

Attitude of Parents and Teachers towards the introduction of Equitable Education by Tamil Nadu Government

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1. Introduction

Education lays the foundation of our future citizens, civilization and our society at large. Teaching is an important aspect of an educational system. Teachers are the torch bearers in achieving social cohesion, national policy and a learning society. Equitable education plays the key role in formulating and achieving a vision to provide education for all Indian citizens. It is necessary that the continuous training should be provided to teachers throughout their career to keep them abreast of the new knowledge and the information in the field of education. It is well known that the quality and extent of learners' achievement are determined primarily by teacher-competence, sensitivity and motivation. In order to develop the future citizens of our land, who promote equitable and sustainable development for all sections of society. It is necessary that they be educated through perspective of gender equity, values for peace and respect for the rights of their fellow citizens. For this, teachers need to be equipped to understand these issues and incorporate them in their teaching. To realize the goals of equitable quality, teachers should have awareness of the child – centric provisions as mentioned in the RTE Act.

2. Samacheer Kalvi and its specific objectives

The objectives of Tamil Nadu samacheer kalvi are quite clear. The main objective of this system is to maintain uniformity in education offered in the entire state. Without any discrimination, students from any caste and social background can get equal education. Additionally, Samacheer Kalvi was started to provide quality education in an affordable way. Hence, students from any economic background including below poverty level, can continue their studies by spending minimal amount. Making education compulsory is always a prime objective of this new system. Thus, Samacheer Kalvi has been enlightening thousands of students since its inception. It gives each student a better place in our society by providing requisite expertise.

3. Parental attitude and involvement in children's education

Family involvement in education has been identified as a beneficial factor in young children's learning (National Research Council [NRC], 2001; U.S. Department of Education, 2000). It is, therefore, a key component of national educational policies and early childhood programs.

Positive attitude of the parents can be beneficial to their children in many cases and can be reflected in improvement in

class performance, creating interest among children to learn, and higher achievement scores in reading and writing.

The present study aims to examine whether the parents and teachers, today, exhibit a positive and favorable attitude towards equitable education as a result of increasing awareness of education through government endeavors and initiatives.

4. Objectives of the study

- To find out whether there is any significant difference between the mean scores of attitude of parents towards the introduction equitable education by Tamil Nadu government with respect to gender and locality.
- To find out whether there is any significant difference between the mean scores of attitude of teachers towards the introduction equitable education by Tamil Nadu government with respect to gender, medium of instruction.

5. Null hypotheses

- There is no significant difference between the mean scores of attitude of parents towards the introduction of equitable education with respect to gender and Locality.
- There is no significant difference between the mean scores of attitude of teachers towards the introduction of equitable education s with respect to gender and medium of instruction.

6. Methodology & Sample

The investigator has used random sampling technique for selecting the sample for investigation. The investigator randomly selected 905 teachers and 600 parents of students who are studying through teaching equitable education in the schools by Tamil Nadu government in Kanyakumari district. There are three educational districts in Kanyakumari district namely Nagercoil educational district, Thuckalay educational district and Kuzhithurai educational district.

7. Tools used in the present study

The tools used for the present study were developed by the investigator and the Guide Dr. V. Thamodharan entitled as (1) "Attitude of Parents towards the Introduction of Equitable Education by Tamil Nadu Government Scale" and (2) "Attitude of Teachers towards the Introduction of Equitable Education by Tamil Nadu Government Scale" to analyse the parents attitude and teachers attitude.

8. Results of the study

Table 1: Difference between the Mean Scores of Attitude of Parents towards the Introduction of Equitable Education with respect to Gender

Gender	Count	Mean	S.D	Calculated 't' value	Table value at 5% level	Remark
Male	260	383.97	11.37	4.82	1.96	Significant
Female	340	379.18	12.88			

Table 2: Difference between the Mean Scores of Attitude of Parents towards the Introduction of Equitable Education with respect to Locality

Locality	Count	Mean	S.D	Calculated 't' value	Table value at 5% level	Remark
Rural	360	378.45	12.64	5.28	1.96	Significant
Urban	240	383.90	12.22			

Table 3: Difference between the Mean Scores of Attitude of Teachers towards the Introduction of Equitable Education with respect to Gender

Gender	Count	Mean	S.D	Calculated 't' value	Table value at 5% level	Remark
Male	260	397.40	14.27	2.98	1.96	Significant
Female	645	394.23	15.02			

Table 4: Difference between the Mean Scores of Attitude of Teachers towards the Introduction of Equitable Education with respect to Medium of Instruction

Medium of Instruction	Count	Mean	S.D	Calculated 't' value	Table value at 5% level	Remark
Tamil	240	392.68	14.86	0.64	1.96	Not Significant
English	190	393.62	15.68			

From the table 1 it is inferred that the calculated't' value is greater than the table value. Hence the null hypothesis is **Rejected**. That is, there exists significant difference between the mean scores of attitude of parents towards the introduction of equitable education with respect to gender.

From the table 2 it is inferred that the calculated't' value is greater than the table value. Hence the null hypothesis is **Rejected**. That is, there exists significant difference between the mean scores of attitude of parents towards the introduction of equitable education with respect to locality.

From the table 3 it is inferred that the calculated't' value is greater than the table value. Hence the null hypothesis is **Rejected**. That is, there exists significant difference between the mean scores of attitude of teachers towards the introduction of equitable education s with respect to gender.

From the table 4 it is inferred that the calculated't' value is less than the table value. Hence the null hypothesis is **Accepted**. That is, there exists no significant difference between the mean scores of attitude of teachers towards the introduction of equitable education with respect to medium of instruction.

9. Findings and discussions

The findings of the study related to gender show that there is significant difference between the mean scores of parents and teachers attitude of introduction of equitable education with respect to gender. It has in agreement with the findings of Catherine and Rose Sinicrope (2013), Anil Kumar (2012),

Rojalin Samal (2012)), Asthaetal., (2011), Behera (2009) and Swalehakhatoon Sagir Pathan (2009).

Significant difference exists between the mean scores of attitude of parents towards the introduction of equitable education with respect to locality. This finding of the study is in contrast with the findings of Nair MK, Leena ML and Paul MK (2013), Bhavna (2008), Joanna Harma (2005), Kishi Lalwani (2003) and Pradeep Kumar Agrawal (2002).

Significant difference exists between the mean scores of attitude of teachers towards the introduction of equitable education with respect to gender. Same result coincide with the study Asthaetal., (2011) on in- service primary teachers' attitude towards inclusion in district Kurukshetra. The result of his research revealed that the male teachers were found to have more positive attitude than female teachers. Thus it clearly indicated that males had more favorable attitude than females towards inclusive education. And it also indicated that attitude towards inclusive education decreases with increase in educational qualification of the teacher.

10. Recommendations

On the basis of the findings drawn from the present study, the investigator was able to draw certain conclusions by means of his due interpretations. Some of the inferences arrived at the end call for recommendations, which would promote the prevailing situations with regard to the teacher effectiveness and all those factors associated with it.

The way education systems are designed can exacerbate initial inequities and have a negative impact on student motivation and engagement, eventually leading to dropout. Making education systems more equitable benefits disadvantaged students without hindering other students' progress. Five recommendations can contribute to prevent failure and promote completion of upper secondary education:

1. Eliminate grade repetition.

2. Avoid early tracking and defer student selection to upper secondary.
3. Manage school choice to avoid segregation and increased inequities.
4. Make funding strategies responsive to students' and schools' needs.
5. Design equivalent upper secondary education pathways to ensure completion.

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