A Study of Reaction of Students' Towards Right to Education Act- 2009 in Uttar Pradesh

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Abstract

Education is an essential component for the social development, economic progress and universal identity of the nation. So, it is important for a country to make education available to all the citizens. Hence, Right to Free and Compulsory Education for Children Act came into force on 01 April 2010 to provide free and compulsory education for all children of the age group of 6 to 14 year. In this study investigator studied the Reaction of Students' towards Right to Education Act- 2009 in Uttar Pradesh. The sample of this study comprised of 100 class VIII students of Upper Primary Schools of Lucknow city. The data was collected by administering a Reaction Scale developed by the investigator. The collected data was analyzed by using Mean, SD, Percentage Chi-square test and t-test. Findings of the study revealed that the reaction of students of Lucknow district of Uttar Pradesh towards Right to Education Act- 2009 was highly positive. The reaction of male and female students towards RTE Act- 2009 do not differ significantly. But, on the other side, students of urban area showed more favorable reaction towards RTE Act- 2009 in comparison of students of rural area.

Keywords: *Right to Education Act-2009, Students, Reaction.*

Introduction :-

Education is the fundamental requirement of society. Education is an essential component for the development, economic progress and universal identity of the nation. So, it is important for a country to make education available to all the citizens. So that the citizen of the country can play an active role in the development of the country. From history of India, it is clear that India was a county where certain communities had monopolized education for centuries. This trend was broken in the colonial period, when education was managed for everyone through schools in India. The school-colleges established by the British rule were open to all Indians. A clear policy was made by the British that no child would be denied admission in these schools on the basis of caste and community. This was a major change that opened the door to education for all Indians. After independence, this process increased further and a provision was made in the Constitution in 1950 to provide free and compulsory education to children up to the age of 14 years. It has been included in the Directive Principles of State Policy under Article 45. On 12 December 2002, the 86th amendment to the constitution made education a fundamental right. Along with it, Article 29 of the Indian Constitution gave all citizens of India the right to enroll in any educational intuition without any discrimination of religion, race, caste or language. Right to Free and Compulsory Education for Children Act came into full force on 01 April 2010. After the enactment of the Right to Education Act in the year 2010, for the first time, the center and government officials were made accountable to provide free and compulsory education for all children in the age group of 6 to 14 years. The main stakeholder of the Right to Education Act is the students who are directly

connected to it. So they can give a genuine reaction towards RTE Act- 2009 and on the basis of the reactions of the students government and policymakers can make their further planning to make primary education more fruitful and approachable for all. Therefore, in this research paper an effort has been done to study the reaction of students towards the RTE Act- 2009 in Uttar Pradesh.

Review of the Related Literature :-

Yabe (2016) studied the attitude of the teacher's towards Right to Education Act- 2009 in East Kameng district of Arunachal Pradesh and revealed that elementary teachers has favorable attitude towards the RTE Act- 2009.

Sneh (2018) studied the awareness of parents, teachers and students towards Right to Education Act- 2009 in Churu and Jhunjhunu districts of Rajasthan. The findings of this study revealed that there was no significant difference between reaction of teachers of government and private schools towards Right to Education Act- 2009. There was no significant difference between reaction towards Right to Education Act- 2009 of students of government and private schools. But there was a significant difference between reaction of parents of students of government and private school towards RTE Act- 2009.

After reviewing the above studies it is found that gender and locality of students have not been taken to study the reaction of students towards RTE Act- 2009. So there is a need to study the reaction of students towards the RTE Act- 2009 in reference of their gender and locality in Uttar Pradesh.

Objectives of the Study :-

The Objective of the study was as following.

- To study the Reaction of students towards RTE Act-2009.
- To compare the mean score of the Reactions of Urban and Rural students towards RTE Act-2009.
- To compare the mean score of the Reaction of Male and Female students towards RTE Act-2009.

Hypotheses of the Study :-

The Hypothesis of the study was as following.

- There is no significant difference between the mean Reaction score of Urban and Rural students towards RTE Act-2009.
- There is no significant difference between the mean score of the Reactions of Male and Female students towards RTE Act-2009.

Delimitation of the Study :-

The present study was delimited as following.

- This present study is confined to the Lucknow city of Uttar Pradesh only.
- This present study is restricted to only class VIII students of Upper Primary Schools recognized by the Uttar Pradesh Basic Shiksha Parishad, Allahabad (Prayagraj).

Method of the Research :-

The Survey method under Descriptive Research was used to conduct this study.

Population :-

All the students of Primary and Upper Primary Schools recognized by Uttar Pradesh Basic Shiksha Parishad, Allahabad, Uttar Pradesh has been treated as the population for this study.

Sample and Sampling Technique :-

First of all 10 Upper Primary Schools of Lucknow city has been selected by random sampling method. After that 10 students of class VIII from each school selected as a sample of the study. In this way 100 students (47 female and 53 male) of Upper Primary Schools constituted the sample of the study. Out of these 100 students, 50 were from rural areas and 50 were from urban areas.

Tool :-

In this study a 'Student's Reaction Scale towards the RTE Act-2009' developed by the investigator was used by to assess the reaction of the students.

Results and Interpretation :-

Objective wise results and its interpretation are given below-

Reaction of the Students' Towards RTE ACT-2009:

The first objective of the present study was "To study the Reaction of students towards RTE Act-2009". The reactions of the students were analyzed by using Mean, Standard Deviation and Coefficient of Variance. These are given in Table-1.

Table-1

Mean, S.D. and Coefficient of Variance of Reaction Score of Students towards Right to Education Act-2009

Group	Number	Mean	S.D.	C.V.
Students	100	104.33	11.51	11.04

The Table-1 shows that mean and S.D. value of the reaction score is 104.33 and 11.51 respectively. The reaction scale used in this study consisted of 27 statements and each statement was to be related on five point scale. Thus, the minimum and maximum scores that can be obtained may be 27 to 135. The score falling between 91.8 to135 reflect the high positive reaction towards Right to Education Act- 2009. Since, the mean score of reaction towards Right to Education Act-2009 is 104.33. It indicates that level of reactions of students towards RTE Act- 2009 lies under high positive level. Further, the coefficient of variance (11.04%) is quite low which indicates that the group did not differ much with respect to their reactions towards Right to Education Act- 2009. Therefore, it may be said that the students of primary and upper primary schools of Uttar Pradesh have a high positive reaction towards RTE Act- 2009.

In order to study the reactions of Students towards different dimensions of Right to Education Act- 2009, data were also analyzed by using frequency, percentage and Chi-Square test. The results are given in Table-2.

Table-2

Frequency, Percentage and Chi-Square value of Reaction Score of Students towards RTE Act- 2009

S.N.	Dimension	Reaction					χ^2
		SA	A	U	D	SD	
1	Information and knowledge about Provisions of RTE Act- 2009	125 (31.25%)	221 (55.25%)	30 (7.5%)	09 (2.25%)	15 (3.75%)	420.90*
2	School Administration	101 (33.67%)	152 (50.67%)	20 (6.67%)	18 (6%)	9 (3%)	268.50*
3	Community Participation / SMC	130 (26%)	194 (38.80%)	81 (16.20%)	48 (9.60%)	47 (9.40%)	156.10*
4	Physical Resources	124 (31%)	198 (49.5%)	21 (5.25%)	38 (9.5%)	19 (4.75%)	310.32*
5	Student-Teacher Relationship and Behavior	155 (31%)	192 (38.40%)	45 (9%)	84 (16.80%)	24 (4.80%)	205.46*
6	Teaching-Learning Process/ Environment	227 (37.83%)	306 (51%)	27 (4.50%)	31 (5.17%)	9 (1.5%)	624.47*

Significant at 0.01 level*

From Table–2, it can be observed that 85 to 88 percent students expressed their positive reactions towards the statements related to the dimensions of Information and knowledge about Provisions of RTE Act- 2009, School Administration, Physical Resources and Teaching-Learning Process/ Environment. Apart from that above 64 to 69 percent students expressed their positive reaction towards the dimensions related to Community Participation / SMC and Student-Teacher Relationship and Behavior. In view of above it can be concluded that the most of the primary students expressed their positive reactions towards most of the statements related to different dimensions of RTE Act-2009. From above table -2, it can also be seen that all the calculated value of Chi-square are significant at 0.01 level with the df of 4. It indicates that the responses of the students were not normally distributed. So it may be said that the students have expressed their positive and favorable reactions towards RTE Act- 2009.

Comparison of Urban and Rural Students' Reactions Towards RTE Act-2009:

The second objective of the present study was "To compare the mean score of the Reactions of Urban and Rural students towards RTE Act-2009." Data related to this objective were analyzed by using Mean, Standard Deviation and t-test. The results are given in Table–3.

Table-3

Mean, S.D. and t-value of the Reaction Score of Urban and Rural Students toward RTE Act- 2009

Group	N	Mean	S.D.	t- value
Students of Urban Area	50	107.36	11.24	2.71*
Students of Rural Area	50	101.30	11.08	

Significant at 0.01 level*

From table-3 it is evident that the calculate t-value is 2.71, which is significant at 0.01 level of significance with df = 98. It reflects that the Mean reaction score of the urban and rural students towards RTE Act-2009 differ significantly. Thus the null hypothesis namely "There is no significant difference between the mean Reaction score of Urban and Rural students towards RTE Act-2009" is rejected. Further, the mean score of Reaction towards RTE Act- 2009 of students of Urban area is 107.36 which is significantly higher than that of students of Rural area whose mean score of Reaction towards RTE Act- 2009 is 101.30. It may therefore be said that students of Urban area are more satisfied with the implementation and facilities provided through Right to Education Act-2009 in comparison of students of Rural area.

Comparison of Male and Female Students' Reaction Towards RTE Act-2009:

The third objective of the present study was "To compare the mean score of the Reactions of Male and Female students towards RTE Act-2009." Data related to this objective were analyzed by using Mean, Standard Deviation and t-test. The results are given in Table–4.

Table-4

Mean, S.D. and t Value of the Reaction Score of Male and Female Students towards RTE Act- 2009

Group	N	Mean	S.D.	t- value
Male Students	53	105.60	12.42	1.19
Female Students	47	102.89	10.34	

From table-4 it can be observed that the calculate t-value (1.19) is not significant. It indicates that Mean Reaction score of the Male and Female students towards RTE Act-2009 is not significantly different. Thus the null hypothesis namely "There is no significant difference between the mean score of the reactions of male and female students towards RTE Act-2009" is not rejected. So that we may said that both male and female students have same reactions towards RTE Act-2009.

Findings :-

- Students of Primary and Upper Primary Schools of Lucknow city of Uttar Pradesh have significantly high positive and favorable reactions towards RTE Act-2009. But, in this study it was also found that the students were less satisfied with Community Participation and teachers behavior.
- It was found that there is was a significant difference in the mean score of reaction towards the RTE Act- 2009 of students of Urban and Rural area of Lucknow City of Uttar Pradesh. Students of Urban area were more satisfied with the implementation and facilities provided through Right to Education Act-2009 in comparison of students of Rural area.
- It was found that there was no significant difference in the mean score of reaction towards the RTE Act- 2009 of male and female students of Lucknow city of Uttar Pradesh.

Conclusion :-

In view of the findings of the present study it may be concluded that the Students of Primary and Upper Primary schools of Lucknow city of Uttar Pradesh have significant high positive and favorable reactions towards RTE Act-2009. This study also revealed that the students of Urban area have more favorable reaction RTE Act-2009 in comparison of students of Rural Area. On the other side, Male and Female students have same reactions towards RTE Act-2009. The significant high positive reaction of students towards RTE Act-2009 indicates that the provisions and facilities provided through RTE Act-2009 are beneficial for the students of primary education system. On the basis of this study it can be concluded that Right to Education Act-2009 is bringing the drastic changes in the field of the primary education of Uttar Pradesh.

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