

# A STUDY OF AWARENESS OF THE PROVISIONS OF RTE ACT 2009 AMONG BASIC, MADHYAMIK AND CBSE BOARD UPPER PRIMARY SCHOOL TEACHERS IN RELATION TO THEIR GENDER

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## ABSTRACT

*The Right of Children to Free and Compulsory Education Act 2009 is a fundamental right of children up to age six to fourteen years old. This Act covers all over states of India except Jammu and Kashmir. After a long journey it was passed in August, 2009. During the formation of Indian constitution the issue of free and compulsory education was included in 'Directive Principles of State Policy'. In independent India Supreme Court of India passed a provision as 86<sup>th</sup> amendment of constitution in 2002 and added a sub-article as 21A, which provides a fundamental right of elementary education to every child of India up to age 6 to 14 years. The present study is a try out to find out awareness level of RTE Act provisions among male and female upper primary school teachers of Basic, Madhyamik and CBSE boards. Study was delimited to upper primary schools of Sambhal District of Uttar Pradesh State. Two-way ANOVA statistical technique was used to analyze the data.*

**Key words:** RTE Act 2009, Awareness, Free and Compulsory Education, Article 21A, Fundamental Right.

## Introduction

Education is a tool to change the society. Education to all may be a solution to empower the whole society and generations. The educational facilities must reach to every door if we want to educate every citizen of our country. Firstly, in India Maharaja Sayaji Rao Gayakwad, ruler of Baroda state made a successful effort to provide the free education to children. After that, during British rule Gopal Krishnan Gokhale presented a Bill to have a demand for free and compulsory education before British rule in 1910-1911, but failed. Again in 1937 Mahatma Gandhi served an idea for free and compulsory education before 'Rashtriya Shiksha Parishad' but Parishad rejected the proposal due to lack of economic resources. The issue to Free and Compulsory Education also rose toward the constitution assembly but the Assembly put this issue under 'Directive Principles of State Policy' under article 45, not in the category of fundamental rights. The Supreme Court judgment in the case of Unnikrishnan J.P. vs. State of Andhra Pradesh and others (SC. 2178, 1993) makes elementary education a fundamental right and states that; "The right of life is incomplete without education and it is a supreme duty of state to provide free and compulsory education for the age group 6-14 years." In 2002 Indian parliament passed a constitutional amendment and a new sub article in article 21 as article 21A was included. So

the issue of free and compulsory education took a form of fundamental right of elementary education to the age group 6-14 years.

The Right of Children to Free and Compulsory Education (RTE) Act 2009 passed by the Indian parliament mandates free and compulsory education of all children of 6-14 years age until they complete elementary education in a neighborhood school. The RTE Act 2009 shall make an arrangement to free and compulsory education for every child of India. To take elementary education facilities, is the fundamental right of every child and the state is directly responsible to provide elementary education infrastructure for children education to the age group of 6-14 years. There some salient features of RTE Act 2009.

- State shall provide free and compulsory elementary education to every child of 6 to 14 years of age group in prescribed manner.
- Every private school shall admit 25 % of children of weaker section for free elementary education.
- Mental and physical harassment of child will be banned.
- Curriculum should be in mother tongue of child and in child centered manner.
- No child will be held back in any class till completion his/ her elementary education.
- School Management Committee will be responsible to prepare school development plan.
- State shall provide academic and physical infrastructure for every school.

If we want good implementation of RTE Act 2009 and want that it would be Magna Carta of Indian Elementary Education, it is desirable that every teacher should have awareness of the provisions of RTE Act 2009. In this context, present study is an attempt to find out 'RTE Act Awareness' among upper primary schools teachers of Basic Shiksha Parishad and CBSE board in relation their gender.

### **Population and sampling**

The investigator selected upper primary schools teachers of Basic, Madhyamik and CBSE board, located in District Sambhal for study of awareness about the provisions of RTE Act 2009. Random Sampling was used to collect data. A sum of 300 teachers was taken as sample.

### **Statistical Method and Research Tool**

The researcher used ANOVA (Analysis of Variance) to analyze the collected data. A self-made research tool named 'RTE Awareness Scale' was used to collect data. The reliability and validity was found satisfactory of research tool.

### **Objectives of the Study**

1. To find out the awareness level of upper primary school teachers' of Basic Shiksha Parishad, Madhyamik shiksha Parishad and CBSE board about the provisions of RTE Act 2009
2. To find out the awareness level of Male and Female teachers about the provisions of RTE Act 2009
3. To find out the interaction effect of board and gender of awareness about the provisions of RTE Act 2009

## Hypothesis

**Hypothesis-1-** There is no significant influence of Board on awareness of upper primary school teachers about the provisions of RTE Act 2009

**Hypothesis-2-** There is no significant influence of Gender on awareness of upper primary school teachers about the provisions of RTE Act 2009

**Hypothesis-3-** There is no significant interaction between Board and Gender on awareness of upper primary school teachers about the provisions of RTE Act 2009

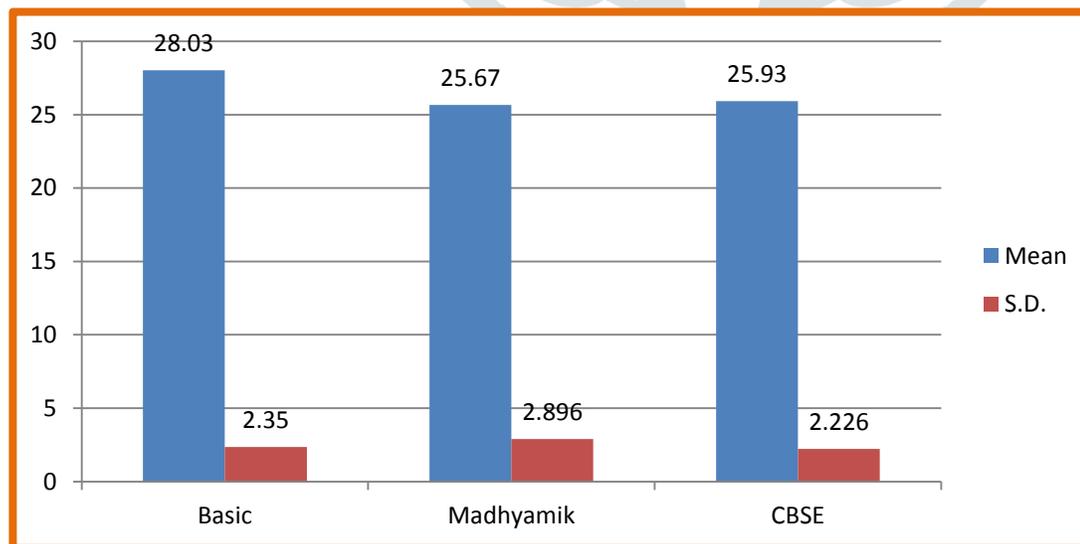
## Analysis and Interpretation

**Hypothesis-1- There is no significant influence of Board an awareness of upper primary school teachers about the provisions of RTE Act 2009**

To know whether board has any effect on RTE Act Awareness of upper primary school teachers, mean and standard deviation for various boards were calculated. These values are shown in Table 1. Results of analysis of variance have been presented in Table 2.

**Table 1- Mean and Standard Deviation of Awareness**

Board	Mean	Std. deviation	N
Basic	28.03	2.350	100
Madhyamik	25.67	2.896	100
CBSE	25.93	2.226	100



**Figure 1- Mean value and S.D. of boards**

**Table 2- Summary of ANOVA**

Source	Sum of square	df	Mean square	F- value
Board	334.907	2	167.453	28.081*
Gender	2.430	1	2.430	.407
Board*Gender	111.920	2	55.960	9.384*
Error	1753.180	294	5.963	

**\*significant at 0.05 level of significance**

Results of Analysis of Variance show that F- value for Board is 28.081. This value of F is highly significant at df (2,294) and 0.05 level of significance. Hence the null hypothesis that 'there is no significant influence of Board on awareness of upper primary school teachers towards the provisions of RTE Act 2009', is rejected. This indicates that Board has influence on awareness of upper primary school teachers.

To know influence of various boards on awareness of upper primary school teachers about RTE Act 2009, mean value and standard deviation were calculated for all boards. These values are shown in Table-1 given below.

Since F-value is significant, this means that groups are significantly different from each other. Taking mean value from the Table 1 of Basic Shiksha Parishad, Madhyamic Shiksha Parishad and CBSE board were found as 28.03, 25.67 and 25.93 respectively. It indicates that mean value of every group is different from each other, so the difference is significant among them. If we compare the mean value within groups, then we know that, the mean for Basic upper primary teachers is highest, so it influence more than others. The mean of Madhyamik Shiksha Parishad is least, so it has influence all time low on awareness of upper primary school teachers.

After analysis of above data, we can conclude the reasons of result found. The F-value 28.081 is highly significant at df (2,294) and 0.05 level of significance. It indicates that all the groups are significantly different from each other. Taking the mean values of all the groups, Basic Shiksha Parishad has all time high mean as 28.03 and Madhyamik Shiksha Parishad has all time low mean as 25.67. It indicates that upper primary school teachers of Basic Shiksha Parishad were found most aware about the provisions of RTE Act 2009 and Madhyamik Shiksha Parishad teachers were found to be all time low aware. The reasons may be that teachers of basic shiksha parishad receive more departmental and in-service training and workshops related the RTE Act, while madhyamik shiksha parishad does not organize training related RTE Act, generally. The schools of basic shiksha parishad run till the standard 1 to 8, so they are fully devoted and responsible to implement the RTE Act till 1 to 8 standards, while the schools of madhyamik shiksha parishad run till standard 6 to 12, therefore, they may not pay attention towards RTE Act awareness of teachers up to class 1 to 8. In the Basic schools, its paying more attention towards education according RTE Act but in madhyamik shiksha parishad it is secondary, they pay more attention on higher classes.

**Hypothesis-2- There is no significant influence of Gender on awareness of upper primary school teachers about the provisions of RTE Act 2009**

From table-2, results of analysis of variance show that F-value for gender is .407. This value of F is not significant at 0.05 level of significance and df (1, 294). Hence the null hypothesis that 'there is no significant

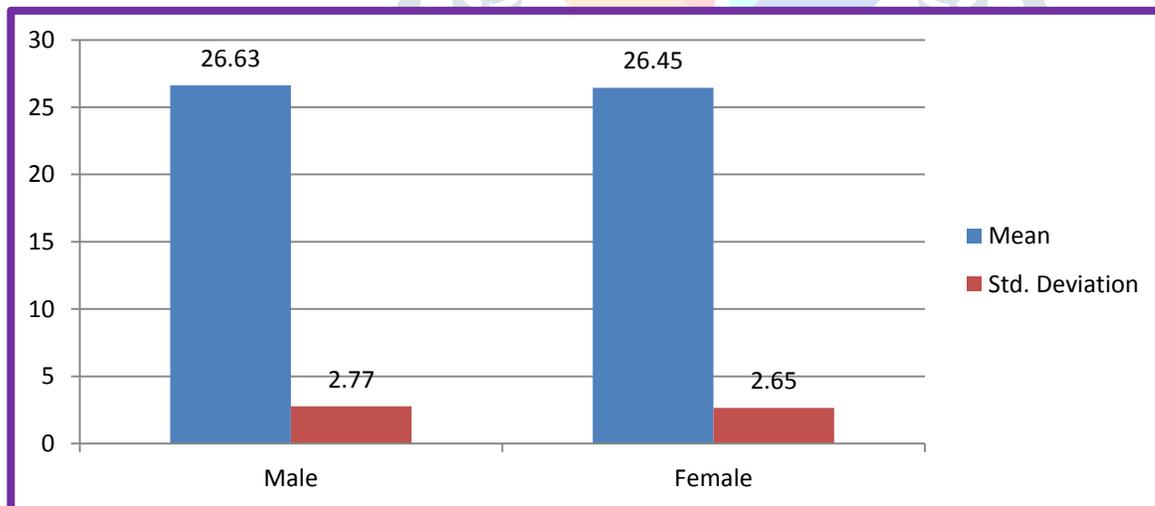
influence of Gender on awareness of upper primary school teachers towards the provisions of RTE Act 2009', is accepted. This shows that Gender has no significance influence on awareness of upper primary school teachers.

**Table 3- Mean and Standard Deviation of Awareness**

Gender	Locality	Mean	Std. Deviation	N
Male	Rural	26.23	2.812	75
	Urban	27.04	2.699	75
	Total	26.63	2.777	150
Female	Rural	26.68	2.872	75
	Urban	26.23	2.419	75
	Total	26.45	2.656	150
Total	Rural	26.45	2.842	150
	Urban	26.63	2.587	150
	Total	26.54	2.714	300

To know whether Gender has any effect on awareness of upper primary school teachers about RTE Act 2009, mean and standard deviation of awareness for different groups were calculated. These values are shown in Table-3. Results of analysis of variation have been presented in Table-2.

Since F value is not significant, this means that no group differs significantly from each other. From the above Table-3 taking mean value of male and female were found as 26.23 and 27.04, respectively. It indicate that both the groups have slight mean difference from each other, so not significantly different and all the groups may be equally aware about the provisions of RTE Act 2009.



**Figure- 2- Mean and Standard Deviation of gender**

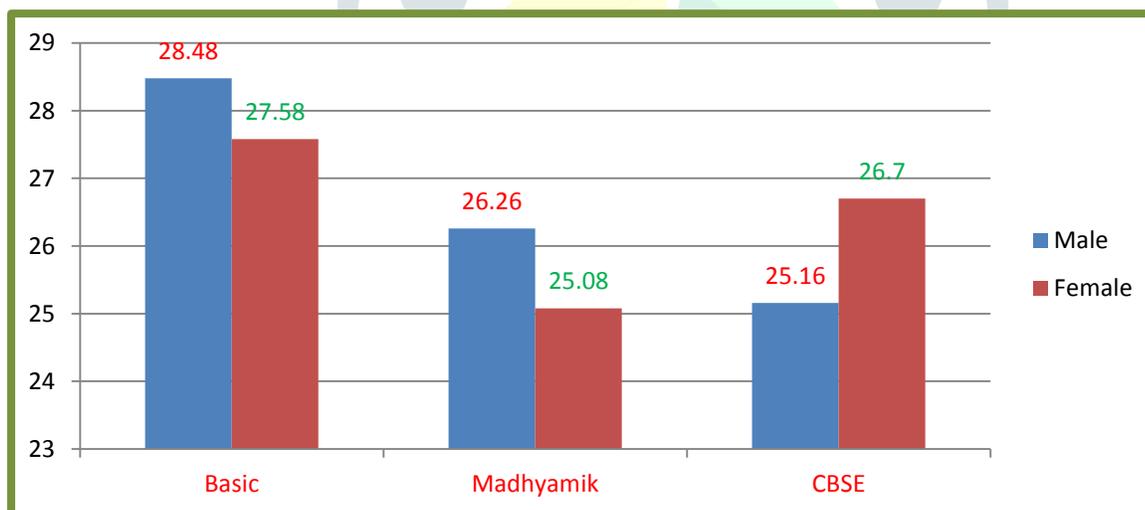
The F- value .332 for the Gender (male and female) of upper primary school teacher on RTE Act awareness indicates that variance between does not significantly differ from each other. It means that both the groups have almost same awareness about the provisions of RTE Act 2009. The reasons of above result may be that at the school level both male and female teachers are involved in RTE related activities. Both male and female teachers of upper primary schools participate in departmental and school level training based on RTE Act provisions. So they get equal opportunity of knowing about RTE Act 2009. Generally male and female teachers work together in the upper primary schools, so they exchange their knowledge about RTE also.

### Hypothesis-3- There is no significant interaction between Board and Gender on awareness of upper primary school teachers about the provisions of RTE Act 2009

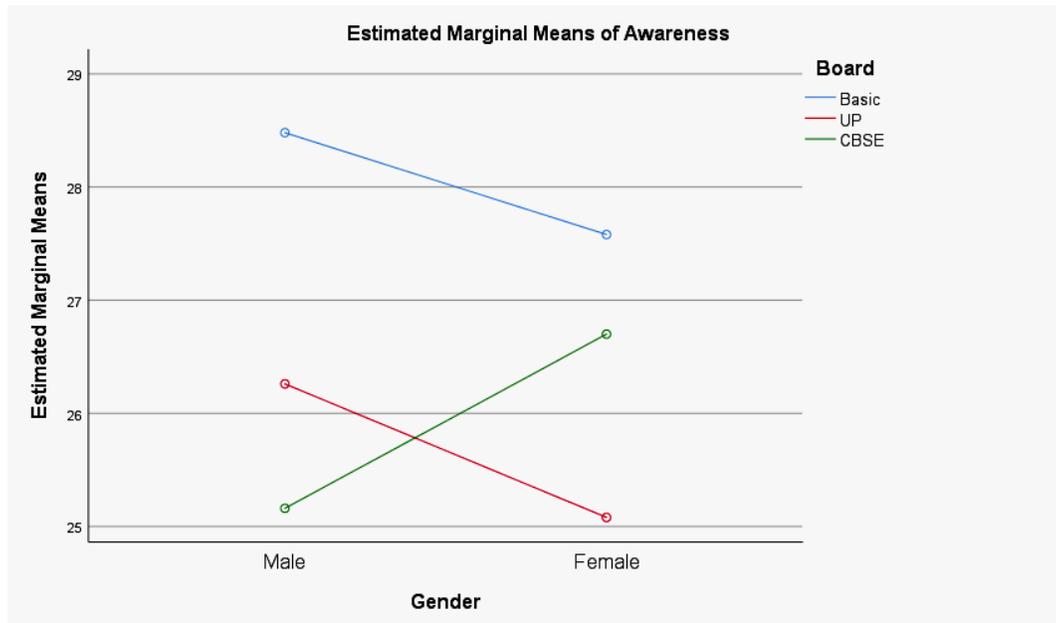
From the Table-2, the F-value for the interaction effect between board and gender on RTE Act awareness was also found to be significant ( $F=9.384$ ,  $p< 0.05$ ) meaning thereby that male and female teachers in relation to their school board (basic, madhyamik and CBSE) differ in RTE Act awareness. So the null hypothesis that ‘there is no significant interaction effect between Board and Gender on awareness of upper primary school teachers towards the provisions of RTE Act 2009’, is rejected. To further explain the effect of interaction, graph was plotted between the adjusted means for different groups on awareness (Table 4) and the same has been presented in figure 3 below-

**Table 4- Mean value of Boards and Gender**

Board	Gender	Mean	S.D.	N
Basic	Male	28.48	2.033	50
	Female	27.58	2.572	50
	Total	28.03	2.350	100
Madhyamik	Male	26.26	2.856	50
	Female	25.08	2.842	50
	Total	25.67	2.896	100
CBSE	Male	25.16	2.307	50
	Female	26.70	1.865	50
	Total	25.93	2.226	100



**Figure- 3- showing mean of Board and Gender**



**Figure 4- Estimated marginal means of Board and Gender**

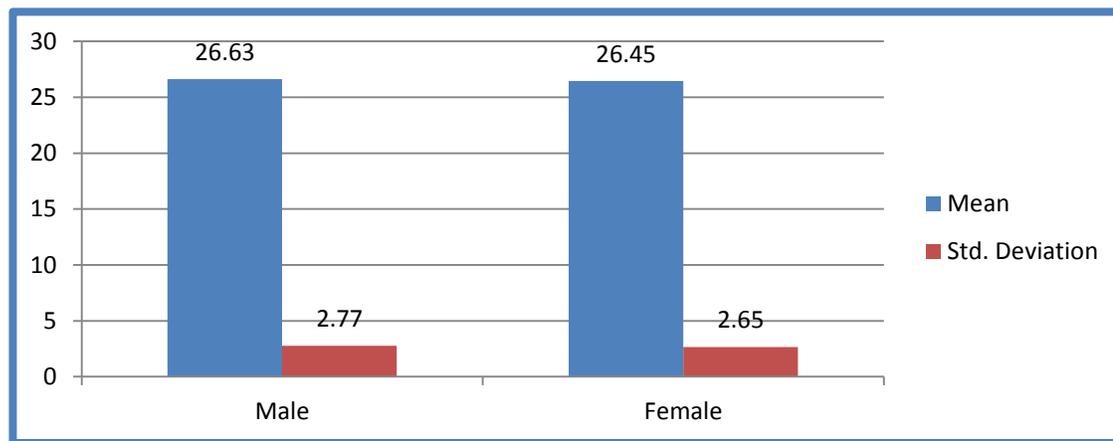
Graph presented above shows that two lines joining Board and Gender are not parallel; the lines are intersecting each other, so this shows the cross over interaction between groups. The interaction between Board and Gender for awareness level of upper primary school teachers about RTE Act provisions is found significant, at 0.05 level of significance. The significant F- value of interaction implies that Basic, Madhyamik and CBSE board upper primary teachers has effect on RTE awareness of male and female upper primary school teachers. So the null hypothesis that ‘There is no significant interaction between Board and Gender on awareness of upper primary school teachers towards the provisions of RTE Act 2009’, is rejected.

According to Table 4 the mean value of Basic (male and female) teachers are greater than madhyamik and CBSE board teachers. So, the RTE awareness level of Basic upper primary teachers is greater than others. The reason may be that the basic teachers receive more departmental training and workshops than other board and they are direct in touch of RTE provision due to all classes are lying under RTE Act 2009 in their school.

**Table- 5- Post Hoc analysis of significant interaction**

(I) Board	(J) Board	Mean difference (I-J)	Std. error
Basic	Madhyamik	2.36	.345
	CBSE	2.10	.345
Madhyamik	Basic	-2.36	.345
	CBSE	-.26	.345
CBSE	Basic	-.210	.345
	Madhayamik	.26	.345

To investigate the responsible group for interaction effect, the post Hoc analysis has been done. According the table 5 Basic is appearing the caused group to be significant of interaction. So the awareness level of Basic upper primary differs for Madhyamik and CBSE upper primary teachers.



**Figure- 5- Mean and Standard Deviation of gender**

### Conclusion

The present study was an investigation of awareness level of RTE Act provisions among male and female teachers of Basic Shiksha Parishad, Madhyamik Shiksha Parishad and CBSE board upper primary teachers. The results of analysis point out that upper primary teacher of Basic were found more aware than Madhyamik (UP Board) and CBSE Board about RTE Act provisions. Same as male and female teachers of upper primary schools were found almost similar aware about RTE Act provisions 2009.

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