

# CHAPTER - V

## **Conclusions & Suggestions**



## CHAPTER-V

# CONCLUSIONS AND SUGGESTIONS

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### 5.1 Introduction :

This chapter includes the findings and conclusion of the present study. On the basis of the analysis and interpretation of the data collected the investigator derives some findings regarding gender bias and gender friendliness. The investigator draws some conclusion from the findings, that are as follows :-

### 5.2 Findings :

#### **Objective - 1**

To find out various dimensions of inequality between sexes in the classroom.

#### **Findings :**

As far as the above objective is concerned the investigator found that though there is equality among the students even then there are some dimensions of inequality prevailing between sexes in the classroom.

As, 24 (48%) teachers out of 50 prefer girl students for sweeping classroom (statement-17) while 19 (38%) teachers don't like this practice.

29 (58%) teachers are of the view that both boys and girls should be punished or rewarded differently, only 21 (42%) teachers express disagree which is clearly reflecting gender bias.

Similarly, 165 (83%) students out of 200 say that their teachers do not make mixed group for games and group activities (statement 22) where as only 35 (18%) students say 'yes' to the statement. So, majority of the students' responses is reflecting gender bias.

But the classroom observation schedule reveals that 18 (90%) teachers out of 20 speak with gender inhibition (statement-1) only 02 (10%) teachers do not speak with gender inhibition, which is giving a room for gender bias.

15 (75%) teachers out of 20 do not assign classroom responsibilities equally (statement-4), while 5 (25%) teachers assign equally. This also show gender bias.

Thus all these practices promotes inequality between sexes in the classroom.

### **Objective - 2**

To find out and analyse teachers' own biases and perceptions about gender role.

### **Findings :**

Regarding teachers' own biases and perceptions about gender roles 30 (60%) teachers out of 50 are agree that boys monitor the classroom effectively than girls (statement No. 1). 19 (38%) teachers are disagree and 01 (02%) is neutral. This shows gender bias attitude of the teachers towards sex roles.

At the same time 27 (54%) teachers out of 50 are agree that boys are more competent than girls (statement No. 1). 19 (38%) teachers are disagree and 01 (02%) is neutral. This shows gender bias attitude of

the teachers towards sex roles.

At the same time 27 (54%) teachers out of 50 are disagree that boys are more competent than girls in classroom activities (statements-4). Where as 21 (42%) teachers are agree that not only boys but girls, also, are competent in the class room activities. This is a gender friendly attitude of the teachers and will certainly boost the self-esteem and self-confidence of the girl students.

15 (75%) teachers do not give reinforcement equally to boys and girls (statement No. 5 of observation schedule). Only 5 (25%) teachers say that they give reinforcement to both, boys and girls. Hence, it is concluded that most of the teachers are not motivating girl students.

The investigator found that - 15 (75%) teachers give group works without gender bias. Only 5 (25%) teachers give group work with gender bias. This shows the gender friendly attitude of the teachers.

### **Objective - 3**

To find out and analyze students' own biases and perceptions about gender roles.

### **Findings :**

Students also have their own biases and perceptions about gender roles, as 130 (65%) students out of 200 opinioned that their teachers exhibit bias in disciplining or awarding punishment to boys and girls (statement no. 8), while 70 (35%) students are disagree with the statement. This is clearly reflecting gender bias.

In the classes of only 6 (30%) teachers out of 20 the investigator found that boys and girls enjoy equal freedom in using teaching

learning material (statement No. 11). While in 14 (70%) teachers' classes students do not enjoy equal freedom in using TLM. It also reflects gender bias.

#### **Objective - 4**

To enhance self-esteem, self-confidence and a positive image of girl students by recognizing their contribution in the classroom.

#### **Findings :**

40 (80%) teachers out of 50 say that boys and girls can be given same assignments, while 7 (14%) teachers are disagree with this statement.

Similarly 110 (55%) students out of 200 say that their teachers display affection and displeasure in the same way towards boys and girls (statement - 7) and 90 (45%) students express their disagreement with the notion.

140 (70%) students out of 200 say that their teachers give equal opportunities to boys and girls for answering questions asked by them (statement No. 12), where as 60 (30%) student say that teachers do not do this practice in the classroom.

Thus all the above responses show the gender friendliness, which certainly frames the positive image of girl students and boosts their self-esteem and self-confidence in the class. Similarly the statement No. 7, 11, 12, 13, 15 and 20 also do the same job of building positive image of girl students in the class.

#### **5.3 Conclusions :**

Looking at the findings of the study the investigator arrived at the conclusion that the activities or the attitudes, whether on the part of

teachers or students, taking place in the classroom are adversely functioning against forming a gender friendly environment in the classroom. They include -

- (1) Denied of equal opportunities to girls.
- (2) No spontaneous interaction among boys and girls. Consequently undesirable girls - boys feeling is developed among the students which in turn affect girls more.
- (3) Girls enjoy less freedom as compared to boys.
- (4) Girl's opinion are not boldly presented by them.
- (5)<sup>1</sup> Classroom process does not appeal the girl students very-much.

Besides the above mentioned classroom environment, which is promoting the gender bias, there are some activities. Which take place in the school environment and enhancing the equality between the two sexes.

There are -

For the statement No. 15, 170 (85%) students are agree, they say that boys and girls maintain mutual respect. Such attitude among the students boosts equality between the boys and girls. Only 30 (15%) students refuse the statement.

Similarly, 90 (45%) students out of 200 agree that the teachers display affection and displeasure in different ways towards boys and girls (statement No. 7). And 110 (55%) students disagree with the statement, which shows gender friendly behaviour of the teacher.

157 (79%) students say that their teachers do not speak with gender inhibition in the class. Which also show gender friendly behaviour.

According to the opinion of the students it is clear that the teaching learning material is easily accessible to both boys and girls, this reflects the gender friendliness.

This way we could say that it is not the gender bias which is in practice in the school environment but upto some extent gender friendliness also exists.

#### **5.4 School based strategies to overcome gender bias and inequality prevailing in the school environment -**

Data based information indicates that girls as compared to boys have an unequal status in the overall classroom environment. Consequently they are not able to share in the developmental activities of the nation as a participant or as a beneficiary to the desired extent. A lot of work has been done to improve their educational status by government agencies at the state and central levels, but still greater efforts are needed to achieve the set targets. This study is an attempt to emphasize the role of a school to promote equality between sexes, certain strategies which can help in this direction are -

- a) Teachers should be trained on gender sensitization in a proper manner.
- b) Separate seating arrangements for boys and girls in the classrooms promotes and reinforces gender differences and creates a climate of sexual apartheid. School should discourage this system.

- c) Libraries in the schools should be equipped with literature portraying women's contribution in different fields. Periodicals and journals reflecting equality of sexes and dealing with various problems of women may be liberally contributed by schools. The selected literature may be such which may suit different age groups and stages of education.
- d) Utmost care may be taken in the selection of the reading material so that children may develop the idea that every activity has a dignity of its own and even the smallest activity at home or school or outside in the world of work is gender inclusive and competency based. It has no link with the sex of a person. A feeling should be developed in the students that any child who thinks contrary to this idea is a believer in out dated values.
- e) Charts, models, scrapbooks, wall magazines, catchy slogans, illustrations etc. reflecting equality between sexes may be got prepared from students during their free periods. Girls and boys may jointly participate in their preparation and not in segregated manner. Competitions may be held mixed group wise and the best group may be given recognition by exhibition of their material in the principal's room or the corridors of the school where girls and boys may have a regular look at the same during school hours. This may leave a psychological impact on their tender minds and may prepare them for future life, based on mutual care, co-operation and shared responsibilities at home and the place of work. In fact all



activities in the school e.g. morning assembly, class exhibition, house competitions, excursions, school camps, annual function, games, sports etc. may be organised on mixed group basis where students irrespective of sex may contribute according to their capability.

- f) Girls and boys should not be depicted or considered in isolation as they are complementary to each other. Hence, teachers should also treat them equally in assigning responsibilities in classroom laboratories, cultural and play fields or outside the school. They should treat girls and boys as persons and adopt non-discriminatory behaviour towards them.
- g) Teachers should also encourage girls to come out of the sex stereotypes and shoulder responsibilities concerning challenging tasks. Unless the girls are motivated to try their hands on untraditional and untredden areas and they get success in the same, they will not develop confidence to come out of their self-made shells. Hence special efforts need to motivate girls to take up those assignments which have been shouldered mostly by boys so far. Boys may also be encouraged to take interest in the activities usually meant for girls (e.g. cooking, sewing, ironing, cleaning, music, dance etc.).

This will help them to understand the importance and work involved in the activities and thus develop dignity of labour for the roles performed by girls.

- h) Physical education is an indispensable component of sound educational system. Unfortunately girls restrain themselves

from participating in sports and games with the onset of adolescence. This tendency needs to be rectified. They should also be encouraged to participate in all those games and sports in which boys take interest. The idea may be instilled in their minds that there is no game, which is only meant for boys or girls. They should participate in various physical activities and judge for themselves as to which activities ultimately suit their interest.

- (i) Example is better than per cent. Teachers of both the sexes should set an example by sharing responsibilities in the school. They should set an example by sharing responsibilities in the school. They should set a model before the students by equally participating in planning and implementation of the programmes. Head of the institution should avoid discrimination on the basis of gender among teachers.
- (j) Teachers should avoid negative remarks e.g. this work is meant only for girls; do not behave like a girl; girls cannot study mathematics and science; girls should be submissive and should not even fight for their rights etc. They should make conscious and determined efforts to inculcate equality between both the sexes.
- (k) Dominance of boys inside the classroom and outside the classroom should be discouraged. Teachers should make deliberate efforts to put questions equally to girls and boys while developing the lesson and evaluating the outcomes. They should encourage girls to get rid of their shyness and participate

in the development of the lesson.

- (l) Teachers should be extra ordinary careful while teaching various subjects. Their presentation of the curriculum should in no way reflect any gender bias. Rather their action and expressions should vividly express a belief in equality of sexes.
- (m) Girls should be taught or trained to present their own opinion boldly by giving them opportunities to answer first during the classroom interaction.
- (n) The overall classroom environment of the school must be as such that, that will appeal the girls child to come forward with a positive move.

#### **5.5 Suggestions for further study :**

- (1) The sample for the present study is teachers and students of elementary level only. But the same study can also be done for the teachers and students of different levels, employees working in different government and non-government organisations to find out the gender bias between the two sexes.
- (2) The same study can be done to get the ideas of different people belong to different communities with the help of community based large survey.
- (3) This study is done in the tribal area, but the same study can also be done for different localities of urban as well as rural areas.
- (4) This study is done at M.Ed. level as a dissertation on a small scale. It can be extended for the Ph.D. level by taking a large sample for the study.