

ISSN 0973-6190

J E R E

JOURNAL OF  
EDUCATIONAL  
RESEARCH AND  
EXTENSION

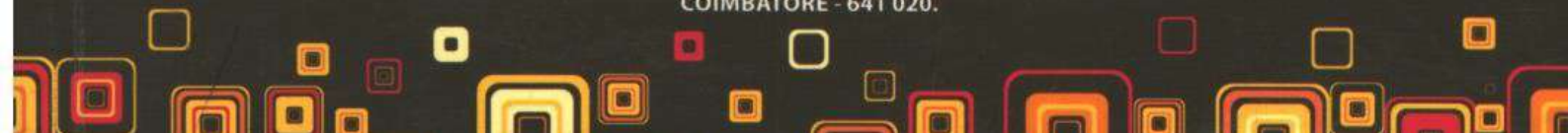
Quarterly Journal

Vol. 54 No. 4 October - December 2017

Peer Reviewed Journal  
with impact factor



SRI RAMAKRISHNA MISSION VIDYALAYA  
COLLEGE OF EDUCATION (AUTONOMOUS)  
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## ELEMENTARY TEACHERS PERCEPTION TOWARDS RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION (RTE) ACT, 2009

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### INTRODUCTION

Adoption of Universal Declaration of Human Rights in 1948 paved the way for education to be formally recognized as the human rights. This has been recognized and got its due importance after a series of global human traits. International forums gave sufficient encouragement to different countries to consider education as human rights. These international events made many countries to think and go ahead and take the responsibility to provide free and compulsory primary education for all children in their countries. Education in India is provided by the public sector as well as private sector, with the control and funding coming from three levels central, state and local bodies. Under various articles of the Indian constitution, free and compulsory education is provided as a fundamental right to children below the age of 6 and 14. This has been done because aim of education is to promote personal development, strengthen respect for

human rights and freedoms, and enable individuals to participate effectively in a free society. Its aim is also to eliminate social evils like discrimination at all levels of the educational system and to set minimum standards and norms to improve quality. Education has social, economical, political and economic perspective.

### RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION (RTE) ACT, 2009

The Right to Education Legislation in India has been a history in evolving from a directive principle to a fundamental right. In 1950, the Constitution articulated its commitment to education through its Directive Principles of State Policy. The 86<sup>th</sup> Amendment Act 2002, made three specific provisions in the constitution to the facilities and the realization of the free and compulsory education to children between the age of 6 and 14 years as a fundamental right. These

were (i) adding Article 21 A in part III (Fundamental Rights), (ii) modifying Article 45 and (iii) adding a new class (K) under Article 51 A (Fundamental duties) making the parent or guardian responsible for providing opportunities for education for their children between 6 and 14 years. In translating this into action, the 'Right of children to free and compulsory Education Bill' was drafted in 2005. Thus, the quality of elementary education was conceptualized with the 86<sup>th</sup> amendment (2002) via Article 21 A (Part III) which seeks to make free and compulsory education as a fundamental right for all children in the age group 6-14 years. The Act was introduced in Rajya Sabha in December 2008. It was passed in the Lok Sabha on 4<sup>th</sup> August, 2009 and the President gave his assent to it on 26<sup>th</sup> August 2009. The Act came into force on 1<sup>st</sup> April 2010 as a Fundamental Right in India.

**Following features provide the basis of implementation of the RTE Act, 2009.**

- Every child in the age group of 6-14 has the right to free and compulsory education in a neighbourhood school, till the completion of elementary education
- Private schools will have to take 25% of their class strength from the weaker section and the disadvantaged group of the society through a random selection process. Government will fund education of these children.

- No donation and capitation fee is allowed.
- No admission test or interview either for child or parents.
- No child can be held back, expelled and required to pass the board examination till the completion of elementary education.
- There is provision for establishment of commissions to supervise the implementation of the act.
- A fixed student and teacher ratio is to be maintained.
- All schools have to adhere to the rules and regulations laid down in this act, failing which the school will not be allowed to function. Three year moratorium period has been provided to schools to implement all that is required of them.
- Norms for teachers training and qualifications are also clearly mentioned in the act.
- All schools except private unaided schools are to be managed by School management Committees with 75% of parents and guardians as members.

**RATIONALE FOR THE STUDY**

This study throws a light on the perceptions of elementary teachers towards the Right of Children to Free and Compulsory Education Act. Child labour, literacy and poverty are the major problems faced in the developing country of ours. It is a major concern of

the teachers along with the society in catering to the needs of the children so as to reduce the dropouts and stagnation which could be a major problem for the children to dislike education. Thus, the teacher has a major role in educating the parents and the community regarding the education of the child. This study by the investigator attempts to bring out the perception of elementary teachers with regard to the Right to Education Act 2009. The results of this study can help in formulating new policies with regard to the Right of Children to Free and Compulsory Education Act (2009). Further, this study can be an eye opener for the future prospects of establishing new efforts to promote free education. Through such efforts, the universalisation of elementary education is possible. Thus, the problem under study was “**Elementary Teachers Perception towards Right of Children to Free and Compulsory Education (RTE) Act, 2009**”.

#### LITERATURE REVIEW

Lohani, S., Singh, R., & Lohani, J. (2010), studied ‘Universal primary education in Nepal: Fulfilling the right to education’. The article examined the status of universal **primary education** in Nepal in the light of legal provisions, enrollment and completion trends, and the quality, and management, of **education**, including financing. Devaraj, G., & Parthiban, G. (2013) conducted a study titled as ‘Right to Education (RTE) Act: The missing

aspects (gaps) of RTE Act with reference to persons with disabilities.’ Gadam, A.M. (2013) conducted a study entitled as ‘Teacher Awareness of the Responsibility under Right to Free and Compulsory Education Act’. The result of the study showed significant impact of teacher’s experience and educational qualification on their awareness of the responsibility under RTE Act. Lehwald, K. (2014), investigated ‘In search of a right to free public education in Canada’. The article examined the extent to which a right to free public education exists in Canada at the primary and secondary levels. Manoharan, V., & Pazhanivelu, G. (2015), together studied ‘Awareness among the prospective teachers towards the salient features of the Right of Children to Free and Compulsory Education (RTE) Act’. Tehelka, (2016), reported that Kerala first state in India to achieve 100% primary education, aims at educating those who were unable to complete their primary education through its literacy programme Athulyam, which is carried out in two phases.

#### OBJECTIVES OF THE STUDY

- To find out the result of elementary teachers perception towards RTE Act 2009, with its dimensions such as Availability, Accessibility, Acceptability and Adaptability.
- To find out the difference, if any, in teachers perception towards

RTE Act, 2009 in its dimensions such as Availability, Accessibility, Acceptability and Adaptability with respect to the variable; gender.

- To find out the difference, if any, in the perception of teachers towards RTE Act, 2009 in its dimensions such as Availability, Accessibility, Acceptability and Adaptability with respect to the variable; locality.
- To find out the difference if any, in the perception of teachers towards RTE Act,2009 in its dimensions such as Availability, Accessibility, Acceptability and Adaptability with respect to the variable; type of school.
- To find out the difference, if any, in teachers perception towards RTE Act,2009 in its dimensions such as Availability, Accessibility, Acceptability and Adaptability with respect to the variable; educational qualification.
- To find out the difference, if any, in teachers perception towards RTE Act,2009 in its dimensions

such as Availability, Accessibility, Acceptability and Adaptability with respect to the variable; years of teaching experience.

### METHODOLOGY

The investigator has adopted descriptive survey method by which, stratified random sampling techniques were employed in the study. The investigator randomly selected 100 elementary teachers, by giving proper representation from Govt., Aided and self-financing schools in Nagercoil Educational District. 'Teachers Perception Scale', a self constructed likert type 5 points summated scale is used as tool for collecting data. Descriptive statistics such as mean, standard deviation, skewness, kurtosis and differential statistics of t-test and F test were used for data analysis.

### DATA ANALYSIS AND INTERPRETATION

$H_0$ : Elementary teachers do not possess the perception towards RTE Act 2009, with its dimensions such as Availability, Accessibility, Acceptability and Adaptability.

Table 1

Descriptive Statistics					
	N	Mean	Std. Deviation	Skewness	Kurtosis
Accessibility	100	32.22	4.167	-.042	1.097
Adaptability	100	37.09	5.782	-1.076	.324
Acceptability	100	51.09	7.261	-.528	-.257
Availability	100	45.17	7.094	-.717	-.243

From the above table values indicate that elementary teachers do not possess high perception towards RTE Act 2009, with its dimensions such as Availability, Accessibility, Acceptability and Adaptability. Only 32% of the teachers know about the accessibility factors of RTE Act, 2009. About 37% of the teachers possess knowledge about the adaptability aspects of RTE Act, 2009. Regarding the acceptability aspect of RTE Act, 2009, more than 50% elementary teachers know about it. About 45% of the teachers possess knowledge about the availability aspects of RTE Act, 2009. It means that the

perception in various aspects of RTE Act, 2009 is considered as necessary information by most of the elementary teachers. It is therefore, the null hypothesis; 'Elementary teachers do not possess the perception towards RTE Act 2009, with its dimensions such as Availability, Accessibility, Acceptability and Adaptability' is tenable.

$H_02$ : There is no significant difference between the mean scores of male and female teacher's perception towards RTE Act, 2009 with its dimensions such as Availability, Accessibility, Acceptability and Adaptability.

**Table 2**

*Difference between male and female teachers perception towards RTE Act, 2009*

Variable (Gender)	Male			Female			t-value	5% level of significance
	N	Mean	SD	N	Mean	SD		
Accessibility	59	31.58	4.42	41	33.15	3.62	.055	NS**
Adaptability	59	37.08	5.61	41	37.10	6.09	.992	NS**
Acceptability	59	50.95	7.42	41	51.29	7.11	.816	NS**
Availability	59	45.07	7.58	41	45.32	6.42	.860	NS**

(\*S-significant, \*\*NS-not significant)

The calculated 't' value of the mean basis of gender are 0.055, .992, .816 perception scores of teachers on the and .860 which is less than the table

value at 0.05 level of significance, and it is generalized that gender has no effect on the mean perception scores of teachers towards RTE Act, 2009. It is therefore, the null hypothesis, 'There is no significant difference between the mean scores of male and female

teachers perception towards RTE Act, 2009' is tenable.

**H<sub>0</sub>3:** There is no significant difference between the mean scores of rural and urban teacher's perception towards RTE Act, 2009 with its dimensions such as Availability, Accessibility, Acceptability and Adaptability.

**Table 3**

***Difference between rural and urban teachers perception towards RTE Act, 2009***

Variable (Locality)	Rural			Urban			t-value	5% level of significance
	N	Mean	SD	N	Mean	SD		
Accessibility	54	31.37	4.19	46	33.22	3.94	.026	NS**
Adaptability	54	36.35	6.02	46	37.96	5.43	.168	NS**
Acceptability	54	49.83	6.88	46	52.57	7.49	.060	NS**
Availability	54	45.04	6.89	46	45.33	7.39	.840	NS**

(\*S-significant, \*\*NS-not significant)

The calculated 't' value of the mean perception scores of teachers on the basis of locality are .026, .168, .060 and .840 which is less than the table value at 0.05 level of significance, and it is interpreted that locality has no effect on the mean perception scores of teachers towards RTE Act, 2009. It is therefore, the null hypothesis; 'There is no significant difference between the

mean scores of rural and urban teachers perception towards RTE Act, 2009' is tenable.

**H<sub>0</sub>4:** There is no significant difference between the mean scores of secondary grade and graduate teachers perception towards RTE Act, 2009 with its dimensions such as Availability, Accessibility, Acceptability and Adaptability.

**Table 4**  
*Difference between secondary grade and graduate teachers perception towards RTE Act, 2009*

Variable (Designation)	Secondary Grade			Graduate			t-value	5% level of significance
	N	Mean	SD	N	Mean	SD		
Accessibility	45	32.60	4.42	55	31.91	3.96	.412	NS**
Adaptability	45	37.38	6.46	55	36.85	5.22	.655	NS**
Acceptability	45	51.04	7.46	55	51.13	7.17	.955	NS**
Availability	45	44.64	7.67	55	45.60	6.63	.506	NS**

(\*S-significant, \*\*NS-not significant)

The calculated 't' value of the mean perception scores of teachers on the basis of educational qualification are .412, .655, .955 and .506 which is less than the table value at 0.05 level of significance, and it is interpreted that teacher's educational qualification has no effect on the mean perception scores towards RTE Act, 2009. It is therefore, the null hypothesis; 'There is no significant difference between the mean

scores of secondary grade and graduate teachers perception towards RTE Act, 2009' is tenable.

$H_05$ : There is no significant difference among the mean scores of Govt., Aided and Self-financing school teachers perception towards RTE Act, 2009 with its dimensions such as Availability, Accessibility, Acceptability and Adaptability.

**Table 5**  
*Difference among Govt., Aided and Self-financing school teachers perception towards RTE Act, 2009*

Variable (Type of School)	Source of variation	Sum of squares	df	Mean Square	F Value	Level of significant at 0.05 level
Dimensions						
Accessibility	Between groups	14.827	2	7.413	.422	NS**
	Within groups	1704.333	97	17.570		
	Total	1719.160	99			



Variable (Type of School)	Source of variation	Sum of squares	df	Mean Square	F Value	Level of significant at 0.05 level
Dimensions						
Adaptability	Between groups	170.080	2	85.040	2.627	S*
	Within groups	3140.110	97	32.372		
	Total		99			
Acceptability	Between groups	293.864	2	146.932	2.893	S*
	Within groups	4926.326	97	50.787		
	Total	5220.190	99			
Availability	Between groups	446.059	2	223.030	4.769	S*
	Within groups	4536.051	97	46.763		
	Total	4982.110	99			

(\*S-Significant \*\*NS-Not Significant)

The calculated F value of the mean perception scores of teachers on the basis of their type of school are 0.422, 2.627, 2.893 and 4.769 which is greater than that of the table value at 0.05 level of significance except the Accessibility value of 0.422, and it is interpreted that type of the institution has some effect on the mean perception scores of teachers towards RTE Act, 2009. It is therefore, the null hypothesis, 'There

is no significant difference among the mean scores of Govt., Aided and Self-financing school teachers perception towards RTE Act, 2009' is rejected.

$H_0$ : There is no significant difference among teachers perception towards RTE Act, 2009 with its dimensions such as Availability, Accessibility, Acceptability and Adaptability as per their years of teaching experience.

**Table 6**  
*Difference among Teachers Perception towards RTE Act, 2009 as per the variable; Years of Experience*

Variable (Years of Experience)	Source of variation	Sum of squares	df	Mean Square	F Value	Level of significant at 0.05 level
Dimensions						
Accessibility	Between groups	50.210	2	25.105	1.459	NS**
	Within groups	1668.950	97	17.206		
	Total	1719.160	99			

Variable (Years of Experience)	Source of variation	Sum of squares	df	Mean Square	F Value	Level of significant at 0.05 level
Dimensions						
Adaptability	Between groups	71.915	2	35.958	1.077	NS**
	Within groups	3238.275	97	33.384		
	Total	3310.190	99			
Acceptability	Between groups	310.827	2	155.413	3.071	S*
	Within groups	4909.363	97	50.612		
	Total	5220.190	99			
Availability	Between groups	481.373	2	240.686	5.187	S*
	Within groups	4500.737	97	46.399		
	Total	4982.110	99			

(\*S-Significant \*\*NS-Not Significant)

The calculated F value of the mean perception scores of teachers on the basis of their years of experience is 3.071 and 5.187 which is greater than that of the table value at 0.05 level of significance, whereas the calculated F value of 1.459 and 1.077, which is less than the table value. Hence, it is interpreted that teaching experience of teachers has some effect on the total mean perception scores of teachers towards RTE Act, 2009. It is therefore, the null hypothesis, 'There is no significant difference among teachers perception towards RTE Act, 2009 with respect to the variable; Years of Experience' is partially tenable and partially rejected.

#### FINDINGS OF THE STUDY

1. Elementary teachers do not possess the perception towards RTE Act 2009, with its dimensions such as Availability, Accessibility, Acceptability and Adaptability.
2. There is no significant difference between the mean scores of male and female teacher's perception towards RTE Act, 2009.
3. There is no significant difference between the mean scores of rural and urban teacher's perception towards RTE Act, 2009.
4. There is no significant difference between the mean scores of secondary grade and graduate

teachers perception towards RTE Act, 2009.

5. There is significant difference among the mean scores of Govt., Aided and Self-financing school teachers perception towards RTE Act, 2009.
6. There is some significant difference found among prospective teachers perception towards RTE Act (dimensions of Availability, Adaptability and Accessibility) with respect to the variable; years of experience.

## CONCLUSION

The purpose of any research is to find solution scientifically for the problem related to education, society etc. The investigator has chosen the

perception of teachers towards RTE Act 2009 which is very sufficient in this present educational scenario. This Act made revolutionary changes in the traditional system by making the education up to 14 years of age for every child as a fundamental right in India. Every individual, irrespective of race, gender, nationality, ethnic or social origin, religion or political preference, age or disability, is entitled to get free and compulsory elementary education. The provisions as stated in the RTE act are still out of reach to the children. To overcome this situation people have to be made aware of the RTE ACT 2009. Through this study we can also understand the progress of RTE ventures after the implementation of this act in April 1, 2010.

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