



IMPACT FACTOR:3.021

PP:48to53

Does Teaching Experience Influence the Attitude of Secondary School Teachers towards RTE Act 2009?

Neha Syal (Assistant Professor)
Akal Degree College for Women, Sangrur
Email: syalneha11@gmail.com
Phone No: 9169695000

Dr. Tirath Singh (Principal)
Sacred Heart Int. College of Education,
Barnala

Abstract

The present paper is an attempt to study the influence of teaching experience on attitude of secondary school teachers (of CBSE) towards Right to Free and Compulsory Education. The sample comprised of 209 teachers teaching in schools affiliated to Central Board of School Education (C.B.S.E). Attitude of secondary Teachers towards right to Education Scale (2013) developed by the Dr. Tirath Singh was used. Results of t- test revealed that Teachers with 2 years and 3 years teaching experience had equally favorable attitude towards RTE. Teachers with 2 years and 4 years teaching experience had not favorable attitude towards RTE but 2 years teaching experience teachers had more favorable attitude than 4 years teaching experience teachers. Teachers with 2 years and 5 years teaching experience not favorable attitude towards RTE but 2 years teaching experience teachers had more favorable attitude than 5 years teaching experience teachers. Teachers with 3 years and 5 years; 4 years and 5 years; 4 years and 3 years teaching experience had equally favorable attitude towards RTE.

Keywords: Teaching Experience, Influence, Attitude, RTE

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 (National Council of Educational Research and Training (NCERT 1998) .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. The dramatic growth in Indian Elementary education enrollment and improvement in retention and transition rates over the past ten years, particularly among most disadvantaged groups are increasing pressure on secondary level to absorb new entrants. Education is an important human activity. It was born with the birth of the human race and shall continue to function as long as the human race lives. Education teaches what man lives and struggles for. It cultivates an integrated life. By so doing, it gives us significance of life. Therefore, we can say that no human beings are able to survive properly without education. Education is called man making process (Kisanji, 1999). It is the most important part of our life like our basic needs food, cloth and shelter. It makes the men how to think, how to work properly, how to live in the society. It tells the men how to make any decision in any situation. It makes the men self confident and spreads awareness to the peoples about your rights and the services. It also enables us to understand our duties as a citizen and encourages us to follow them (Cayne, 1990). Education helps an individual to achieve his aims in the life.

Objective of the Study

- To study the influence of teaching experience on attitude of teachers towards Right to Education.

METHOD

Sample

The present study was conducted on teachers teaching in Schools affiliated to Central Board of Secondary Education of Ropar district (Punjab). Teachers were approached by conveniently and personally. They were explained the purpose and who were ready to give interview or response on scale, only those were included in the sample. The personal identity and name of school was not taken. The sample comprised of 209 teachers. Out of these 104 teachers were females and 105 teachers were male. 96 teachers belong to urban area and 113 teachers belong to rural area.

Procedure

Data was collected only from teachers who were willing to give the opinion. It ensured the true response from the teachers. The teachers were approached individually and were given the response sheet. They were given sufficient time to answer. The response sheets were then collected. Keeping in mind research ethics, no identity (like name of teacher and school) of teacher was collected. After collecting the required data from the teachers, scoring was done. The total score gave the level of Attitude towards RTE of the teacher. The data was transferred to SPSS for data analysis in the light of framed objectives.

Tool

Attitude of teachers towards Right to Education Scale (2012) developed by the Dr. Tirath Singh. The scale consisted of 61 statements on five points namely Strongly Agree,

Agree, Undecided, Disagree, Strongly Disagree with six dimensions namely Teacher's concerns, Student's concerns, National and Social development, Quality concern, Implementation, and School's concerns. Five scores were given to strongly agree, Four to agree, Three to undecided, Two to disagree and One to strongly disagree for positive items and reverse for negative items. Chronback alpha was .81. Content validity was ensured.

Table 1
Comparison of Attitude towards RTE on the bases of Teachers' Teaching Experience

Teaching Experience	Mean	SD	SEM	T	df	Sig.
2years	210.24	3.959	.424	1.855	154	.066
3years	208.70	6.381	.768			
2 years	210.24	3.959	.424	2.236	133	.027
4years	208.31	6.039	.872			
2years	210.24	3.959	.424	3.151	88	.002
5years	203.00	.000	.000			
3years	208.70	6.381	.768	1.536	70	.129
5years	203.00	.000	.000			
4years	208.31	6.039	.872	1.509	49	.138
5years	203.00	.000	.000			
4years	208.31	6.039	.872	-.327	115	.745
3years	208.70	6.381	.768			

Note: Criterion score for concluding whether Attitude is favorable or unfavorable is 183 (total number of statements 61 x score of undecided 3=183). It means score obtained equal to 183 indicates neutral Attitude; scores obtained higher than 183 indicates favorable Attitude; and score obtained less than 183 indicates unfavorable Attitude.

The t value (Table 1) for teaching experience (2and 3yrs) of teachers is 1.855 which is not significant at 0.05 level. It indicates that there exists no significant difference in mean score of attitude of teachers towards RTE of with different teaching experiences. In the light of this the null hypothesis that there is no significant difference in attitude of secondary teachers towards RTE on the basis of teaching experience, is not rejected. It may be concluded that teachers with 2 years and 3 years teaching experience had equally favorable attitude towards RTE.

The t value (Table 1) for teaching experience (2and 4 yrs) of teachers is 2.236 which is significant at 0.05 level. It indicates that there exists significant difference in mean score of attitude of teachers towards RTE of with different teaching experiences. In the light of this the null hypothesis that there is no significant difference in attitude of secondary teachers towards RTE on the basis of teaching experience, is rejected. Further, mean score of 2 years teaching experience teachers (M=210.24) is higher than mean score of 4years teaching experience teachers (M=208.3) on attitude towards RTE. It may be concluded that

teachers with 2 years and 4 years teaching experience had not equally favorable attitude towards RTE. But 2 years teaching experience teachers had more favorable attitude than 4years teaching experience teachers.

The t value (Table 1) for teaching experience of teachers is 3.151 which is significant at 0.05 level. It indicates that there exists significant difference in mean score of attitude of teachers towards RTE of with different teaching experiences. In the light of this the null hypothesis that there is no significant difference in attitude of secondary teachers towards RTE on the basis of teaching experience, is rejected. Further, mean score of 2 years teaching experience teachers (M=210.24) is higher than mean score of 5 years teaching experience teachers (M=203.00) on attitude towards RTE. It may be concluded that teachers with 2 years and 5 years teaching experience had not equally favorable attitude towards RTE but teachers with 2 years teaching experience had more favorable attitude than teachers with 5 years teaching experience.

The t value (Table 1) for teaching experience of teachers is 1.536 which is not significant at 0.05 level. It indicates that there exists no significant difference in mean score of attitude of teachers towards RTE of with different teaching experiences. In the light of this the null hypothesis that there is no significant difference in attitude of secondary teachers towards RTE on the basis of teaching experience, is not rejected. It may be concluded that teachers with 3 years and 5 years teaching experience had equally favorable attitude towards RTE.

The t value (Table 1) for teaching experience of teachers is 1.509 which is not significant at 0.05 level. It indicates that there exists no significant difference in mean score of attitude of teachers towards RTE of with different teaching experiences. In the light of this the null hypothesis that there is no significant difference in attitude of secondary teachers towards RTE on the basis of teaching experience, is not rejected. It may be concluded that teachers with 4 years and 5 years teaching experience had equally favorable attitude towards RTE.

The t value (Table 1) for teaching experience of teachers is -.327 which is not significant at 0.05 level. It indicates that there exists no significant difference in mean score of attitude of teachers towards RTE of with different teaching experiences. In the light of this the null hypothesis that there is no significant difference in attitude of secondary teachers towards RTE on the basis of teaching experience, is not rejected. It may be concluded that teachers with 4 years and 3 years teaching experience had equally favorable attitude towards RTE.

Findings of the Study

1. Teachers with 2 years and 3 years teaching experience had equally favorable attitude towards RTE.
2. Teachers with 2 years and 4 years teaching experience had not favorable attitude towards RTE but teachers with 2 years teaching experience teachers had more favorable attitude than teachers with 4year teaching experience.
3. Teachers with 2 years and 5 years teaching experience had not favorable attitude towards RTE but teachers with 2 years teaching experience had more favorable attitude than teachers with 5 years teaching experience.

4. Teachers with 3 years and 5 years teaching experience had equally favorable attitude towards RTE.
5. Teachers with 4 years and 5 years teaching experience had equally favorable attitude towards RTE.
6. Teachers with 4 years and 3 years teaching experience had equally favorable attitude towards RTE.

Discussion

The results of the present study revealed that overall all categories of each variable favoured RTE act (2009). Specifically both male and female teachers had favorable attitude RTE but female teachers had more favorable attitude than male teachers. After reviewing the literature there was hardly some studies which indirectly support the present findings. Such as Dey and Beck (2011) revealed that in most of the cases it was observed that the senior teachers were less aware about the RTE Act, 2009. Senior teachers were not interested to materialize the Act by heart and hand. Though the junior teachers were little bit more ahead than seniors still then it was not impressive and satisfactory. It was also found that most of the teachers were not in favour of prohibition of admission test and fail system in elementary education. Jaseena (2011) revealed that male M.Ed. students possessed significantly higher awareness about the Right to Education Act, 2009 than the female M.Ed. students. And the management of the M.Ed. College did not effect on the awareness of the Right to Education Act, 2009. Premlakshmi (2011) revealed that there was a significant difference in perceptions between male and female teachers towards Common School System. And also found that there was no significant difference in perception between Urban and Rural school teachers towards Common School System. Gadam (2013) revealed that there was significant impact of teacher's working experience on their awareness of the responsibility under RTE Act, 2009. Those teacher's working experience was high his/her awareness of the responsibility under the Right to Free and Compulsory Education Act was high and those teacher's working experience was low his/her awareness of the responsibility under the Right to Free and Compulsory Education Act was low. And there was significant impact of the educational qualification of the teacher on their awareness of the responsibility under RTE Act, 2009. Those teacher's educational qualification was high his/her awareness of the responsibility under Right to Free and Compulsory Education Act was high and those teacher's educational qualification was low his/her awareness of the responsibility under Right to Free and Compulsory Education Act was low.

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