CHAPTER V

FINDINGS, DISCUSSIONS AND SUGGESTIONS

5.1. INTRODUCTION

In the present study, the investigator analysed the attitude of parents and teachers towards the introduction of equitable education by Tamil Nadu government. In the first chapter, the investigator has given an introduction on equitable education. The second chapter deals with the review of related literature. The investigator referred studies on equitable education. In the third chapter, the investigator discussed about the methodology of the study. The fourth chapter deals with the analysis of data which are given in tabular form and interpretations are also given. This chapter deals with the findings, discussions, educational implications, suggestions for further research and conclusion.

5.2. FINDINGS

The findings of the study are given under two sections (i) Findings on Attitude of Parents towards the Introduction of Equitable Education and (ii) Attitude of Parents towards the Introduction of Equitable Education.

5.2.1. Findings on Attitude of Parents towards the Introduction of Equitable Education

1. There is significant association between the levels of attitude of parents towards the introduction of equitable education by Tamil Nadu government and the demographic variables such as gender, locality, age, caste, religion, educational qualification, occupation, annual income and residing educational district.
2. There is significant difference between the mean scores of different dimensions of attitude of parents towards the introduction of equitable education such as infrastructure, problem solving ability, discipline, academic achievement and vocational skills, and in total with respect to gender.

3. There is significant difference between the mean scores of different dimensions of attitude of parents towards the introduction of equitable education such as infrastructure, problem solving ability, discipline, academic achievement and vocational skills, and in total with respect to locality.

4. There is significant difference among the mean scores of different dimensions of attitude of parents towards the introduction of equitable education such as infrastructure, problem solving ability, discipline, academic achievement and vocational skills, and in total with respect to age.

5. There is significant difference among the mean scores of different dimensions of attitude of parents towards the introduction of equitable education such as infrastructure, problem solving ability, discipline, academic achievement and vocational skills, and in total with respect to caste.

6. There is significant difference among the mean scores of different dimensions of attitude of parents towards the introduction of equitable education such as infrastructure, problem solving ability, discipline, academic achievement and vocational skills, and in total with respect to religion.

7. There is significant difference among the mean scores of different dimensions of attitude of parents towards the introduction of equitable education such as
infrastructure, problem solving ability, discipline, academic achievement and vocational skills, and in total with respect to educational qualification.

8. There is significant difference among the mean scores of different dimensions of attitude of parents towards the introduction of equitable education such as infrastructure, problem solving ability, discipline, academic achievement and vocational skills, and in total with respect to occupation.

9. There is significant difference among the mean scores of different dimensions of attitude of parents towards the introduction of equitable education such as infrastructure, problem solving ability, discipline, academic achievement and vocational skills, and in total with respect to annual income.

10. There is significant difference among the mean scores of different dimensions of attitude of parents towards the introduction of equitable education such as infrastructure, problem solving ability, discipline, academic achievement and vocational skills, and in total with respect to residence place of educational district.

5.2.2. Findings on Attitude of teachers towards the Introduction of Equitable Education

1. There is significant association between the levels of attitude of teachers towards the introduction of equitable education by Tamil Nadu government and the demographic variables such as gender, age, caste, religion, type of school, management, medium of instruction, category of teaching, monthly income, experience, marital status and teaching educational district.

2. There is significant difference between the mean scores of different dimensions of attitude of teachers towards the introduction of equitable education such as
professional autonomy, culture and social capital, self-confidence, think systematically, all round development and in total with respect to gender.

3. There is no significant difference among the mean scores of different dimensions of attitude of teachers towards the introduction of equitable education such as professional autonomy, culture and social capital, self-confidence, think systematically, all round development and in total with respect to age.

4. There is significant difference among the mean scores of different dimensions of attitude of teachers towards the introduction of equitable education such as professional autonomy, culture and social capital, self-confidence, think systematically, all round development and in total with respect to caste.

5. There is significant difference among the mean scores of different dimensions of attitude of teachers towards the introduction of equitable education such as professional autonomy, culture and social capital, self-confidence, think systematically, all round development and in total with respect to religion.

6. There is significant difference among the mean scores of different dimensions of attitude of teachers towards the introduction of equitable education such as professional autonomy, culture and social capital, self-confidence, think systematically, all round development and in total with respect to type of school.

7. There is significant difference among the mean scores of different dimensions of attitude of teachers towards the introduction of equitable education such as professional autonomy, culture and social capital, self-confidence, think systematically, all round development and in total with respect to management of school.
8. There is no significant difference between the mean scores of different dimensions of attitude of teachers towards the introduction of equitable education such as professional autonomy, culture and social capital, self-confidence, think systematically, all round development and in total with respect to medium of instruction.

9. There is significant difference among the mean scores of different dimensions of attitude of teachers towards the introduction of equitable education such as professional autonomy, culture and social capital, self-confidence, think systematically, all round development and in total with respect to category of teaching.

10. There is significant difference among the mean scores of different dimensions of attitude of teachers towards the introduction of equitable education such as professional autonomy, culture and social capital, self-confidence, think systematically, all round development and in total with respect to monthly income.

11. There is significant difference among the mean scores of different dimensions of attitude of teachers towards the introduction of equitable education such as professional autonomy, culture and social capital, self-confidence, think systematically, all round development and in total with respect to experience.

12. There is significant difference between the mean scores of different dimensions of attitude of teachers towards the introduction of equitable education such as professional autonomy, culture and social capital, self-confidence, think systematically, all round development and in total with respect to marital status.
13. There is significant difference among the mean scores of different dimensions of attitude of teachers towards the introduction of equitable education such as professional autonomy, culture and social capital, self-confidence, think systematically, all round development and in total with respect to teaching educational district.

5.3. DISCUSSION OF THE FINDINGS

Significant association between the levels of attitude of teachers towards the introduction of equitable education by Tamil Nadu government and the demographic variables such as gender, age, caste, religion, type of school, management, medium of instruction, category of teaching, monthly income, experience, marital status and teaching educational district. Same result occurred in Venketraman Raman (2013) study of the attitude of teachers and parents towards equitable education at high school level in Thanjavur District. The major findings of the his study are the attitude of the teachers towards Equitable Education with respect to the personal variables and attitude of parents towards Equitable Education with respect to the personal variables is average.

Significant difference between the mean scores of different dimensions of attitude of teachers towards the introduction of equitable education such as professional autonomy, culture and social capital, self-confidence, think systematically, all round development and in total 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.

Significant difference among the mean scores of different dimensions of attitude of teachers towards the introduction of equitable education such as professional autonomy, culture and social capital, self-confidence, think systematically, all round development and in total with respect to experience. But there is controversial result of Smitha and Sujatha Acharya (2010) study on attitude of teachers towards inclusive education for the disabled. The findings were that i) there was no significant difference in the attitude of teachers having difference years of experience and ii) professional experience had no influence on attitude of teachers towards inclusive education for the disabled.

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 and caste. It has in agreement with the findings of Catherine and Rose Sinicropo (2013), Anil Kumar (2012), Rojalin Samal (2012), Astha et al., (2011), Behera (2009) and Swalehakhaton Sagir Pathan (2009).

Significant difference between the mean scores of different dimensions of attitude of parents towards the introduction of equitable education such as infrastructure, problem solving ability, discipline, academic achievement and vocational skills, and in total 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).
There is significant difference among the mean scores of different dimensions of attitude of parents towards the introduction of equitable education such as infrastructure, problem solving ability, discipline, academic achievement and vocational skills, and in total with respect to occupation. The finding of this study is different from the finding of Ashwini Kumar Garg (2008).

There is significant difference among the mean scores of different dimensions of attitude of parents towards the introduction of equitable education such as infrastructure, problem solving ability, discipline, academic achievement and vocational skills, and in total with respect to Income. The finding of this study is different from the finding of Parasuram and Kala (2002), Ashwini Kumar Garg (2008), Tia L. Zuze and Murray Leibbrandt (2010) and Chun-Hung A. Lin (2007).

5.4. 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.

Hence, the investigator would like to recommend the following dimension factors:

**Design**

1. Limit early tracking and streaming and postpone academic selection.

2. Manage school choice so as to contain the risks to equity.

3. In upper secondary education, provide attractive alternatives, remove dead ends and prevent dropout.

4. Offer second chances to gain from education.

**Practices**

5. Identify and provide systematic help to those who fall behind at school and reduce year repetition.

6. Strengthen the links between school and home to help disadvantaged parents help their children to learn.

7. Respond to diversity and provide for the successful inclusion of migrants and minorities within mainstream education.

**Resourcing**

8. Provide strong education for all, giving priority to early childhood provision and basic schooling.
9. Direct resources to the students with the greatest needs.

10. Set concrete targets for more equity, particularly related to low school attainment and dropouts.

Five policy recommendations have shown to be effective in supporting the improvement of low performing disadvantaged schools:

1. Strengthen and support school leadership.

2. Stimulate a supportive school climate and environment for learning.

3. Attract, support and retain high quality teachers.

4. Ensure effective classroom learning strategies.

5. Prioritize linking schools with parents and communities.

5.5. SUGGESTIONS FOR FURTHER RESEARCH

The investigator would like to suggest the following research topics for further studies:

1. The present study may be conducted in the other districts of Tamil Nadu state, which can elucidate more information about the phenomena.

2. A critical study on teacher educators’ attitude towards equitable education in colleges of education in Tamil Nadu could be done.

3. This study may be extended to all the teachers of high and higher secondary students in Tamil Nadu.

4. This study may be extensive in the experimental method. So, the researcher will give some suggestion for improving the teaching learning process in the Equitable Education.

5. The study may be extended on a more samples in all over the Tamilnadu.
Having suggested the above topics, the investigator would like to state that the studies would break a new path in the concept – Equitable Education – yielding more valid and useful information necessary for solving problems cropping up in newer situations involving the teacher and the taught.

5.6. CONCLUSION

The highest performing education systems are those that combine quality with equity. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background, are not obstacles to achieving educational potential (definition of fairness) and that all individuals reach at least a basic minimum level of skills (definition of inclusion). In these education systems, the vast majority of students have the opportunity to attain high-level skills, regardless of their own personal and socio-economic circumstances. One of the most efficient educational strategies for governments is to invest early and all the way up to upper secondary. Governments can prevent school failure and reduce dropout using two parallel approaches: eliminating education policies and practices that hinder equity; and targeting low performing disadvantaged schools. But education policies need to be aligned with other government policies, such as housing or welfare, to ensure student success.

The quality of education is not only with the quality of syllabus, but also about good educational environment, infrastructure, and quality teachers. The uniform education in Tamilnadu got its final shape after getting the view of eminent educationists. In addition to these, few matriculation private schools may teach some additional subjects like Hindi, French, German, etc. Uniform education doesn’t mean to restrict one’s pace in
the field of education; its only aim is to maintain standard and quality in education. Thus, all the schools have to work hand in hand in achieving this laudable attainment. Different emphases laid in the four systems of school education need to be unified to lay a firm foundation for further education, successful careers and multi-faceted life.