

A Study of Attitude of Government and Private Elementary Schools Teachers towards Right to Education Act 2009

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ABSTRACT

The Right to Education (RTE) is an important stepping stone to improve the social and economic status of people. The success of Right to Education Act in India depends on the elementary school teachers and other stakeholders such as parents, private school management etc. The teachers' attitude has a great effect on its better implementation and success. In the present study, the researcher has studied the attitude of Government and Private Elementary Schools Teachers towards Right to Education Act 2009. For this purpose, 100 govt. (50 male + 50 female) and 100 private (50 male+50 female) elementary school teachers have been selected as sample. In this research descriptive survey method is used. A Self constructed tool 'Teachers' attitude towards RTE Act 2009 questionnaire' has been applied for collecting Data. The result shows there exists a significant difference in attitude of govt. and private school teachers towards RTE Act 2009 and government school teachers have more positive attitude towards RTE Act.

Keywords: Right to Education, RTE Act 2009, Attitude.

Introduction

The development of country can never be possible without ensuring the spread of education among the masses. The disheartening fact is however, that today more than eight million children, who should be in schools are still out of schools and are sweating in and out in farms and factories as child labourers and other disadvantaged groups. According to the census of India 2011 figures 74.04% of people above the age of seven are literate. The male literacy level has reached 82.12% while female literacy has touched 64.46%, but the major problems of the country is that 42.1% of people are facing the problem of inequality in education (UNDP-2014). For this reason the position of India is far behind (HDI Rank 135) against the other countries. Thus for universalization of elementary education, Indian government has taken a land mark initiative to educate children, by passing Right to Education Act. 2009.

The Right to Education (RTE) is an important stepping stone to improve the social and economic status of people. The RTE drive its legal basis from Article 26 (a) of the Universal Declaration of Human Rights (UDHR), which states that everyone has the right to education. Elementary education shall be free and compulsory. Right to Education Act 2009 has been implemented in India since 1, April 2010. The success of Right to Education Act in India depends on the elementary school teachers and other stakeholders such as parents, private school management etc. The teachers' attitude has a great effect on its better implementation and success. The attitude towards an activity, project, programme or anything is most effective criterion to motivate a person to do well in that particular activity or project. A teacher with negative attitude towards RTE Act 2009 cannot be part of its successful implementation. Attitude is also important indicator that how one can expect teachers to behave in future situations. So it is very important and essential to assess the attitude of elementary school teachers towards RTE Act 2009.

Studies conducted by **Kumari (2014), and Mandal (2014)**, reflected that there was no significant difference in Government and Private School teachers regarding awareness towards RTE Act, whereas, **Mandal (2015), Kumari (2014), Kamath (2013), and Vyas (2011)** reflected that Awareness of Government school teachers towards RTE Act was significantly higher than Private School teachers. Research conducted by **Vyas (2011), Kamath (2013),**

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Kumari (2014), Mandal and Barman (2014), Kunju & Vakkil (2015), Mandal (2015), Singh (2015), and Patel (2015) revealed that there was no significant difference in RTE awareness among male and female teachers whereas Research conducted by **Jaseena (2011), Kumar (2014), Mandal (2014), and Lal (2014)** revealed that Male teachers are significantly more aware about RTE Act than Female teachers.

Being a new act, teaching society has so many expectations and apprehension about the act. Their attitude will be decisive in the successful implication of the act. Although, many studies have been done on various variables and aspects related to RTE Act 2009, but there is dearth of studies related to the attitude regarding RTE Act 2009, hence this motivated the investigators to study the attitude of teachers' and parents' towards RTE Act 2009.

Hypotheses of the Study:

1. There is positive attitude of govt. elementary school teachers towards Right to Education Act 2009.
2. There is positive attitude of private elementary school teachers towards Right to Education Act 2009.
3. There is no significant difference in attitude of male and female govt. elementary school teachers towards Right to Education Act 2009.
4. There is no significant difference in attitude of male and female private elementary school teachers towards Right to Education Act 2009.
5. There is no significant difference in attitude of govt. and private school teachers towards Right to Education Act 2009.

Delimitations of the Study:

1. The study is limited to govt. and private elementary schools which have been recognized by basic education officer of district Bijnor U.P.
2. The study is limited to Block Mohammadpur Deomal of district Bijnor (U.P.)
3. The study is limited to only two variables, gender and type of institutions.

Methodology of the study:

The researcher preferred descriptive survey method to collect data from the elementary school teachers and parents. The population for the present study was elementary school teachers in block Mohammadpur Deomal in District Bijnor of Uttar Pradesh. Two or three govt. and private schools were selected from every Nyay Panchayat by using simple random sampling. The data was collected from 100 govt. (50 male + 50 female) and 100 private (50 male+50 female) teachers.

After analyzing the Right to Education Bill 2009, the investigator designed 30 items for the scale by giving due representation to all the seven chapters of Bill. The reliability and validity of questionnaire were checked by experts before collecting the data for study. The investigator collected data in the form of responses on questionnaire from the (25 Govt. + 20 private) 45 elementary schools. The researcher used mean, S.D. and 't' test for analyzing and interpreting data.

ANALYSIS AND INTERPRETATION OF DATA

H1 – There is positive attitude of government elementary school teachers towards Right to Education Act 2009.

TABLE NO. 1

TABLE SHOWING MEAN & S.D. OF GOVERNMENT ELEMENTARY SCHOOL TEACHERS' ATTITUDE TOWARDS RTE ACT 2009

Group	No. of Teachers	Mean	S.D.
Govt. Teachers	100	125.28	11.98

Note – 30-54 Highly negative, 55-78 Negative 79-102 Moderate, 103-126 Positive 127-150 Highly positive.

It is observed from the table the computed Mean score and S.D. of govt. elementary school teachers' attitude towards the RTE Act 2009 is 125.28 and 11.98 respectively. On the basis of Best's Criteria, the obtained mean score of govt. teachers is 125.28 which falls under the range of positive attitude group 103-126. It indicates that the level of attitude of govt. elementary school teachers of Block Mohammadpur Deomal District Bijnor (U.P.) was positive towards Right to Education Act 2009. Hence the hypothesis is accepted.

H2 – There is positive attitude of private elementary school teachers towards the Right to Education Act 2009.

TABLE NO. 2
TABLE SHOWING MEAN & S.D. OF PRIVATE ELEMENTARY SCHOOL
TEACHERS' ATTITUDE TOWARDS RTE ACT-2009

Group	No. of Teachers	Mean	S.D.
Private Teachers	100	111.12	22.33

Note – 30-54 Highly negative, 55-78 Negative, 79-102 Moderate, 103-126 Positive, 127-150 Highly positive.

From the above table, it could be seen that obtained mean score of private elementary school teachers is 111.12 and S.D. is 22.33. On the basis of Best's Criteria, the obtained mean score falls under the range of positive attitude group 103-126. It indicates that the level of private elementary school teachers of Block Mohammadpur Deomal District Bijnor (U.P.) was positive towards Right to Education Act 2009. Hence the Hypothesis is accepted.

H3 – There is no significant difference in attitude of male and female govt. elementary school teachers towards Right to Education Act.

TABLE NO. – 3
COMPARISON OF ATTITUDE BETWEEN MALE AND FEMALE
GOVT. ELEMENTARY SCHOOL TEACHERS TOWARDS THE RTE ACT 2009

Group	N	Mean	S.D.	Difference between Means	't' Value
Male Govt. Teachers	50	128.4	41.84	8.24	*1.056
Female Govt. Teachers	50	120.16	35.95		

* Significant at 0.01 Level

So far as the mean values concerned, male elementary school teachers scored higher than the female teachers, but to test whether the difference in mean values is only due to chance or a real significant difference exists, the above hypothesis is tested by using t-test.

It is observed from the table that the score obtained after employing 't' test 1.056 ($t = 1.056$) is less than the table value of significance at the both 0.05 and 0.01 (1.98 at 0.05 and 2.63 at 0.01 level). Hence there is no significant difference between attitude of Male and female govt. elementary school teachers towards Right to Education Act 2009. So the hypothesis is accepted. This finding is in line with studies conducted by Mandal and Burman (2014), Malik et.al (2013) and Kamath (2013) it clearly indicates that provisions of RTE Act-2009 biased genderwise, and male and female govt. elementary school teachers have positive attitude towards Right to Education Act 2009.

H4 – There is no significant difference between attitude of male and female private elementary school teachers towards Right to Education Act 2009.

TABLE NO. 4
COMPARISON OF ATTITUDE BETWEEN MALE AND FEMALE PRIVATE
ELEMENTARY SCHOOL TEACHERS TOWARDS RTE ACT 2009

Group	N	Mean	S.D.	Difference between Means	't' Value
Male Private Teachers	50	114.48	38.095	6.72	*1.265
Female Private Teachers	50	107.76	37.584		

* Significant at 0.01 Level

It could be seen from above table no. 4 that mean of male teachers is greater than that of female private school teachers, so it seems attitude of male private teacher is more positive than that of female private teachers. It could be observed that the calculated 't' value ($t=1.256$) is less than the table value at both 0.05 and 0.01 levels of significance (1.98 at 0.05 and 2.63 at 0.01 level). So it could be said that there is no significant difference in attitude of male and female private elementary school teachers. Hence the hypothesis is accepted. Similar types of findings were noticed in the studies conducted by Malik et.al (2013), Kamath (2013) and Mandal & Burman (2014).

H5 – There is no significant difference in attitude of government and private elementary school teachers towards Right to Education Act.

TABLE NO. 5
COMPARISON OF ATTITUDE BETWEEN GOVT. AND PRIVATE ELEMENTARY
SCHOOL TEACHERS TOWARDS RTE ACT 2009

Group	N	Mean	S.D.	Difference between Means	't' Value
Govt. Teachers	100	125.28	11.98	14.16	4.08
Private Teachers	100	111.12	22.32		

Attitude of govt. teachers is more positive than that of private teachers but to test whether the difference in mean values is only due to chance or real significant difference exists, the above hypothesis is tested by using 't' test.

It could be observed from the table that the score obtained after employing 't' test 4.08 ($t=4.08$) is greater than the table value of significance at the both 0.05 and 0.01 levels (1.97 at 0.05 and 2.60 at 0.01 level). So it could be said that there is a significant difference in attitude of govt. and private elementary school teachers towards RTE Act 2009. So the hypothesis is rejected, there exist a significant difference in attitude of govt. and private school teachers towards RTE Act 2009 and government school teachers have more positive attitude towards RTE Act. Similar type of result were found in studies regarding awareness about RTE Act conducted by Mandal (2015), Kumari (2014), Kamath (2013) and Vyas (2011). But a study conducted by Mandal (2014) found no significant difference in awareness level of govt. & private school teachers regarding RTE Act.

The logic behind the more positive attitude of Govt. school teachers towards RTE Act is that the Govt. schools are trying to implement the RTE Act. Seminars, Workshops and other awareness programmes have been organised by state governments regarding RTE Act. Governments' teachers are participating in them and this is the reason that they developed more positive attitude towards RTE Act than private school teachers.

This shows that there is no urgent need to orient attitude of all government elementary school teachers. It is observed that the attitude level of government elementary school teachers towards RTE Act is greater than that of private elementary school teachers. This shows that there is urgent need to build up positive attitude of private elementary school teachers towards RTE Act 2009. Government teachers in elementary schools are trained by providing five days workshop on RTE Act, organized by govt. while private elementary school teachers were not given any type of formal training, this could be a reason behind difference of attitude towards Right to Education Act 2009, between government and private teachers.

Implications and Conclusion:

The findings of present study will serve as basic data for the researchers who want to conduct research related to RTE Act 2009. The findings show that attitude level of teachers is not highly positive so there is strong need of teachers training program to understand the real message of provisions of RTE Act. This can be undertaken through attitude construction programmes as well as ensuring proper understanding by stakeholders responsible for its implementation. The findings is also very useful for educational planners as the study can serve as basis for planning different programmes for making highly positive attitude of private elementary school teachers.

It is concluded that government should organize different orientation programmes, workshops, and seminars for making attitude of government and private elementary school teachers highly positive.

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