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A study on awareness of teachers towards right of children to free and compulsory education Act-2009 in tribal areas of Odisha

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Abstract

The RTE Act, 2009 is a detailed and comprehensive piece of legislation which includes provision related to schools, teachers, curriculum, evaluation, access and specific division of duties and responsibilities of different stakeholders. The present study has been undertaken to analyse the awareness about Right to Education Act among teachers of tribal areas of Odisha. In this study, the investigator used a survey method by which Kandhamal District in Odisha was taken as a population. Out of 12 blocks in Kandhamal District, 04 blocks were selected randomly. From each blocks 10 elementary schools were selected. 220 teachers were involved in this study. Self developed Awareness test for teachers was used for the collection of data. Data were analyzed with the help of statistical techniques like Mean, SD, t-test and f-test. The result of the study showed that, there is no significant difference in awareness of elementary school teachers towards RTE Act, 2009 with respect to their Gender, Qualification and Professional training but it is found that Significant difference exists among the awareness of elementary school teachers towards implementation of RTE Act, 2009 with respect to their ranks.

Keywords: awareness, RCFCE Act-2009, tribal areas of Odisha

Introduction

To our advantages, education of the child has become a right and the concerned child should be given all sorts of privileges to claim and enjoy right to education. To make this a reality, a positive beginning was made by the government in India and the Right to Education Act was passed by the Indian Parliament on 4th August, 2009. It provide free and compulsory education upto the age group of 6 to 14 years. The Act has been put in to implementation with effect from 1st April, 2010. The dearth of good and qualified teachers is going to be one of the most crucial challenges faced in implementing the act. In the absence of competent teachers who are considered the pillars of education, it would be next to impossible for the Act to realistically achieve its goals. The awareness of teacher towards right to education needs significant teachers- people rapport for proper implementation of the Act and also awareness of teacher plays an important role in success of any new system. The present study has been undertaken so as to analyse the awareness of teachers towards RTE Act 2009.

Rationale of the study

Various types of activities like seminars (6 States and one UT), awareness programmes through websites, newspaper etc. (14 States and 2 UTs), workshop (14 States), Training programmes (14 States and 2 UTs), Community programmes (6. States and 2 UTs), translational act (2 States), leaflet I pamphlet distribution (8 States) and other activities like *Nukkad Natak*, dance and drama, radio and TV show on RTE etc. (3 States) have been carried out to *create* awareness about RTE Act among teachers, parents and community members. (NCERT, 2012). The Hindu, New Delhi, 25th July, 2012 wrote disadvantages, weaker sections and tribal people are not much progress with this act. Therefore special aids, educational materials, number of trained teachers, infrastructural facilities and awareness programme among teachers, parents, students and community members are required to ensure RTE Act to these children.

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Some of the research studies on the RTE Act-2009, which have been reviewed, showed that (Thakur, 2014) ^[14] found that there was overall the level of awareness on RTE act was poor, there was no significant difference in the level of awareness in relation to RTE act among the male and female trained teachers and there was a significant difference between the urban and rural trained teachers. But another study conducted by (Vyas, 2011) found that there is a marked difference in awareness between Govt. and private school teachers on the RTE Act. And Male teachers are more aware than female teachers towards RTE. (Kaur, 2015) ^[6] conducted a study and found that there is significant difference exists between the awareness of male -female, rural-urban, and science-arts stream secondary school teachers. But there is no significant difference in awareness among the urban and rural Primary school teachers regarding the Right to Education Act, 2009 (Kumari & Alam, 2014) ^[4]. (Ramachandran & Subramonian, 2015) ^[11]. Found that the teachers are required to have better awareness about RTE Act in order to attain the aim of the Act. The findings of the present study showed that there is strong need of teacher training program on right to education act. (Krishnarao & Mangesh, 2015) ^[5]. (Astalin & Ratnakar 2018) ^[1] stated that the teachers of General category are more aware about the RTE Act 2009. And the teachers of the OBC category are less aware to the teachers of General Category but more aware to the teachers of SC category. The teachers of the SC category are least aware regarding to RTE Act 2009. And in the context of the gender, the male teachers are more aware than the female teachers. (Dungarwal & Tripathi 2019) ^[3] conducted a study and found that the government and non-government schools teachers of Udaipur district have not significant awareness on Right to education act. The result of the survey showed that the Right to education act awareness must still be more promoted. However, from the above studies it is clear that, so many studies related to awareness of teachers towards RTE Act was conducted but there is hardly any study conducted in tribal areas related to awareness of teachers towards RTE Act. In the present study the researcher is interested to know the awareness level of teachers towards RTE Act-2009 in tribal Areas of Odisha.

Objective of the study

1. To find out the level of awareness of teachers of elementary schools in tribal areas of Odisha about Right of Children to Free and Compulsory Education Act, 2009.

Hypotheses of the study

H1 - Teachers of elementary schools are aware of RTE Act, 2009.

H0₁ - There is no significant difference in awareness of elementary school teachers towards implementation of RTE Act, 2009 with respect to their gender.

H0₂ - There is no significant difference in awareness of elementary school teachers towards implementation of RTE Act, 2009 with respect to their professional qualification.

H0₃ - There is no significant difference in awareness of elementary school teachers towards implementation of RTE Act, 2009 with respect to their qualification.

H0₄ - There is no significant difference in awareness of elementary school teachers towards implementation of RTE Act, 2009 with respect to their teaching experience.

H0₅ - There is no significant difference in awareness of elementary school teachers towards implementation of RTE

Act, 2009 with respect to their rank.

Methodology

- **Design of the Study:** The researcher has followed the Convergent Parallel Design (also known as Concurrent Mixed Method Design) in the present study where both qualitative and quantitative methods were used for data analysis.
- **Population of the Study:** Population of the present study comprises of all the elementary schools of tribal areas of Odisha. Target population is restricted to all the elementary schools of Kandhamal district of Odisha and the accessible population is 04 blocks of Kandhamal district out of 12 blocks.
- **Sample of the Study:** Out of 12 blocks in Kandhamal district, 04 blocks were selected randomly for the present study. From each blocks 10 elementary schools were selected randomly. From each school interested teachers were selected purposively. This includes 220 numbers of teachers. The following table shows the sample of the study.

Table 1: Number of Teachers

Sl. No.	Block	No. Of Schools	Gender		
			Male	Female	Total
1	Phulbani	10	30	39	69
2	Khajuripada	10	24	29	53
3	Chakapada	10	22	31	53
4	Tikabali	10	19	26	45
Total	04	40	95	125	220

- **Tool:** Awareness test for Teachers. This tool was meant for Teachers. It intended to elicit responses of the teachers about their awareness and understanding of the concepts and different dimensions of RCFCE Act, 2009.

Results

H1-Teachers of elementary schools are aware of RTE Act, 2009.

In the present study the investigator wants to know the awareness level of the teachers with the following context.

Awareness of Teachers about RTE Act in Tribal Areas

Teachers' Awareness plays a vital role for successful implementation of RTE Act, 2009. Here the investigator tried to find out the awareness of teachers about RTE Act for successful implementation in tribal areas of Odisha with the help of self-developed awareness test on the basis of research questions which is divided into two categories i.e. Teachers, Parents and SMC.

Table 2: Overall Performance of Teachers on Awareness of RTE Act, 2009

	N	Mean (Maximum Score=30)	SD
All the teachers	220	22.9	2.9

Table-2 shows the mean and SD of awareness about RTE Act, 2009 of elementary school teachers. Single teacher can score a maximum of 30 marks on the given questionnaire. The mean score secured by the total sample is 22.9 which are more than average and SD value is 2.9. This shows that the level of awareness is high.

H0₁ – There is no significant difference in awareness of elementary school teachers towards RTE Act, 2009 with respect to their gender.

Table 3: Mean, SD and t-value of Male and Female teachers on Awareness of RTE Act, 2009

Gender	N	Mean	SD	df	t-value	Sig. (P- Value)	Remarks
Male	95	23.04	2.65	218	0.870	0.385	Not significant
Female	125	22.70	2.997				

As per Table- 3, the Mean and SD of male teachers are 23.04 and 2.65 and that of female are 22.70 and 2.997 respectively. There was very small difference in the awareness level of the male and female teachers in tribal areas. The obtained P-value of 0.385 is more than 0.05. Hence, the null hypothesis, “There is no significant difference in awareness of elementary school teachers towards RTE Act, 2009 with respect to their gender” is retained. Thus, it is confirmed from the result that, there is no significant difference between male and female elementary school teachers in tribal areas of Odisha on awareness about RTE Act, 2009. Same result was also found by Kumari & Allam (2014) [4] and Thakur (2014) [14]. Contradictory result was found by Krishnarao & Mangesh (2015) [5], Kaur, (2015) [6], Kumar (2014) [4], Lal (2014) [7], Mahanadi (2014) [8], and Islam and Chakraborty (2013) [2].

H₀₂ . There is no significant difference in awareness of elementary school teachers towards of RTE Act, 2009 with respect to their professional qualification.

Table 4: Mean, SD and t-value of trained and untrained teachers on Awareness of RTE Act, 2009

Professional qualification	N	Mean	SD	Df	t-value	Sig. (P- Value)	Remarks
Trained teachers	192	22.91	2.801	218	0.765	0.445	Not significant
Untrained teachers	28	22.46	3.214				

The Table 4 shows that the Mean and SD of Trained is 22.91 and 2.801 and untrained is 22.46 and 3.214 respectively. There was very small difference in the awareness level of the trained and untrained teachers in tribal areas (around 0.45% difference in favour of trained teachers). This reveals that trained teachers have greater awareness than the untrained teachers with regard to awareness of RTE Act, 2009. The obtained P-value (0.445) is more than 0.05. Thus, the null hypothesis, “There is no significant difference in awareness of elementary school teachers towards RTE Act, 2009 with respect to their professional qualification” is retained. Thus, it is confirmed from the result that, there is no significant difference between the trained and untrained elementary school teachers in tribal areas of Odisha on awareness about RTE Act, 2009. Same result was also found by Thakur (2014) [14].

H₀₃ . There is no significant difference in awareness of elementary school teachers towards RTE Act, 2009 with respect to their Qualification.

Table 5(A): Qualification wise Mean, and F-value of teachers on Awareness of RTE Act, 2009

Qualification	N	Mean	df	F- Value	Sig (P-Value)	Remarks
Upto 10	31	22.19	216	1.063	0.145	NS
+2	69	22.78				
BA	100	22.95				
PG & Above.	20	23.60				

From the Table (A), it may be seen that, the highest mean score was recorded by the teachers of PG and above qualifications. Qualification differences among groups were

minimal showing slightly in un-favour of upto 10th qualifications.

Table 5(B): Qualification wise Mean, and F-value of teachers on Awareness of RTE Act, 2009

Qualification	Sum of Squares	df	Mean Square	F	Sig. (P-value)	Remarks
Between Groups	25.922	3	8.641	1.063	0.145	Not significant
Within Groups	1756.128	216	8.130			
Total	1782.050	219				

From the above Table 5 (A) & (B), the mean scores up to 10th qualification teachers is 22.19, upto +2 is 22.78, up to BA is 22.95 and PG above is 23.60. This reveals that high qualification teachers have greater awareness than low qualification teachers with regard to awareness of RTE Act 2009. The obtained P-value (0.145) is more than 0.05. Therefore the hypothesis H₀₃ is accepted. Thus, it can be inferred that, there is no significant difference in awareness of elementary school teachers towards RTE Act, 2009 with respect to their Qualification. Same result was also found by Mahanadi (2014) [8].

H₀₄ . There is no significant difference in awareness of elementary school teachers towards RTE Act, 2009 with respect to their teaching experience.

Table 6: Mean, SD and F-value of experience teachers on Awareness of RTE Act, 2009

Teaching Experience	N	Mean	SD	df	F-value	Sig. (P- Value)	Remarks
0-6 Years	73	23.07	2.78	217	0.329	0.720	Not significant
7-15 Years	64	22.85	2.83				
16 onwards	83	25.70	2.95				

The table-6 shows that the Mean and SD of 0-06 years’ experience teachers are 23.07 and 2.78 7-15 years are 22.85 and 2.83 and 16 onwards are 25.70 and 2.95 respectively. The awareness difference in 16 years and onwards teachers were 50% more than less teaching experience teachers. This reveals that 16 years and above teaching experience teachers have greater awareness than the lower experience teachers with regard to awareness of RTE Act, 2009. The obtained P-value (0.720) is more than 0.05. Thus, the null hypothesis, “There is no significant difference in awareness of elementary school teachers towards RTE Act, 2009 with respect to their teaching experience” is accepted. It is confirm from the result that, there is no significant difference on awareness among the high, average and less experience of tribal elementary school teachers towards RTE Act, 2009.

Table 7: F-value of experience teachers on Awareness of RTE Act, 2009

Teaching Experience	Sum of Squares	df	Mean Square	F	Sig. (P-value)	Remarks
Between Groups	5.395	2	2.697	0.329	0.720	Not significant
Within Groups	1776.655	217	8.187			
Total	1782.050	219				

The result of table-7 shows that the Mean square of between groups is 2.697 and within groups is 8.187. The obtained P-value (0.720) is more than 0.05. Thus, it is confirmed from the result that, there is no significant difference in the awareness of RTE Act, 2009 among the elementary school teachers with respect to their teaching experiences.

H0₅ . There is no significant difference in awareness of elementary school teachers towards RTE Act, 2009 with

respect to their rank.

Table 8: Rank wise F-value of teachers on Awareness of RTE Act, 2009

Rank	Sum of Squares	df	Mean Square	F	Sig. (P-value)	Remarks
Between Groups	1074.904	1	1074.904	331.373	0.000	Significant
Within Groups	707.146	218	3.244			
Total	1782.050	219				

The result of table-8 shows that the Mean square of between groups is 1074.904 and within groups is 3.244. The obtained P-value (0.000) is smaller than 0.05. Thus, it is confirmed from the result that, there is significant difference in the awareness of RTE Act, 2009 among the elementary school teachers with respect to their Rank. Hence, the null hypothesis, “There is no significant difference in awareness of elementary school teachers towards RTE Act, 2009 with respect to their rank” is rejected.

Table 9: Rank wise Mean, SD and F-value of experience teachers on Awareness of RTE Act, 2009

Rank	N	Mean	SD	Df	F-value	Sig. (P- Value)	Remarks
Below Avg.	0	0	0	219	331.373	0.000	Significant
Avg.	70	19.61	1.6				
High	150	24.36	1.89				

Table-9 shows that, the Mean and SD of below average groups is 0(Zero) due to no rank holders. And the mean and SD of average is 19.61 and 1.6 and high is 24.36 and 1.89 respectively. As per the above table the mean score of high rank holder is high. This reveals that high rank holder’s awareness level is high and they are more aware about the RTE Act than the average rank holders. The obtained P-value (0.000) is smaller than 0.01. Thus, it is confirmed from the result that, there is significant difference in the awareness about RTE Act, 2009 among the elementary school teachers with respect to their Rank.

(We cannot compute t-value between low and average and low and high group, because low level has no sample)

Table 10: Rank wise Mean, SD and t-value of experience teachers on Awareness of RTE Act, 2009

Rank	N	Mean	SD	df	t-value	Sig. (P- Value)	Remarks
Average	70	19.61	1.6	219	-18.204	0.026	Significant
High	150	24.36	1.89				

The result of Table 10 shows that, the Mean and SD of average groups is 19.61, 1.6 and Mean and SD of high groups is 24.36, 1.89 respectively. As per the above table the mean score of high rank holder is high. The awareness level of high rank holder teacher is 4.75% more than of the average. This reveals that high rank holder’s awareness level is high and they are more aware about the RTE Act than the average rank holders. The obtained P-value (0.026) is smaller than 0.05. Thus, it is confirmed from the result that, there is significant difference in the awareness of RTE Act, 2009 among the elementary school teachers with respect to their average and high Rank.

Major Findings

Awareness of teachers about RTE Act in tribal areas

- There is no significant difference between male and female elementary school teachers in tribal areas of Odisha on awareness about RTE Act, 2009.
- There is no significant difference between the trained and

untrained elementary school teachers in tribal areas of Odisha on awareness about RTE Act, 2009.

- There is no significant difference in awareness of elementary school teachers towards RTE Act, 2009 with respect to their Qualification.
- There exist no significant difference on awareness among the high, average and less experience of tribal elementary school teachers towards RTE Act, 2009.
- There is a significant difference in the awareness about RTE Act, 2009 among the elementary school teachers with respect to their Rank.
- Significant difference exists among the awareness of elementary school teachers towards implementation of RTE Act, 2009 with respect to their ranks.

Educational implications of the study

The outcomes of the study related to awareness level of the teachers towards RCFCE Act-2009 have immense implications for the teachers, parents, govt. authority and policy makers/ administrators. The possible Educational outcomes of present study will have much importance in the present day context as there is a growing focus on right of every child to free and compulsory education up to the age of 6 to 14 years. The implications of outcomes are presented below:

- a. It seems that most of the teachers are not serious about effective implementations of RTE Act in tribal areas of Odisha. So all teachers should be involved and participate under various training programme, conferences, and workshop to improve their knowledge regarding RTE Act.
- b. This study will enhance the awareness among the teachers towards the fundamental rights of Indian constitution.
- c. It is seems that one third teachers have not possessed minimum qualification for appointment as teacher. So they must acquire the minimum qualification through difference in-service training programmes.
- d. School authorities should also organize different orientation programmes, workshops and seminars for giving knowledge of provisions and features of RTE Act to teachers. And by acquiring the knowledge about RTE the teachers may be made able to contribute towards the fulfilment of the goal of compulsory and free education.

Conclusion

Odisha, the land of many tribes is still as underdeveloped so as to the tribal education is concerned. In order to improve the education status, increase the enrolment rate and provide quality education, the Govt. has implemented RTE Act, 2009 and the Government at State and National level should focus more on providing teacher training how to implement the tenets of RTE Act in their own context and improve the quality of elementary education instead of focussing on creating awareness about RTE Act. Training and motivation should be given for: Identification of out-of-school and drop-

out children in the locality and enrol them into school; collaboration with NGOs and community organizations; minimizing student absenteeism; minimising teacher absenteeism; emphasizing child centred activity-based learning; creating awareness about RTE Act among parents and SMC members in tribal areas of Odisha; ensuring timely distribution of free text books, stationeries, uniforms, etc.; and creating a symbiotic relationship with the community.

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