

# **CHAPTER – V**

**DISCUSSIONS, SUMMARY,  
IMPLICATIONS AND SUUGESTIONS  
FOR FURTHER STUDIES**

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## **DISCUSSIONS, SUMMARY, IMPLICATIONS AND SUUGESTIONS FOR FURTHER STUDIES**

### **4.0.0 INTRODUCTION**

The introduction along with the background of the study, objectives, hypotheses, delimitation of the study are presented in Chapter – I. The Review of Related Literature and its summary are presented in Chapter –II. Third chapter deals with the methodology, sample, tools used for the study, procedure of data collection and the statistical techniques used for the analysis of data. Fourth chapter deals with the objective-wise result, analysis and interpretations of the results along with its findings are presented under different captions. In the present chapter, discussions of the findings, implications, suggestions for further studies and summary of the study have been presented under different captions.

### **5.1.0 FINDINGS**

The findings of the present study are given, below:

- Awareness of Gender Sensitiveness among female teachers of government school is higher than the female teachers of private school of Bhopal city.
- Awareness of Gender Sensitiveness among male teachers of government school is higher than the male teachers of private school of Bhopal city.
- There is no significant difference in awareness of gender sensitiveness of female and male teachers of secondary school of Bhopal city.

- There is no significant influence of Gender on the Awareness of Gender Sensitiveness of teachers of Secondary schools of Madhya Pradesh. The Awareness of Gender Sensitiveness of female teachers is higher than the male teachers.
- There is no significant influence of types of school on the Awareness of Gender Sensitiveness of teachers of Secondary schools of Madhya Pradesh. The Awareness of Gender Sensitiveness of government school teachers is higher than the private school teachers.
- There is no significant interaction of Gender and types of school on the Awareness of Gender Sensitiveness of teachers of Secondary schools of Madhya Pradesh. The Awareness of Gender Sensitiveness of female teachers is higher than the male teachers.

#### **5.2.0 AWARENESS OF GENDER SENSITIVENESS AMONG FEMALE TEACHERS**

Awareness of Gender Sensitiveness among female teachers of government school is higher than the female teachers of private school of Bhopal city. This may be due to the orientation and the school environment of the government school. Government schemes and programmes are implemented in the school. In these schools, gender awareness programmes are launched by the government. Therefore, the female teachers have the awareness on Gender Sensitiveness

#### **5.3.0 AWARENESS OF GENDER SENSITIVENESS AMONG MALE TEACHERS**

Awareness of Gender Sensitiveness among male teachers of government school is higher than the male teachers of private school of Bhopal city. This may be due to the orientation and the school environment of the government school. Government schemes and programmes are implemented in the school. In these schools, gender awareness

programmes are launched by the government. Therefore, the male teachers have the awareness on Gender Sensitiveness

#### **5.4.0 COMPARISON OF AWARENESS OF GENDER SENSITIVENESS AMONG FEMALE AND MALE TEACHERS**

There is no significant influence of Gender on the Awareness of Gender Sensitiveness of teachers of Secondary schools of Madhya Pradesh. The Awareness of Gender Sensitiveness of female teachers is higher than the male teachers. This may be due to the orientation and the school environment of the government school. Government schemes and programmes are implemented in the school. In these schools, gender awareness programmes are launched by the government. Therefore, both the female and teachers have the awareness on Gender Sensitiveness. So, there was no significant influence of Gender on the Awareness of Gender Sensitiveness of teachers of Secondary schools of Madhya Pradesh.

#### **5.5.0 INFLUENCE OF GENDER, TYPES OF SCHOOL AND THEIR INTERACTION ON AWARENESS OF GENDER SENSITIVENESS OF SECONDARY TEACHERS**

The present objective has three findings, i.e., a. Influence of Gender on the Awareness of Gender Sensitiveness of teachers of Secondary schools of Madhya Pradesh, b. Influence of types of school on the Awareness of Gender Sensitiveness of teachers of Secondary schools of Madhya Pradesh and Interaction of Gender and types of school on the Awareness of Gender Sensitiveness of teachers of Secondary schools of Madhya Pradesh. The discussions on the findings are presented under separate captions.

##### **5.5.1 Influence of Gender on Awareness of Gender Sensitiveness Secondary Teachers of Madhya Pradesh**

There is no significant influence of Gender on the Awareness of Gender Sensitiveness of teachers of Secondary schools of Madhya Pradesh. The Awareness of Gender Sensitiveness of female teachers is higher than the male teachers. As discussed in the previous captions, these show that the orientations towards the gender sensitiveness of both the male and female



teachers of are almost same. Therefore, there was no influence of Gender on Awareness of Gender Sensitiveness was found in this study.

### **5.5.2 Influence of Types of School on Awareness of Gender Sensitiveness of Secondary Teachers of Madhya Pradesh**

There is no significant influence of types of school on the Awareness of Gender Sensitiveness of teachers of Secondary schools of Madhya Pradesh. The Awareness of Gender Sensitiveness of government school teachers is higher than the private school teachers. It was found that both male and female teachers are working in both the types of the schools, i.e., government and private. Gender awareness guidelines issued by the government, time to time, are followed in these schools. Therefore, the findings of this study may be attributed to this reason.

### **5.5.3 Interaction of Gender and Types of School on Awareness of Gender Sensitiveness of Secondary Teachers of Madhya Pradesh**

There is no significant interaction of Gender and types of school on the Awareness of Gender Sensitiveness of teachers of Secondary schools of Madhya Pradesh. The Awareness of Gender Sensitiveness of female teachers is higher than the male teachers. As mentioned in earlier captions, neither there was influence of Gender nor the influence of types of school on Awareness of Gender Sensitiveness on the teachers. So, there was no significant interaction of Gender and types of school on the Awareness of Gender Sensitiveness of teachers.

## **5.6.0 SUMMARY**

The summary of the present study has been presented as under

### **5.6.1 STATEMENT OF THE PROBLEM**

#### **“Study of Awareness of Gender Sensitiveness among the Secondary School Teachers of Bhopal”**

Gender is a social construct that impacts attitudes, roles, responsibilities and behavior patterns of boys and girls, men and women in all societies. Increasing attention has been given to the importance of achieving gender equality in education. To date, however, most efforts have focused on addressing gender parity - an equal number or proportion of girls and boys

accessing educational opportunities. Although simple gender parity may be easier to measure, gender equality encompasses a wider concept, of which gender parity is only a part. Gender equality moves beyond access and requires that girls and boys also experience the same levels of quality and outcomes of education. One of the key impediments to achieving gender equality in education is that it cannot be addressed in a vacuum; rather, educational institutions are products of the inequalities that exist in larger society. Educational institutions are shaped by the societal forces that perpetuate gender based discrimination; yet, they can also be essential tools to effect great change throughout a community or social context. Behaviours and beliefs formed in schools and educational institutions can have a lasting impact on gender relations in society. Education systems are both a result of external forces and instrumental to perpetuating or alleviating gender disparity around the world.

#### **5.6.2 DEFINING THE KEY TERMS**

##### **Sex**

Sex refers to the biologically determined characteristics of men and women in terms of reproductive organs and functions based on chromosomal complement and physiology. Sex is globally understood as the classification of living things as male or female.

##### **Gender**

Gender refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviors and roles associated with being a woman, man, girl or boy, as well as relationships with each other. As a social construct, gender varies from society to society and can change over time.

Gender refers to the social construction of women and men, of femininity and masculinity, which varies in time and place, and between cultures. The notion of gender appeared in the seventies and was put forward by feminist theorists who challenged the secondary position of women in

society. It departs from the notion of sex to signal that biology or anatomy is not a destiny. It is important to distinguish clearly between gender and sex. These terms are often used interchangeably while they are conceptually distinctive.

### **Gender Equality**

Gender equality refers to the situation where individuals of both sexes are free to develop their personal abilities and make choices without the limitations imposed by strict gender roles, and the different behaviors, aspirations and needs of women and men are considered, valued and favored equally.

### **Gender-sensitive research**

Gender-sensitive research consistently considers gender throughout the research cycle.

### **Sensitivity**

In biology, sensitivity is a measure for how strong a stimulus has to be, before a system reacts to it; the smaller a stimulus is sufficient to elicit a reaction, the more sensitive a system is

### **Gender Sensitivity**

Gender awareness is more analytical and critical since it clarifies issues about gender disparities and gender issues. It pertains to one's effort to show how gender shapes the role of women and men in society including their role in development and how it affects relations between them. Our education system needs to be gender sensitive and gender friendly. One of the best possible strategies to minimize gender discrimination in society is to promote gender awareness at all levels of society.

## **5.6.3 BACKGROUND OF THE STUDY**

Since the 1960 several initiatives and measures have been taken at global regional and national level to address gender equality and to build societies where women are both contributors to and beneficiaries of the development process. Countries took policy measures embarked on



assessments of their contexts formulated strategies and signed and ratified various international and regional instruments designed to promote gender equality . more recently in 2011, at the 36<sup>th</sup> session of the general conference an overwhelming number of UNESCO member states- both from development and developing countries –underlined teacher as the key area of focus in addressing education quality and the equitable provision of education for all in spite of these effort, gender equality issues , such as unequal access to resources benefits of education health services and gender-based violence especially in developing countries one important steps towards achieving gender equality is to mainstream gender in the education adopt responsive policies and plans training this requires that educational environments provide gender-responsive budgeting in their curriculum and pedagogical approaches.

#### **5.6.4 NEED AND JUSTIFICATION OF THE STUDY**

Gender concerns in education have also been reflected in curriculum frameworks developed by apex national organization like National Council of Educational Research and Training (NCERT). In this regard curriculum frameworks of 1975, 1988, 2000 and 2005 have made specific efforts to focus attention on gender disparities in education.

Centre and State gender concerns in education have also been reflected in curriculum frameworks developed by apex national organization like National Council of Educational Research and Training (NCERT). In this regard curriculum frameworks of 1975, 1988, 2000 and 2005 have made specific efforts to focus attention on gender disparities in education. The journey has been from concern to substantial inclusion. While a lot of efforts have been made on integrating gender concerns in education; globalization, liberalization and expansion in information technology have once again made it mandatory for revisiting gender concerns in education in a proactive manner as an important developmental agenda. There is



now an emerging need to reflect and focus in a proactive manner on transforming attitudes, beliefs and behavioral patterns that impact gender relation in family, community, school and work place and so on. Gender debates and discourses have to be operationalised within the overarching concern for democratizing education. In this context, constitutional commitments, policy initiatives, schemes and programmes have been conceptualized by Governments at different points of

#### **5.6.5 OBJECTIVES OF THE STUDY**

Following objectives were formulated for the investigation:

1. To study the awareness of gender sensitiveness of female teachers of secondary school of Bhopal.
2. To study the awareness of gender sensitiveness of male teachers of secondary school of Bhopal.
3. To compare the awareness of gender sensitiveness of female and male teachers of secondary school of Bhopal.
4. To study the influence of Gender, types of school gender and their interaction on awareness of gender sensitiveness of secondary school of Bhopal.

#### **5.6.7 HYPOTHESES**

1. There is no difference in awareness of gender sensitiveness of female and male teachers of secondary of Bhopal.
2. There is no significant influence of Gender on awareness of gender sensitiveness of teachers of secondary school of Bhopal.
3. There is no significant influence of types of school on the awareness of gender sensitiveness of teachers of secondary school of Bhopal.
4. There is no significant interaction of types of school and gender on awareness of gender sensitiveness of secondary school of Bhopal.

### 5.6.8 METHODOLOGY

Survey method was be employed for the study.

#### **SAMPLE**

100 teacher of secondary school of Bhopal will be selected randomly in these 100 teachers 50 will be male and 50 will be female

#### **TOOL**

Awareness' of gender sensitiveness scale will be developed by the investigator the procedure of tool development will be followed

#### **Procedure of data collection**

The data will be collected from the selected 100 secondary school teacher of Bhopal appropriate permission will be obtained from the authority of the school and the selected teacher will be administered the awareness of gender sensitiveness scale developed by the investigator . the tool will be scored as per the procedure

#### **Statistical Techniques used for the Analysis of Data**

Mean, SD and 2 X 2 Factorial Design ANOVA of Equal Cell Size was employed for the analysis of the data.

### 5.7.0 EDUCATIONAL IMPLICATIONS

The issue of gender sensitization has been receiving a great deal of attention of the world because of increasing violence against women and declining trend in indicators of women empowerment. Both government and individual efforts have been made to discuss and carry out systematic research to have a deeper understanding of the discrimination against women in our society. Since, the changes being visualized in the field of women's status and development require structural changes in the social, economic, political and cultural fields, knowledge intervention is definite.

It can be said, after an observation of the results of present investigation that all educational stakeholders must address these issues so that an

inclusive society may be evolved. The conclusions based on the findings of the present study lead towards few educational implications for educationists across different levels and policy makers. This study has many educational implications for teachers, teacher educators, administrators, policy makers, planners and curriculum developers. The implications related to each of these are present under separate captions.

A few educational implications of this study are described below:-

The findings of this study should be taken into account to understand that the students of arts and science differ significantly from the students of professional courses on the measures of gender sensitivity, the student of science and commerce were more sensitive than the professional and art students regarding gender sensitivity. The reason behind that is the aversion to superstition and logical judgment regarding women issues whereas, the arts students and professional courses students are more superstitious regarding gender issues. Gender bias seems pervasive, even when the forms, methods and metrics vary by discipline. Thus, the educationists and educational administrators should think about curriculum refinement regarding gender issues, so that they may inculcate gender sensitive values among students. Research indicates that the people need to understand how gender issues (conditions) oppress them, which mean that content and practice of education will have to be changed specially in the discipline of arts and professional courses.

The contents of textbooks and learning materials will have to be examined carefully because it is the main course of action that can ensure the supply of effective and efficient human resource for the development of a progressive society.

The findings of this study should be taken into account to understand females are more sensitive than males because our society suffers from a sad case of social conditioning of gender stereotype roles.

Educators need to critically evaluate the way they produce and distribute knowledge and take action regarding gender to promote interaction and discussion of gender issues thereby reducing stereotypes and negativity between boys and girls.

#### **5.7.1 Teachers**

- The teachers shall assess their Awareness of Gender Sensitiveness and take steps to develop it.
- Training programme on Awareness of Gender Sensitiveness should be organized to train the teachers to develop it.
- Pedagogical interventions should be provided to deal the concepts related to gender.
- Conducive atmosphere should be created in the classroom for developing Awareness of Gender Sensitiveness among the teachers as well as the students.
- The teachers should be oriented for developing Awareness of Gender Sensitiveness.

#### **5.7.2 Teacher Educators**

- The teacher educators are required to orient the teachers on Awareness of Gender Sensitiveness
- Training materials on Awareness of Gender Sensitiveness may be developed.
- The teacher educators should develop innovative pedagogy to deal with the contents related to the gender.
- Researches in the area of Awareness of Gender Sensitiveness may be undertaken by the teacher educators.

#### **5.7.3 Administrators**

- The administrators are required to build an environment in which Awareness of Gender Sensitiveness may be developed among the staff, students and the teachers.
- The administrators should follow and implement the guidelines issued, time to time, with regard to the Awareness of Gender.



- They are required to undertake the follow-up programmes of Awareness of Gender Sensitiveness.
- They may take initiative in organizing the orientation, workshop and training programmes related to Awareness of Gender Sensitiveness.
- They should try to implement a tailor-made programme Awareness of Gender Sensitiveness for teachers, teacher educators, planners and policy-makers.

#### **5.7.4 Policy Makers**

- They are required to make the policy which would exhibit the Awareness of Gender Sensitiveness among the teachers, teacher educators, planners and administrators.
- They should frame policy for the school climate where the gender equality may be nurtured.

#### **5.8.0 SUGGESTIONS FOR FURTHER STUDIES**

Following researches can, further, be undertaken:

- Studying the Gender Sensitivity among the Elementary school level teachers of Bhopal/Madhya Pradesh.
- Studying the Gender Sensitivity among the Higher Secondary school level teachers of Bhopal/Madhya Pradesh.
- Studying the Gender Sensitivity among the Elementary level teacher-educators of Bhopal/Madhya Pradesh.
- Studying the Gender Sensitivity among the Secondary level teacher-educators of Bhopal/Madhya Pradesh.
- Studying the Gender Sensitivity among the Elementary level prospective teacher-educators of Bhopal/Madhya Pradesh.
- Studying the Gender Sensitivity among the secondary level prospective teacher-educators of Bhopal/Madhya Pradesh.
- Gender Sensitivity among the Secondary school level students of Bhopal/Madhya Pradesh.
- Gender Sensitivity among the Higher Secondary school level students of Bhopal/Madhya Pradesh.

- Gender Sensitivity among the parents of Bhopal/Madhya Pradesh.
- Gender Sensitivity among the Headmasters/Principals of Secondary school level of Bhopal. Madhya Pradesh.
- Gender Sensitivity among the Headmasters/Principals of Higher Secondary school level of Bhopal. Madhya Pradesh.
- Gender Sensitivity among the Headmasters/Principals of Elementary school level of Bhopal. Madhya Pradesh.