

GENDER AWARENESS OF STUDENT TEACHERS: A STUDY

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Abstract

Gender equality is a significant challenge for male-dominated society. This issue remains one of the crucial importance in present times. India signed on several international treaties which support the commitment of gender equality. Gender awareness is essential at school level. As the teachers has to develop Gender awareness among the school students. They should have the Gender awareness. Therefore, the researcher decided to study the Gender Awareness of student teachers.

The objectives of this study were to measure the Gender awareness of student teachers, to compare the Gender awareness of male and female student teachers, to compare the Gender awareness of rural and urban student teachers and to compare the Gender awareness of student teachers from Science and Non-science faculty.

The study was carried out with the help of Survey Method. The population includes the student teachers from Colleges of Education affiliated to the SavitribaiPhule Pune University Pune, Maharashtra. The sample included about 412 student teachers from twenty Colleges of Education. Gender Awareness Scale is the tool for data collection was developed by the researcher.

The conclusions of this research work are Gender Awareness of student teachers is Moderate. Gender awareness of the Female student teachers is more than the Male student teachers, but this difference is negligible. Gender awareness of the student teachers from urban area is slightly more than the student teachers from rural area, but this difference is very slight. The Gender awareness of the student teachers Non-science faculty is more than the student teachers Science faculty, but this difference is insignificant.

Keywords: *Gender Awareness, Student teachers*



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1. Introduction

Gender equality is a significant challenge for male-dominated Indian society. This issue remains one of the crucial importances in present times. India signed on several international treaties which support the commitment of gender equality. These are The Dakar Framework for Action 2000, and the United Nations Millennium Development Goals 2000, the Programme of Action 1992, CEDAW 1993, The Beijing declaration 1995, and the World Conference on Education for All. India took several efforts which are reflected in National Policy of Education (1986), The Programme of Action (POA), 1992, National Curriculum Framework-2005, The Focus Group on Gender Issues in Education (2006). Gender

awareness is an awareness of the differences in roles and relations between women and men. It recognizes that the life experiences, expectations, and needs of women and men are different.

The importance of education system, in turn, highlights the importance of the teacher. The teacher is expected not only to impart information and skills, but lead and guide his students to supreme knowledge, free from any biases and prejudices. The role of the teacher in the educational process is very vital and crucial. He/she influences the students by what he/she says and does, and the attitudes towards the pupils are important for pupil growth. The students are influenced by the teacher's behavior, approaches and attitudes. Each and every word uttered by them or gesture they make gets absorbed by the students, who in turn apply them when they deal with others in society, for years to come.

Gender functions as a category for organization of various activities in schools like segregation of boys and girls in assembly, formation of groups for co-curricular activities etc. Allocation of routine tasks by teachers differently to girls and boys also strengthens gender stereotypes. The awareness of teachers is reflected in their behavior in the school and classroom. In general, most teachers do not intentionally differentiate learning opportunities for their students by gender. Much of what constitute gender inequity in classroom practices and interactions is unintentional and subconscious.

Gender awareness is essential at school level. As the teachers has to develop Gender awareness among the school students. They should have the Gender awareness. Therefore, the researcher decided to study Gender awareness of student teachers.

2. Statement of the Problem

To study the Gender Awareness of student teachers.

In this research work the researcher measured and compared the Gender awareness of student teachers according to their gender, locale and faculty.

3. Objectives of the study

The objectives of this research work were:

- 1.To measure the Gender awareness of student teachers.
- 2.To compare the Gender awareness of male and female student teachers.
- 3.To compare the Gender awareness of rural and urban student teachers.

4.To compare the Gender awareness of student teachers from Science and Non-science faculty.

4. Hypotheses

For this research work the researcher formulated the research hypotheses and null hypotheses.

- **Research hypotheses**

- i. There is difference in the Gender awareness score means of male and female student teachers.
- ii. There is difference in the Gender awareness score means of student teachers from rural and urban area.
- iii. There is difference in the Gender awareness score means of student teachers from Science and Non-science faculty.

- **Null hypotheses**

- i. There is no significant difference in the Gender awareness score means of male and female student teachers.
- ii. There is no significant difference in the Gender awareness score means of student teachers from rural and urban area.
- iii. There is no significant difference in the Gender awareness score means of student teachers from Science and Non-science faculty.

5. Scope, limitations and delimitations

Scope: The conclusions of the present research study are useful for Pre-service student-teachers in the state of Maharashtra.

Limitations:

1. The data collection tool i.e. Gender Awareness Scale is developed by the researcher.
2. The conclusions of this study are depends on the responses given by the Student- teachers to the tools for the data collection.

Delimitations:

1. The present research study is delimited to only Pune, Nashik and Ahmednagar districts of Maharashtra State.
2. This study is delimited to Marathi medium secondary school Student-teachers only.
3. The study is also delimited to Marathi medium B.Ed. Student- teachers only.

4. This study is delimited to Student- teachers' Gender awareness only.

6. Review of related researches

6.1 International researches related to gender issues

Chikunda, Charles (2010) assessed the level of gender awareness of science teachers in Zimbabwe's two education districts. Some teachers show an appreciable level of gender awareness in their practice but majority of teachers thought that science is a factual or objective discipline that is not affected by people's gender. Systematic efforts are not taken by the teacher education institutions to sensitize teachers on gender issues. Staff development for practicing teachers as well as mainstreaming gender in the teacher education science curriculum is recommended.

Lahelma, Elina (2011) discussed some of the constraints that feminist teachers and teacher educators constantly face in enhancing gender awareness still much more work regarding gender issues is carried out Finland.

NagoreIriberry and Pedro Rey-Biel (2012) studied the effect of gender differences in performance under competition. It was observed the women's underperformance due to stereotype-threat. They recommended the blind competition (omitting information about gender) as a safe alternative to avoid women's underperformance in competition.

Wang Li-Ching (2014) argued that providing professional assistance and setting up a school gender equity education committee are ways to improve the quality of gender mainstreaming in schools. To promote gender mainstreaming in schools, education authorities can begin by proposing small-scale experimental programs and scale them up gradually. This will achieve superior results, and schools can also use the experiences of other schools as reference points.

Auhadeeva and et. al. (2015) discussed the improvements in education and modern teacher's gender training in terms of a competence-based approach as a basic strategy of general and vocational education development in Russia. The gender approach requires targeted training for teachers as well as the development of a gender competence seen as a prerequisite for improving the quality of modern teacher training. It is one of the main areas of modernization in teacher education.

Pardhan, Almina and Pelletier, Janette (2017) explored Pakistani female pre-primary teachers' perceptions and practices related to gender in the early years. Results showed that

teachers' perceptions reflect the complex and multifaceted dimensions of gender within the gradually shifting, but still traditional, cultures of Pakistani society.

National researches related to gender issues

Khandelwal and others (2012) evaluated the gender preference, attitude and awareness regarding sex determination among married women attending general OPD, antenatal clinic of RDGMC Ujjain. The conclusion reveals that despite the existence of preconception and prenatal diagnostic technique (PNPCDT), there is dire need to strengthen their law.

Srivastava Ashish and others (2014) assessed the Gender preference, attitude and awareness of young eligible couples towards pre natal sex determination in Lucknow district. The study clearly shows that son preference and pre natal sex determination still finds favour with a substantial proportion of young couples and emphasises the need for proper counselling and behaviour change communication among them.

Kuruvilla, Moly (2014) authenticates the need for introducing Gender Studies components at UG and PG levels of education in India and the need for providing gender awareness/sensitization training programmes for teachers so as to equip them fully to meet the needs of the twenty-first century.

Dixit Mukul and Jain Jyoti (2016) studied the attitude, awareness and practice on female feticide of pregnant women in Udaipur city of Rajasthan, India. The findings are being the civilized citizens, it is our duty to raise voice against the declining sex ratio and killing of girl child. Being a woman it is our primary duty as well as concern to come forward to stop this menace.

Maryam Kaydani (2016) studied the awareness for Gender Equality in Hindu Marriage. The results highlighted the need to raise awareness of the negative outcomes of child marriage and to build support among girls and their families for delaying marriage, to enforce existing laws on the minimum age at marriage and to encourage other authorities to support young women in negotiating with their parents to delay marriage and eliminate child marriage.

Ravi Kumar (2017) tried to identify the Youth awareness and acceptance for gender equality in present scenario. The result indicates that youth are equally aware and accepting gender equality in present scenario.

7. Method of Research

The present research work was carried out with the help of Survey Method. For accomplishing the objectives the researcher used Survey method of research.

8. Population and Sample

Population: The population for the present work is all the student teachers from Colleges of Education affiliated to the Savitribai Phule Pune University Pune, Maharashtra. There were about 100 colleges of Education affiliated to the University. These colleges are located in Pune, Ahmednagar and Nashik districts.

Sample: The sample included about 412 student teachers from twenty Colleges of Education affiliated to the Savitribai Phule Pune University Pune, Maharashtra for survey and 80 student teachers from twenty Colleges of Education for experiment.

The Multistage random sampling method was used during survey for selection sample. The sample includes 25 student teachers from each College (500). The completely fulfilled Gender Awareness Scales were received from 412 student teachers; therefore finally the sample included 412 student teachers in the sample for survey.

9. Tool for data collection

Gender Awareness Scale is the tool for data collection was developed by the researcher. The Gender Awareness Scale included total 60 statements, which comprise 36 positive and 24 negative statements. Each statement had five alternatives. These alternatives are Strongly agree, Agree, Not decided, Disagree and Strongly disagree. Respondents had to tick on any one alternative which was the correct according to him/ her. According to the alternatives each statement carries minimum 1 scores and maximum 5 scores as per given in the table. Gender Awareness Scale was of minimum 60 scores (60 statements x 1 score) and of maximum 300 scores (60 statements x 5 scores).

10. Data Analysis and Interpretation

The researcher has obtained data from survey and experimental method. The survey was done on student teachers so as to test their level of gender awareness. Further analysis was done according to the variables i.e. gender, experience, locale and faculty.

Table No. 1: Mean Standard deviation and t-value of Gender Awareness of Student teachers

Sr. No.	Sample/ Sub sample	N	Mean	Gender Awareness
1	All Student teachers	412	170.39	Moderate
2	Male Student teachers	117	168.50	Moderate
3	Female Student teachers	295	171.14	Moderate
4	Rural Student teachers	308	170.03	Moderate
5	Urban Student teachers	104	171.44	Moderate
6	Student teachers from Science faculty	232	168.44	Moderate
7	Student teachers from Non-Science faculty	180	172.91	Moderate

11. Testing the Hypotheses

The researcher had decided to study the Gender Awareness of Student teachers. He decided to study the group differences like gender, locale and faculty of student teachers. The hypotheses to be tested were null hypotheses. To test this hypothesis the means of Gender Awareness Scale scores of student teachers were compared to find the difference in the Gender awareness. The means Standard deviations, calculated t- value is given in the table.

Table No. 2: Mean Standard deviation and t-value of Gender Awareness Scores of student teachers and hypotheses testing

No.	Student teachers	N	Mean	SD	t-value (calculated)	Null Hypothesis
1	Male	117	168.50	42.30	0.563	Accepted
	Female	295	171.14	39.48		
2	Rural	308	170.03	40.43	0.757	Accepted
	Urban	104	171.44	39.97		
3	Science Faculty	232	168.44	40.57	0.263	Accepted
	Non-science Faculty	180	172.91	39.86		

*t- value from Table at 0.05 level is 1.645

12. Findings

The findings of this research work are as follows:

1. Gender Awareness of student teachers is Moderate.
2. Gender Awareness of Male and Female student teachers is Moderate. Gender awareness of the Female student teachers is more than the Male student teachers, but this difference is

negligible.

3. Gender awareness of student teachers from rural and urban area is Moderate, But the Gender awareness of the student teachers from urban area is slightly more than the student teachers from rural area, but this difference is very slight.

4. Gender awareness of student teachers from Science and Non-science faculty is Moderate. The Gender awareness of the student teachers Non-science faculty is more than the student teachers Science faculty, but this difference is insignificant.

13. Conclusions

The researcher has obtained the following conclusions.

1. The Gender Awareness of student teachers is Moderate.
2. The Gender Awareness of Male and Female student teachers is same.
3. The Gender Awareness of the student teachers from rural and urban area is alike.
4. The Gender Awareness of the student teachers from Science and Non-science faculty is similar.

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