

A Study of Opinion of Guardian Regarding RTE Rule

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As shown in RTE – 2009, each child should be facilitated with enough classrooms, teachers, toilets, drinking water facilities and education; no discrimination should be there in any form; children should not be punished in any way and should be treated with fear free; eligible students can not be denied his or her right of admission, can not be failed, and can not be removed from the schools and these issues are addressed in the RTE act-2009. All these rules and regulations should be appropriately implemented and for that the government has assigned responsibilities to mother, father, school, teacher and society.

Many years have been passed after the implementation of RTE -2009 and therefore it is necessary to know if the benefit of implementation of this act has reaches the needy children, handicapped children and the people of remote area of our society. This research study has been taken up by the researcher to know guardian's opinions opinions of their guardians of students who have obtained admission regarding RTE – 2009 act.

2. Statement of the Problem

The investigator has decided to study opinion of guardians. The title of the present study is:

4. Objectives of the Study

Objectives in Context to Guardian

1. To construct and standardize the opinionnaire for the guardian to know opinion towards RTE students having admission under RTE.
2. To study opinions of the guardian of students having admission under RTE.
3. To study opinions of the guardian of students having admission under RTE in context to Economical Status.
4. To study opinions of the guardian of students having admission under RTE in context to area.

1. Variables of the Study

The demographic variables in the study are:

Table-1
Classification of Variables in Context to Guardian

Sr. No.	Types of Variables	Variable	Level	Category of Levels
1	Independent	Area	2	⊙ Rural ⊙ Urban
2	Independent	Economical Status	2	⊙ Medium Level ⊙ Low Level
3	Dependent	Opinions on RTE		

6. Hypotheses of the Study

Hypothesis in the present study were as follows:

- Ho₁ There will be no significant difference between the mean scores of opinion on RTE of guardian of students of urban and rural area having admission under RTE.
- Ho₂ There will be no significant difference between the mean scores of opinion on RTE of guardian having medium and lower level economical status of students having admission under RTE.
- Ho₃ There will be no significant difference between the mean scores of opinion on RTE of guardian of students of rural and urban area having medium level of economical status having admission under RTE.
- Ho₄ There will be no significant difference between the mean scores of opinion on RTE of guardian of students of rural and urban area having lower level of economical status having admission under RTE.

- Ho₅ There will be no significant difference between the mean scores of opinion on RTE of guardian of students of rural area having medium and lower level of economical status having admission under RTE.
- Ho₆ There will be no significant difference between the mean scores of opinion on RTE of guardian of students of urban area having medium and lower level of economical status having admission under RTE.

7. Limitations of the Study

Limitations of the present study were as follows:

- The scope of present study is limited to North Gujarat Region.
- This study is conducted for the upper primary schools guardians of students having admission under RTE.

8. Population, Sample and Method of the Study

• Population of the study

The researcher had decided to know opinion of guardian of upper primary school students of Gujarati medium of North Gujarat region. Therefore, guardian of students of upper primary schools having admission under RTE of North Gujarat Region (Gujarati Medium) became the population of the present study.

• Sample

The population for the present study was guardians of upper primary schools of Gujarati Medium of the North Gujarat region. Guardians were selected using cluster sampling technique. Thus, upper primary schools were selected through random sampling method and the guardians from those selected schools were selected using cluster sampling method.

No attempt has been made to maintain the equal ratio of guardian and final sample was selected with reference to variable described in Table-3.

Table-3
Final Sample with Reference to Variables in Context to Parents

Area	Economical Status of Parents		Total (Parents)
	Medium	Low	
Rural Area	351	305	656
Urban Area	284	214	498
Total	635	519	1154

• Method of the Study

In the present study, Descriptive Survey Method was selected since the research was dealt with the data collection and analysis opinion of guardians of upper primary schools having admission under RTE.

9. Tools of the Study

In the present study, self prepared and standardize opinionnaire for guardians was constructed.

10. Construction of the Opinionnaire

The separate opinionnaire for students and guardians was prepared in four stages; (I) Preparation of the first draft; (II) Pre-piloting of the opinionnaire; (III) Pilot testing of the opinionnaire and (IV) Preparation of the final version of the opinionnaire. In constructing the statements for the opinionnaire researcher studied the related literature to understand the concept and nature of opinion. After the discussion with experts, opinionnaires prepared. There were total 44 statements selected for final form of opinionnaire for guardians.

11. Data Collection

In the present study the final version of the two Opinionnaire was administered on the their parents of North Gujarat Region (Gujarati medium). The data was collected according to the instructions.

12. Data Analysis

After the completion of the data collection, all the Opinionnaire were checked by the researcher. Incomplete filled up and without personal information opinionnaires were rejected. Opinionnaire having a specific pattern of responses were also rejected. Statistical measurements like Percentage, Q₁ and Q₃, Mean, Standard Deviation, Standard Error of mean, Mean difference and critical ration were carried out.

13. Major Findings

In the present research study, the objectives of the research were to study opinions of guardians and therefore the researcher has presented findings in two ways:

1. Findings related to opinions of students and guardians.
2. Findingd based on null hypotheses.

Parents' Opinions Regarding RTE:

Following were the opinions of parents regarding RTE:

1. It is due to RTE that children got the admission in nearby school.
2. It is due to RTE act government provides all the necessary facilities for education.
3. Attention has been paid to the problems of children.
4. Parents do not have clear opinion for the statement that it is due to RTE quality of mid-day meal has been improved.
5. It is due to implementation of RTE meetings in the schools for students' education have not been conducted.
6. It is due to RTE children do take interest in education.
7. It is due to RTE discrimination in admission procedure has been removed.
8. It is due to RTE wards get admission easily in the schools.
9. It is due to facilities for toilets made available for boys and girls separately in schools children are sent to schools without hesitation.
10. Children are freed from expenses of education.
11. It is due to RTE, education without stress has been given in real sense.
12. It is due to RTE fear of failure among children is decreased and therefore they don't pay attention on education.
13. It is due to RTE, fear of removal from schools is removed.
14. Physical punishment given by teachers has been stopped.
15. Fear of exam is decreased due to implementation of RTE.
16. It is due to implementation of RTE, children get admissions without discrimination.
17. RTE is blessing for education.
18. It is due to RTE extra fees which were collected by the schools has been decreased and therefore economic burden has been decreased.
19. It is after implementation of RTE students are taught by play-way method.
20. It is due to implementation of RTE, textbooks of syllabus are made available.
21. Schools arrange parents' meeting and therefore steps for improvement in children's education can be implemented.
22. Extra classes are arranged for removal of childrens' educational weaknesses.
23. It is due to RTE teaching has been done with the help of Smartboard and Smartclass.
24. Parents do not have clear opinion for the statement that scholarship under RTE has been given on time.
25. Enough attention has been paid for primary need of children.
26. It is due to RTE private tuition has been removed.
27. Parents feel that their grievence has been immediately addressed due to implementation of RTE.
28. Enough care has been taken for health of children.
29. Schools motivate the students to come everyday in schools.
30. It is due to RTE, level of education has been increased.
31. It is due to RTE, parents have freed from the anxiety of their wards' future.
32. It is due to RTE each child has been given equal education.
33. Work has been implemented in accordance to planning.
34. It is due to implementation of RTE admissions in the private schools are made available.
35. RTE is only act and it has not been implemented.
36. Schools do not have enough infrastructure of facilities like libraries.
37. Schools charges extra fees even if there is an act of RTE.
38. No benefit of RTE act has been given by schools.
39. It is due to RTE there is no need to give reference for admission.
40. Parents do not have clear opinion for the statement that it is due to RTE interviews are not taken in the schools.

41. It is due to RTE children could be educated with higher self-respect.
42. In RTE recommendation till upper primary education has been made and no recommendation after that has been made and therefore it is not useful for poor people.
43. Discrimination among children are seen who have taken admission under RTE act.
44. Parents are of opinion that no recommendations has been made for weak students.

FINDINGS IN TERMS OF NULL HYPOTHESES

1. Parents of urban area students were found to have positive opinions with regard to RTE as compared to Parents of urban area students. Thus, the effect of area on upper primary school parent's opinions of RTE was observed.
2. Parents of lower income were found to have positive opinions with regard to RTE as compared to Parents of medium income of upper primary schools. Thus, the effect of economic status on upper primary school parent's opinion of RTE was observed.
3. Parents of lower income of rural area were found to have positive opinions with regard to RTE as compared to Parents of medium income of rural of upper primary schools. Thus, the effect of economic status on rural upper primary school parent's opinion of RTE was observed.
4. Parents of medium income of urban area were found to have positive opinions with regard to RTE as compared to Parents of lower income of urban of upper primary schools. Thus, the effect of economic status on urban upper primary school parent's opinion of RTE was observed.
5. Parents of medium income of urban area were found to have positive opinions with regard to RTE as compared to Parents of medium income of rural area of upper primary schools. Thus, the effect of economic status was seen on opinions of parents having medium income with regard to RTE.
6. Parents of lower income of rural area were found to have positive opinions with regard to RTE as compared to Parents of lower income of urban area of upper primary schools. Thus, the effect of economic status was seen on opinions of parents having lower income with regard to RTE

14. Conclusion

This research study has been attempted to study the opinions of upper primary school students' parents with regard to RTE. Since the present research study has been limited to the Gujarti medium upper primary schools of North Gujarat region, it cannot be applicable to entire population. Eventhough, this research study has been associated with guardians, it will be useful for each class of society and this would be worth for researcher's attempt to conduct this research study.

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