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## STUDY OF ATTITUDE OF PARENTS, TEACHERS TOWARDS FREE ADMISSION IN PRIVATE SCHOOLS IN RAJASTHAN UNDER RIGHT TO EDUCATION ACT 2009

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### ABSTRACT

This study investigates the attitudes of parents and teachers towards free admission in private schools, focusing on Rajasthan under the Right to Education Act 2009. Employing a descriptive survey research method, the study found no significant difference in attitude between parents and teachers. A sample of 30 participants from each group revealed mean attitudes of 58.2 for parents and 62.7 for teachers, with standard deviations of 18.57 and 10.57 respectively. The hypothesis suggesting no difference between the groups was accepted, highlighting the uniformity in attitude towards free admission in private schools among both parents and teachers.

**Keywords:** Child, Elementary Education, Prescribed, Disadvantaged Child, Weaker Section.

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### I. INTRODUCTION

The study aims to explore the attitudes of parents and teachers towards free admission in private schools, particularly in the context of Rajasthan under the Right to Education Act 2009. With education being a fundamental right, understanding stakeholders' perspectives is crucial in shaping policies and practices. This research adopts a descriptive survey method to investigate whether there is a significant difference in attitudes between parents and teachers regarding free admission in private schools. Keeping in mind the importance of primary education, it has been clarified in Article 27 of the Constitution that it is the right of every child to get primary education and it is the duty of the nation to fulfill this demand.

In this way, the importance of primary education becomes self-evident. Giving importance to this need, on 26 January 1950, compulsory primary education has been included in Article 45 of the Indian Constitution and it has been declared that "within 10 years of the implementation of the Constitution, the State will make provision for free and compulsory education for all those children who do not attain the age of 14 years.

### II. REVIEW OF LITERATURE

1. **Betaly, Tara (2002)** studied the issue of universalization of primary education and said that universalization of primary education should not be only quantitative but also qualitative in order to achieve the real goal of primary education. So, the benefits of universalization should be achieved in a logical and meaningful way only then the goal of primary education can be achieved.
2. **Acharya Prashant Kumar, Behera Manoranjan (2004)** conducted a study in two districts of Orissa about the grants provided by Sarva Shiksha Abhiyan in primary education and the training of teachers and it was observed that the grants and training received by the teachers are not having any effect on the quality of teachers. The grants received by the school are also not being used at the right place. Due to this, the enrollment of schools in the primary education system is not increasing. For this, it is necessary to provide effective training to the teachers.
3. **Ambedkar, R.L. (2011)** conducted a study in the context of the Right to Free and Compulsory Child Education Bill in Akola district of Maharashtra and found that the attitude of teachers towards the right to free and compulsory child education is more favorable than awareness and there is a high correlation between the awareness and attitude of teachers. On the basis of the presented conclusion, it is necessary to provide training to the teachers on the provisions given in the bill so that the teachers can get complete information about this right so that its implementation is also done properly and the objectives contained in the right can be fulfilled.

4. **Bhadoria, Mridna and Gore Rashmi (2011)** studied the issue of dropout of students in primary education, especially girl students. The rural areas of Kanpur city were selected for the study. The research found that the main reasons for dropout in primary schools are economic conditions, undesirable social environment and negative perception of education.

**OBJECTIVE:**

To study the attitude of parents and Teachers towards free admission in private Schools.

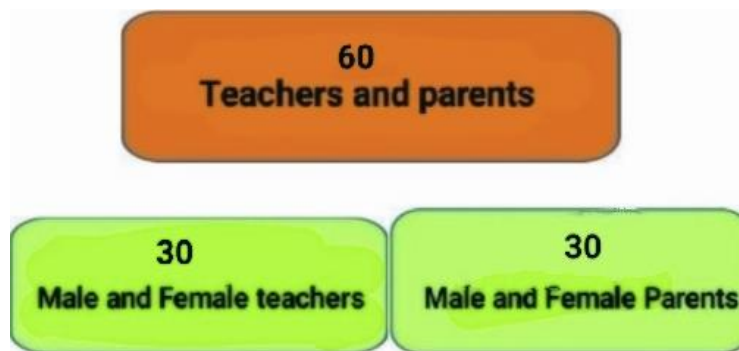
**HYPOTHESIS:**

There is no significant difference found in the attitude of parents and teachers towards free Admission in private schools.

**III. RESEARCH METHOD**

The researcher adopted descriptive research method of the descriptive Survey research method to find out study of Attitude of Parents, Teachers Towards Free Admission in Private Schools in Rajasthan under Right to Education Act 2009. The nature of this study is descriptive, and the Normative Survey method has been followed in the present study. Researcher has used descriptive survey research technique.

**SAMPLE:**



**VARIABLES:**

(1) **Independent variable** - Free admission is the independent variable in the presented research.

(2) **Dependent variable** - Teacher and parent are the dependent variables in the present research.

**H1** There is no significant difference found in the attitude of parents and teachers towards free admission in private schools.

Display of mean, standard deviation, standard error of difference of means, difference of means, degrees of freedom and critical ratio.

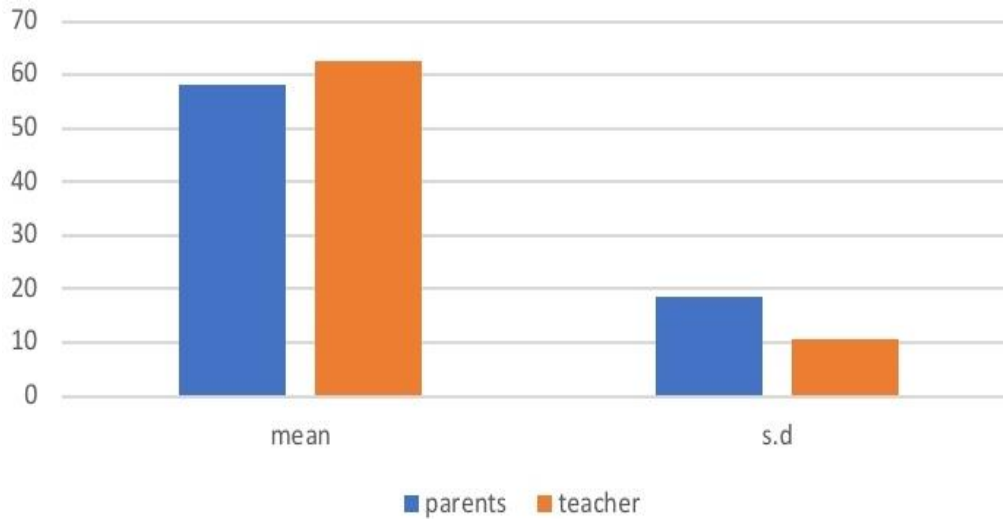
Category	N	MEAN	S.D	SE <sub>D</sub>	D.	D.F.	C.R	Result
Parents	30	58.2	18.57	3.91	4.5	58	1.15	Hypothesis is accepted
Teacher	30	62.7	10.57					

Degree of freedom = ( N1+N2)-2

= (30+30)-2

=58

Significance level of 0.05 = 2.40



#### IV. ANALYSIS

It is clear from the above table that the mean of attitude of parents and teachers towards free Admission is 58.2 and 62.7 respectively and the standard deviation of both the groups is 18.57 And 10.70 respectively. The standard error of the difference between the mean values of both the Groups is 3.91 and the difference between the mean values is 4.5. The critical ratio of the scores Of both the groups is 1.15 which is less than the required value of 1.68 for significance at 0.01 Significance level for degrees of freedom 58. Therefore, hypothesis 1 is accepted. That is, no Significant difference is found in the attitude of parents and teachers towards free admission in Private schools.

#### EDUCATIONAL IMPLICATIONS

The following usefulness of the presented research is shown.

- 1. For students** – This study is also important for students. By getting information about the personality of their teachers, students will be able to reach the highest peak of success by doing their studies in a planned manner.
- 2. This study is also useful for teachers.** By analyzing their personality, teachers will be able to use the information obtained in their future life and will be able to give a new direction and height to their teaching work.
- 3. For the society** - Man is a social animal, most of his works are done keeping in mind the aspirations and beliefs of the society. The society has high expectations from the teacher class and considers the teacher as the destiny maker of its children. Therefore, the teacher will have to play his role according to the expectations of the society.

#### V. CONCLUSION

The findings of this study suggest that there is no significant difference in the attitudes of parents and teachers towards free admission in private schools. Despite their different roles and perspectives within the educational system, both groups exhibit similar views on this issue. This uniformity implies a potential consensus among stakeholders regarding the importance of providing access to education irrespective of economic constraints.

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