

# A Study on the Attitude of Primary School Teachers towards Right to Education Act, 2009

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Submitted: 20-03-2022

Revised: 28-03-2022

Accepted: 31-03-2022

## ABSTRACT

Education is an effective means of social reconstruction. It is essential for the economic and cultural development of a country. It helps in the transmission of culture from one generation to the other. It helps to increase the productivity, achieve national and emotional integration and accelerate the process of modernization. In the present study, an attempt has been made by the investigators to study the attitude of Primary School teachers towards the "Right to Education Act, 2009" in Srikakulam district of Andhra Pradesh. The investigators have used Descriptive Survey method for the present study. The sample consists of 150 Teachers (25 Headmasters and 125 Secondary Grade Teachers) from 25 (Twenty) selected primary schools, which are situated in rural as well as urban areas in the district of Srikakulam, Andhra Pradesh. Stratified Random sampling technique has been used for the selection of sample. The investigators themselves have developed and standardized a Questionnaire to measure the attitude of Primary School teachers towards the Right to Education Act, 2009. For the analysis of data, Mean, S.D. and "t" test have been used in the present study.

The findings of the study revealed that there is no significant difference in the attitude of male and female teachers working in primary schools towards Right to Education Act, 2009. Similarly, the 'designation' of the teachers working in primary schools has no influence on their attitude towards Right to Education Act, 2009. The findings of the study also revealed that teachers working in rural and urban primary schools did not differ significantly in their attitude towards Right to Education Act, 2009. The management of the institution (Government/Private) has no influence on the attitude of primary school teachers towards

Right to Education Act, 2009.

**Key words:** Attitude, Right to Education, primary schools, Free and compulsory education.

## I. INTRODUCTION

Education is the process of facilitating learning, or the acquisition of knowledge, skills, beliefs, habits and values. It is the key to sustainable development and peace and stability within and among countries; and thus an indispensable means for effective participation in societies and economics of the 21 century, which are affected by the process of globalization. The social, cultural, political and economical changes brought about in the modern age by the emancipation of the individual have had a great impact on the relationship between the individual and the State. The recognition of rights of individuals and duties of State are both a reflection and a consequence of these changes.

After independence, Article-45 under the newly framed Constitution stated that the state shall endeavor to provide free and compulsory education to all children until they complete the age of fourteen years. The Right to Children to Free and Compulsory Education Act or Right to Education Act (RTE) is an Indian Legislation enacted by the Parliament of India on 4<sup>th</sup> August, 2009, which describes the modalities of the importance of free and compulsory education for children between 6 to 14 years. The Right of Children to Free and Compulsory Education Act came into force from April 1, 2010. This was a historic day for the people of India as from that day the Right to education was accorded the same legal status as the right to life as provided by Article 21A of the Indian Constitution.

**RIGHT TO EDUCATION ACT, 2009 (RTE-**

2009)

The Right to Free and Compulsory Education Act, 2009, makes education a fundamental right of every child. RTE Act, 2009 is the first Central legislation on school education which is applicable all over India (except Jammu and Kashmir). In 2010, the country achieved a historic milestone when Article 21-A and the Right of Children to Free and Compulsory Education (RTE) Act, 2009 became operative on 1st April 2010. It is a 'historic' legislation of our country. Before this amendment, free and compulsory education was included in Article 45 of the list of "Directive principles of the State Policy" in the Constitution of India. Article 45 states that "The State shall endeavor to provide, within the period of ten years from the commencement of this constitution for free and compulsory education of all the children until they complete the age of fourteen years." The government schools shall provide free education to all the children and the schools will be managed by school management committees (SMCs). Private schools shall admit at least 25% of the children in their schools without any fee. "Free" means as removal of any financial barrier by the state that prevents a child from completing eight years of schooling. "Compulsory" means compulsory admission, attendance and completion of elementary education.

#### NEED FOR THE PRESENT INVESTIGATION

The teacher is an important person to bring about a change in the society. He/she is an innovator and communicator in the teaching-learning process. He/she is basically a reformer of education and society. The teachers are expected to discharge their duties and responsibilities effectively and efficiently in providing quality education to the children, who are nourished under their guidance and supervision. The teachers are the torch bearers in bringing about awareness among people regarding the implementation of any act or law. In this context, the investigators felt that the teachers should possess a positive attitude towards the implementation of the Right to Education Act, 2009. The present investigation is an attempt to know the attitude of primary school teachers towards RTE Act, 2009. An investigation of this type would certainly help the Government and Private organizations to take necessary steps in protecting the rights of children for education. The investigator, after going through the literature available in the area, proposes to study the attitude of Primary School teachers towards RTE Act,

2009.

These teachers include both male and female working in Government and Private primary schools located in rural as well as urban areas in Srikakulam District of Andhra Pradesh.

#### OBJECTIVES OF THE STUDY

The main objective of the present study is to study the attitude of primary school teachers towards Right to Education Act, 2009.

The following are the other specific objectives of the study:

1. To study the influence of 'Gender' on the attitude of Primary School teachers towards RTE-2009.
2. To study the influence of 'Designation' on the attitude of Primary School teachers towards RTE-2009.
3. To study the influence of 'Location of the institution' on the attitude of Primary School teachers towards RTE-2009.
4. To study the influence of 'School Management' on the attitude of Primary School teachers towards RTE-2009.

#### HYPOTHESES OF THE STUDY

1. There is no significant difference in the attitude of male and female teachers towards RTE Act, 2009.
2. There is no significant difference in the attitude of Headmasters and Secondary Grade Teachers towards RTE Act, 2009.
3. There is no significant difference in the attitude of teachers working in Rural and Urban primary schools towards RTE Act, 2009.
4. There is no significant difference in the attitude of teachers working in Government and Private schools towards RTE-2009.

#### LIMITATIONS OF THE STUDY

The study is limited to find out the influence of Gender, Designation, Location of the institution and Type of school management on the attitude of teachers working in the primary schools of Visakhapatnam District in Andhra Pradesh.

#### II. METHODOLOGY

- (a) **Method of Research:** The researchers used Descriptive Survey method for the present investigation.
- (b) **Sample:** The sample of the study consisted of 150 teachers (25 Headmasters and 125 Secondary Grade Teachers) working in 25 primary schools from Srikakulam District of

Andhra Pradesh selected by using Stratified Random sampling technique.

- (c) **Research Tool:** The researchers used a well prepared questionnaire consisting of 30 items as the tool of research for the present investigation. After selecting the items for the tool, the researchers verified whether the tool prepared for the present investigation is in conformity with the conditions required by a standard measuring instrument. The tool was administered to 20 primary school teachers (5 Headmasters and 15 Secondary Grade Teachers) under Pilot study. The measures of reliability, validity and objectivity of the tool have been established. Further, the researchers conducted item analysis for the items included in the tool. Out of 30 items selected for the tool, the discriminating power of 25 items has been found positive and is negative for the remaining 5 items. The items whose discriminating power is negative have been removed; and the final tool consists of 25 items which are pilot proof in all respects.

**(d) Administration of the Tool**

The final form of the questionnaire consisting of 25 items has been administered to 150 teachers (25 Headmasters and 125 Secondary Grade Teachers) working in 25 primary schools being managed by the Government and the Private organizations in Srikakulam district of Andhra Pradesh. The sample selected for the final administration of the tool is exclusive; and the sample taken for pilot study has not been included here.

**III. STATISTICAL INTERPRETATION OF DATA**

To understand the attitude of different categories of teachers working in primary schools and to know the influence of each variable on their attitude, the data collected has been analyzed using different statistical techniques such as Mean score values, Standard Deviations and t-ratios; and are presented in the following table.

**Table showing t-values of different variables relating to the attitude of primary school teachers towards Right to Education Act, 2009**

| S. No. | Variable                    | N          | Mean | S.D.  | t-ratio | Result                                   |
|--------|-----------------------------|------------|------|-------|---------|--|
| 1      | Gender                      | Male       | 70   | 76.50 | 21.80   | *Not Significant at 0.05 and 0.01 levels |
|        |                             | Female     | 80   | 83.00 |         |  |
| 2      | Designation                 | Headmaster | 25   | 86.10 | 24.30   | *Not Significant at 0.05 and 0.01 levels |
|        |                             | SGT        | 125  | 83.06 |         |  |
| 3      | Location of the institution | Rural      | 90   | 76.06 | 24.88   | *Not Significant at 0.05 and 0.01 levels |
|        |                             | Urban      | 60   | 83.83 |         |  |
| 4      | Management                  | Government | 80   | 81.50 | 21.88   | *Not Significant at 0.05 and 0.01 levels |
|        |                             | Private    | 70   | 80.78 |         |  |

**IV. FINDINGS OF THE STUDY**

On the basis of the analysis and interpretation of data, the researchers have arrived at the following findings and drawn the conclusions.

1. There is no significant difference in the attitude of male and female teachers working in primary schools towards Right to Education

Act, 2009.

It is concluded that ‘Gender’ has no influence on the attitude of primary school teachers towards Right to Education Act, 2009.

2. There is no significant difference in the attitude of Headmasters and Secondary Grade Teachers (SGTs) working in primary schools towards

Right to Education Act, 2009.

It is concluded that 'Designation' of the teacher has no influence on the attitude of primary school teachers towards Right to Education Act, 2009.

3. There is no significant difference in the attitude of teachers working in rural and urban primary schools towards Right to Education Act, 2009.

It is concluded that 'the location of the institution' has no influence on the attitude of primary school teachers towards Right to Education Act, 2009.

4. There is no significant difference in the attitude of teachers working in Government and Private primary schools towards Right to Education Act, 2009.

It is concluded that 'the management of the institution' has no influence on the attitude of primary school teachers towards Right to Education Act, 2009.

#### V. EDUCATIONAL IMPLICATIONS

- The study is an eye-open to school teachers to realize their responsibilities in providing quality education to the children.
- The teachers can bring about awareness among the students towards their right in getting free and compulsory education.
- The teachers can take feedback from the parents in the meetings of School Management Committees (SMCs) with regard to student difficulties in learning.
- The study suggests the need for the involvement of community in school activities.
- The study helps the administrators and policy makers to take into consideration the needs of the children as envisaged by the Right to Education Act, 2009.
- The study makes the school management realize their responsibilities in providing necessary amenities to the children studying in the school.

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