



## PERCEPTIONS OF SCHOOL HEADS, TEACHERS TOWARDS IMPLEMENTATION PROCEDURES OF THE RIGHT TO EDUCATION ACT 2009

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### Abstract

In this research paper an attempt has been to focus on *study the perceptions of elementary school Heads and Teachers towards implementation procedures of the "Right to Education Act, 2009 in the district of S.B.S. Nagar, Punjab. The investigators have used Descriptive Survey method for the present study. The sample consists of 40 Heads and 100 Teachers from 40 selected elementary schools which are situated in the district of S.B.S. Nagar, Punjab. The Random sampling technique has been used for the selection of sample. The investigators have developed two Questionnaires (One for Heads and another for Teachers) by themselves to measure the perceptions of Heads and Teachers towards implementation procedures of the Right to Education Act, 2009. For the analysis of data Mean, S.D and "Z" test have been used in the present study. The overall results indicate that the perceptions of elementary school Heads and Teachers of the district of S.B.S. Nagar, Punjab is neither Favorable nor Unfavorable i.e. Moderate towards the Right to Education Act, 2009. But on the other side, it is found that the elementary school Teachers of the district of S.B.S. Nagar are possessed Favorable perceptions towards implementation procedures of the Right to Education Act, 2009. There is no significant difference between Heads and Teachers regarding their perceptions towards implementation procedures of the Right to Education Act, 2009. The present study shows that the elementary School Teachers have more favorable perceptions than that of the Heads towards implementation procedures of the Right to Education Act, 2009, India. There is no significant difference between elementary urban school Heads and elementary rural school Heads regarding their perceptions towards implementation procedure of the Right to Education Act (2009). There is no significant difference between elementary urban school teachers and elementary rural school Teachers regarding their perceptions towards implementation procedure of the Right to Education Act (2009).*

**Keywords:-** *perceptions, Heads, Teachers, Right to Education, Act (2009), Elementary Education.*



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### INTRODUCTION

After independence, Article 45 under the newly framed Constitution stated that the state shall endeavor to provide free and compulsory education to all children until they complete the age of fourteen years within a period of ten years from the commencement of this Constitution. 86th Amendment Act (2000) via Article 21A (Part III) seeks to make free and compulsory education a Fundamental Right for all children in the age group 6-14 years. The amendment also introduced a new article 21 A, which imposes a duty on parents and guardians to provide their children with educational opportunities. In October, 2003 a first draft of the legislation  
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envisaged in the above Article, viz., Free and Compulsory Education for Children Bill, 2003, was prepared and posted on this website in October, 2003, inviting comments and suggestions from the public at large. In 2004, subsequently, taking into account the suggestions received on this draft, a revised draft of the Bill entitled Free and Compulsory Education Bill, 2004, was prepared. In June, 2005, the CABE (Central Advisory Board of Education) committee drafted the Right to Education Bill and submitted to the Ministry of HRD. MHRD sent it to National Advisory Committee (NAC) where Mrs. Sonia Gandhi is the Chairperson. The National Advisory Committee (NAC) sent the bill to Prime Minister of India for his observation. The finance committee and planning commission rejected the Bill citing the lack of funds and model bill was to states for making necessary arrangements (Post- 86th amendment, States had already cited lack of funds at State level). This was revised and became an Act in August, 2009 but was not notified for roughly 7 months. The Right of Children to Free and Compulsory Education Act came into force from April 1, 2010. This was a historic day for the people of India as from that day the Right to education will be accorded the same legal status as the right to life as provided by Article 21A of the Indian Constitution.

#### **Basic Provisions made in the Act (2009)**

In 2009, Indian Government has adopted the Right to Education Act to ensure the Free and Compulsory Elementary Education for every child between the age group of 6-14 years by mentioning so many basic provisions. MHRD (2014) laid few important basic provisions of the RTE Act (2009) are mentioned below:

1. It is included in the fundamental rights of Indian constitutions in Article 21A inserted by the 86th amendment in December, 2002. The provisions of the Act came into force from 1st April, 2010.
2. The name of the Act is “The Right of Children to Free and Compulsory Education Act, 2009”.
3. It shall extend to the whole of India except the State of Jammu & Kashmir.
4. It is an Act to provide for free and compulsory education to all children of the age of 6-14 years i.e. from Class I to VIII.
5. It shall be the duty of every parents or guardian to admit or cause to be admitted his or her child or ward to an elementary education in the neighborhood school.
6. Both the Central and State Government will share the financial and other responsibilities.

7. The local authority like, municipal corporation, municipal council, zilla parishad or nagar panchayat or panchayat maintain records of children up to the age of fourteen years residing within its jurisdiction and ensure admission, attendance and completion of elementary education by every child.
8. The local authority shall ensure admission of children of migrant families.
9. No capitation fee and screening procedure for admission in elementary classes, it makes provisions for a non-admitted child to be admitted to an age appropriate class and no child shall be denied admission if he or she is entitled to take admission according to the provision of the Act.
10. The private school managements have to take at least 25% of the class strength should belong to the economically weaker sections (EWS) in the neighborhood at the time of admission in Class-I and provide free and compulsory elementary education till its completion.
11. No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education.
12. No child shall be subjected to physical punishment or mental harassment.
13. A teacher shall maintain regularity and punctuality in attending the school and complete curriculum within the specified time.
14. The pupil teacher ratio from class I to V shall be 30:1 and from class VI to VIII shall be 35:1.
15. Teacher vacancy in a school shall not exceed 10 percent.
16. No teacher shall be deployed for any non-educational purpose either than the decennial population census duties relating to disaster relief and general election in different purpose.
17. No teacher shall engage himself or herself in private tuition or private teaching activity.
18. No child shall be required to pass any board examination till completion of elementary education.
19. Minimum numbers of working days/instructional hours in an academic year shall be: 200 working days for Class I to V or 800 instructional hours and 200 working days or 1000 instructional hours for Class VI to VIII.
20. Minimum number of working hours per week for the teachers shall be 45 (forty-five) including preparation hours.

21. There shall be a library in each school providing newspapers, magazines and books on all subjects including story books.
22. Play material, games and sports equipment shall be provided to each class as required.
23. National level test shall be conducted like Teacher Eligibility Test (TET) for making eligible the teacher to teach in elementary classes and maintaining quality in elementary education.
24. No school shall be run without recognition.

### **Head**

Head act as a mediator between school and society. The service given by head to the school is the back born of the society in implementing the procedure of the act, 2009. He has to perform many responsibilities so that quality of elementary education will improve.

### **Teacher**

Teacher is the most important actors in the entire educational endeavor. They occupy a cardinal position in educational reforms. Teacher used to occupy a very respectable position in Indian Society. Teachers are the most important actors in the entire educational endeavor. Teachers play an effective role in implementing the procedure of act 2009. Visit households during annual survey/ enrolment drive to motivate parents for sending their children to school.

### **Perception**

Perception means our recognition and interpretation of sensory information. Perception also includes how we respond to the information. Perception allows us to take the sensory information in and make it into something meaningful. It is a complex cognitive process differs from one individual to another depending on the needs, value and expectations of the individual. Perception may also differ from organization to organization, country to country.

### **Importance of study**

Elementary education plays a pivotal role in improving the socio-economic condition of the nation. The development of the country can never be possible without ensuring the spread of education among the masses. India has become one of 135 countries to make education a fundamental right of every child. Govt. of India has been constituted various commissions and committees to bring the quality in education system at all levels. On the basis of commissions and committees recommendations, Govt. of India has been launched various programmed and Schemes. Govt. of India passed the Right to Education act in the month of August 2009; various provisions have been made under this act. It is a detailed and

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comprehensive legislation, which includes provisions related to schools, teachers, curriculum, evaluation, access and specific division of duties and responsibilities of different stakeholder. The investigator wants to know that what are the challenges faced by the Elementary School, Heads, teachers, in implementing the procedure of RTE Act, what are their perceptions towards implementing the procedure of Right to Education Act 2009. This study will be helpful in the following ways: -

The present study will help the entire stakeholder to know, in detail the implementing the procedure of RTE Act, 2009.

To know the perceptions of Head of elementary schools towards the implementing the procedure of RTE Act, 2009.

To know the perceptions of teacher of elementary schools towards the implementing the procedure of RTE Act, 2009.

The finding related to perceptions of heads, teachers, will be helpful for Govt., Policy maker to reviewing the procedure and strategies to effective implementation of RTE Act, 2009.

To conduct the present study investigator will be construct two Questionnaires for Head, and Teacher which will be very helpful for other researchers to conduct future research in the field of Right to Education Act (2009).

The procedure related to perceptions of Heads, and Teachers will be helpful for the Government and Policy Makers to take some important steps to modify the procedures, strategies and ideas of Right to Education Act, 2009 for its successful implementation in schools of India.

### **Statement of Problem**

“Perceptions of school Heads, Teachers towards implementation procedures of the right to education Act 2009”.

### **Objectives of Study**

1. To study the Perceptions of elementary School Heads towards implementation procedures of the Right to Education Act, 2009.
2. To study the Perceptions of elementary School Teachers towards implementation procedures of the Right to Education Act, 2009.
3. To study the differences between elementary school Heads and elementary school Teachers regarding their Perceptions towards implementation procedures of the Right to Education Act, 2009.

4. To study the differences among perception of urban and rural elementary school heads towards implementation procedures of the Right to Education Act 2009.

5. To study the differences among perception of urban and rural elementary school Teachers towards implementation procedures of the Right to Education Act 2009.

### **Hypotheses of the Study**

H01: There is no high favorable level of perceptions of elementary school Heads towards implementation procedures of the Right to Education Act (2009).

H02: There is no high favorable level of perceptions of elementary school teachers towards implementation procedures of the Right to Education Act (2009).

H03: There is no significant difference between elementary school heads and elementary school Teachers regarding their perception towards implementation procedures of the Right to Education Act (2009).

H04: There is no significant difference between elementary urban school Heads and elementary rural school Heads regarding their perceptions towards implementation procedure of the Right to Education Act (2009).

H05: There is no significant difference between elementary urban school teachers and elementary rural school Teachers regarding their perceptions towards implementation procedure of the Right to Education Act (2009).

### **Methodology of the Study**

Method of the Study: In present study investigator use descriptive method of research. In descriptive research survey method is used. In this survey different tool, techniques are used to collect, analyze and interpret the data.

### **Population of the Study:**

All elementary school Heads and elementary school Teachers of Sahid Bhagat Singh Nagar of Punjab have been treated as population for the present study.

### **Sample of the Study:**

The Researcher have selected only 40 Heads and 100 Teachers from the 40 selected elementary schools which are situated in the Shahid Bhagat Singh Nagar district of Punjab.

### **Sampling Technique**

The random sampling technique has been used in the selection of the sample.

Tools of the Study: The Researcher have used two Questionnaires, one for Head of elementary school and another for Teachers of elementary schools as a tool for collecting the data. Each Questionnaire consists of 30 items with the combination of positive and negative  
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items. Both Questionnaires have been constructed on the basis of Likert’s five-point scale that is Strongly Agree, Agree, undecided, Disagree and Strongly Disagree.

Techniques of Data Analysis: Researcher have used Mean, Standard Deviation and ‘Z’ Test for analyzing the data.

**Techniques of Measuring the Level of Perception:**

All the items are scored, the scores of all the 30 items are added to obtain the total score of an individual Sample on the Questionnaire. The range of the total score is 30-150 as the Questionnaires are constructed by 30 items on the basis of 5-point Likert Scale. Therefore, the Level of Perception is considered from Score of answers and classified into 5 levels to the Best’s Criteria (1977) as follows-

$$\frac{\text{High Score} - \text{Lowest Score}}$$

Number of Levels

$$\frac{150 - 30}{5}$$

5

$$\frac{120}{5}$$

5

$$= 24$$

**Table No – 1 Criteria of Understanding the Means of the Level of Perception**

Range of Scores	Level of Attitude
30-54	Very Unfavorable
55-78	Unfavorable
79-102	Moderate
103-126	Favorable
127-150	Very Unfavorable

**Results and Discussion**

H01: *There is no high favourable level of perception of elementary school Heads towards implementation procedures of the Right to Education Act (2009).*

**Table No-2 Shows the Mean and Standard Division and Number of the elementary school Heads.**

Group	Mean	Standard Division	Number
Heads	93.25	18.95	40

*Note: 30 - 54 = Very Unfavorable, 55 - 78 = Unfavorable, 79 - 102 = Moderate, 103 - 126 = Favorable and 169 - 200 = Very Favorable.*

From the table no-2, we can see that the obtained Mean Score of elementary school Heads is 93.25 and S.D is 18.95. On the basis of the Best's Criteria, the obtained Mean Scores of the heads is 93.25 which fall under the range of Mean score of 79-102. It indicates that the level of Perception of elementary school Heads of the district S.B.S Nagar of Punjab is neither Favorable nor Unfavorable that Moderate towards implementation procedure of the Right to Education Act, 2009.

So, researcher hypothesis there is no high favorable level of perception of elementary school heads towards implementation procedures of the right to education Act 2009 is accepted because there is moderate perception of elementary school Heads.

H02: There is no high favorable level of perception of elementary school Teachers towards implementation procedure of the Right to Education Act (2009).

**Table No-3 Shows the Number, Mean and S.D of the Total Teachers**

Group	Mean	Standard Deviation	Number
Teachers	95.60	14.61	100

*Note: 30 - 54 = Very Unfavorable, 55 - 78 = Unfavorable, 79 - 102 = Moderate, 103 - 126 = Favorable and 169 - 200 = Very Favorable.*

From the table no-3, we can see that the obtained Mean Score of elementary school Teachers is 95.60 and S.D is 14.61 On the basis of the Best's Criteria, the obtained Mean Score of the elementary school Teachers fall under the range of Mean Scores of 79-102. It indicates that the level of perception of elementary school Teachers fall under the moderate range group. It means that the level of perceptions of elementary school Teachers of the district S.B.S Nagar of Punjab is neither Favorable nor unfavorable that is moderate towards implementation procedures of the right to education Act 2009. So, researchers hypothesis there is no high favorable level of perception of elementary school teachers towards implementation procedures of the right to education Act 2009 is accepted because there is moderate perception of elementary school teachers.



H03: There is no significant difference between elementary school heads and elementary school teachers regarding their perception toward implementation procedures of the Right to Education Act (2009).

**Table no-4**

*Shows the difference between elementary school heads and elementary school teachers regarding their perceptions towards implementation procedures of the Right to Education Act (2009)*

Groups	N	Mean	S. D	SED	C.R	Required at	
						5%	1%
Headmasters	40	93.25	18.95	3.52	0.70	1.96	
Teachers	100	95.60	14.61				2.58

The null hypothesis that is there is no significant difference between elementary school heads and elementary school teachers regarding their perception towards implementation procedures of the right to education Act 2009 is highly significance at 5% level of significance the difference between required and actual is  $(1.96-0.70)=1.26$  which is quiet high At 1% level of significance the required and acquired or actual different is very high that is  $2.58-0.70=1.88$  we can conclude that difference at 5% and 1% is quiet high so researcher null hypothesis that is there is no significant difference between elementary school heads and elementary school teachers regarding their perceptions towards implementing procedures of the right to education Act 2009 is retained or accepted.

H04: There is no significant difference between urban elementary school Heads and rural elementary school Heads regarding their perception towards implementation procedures of the right to education Act 2009.

**Table no-5**

*Shows the difference between elementary urban school heads and elementary rural school heads regarding their proception towards implementation procedure of the right to education Act 2009.*

Group	N	Mean	S. D	S.E. D	C.R	Required at	
Urban Heads	20	95.4	299.84	89.95	0.44	5%	1.96
Rural Heads	20	94.33	259.54			1%	2.58

The null hypothesis that is there is no significant difference between the perception of urban elementary Heads and rural elementary heads difference is highly significance at 5% level of significance required and actual is  $(1.96 - 0.44) = 1.52$  which is quiet high at 1% level the required and acquired or actual different is very high that is  $2.58 - 0.44 = 2.14$  research can conclude that difference at 5% and 1% is quiet high . so, researcher null hypothesis that is there perception of urban and rural elementary school heads toward the implementing procedure of the right to education Act 2009 is retained or accepted in district S.B.S Nagar of Punjab.

H05: There is no significant difference between urban elementary school teachers and elementary rural school teachers regarding their perception towards implementation procedure of the right to education Act 2009.

**Table no-6**

Group	N	Mean	S. D	S.E. D	C.R	Required at	
Urban Teachers	50	96.2	16.45	2.91	0.41	5%	1.96
Rural Teachers	50	95.0	12.48			1%	2.58

The null hypothesis that is there is no significant difference between the perception of urban elementary Teachers and rural elementary Teachers difference is highly significance at 5% level of significance required and actual is  $(1.96 - 0.41) = 1.55$  which is quiet high at 1% level the required and acquired or actual different is very high that is  $(2.58 - 0.41) = 2.17$  research can conclude that difference at 5% and 1% is quiet high . so, researcher null hypothesis that is there perception of urban and rural elementary school heads toward the implementing procedure of the right to education Act 2009 is retained or accepted that means no rejection district S.B.S Nagar of Punjab.

### **Major Findings of the Study**

1. The investigator found that the level of perception of elementary school heads of the district of S.B.S Nagar of Punjab is neither favorable nor unfavorable that is moderate towards implementing procedure of the right to education Act 2009.
2. The investigator found that the level of perception of elementary Teachers of the district of S.B.S. Nagar of Punjab is neither favorable nor unfavorable that is moderate towards implementing procedure of the right to education Act 2009.
3. The investigator found that there is no significant difference between elementary school teachers and elementary school heads regarding their perception towards implementation procedure of the right to education Act 2009. But on the basis of their obtained mean score it can be said that elementary school teachers are more favorable than that of elementary school Heads of district S.B.S. Nagar of Punjab towards implementing procedure the right to education Act 2009.
4. The investigator found that there is no significant difference between urban elementary school heads and rural elementary school Heads towards the implementing procedure of the right to education Act 2009. But on the basis of their obtained mean score. It can be said that urban elementary school heads is more favorable than that of rural elementary school heads of district S.B.S Nagar of Punjab towards implementing procedure of the right to education Act 2009.
5. The investigator found that there is no significant difference between urban elementary school teachers and rural elementary school teachers towards the implementing procedure of the right to education Act 2009. But on the basis of their obtained mean score. It can be said that urban elementary school teachers is more favorable than that of rural elementary school teaches of district S.B.S. Nagar of Punjab towards implementing procedure of the right to education Act 2009.

### **Conclusion**

The Right of children to free and compulsory education Act came into force from 1 April, 2010. This was a historic day for the people of India as from that day the right to education will be accorded same legal status as the right to life as provided by article 21 A of the Indian constitution. This entitles children to have right to education enforced as a fundamental right from 6 to 14 years. The Act has imposed so many roles and responsibility on central and state govt, parents, Heads of institution, Teachers, School Management committee. Role of Heads and teachers are in every field of education like admission, retention, examination and

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completion of elementary education by every child up to 14 years of age. But few aspects of this Act are very difficult to implement in rural situation by the elementary school heads and elementary school teachers of S.B.S. Nagar district of Punjab that is reason it is found through the present study that elementary school heads and elementary school teachers are not favorable about the all aspects related to elementary education unshared in right to education Act 2009. The heads and teachers both have moderate or average perception towards right to education Act 2009.

### **Findings supported Studies**

Kumar (2013) conducted a study on awareness of pupil teachers about Right to Free and Compulsory Education Act (RTE)-2009. Found that with regard to majority of pupil teachers were having good awareness about Right to Education Act-2009. It was also revealed that the male and female Pupil-Teachers had same awareness about Right to Education Act-2009.

Mandal & Barman (2014) conducted a study on Attitude of Headmasters and Teachers towards the Right to Education Act (2009), India. Found that there was significant difference between Headmasters and Teachers regarding their attitude towards the Right to Education Act, 2009. And it means that the attitude of Teachers was more favorable than that of the Headmasters in the district of Purulia, West Bengal towards the Right to Education Act-2009. It was revealed that there was no significant difference between the Male and Female Teachers regarding their attitude towards the Right to Education Act 2009. The study highlights that there was no significant difference between Arts and Science Teachers regarding their attitude towards the Right to Education Act-2009. It was found that there was no significant difference between Arts Male and Arts Female Teachers regarding their attitude towards the Right to Education Act-2009.

Bibi (2015) conducted a study on Article 25th a: Implications of free and compulsory secondary education. Major finding was: Lack of basic infrastructure, shortage of teacher, less physical and material facilities, burden on parents in the form of allied expensive for study, transportation expenditures, opportunity cost in case of earning hand of family were the major issues needed to be addressed on emergencies bases for implication of free and compulsory secondary education.

Saha (2017) conducted a study on level of awareness among elementary female teachers towards RTE Act-2009 in West Bengal. It was found that there was significant difference in RTE Act-2009 awareness among urban female and rural female elementary Teachers. It was also found that there was significant difference in RTE Act-2009 awareness among

government female and private female elementary teachers. It was revealed that there was significant difference in RTE Act-2009 awareness among trained female and non trained Female Elementary Teachers.

Premlakshmi (2011) conducted a study on Right to Education and Common School System- Perception among Teachers The objective was to study the opinion about Common School System from School Teachers of Government and Matriculation Schools. The findings of the study reveal that there was a significant difference in perceptions between male and female teachers towards Common School System. And also found that there was no significant difference in perception between Urban and Rural school teachers towards Common School System.

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