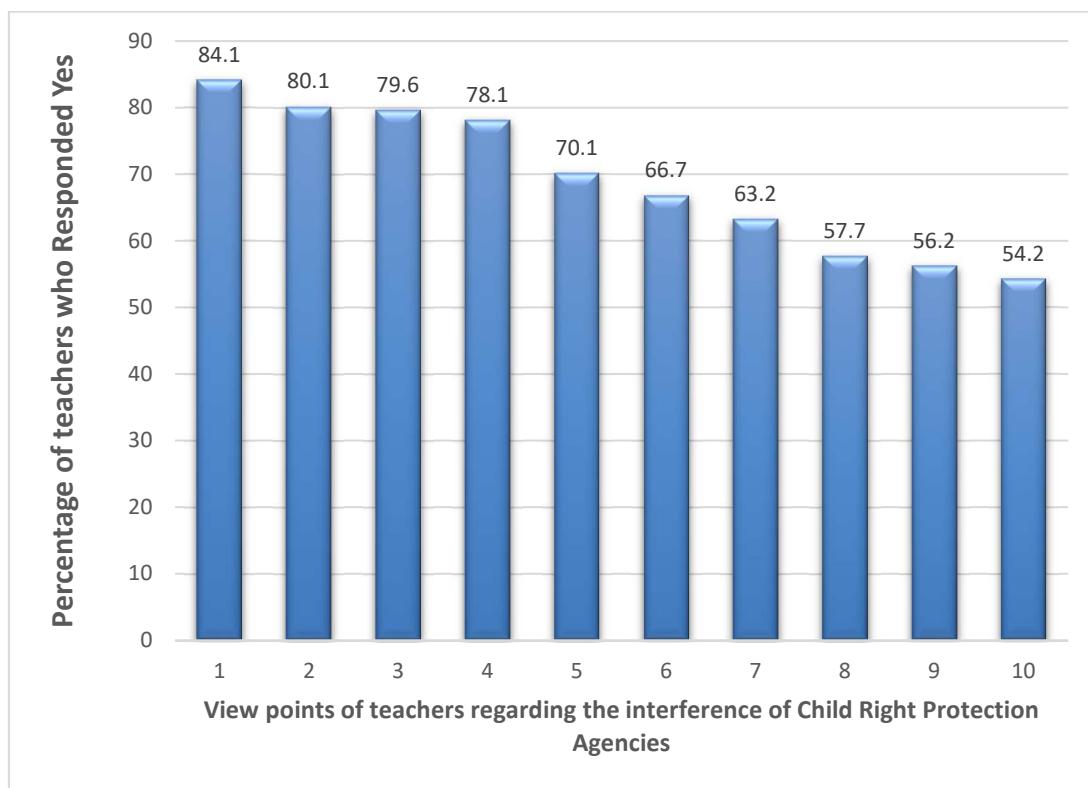
Table 2 also shows that 63.2 percent elementary school teachers viewed that Child Right Protection Agencies being found to be helpful for the growth and development of children. According to 57.7 percent elementary school teachers the Child Right Protection Agencies are acting fairly and justice. 56.2 percent elementary school teachers viewed that it is a problem for children if we abolish Child Right Protection Agencies. According to 54.2 percent elementary school teachers the Child Right Protection Agencies are acting honestly.

Percentage of viewpoints shared by the Elementary School Teachers of Malappuram district regarding the interference of Child Right Protection Agencies

with their interaction with students for the total sample is presented diagrammatically in the diagram 2

Diagram 2

Diagrammatic representation of Percentage of viewpoints shared by the Elementary School Teachers of Malappuram district regarding the interference of Child Right Protection Agencies with their interaction with students.



Discussion

Diagram 2 shows that majority of elementary school teachers viewed that Intervention of child rights protection agencies are beneficial for teachers and students and they are necessary in schools. Majority of teachers viewed that Child rights

protection agencies should be a need of the hour but amendments are needed in POCSO act 2012.

Majority of elementary school teachers viewed that Child rights protection agencies violating the rights of teachers and POCSO cases authorities only considering victims without hearing the other side. Teachers viewed that Child Right Protection Agencies being found to be helpful for the growth and development of children. Many teachers viewed that Child Right Protection Agencies are acting fairly and justice it will be a problem for children if we abolish Child Right Protection Agencies. More than fifty percent elementary school teachers the Child Right Protection Agencies are acting honestly

Potential positive and negative consequences of Child Right Protection Agency interference on Teacher- Pupil relationships as perceived by Elementary School Teachers in Malappuram district

To know the Potential positive and negative consequences of Child Right Protection Agency interference on Teacher- Pupil relationships as perceived by Elementary School Teachers in Malappuram district the researcher made qualitative approach. First the researcher constructed a semi structured interview schedule and arranged small focus group discussions. Researcher noted all the opinions and consolidated the points. They are presented below.

1. Resistance to the intervention: Teachers may resist or undermine the efforts of child rights protection agencies.

2. Lack of cooperation: Teachers may not cooperate with agency staff or may withhold information.
3. Negative impact on student-teacher relationships: Strained relationships may develop between teachers and students.
4. Decreased motivation and job satisfaction: Teachers may become disheartened and demotivated.
5. Inadequate implementation of child rights protection measures: Measures may not be effectively implemented or may be ignored.
6. Increased stress and anxiety for students: Students may feel uncomfortable or anxious due to the negative environment.
7. Decreased reporting of violations: Teachers may be less likely to report suspected child rights violations.
8. Limited support for vulnerable students: Teachers may not provide adequate support to students who need it.
9. Negative school climate: The school environment may become negative and unsupportive.
10. Hindrance to progress: Negative teacher perception may hinder progress in child rights protection efforts.
11. Lack of trust: Teachers may not trust child rights protection agencies or view them as intrusive.

12. Decreased community engagement: Community involvement in child rights protection efforts may decrease.
13. Inadequate training and resources: Teachers may not receive necessary training or resources to support child rights protection.
14. Increased dropout rates: Students may be more likely to drop out of school due to a negative environment.
15. Long-term negative impact on students: Students may be negatively affected in the long term, carrying the impact into adulthood.

It is essential to address and overcome these negative consequences by engaging teachers in the process, building trust, and fostering a collaborative environment that prioritizes child rights and protection.

Findings of the study

The result of analysis revealed that elementary school teachers experienced that child who more aware of child-right tries to resist disciplinary action from the part of teachers and authorities are showing over interested in child related cases and complaints so teachers showing a tendency to stay away from corrective measures due to fear of interference from Child Right Protection Agencies. It will create far reaching reverberations in educational system. Many elementary school teachers thought that interference from Child Right Protection Agencies creates problems for them. The school children misuses of child line toll-free number 1098 to threaten their teachers. That makes teaching a difficult profession now a days and many teachers lost their

satisfaction in teaching due to fear of interference from Child Right Protection Agencies.

Majority of elementary school teachers opined that Intervention of child rights protection agencies are beneficial for teachers and students and Child line and child rights protection agencies are necessary in schools and it is a need of the hour. But they suggest some amendments in POCSO act 2012 because in some cases, it is violating the rights of teachers by considering victims without hearing the other side.

The Potential positive and negative consequences of Child Right Protection Agency interference on Teacher- Pupil relationships as perceived by Elementary School Teachers in Malappuram district are teachers may resist or undermine the efforts of child rights protection agencies, they may not cooperate with agency staff or may withhold information, strained relationships may develop between teachers and students, teachers may become disheartened and demotivated, increased stress and anxiety for students and teachers, teachers may be less likely to report suspected child rights violations.

Conclusion

The present chapter deals with the analysis of data and interpretation of results. The analysis of data has been endeavored as per the objectives stated earlier. This chapter gives details regarding the experiences and viewpoints of Elementary School Teachers in Malappuram district regarding the interference of child rights protection agencies in their interactions with students. The details regarding potential positive

and negative consequences of Child Right Protection Agency interference on Teacher- Pupil relationships as perceived by Elementary School Teachers in Malappuram district also discussed in the chapter.

CHAPTER 5

SUMMARY, FINDINGS & SUGGESTIONS

- *Study in Retrospect*
- *Major Findings*
- *Conclusion*
- *Educational Implications*
- *Suggestions for Further Research*

SUMMARY, FINDINGS & SUGGESTIONS

The chapter provides an overview of the significant aspects of the various stages of the study such as Study in retrospect, Major Findings, Conclusion, Tenability of Hypotheses, Educational Implications and Suggestions for Further Research.

Study in Retrospect

The following headings provide a retrospective illustration and presentation of the various aspects covered in the different steps of the present study. These include the problem under investigation, the variables, objectives and hypotheses, as well as the procedure employed.

Restatement of the Problem

The present study is entitled as “**Teacher perception on the intervention of child right protection agencies at elementary level in Malappuram district**”

Variable of the Study

The variable measured in the study is “**Teacher Perception**”.

Objectives

The study was carried out with the following objectives:

- To know the experience and view point of elementary school teachers in Malappuram district regarding the interference of child rights protection agencies in their interactions with students.

- To understand the potential positive and negative consequences of agency interference on teacher- pupil relationships as perceived by elementary school teachers in Malappuram district

Design of the Study

The study adopted survey method.

Sample

The study conducted on a representative sample of 200 elementary school teachers and 40 focused group teachers in Malappuram district.

Tool used for Data Collection

For measuring the variable perception of elementary school teachers on the intervention of child right protection agencies, the investigator developed and standardized following tools with the help of the supervising teacher

- Questionnaire for elementary school teachers (Suhail and Jouhar, 2023)

Statistical Techniques Used

Statistical techniques used for the analysis of data is Percentage analysis.

Major Findings of the study

The involvement of child right protection agencies in this study to know about the teachers' view of the difficulties in the teacher-student relationship, a questionnaire was given to understand the teachers' experience and point of view and at the same time a semi-structured interview was conducted with a few teachers to know the

consequences of the intervention of this system. It was understood that sometimes there is more harm than good, but it was also understood that if they were to be completely avoided, it would be a complete denial of children's justice. Through the semi-structured interview, it was learned that in some cases it can be seen that the authorities of child line and child rights commission often take action against the teachers without fully understanding their legal aspects. The experiences and views of the teachers were known. Too much intervention is more likely to cause more harm than good to children. Not only that, we are going to know the consequences of this in the future. The activities of Child Line and child right are causing great dissatisfaction among many teachers. Let there be no harm in giving for good that they have a tendency to stay away from corrective measures due to fear of interference from Child Right Protection Agencies. 59.7 percent elementary school teachers thinks that authorities are showing over interested in child related cases and complaints. 59.7 percent elementary school teachers feels that interference from Child Right Protection Agencies creates problems for them. 58.7 percent elementary school teachers think that children take up unwanted problems to take revenge against their teachers. 57.2 percent elementary school teachers experienced that awareness campaigns about child rights and Child Right Protection Agencies made students more rebellious against disciplinary actions.

- more than 69 percent elementary school teachers experienced that child who more aware of child-right resist disciplinary action from the part of teachers.

It will create far reaching reverberations in educational system.

- 66.2 percent elementary school teachers opined that they have a tendency to stay away from corrective measures due to fear of interference from Child Right Protection Agencies.
- 59.7 percent elementary school teachers thinks that authorities are showing over interested in child related cases and complaints.
- 59.7 percent elementary school teachers feels that interference from Child Right Protection Agencies creates problems for them.
- 58.7 percent elementary school teachers think that children take up unwanted problems to take revenge against their teachers.
- 57.2 percent elementary school teachers experienced that awareness campaigns about child rights and Child Right Protection Agencies made students more rebellious against disciplinary actions.
- 47.8 percent elementary school teachers experienced that Children misuses of Child line toll-free number 1098 to threaten their teachers.
- 46.3 percent elementary school teachers lack satisfaction in teaching due to fear of interference from Child Right Protection Agencies.
- 45.8 percent elementary school feels that teaching is now a difficult profession.
- 41.8 percent elementary school teachers experienced those colleagues and other teacher faced disciplinary action by Child Right Protection Agencies.

- 40.8 percent elementary school teachers Opined that they know some teachers who quit teaching profession due to fear of interference from Child Right Protection Agencies.
- 40.8 percent elementary school teachers Opined that they know many teachers victimized in the fake cases from Child Right Protection Agencies.
- 39.3 percent elementary school teachers fear for taking disciplinary actions as corrective measures against school children because of fear of interference from Child Right Protection Agencies.
- 34.3 percent elementary school teachers feels that the actions taken by Child Right Protection Agencies were unfair and injustice.
- 24.9 percent elementary school teachers Have an experience to answer for show cause notice from Child Right Protection Agencies.
- more than 84 percent elementary school teachers opined that Intervention of child rights protection agencies are beneficial for teachers and students.
- 80.1 percent elementary school teachers opined that Child line and child rights protection agencies are necessary in schools.
- 79.6 percent elementary school teachers opined that Child rights protection agencies should be a need of the hour.
- 78.1 percent elementary school teachers viewed that Some amendments are needed in POCSO act 2012.

- 70.1 percent elementary school teachers viewed that Child rights protection agencies violating the rights of teachers and 66.7 percent elementary school teachers opined that in POCSO cases authorities only considering victims without hearing the other side.
- 63.2 percent elementary school teachers viewed that Child Right Protection Agencies being found to be helpful for the growth and development of children.
- 57.7 percent elementary school teachers the Child Right Protection Agencies are acting fairly and justice.
- 56.2 percent elementary school teachers viewed that it is a problem for children if we abolish Child Right Protection Agencies.
- 54.2 percent elementary school teachers the Child Right Protection Agencies are acting honestly.

Conclusions

Based on the analysis, the investigator reached the following conclusions;

Results of analysis revealed that elementary teachers reported that child right protection agencies creating problems to teachers in many aspects. It reduces their professional satisfaction. They opined that some reforms should be needed in the acts related to POCSO.

At the same time teachers opined that the child right protection agencies should be a need of the hour. So it is essential for the protection of rights of children.

Teachers perceive the intervention of child rights protection agencies at the elementary level as crucial in promoting a supportive learning environment, preventing violence and neglect, and enhancing student well-being. Effective implementation and collaboration with these agencies can improve teacher practice, student outcomes, and school climate, ultimately upholding children's rights and dignity.

In conclusion, the intervention of child rights protection agencies at the elementary level is vital in promoting a safe, supportive, and inclusive learning environment. Teachers' positive perception of these agencies' intervention highlights their critical role in preventing child abuse, neglect, and exploitation. By fostering collaborative relationships between teachers, students, and child rights protection agencies, we can ensure the well-being, protection, and empowerment of elementary-level students, ultimately upholding their rights and dignity. Therefore, it is essential to continue and expand these efforts to create a culture of respect, care, and protection in our schools.

The study reveals that teachers strongly support the intervention of child rights protection agencies at the elementary level, recognizing its significance in ensuring students' safety, well-being, and rights. The positive perception of teachers underscores the importance of collaborative efforts between educators and child rights protection agencies to prevent child abuse, neglect, and exploitation. By working together, we can create a secure and supportive learning environment that fosters academic success, social development, and emotional well-being for all students. The findings of this study highlight the need for continued collaboration and support from

child rights protection agencies to ensure the protection and empowerment of elementary-level students

Educational Implication

Teachers points some problems in the intervention of child rights protection agencies in elementary schools. The majority of teachers believe that child rights protection agencies have a positive impact on students' well-being and safety. Teachers perceive child rights protection agencies as effective in preventing child abuse and neglect. Teachers value the training and resources provided by child rights protection agencies. Besides that, the agency should want to hear the side of teachers also while interfering such cases. The majority of teachers believe that child rights protection agencies help students feel safer and more supported in school. But over conscious about the rights of them will create a rebellious behaviour in children.

The findings of the study will enlighten the policy makers for making more effective policies. The study is an eye opener for child right protection agencies and definitely they make more effective conclusions.

Suggestions for Further Research

Drawing on the research expertise of the researcher and the results of the study, several recommendations for further research in this field can be delineated as follows:

1. Teacher perception on the intervention of child-right protection agencies at secondary level.

2. Teacher perception on the intervention of child-right protection agencies at Higher-secondary level.
3. Awareness on child-right protection agencies among parents.
4. Awareness on child-right protection agencies among School-institution.
5. Student-teacher perception on the intervention of child-right protection agencies.
6. Inclusion of child-right protection agencies in curriculum and syllabus.

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APPENDICES

Appendix I

FAROOK TRAINING COLLEGE

Questionnaire of Teacher Perception on the intervention of child right protection agencies at elementary level in Malappuram District

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Mohammed Suhail

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നിർദ്ദേശങ്ങൾ

SL No	ചോദ്യാവലി
1	സ്കൂളിൽ ചെച്ചില്ല ലൈൻ, ബാലവകാശ കമ്മീഷൻ എന്നീ ഏജൻസികളുടെ ഇടപെടൽ ആവശ്യമാണെന്ന് കരുതുന്നുണ്ടോ ?
2	ചെച്ചില്ല ലൈൻ, ബാലവകാശ കമ്മീഷൻ തുടങ്ങിയ CRP ഏജൻസികളുടെ ഇടപെടൽ ശുണ്മാണെന്ന് കരുതുന്നുണ്ടോ ?
3	ബാലവകാശ സംരക്ഷണ ഏജൻസികൾ നീതിയോട് പ്രവർത്തിക്കുന്നു എന്ന് കരുതുന്നുണ്ടോ?
4	താകളുടെ അറിവിൽ ബാലവകാശ സംരക്ഷണ ഏജൻസികൾ ഇടപെട്ട കേസുകളിൽ അഭ്യാപകൾ ഇരകളായിട്ടുണ്ടോ നിങ്ങൾക്ക് അറിയാമോ?
5	2012 ലെ പോക്സോ ആക്രീൽ ചില ഭേദഗതികൾ വേണും എന്ന് തോന്തിയിട്ടുണ്ടോ?
6	2012 ലെ പോക്സോ ആക്രീൽ കേസുകളിൽ ഇരയെ മാത്രം മുഖവിലുകെടുത്തു പ്രതിഭാഗം കേൾക്കാതെ തീരുമാനമെടുക്കുന്നു എന്ന് അഭിപ്രായമുണ്ടോ ?
7	ചെച്ചില്ല ലൈൻ, ബാലവകാശ കമ്മീഷൻ എന്നിവയുടെ ഏതെങ്കിലും നോട്ടീസിനു താകൾക്കു സഹായപരിത്തകൾക്കു മറുപടി നൽകുണ്ടി വന്നിട്ടുണ്ടോ?

8	ബാലവകാർ സംരക്ഷണ ഫൈൻസിക്കളുടെ ഇടപെടൽ ഭയന് ഫൈറേക്കിലും അച്ചടക്ക നടപടികളിൽ താഴെ പിന്മാറിയിട്ടുണ്ടോ?
9	കൂട്ടികളുടെ വളർച്ചക്കും വികാസത്തിനും, പരം സാഹചര്യങ്ങൾ ഒരുക്കുന്നതിനും ബാലവകാർ സംരക്ഷണ ഫൈൻസിക്കൾ സഹായകരമാണെന്ന് തോന്ത്രിയിട്ടുണ്ടോ?
10	കൂട്ടികളുടെ അവകാശങ്ങൾ സംരക്ഷിക്കാൻ എടുക്കുന്ന ബോധവൽക്കരണ പ്രവർത്തനങ്ങൾ അവരെ കുടുതൽ പ്രശ്നകരാക്കി മാറ്റിയെടുത്തു എന്ന് തോന്ത്രിയിട്ടുണ്ടോ?
11	ബാലവകാർ സംരക്ഷണ ഫൈൻസിക്കൾ അഭ്യാപകരുടെ അവകാശങ്ങൾ എത്രിപ്പ് പ്രകടപ്പീകരാറുണ്ടോ?
12	ബാലവകാർ സംരക്ഷണ ഫൈൻസിക്കൾ അഭ്യാപകരുടെ അവകാശങ്ങൾ ലംഗ്ലിക്കാറുണ്ട് എന്ന് തോന്ത്രിനുണ്ടോ?
13	ബാലവകാർ സംരക്ഷണ ഫൈൻസിക്കളുടെ ഇടപെടൽ അഭ്യാപകൾ എന്ന നിലയിൽ ഒരു പ്രയാസമായി തോന്ത്രിയിട്ടുണ്ടോ?
14	നിങ്ങളുടെ അറിവിൽ അഭ്യാപകരായ സുഹൃത്തുകൾക്ക്, സഹ പ്രവർത്തികൾക്കും ബാലവകാർ സംരക്ഷണ ഫൈൻസികളുടെ അച്ചടക്ക നടപടികൾ നേരിടേണ്ടി വന്നിട്ടുണ്ടോ?
15	ഉണ്ടെങ്കിൽ അത്തരം നടപടികൾ നീതിപൂർവ്വമായിരുന്നോ?
16	ഇപ്പോൾ അഭ്യാപനം ബുദ്ധിമുട്ടാണെന്ന് കരുതുന്നുണ്ടോ?
17	ബാലവകാർ സംരക്ഷണ ഫൈൻസിക്കൾ സത്യസന്ധമാണെന്ന് വിശ്വാസിക്കുന്നുണ്ടോ?
18	അഭ്യാപകരോടുള്ള ഭേദ്യും തീർക്കാൻ കൂട്ടികൾ ഇല്ലാത്ത പ്രശ്നങ്ങൾ കെട്ടി ചമച്ചി ഉണ്ടാക്കുന്നതാണ് എന്ന് കരുതുന്നുണ്ടോ?
19	താങ്കളുടെ അനുഭവത്തിൽ CRPA യുടെ ഇടപെടൽ ഭയന് അഭ്യാപനം ഇഷ്ടമായിട്ടും ഒഴിവാക്കിയാവൻ ഉണ്ടോ?
20	1098 എന്ന നമ്പർ കൂട്ടികൾ ദുരുപയോഗം ചെയ്യുന്നുണ്ട് എന്ന് തോന്ത്രിയിട്ടുണ്ടോ?
21	CRPA യുടെ ആവിർഭാവത്തോടെ അഭ്യാപനത്തിൽ സംത്പൃംതി ഇല്ലെന്ന് അഭിപ്രായമുണ്ടോ?
22	ചെവൽഡ് ലെലാൻ്റ്, ബാലവകാർ കമ്മീഷൻ എന്നീ ഫൈൻസിക്കൾ ഇല്ലാതായാൽ കൂട്ടികൾക്ക് പ്രശ്നമാവുമെന്ന് കരുതുന്നുണ്ടോ?
23	കൂട്ടികളുമായി ബന്ധപ്പെട്ട കേസുകളിലും, പരാതികളിലും അധികാരികൾ അമ്മിത താല്പര്യം കാണിക്കുന്നു എന്ന് തോന്ത്രിയിട്ടുണ്ടോ?
24	ബാലവകാർ സംരക്ഷണ ഫൈൻസിക്കൾ നിലനിൽക്കേണ്ടതുണ്ട് എന്ന് കരുതുന്നുണ്ടോ?
25	സ്കൂളിൽ ചില കൂട്ടികളെക്കിലും ശുരൂതരമായ സ്വഭാവ പ്രശ്നങ്ങൾ ഉള്ളവരുണ്ട്. ബാലവകാർ സംരക്ഷണ ഫൈൻസികളുടെ ഇടപെടൽ ഭയന് അവരെ തിരുത്താനുള്ള നടപടികളിൽ നിന്ന് മാറി നീതിക്കാറുണ്ട് എന്ന് കരുതുന്നുണ്ടോ?

Appendix II

FAROOK TRAINING COLLEGE

Research Centre in Education

SEMI-STRUCTURED INTERVIEW SCHEDULE FOR ELEMENTARY TEACHERS

Dr. Jouhar Munavvir. T
Assistant professor
Farook Training College

Mohammed Suhail
M.Ed. Student
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നിർദ്ദേശങ്ങൾ

എ. എല്ല പഠനത്തിന്റെ ഭാഗമായി മലബാറിനും ജില്ലയിലെ എല്ലാമ്പറ്റിനും സ്കൂൾ അഭ്യാസക്രൂട്ട് കാഴ്ചപാടിൽ CRPA യുടെ ഇടപെടൽ അഭ്യാസക വിദ്യാർത്ഥി ബന്ധത്തിൽ എന്നെങ്കിലും തരത്തിൽ ഉള്ള മാറ്റവും ഉണ്ടോ എന്ന് അറിയാൻ ഉള്ള പഠനത്തിന്റെ ഒരു semi-structure ഇൻഡിവ്യൂ ആണിത്. താഴെ നൽകുന്ന വിവരങ്ങൾ രഹസ്യമായി സൂക്ഷിച്ചു വെച്ചുന്നതും ശ്രദ്ധിച്ചാവശ്യങ്ങൾക്ക് മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്നും ഉറപ്പ് നൽകുന്നു

Personal Data Sheet

Name of Teacher :

Name of School :

Gender :

1. CRPA യുടെ ഇടപെടൽ മുലം ധാരാളം അഭ്യാസകർക്ക് പ്രശ്നങ്ങൾ ഉണ്ടായിട്ടുണ്ട്, നിങ്ങൾക്ക് വല്ല ബുദ്ധിമുട്ടുകളും ഉണ്ടായിട്ടുണ്ടോ?
2. ചെച്ചില്ല ലൈനിന്റെ പ്രവർത്തനം സജീവമായതിനെ കുറിച്ച് നിങ്ങളുടെ അഭിപ്രായമെന്ത്?
3. നിങ്ങളുടെ സ്കൂളിൽ ഇത്തരം ഏജൻസികളുടെ ഇടപെടൽ മുലം എന്നെങ്കിലും പ്രശ്നങ്ങളാണ് ഉണ്ടായിട്ടുണ്ടോ?
4. സാലാവകാശ കമ്മീഷൻകളുടെ ഇടപെടൽ സജീവമായതിനു ശേഷം കുറച്ചിട്ടുടെ സാംഭാവത്തിൽ മാറ്റങ്ങൾ ഉണ്ട്. അവർ കുടുതൽ അക്രമകാരികളും, അച്ചടക്കമീലുാത്തവരും ആയിട്ടുണ്ട് എന്ന് തോനിയിട്ടുണ്ടോ?
5. ഇന്ത്യൻ യുടെ ഇരയായവരെ ആരെങ്ങിലും അറിയുമോ?
6. സാലാവകാശ സംരക്ഷണ ഏജൻസികളുമായി ബന്ധപെട്ട കേസുകളിൽ ആരെങ്ങിലും കുടുങ്ങിയതായി നിങ്ങൾക്ക് അറിയാമോ?
7. 2012 ലെ പോക്കേം ആക്കറിനെ കുറിച്ച് നിങ്ങളുടെ അഭിപ്രായം എന്തെല്ലാം?
8. CRPA യുടെ ആവിർഭാവത്തെ കുറിച്ച് നിങ്ങളുടെ വ്യക്തിപരമായ അഭിപ്രായമെന്താക്കും?

9. ബാലവകാശ സംരക്ഷണ ഏജൻസിയുടെ ഇടപെടലിനെ കുറിച്ച് നിങ്ങൾക്ക് ഏതൊക്കെ കാര്യങ്ങൾ പറയാൻ ഉണ്ട്?
10. ചില അഭ്യാപകർ കേന്ദ്രം മറ്റൊരും ഏന് പേരിലും കുടികളുടെ പ്രശ്നങ്ങളിൽ ഇടപെടാതെ മാറി നിൽക്കാറുണ്ട്, ഇതിനെ കുറിച്ച് താങ്കളുടെ അഭിപ്രായമെന്ത്?
11. ബാലവകാശ കമ്മീഷനും, ചെച്ചൽ ലൈനും അനാവശ്യ പ്രശ്നങ്ങൾ ഉണ്ടാക്കുന്നു എന്ന് ആക്ഷേപമുണ്ട്, താങ്കൾ ഇതിനെ എങ്ങിനെ നോക്കി കാണുന്നു?

Appendix III

LIST OF SCHOOLS VISITED

Sl. No	Name of the schools
1	Govt LP School, Vengara – Oorakam Keezhmuri
2	Govt LP School, Pang
3	Govt UP School, Pang
4	Ganapat AUP School, Kizhshery
5	AUP School, Kozhakkothur
6	Govt Vocational Higher Secondary School, Kalpakancheri
7	AMUP School, Parakkal
8	AKM Higher Secondary School, Kottur
9	Govt Mappila UP School, Kizhsseri
10	AMUP School, Mampad
11	HM Yatheemkhana Higher Secondary school, Mancheri
12	Govt Mappila LP School, Kanhiparamba
13	AMUP School, Puthurpallikkal
14	Govt Higher Secondary School, Parapamagadi-Neduva
15	SVA UP School, iringavoor
16	Govt fisheries LP School, Ponnani
17	Govt Boys Higher Secondary School, Tirur
18	Govt Girls Higher Secondary School, Tirur
19	KM Higher Secondary school, Alathiyur
20	Govt Mappila LP School, Tirurangadi
21	Govt Higher Secondary School, Pulamathole
22	Govt Mappila LP School, Makkada
23	AMLP School, Mongam
24	Cerulal Govt t Higher Secondary School, Anathvoor

Sl. No	Name of the schools
25	Bafaky Yatheemkhana Higher Secondary School, Valavannur
26	Govt Mappila LP School, Ayrani
27	AMLP School, Ponmundam North
28	AMLP School, Edavanna
29	Govt Mappila LP School, Kondotty
30	Govt Mappila UP School, Kondotty
31	AMLP School, Tharikkulam
32	New LP School, Ponnani
33	MI Higher Secondary School, Ponnani
