



A Study of Right to Education act Among Schoolteachers with Respect to Few Selected Background Variables

KEYWORDS

Dr.T.Pradeep Kumar

Associate Professor, St.Pauls M.Ed College, Affiliated to Bangalore University, Bangalore, Karnataka

ABSTRACT *The present study aims to investigate Right to Education act among school teachers with respect to few selected background variables, study revealed that Male teacher tends more towards RTE act compared to female teachers, senior teacher tends more towards RTE act compared to junior teachers, married teacher tends more towards RTE act compared to unmarried teachers.*

Introduction:

The Right to Education Act 2009 (RTE) has ushered in hope for school education in the country. 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 right to education act seeks to give effect to the amendment. 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. The National Commission for Elementary Education shall be constituted to monitor all aspects of elementary education including quality. It is the culmination of efforts made by educationists, members of civil society and judiciary for the last many years. Free and compulsory education for all children had been debated even in pre-Independence years. It made its way into the Constitution as a Directive Principle of State Policy under the former Article 45, whereby states were required to ensure provision of free and compulsory education (FCE) to all children till the age of 14 years within a period of 10 years of the formulation of the Constitution (Central Advisory Board of Education ,2005). There is enough evidence to suggest that this goal has not been achieved even several decades after India became independent. With the RTE coming into force, there is an expectation that this will finally be translated into provision of quality school education for all children. It is the primary responsibility of the Government to ensure implementation of the Act. Being part of the concurrent list, the Central and state governments are both responsible for ensuring effective implementation of the Act. There has been significant improvement in terms of the number of primary schools, largely due to additional resources made available through the Sarv Shiksha Abhiyaan to bridge existing gaps (Kingdon, Geeta Gandhi ,2007).

Methodology:

Objectives of the Study:

The Present study was undertaken with the following objectives:

- To compare mean scores of right to education act among male and female teachers
- To compare mean scores of right to education act among junior and senior teachers
- To compare mean scores of right to education act among married and unmarried teachers

Hypotheses:

In order to pursue the objectives of the study the following hypotheses were framed:

There is no significant difference of right to education act among male and female teachers

There is no significant difference of right to education act among junior and senior teachers

There is no significant difference of right to education act among married and unmarried teachers

Sampling Design: In the present study, a sample of 150 teachers belonging to primary and secondary schools of Bangalore city, Karnataka during the academic year 2012-2013 were selected. Data regarding the right to education act were collected through simple random sampling technique through survey method.

Tools of Research: The tool used for the present study was Scale on Right to Education Act was developed by Dr Saroj Vyas (2012) was adopted.

Statistical Techniques employed: t-test was used for testing the hypotheses for the significance of mean difference in the right to education act scores of various groups was compared.

Analysis and Interpretation:

Hypothesis 1:

There is no significant difference of right to education act among male and female teachers

Table showing level of significance of right to education act among male and female teachers

Variable	Group	N	Mean	S.D	t-Value	Level of significance
Gender	Male	59	11.983	1.0084	3.019	*Sig at 0.01
	Female	91	10.351	1.385		

Table showing that the obtained t-value 3.019 is greater than the tabled t-value of 2.576 for the degrees of freedom 148 at 0.01 level. Thus the null hypothesis is rejected and alternative hypothesis is accepted and hence it is concluded that there is a significant difference of right to education act among male and female teachers. Comparing the mean values the male teacher (11.983) is higher than that of female teacher (10.351). Hence male teacher tends more towards RTE act compared to female teachers.

Hypothesis 2:

There is no significant difference of right to education act among junior and senior teachers

Table showing level of significance of right to education act among junior and senior teachers

Variable	Group	N	Mean	S.D	t-Value	Level of significance
Age	Junior	44	9.954	1.641	4.177	*Sig at 0.01
	Senior	106	10.860	0.995		

Table showing that the obtained t-value 4.177 is greater than the tabled t-value of 2.576 for the degrees of freedom 148 at 0.01 level. Thus the null hypothesis is rejected and alternative hypothesis is accepted and hence it is concluded that there is a significant difference of right to education act among junior and senior teachers. Comparing the mean values the senior teacher (10.860) is higher than that of junior teacher (9.954). Hence senior teacher tends more towards RTE act compared to junior teachers.

Hypothesis 3:

There is no significant difference of right to education act among married and unmarried teachers

Table Showing level of significance of right to education act among married and unmarried teachers

Variable	Group	N	Mean	S.D	t-Value	Level of significance
Marital status	Married	135	10.888	0.9975	11.183	*Sig at 0.01
	Unmarried	15	8.000	0.1000		

Table showing that the obtained t-value 11.183 is greater than the tabled t-value of 2.576 for the degrees of freedom 148 at 0.01 level. Thus the null hypothesis is rejected and alternative hypothesis is accepted and hence it is concluded that there is a significant difference of right to education act among married and unmarried teachers. Comparing the mean values the married teacher (10.888) is higher than that of unmarried teacher (8.000). Hence married teacher tends more towards RTE act compared to unmarried teachers.

Findings of the study:

There is a significant difference of right to education act among male and female teachers. Comparing the mean values the male teacher (11.983) is higher than that of female teacher (10.351). Hence male teacher tends more towards RTE act compared to female teachers.

There is a significant difference of right to education act among junior and senior teachers. Comparing the mean values the senior teacher (10.860) is higher than that of junior teacher (9.954). Hence senior teacher tends more towards RTE act compared to junior teachers.

There is a significant difference of right to education act among married and unmarried teachers. Comparing the mean values the married teacher (10.888) is higher than that of unmarried teacher (8.000). Hence married teacher tends more towards RTE act compared to unmarried teachers.

Educational Implications

The study revealed that there is a significant difference of right to education act among male and female teachers. Comparing the mean values the male teacher (11.983) is higher than that of female teacher (10.351). Hence male teacher tends more towards RTE act compared to female teachers. This may be due to the male teacher has more impact towards the RTE act, because male teachers are bread earner for their family and it may help their children to get the free and compulsory education. RTE act must have been strongly impacted in the minds of the male teachers. There is lot of opinion regarding the RTE act among male and female teacher this result may be due to these reasons.

The study revealed that there is a significant difference of right to education act among junior and senior teachers. Comparing the mean values the senior teacher (10.860) is higher than that of junior teacher (9.954). Hence senior teacher tends more towards RTE act compared to junior teachers. This may be due to the senior teachers have more experience in life about family, children, society, living conditions, economic values, so this result may be due all these instances.

The study revealed that there is a significant difference of right to education act among married and unmarried teachers. Comparing the mean values the married teacher (10.888) is higher than that of unmarried teacher (8.000). Hence married teacher tends more towards RTE act compared to unmarried teachers. Definitely it is very obvious that a married teacher has more responsibility and burden of taking care of their family like parents, children etc. So in this view the RTE act will be more helpful for them so that their children will be free education and their economic conditions will be sorted out to some extent.

REFERENCE

- Central Advisory Board of Education (2005) Committee on Free and Compulsory Education Bill And Other Issues Related to Elementary Education, Government of India, New Delhi: |
- Kingdon, Geeta Gandhi (2007) Progress of school education in India, Oxford Review of Economic Policy, 23 (2): 168-195. United Kingdom. |
- Right of Children to Free and Compulsory Education (2009) Education Act, Government of India, New Delhi. |