

DESIGN OF THE STUDY

The research work has a systematic methodology. It gives to researcher a scientific sight and workable plan to proceed in a right direction towards solving the problem. Current chapter is confined with the selection and development of the techniques and tools to be used in this study and thus current design of the study, sample, population, development of tools and description, statistical techniques which are to be used for data analysis and the framing structure of thesis.

Research design is the plan, structure and strategy of investigation. The plan is the overall scheme or program of the research. After Identifying and defining the problem and accomplish the related researchers investigator must arrange his/her ideas in order. It includes an outline of what the investigator will do from writing the hypothesis and their operational implication to the final analysis of data.

The most complicated and crucial operation in the research work is the collection of data. If the methodology & procedure adopted by the investigator is not good, he will certainly lost in hopelessness and helplessness universe. The selection of adequate methods, tools and techniques is very difficult and must be handled with care and profound consideration in respect of time, cost, ability, experience and need. In this chapter above mentioned dimensions of the research are discussed in details under the following heads:

- Research Method
- Variables of the study
- Population and Sample
- Selection and Description of the Tool
- Scoring Procedure of the Tool
- Administration of the Tool
- Statistical Techniques Used

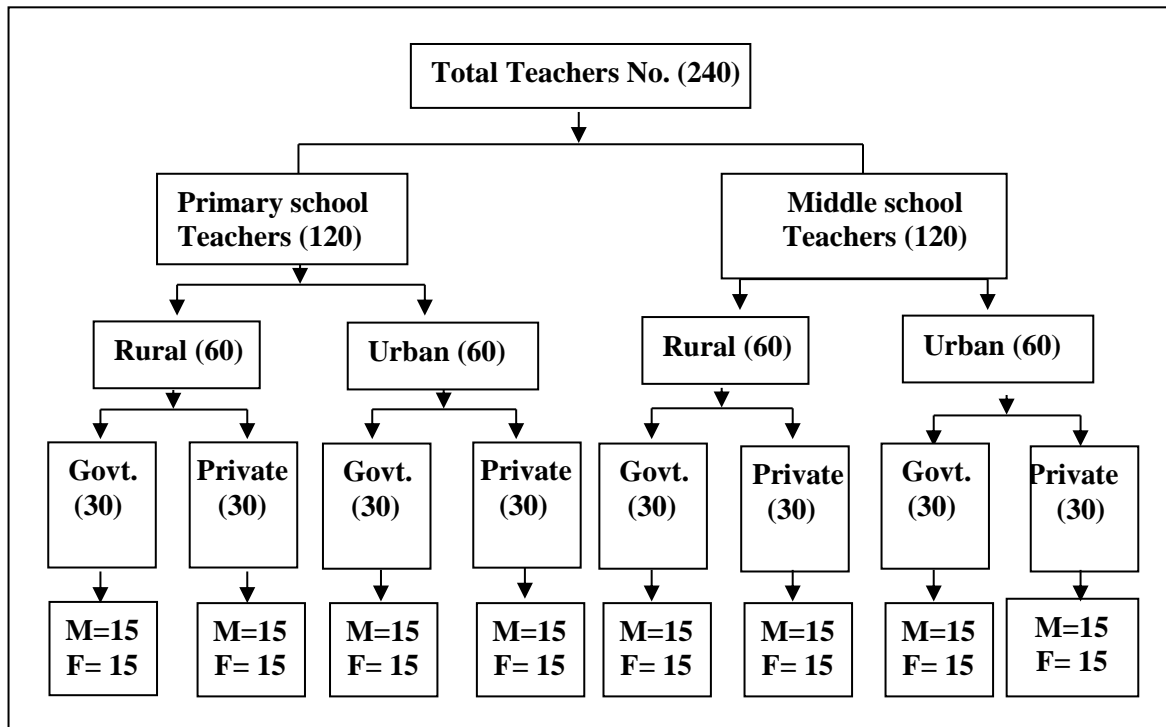
3.1 RESEARCH METHOD

The significance and nature of Descriptive survey method has been explained by George J. Moulyas, “No category of Educational research is more widely used than the type used known variously as the ‘Survey’, the normative survey, status and descriptive researches. This broad classification comprises a variety of specific techniques and procedures, all similar from the stand point of its purpose that is to establish the status of the phenomenon under investigation.” Thus a Descriptive survey study describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. The researcher employed the “Descriptive Survey method”.

3.3 POPULATION AND SAMPLE OF THE STUDY

The population of the present study was primary and middle school teachers situated in Bharatpur district of Rajasthan state. In the present study 240 primary and middle school teachers working in government and private schools of Bharatpur districts of Rajasthan was taken as sample unit. Sample was selected by using random sampling technique. To make equal representation of primary and middle schools researcher selected 120 primary schools teachers and 120 middle schools teachers. Thus further 120 government and 120 private schools teachers.

Summary of selected sample from primary and middle schools teachers is presented in the following flow chart 3.1.



3.4 SELECTION AND DISCRIPTION OF THE TOOL

Keeping in view the nature of the problem, measures of awareness about RTE-Act 2009 required for the investigation of the problem. Hence researcher has decided to construct a self-developed questionnaire for this purpose.

3.4.1 Preparation of Test

The researcher first consulted various references such as RTE-Act 2009, articles, news paper, previous research conducted in the field of RTE-2009. Many questions were noted through the process of brain storming which covered the dimensions for available facilities. For this purpose researcher has decided to make close ended questionnaire of multiple choice items to collect relevant information from source.

3.4.2 Selection of Items

Researcher examined the list of items and categorized them in different dimensions. Categorized items were deeply observed to remove repetitions, spelling mistakes and ambiguity. After observation of items were rearranged to observe sequence and continuity.

After the selection of items first draft was prepared which consists six dimensions with 57 items i.e. Awareness, Role of teacher, Role of schools, Role of parents, Role of administration and role of school management committee.

3.4.4 Expert opinion

After preparing of first draft, the questionnaire was sent to the experts and teachers for checking and taking their valuable suggestions that helped in making the questionnaire more adequate. They pointed out some questions as ambiguous and irrelevant and suggested to remove these items. Their responses and suggestions were considered and giving a final shape to the questionnaire.

3.4.5 Editing / modification

The items were reframed keeping the instruction and basic rules of questionnaire construction in the mind. The expert suggestions were incorporated in the questionnaire. Some statements were reframed, added or deleted and language of some items was revised as per the recommendations given by the experts.

3.4.6 Final draft

On the basis of suggestions of experts the final draft of the questionnaire was prepared. There were 42 items in the final draft of the questionnaire after modification distributed in given dimensions regarding awareness of RTE Act 2009.

S.N.	Dimensions	Item No.	No. of Items
1	Awareness	1-8	08

2	Role of Childs	9-15	07
3	Role of teacher	16-19	04
4	Role of parents	20-22	03
5	Role of schools	23-34	12
6	Role of administration	35-39	05
7	Role of school management committee	40-42	03
	Total		42

3.5 SCORING PROCEDURE OF THE TOOL

There are four response alternatives in each item of the questionnaire. The subject has been chosen only one alternative. The marks have been allotted as follows:

Response Alternative	Scores
True answer	01
No negative marking	

3.6 ADMINISTRATION OF THE TOOL

The researcher visited every school personally and after permission to collect the data the scale was administrated on sample. The scale filled by the teachers in his views and enough time was given to the teachers for filling the scale. Researcher assured to teachers that the information provided by them would be kept strictly confidential and that will be used only for research purpose.

3.7 STATISTICAL TECHNIQUES USED

The role of statistics in research is to function as a tool in designing research, analyzing its data and drawing conclusions. The researcher adopted various statistical measures in order to arrange and draw out the essence from the collected data i. e. Mean, S.D. and t-test.

ANALYSIS AND INTERPRETATION OF DATA

Introduction:-

After collecting and analyzing of the data, the researcher has to accomplish of drawing inference followed by report writing. This has to be done very carefully, otherwise misleading conclusion may be drawn and the whole purpose of doing research may get vitiated. It is only through interpretations that the researcher can expose relations and processes that underline his finding.

All his analytical information and consequential inference(s) may well be communicated, preferably through research report to the readers

Table No. 4.1: Comparison of rural primary and middle school teachers regarding awareness of RTE Act, 2009.

Level of schools	No. of Teachers	Mean	Standard Deviation (SD)	t-value	level of Significance	Hypothesis Result
Primary	60	38.03	1.84	5.16	Significant	Rejected
Middle	60	37.20	1.91			

Table no 4.1 shows that mean scores of rural primary and middle school teachers regarding awareness of RTE Act, 2009 are 38.033 and 37.20 respectively with the respective standard deviations (S.D.) of 1.84 and 1.91. The t-value is 5.16 which is significant at 0.05 levels.

Therefore the research hypothesis i.e. ‘there is no significance difference between the awareness of rural primary and middle school teachers regarding RTE Act, 2009’ is rejected.

It may be concluded that there is significance difference between the awareness of rural primary and middle school teachers regarding RTE Act, 2009 ,As the primary teachers are more concerned with the provisions and implementation of RTE Act, 2009.

Table 4.2: Comparison of urban primary and middle school teachers regarding awareness of RTE Act,2009.

Level of schools	No. of Teachers	Mean	Standard Deviation (SD)	t-value	level of Significance	Hypothesis Result
Primary	60	37.93	1.66	.00	Not Significant	Accepted
Middle	60	37.93	1.89			

Table No.4.2 shows that mean score of awareness of urban primary and middle school teachers regarding RTE Act, 2009 are 37.93 and 37.93 respectively with the respective standard deviations (S.D.) of 1.66 and 1.89 respectively. The t-value is 0.00 which is not significant at 0.05 levels. Therefore the research hypothesis i.e. there is no significance difference between the awareness of urban primary and middle school teachers regarding RTE Act, 2009 is accepted.

It may be concluded that there is no significance difference between the awareness of urban primary and middle school teachers regarding RTE Act, 2009 as urban middle school teachers are more aware about the provisions and implementation of RTE Act,2009.

Table no 4.3: Comparison of rural and urban primary school teachers regarding awareness of RTE Act,2009

Locality	No. of Teachers	Mean	Standard Deviation (SD)	t-value	level of Significance	Hypothesis Result
Rural	60	38.03	1.84	.60	Not Significant	Accepted
Urban	60	37.93	1.66			

Table no.4.3 shows that mean score of awareness of rural and urban primary school teachers regarding RTE Act, 2009 are 38.03 and 37.20 respectively with the respective standard deviations (S.D.) of 1.84 and 1.66 respectively. The t-value is 0.60 which is not significant at 0.05 levels. Therefore the research hypothesis i.e. there is no significance difference between the awareness of rural and urban primary teachers regarding RTE Act, 2009 is accepted.

It may be concluded that there is no significance difference between the awareness of rural and urban primary school teachers regarding RTE Act, 2009. As the rural primary teachers are more concerned with the provisions and implementation of RTE Act,2009.

Table no 4.4 Comparison of rural and urban middle school teachers regarding awareness RTE Act, 2009

Locality	No. of Teachers	Mean	Standard Deviation (SD)	t-value	level of Significance	Hypothesis Result
Rural	60	37.20	1.91	2.95	Significance	Rejected
Urban	60	37.93	1.89			

Table no 4.4 shows that mean score of awareness of rural and urban middle school teachers regarding RTE Act,2009 are 37.20 and 37.93 respectively with the respective standard deviations (S.D.) of 1.911 and 1.89 respectively. The t-value is 2.95 which is significant at 0.05 levels. Therefore the research hypothesis i.e. there is no significance difference between the awareness of rural and urban middle school teachers regarding RTE Act, 2009 is rejected.

It may be concluded that there is significance difference between the awareness of rural and urban middle school teachers regarding RTE Act, 2009. As the urban middle school teachers are more concerned with the provisions and implementation of RTE Act,2009.

Table No. 4.5: Comparison of male and female primary school teachers regarding awareness of RTE Act,2009.

Gender	No. of Teachers	Mean	Standard Deviation (SD)	t-value	level of Significance	Hypothesis Result
Male	60	37.86	1.68	1.35	Not Significance	Accepted
Female	60	38.10	1.81			

Table no.4.5 shows that mean score of awareness of male and female primary school teachers regarding RTE Act,2009 are 37.86 and 38.10 respectively with the respective standard deviations (S.D.) of 1.68 and 1.81 respectively. The t-value is 1.35 which is not significant at 0.05 levels. Therefore the research hypothesis i.e. there is no significance difference between the awareness of male and female primary school teachers regarding RTE Act, 2009 is accepted.

It may be concluded that there is no significance difference between the awareness of male and female primary school teachers regarding RTE Act, 2009. As the female primary teachers are more concerned with the provisions and implementation of RTE Act,2009.

Table No. 4.6: Comparison of male and female middle school teachers regarding awareness of RTE Act, 2009.

Gender	No. of Teachers	Mean	Standard Deviation (SD)	t-value	level of Significance	Hypothesis Result
Male	60	37.56	1.86	0.000	Not Significance	Accepted
Female	60	37.56	2.01			

Table No.4.6 shows that mean score of awareness of male and female middle school teachers regarding RTE Act,2009 are 37.56 and 37.56 respectively with the respective standard deviations (S.D.) of 1.86 and 2.01 respectively. The t-value is 0.00 which is not significant at 0.05 levels. Therefore the research hypothesis i.e. there is no significance difference between the awareness of male and female middle school teachers regarding RTE Act, 2009 is accepted.

It may be concluded that there is no significance difference between the awareness of male and female middle school teachers regarding RTE Act, 2009. As the male and female middle school teachers both are equally concerned with the provisions and implementation of RTE Act,2009.

Table No. 4.7: Comparison of male teachers of primary school and middle school teachers regarding awareness of RTE Act, 2009.

Level of school	No. of Teachers	Mean	Standard Deviation (SD)	t-value	level of Significance	Hypothesis Result
Male primary	60	37.86	1.68	1.63	Not Significance	Accepted
Male Middle	60	37.56	1.86			

Table no.4.7 shows that mean score of awareness of male teachers of primary school and middle school teachers regarding awareness of RTE Act, 2009 are 37.866 and 37.566 respectively with the respective standard deviations (S.D.) of 1.68 and 1.862 respectively. The t-value is 1.63 which is not significant at 0.05 levels. Therefore the research hypothesis i.e. there is no significance difference between the awareness of male primary and male middle school teachers regarding RTE Act, 2009 is accepted.

It may be concluded that there is no significance difference between the awareness of male primary and male middle school teachers regarding RTE Act, 2009. As the male primary school teachers are more concerned with the provisions and implementation of RTE Act, 2009.

Table No. 4.8 Comparison of female primary school teachers and middle school teachers regarding awareness of RTE Act, 2009.

Level of school	No. of Teachers	Mean	Standard Deviation (SD)	t-value	level of Significance	Hypothesis Result
female primary	60	38.10	1.81	2.28	Significance	Rejected
female middle	60	37.56	2.01			

Table no.4.8 shows that mean score of awareness of female primary school teachers and middle school teachers regarding awareness of RTE Act, 2009. are 38.10 and 37.56 respectively with the respective standard deviations (S.D.) of 1.81 and 2.01 respectively. The t-value is 2.28 which is significant at 0.05 levels. Therefore the research hypothesis i.e. there is no significance difference between the awareness of female primary school teachers and middle school teachers regarding awareness of RTE Act, 2009. is rejected.

It may be concluded that there is significance difference between the awareness of female primary and female middle school teachers regarding RTE Act, 2009. As the female primary school teachers are more concerned with the provisions and implementation of RTE Act,2009.

Table No. 4.9: Comparison of government and private primary school teachers regarding awareness of RTE Act, 2009.

Types of schools	No. of Teachers	Mean	Standard Deviation (SD)	t-value	Level of Significance	Hypothesis Result
Government	60	37.95	1.81	0.38	Not Significance	Accepted
Private	60	38.01	1.69			

Table no.4.9 shows that mean score of awareness of government and private primary school teachers regarding RTE Act,2009 are 37.95 and 38.01 respectively with the respective standard deviations (S.D.) of 1.81 and 1.69 respectively. The t-value is .38 which is not significant at 0.05 levels. Therefore the research hypothesis i.e. there is no significance difference between the awareness government and private primary school teachers regarding awareness of RTE Act, 2009 is accepted.

It may be concluded that there is no significance difference between the awareness of government and private primary school teachers regarding RTE Act, 2009. As the private primary teachers are more concerned with the provisions and implementation of RTE Act,2009

Table No. 4.10: Comparison of government and private middle school teachers regarding awareness of RTE Act, 2009.

Types of schools	No. of Teachers	Mean	Standard Deviation (SD)	t-value	Level of Significance	Hypothesis Result
Government	60	37.56	1.93	0.000	Not Significance	Accepted
Private	60	37.56	1.94			

Table no.4.10 shows that mean score of awareness of government and private middle school teachers regarding RTE Act,2009 are 37.56 and 37.56 respectively with the respective standard deviations (S.D.) of 1.93 and 1.94 respectively. The t-value is 0.00 which is not significant at 0.05 levels. Therefore the research hypothesis i.e. there is no significance difference between the awareness of government and private middle school teachers regarding RTE Act,2009 is accepted.

It may be concluded that there is no significance difference between the awareness of government and private middle school teachers regarding RTE Act, 2009. As the government and private middle teachers have the same knowledge of the provisions and implementation of RTE Act,2009

Table No. 4.11: Comparison of government primary and middle school teachers regarding awareness of RTE Act, 2009.

Level of school	No. of Teachers	Mean	Standard Deviation (SD)	t-value	level of Significance	Hypothesis Result
Government primary	60	37.95	1.81	1.50	Not Significance	Accepted
Government middle	60	37.56	1.93			

Table no.4.11 shows that mean score of awareness of government primary and middle school teachers regarding RTE Act,2009 are 37.95 and 37.56 respectively with the respective standard deviations (S.D.) of 1.81 and 1.93 respectively. The t-value is 1.50 which is not significant at 0.05 levels. Therefore the research hypothesis i.e. there is no significance difference between the awareness of government primary and middle school teachers regarding RTE Act, 2009 is accepted.

It may be concluded that there is no significance difference between the awareness of government primary and government middle school teachers regarding RTE Act, 2009. As the government primary school teachers are more concerned with the provisions and implementation of RTE Act,2009

Table No. 4.12: Comparison of private primary and middle school teachers regarding awareness of RTE Act, 2009.

Level of school	No. of Teachers	Mean	Standard Deviation (SD)	t-value	level of Significance	Hypothesis Result
Private primary	60	38.01	1.69	3.09	Significance	Rejected
Private middle	60	37.56	1.94			

Table no.4.12 shows that mean score of awareness of private primary and middle school teachers regarding awareness of RTE Act, 2009 are 38.01 and 37.56 respectively with the respective standard deviations (S.D.) of 1.69 and 1.94 respectively. The t-value is 3.09 which is significant at 0.05 levels. Therefore the research hypothesis i.e. there is no significance difference between the awareness of private primary and middle school teachers regarding awareness of RTE Act, 2009 is rejected.

It may be concluded that there is significance difference between the awareness of private primary and private middle school teachers regarding RTE Act, 2009. As the private primary school teachers are more concerned with the provisions and implementation of RTE Act, 2009

FINDING, CONCLUSION AND SUGGESTION

Every research project entails a lot of hard work and the whole hearted dedication to explore and due to its underlying intricacies. Finally each and every investigation appears with one's own finding and conclusion exploring novel vistas to be available by following generations.

On the basis of analysis and interpretation of the data discussed in the forgone chapter certain conclusion about the level of stress and teaching effectiveness of secondary teachers were drawn and a few suggestions that mind to the mind of the investigator has been noted down. The present chapter includes the description of the findings, the limitations, education implication, a few suggestion for further investigation are also deal with the present chapter.

5.1 Findings:

- It was found that mean scores of rural primary and middle school teachers regarding awareness of RTE Act,2009 were 38.03 and 37.20 rural primary school teachers. The calculated t-value was found 5.16, which is significant at 0.05 level. Hence significance difference was found between rural primary and middle school teacher regarding awareness of RTE Act, 2009. As the primary teachers are more concerned with the provisions and implementation of RTE Act, 2009.

- It was found that mean scores of urban primary and middle school teachers regarding awareness of RTE Act 2009 were 37.93 and 37.93 urban primary school teachers and middle school were showing same awareness. The calculated t value was found 0.00, which is not significant at 0.05 level. Hence no significance difference was found between urban primary and middle school teachers regarding awareness of RTE-Act, 2009. As urban middle school teachers are more aware about the provisions and implementation of RTE Act,2009.
- It was found that mean scores of rural and urban primary school teachers regarding awareness of RTE Act 2009 were 38.03 and 37.93 Rural primary school teachers were showing high awareness in comparison to urban primary school teachers. The calculated t value was found.609, which is no significant at 0.05 level. Hence no significance difference was found between rural and urban primary school teachers regarding awareness of RTE Act, 2009. As the rural primary teachers are more concerned with the provisions and implementation of RTE Act,2009.
- It was found that mean scores of rural and urban middle school teachers regarding awareness of RTE Act 2009 were 37.20 and 37.93 urban middle school teachers were showing high awareness in comparison to rural middle school teachers. The calculated t value was found 2.95, which is significant at 0.05 level. Hence significance difference was found between rural and urban middle school teachers regarding awareness of RTE Act, 2009. As the urban middle school teachers are more concerned with the provisions and implementation of RTE Act,2009.
- It was found that mean scores of male and female primary school teachers regarding awareness of RTE Act 2009 were 37.86 and 38.10 primary female

school teachers were showing high awareness in comparison to primary male school teachers. The calculated t value was found 1.35, which is no significant at 0.05 level. Hence no significance difference was found between male and female primary school teachers regarding awareness of RTE Act, 2009. As the female primary teachers are more concerned with the provisions and implementation of RTE Act,2009.

- It was found that mean scores of male and female middle school teachers regarding awareness of RTE-Act 2009 were 37.56 and 37.56 middle female school teachers were showing same awareness in comparison to middle male school teachers. The calculated t value was found 0.00, which is not significant at 0.05 level. Hence no significance difference was found between male and female middle school teachers regarding awareness of RTE Act, 2009. As the male and female middle school teachers both are equally concerned with the provisions and implementation of RTE Act,2009.
- It was found that mean scores of male teachers of primary school and middle school teachers regarding awareness of RTE Act 2009 were 37.86 and 37.56 primary male school teachers were showing high awareness in comparison to middle male school teachers. The calculated t value was found 1.63, which is not significant at 0.05 levels. Hence no significance difference was found between of male teachers of primary school and middle school teachers regarding awareness of RTE Act 2009 As the male primary school teachers are more concerned with the provisions and implementation of RTE Act,2009.

- It was found that mean scores of female primary school teachers and middle school teachers regarding awareness of RTE Act, 2009. were 38.10 and 37.56 primary female school teachers were showing high awareness in comparison to middle male school teachers. The calculated t value was found 2.28, which is significant at 0.05 levels. Hence significance difference was found between female primary school teachers and middle school teachers regarding awareness of RTE Act, 2009. As the female primary school teachers are more concerned with the provisions and implementation of RTE Act,2009.
- It was found that mean scores of government and private primary school teachers regarding awareness of RTE Act, 2009. were 37.95 and 38.01 government primary school teachers were showing high awareness in comparison to private primary school teachers. The calculated t value was found 0.379, which is significant at 0.05 levels. Hence no significance difference was found government and private primary school teachers regarding awareness of RTE Act, 2009 As the private primary teachers are more concerned with the provisions and implementation of RTE Act,2009
- It was found that mean scores of government and private middle school teachers regarding awareness of RTE Act, 2009. were 37.56 and 37.56 middle government school teachers were showing same awareness in comparison to middle private school teachers. The calculated t value was found 0.00, which is not significant at 0.05 levels. Hence no significance difference was found between government and private middle school teachers regarding awareness of RTE Act, 2009. As the

government and private middle teachers have the same knowledge of the provisions and implementation of RTE Act,2009

- It was found that mean scores of government primary and middle school teachers regarding awareness of RTE Act, 2009. were 37.95 and 37.56, government primary school teachers were showing high awareness in comparison to middle government school teachers. The calculated t value was found 1.503, which is not significant at 0.05 levels. Hence no significance difference was found government primary and middle school teachers regarding awareness of RTE Act, 2009. As the government primary school teachers are more concerned with the provisions and implementation of RTE Act,2009
- It was found that mean scores of private primary and middle school teachers regarding awareness of RTE Act, 2009. were 38.05 and 37.56, private primary school teachers were showing high awareness in comparison to private middle school teachers. The calculated t value was found 3.09, which is significant at 0.05 levels. Hence significance difference was found between private primary and middle school teachers regarding awareness of RTE Act, 2009. As the private primary school teachers are more concerned with the provisions and implementation of RTE Act,2009

5.2 Educational Implications:

Research is of no value until its findings are applied for anything, which may have, some practical importance can also be derived from the findings of the present investigation. They are as under:

5.2.1 For Teachers:

This study is of great importance for teachers as it provides feedback to them and it would also help in awareness about RTE-Act-2009, so that they can be at their level best and utilize their potential.

5.2.2 For Administrators:

Administrators can be aware of the effects of RTE-Act 2009 and status of the teachers on his teaching. They can try to make provisions for giving healthy atmosphere and facilities specially in schools of rural areas. The elementary education can be made simpler and freely available to all.

5.2.3 For Students:

Students will be able to get enrolment in nearest government or private schools if his /her parents belong from BPL category then they can also get enrolment of his child in nearest private school for better education.

5.4 Suggestions for further studies:

1. The similar study can be carried out to get better and more authentic results on a larger group.
2. This similar study can be carried out on other dependent variable such as academic achievement for enhancing learning etc.

3. This similar study can be conducted on government and private schools of other districts of the states.
4. This similar study can be conducted on government and private schools of different states.
5. This similar study can be conducted on perspective male and female teachers.
6. This similar study can be conducted on parents.
7. This similar study can be conducted on SMC members.
8. This similar study can be conducted on NGO's workers
9. This similar study can be conducted on teachers regarding their awareness related to constitutional; responsibilities.
10. This similar study can be conducted on heads of schools
11. This similar study can be conducted on private school owners.