

# ATTITUDE TOWARDS RTE ACT 2010: AN ATTITUDINAL STUDY AT PRIMARY TEACHERS LEVEL

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*Abstract:* The investigator made know the levels of attitude of primary school Teachers towards the “Right to Education Act, 2010” perceived by teachers. This study was conducted in the district of Bangalore, Karnataka. The researcher has used Descriptive Survey method. The sample consists of 100 Teachers from 50 (Fifty) selected primary schools which are situated in the district of Bangalore Urban District, Karnataka. The Purposive sampling technique has been used for the selection of sample. The investigators have developed one Questionnaire by themselves to measure the attitude of Teachers towards the Right to Education Act, 2010 and its practical implementation in primary school education. The investigators analyzed the data item wise by using simple percentage technique. The overall results indicate that the attitude of primary school teachers was different with different items. The primary school teachers have given their opinion in favour with the few items related to RTE Act, 2010.

**Index Terms** –Attitude, RTE Act, 2010, Primary Teachers.

## I. INTRODUCTION

Right to Education Act (RTE) provided free and compulsory education to children in 2009 and enforced it as a fundamental right under Article 21-A. The Right to Education serves as a building block to ensure that every child has his or her right to get a quality elementary education. The RTE Act has successfully managed to increase enrolment in the upper primary level (Class 6-8). Stricter infrastructure norms resulted in improved school infrastructure, especially in rural areas. More than 3.3 million students secured admission under 25% quota norm under RTE. It made education inclusive and accessible nationwide. Removal of “no detention policy” has brought accountability in the elementary education system. The Government has also launched an integrated scheme, for school education named as **Samagra Shiksha Abhiyan**, which subsumes the three schemes of school education: Sarva Shiksha Abhiyan (SSA); Rashtriya Madhyamik Shiksha Abhiyan (RMSA); Centrally Sponsored Scheme on Teacher Education (CSSTE). It has been ten years since the implementation of RTE Act, but it can be seen that it still has a long way to go to be called successful in its purpose. Creation of a conducive atmosphere and supply of resources would pave the way for a better future for individuals as well as the nation as a whole.

In 2009, Indian Government has adopted the ‘Right to Education Act’ to ensure the Free and Compulsory Elementary Education for every child between the age group of 6-14 years by mentioning so many basic provisions. Few important basic provisions of the RTE Act (2009) has mentioned below:

1. The name of the Act is “The Right of Children to Free and Compulsory Education Act, 2009”.
2. It shall extend to the whole of India.
3. It is an Act to provide for free and compulsory education to all children of the age of 6-14 years i.e. from Class I to VIII.
4. Both the Central and State Government will share the financial and other responsibilities.
5. The private school managements have to take at least 25% of the class strength should belong to the economically weaker sections (EWS) in the neighbourhood at the time of admission in Class-I and provide free and compulsory elementary education till its completion.

6. No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education.
7. A teacher shall maintain regularity and punctuality in attending the school and complete curriculum within the specified time.
8. Teacher vacancy in a school shall not exceed 10 percent.
9. No teacher shall be deployed for any non-educational purpose either than the decennial population census duties relating to disaster relief and general election in different purpose.
10. There shall be a library in each school providing newspapers, magazines and books on all subjects including story books.

## II. NEED AND IMPORTANCE OF STUDY

The Right to Education act has clearly laid down distinct responsibilities for the centre, state and local bodies for its implementation. However, a lot of states have been complaining about the lack of funds being received which is making it impossible to meet with the appropriate standard of education in the schools needed for universal education. Hence, the centre that is at the receiving end of the revenue will have to subsidize for the states. The Right to Education Act states that it is the responsibility of the government to endow every child with free and compulsory education and it should also ensure their attendance and accomplishment of their elementary education. It specifically explains that free education should be provided wherein no child should pay any kind of amount or fees to the school for acquiring elementary education. Parents of the child should not be charged for any kind of educational facilities provided to the children. Hence, it is the complete liability of the government to sustain all the expenditure incurred in the process of providing education to the children. It is not only the government schools but private schools are also supposed to reserve 25% of the seats for unprivileged children of the society.

### 2.1 Statement of the Problem

The topic selected for the investigation is “Attitude towards RTE Act 2010: An Attitudinal Study at Primary Teachers Level”

### 2.2 Objective of the Study

To study the attitude of teachers at primary level towards RTE Act 2010 and its implementation in elementary education.

### 2.3 Research Questions

Are the attitudes of teachers of elementary level favourable towards the various aspects enshrined in the RTE Act, 2010.

## III. METHODOLOGY

In the present study, the investigator employed the ‘survey method.’ Survey method is a method for collecting and analyzing data, obtained from large number of respondents representing specific population collected through highly structured and detailed questionnaire.

### 3.1 Sample

The primary school teachers in the District of Bengaluru have been elected as population for the present study. The researcher have selected only 100 teachers from the (fifty) selected primary schools which are situated in the District of Bengaluru Urban District, Karnataka as sample for the present investigation. The purposive sampling technique had been used in the selection of sample.

### 3.2 Tools Used for Data Collection

The researcher has utilized Attitude Scale as a tool for data collection for the present investigation. The questionnaire consists of 10 items with the combination of positive and negative items. The questionnaire has been constructed on the basis of Likert’s Five Point scale i.e. Strongly Agree, Agree, Indifferent, Disagree and Strongly Disagree.

### 3.3 Statistical Techniques of Data Analysis

The collected data was analyzed by utilizing simple percentage analysis.

#### IV. TECHNIQUES OF DATA ANALYSIS

Item wise Analysis of the Levels of Agreement observed by the Teachers

##### Item No-1: “Through the RTE Act (2010), only quantitative improvement is possible

Levels of Agreement	Frequency	Percentage
Strongly Agree	15	15.0
Agree	19	19.0
Indifferent	19	19.0
Disagree	29	29.0
Strongly Disagree	18	18.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

The above table shows that out of 100 Teachers, 15.0%, 19.0%, 19.0%, 29.0% and 18.0% Teachers have given their opinion at the level of Strongly Agree, Agree, Indifferent, Disagree and Strongly Disagree against the Item No-1 respectively. It means that total 34.0% teachers are agree, 19.0% teachers are indifferent and 47.0% teachers are disagree with the item no-1. Most of the teachers, the quantitative improvement of education is possible through the RTE Act (2010).

##### Item No-2: “It is not right to pass all students upto class VIII in the examination for quality of education

Levels of Agreement	Frequency	Percentage
Strongly Agree	16	16.0
Agree	19	19.0
Indifferent	21	21.0
Disagree	19	19.0
Strongly Disagree	25	25.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

The above table show that out of 100 Teachers, 16.0%, 19.0%, 21.0%, 19.0% and 25.0 teachers have given their opinion at the level of Strongly Agree, Agree, Indifferent, Disagree and Strongly Disagree against the Item No-2 respectively. It means that total 35.0% teachers are agree, 21.0% teachers are indifferent and 44.0% teachers are disagree with the item no-2. Most of the teachers, it is not right to pass all students upto class VIII in the examination for maintaining the quality of education.

##### Item No-3: “The RTE Act (2010) has ensured the right to take education for the students of all classes of the society”

Levels of Agreement	Frequency	Percentage
Strongly Agree	20	20.0
Agree	21	21.0
Indifferent	23	23.0
Disagree	18	18.0
Strongly Disagree	18	18.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

The above table show that out of 100 Teachers, 20.0%, 21.0%, 23.0%, 18.0% and 18.0% Teachers have given their opinion at the level of Strongly Agree, Agree, Indifferent, Disagree and Strongly Disagree against the Item No-3 respectively. It means that total 41.0% teachers are agree, 23.0% teachers are indifferent and 36.0% teachers are disagree with the item no-3. Primary teachers, the RTE Act (2010) has ensured the right to take education for the students of all classes of the society.

**Item No- 4: “The RTE Act (2010) has created so many critical problems in the students’ admission procedure of the schools”**

Levels of Agreement	Frequency	Percentage
Strongly Agree	14	14.0
Agree	20	20.0
Indifferent	18	18.0
Disagree	25	25.0
Strongly Disagree	23	23.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

The above table show that out of 100 Teachers, 14.0%, 20.0%, 18.0%, 25.0% and 23.0% Teachers have given their opinion at the level of Strongly Agree, Agree, Indifferent, Disagree and Strongly Disagree against the Item No-4 respectively. It means that total 34.0% teachers are agree, 18.0% teachers are indifferent and 48.0% teachers are disagree with the item no-4. Primary teachers, the RTE Act (2010) has not created many critical problems in the students’ admission procedure of the schools.

**Item No-5: “According to the RTE Act (2010), the provision of 25% seat reservation for the students of backward classes in private schools, will increase the interest of them to take education”**

Levels of Agreement	Frequency	Percentage
Strongly Agree	16	16.0
Agree	20	20.0
Indifferent	25	25.0
Disagree	18	18.0
Strongly Disagree	21	21.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

The above table show that out of 100 teachers, 16.0%, 20.0%, 25.0%, 18.0% and 21.0% Teachers have given their opinion at the level of Strongly Agree, Agree, Indifferent, Disagree and Strongly Disagree against the Item No-5 respectively. It means that total 36.0% teachers are agree, 25.00% teachers are indifferent and 39.0% teachers are disagree with the item no-5. So, we can say that most of the teachers think that the provision of 25% seat reservation for the students of backward classes in private schools which is said in the RTE Act-2010, will increase the interest among them to take education.

**Item No-6 “It is possible to solve the problem of drop out in primary education completely through the RTE Act (2010)”**

Levels of Agreement	Frequency	Percentage
Strongly Agree	19	19.0
Agree	18	18.0
Indifferent	23	23.0
Disagree	20	20.0
Strongly Disagree	20	20.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

The above table shows that out of 100 teachers, 19.0%, 18.0%, 23.0%, 20.0% and 20.0% Teachers have given their opinion at the level of Strongly Agree, Agree, Indifferent, Disagree and Strongly Disagree against the Item No-6 respectively. It means that total 37.0% teachers are agree, 23% teachers are indifferent and 40.0% teachers are disagree with the item no-6. Most of primary teachers think that it is possible to solve the problem of drop out in primary education completely through the RTE Act (2010).

**Item No-7 “According to RTE Act (2010), the flexibility in the process of admission will encourage the parents to send their children to school”**

Levels of Agreement	Frequency	Percentage
Strongly Agree	24	24.0
Agree	15	15.0
Indifferent	24	24.0
Disagree	16	16.0
Strongly Disagree	21	21.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

The above table shows that out of 100 Teachers, 24.0%, 15.0%, 24.0%, 16.0% and 21.0% Teachers have given their opinion at the level of Strongly Agree, Agree, Indifferent, Disagree and Strongly Disagree against the Item No-7 respectively. It means that total 39.00% teachers are agree, and 37.0% teachers are disagree with the item no-7. So, we can say that most of the teacher thinks that, the flexibility in the process of admission said in the RTE Act-2010, will encourage the parents to send their children to school.

## V. CONCLUSION

The ‘Right to Education Act (RTE Act)’ passed by the Indian Government in 2010, 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.

## VI. REFERENCES

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