



TEACHERS' ATTITUDE AND STUDENTS' AWARENESS ON THE RTE ACT, 2009

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Abstract

India has become a literate world at present with the impact of "the RTE Act, 2009" which can be traced in every Indian especially in teachers and students. The researchers' objectives are to know the teachers' attitude and awareness of students in eighth grade at secondary schools on "the RTE Act, 2009" based on gender and nature of affiliation of school. The investigators have utilized "descriptive survey" research approach in this investigation. A total of 64 teachers and 182 students randomly chosen from the secondary schools as samples for the investigation. The investigators have improved and normalized the Teachers' Attitude Scale (TAS) and Student Awareness Scale (SAS) towards "the RTE Act, 2009" and employed on the samples for gathered data. The gained data have been analyzed through "Mean, Standard Deviation (SD), and t test". It is found that teachers' attitude on the "RTE Act, 2009" doesn't differ for gender but substantially differed for nature of affiliation of school and awareness of students towards the "RTE Act, 2009" does not differ for gender and affiliation of schools. The female teachers' attitude on the "RTE Act, 2009" is more favorable than the male teachers on the basis of their obtained mean scores difference but Govt. school teacher's attitude towards the RTE Act, 2009 is more favorable than Govt. Aided secondary school teachers on the basis of significance difference of mean scores. The "girl students' awareness" on the "RTE Act, 2009" is greater than the boy students and Govt. school students were more aware towards the RTE Act, 2009 than Govt. Aided secondary school students.

Keywords: Elementary education, RTE Act 2009, Attitude and Awareness.

Introduction

We got freedom in 1947, but till now the world's maximum percentages illiterate people are Indians (According to the census report, 2011). When this news published in journal or book, we the educated Indians even our

teachers also say, that it is important information for examination, it should be remembered. But we never think it is ignominious to our nation. If we want to live with the human dignity and help to others, obviously education should be made available for everyone. Basically, eight years elementary education should be provided to every child for its total (Physical, Mental, Intellectual, Emotional, Social and Moral) development. Education is the fundamental part to comprehensive national development. The goals of education follow the goals of national development. It means the human resource development that is run by properly organized programmed of education. That begins with grass root level of education. So, Indian Government has covenanted to deliver freed and mandatory basic education to all preschoolers who are in the age span of six to fourteen years.

Essentiality of early education in our country should be deliberated from the constitution. Since the Indian constitution appeared into function in 1950, our Government stated the modalities to deliver between the time of (ten)10 years on and after the inception of the constitution for freed and obligatory education for every preschoolers up to fourteen years of ages in the **“Article 45 of Directive principles of State Policy”** in Indian constitution. But due to lack of specific obligation of the state and central govt. of finance and administrative, this step was not successful. So, in the year 2009 India Govt. passed through parliament **“The Rights of Children to free and compulsory education Act 2009”** Article 21A of Indian Constitution directs free and mandatory basic education for children aged 6-14, published on 27th August 2009 through Gazette notification. The Act took effect April 1, 2010 throughout India except Jammu and Kashmir.

The RTE Act, 2009

The Parliament of Indian has passed the “Right to Education Act, 2009” on July 20, 2009, in Rajya Sabha and 04th August 2009, in Lok Sabha after permitted by the President of India on 26th August 2009, the throwaway of the Act revealed on the Gazette on 27th August 2009. To assure the free and obligatory 8 years fundamental constitutional right to basic education of all preschoolers Who are under the age span of six-fourteen years, in India. Under the Article 21A constitution of India stated the modalities to reflect the effectiveness of elementary education to assure the lawful surety for free and obligatory education. India has become a member County of 135 countries by passing the **“Right of Children to free and Compulsory Education Act, 2009”**.

Some Basic Precautions beneath the RTE Act, 2009

- The act took effect on April 1, 2010.
- This act expanded to all states in India excepting J&K.
- This act assured to deliver free and compulsory elementary education any boy and girl child between the age grouping of six (6)-fourteen (14) years.
- **“The RTE Act, 2009 is called The Right of Children to Free and Compulsory Education Act, 2009.”**
- In the act basic education means class I-VIII, 8 years school education.
- The main facts of the Act 21A are school learners and learning.

- In this Act teacher, students' ratio in primary school, PTR: 30, and 35 in upper primary.
- Under this Act 21A schools are all govt. schools and govt. aided schools except Kendria Vidyalaya, Navodaya Vidyalayas and Army Schools.
- The Act 21A strictly prohibited physical punishment and mental torture to the students in school.
- Differently abled students are to be given equitable quality basic education in the age bracket of six (6)-fourteen (14) years with general students in main-stream schools.
- At the time of admission capitation fee or any kind of donation is not allowed from children's or guardians.
- Teachers are not allowed to privet tuition clearly said in the act.
- Primary schools would be within 1 kilometer and upper primary schools would be 3 kilometers from the neighborhood of children.
- Private or unaided schools will admit the poor students with free of charges in 25% of seats from the neighborhood of schools.
- Any child whose age is above 6 years and between 14 years but due to any cause he/she has not taken admission to any school or completed fundamental education, to have admitted him/her appropriate aged class.
- School should deliver a certificate to every child after completing the 8 years elementary education.
- Candidates who have passed the TET and have been trained by teachers are permitted to be picked for school in order to preserve quality education.
- It is compulsory to check the reflection of the "RTE Act, 2009 by **The National Commission for Protection of Child Right**".
- School should deliver transfer certificate to every child to admission another school under the RTE Act, 2009.

Review of Related literature

Mondal & Barman (2014) studied the difference in attitude between headmasters and teachers & among Teachers of secondary school towards the "RTE Act, 2009" based on sex & streams. They found that headmasters' attitude was moderate level, the teacher's attitude was more favorable than headmasters. They further found that attitude on "RTE Act, 2009" didn't differ among teachers' for sex and streams.

Lal (2014) studied teachers' awareness in rural & urban areas on "RTE Act, 2009" based on sex. He found that the male teachers' awareness was further favorable than female and further found, the rural & urban areas' male & female teachers' attitude were positive and rural & urban areas didn't differentiate in awareness towards The RTE Act between male & female teachers.

Chaturvedi & Kuldip (2015) investigated to know the congeniality and reflection of the basic provisions and promise of the RTE Act, 2009 in all the stakeholders. They found that there was poor reflection, lack of specific responsibility of various govts. and several sectors, as well as stateless of disunities of the society are preventing desirable improvement of the reflection of the “RTE Act, 2009”. Also, there needed learning materials, teaching-aids and apparatus according to the nature and needs of every individual disability. There needed to modify the infrastructure immediately and teachers were needed special training.

Talluri (2015) studied the primary school teachers’ attitude on the “RTE Act, 2009” based on sex, locality, and type of institution. He found that attitude on the “RTE Act, 2009” didn’t differ for sex, locality and types of institution.

Sen & Nazimuddin (2018) revealed favorable attitude among schoolteachers and nature of affiliation of schools did not differ in attitude towards the RTE Act, 2009 among teachers in Burdwan District.

Kumari & Rani (2022) found that demographic variables i.e., sex, location, designation did not differ in attitude of teachers towards the RTE Act, 2009. Furthermore, govt. and Private affiliation did not affect in attitude among teachers.

Sahoo & Sahoo (2023) found that implementation of “RTE Act, 2009” was very difficult in “**Tribal area of Odisha**” stated by halves of the teachers. There all the teachers were positive and courageous.

Yabe (2016) found meaningful difference in attitude towards the RTE Act, 2009, among teachers between non-tribal and tribal community but sex, level of education and location did not differ in attitude of teachers.

Objectives-

O₁: To study the teachers’ attitude of secondary schools on “the RTE Act, 2009” based on gender.

O₂: To study the teachers’ attitude of secondary school on “the RTE Act, 2009” on the basis of nature of affiliation of school.

O₃: To study the eighth-grade secondary school students’ awareness on “the RTE Act, 2009” based on gender.

O₄: To study the eighth-grade secondary school students’ awareness on “the RTE Act, 2009” based on the nature of affiliation of school.

Hypotheses

To proceed this study following null hypotheses have been formulated-

H₀₁: There is no significant distinction in attitude between male & female secondary school teachers' on “the RTE Act, 2009”.

H₀₂: There is no significant distinction in the attitude between Govt. and Govt. Aided secondary schools’ teachers’ attitude towards the RTE Act, 2009.

H03: There is no significant distinction in the awareness between boy and girl eighth-grade secondary schools' students' towards “the RTE Act, 2009”.

H04: There is no significant distinction in awareness between Govt. and Govt. Sponsored secondary schools eighth-grade students' awareness towards “the RTE Act, 2009”.

Methods and Participants

The “**descriptive survey research**” approach has been expended by the researchers to obtain the general results about the samples. All the teachers and eighth-grade students at secondary schools of “Barasat Sub. Div. of 24 Pgs (N), West Bengal” have been considered as populations of this investigation. The researchers utilized “**random sampling technique**” for the study. The samples have been selected randomly from ten different secondary schools. A total of 64 secondary school teachers and 182 eighth-grade students have been selected as samples of the present study.

Instruments

“Teachers’ Attitude Scale (TAS) towards the RTE Act, 2009” and “Students Awareness Scale (SAS) towards the RTE Act, 2009” have been developed and standardized by the researchers. After completing the expert reviewed and pilot studies both scales have been validated and finalized with 20 items. Both scales have secured the acceptable internal consistency through the Cronbach alpha reliability test.

Data Collection

From the randomly selected ten different Secondary Schools under Barasat Sub-division, North 24 Parganas, the tools were administered over 64 teachers and 182 students. The samples have been further divided according to gender and nature of school (see Table 1).

Table 1

Samples Pattern

Subjects	Gender	Number	Nature of Affiliation of school	Number	Total
Teachers	Male	33	Govt.	27	64
	Female	31	Govt. Aided	37	
Students	Boys	93	Govt.	88	182
	Girls	89	Govt. Aided	94	

“Results and Discussion”

The collected data have been displayed to statistical investigation and discussed in different subheadings related to the objectives of the study. The statistics have been given a comprehensive picture of Attitude and Awareness on the RTE Act, 2009 in the area of secondary school’s environment.

H01 : To determine the distinction of secondary school’s teachers' attitude on “the RTE Act, 2009” based on gender, the data was subjected to Mean, SD, and *t* test have been run the result are shown below (see Table 2).

Table 2*Mean Distinction of Attitude on “RTE Act 2009” between Male & Female Teachers*

Variables	Male		Female		<i>t</i> (62)	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Attitude Towards RTE Act, 2009	67.03	6.90	68.32	6.09	0.791	.431

The Mean of attitude towards the “RTE Act, 2009” among secondary schools’ teachers shows that the higher *Mean* value 68.32 has been obtained by the female teachers and comparatively lower *Mean* value 67.03 has been obtained by the male teachers. The *computed t* test value is 0.791, *df* is 62 and *p* value .431. There found that these differences have been considered as statistically not significant at .05 level as the *computed t* test value 0.791 is lower than the *t* judgmental value 1.99 and $p > .05$. The result reflected that, attitude on the “RTE Act, 2009” doesn’t differ for gender. Thus, the null hypothesis “**H₀₁**” has been accepted at .05 level of significance.

H₀₂: To ascertain the distinction in the teachers’ attitude of secondary school on “the RTE Act, 2009” based on nature of affiliation of school, the data are introduced to *Mean*, *SD*, and *t* value have been calculated as shown in **Table 3**.

Table 3*Mean Distinction in Attitude on “RTE Act 2009” between Govt. and Govt. Aided Teachers*

Variables	Govt. School Teachers		Govt. Aided School Teachers		<i>t</i> (62)	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Attitude Towards RTE Act, 2009	69.62	7.94	66.18	4.89	2.13	.036

The Mean of attitude towards the RTE Act, 2009 among secondary schools’ teachers shows that the highest *Mean* value 69.62 has been obtained by the Govt. school teachers and comparatively the lower *Mean* value 66.189 has been obtained by the Govt. Aided secondary school teachers. The *computed t* test value is 2.13 and *df* is 62, *p* value is .036. The computed values and the differences have been considered statistically significant at .05 level as the *computed t* test merit 2.13 is superior to *t* judgmental merit 1.99 and $p < .05$. The result reflected that, teachers’ attitude on “the RTE Act, 2009” in relation to nature of affiliation of school. Thus, the null hypothesis “**H₀₂**” is **not accepted** at the significant level of .05.

H₀₃: To determine the distinction in awareness of secondary school eighth-grade students’ on “the RTE Act, 2009” based on gender, the data are subjected to *Mean*, *S.D.*, and *t* value have been calculated which are stated below (see Table 4).

Table 4*Mean Distinction in Awareness on “RTE Act 2009” between Boy and Girl Students*

Variables	Boys		Girls		<i>t</i> (62)	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Awareness on RTE Act, 2009	12.54	2.35	12.80	2.02	0.79	.42

The Mean of awareness on “the RTE Act, 2009” among secondary school's eighth-grade students shows that the highest *Mean* value 12.80 has been obtained by the girl students and comparatively the lower *Mean* score 12.54 has been obtained by the boy students. The *computed t* test value is 0.799 and df is 180 and *p* value .424. These differences are considered statistically not significant at .05 level as the *computed t* test value 0.799 is lower than that *t* critical value 1.98 and $p > .05$. The result reflected that students' awareness on “the RTE Act, 2009” isn't related to gender. Thus, null hypothesis “**H₀₃**” has been accepted at .05 level of significance.

H₀₄: To understand the distinction in students' awareness of eighth-grade of secondary school on “the RTE Act, 2009” on the basis of nature of school, the data are displayed to *Mean, S.D.*, and *t* value have been calculated which are stated below (see Table 5).

Table 5*Mean Distinction in Awareness on “RTE Act 2009” between Govt. and Govt. Aided School Students*

Variable	Govt. School Students		Govt. Aided School Students		<i>t</i> (180)	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Awareness on RTE Act, 2009	12.72	2.14	12.61	2.24	0.338	.735

The Mean of students' awareness on “the RTE Act, 2009” in the secondary school's eighth-grade students shows that the higher *Mean* value 12.72 has been obtained by the govt. school students and comparatively the lower *Mean* value 12.61 has been obtained by the govt. aided secondary school eighth-grade students. The *computed t* test value is 0.338 and df is 180 and *p* value .735. Found that these differences have been considered statistically not significant at .05 level as the *t* computed merit 0.338 is lower than *t* judgmental (Table) merit and $p > .05$. The result reflected that, awareness on “the RTE Act, 2009” isn't related to nature of affiliation of school. Thus, the null hypothesis “**H₀₄**” has been accepted at 0.05 level of significant.

Findings

Findings are discussed below according to aimed of the investigation-

The null hypothesis” **H₀₁**” has been accepted. It is not significant at 0.05 level. It can be said that the attitudes of female teachers at secondary school is comparatively more favorable than the male teachers' attitude on “the RTE Act, 2009” based on their obtained *Mean* scores.

The null hypothesis “**H₀₂**” **has not been accepted**. It is significant at .05 level. It can be said that the attitudes of Govt. school teachers at secondary school is comparatively more favorable than the attitude of Govt. Aided secondary school teachers on “the RTE Act, 2009” on the basis of their obtained *Mean* scores differences.

The null hypothesis “**H₀₃**” **has been accepted**. It is not significant at .05 level. The girl students’ awareness on “the RTE Act, 2009” is **more favorable** than the boy’ students on the basis of their obtained mean scores differences.

The null hypothesis “**H₀₄**” **has been accepted**. It is not significant at .05 level. The awareness of Govt. school students on the RTE Act, 2009 is **more favorable** than the Govt. Aided secondary school students on the basis of their obtained mean scores differences.

Conclusion

Rights are rules of interaction between people. Right to education of a man does not mean to have the liberty to deprive other’s child from education. So, everyone will admit in school without any burden that 'Right to Education' must be enjoyed by every child. Particularly, our Govt. has assured “elementary education a fundamental right” or constitutional right for all the preschoolers in the age grouping of six (6)-fourteen (14) years, by passing the “RTE Act, 2009”. This great step by the Govt. in education system will meet the target successfully after properly reflection of the “RTE Act, 2009”. We should have a motto that we all send our child to school to enjoy the equitable quality education. We should be continuing our commotion for fundamental right of education for our children. The researchers has found in the study that the female teacher’s attitude on “the RTE Act, 2009” is “**more favorable**” than the male teachers and there revealed a meaningful distinction in attitude of teachers on “the RTE Act, 2009” based on nature of affiliation of school, which is not desirable to reflect the effectiveness of the “RTE Act, 2009”. Govt. School teacher’s attitude is more favorable than Govt. Aided secondary school teachers. Overall, the teacher’s attitude towards the “RTE Act, 2009” is moderate level. The girl students’ awareness on the “RTE Act, 2009” is greater than the boy students and Govt. School students are more aware towards the “RTE Act, 2009” than Govt. Aided secondary school students. Overall, the student’s awareness level towards the “RTE Act, 2009” is not significant, which can be a big hurdle to reflect the effectiveness of the “RTE Act, 2009”. As the main focus of the reflection of the “RTE Act, 2009” is the teachers and the main recipient is the students. It is necessary for teachers to have a highly rigid attitude towards the “RTE Act, 2009”, and the students are also being aware of their rights as well. The distinction in attitude is not good among teachers on “the Right to Education Act, 2009” on the basis of gender & nature of affiliation of school as well as any categorical variables and also the same among students’ awareness on “the RTE Act, 2009”. Also, guardians, parents or every people should have awareness towards the “RTE Act, 2009” to accomplish the goal of “the RTE Act, 2009”. The RTE Act, 2009 is required in our country much earlier. Then, we shall gain more and more benefit by the effectiveness of the RTE Act, 2009.

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