

A Study of Attitude of Headmasters towards the Right to Education Act in Thane District

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Abstract:- In the present study an attempt has been made by the investigator to study the attitude of Primary school Headmasters towards the “Right to Education Act,” in the district of Thane, Maharashtra. The investigator has used Descriptive Survey method for the present study. The sample consists of 60 Headmasters from 60 selected Primary schools which are situated in the district of Thane, Maharashtra. Propositional stratified random sampling technique has been used for the selection of sample. The investigator has developed Attitude scale (for Headmasters) by themselves to measure the attitude of Headmasters the Right to Education Act. For the analysis of data Mean, S.D and ANOVA, t” test have been used in the present study. The overall results indicate that the attitude of Primary school Headmasters of the district of Thane is Favorable i.e. high favorable Attitude towards the Right to Education Act,. Therefore, it can be said that there is no significant difference of Headmasters attitude towards the Right to Education Act on the basis of age, gender, teaching experience, Location of School but there is a significant difference of Headmasters attitude towards the Right to Education Act on the basis of Type of School and Qualification. It is reflected through the present study that the Primary School Headmasters have more favorable attitude about the various aspects enshrined in the Right to Education Act, Maharashtra, India

Keywords:- Attitude, Headmasters, Right to Education Act, Basic Provisions in the RTE Act.

I. INTRODUCTION

India is a largest democratic country in this world with the 1.21 crores people (Census Report of India, 2011). But one of the major problems of this country is that 42.1% of people are suffering from inequality in education here (United Nations Development Programme - UNDP, 2014). For this reason, the position of India (India's HDI Rank-135) is too behind than the other developed countries like, U.S.A., Japan, and China in respect to Human Development Index (HDI) (UNDP, 2010). After 68 years of independence, India is not able to provide minimum level of education to its all citizen till now. According to the Indian Census Report (2011), only 74.04 % people are literate in India. It means that almost 25.96% people are illiterate in our country India still now. In this background, the Right to Education Act (2009) has taken by the Indian Government is a historical and

significant initiative which already begins to give pace in the Indian education system since April 1, 2010.

➤ Basic Provisions made in the RTE Act

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:

- It is included in the fundamental rights of Indian constitution in Article 21A inserted by the 86th Amendment in December, 2002. The provisions of the Act came into force from 1st April, 2010.
- The name of the Act is “The Right of Children to Free and Compulsory Education Act, 2009”.
- It shall extend to the whole of India except the State of Jammu & Kashmir.
- 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.
- It shall be the duty of every parents or guardian to admit or cause to be admitted his or her child or ward to an elementary education in the neighbourhood school.
- Both the Central and State Government will share the financial and other responsibilities.
- The local authority like, Municipal Corporation, Municipal Council, Zilla Parishad or Nagar Panchayat or Panchayat maintain records of children up to the age of fourteen years residing within its jurisdiction and ensure admission, attendance and completion of elementary education by every child.
- The local authority shall ensure admission of children of migrant families.
- No capitation fee and screening procedure for admission in elementary classes and no child shall be denied admission if he or she is entitled to take admission according to the provision of the Act.
- The private school managements have to take at least 25% of the class strength should belong to the economically weaker sections (EWS) in the neighborhood at the time of admission in Class-I and provide free and compulsory elementary education till its completion.
- No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education.

- No child shall be subjected to physical punishment or mental harassment.
- A teacher shall maintain regularity and punctuality in attending the school and complete curriculum within the specified time.
- The pupil teacher ratio from class I to V shall be 30:1 and from class VI to VIII shall be 35:1.
- Teacher vacancy in a school shall not exceed 10 percent.
- 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.
- No teacher shall engage himself or herself in private tuition or private teaching activity.
- No child shall be required to pass any Board examination till completion of elementary education.
- Minimum numbers of working days/instructional hours in an academic year shall be: 200 working days for Class I to V or 800 instructional hours and 200 working days or 1000 instructional hours for Class VI to VIII.
- Minimum number of working hours per week for the teachers shall be 45 (forty five) including preparation hours.
- There shall be a library in each school providing newspapers, magazines and books on all subjects including story books.
- Play material, games and sports equipment shall be provided to each class as required.
- National level test shall be conducted like Teacher Eligibility Test (TET) for making eligible the teacher to teach in elementary classes and maintaining quality in elementary education.

II. REVIEW OF RELATED LITERATURE

➤ *MarclaH. Rioux & Paula c. Pinto (2010)*

Universal right to education: back to basic, Finding – physically challenge children getting right to education with normal children

➤ *Munen Ismail, Ruto Sara je(2010)*

The right to education for children in domestic labour: empirical evidence from Kenya. Finding -Children's participation was low in educational activity child labours condition was not good.

➤ *Murjeri (2010)*

The right based approach to education in Bangladesh. Right based approach having well defined principals of participation, accountability, transparency, equality, non-discrimination and universality, indivisibility can have value additional in the education in Bangladesh

➤ *Shah Seema (2010)*

Canada's implementation of right to education for students with disabilities. Finding if we reduce difficulties of children with epilepsy then only they enjoy right to education

➤ *Tanju lalarel lemoncrief-petty(2012)*

Alabama public school principals' self-perceptions of their knowledge of education law as it relates to select areas of student rights, Finding -There was statistically significant difference between years of administrative experience and Principals' self-perceived knowledge in education law pertaining to students' rights Component of compulsory attendance. The ANOVAs indicated that statistically significant differences existed in all education law components relating to students' rights and the principals' self-perception of their knowledge in education law by the number of Education law courses that they had taken.

➤ *Marcy Zihni (2012)*

Children rights in social studies curricula in elementary education: a comparative study Finding- Turkey's nation give more important to child rights in their social studies curricula in elementary education than U.S.A.

➤ *Ullah, Anan, south asian studies (2013)*

Right to free and compulsory education in Pakistan after 18th constitutional amendment. Finding There is no significant movement towards right to education

➤ *Russell, Susan Garnett, Tiplic Dijana (2015)*

Compare Right based education and conflict across national study of rights discourse in textbooks. Who accept democracy after dependence those nations gives more important right based education

➤ *Quinan, Emily Ann, University Of Toronto(2015)*

Right to education : a comparative analysis of the use of rights talk by Indian – non state actors. CCS gives more stress on privatization and AFC gives more stress on right based elementary education

❖ *Indian Research*

➤ *Eijaz Fatima (2010)*

A study of literacy about RTE2009 act amongst teacher, Finding 1) Max. Teacher are having medium level of literacy about RTE 09 act where very few teacher are having high and low level of literacy about act ,2.teacher are having moderate level literacy about duties and responsibility about themselves and school3.there is no significant marital status wise education ,gender, aided unaided school wise difference in literacy.

➤ *Kambale Swapna(2010)*

A study of teacher literacy about free and compulsory education 2009.Finding- primary teacher awareness about free and compulsory education 2009 was low

➤ *Devan Rashmi(2010)*

A study of Indian equipped small school and suggestion respect with RTE finding-Indian small school are struggling for basic facilities

➤ *Magare Sunita(2010)*

A study of teacher awareness of child right, Finding- Elementary teachers are aware of child right

➤ *Shalvi Poornima(2010)*

A study of teacher literacy about free and compulsory education 2009, Awareness about free and compulsory education 2009 was low in primary teacher

➤ *Singh Kishore. (2010)*

Right to basic education and state responsibility. Finding State responsibility is more than other component of RTE act

➤ *Dhamane Sujata 2011*

A study of effectiveness of ret act 2009workshop programme for student teachers. Finding- Student teachers awareness is increase,Opinion are positive towards Programme ,Programme was effective

➤ *Khumtiya Debharma (2011)*

Challenges in implementation of right to free and compulsory education act 2009. Study was related Challenges in implementation of RTE , in this study researcher Identifying the gap, Formulating strategies for effective implementation and monitoring and budget and conclude that Karnataka state implementation of RTE was effective.

➤ *Desai Rucha (Oct. 2012)*

Designing developing and implementing an educational program on child right. Finding -Among the 8thstd students child right awareness is increased

➤ *Kaushal Mona, (Dec. 2012.)*

Implementation of Right to Education in India issues and concerns. Finding- there was no awareness of 25% reservation, private school not follow apt CCE pattern for evaluation of student they took exam and enter information in CCE note book

➤ *Ashalatha K. V., Vikrant M. Birajdar (2013)*

Enrolment and dropout: trend analysis (acase study of Karnataka). Finding -In academic years 2011-2012 dropouts rang decreased and enrolment rang increased

➤ *Mandurub Venkata Raman(2013)*

Right to education the parameters and paradoxes, Finding -Present scenario of India is very weak, RTE act is good but implementation is weak

➤ *Ojhi(2013)*

Implementing right to education issues and challenges, Finding -Perception of Parent about RTE was average. Finding- Present status of 10 indicators of RTEact-was average.

➤ *Parsant Jeetkumar Ms. Parulagarwal(2013)*

Study of measures adopted by schools for implementing inclusive education with respect to right to education act, finding of research is children with disabilities getting right to education

➤ *RashidaAther (2013)*

Dynamics of right to education: a study of UP. Finding History of world prove that education has been at the base for any change encompassing social cultural, spiritual and political and economic as part of human life RTE is not implemented proper way at root level of UP

➤ *Sing Gurusharan.(2013)*

Panjab a heading towards education illiterates, finding- Only 30.36% students passed in all three test.

➤ *Thote, Mathew, Rathoure (2013)*

Right to education act an analysis of teacher awareness in central India. Result- significant awareness must still be promoted

➤ *VaishanaviAnubhuti (2013)*

In school learning right to education fail : Aser survey , Finding -as compare to 2008 in 2012 students reading skill was low of ixth and vthstd students

➤ *Dinesh Babu,(2014)*

Right to education special reference to article 21,under the Indian constitution in the present scenario. Finding-Ngo's and private universities are doing best of all in field of human life and implementation of RTE

➤ *Ravi Kumar Meena,(2014)*

Implementation of RTE act 2009 in the schools of mathura district: interventions and Challenges at elementary stage. Finding-Quality Education is now became an important issue

➤ *Ratna Banerjee and Surbhi Arora (2014)*

Pedagogy of education: a prelude to right to educational, Finding -Implementation was not good.

➤ *RekhaRani Kappor (2014)*

Revisiting right to education act in context of teachers and teacher education: issues and challenges. Finding- Teachers are struggle for basic school facilities and lack of right to education in teacher education

➤ *Salam, Jeebanlata. (2014)*

State, civil society, right to education Imphal district. Finding -Rural area children are away from RTE.

➤ *Deka Barnali (2015)*

Right to Education and Girl, Finding- gender discrimination was found in Darang District, low quality education was there.

➤ *Ray Sharmila, Saini Sakshi (2016)*

Efficacy of rights based approach to, education: a comparative study of two states of India. Finding-Implementation of RTE is more effective in Karnataka state than Bihar state.

➤ *Borkar Usha, Talekar Pallavi. (2016)*

Knowledge and attitude of pre-service and in-service primary teacher towards right to education. Finding-1) Greater Mumbai's pre-service & in-service primary teacher knowledge and positive attitude towards RTE Act are greater than other districts (Thane, Navi Mumbai, Raigad) 2. there is positive relationship between RTE knowledge and positive attitude towards RTE Act

III. UNIQUENESS OF PRESENT RESEARCH STUDY

The present research study deals with the Present Implementation Status of RTE Act in Thane District, primary school Head masters literacy and attitude toward RTE Act and Develop programme for student teachers for increasing awareness and positive attitude towards RTE Act.

➤ *Need and Significance of the Study*

- Status of implementation of the RTE Act in government schools of Thane district?
- Today we are What is the only collecting information about how many children are out of school very few people think about how proved the basic education
- In the space of the last century a numbers of act have been passed in India to enable education to be made free-compulsory but till India has the largest number of illiterates in the world as well as the largest numbers of working children so it is necessary develop competent teacher for effective implementation of RTE Act
- The findings related to attitude of Headmasters will be helpful for the Government and Policy Makers to take some important steps to modify the policies and ideas of Right to Education Act, for its successful implementation in school education in India.
- If we want to change India 's Image as developed country we should concentrated on primary Education because it is root of all Education and development of society . Providing free and compulsory Education to children it is only nation's responsibility but also parent teacher and Headmasters responsibility .Headmaster is Leader of school so it necessary to study headmasters attitude towards RTE Act

➤ *Objectives of the Study*

- To study the attitude of Primary school headmaster's towards Right to Education act
- To study the attitude towards right to Education Act among Thane District Headmaster of primary school on the basis of
 - ✓ Type of school
 - ✓ Place of School

- ✓ Age
- ✓ Gender
- ✓ Qualification
- ✓ Experience
- ✓ Medium of School

➤ *Hypotheses of the Study*

- There is no high favorable level of attitude of Headmasters towards the Right to Education Act
- There is no significant difference of attitude towards children free and compulsory right to Education Act among Thane District headmaster of primary school on the basis of
 - ✓ Type of school
 - ✓ Place of School
 - ✓ Age
 - ✓ Gender
 - ✓ Qualification
 - ✓ Experience
 - ✓ Medium of School

➤ *Method of the Study*

The present study is descriptive type in nature. The researcher has used the descriptive type survey method in the present study. Therefore, naturally the researcher has used different tools, techniques, strategies and method of descriptive survey research to collect, analyze and interpret the data.

➤ *Population of the Study*

All Headmasters of Primary Schools in the district of Thane have been treated as population for the present study.

➤ *Sample of the Study*

The researcher has selected only 60 Headmasters from the 60 (Ten) selected Primary schools which are situated in the district of Thane, Maharashtra as sample for the present study.

➤ *Sampling Technique*

The Strata Proportionate random sampling technique has been used in the selection of the sample.

➤ *Tools of the Study*

The researcher has used Self-made Attitude Scale, for Headmasters as a tool for collecting the data in the present study. Attitude Scale consists of 38 items with the combination of positive and negative items. Attitude Scale have been constructed on the basis of Likert's four point scale i.e. Strongly Agree, Agree, Disagree and Strongly Disagree.

➤ *Techniques of Data Analysis*

The present researcher has used Mean, S.D. and, t'-Test and ANOVA for analyzing the data.

➤ *Techniques of Measuring the Level of Attitude*

After all the items are scored, the scores of all the 38 items are added to obtain the total score of an individual Sample on The Attitude Scale. The range of the total score is 38-152 as the Scale is constructed by 38 items on the basis of 4 point Likert Scale. Therefore, the Level of Attitude is considered from Score of the answers and is classified into 4 levels to the Best's Criteria (1977) as follows-

Attitude Range of Scores	Level of Attitude
38-76	Unfavorable (low)
77-115	Favorable(Moderate)
116-153	Favorable (High)

Table 1:- Criteria for Understanding the Means of the Level of Attitude Range of Scores

IV. RESULTS AND DISCUSSION

➤ *H01: There is no high favorable level of attitude of Headmasters towards the Right to Education Act (2009).*

Group	Number	Mean	S.D
Headmasters	60	132.50	10.47

Table 2:- Shows the Number, Mean and S.D of the Total Headmasters

From the table no-2, we can see that the obtained Mean Score of the Headmasters is 132.50 and S.D is 10.47, the obtained Mean Score of the Headmasters is 132.50 which fall under the range of Mean Scores of 116-153. It indicates that the level of Attitude of Headmasters fall under the High range group. Therefore, we can say that the level of Attitude of Headmasters of the district of Thane, Maharashtra is at High level. It means that the level of Attitude of Primary school Headmasters of the district of Thane, Maharashtra is Favourable towards the Right to Education Act

➤ *There is no significant difference of attitude towards right to Education Act among Thane District Headmaster of primary school on the basis of*

- Type of school
- Place of School
- Age
- Gender
- Qualification
- Experience
- Medium of School

Variables	Group	N	mean	Sd	t-value	Level of Significance
Age	Below than 45	34	122-17	10-18	1.73	NS
	Above than 45	26	126-69	10-03		
Gender	Female	37	129-7	10-23	0.67	NS
	Male	23	120-7	8-45		
Location	Urban	38	126	10-5	1.11	NS
	Ruler	22	123-1	9-8		
Medium	Marathi	41	127-1	9-40	3.87	0.01 NS
	English	19	117-7	9-12		
Teaching Experience	more than20	40	123-4	11-18	0.881	NS
	less than20	20	125-7	8-2		
Type of School	Aided	32	126-2	8-82	2.22	NS
	Unaided	28	120	11-71		
Group	N	df	Mean	SD	F Value F	Level of Significance
UG	09	57	126	7-26	4.667066613	0.01S
G	43	2	121	10-12		
PG	08		133	10-47		

Table 3:- Shows the difference on the basis of age, gender, location ,type of school, teaching experience and qualification of primary School Headmasters regarding their attitude towards the Right to Education

From the table no-2, it is observed that the calculated „f“-value of Variables Age , Gender, Location,Teaching is less than the table value at 0.05 level of significance (1.98 at 0.05 level of significance). Therefore, the result is not significant and it indicates that there is no significant difference on the basis of Variables Age, Gender, Location, Teaching Experience regarding their attitude towards the Right to Education Act . Hence, the null hypothesis is accepted.

From the table no-2, it is observed that the calculated „f“-value („f“ = 3.87) is more than the table value at 0.01 level of significance. Therefore, the result is significant and it indicates that there is significant difference between Marathi and English Medium Primary School Headmasters regarding their attitude towards the Right to Education Act. Hence, the null hypothesis is rejected.

From the table no-2, it is observed that the calculated „f“-value („f“ = 4.66) is more than the table value at 0.01 level of significance. Therefore, the result is significant and it indicates that there is significant difference on the basis of Educational Qualifications of Primary School Headmasters regarding their attitude towards the Right to Education Act. Hence, the null hypothesis is rejected.

V. FINDINGS OF THE STUDY

- It is found that the level of Attitude of Headmasters of the district of Thane, Maharashtra is at high level towards the „Right to Education Act, “. It means that the level of Attitude of Primary school Headmasters of the district of Thane, Maharashtra is neither Favorable towards the Right to Education Act,
- It is found that there is significant difference of Headmasters attitude towards the „Right to Education Act, on the basis of Type of School. And it means that the attitude of Marathi Medium Primary School Headmaster is more favorable than that of the Headmasters of English Medium School in the district of Thane Maharashtra towards the „Right to Education Act,
- It is found that there is significant difference of Headmasters attitude towards the „Right to Education Act, on the basis of Qualifications. But on the basis of their obtained Mean Score, it can be said that the high Qualified (Post Graduate) Headmasters are possessed comparatively more favorable attitude than that of the Under Graduate and Graduate Headmasters towards the Right to Education Act,
- It is found that there is no significant difference of headmasters attitude towards the, Right to Education Act, on the basis of age, gender ,location, teaching Experience

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