

INFLUENCE OF RIGHT TO EDUCATION (RTE) ON PERFORMANCE OF TEACHERS

UGC CARE
APPROVED

ABSTRACT

In 2009, the Government of India introduced “The Right of Children to Free and Compulsory Education Act” (RTE). This Act focusses on the provision of education to children in the age group of 6–14 years, with 25% reservations in private schools for children belonging to weaker sections and disadvantaged groups. This rule on reservations has been cited as one of the most important stipulations in the Act as it places targeted pressure on private schools. Aiming strongly on supply side input-based indicators the Act is aimed to increase student enrolments, promote social inclusion that recognises the diversity of children and make the disadvantaged and culturally distinct groups to be equal members of the society and increase academic outcomes. The prime objective of this study is to investigate the influence of RTE on performance of teachers. This paper takes into account the various RTE mandated academic indicators and studies its possible influence on classroom management, academic assessment and grading and its impact on performance of teachers. This study is conducted among the school teachers in Bangalore city. Samples were selected using convenience sampling method. The total sample size for the study were 280 school teachers belonging to three different streams of Indian Education System. The school teachers who took part in the survey are the primary and secondary school teachers. Information on teacher data and workload data were gathered through structured questionnaire and were analysed using appropriate statistical tools to investigate the influence of RTE on performance of teachers. Statistical Package for Social Science (SPSS) were used to analyse the data. The findings will give insights on the influence of RTE on performance of teachers in Bangalore city.

Key words : Performance, Right To Education (RTE), School Teachers.

I. Background

Keeping in line with the requirements of United Nations, India enacted in 2009, The Right to Education Act (RTE) and made education in India a fundamental right. This act enables children from age six to fourteen years, get free education up to class VIII and mandates all private schools to provide free admissions @25% of class capacity to students based on caste reservations and economic status. Irrespective of child’s performance, as per RTE, the child shall not be held back in any class or removed from school until the completion of middle level class VIII education. This act strongly addresses the supply side by increasing admissions in schools across India.

RTE envisions teacher as a) A proficient enabler, who encourages children to build their own knowledge b) An efficient instructor being aware about progressive

pedagogy c) An advisor aligned with the nature of students belonging to various socio-economic and cultural upbringings. Authors Deakin, James, Tickner and Tidswell (2010) argued that the overriding factor for the success of performance in academic pursuit, is the teacher.

This study explores the following research questions 1) How the performances of teachers are influenced by RTE induced a) Non-Teaching workload b) Co-Curricular work c) Classroom Teaching & Management d) Assessment & Grading

G. SURENDAR

Ph.D Research Scholar, KSR College of Arts & Science, Tiruchengode, Tamilnadu, India

Dr. M.MARUTHA MUTHU

Research Supervisor, KSR College of Arts & Science, Tiruchengode, Tamilnadu, India

In the following sections, we examine each one of the above briefly

Non-Teaching Work

In India in general, teachers do non-teaching work in addition to teaching. Examples: Maintenance of multiple registers, electronic data entry of records, distribution of uniforms, etc. In practice, the above said activities are not integrated with lesson plan and program of work. Akhtar, A. (2017) in his article "The role and challenges of school teachers in contemporary India" says Non-teaching activities take away precious teaching time and students are deprived of learning. Author says non-teaching work of a teacher should be nil so that teacher works with the sole objective of teaching and educating students.

Co-Curricular Work

Co-curricular activities take place outside the traditional classroom and functions to complement class curriculum. As per RTE, the grades of co-curricular activities need to be included in the certificate, to be mandatorily issued to students once they complete eight years of elementary education. Authors Khan, Wasal & Iqbal, Mohammad. (2014) in their study on Role of Co-Curricular Activities in School Effectiveness, find that all stakeholders are keen to have co-curricular activities as it enhances overall effectiveness and helps in having a sustainable education system.

Classroom Teaching & Management

RTE, has many norms that are directly related to the functioning of teachers and their performance. RTE driven education system is not only meant to provide quality education to poor & disadvantaged children but has a larger aim to have children sit and learn together cohesively for few years (10 years) without the borders & barriers of caste & class. Since classrooms will have a mixed socio-economic composition of privileged and underprivileged students due to RTE admissions, managing the classroom will pose challenges to teachers. They have to teach keeping social needs in view. Lesson plans and program of work have to be innovatively designed with differentiating instructions, to make teaching and learning very inclusive. Conducive learning environment is important and creating such an environment

strongly depends on the teacher's skills. Chandra, R. (2015) states that a teacher has to educate and enable the child to reach good heights of achievement and should not be confined to just assessing and grading students.

UGC CARE
APPROVED

Assessment & Grading

Continuous and Comprehensive Evaluation (CCE) is the assessment method mandated by RTE for primary and middle level education in order to:

- ❖ Pave way for the child to be stress free while preparing for and facing the examinations as they would be compartmentalised and spread throughout an academic year.
- ❖ Integrate assessment with teaching and learning, through tests, exams, interactions and observations.
- ❖ Give teachers feedback to further improve teaching
- ❖ Reflect the progress made by child over time
- ❖ Maintain a portfolio of work done by students instead of case-by-case sheets.

Pany, Sesadeba. (2016) observes that the focus has shifted from teaching environment to a strong learning environment and this makes CCE a good option. He finds CCE to be a sound method because it combines scholastic and non-scholastic assessments over a year.

Pazhanimurugan et al (2015) studied the issues of teachers with CCE and found that awareness level was low and the major problem in execution of CCE was lack of structured training. Saluja (2016) reveals that lack of teaching aids & training is hindering implementation of CCE and forcing teachers to race against time to cover the full syllabus.

Aim and Objectives

Addressing the teaching issues of faculty in an organized and regular manner is paramount & key to success of educational programs. It is in this regard that this study has been undertaken.

The objectives are:

- ❖ To collect and study the demographic data of teachers working in chosen schools in Bengaluru.

- ❖ To study the influence of RTE on teachers performance in chosen schools in Bengaluru.

Review of Literature

United Nations declared “Universal Human Rights “ in 1948 and made it clear under Article 26 that every person shall have the right to education and it shall be provided free at least in primary and middle levels.

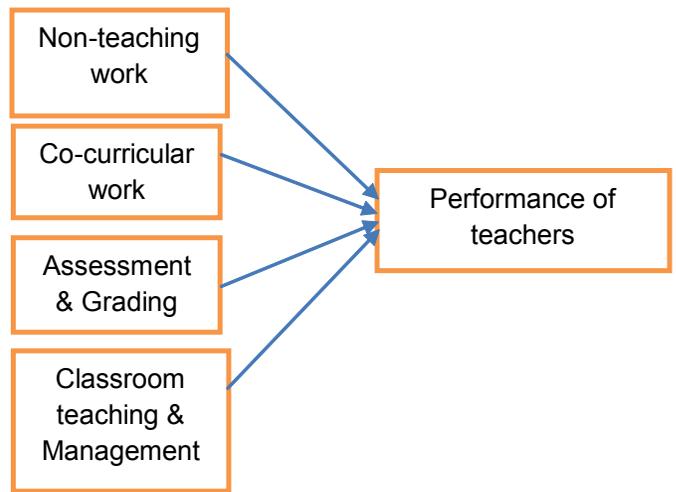
(Kaur, 2014) states that free and compulsory primary education will help nation in achieving its goals of education. Leading a dignified life can be achieved only through education and RTE paves way for the same according to the study conducted by (Uma, 2013). (Seema, 2013) states that load factor of teachers increases due to RTE. (Suganthi and Lakshmi, 2013) in their study on teachers workload, stress and performance, conclude that healthy performance of teachers could be seriously impacted due to the occupational stress and consequently affect the institution. Authors Barnett Berry, Alesha Daughtrey, and Alan Wieder (2010) mention that the classroom conditions and matching preparedness by teachers shows up in teaching performance & effectiveness more than the teacher’s academic qualifications and qualities. Dr Andy Chandler-Greyatt (2021) says knowledge about how to assess what students know and can do is one part. Interpreting the assessment results and applying them back to improve student learning is the second part and teacher who combines both effectively is considered a literate in assessment.

Dr Andrea Merio (2022), states the importance of classroom management and how it can shape the performance of teachers. He finds that a committed teacher going the extra mile to help students succeed, can find the classroom with receptive and productive students. (Ozgenel & Mert, 2019) find that educational background and service level of teachers do not matter in their output and efficiency whereas their gender and school levels plays a role. Ministry Of Education, New Zealand recommends development and implementation of “Performance Management System” in all schools to ensure that teachers stay abreast and impart quality education always.

Research Methods

Employing “Descriptive Research Design Method” the study has developed a model integrating past and existing literatures and examining the performance of teachers influenced by RTE academic indicators namely Non-Teaching work, Co-Curricular work, Assessment & Grading and Classroom Teaching & Management.

Research Model



Hypotheses:

H1: Non-Teaching Work has influence on performance of teachers

H2: Co-Curricular Work has influence on performance of teachers

H3: Assessment & Grading has influence on performance of teachers

H4: Classroom Teaching & Management has influence on performance of teachers

The study is conducted in Bangalore city among teachers from select schools in the study area. Responses have been collected from 280 teachers. Survey method has been adopted with structured instrument (Questionnaire) containing questions on demographics of respondents and questions related to variables used in this study. Variables namely, Non -Teaching work, Co-Curricular work, Classroom teaching & Management and Assessment & Grading are assessed with the five-

point Likert scale. The highest score 5 being Strongly Agree, 4- Agree, 3-Neutral, 2- Disagree and 1- Strongly Disagree. Captured data has been analysed using SPSS software version 26 and AMOS 23. Percentage analysis is used to arrive at demographic profile of respondents. SEM i.e Structural Equation Modelling is used to study the influence of RTE on performance of teachers through the framed hypotheses and research model. The Cronbach Alpha reliability value of the data for 15 items is 0.880.

Results & Discussions

Table 1
Demographics of respondents

Categories	Category	Respondents N=280	Percentage
Gender	Female	250	89.3
	Male	30	10.7
Age	<Than thirty years	139	49.6
	Thirtyone to Forty years	102	36.4
	>Than forty years	39	13.9
Educational Qualification	Degree &B.Ed	103	36.8
	Masters &B.Ed	119	42.5
	M.Ed	58	20.7
Department	All subjects	169	60.4
	Language & Social Science	81	28.9
	Maths, Science& Computer Science	30	10.7
Employment	Primary & Middle	182	65
	Secondary	27	9.6
	High school	71	25.4
Marital status	Married	215	76.8
	Unmarried	65	23.2
Experience	<Than five years	122	43.6
	Five to Ten years	87	31.1
	>Than ten years	71	25.4

Source: Primary data

Table 1 displays the results of percentage analysis of respondents. Out of 280 respondents, 89.3% of them were female and remaining 10.7% were male teachers. 49.6% of the respondents' were less than 30 years in age &42.5% had educational qualification of PG with B.Ed. 60.4% of the respondents' handle all the subjects with 65% of them working in primary & middle school. 76.8% of respondents were married and 43.6% of them have less than 5 years of experience.

Structural Equation Modelling

Influence of RTE academic indicators on performance of teachers

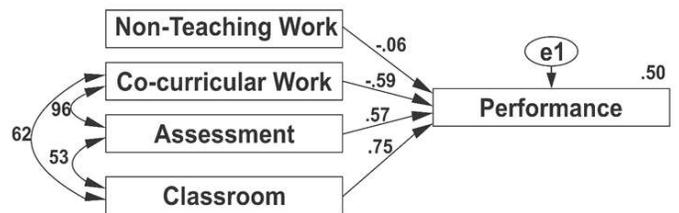


Figure 1: Path Diagram

Note: In figure 1, Assessment & grading is given as Assessment, Classroom teaching & management is given as Classroom.

Table 2
Regression Weights

		Paths	Estimate	S.E.	C.R.	P
Performance	<--	Non-teachingwork	-0.113	0.074	-1.526	***
Performance	<--	Co-curricularwork	-0.757	0.209	-3.629	***
Performance	<--	Assessment& grading	1.027	0.267	3.846	***
Performance	<--	Classroom teaching & management	0.944	0.07	13.436	***

Note: P<0.001***

Table 3
Standardised Regression Weights

		Paths	Estimate
Performance	<--	Non-teachingwork	-0.064
Performance	<--	Co-curricularwork	-0.585
Performance	<--	Assessment&grading	0.574
Performance	<--	Classroom teaching & management	0.747

Results of path diagram

Results of Non-Teaching Work influencing performance of teachers show $\beta = -0.06$ & $p < 0.001$. Hypothesis H1 that states Non-Teaching Work has influence on performance of teachers, is not supported.

Co-Curricular Work influencing the performance of teachers result shows $\beta = -0.58$ & $p < 0.001$. Hypothesis H2 that states Co-Curricular Work has influence on performance of teachers, is not supported.

Results of Assessment & Grading influencing Performance of Teachers, show $\beta = 0.57$ & $p < 0.001$. Hypothesis H3 that states Assessment & Grading has influence on performance of teachers, is supported.

Results of Classroom Teaching & Management influencing the Performance of Teachers show $\beta = 0.74$ & $p < 0.001$. Hypothesis H4 that states Classroom Teaching & Management has influence on performance of teachers, is supported.

Table 4
Model Fit Results

Index	Recommended values	Observed values
Chi-square Degrees of freedom	? 5.00	1.113
GFI	? 0.90	0.995
AGFI	? 0.80	0.976
CFI	? 0.90	0.997
RMSEA	? 0.08	0.02

Chi-square/degrees of freedom is (1.113) which is less than 5.00.



GFI (0.995), AGFI (0.976) and CFI (0.997) are higher than 0.90. RMSEA (0.02) is lower than 0.08. Above results clearly prove that statistical data related to fitness of model are in acceptable range thus confirming a good fitness between the model and data.

Conclusion

The landmark Right to Education Act 2009, (RTE) has made schools and teachers central to it. Free admissions based on caste reservations and economic factors addresses supply side enrolment requirements across India. RTE mandated 25% admissions in private school has brought into the classroom, students with vastly varying socio-economic backgrounds. This factor coupled with other RTE conditions like admission as per age and assessment & grading based on CCE, etc has made classroom management very challenging for teachers thereby influencing their performance. In order to enhance teachers performances, these issues, have to be addressed in a comprehensive, programmed and timely manner. Married female teachers constituted the majority in terms of respondents of this research study. Nearly half of the respondents were less than 30 years of age. Educational qualification of most of the respondents were PG with B.Ed. Majority of the respondents handle all the subject in primary & middle school and have less than five years of experience in teaching. Statistical path analysis results of the data confirms that first and second hypotheses H1 & H2 which state Non-Teaching Work and Co-curricular work has influence on performance of teachers, are not supported and such work given to teachers do not have influence on performance. The path analysis of data confirms that the third and fourth hypotheses H3 & H4 which state Assessment & Grading and Classroom Teaching & Management has influence on performance of teachers, are supported and these variables influence the performance of teachers. Model fit indices confirm that the research model is good as all values are in compliance with recommended values.

Limitations of the study

Data for analysis came through answered questionnaire from 280 teachers from chosen schools in one metro city. While the study focusses on problems pertaining to performance of teachers influenced by Right to Education Act, the researcher has examined only four academic indicator factors. Time constraint affected the data collection, because during school hours, it was not easy to collect and after school hours, teachers were busy leaving for the day.

Scope for further research

This research study offers a reference line idea. Based on this, more research studies can be taken up with additional factors (Work life balance, Quality of work life, monetary and non-monetary benefits etc) and by increasing the sample size across multiple cities. Researchers can adopt qualitative research to examine the implementation of RTE and its influence on performance of teachers as this may give more insights. Research on RTE centric Performance Management and Training Programs may open up more prospects to overcome the RTE impact on performance of teachers.

References

1. Akhtar, A. (2017). *The role and challenges of school teachers in contemporary India. Learning Curve*, (26), 60-63.
2. Andrea Merlo (2022) *How Teachers Can Improve Their Performance in the Classroom* <https://www.teacheracademy.eu/blog/improve-teacher-performance/>
3. Article 26 A United Nations General Assembly <https://www.un.org/en/about-us/universal-declaration-of-human-rights#:~:text=Article%2026,on%20the%20basis%20of%20merit>
4. Berry, Barnett & Daughtrey, Alesha & Wieder, Alan. (2009). *Collaboration: Closing the Effective Teaching Gap. Center for Teaching Quality.*
5. Chandra, R. (2015). *Classroom management for effective teaching. International Journal of Education and Psychological Research*, 4(4), 13-15.
6. Deakin, G, James, N, Tickner, M & Tidswell, J (2010). *Teachers' workload diary survey 2010. Infogroup/ORC International, DFE*
7. Dr Andy Chandler- Greyatt (2021) "The 6 elements of assessment literacy" <https://edu.rsc.org/feature/6-ways-to-develop-your-assessment-skills/4013078.article>
8. Department of School Education & Literacy, *Right to Education Act* <https://dsel.education.gov.in/rte>
9. Kaur, Navdeep. (2014). *Awareness Of Right To Education Among Secondary School Teachers. Journal Of Social Science Research*. 6. 1004-1008. 10.24297/jssr.v6i2.3484.
10. Khan, Wasal & Iqbal, Mohammad. (2014). *Role of Co-Curricular Activities in School Effectiveness*. 21. 2169-2176. 10.5829/idosi.mejsr.2014.21.11.21841.
11. ma, U., 2013. *Right to Education (RTE): A Critical Appraisal. IOSR Journal of Humanities and Social Science*. 6. 55-60. 10.9790/0837-0645560.
12. Ministry of Education, New Zealand - <https://assets.education.govt.nz/public/Documents/School/Running-a-school/Employing-and-managing-staff/PerformanceManagement.doc>
13. Ojha Seema, S., 2013. *Implementing right to education: Issues and challenges. Research Journal of Educational Sciences ISSN*, 2321, p.0508.
14. Özgenel, M. and Mert, P., 2019. *The role of teacher performance in school effectiveness. International Journal of Education Technology and Scientific Researches*, 4(10), pp.417-434.
15. Pany, Sesadeba. (2016). *Continuous and Comprehensive Evaluation: A Paradigm Shift in Evaluation. Online International Interdisciplinary Research Journal*. VI. 139-147.
16. Pazhanimurugan, S., Sivakumar, R., & Benjamin, A. E. W. (2015). *Teachers' attitude towards Continuous and Comprehensive Evaluation on Secondary Schools. Indian journal of applied research*, 5(1), 158-160.
17. Saluja, A. 2016. *New Dimensions in Evaluation: Teachers' Perspective on CCE and its Implementation. International Journal of Science and Technology and Management*, 5(8).
18. Suganthi, G. and Lakshmi, M. (2013). *A Study on Work Stress of Female Faculty Members in Colleges in Villupuram District. Journal of Exclusive Management*. 2 (12), ISSN 2277 -5684.

