

The Attitude of Teachers towards Right to Education Act, 2009: A Study in Burdwan District(W.B)

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ABSTRACT:

Education is a human right and essential for realization of all other human rights.. RTE Act gives every child the right to quality elementary education. The key point of this act is coordination among various departments at different levels. Also, it includes donation free environment including abolishment of interview of child as well as parents. So this paper helps in indicating that why quality of education is more important and why the prospective teacher should aware about the basic rights of education, so that in unpredictable future may be they are able to achieve some of the target.

In the present study an attempt has been made by the investigators to study the attitude of Teachers towards the “Right to Education Act, 2009 or RTE Act, 2009” in the district of Burdwan, West Bengal. The investigators have used Descriptive Survey method for the present study. The sample consists of 120 Teachers from 10 (Ten) selected schools which are situated in the district of Burdwan, West Bengal. The Purposive sampling technique has been used for the selection of sample. The investigators have developed one Questionnaire (for Teachers) by themselves to measure the attitude of 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 overall results indicate that the attitude of Govt. School Teacher and Private School Teachers of the district of Burdwan are possessed Favourable attitude towards the Right to Education Act, 2009. Therefore, it can be said that there is no significant difference between Govt. School Teachers and Private School Teachers regarding their attitude towards the Right to Education Act, 2009.

KEYWORDS: Attitude, Right To Education (RTE),2009,Govt. and Private School.

INTRODUCTION :

Education 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 rapid globalization.

Indeed as a human right ,education is the acknowledgement of the individuals rights rather than his or her role in the capitalist goals of the economics growth; the human right to education is the way through which one can conquer freedom and become a genuine individuated being, self-aware, and yet deeply and truly connected to others..

The Right to Education – A Historical Background:

Educational process implies a number of actors: those who receive education, those who provide education and those who are responsible for the ones who receive education. The first legislation on educational issues were an attempt to balance the complex relations between factors. 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.

The first provision on human right to education with a corresponding duty of the State to provide education was in Stalin’s Soviet Constitution of 1936. As a matter of fact, the right to education has been major fundamental right in all constitutions of socialist states.

To protect human rights, the Universal declaration of Human Rights(1948) also comprises right of Children at Articles 26 of the Declaration concerned to children’s education specifically. Everyone has the right to education. Education shall be free; at least in the

elementary and fundamental stages and shall be compulsory. Education shall be directed to the full development of human personality and to the strengthening of human rights and fundamental freedoms.

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 4th August 2009, which describes the modalities of the importance of free and compulsory education for children between 6 to 14 years students in India under Articles 21a of the Indian Constitution.

In psychology, attitude is a psychological construct, a mental and emotional entity that inheres in, or characterizes a person. They are complex and an acquired state through experiences. It is an individual's predisposed state of mind regarding a value and it is precipitated through a responsive expression toward a person, place, thing, or event (the attitude object) which in turn influences the individual's thought and action. Prominent psychologist Gordon Allport described this latent psychological construct as "the most distinctive and indispensable concept in contemporary social psychology. Attitude can be formed from a person's past and present. Key topics in the study of attitudes include attitude strength, attitude change, consumer behaviour, and attitude-behaviour relationships. Knowledge People need to maintain an organized, meaningful, and stable view of the world. That being said important values and general principles can provide a framework for our knowledge. Attitudes achieve this goal by making things fit together and make sense. So attitude of teachers in the present context is much needed for implementation point of view and feedback from it will be very effective for further course of action regarding this RTE ,2009

Attitude of Teachers towards the Right to Education Act (2009), India :

India became one of 135 countries to make education a fundamental right of every child when the act came into force on 1st April, 2010. This was revised and became an Act in August, 2009 but was not notified for roughly 7 months. 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 will be accorded the same legal status as the right to life as provided by Article 21A of the Indian Constitution. Every child in the age group of 6-14 years will be provided 8 years of elementary education in an age appropriate classroom in the vicinity of his/her neighbourhood. For the first time in the history of India it is made a right enforceable by pitting in Chapter 3 of the Constitution as Article 21. This entitles children to have the right to education enforced as a fundamental right. Now every child between the ages of 6 to 14 years has the right to free and compulsory education. This is stated as per the 86th Constitution Amendment Act added Article 21A. The government schools shall provide free education to all the children and the schools will be managed by school management committees (SMC). 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. "Compulsion" means as compulsion on the state/ local bodies, rather than targeting parents, fundamental duty of parents to send their children to schools.

Need and Significance of the Study:

The present study will help to know the attitude of School Teachers towards the RTE Act, 2009 in the district of Burdwan, West Bengal.

Attitude of Teachers will be helpful for the Government and Policy Makers to take some important steps to modify the policies and ideas of Right to Education Act, 2009 for its successful implementation in school education in India. the present study will also make awareness of the State and Central Government both regarding the Right to Education Act (2009). The present study will help to know the attitude of School Teachers towards the RTE Act, 2009 in the district of Burdwan, West Bengal. To conduct this study the present investigators have constructed one Attitude Questionnaires for Teachers which will be very helpful for other researchers to conduct future research in the field of Right to Education Act (2009). .

Objectives of the Study:

- To study the attitude of Government School Teachers and Private School Teachers towards the Right to Education Act (2009) in burdwan district.
- To study the attitude of Government male School Teachers and government female School Teachers towards the Right to Education Act (2009) in burdwan district.
- To study the attitude of private male School Teachers and private female School Teachers towards the Right to Education Act (2009) in burdwan district.
- To give brief implications on child right .

Hypothesis of the study:

Following hypotheses were formulated for the study

- **Ho1:** There is no significant mean difference between Government School Teachers and Private School Teachers of attitude towards the Right to Education Act (2009).
- **Ho2:** There is no significant mean difference between Government Male School Teachers and Government Female School Teachers of attitude towards the Right to Education Act (2009).
- **Ho3:** There is no significant mean difference between Private Male School Teachers and Private Female School Teachers of attitude towards the Right to Education Act (2009).

Database and Methodology:

The investigator has selected only 120 Teachers from the 10 (Ten) selected secondary schools which are situated in the district of Burdwan, West Bengal as sample for the present study. In them sixty (60) teachers are from Govt. Schools and sixty (60) teachers are from Private Schools. The schools were selected by the random system. The Purposive sampling technique has been used in the selection of the sample. Researcher constructed questionnaires have been used for the study. Various descriptive statistical measures like mean, standard deviation, standard error, t-test are for analysis and interpretation of the collected data through sampling and questionnaires method. Statistical diagram like bar graph was also used wherever required.

Research Variables:

Independent variable: Right to education

Dependent variable: Attitude of teacher

Intervening variable: Govt. and Private school.

Analysis and Interpretation:

An important aspect of analysis of data the purpose of presentation of data is to highlight the result and to make data or result more illustrative. The visual presentation of data on result is simple and easy to understand. The graphical pictorial presentation provide a geometrical image of data enabling to comprehend the essential feature of the frequency distribution and helping in observing the assumptions of the statistical analysis applied for the treatment data.

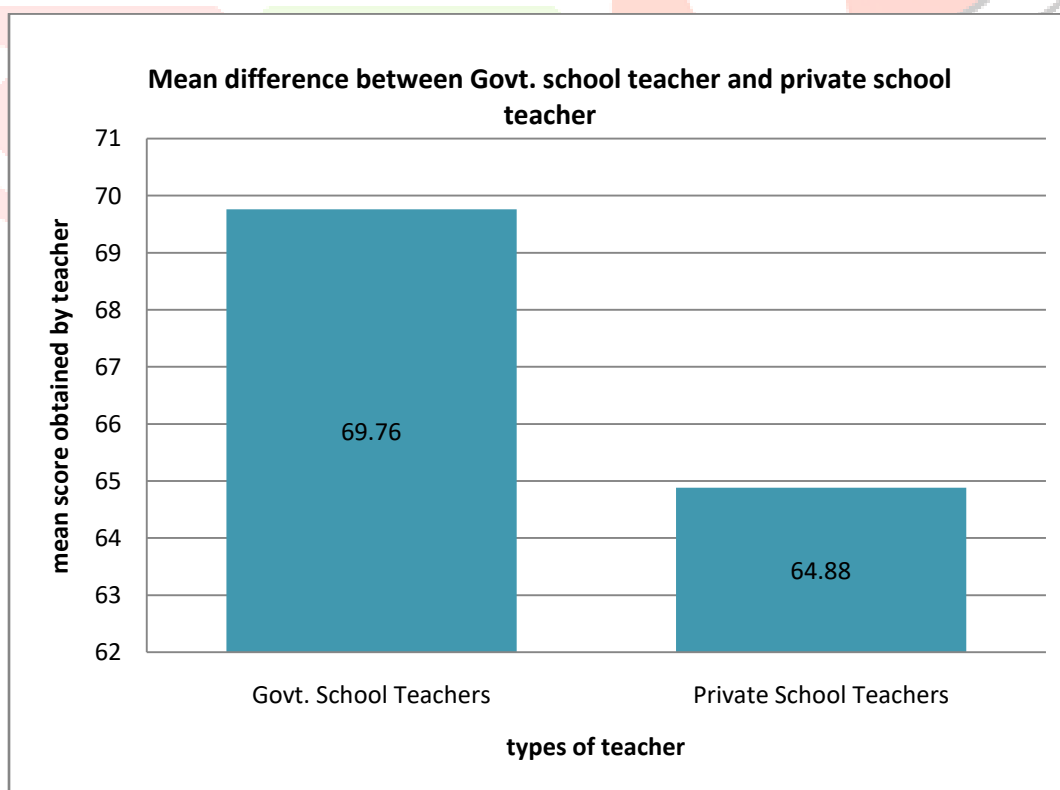
Ho1. There is no significant mean difference between Government School Teachers and Private School Teachers of attitude towards the Right to Education Act (2009).

TABLE NO. – 01

Type of teacher	Number	Mean	SD	SED	't' Value	df	Level of significance	Result
Govt. School Teacher	60	69.76	6.34	6.28	0.4039	118	0.05 → 1.98	Accepted
Private School Teacher	60	64.88	6.55				0.01 → 2.62	Accepted

It is observed from the Table No. – 01 that the computed 't' value is 0.4039, which is less than the Table Value at 0.05 level i.e. 1.98 and at 0.01 level i.e. 2.62. Therefore, the result is significant and indicates that there is no significant mean difference between Government School Teachers and Private School Teachers of attitude towards the Right to Education Act (2009). So the null hypothesis is highly accepted.

It has been found that there is significant mean difference between Government School Teachers and Private School Teachers of attitude towards the Right to Education Act (2009).



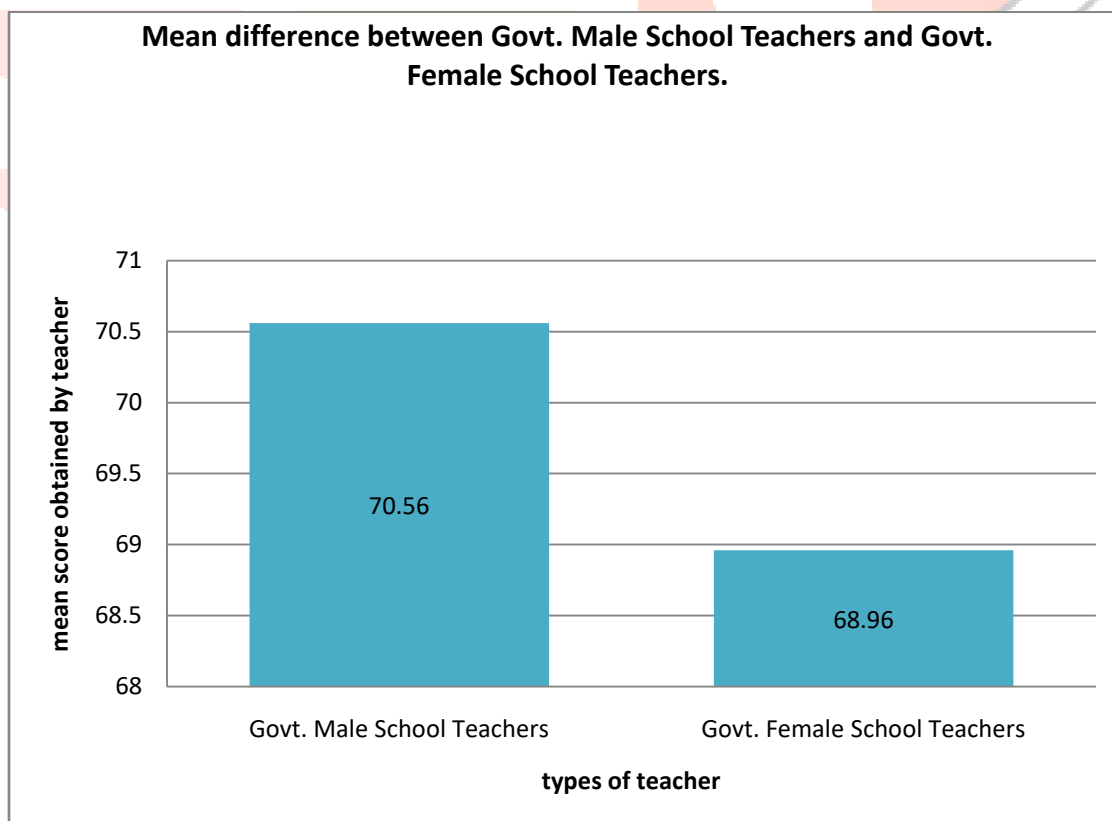
Ho2: There is no significant mean difference between Government Male School Teachers and Government Female School Teachers of attitude towards the Right to Education Act (2009).

TABLE NO. – 02

Type of teacher	Number	Mean	SD	SED	't' Value	df	Level of significance	H ₀₁
Govt. Male School Teacher	30	70.56	6.45	6.55	0.3331	58	0.05 → 2.00	Accepted
Govt. Female School Teacher	30	68.96	6.23				0.01 → 2.66	Accepted

It is observed from the Table No. – 02 that the computed 't' value is 0.3331, which is greater than the Table Value at 0.05 level i.e. 2.00 and at 0.01 level i.e. 2.66. Therefore, the result is not significant and indicates that there is no significant mean difference between Government Male School Teachers and Government Female School Teachers of attitude towards the Right to Education Act (2009). So the null hypothesis is accepted.

It has been found that there is no significant mean difference between Government Male School Teachers and Government Female School Teachers of attitude towards the Right to Education Act (2009).



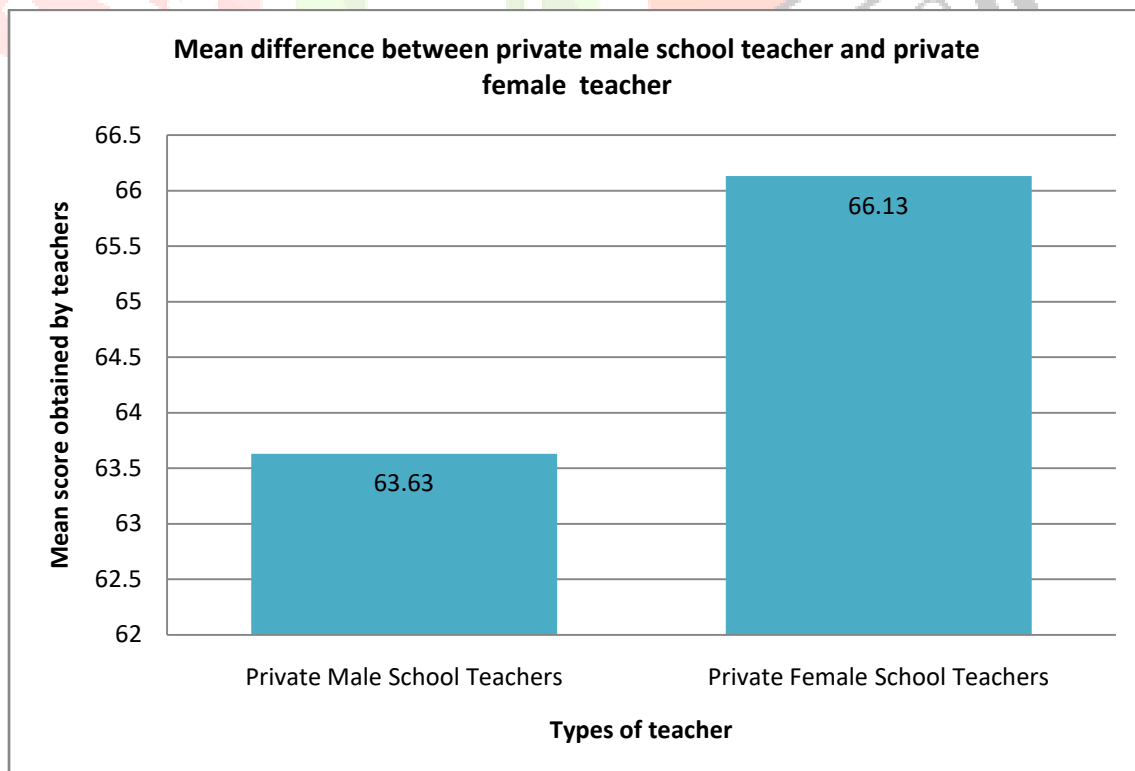
Ho3: There is no significant mean difference between Private Male School Teachers and Private Female School Teachers of attitude towards the Right to Education Act (2009).

TABLE NO. – 03

Type of teacher	Number	Mean	SD	SED	't' Value	df	Level of significance	H ₀₁
Private Male School Teacher	30	63.63	7.07	7.04	0.1411	58	0.05 → 2.00	Accepted
Private Female School Teacher	30	66.13	5.83				0.01 → 2.66	Accepted

It is observed from the Table No. – 03 that the computed 't' value is 0.1411, which is less than the Table Value at 0.05 level i.e. 2.00 and at 0.01 level i.e. 2.66. Therefore, the result is not significant and indicates that there is no significant mean difference between Private Male School Teachers and Private Female School Teachers of attitude towards the Right to Education Act (2009). So the null hypothesis is accepted.

It has been found that there is no significant mean difference between Private Male School Teachers and Private Female School Teachers of attitude towards the Right to Education Act (2009).



MAIN FINDINGS AND EDUCATIONAL IMPLICATIONS :

The hypothesis (Ho1) i.e. There is no significant mean difference between Government School Teachers and Private School Teachers of attitude towards the Right to Education Act (2009). is rejected. So There is significant mean difference between Government School Teachers and Private School Teachers of attitude towards the Right to Education Act (2009) because the attitude of Government School Teachers and Private School Teachers is not equally conscious of attitude towards the Right to Education Act (2009).

Hence, this result predicts that the attitude of Government School Teachers and Private School Teachers have highly difference level of significance.

There is no significant mean difference between Government Male School Teachers and Government Female School Teachers of attitude towards the Right to Education Act (2009).

The hypothesis Ho2 i.e There is no significant mean difference between Government Male School Teachers and Government Female School Teachers of attitude towards the Right to Education Act (2009). is accepted. So ,There is no significant mean difference between Government Male School Teachers and Government Female School Teachers of attitude towards the Right to Education Act (2009). It is clear that they have equally awareness and care for the Right to Education Act (2009). There is no difference level of significance of attitude.

There is no significant mean difference between Private Male School Teachers and Private Female School Teachers of attitude towards the Right to Education Act (2009).

The hypothesis Ho3 i.e. There is no significant mean difference between Private Male School Teachers and Private Female School Teachers of attitude towards the Right to Education Act (2009). is accepted (at the 0.01 level of significance means 99% of the value). It means that there is no significant mean difference between Private Male School Teachers and Private Female School Teachers of attitude towards the Right to Education Act (2009). It is clear that they have awareness and care for Right to Education Act (2009).

Hence, this result clarifies that the attitude of Private Male School Teachers and Private Female School Teachers both score are high marks. There is no difference level of significance. "Progress of a student, person, society, and nation is entirely based on education. Education shows the status of a person, society, student and nation."

How does a child learn? How does child interest in the study of relationship of attitude towards education and academic achievement. So in this connection implications can be as

- i) The child must have given proper guidance and counselling to develop his/her attitude to acquire education.
- ii) Parents should be given same educational and psychological training.
- iii) Teacher should behave like a teacher.
- iv) As at this time, they belong to adolescent stage so psychological education can change their attitude.
- v) Government should have taken necessary steps to support the many for the poor and meritorious students.
- vi) By education child can be a good citizen.
- vii) Child can build his/her good character.
- viii) Child can adjust any kind of situation by education.

Conclusion:

“The Right to Education Act (RTE Act 2009)” passed by the Indian Government in 2009, is undoubtedly a significant landmark in the history of Indian Education System. This Act made revolutionary changes in the traditional system by making the education upto 14 years of age for every child as a fundamental right in India. This Act has imposed so many vital role and responsibilities upon the Government both Central and State, parents or guardians, teachers and after all the Head of the Institution or Headmasters. Due to this Act, the role of the teachers are extended too wide in every field like, admission, retention, examination and completion of elementary education by the every child upto 14 years of age. But few aspects of this Act are very difficult to implement in real situation by the Teachers. That’s why it is found through the present study that the teachers are more favourable about the all aspects related to elementary education enshrined in the RTE Act .

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