



ORIGINAL RESEARCH PAPER

Education

ATTITUDE OF B.ED. TRAINEES TOWARDS GENDER DISCRIMINATION, GENDER SENSITIVITY AND GENDER STEREOTYPES IN MYSORE CITY.

KEY WORDS:

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ABSTRACT

Education has the inbuilt potential of initiating social change in the context of gender relations. Therefore, conscious and pluralistic interventions have been put forward by the Government of India to address gender equality in education. Education is the key factor in overcoming the barriers that women face and the basic tool for empowering women and bringing them into the main stream of the development. Moreover educated women can play an equally important role as men in nation building. Empowerment is the process that creates power in individuals over their own lives, society, and in their communities. As Swami Vivekananda said, "There is no chance for the welfare of the world unless the condition of women is improved". Women's empowerment is all about equipping and raising the status of women through education, raising awareness, literacy, and training and allowing women to make life-determining decisions through the different problems in society.

INTRODUCTION:

Women constitute almost half of the population in the world. But the hegemonic masculine ideology made them suffer a lot as they were denied equal opportunities in different parts of the world. Women's education in India has also been a major pre-occupation of both the government and civil society as educated women can play a very important role in the development of the country. According to the report of the National Committee on Women's Education (1959), "It cannot be denied that the general picture of the education of women was the most unsatisfactory and women received practically no formal instruction whatever, except for the little domestic instruction that was available to the daughter of the upper class families". Education has far reaching effects, the education of parents is linked to their children's educational attainment and the mother's education is usually more influential than the father's. While often interchangeably used, the more comprehensive concept of gender empowerment refers to people of any gender, stressing the distinction between biological and gender as a role.

NEED OF THE STUDY:

Against female children is a pervasive across the world. It is seen in all the strata of society and manifests in various forms. As per the literature, the female child has been treated inferior to male child and this is deeply engraved in the mind of the female child. Discrimination against girls and women in the developing world is a devastating reality. Study shows that there is a direct link between a country's attitude toward women and its progress socially and economically.

REVIEW OF RELATED LITERATURE:

The review of related literature embraces a review of studies conducted in India and abroad. The literature in any field form a foundation upon which all the future work will be built. The study of referred literature provides scientific and logic support to the study being undertaken.

Neera deshai and Vishnu Patil (1985) brought out a very good publication, 'Indian women' in which the writers highlighted the change and challenges in the event of women in the context of international decade. The authors also explained about the economic and political realities in the changing scenario, policies and programmes for the improvement of status of women, women organizations, media and place of women and about the challenges, problems and prospects of women.

Sangeetha Purushottam, (1998) brought out a publication on "The Empowerment of Women in India". The author discussed the materialistic conditions shaping grassroots levels of women life and their organizations, the formation of the Swayam Shikshan Prayogh network, re-conceptualization of women organizations in

our country, the community participation approach, engendering the process and outcomes of this organization. The writer highlighted the advantages of a network for the purpose of women empowerment through different organizations.

Sheshi Kumar, K (2000) book on "Women Entrepreneurship" throws light on crucial aspects pertaining to women in the field of social and economic development. The author also highlighted the role of women in agricultural, social, cultural, religious and business fields. He stressed the need of women entrepreneurship, marketing empowerment and empowerment of women.

Thara Bhai, L (2002) publication on "Women Studies in India" highlighted the emergence of women studies in India, concepts and issues of women studies, status of women and emerging trends in India, new economic policy and women studies. The author also made an excellent effort to give the conceptual clarification, elaboration and suitable methodology for subject of women studies.

Kalaimathi, A and Punithambal, M (2004) jointly published a research article on "Strategies for Women Empowerment". The scholars discussed the concept of empowerment, academic, economic, social and political spheres of women's improvement. The writers also expressed that women's empowerment is not a process which is horizontal and it is a process which goes round in a circle and it has to be tailor made to suit the client.

Benner, K. (2008). Virtual Women's Centre. "Journal about Women in Higher Education", 1, 222-223.

OPERATIONAL DEFINITIONS OF KEY TERMS:

Operational definitions of key terms used in the study are as follows,

- Gender Discrimination : Unfair treatment of a person or group on the basis of Prejudice on gender.
- Gender Sensitivity : The act of being sensitive to the ways people think about gender.
- Gender Stereotype : Overgeneralization of characteristics differences and attributes of a certain group based on their gender.

OBJECTIVES OF THE STUDY:

The main objectives of the study are as follows,

- To study the attitude of B.Ed. trainees towards gender discrimination.
- To study the differences in the attitude towards gender discrimination between boys and girls.
- To study the attitude of B.Ed. trainees towards gender sensitivity.
- To study the differences in the attitude towards gender

sensitivity between boys and girls.

- To study the attitude of B.Ed. trainees towards gender stereotypes.
- To study the differences in the attitude towards gender stereotypes between boys and girls.

HYPOTHESES OF THE STUDY:

The hypotheses of the study were listed below,

- There will be no significant difference on attitude of B.Ed. trainees towards gender discrimination.
- There will be no significant difference in the attitude of B.Ed. trainees towards gender discrimination between boys and girls.
- There will be no significant difference on attitude of B.Ed. trainees towards gender sensitivity.
- There will be no significant difference in the attitude of B.Ed. trainees towards gender sensitivity between boys and girls.
- There will be no significant difference on attitude of B.Ed. trainees towards gender stereotype.
- There will be no significant difference in the attitude of B.Ed. trainees towards gender stereotype between boys and girls.

LIMITATIONS:

Limitations of the study are listed below,

- The present study will be restricted to Mysore City.
- The present study will be confined to these three variables, they are, gender discrimination, gender sensitivity and gender stereotypes.
- The present study will be restricted to B.Ed. trainees.

METHODOLOGY:

This division involves details about the various aspects of Methodology adopted in the present investigation. Details regarding to design, sample, development of tools, administration and scoring of tool employed are discussed below.

a) Design of the Study:

The present study is a normative survey (ex-post-facto) type research. Subjects will be assigned to express the attitude towards the variable.

b) Sampling:

In this study, Simple random sampling technique will be used to draw the sample. Researcher need to take of about 500 B.Ed. trainees (both boys and girls) approximately, from B.Ed. College of Mysore City. Only B.Ed. trainees were considered for the sample.

TOOLS USED IN THE STUDY:

The tool used for the collection of data were,

- Gender Differentiation scale
- Gender Sensitivity scale
- Gender Stereotype scale

All the above standardised tools are developed and used by Dr. Shahtaj Begum, Associate Professor, University College of

Descriptive Statistics

Table 2: Difference in average score between male and female in each tool.

Tool	Gender	N	Mean	Standard deviation	Standard error Mean	t	df	Sig.*
Gender sensitivity	Male	130	2.483	0.304	0.027	-0.234	505	0.815
	Female	377	2.490	0.271	0.014			
Gender stereotype	Male	130	2.397	0.130	0.011	-0.610	505	0.542
	Female	377	2.404	0.121	0.006			
Gender differentiation	Male	130	2.128	0.120	0.011	-0.465	505	0.642
	Female	377	2.134	0.140	0.007			
Total	Male	130	2.266	0.089	0.008	-0.605	505	0.546
	Female	377	2.271	0.091	0.005			

*P value calculated using independent t-test.

Table 1 shows that the scores of all the questions were averaged across for each participants, in each tools separately and compared between male and female. No statistically significant difference noted in scores between male and female in any tools. Hence hypotheses formulated are accepted as follow,

Education, Karnatak University, Dharwad (2010) will be adopted according to the nature of the study.

PROCEDURE:

The present study is a normative study. The researcher will be concentrating on B.Ed. trainees as the subject of the study, the investigator will establish a good rapport with B.Ed. trainees and required data will be collected from both male and female B.Ed. trainees in B.Ed. colleges of Mysore city. Collected data will be analysed through different statistical techniques. The investigator established a good rapport with students and administered the tests. The data collected was tabulated, analysed using suitable statistical techniques.

STATISTICAL TECHNIQUES:

This section deals with analysis and interpretation of data collected from the drawn out sample keeping in view of the objectives and hypotheses of the present study, Statistical analyses were carried out using SPSS statistical software for Windows. These gained scores were computed and considered as raw scores for further statistical analysis. The following statistical techniques were used to analyse the collected data with the view to test the hypotheses.

- Mean
- 't' test
- Chi-square test
- ANOVA
- Two-way ANOVA

RESULT AND FINDINGS OF THE STUDY:

The scores obtained by the groups of students and were analysed using appropriate quantitative statistical techniques. The marked hypotheses were tested through "t- test". The analysis and interpretation of data collected from the drawn-out sample keeping in view of the objectives and hypotheses of the present study.

Table 1 shows the demographic details of the participants. The total numbers of participants were 507 from 7 centres.

Table 1: Demographic details of the participants

Details	N (%)
Total number of participants	507
Number of centres	7
Age group, N (%)	
Less than or equal to 25 years	458 (90.3%)
More than 25 years	49 (9.7%)
Gender, N (%)	
Male	130 (25.6%)
Female	377 (74.4%)
Marital status, N (%)	
Married	425 (83.8%)
Unmarried	82 (16.2%)

- There is no significant difference on attitude of B.Ed. trainees towards gender discrimination.
- There is no significant difference in the attitude of B.Ed. trainees towards gender discrimination between boys and girls.

- There is no significant difference on attitude of B.Ed. trainees towards gender sensitivity.
- There is no significant difference in the attitude of B.Ed. trainees towards gender sensitivity between boys and girls.
- There is no significant difference on attitude of B.Ed. trainees towards gender stereotype.
- There is no significant difference in the attitude of B.Ed. trainees towards gender stereotype between boys and girls.

CONCLUSION:

Many world leaders and scholars have argued that sustainable development is impossible without gender equality and women's empowerment. It is widely believed that, the full participation of both men and women is critical for development. Only acknowledging men's participation will not be beneficial to sustainable development. Without the equal inclusion of women in development, women would not be able to benefit or contribute to the development of the country.

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