



A Study of Gender Sensitivity of Student Teachers in relation to some demographic variables

Research study report submitted to SNDT Women's university ,Funded by SUUTI

ABSTRACT

The research study carried out with the intention of understanding gender sensitivity of student teachers' that will give directions to design more comprehensive pre service teacher education curriculum so as to address the problems and issues related to gender equity and equality in the classroom.



STATEMENT BY THE RESEARCHER

I wish to state that the work embodied under Research Project entitled 'A Study of Gender Sensitivity of Student Teachers in relation to some demographic variables' forms my own contribution to research work. This work has not been submitted for any other research work or any other funding agency.

Signature of Researcher

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CERTIFICATE

This is to certify that the Research Project entitled "**A STUDY OF GENDER SENSITIVITY OF STUDENT TEACHERS IN RELATION TO SOME DEMOGRAPHIC VARIABLES**" " submitted to the Shreemati Nathibai Damodar Thackersey University by Dr. Pradnya Wakpainjan, Associate Professor, Department of Education S.N.D.T. Women's University, Mumbai. The research project is funded by Specified Undertaking of The Unit Trust of India (SUUTI) with the amount of Rs.29, 500/- as research Grant.

Signature of the authorities:

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CHAPTER I

INTRODUCTION

1.1 INTRODUCTION:

Every individual is a part of nature and therefore deserves to develop his/her potentialities at the fullest. Each one has different potentialities that make him/her distinct. No doubt education plays important role in the development of personality of an individual but it may not be instrumental in every case because of cultural and attitudinal aspects. The gender is one such aspect that is a main parameter of discrimination.

In general terms, "sex" refers to the biological differences between males and females, such as the genitalia and genetic differences. "Gender" is more difficult to define, but it can refer to the role of a male or female in society, known as a gender role, or an individual's concept of themselves, or gender identity. With the concept of gender which is socially driven the roles of men and women in the society are specified and further it is go to the extent that the role performed by women are considered as secondary in comparison to their counterpart men. It also gives rise birth to other concepts like gender role stereotype, gender role discrimination etc.

Sex is a biological categorization based primarily on reproductive potential, whereas gender is the social elaboration of biological sex. Not surprisingly, social norms for heterosexual coupling and care of any resulting children are closely intertwined with gender. But that is far from the full story. Gender builds on biological sex, but it exaggerates biological difference, and it carries biological difference into domains in which it is completely irrelevant. There is no biological reason, for example, why women should mince and men should swagger, or why women should have red toenails and men should not. But while we think of sex as biological and gender as social, this distinction is not clear-cut. People tend to think of gender as the result of nurture – as social and hence fluid – while sex is the result of nature, simply given by biology. However, nature and nurture intertwine, and there is no obvious point at which sex leaves off and gender begins. But the sharp demarcation fails because there is no single objective biological criterion for male or female sex. Sex is based in a combination of anatomical, endocrinal and chromosomal features, and the selection among these criteria for sex assignment is based very much on cultural beliefs about what actually makes someone male or female. Thus the very definition of the biological categories male and female, and people's understanding of themselves and others as male or female, is ultimately social.

1.2 UNDERSTANDING GENDER:

Gender equality emanates out of the advancement of human rights and is a fundamental aspect of democratic citizenship. It belongs to the basic and universally recognised civil, cultural, economic, political and social rights. Infringement of such rights hinders societies from achieving the goals and benefits of development. As mentioned earlier sex refers to the biological and physiological characteristics that define men and women. Male and female characteristics are differentiated by genes, hormones, reproductive organs and other physical features that have biological or natural origin, on the other hand gender concerns the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for femininity and masculinity.

The concept of gender may vary from one society to another or even in different contexts within the same society. The society attaches 'cultural roles' right from birth, which are dependent on the sex of the child. Unless these roles are challenged, we become the products of this cultural conditioning and that leads to gender stereotype.

Gender Stereotypes refer to oversimplified and standardised gender concepts that are commonly held by members of a group (Cheal, 2002, p. 162). Until the 1960s these were perceived as being biological in origin. With the birth of the feminist and human rights movements, gender stereotypes were perceived as being socially constructed rather than biologically determined. Some examples of stereotypes are that males are competitive, strong, aggressive and independent whereas females are sensible, sweet, submissive and dependent. Gender stereotypes are fed into the minds of individuals from a very young age thus affecting the gender identity with which they identify themselves.

The male stereotype is described through the three Ps: Provider, Protector and Procreator (Andronico & Home, 2004, p. 457). Female concerns are instead regarded as belonging to the world of motherhood and wifedom. Gender stereotypes overshadow gender roles. Because different roles are attributed to males and females, these come to assign different personality traits and abilities to the different individuals. This leads to a form of self-fulfilling prophecy in that people start to report greater pleasure at the roles they become good at (Vogel, 2003). As a result, greater ability in performing gender-appropriate tasks is reported, reflecting the gender stereotypic expectations. For example, females usually grow into jobs related to their role as nurturers. It is believed that the flexibility of the new roles, for example through the utilisation of family friendly measures will prove beneficial when compared to the rigidity of the gender stereotyped roles (Lang, 2003).

Gender equality refers to a concept where the rights, responsibilities and opportunities offered are not determined by sex (United Nations Office of the Special Advisor on Gender Issues and Advancement of Women, 2001). It implies equal access to opportunities by focusing on the

individual's capabilities instead of their gender. The different treatment of persons according to their gender leads to gender discrimination. Gender discrimination can also occur when attitudes and behaviours promote gender-stereotyped social roles. Under Maltese law¹, gender discrimination is also deemed to occur when persons are treated unfavourably because of their marital status, pregnancy or potential pregnancy, or because of family responsibilities.

1.3 GENDER SENSITIVITY:

It is important that each one should be sensitive to the gender, understand the concept of gender in the wider perspectives and with the contextually. A person's role in gender mainstreaming should consist of

- being sensitive to the needs of both genders;
- valuing the capabilities of an individual irrespective of their gender;
- finding out whether there is an equal opportunity policy in the work place;
- Participating in initiatives that promote gender equality.

Gender equality has always been a key priority of developed societies. In the context from 1970s, the European Union has adopted thirteen directives on gender equality (EUROPA, 2007). These have ensured, among other things, equal treatment concerning access to work, training, promotions and working conditions, including equal pay and social security benefits, as well as guaranteed rights to parental leave.

There is no doubt that the education is not only a human right but is imperative for achieving the goals of equality, development and peace. The Gender sensitivity in education is not intended to put one gender ahead of another. It is instead aimed at providing equal access of opportunities to both genders. Gender equality means more than access to education. It also involves an eradication of the students' and teachers' gender stereotypes. Both women and men stand to gain if education becomes gender sensitive because that will help to break the rigid demarcation line of tasks, roles and functions within society in general and are broken down. Therefore gender sensitive education can also be regarded as an effective tool that promotes gender equality throughout the years subsequent to formal schooling. Gender sensitive education makes students aspire for life roles and careers basing themselves on their interests and capabilities, irrespective of their gender. Both genders should be offered equal access to opportunities so that they would be able to pursue whatever career most interests them. In this manner, human capital, which has long been set aside, is utilised and invested in. Gender biased education leads to the waste of human talent and resources, leaving detrimental effects on productivity, economic competitiveness and, not least, the well-being of the person (Sanders, 2005). Gender sensitive education is therefore essential if all individuals, irrespective of their gender, are to be able to freely choose the direction of their careers. A change in gender roles and the eradication

of gender stereotypes can be promoted through the use of role models. For instance, in addressing the gender gap in science and technology, educators could distribute to students articles from professional journals written by female research scientists or mathematicians. They could also invite recent female graduates who have graduated in science, mathematics, engineering or other technical fields, to recount their experiences. Such activities can also be applied in situations where males are less representative within a particular field. For example, males engaged within health and caring employment can be invited to schools to promote their job experiences.

The education system is one of the most effective institutions which has the power to address issues related to equality, gender expectations and stereotypes. A positive change at all levels of society is thus produced when the educational process becomes free from gender roles and stereotypes. It is also important to note that the student teachers who are going to be future teachers play very important role in inculcating gender sensitivity among the future citizens. Therefore in the present study the researcher tried to understand the extent of the gender sensitivity of the student teachers so that the curriculum designers can get input so as to prepare teachers with broad perspective with the mind set of Human rather than male or female. In other words the gender sensitivity education is a step forward to create humane society.

1.4 REVIEW OF RELATED LITERATURE:

Many Scholars have examined gender from different perspectives.

Awasthy, Richa; Sahai, Nisha (2015) conducted a case study on Gender Sensitivity among Employees in NGO Sector. The study draws attention on how to bring about gender sensitivity within an organization's culture along with identifying the performance indicators of Gender Sensitivity within an NGO context.

Robertson, Anna Charmaine (2014) examined Teachers' Classroom Practices that Perpetuate Gender Bias and the Impact on Student Achievement. Numerous researchers have documented a gap in the academic achievement of male and female students, and have indicated that gender bias reflected in classroom practices and delivery of instruction may influence students' academic achievement. All teachers indicated that providing equitable instruction and maintaining gender equity remains a challenge. This study sparked a dialogue about the issue of gender equity in education at the local site, and it is recommended that teachers continue to assess their classroom practices. There are implications for positive social change with increased awareness of gender equity, so that all students receive a quality education.

Schussler, Laura Elizabeth (2014) focused on distribution of gender differences in the temperament and social competence of pre-schoolers. The literature has shown gender differences on many temperament and social competence (SC) measures, though there are gaps in understanding where differences lie and whether it varies by informant. This study investigated how temperament relates to SC and whether gender is a moderator.

A Pedagogical Study Aiming to Develop Gender Sensitivity in Pre-Service Teacher Education by Esen, Yasemin (2013) is based on the necessity of having gender-sensitive policies and practices in teacher education institutions so that future teachers can be sensitive to gender equality. Result of this systematic study on gender is that the teacher candidates started to question traditional value judgments and gain motivation for change/transformation starting from their own lives.

Hornack, Sarah E.(2012)Gender-sensitive procedures in substance abuse treatment: Associated costs and effectiveness. It was observed that the gender sensitivity needs to be developed so as to reduce abuse. A study by Wood and Tracy D (2012) examine teacher perceptions of gender-based differences among elementary school teachers. In this mixed-methods study, Quantitative analysis revealed no statistically significant differences; however, qualitative analysis showed that there were more negative responses to survey statements pertaining to males.

Philips, Nia L. (2011) examined Gender Identity and perception of sexism; A liberation psychology perspective. The study provides evidence of the need for context – based analysis of identity along with consideration of multiple forms of gender oppression. Thomas, Matthew A M (2011) Equity, Power, and Capabilities: Constructions of Gender in a Tanzanian Secondary School. The study finds that the all the variables predominantly associated with gender and role. Abdullah, O (2010) studied reducing gender inequality in classroom teaching and learning for capacity building of female participation in the nation building.The thrust indicates that there is the needs of specific interest and attention in gender sensitivity in classroom teaching and learning should be safeguarded. There should be built Nigeria opportunities for gender equality in the Nigerian education system

Allana, Anita; Asad, Nargis; Sherali, Yasmin (2010) studied Gender in Academic Settings: Role of Teachers. The influence of teachers and educators on gender roles of their students immensely impacts their educational outcomes as well as their roles in contemporary society. Borim, Marie Louise Pittari.(2010) carried out a study on Factors influencing in service middle grades teachers' gender equity awareness: A qualitative study. It is mentioned that gender is an important concept in teacher education, teachers make curricular and instructional modifications to better meet the needs of female students, staff development departments should be cognizant of gender equity and address gender issues in their programs, and teacher education programs should allow pre service teachers more time in field experiences under the mentorship of experienced in service teachers.

Lumadi, Mutendwahothe Walter; Shongwe, Sipho S (Mar 2010) identify the Need for Training Gender-Sensitive Teachers. It is observed that factors perceived by lecturers and teacher education management as necessary for implementation of a gender-sensitive curriculum in teacher education colleges, and these include the need for gender-related initiatives to address gender issues and the need to address gender hierarchies.

Robertson, Amy Kristin (2010) studied Teacher attitudes toward gender equity in the classroom Research suggests that gender inequity still exists in America's classrooms, however, providing gender equity in the classroom is a continual challenge for educators.

Teacher perceptions of gender-based differences among elementary school teachers has been studied by Wood, Tracy D. (2009). Far fewer males than females work in elementary education today. This deficit may represent an unacceptable balance in elementary teacher gender demographics

Uysal, Sibel. (2008) focused on Gender -related beliefs of Turkish female science teachers and their effect on interactions with female and male students. It is observed that the Traditional teachers believed that males and females should have certain defined roles. Females should be responsible for taking care of the needs of their children and their husbands. By comparison, modern teachers did not assign specific roles to either males or females.

Barrows, Joyce (2007) Elementary teachers' perceptions of gender bias .The results of this study indicate that these elementary teachers placed a low priority on gender bias as a consideration for evaluating software or as an educational issue. The participants felt that their parents, their upbringing, and their environment were responsible for their perceptions of gender bias.

Cross -cultural gender dynamics in classroom interaction: The adult ESOL classroom has been investigated by Shaw, Dara Gay (2001). It was found that cross-cultural gender dynamics can cause conflict and tension for teachers and students; management of problems concerning gender-dynamics require teacher insight and expertise; teachers construct strategies to manage gender tension and conflict and gender-fair teaching practices are rarely taught to ESOL teachers and are underutilized in the classroom.

Pillow Carolyn M. (2000) carried out a study Teaching gender: A qualitative study of how gender appears in the thinking of four elementary teachers. The data did indicate three ways that gender was reflected in the teachers' conversations. Sometimes it was implied. At other times, although gender issues were explicitly described, they were not identified as relating to gender. There were also instances in their interviews where the teachers directly described how gender issues affected them or their students. The studies are carried out specifically in understanding gender biases, gender role. The perceptions of teachers, instructional strategies and sensitivity to gender equity issues in the classroom has been studied by Kennedy (1996) gender training programme and the need of gender education is found to be essential in teacher education programme (Kolia R.1994 ; Pearson A. 1993). Thus it is seen that gender and its perspectives have been studied abroad for more than two decades but Indian studies are limited to literature and gender discrimination and biases

1.5 NEED OF THE STUDY:

The review of related studies indicates that the gender has been studied from various angles. The studies ranging from the gender biases in the classroom, gender discrimination, teachers' attitude towards gender equity, teachers' perceptions about gender biases, cross culture gender dynamics in the classroom. Many studies are focusing on elementary teachers, also very few studies found on gender sensitivity. It is seen through the review that in India the focus is more on analysing the reflected gender differences, biases in the textbooks and are carried out recently. On the other hand studies conducted abroad are qualitative type and the different perspectives of gender have been studied over a period of more than two decades.

1.6 STATEMENT OF THE PROBLEM:

In a multicultural society like India, where discrimination observed at different levels, gender sensitization needs to be placed as the topmost priority which will help in inclusive development of country. Gender is a social construct which has impact on attitude, roles, responsibility, and behavior pattern of people. Gender sensitivity is the act of being sensitive to the ways people think about gender. Gender sensitivity tries to ensure that people rely less on assumptions about traditional and outdated views on the roles of men and women. One needs to be sympathetic to all and be humane. This change can be brought through teachers in the society therefore the researcher decided to take up a research topic titled 'A Study of Gender Sensitivity of Student Teachers in relation to some demographic variables'

1.7 VARIABLES OF THE STUDY:

Following are the variables considered for the present study

- Gender sensitivity
- Gender
- Age
- Affiliation of Institution
- Method of Teaching
- Educational qualifications
- Marital status
- Location of residence
- Year of B.Ed.

1.8 OPERATIONAL DEFINITIONS:

Gender sensitivity: It is the ability of an individual to understand the problems, issues related to gender, understanding about the ability of individual as human being rather than looking through the frame of gender role stereotype.

Affiliation of Institution: The colleges of education are affiliated to particular university that offers the degree to the students. In the present study the researcher has taken the students from colleges of education affiliated to university of Mumbai and Shreemati Nathibai Damodar Thackersey University.

Location of Residence: It is the native place of the respondent who might have taken admission in the B.Ed. programme through the centralised admission process.

1.9 RESEARCH QUESTIONS:

What is the extent of gender sensitivity of student teachers?

Is there significant difference in the gender sensitivity on the basis of following variables?

- Gender
- Age
- Affiliation of Institution
- Method of Teaching
- Educational qualifications
- Marital status
- Location of residence
- Year of B.Ed.

1.10 OBJECTIVES OF THE STUDY:

1. To study gender sensitivity of student teachers.
2. To compare the gender sensitivity of student teachers on the basis of gender.
3. To compare the gender sensitivity of student teachers on the basis of affiliation of their Institution.
4. To compare gender sensitivity of student teachers on the basis of their age.
5. To compare gender sensitivity of student teachers on the basis of method of teaching.
6. To compare gender sensitivity of student teachers on the basis of qualifications.
7. To compare gender sensitivity of student teachers on the basis of marital status
8. To compare the gender sensitivity of student teachers on the basis of Location of residence.
9. To compare the gender sensitivity of student teachers of B.Ed. first year and second year.

1.11 HYPOTHESES OF THE STUDY:

1. There is no significant difference in the gender sensitivity of student teachers on the basis of gender

2. There is no significant difference in the gender sensitivity of student teachers on the basis of affiliation of their institution
3. There is no significant difference in the gender sensitivity of student teachers on the basis of age
4. There is no significant difference in the gender sensitivity of student teachers on the basis of method of teaching
5. There is no significant difference in the gender sensitivity of student teachers on the basis of qualifications
6. There is no significant difference in the gender sensitivity of student teachers on the basis of marital status
7. There is no significant difference in the gender sensitivity of student teachers on the basis of location of residence.
8. There is no significant difference in the gender sensitivity of student teachers of B.Ed. first year and second year.

1.12 SCOPE & DELIMITATION OF THE STUDY:

The present study deals with the gender sensitivity of student teachers who are admitted in bachelor of Education programme for the year 2017-18 and 2018-19. The student teachers are from colleges affiliated to university of Mumbai and SNDT Women's university and located in Mumbai. It does not deal with the gender biases, gender neutral behaviour etc. It includes both male and female student teachers. It does not include student teachers admitted to Diploma in Education programme, general degree or technical degree students.

1.13 SIGNIFICANCE OF THE STUDY:

In the process of development, we need to participate each individual. If we fail to do so then the progress of a country will stand still. The gender inequality, gender stereotyping has been observed everywhere in the society, but more in India as it is being a traditional rigid society. The gender is a social construct which brings restriction on roles, responsibilities, attitude and behaviour of men and women. If teacher in a classroom is not biased, or prejudiced then every learner will get equal treatment and gender biases can be overcome. This will help in understanding other gender, being empathetic towards each other and live together, work together and progress together as a community. To bridge the gap in understanding gender and the inequality associated with the gender sensitivity is identified as one of the important millennium developmental goals. Education being instrument of social change can contribute to a large extent in restructuring, modifying attitude and behaviour of people. Teacher being the back bone of education system shoulders a great responsibility of achieving national goals. The National Curriculum Framework and NCFTE emphasizing the need of gender sensitivity therefore it is significant to study the gender sensitivity of student teachers.

CHAPTER II

RESEARCH DESIGN OF THE STUDY

2.1 INTRODUCTION:

Research is a systematic attempt to obtain answers to meaningful questions about phenomena or events through the application of scientific procedures. Research is considered to be the more formal, systematic and intensive process of carrying on a scientific method of analysis. It is directed towards discovery and development of an organized body of knowledge. (Best, J., & Kahn, J. (1986) pg 21)

The research design is a conceptual structure within which research is conducted. It constitutes a sort of blueprint for the collection, measurement and analysis of data. It is needed because it makes research as efficient as possible yielding maximum result with the minimum of time, efforts and money. Preparation of a research design becomes important as soon as the research problem has been defined. The details are discussed further in the chapter.

2.2 RESEARCH METHODOLOGY OF THE STUDY

The research methodology of the present study is of the descriptive method because it deals with the present status of gender sensitivity of student teachers. The study is of survey type as it intend to study the gender sensitivity of student teachers as per the different demographic factors like Gender ,Age, Affiliation of Institution, Method of Teaching, Educational qualifications, Marital status, Location of residence, Year of B.Ed.

2.3 SAMPLING DESIGN

The present study intends to collect data from student teachers from colleges of education affiliated to university of Mumbai and SNDT Women's university.

Sample frame: As the study is a survey type and data was to be collected from student teachers so it was difficult to follow the sample frame. The data has been collected from student teachers. The sampling techniques are discussed further in detail.

2.4 SAMPLING TECHNIQUE

The probability sampling technique has been used as it gives chance to every individual of population to be selected as sample. The researcher also used stratified random sampling as the data has been collected from students from university of Mumbai & SNDT Women's university. The individuals are selected by simple random sampling technique as the data has been collected

from those who wished to participate in the sample. In some cases the cluster sampling has been used as the entire group of students was participated as sample.

2.5 SAMPLE: ITS SIZE AND NATURE

The data has been collected from student teachers of first and second year of B.Ed. programme. The table 2.1 indicated the sample size of male & female student teachers.

Table 2.1 Gender-wise distribution of sample

Total	Men	Women
645	60	584

From the above table it is seen that there are 60 male and 584 female respondents.

Table 2.2: Age -wise distribution of sample

N	Below 30 years	Above 30 years
611	45	566

From the above table it is seen that there are 45 individuals below the age 30 years while 566 are above 30 years.

Table 2.3: Qualification -wise distribution of sample

N	Undergraduate	Post graduate
629	399	230

From the above table it is seen that there are 399 individuals with undergraduate degree and 230 with post graduate degree.

Table 2.4: Marital status -wise distribution of sample

N	Married	Unmarried
566	91	475

From the above table it is seen that there are 91 individuals are married and 475 are unmarried.

Table 2.5: Method of teaching wise distribution of sample

	Language	Maths/Science	Social science	other
N	183	220	111	55

From the above table it is seen that there are 183 individuals with Language as method of teaching, 220 with maths /science, 111 with social science and 55 with other subjects like commerce, accountancy etc.

Table 2.6: Residential location wise distribution of sample

N	Rural	Urban
635	57	578

From the above table it is seen that there are 183 individuals from rural area while 578 are from urban area.

Table 2.7: B.Ed. year wise distribution of sample

N	B.Ed. (Ist Year)	B.Ed.(IInd year)
609	354	255

From the above table it is seen that there are 354 individuals from first year and 255 students from second year of B.Ed.

2.6 TOOLS FOR DATA COLLECTION

The tool preparation is the important step of research. It depends on the type of study one carries and the objectives of the study. The present study is a survey and therefore the tools used are (i) personal data sheet and (ii) Rating scale to measure gender sensitivity.

(i)The tools prepared are personal data sheet which is used to collect the personal information of an individual like name, gender, age, marital status, educational qualifications, location of residence, and methodology of teaching and year of B.Ed.

(ii) Rating scale to measure gender sensitivity.

The gender sensitivity scale is a four point Likert type rating scale. This scale has been prepared by Ms. Arwade S.(2015). The available tool is prepared in Marathi language therefore it is translated into English and then its construct validity was established by giving it to experts. It has total forty statements with twenty positive and twenty negative statements. The gender sensitivity scale attached in Appendix A.

2.7 DATA COLLECTION

The researcher personally visited colleges of education and seek permission for data collection. On the decided appointment time the data has been collected by the researcher. The instructions are also given in tools but the clarification was provided if anyone seeks. The data has been collected from 645 students from different B.Ed. colleges affiliated to university of Mumbai and SNDT Women's university.

2.8 DATA ANALYSIS

The rating scale with four point rating points ranging from strongly agree to strongly disagree scored as 4,3,2,1 for positive and reverse order for negative. After scoring the data sheet was prepared after the scoring keeping in mind the objectives of the study. The data sheet was prepared in Microsoft Excel which indicates the gender, age, marital status, educational qualifications, location of residence, and methodology of teaching and year of B.Ed.

Further the data is analysed using descriptive analysis in terms of

(a) Measures of central tendency, which includes the mean, median and mode.

(b) Measures of variability namely, standard deviation, skewness and kurtosis.

Inferential analysis carried out using Analysis of variance and t test.

CHAPTER III

DESCRIPTIVE ANALYSIS

3.1 INTRODUCTION

Descriptive analysis of data helps to describe, show or summarize data in a meaningful way. Descriptive statistical measures are used to describe characteristics of population on the basis of sample.

The data are analyzed descriptively in this chapter, in terms of

(a) Measures of central tendency, which includes the mean, median and mode.

(b) Measures of variability namely, standard deviation, skewness and kurtosis.

Graphical methods have also been used for establishing normality and comparison of various distributions.

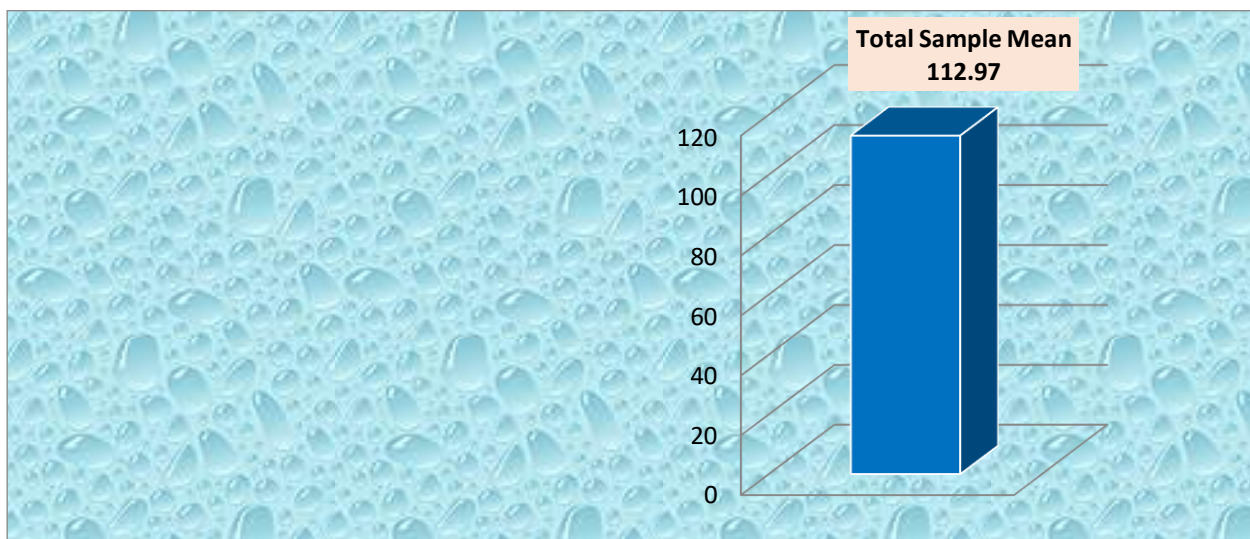
The major variables included in the present study are as follow:

1. Descriptive Analysis of Gender Sensitivity on the basis of Gender.
2. Descriptive Analysis of Gender Sensitivity on the basis of Age.
3. Descriptive Analysis of Gender Sensitivity on the basis of Qualification.
4. Descriptive Analysis of Gender Sensitivity on the basis of Marital Status.
5. Descriptive Analysis of Gender Sensitivity on the basis of Teaching Methods.
6. Descriptive Analysis of Gender Sensitivity on the basis of Residential Location.
7. Descriptive Analysis of Gender Sensitivity on the basis of B.Ed Year.

3.2: Descriptive statistics for gender sensitivity for Total Sample

Table: 3.1: Descriptive Analysis of Gender Sensitivity for Total Sample of Mumbai City:

	N	Mean	Median	Mode	SD	SK	KU
TS	645	112.97	112	107	13.4515	0.0922	0.1643

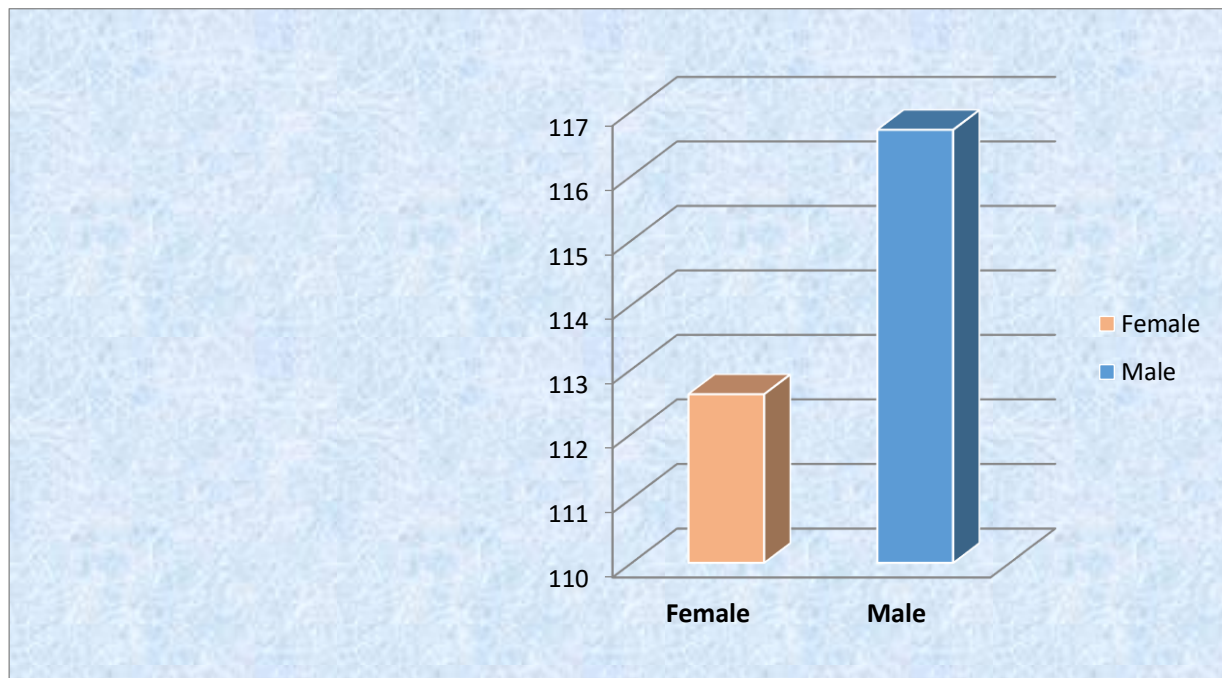


The data has been analysed and mean, median mode has been calculated. The standard deviation, skewness and kurtosis were also calculated. The mean, median and mode of Gender Sensitivity for Gender, Age, Qualification, Occupation , Marital status, Teaching Method, Residential Location & B.Ed Year . Skewness is positive and the kurtosis is 0.1643 which is less than 0.263. Therefor the distribution is said to be leptokurtic.

3.3 Descriptive statistics for gender sensitivity on the basis of Gender:

Table: 3.2: Descriptive Analysis of Gender Sensitivity on the basis of Gender.

	N	Mean	Median	Mode	SD	SK	KU
Female	584	112.61	112	107	13.1552	0.0220	-0.0392
Male	60	116.71	117	121	15.9104	0.2560	0.6606

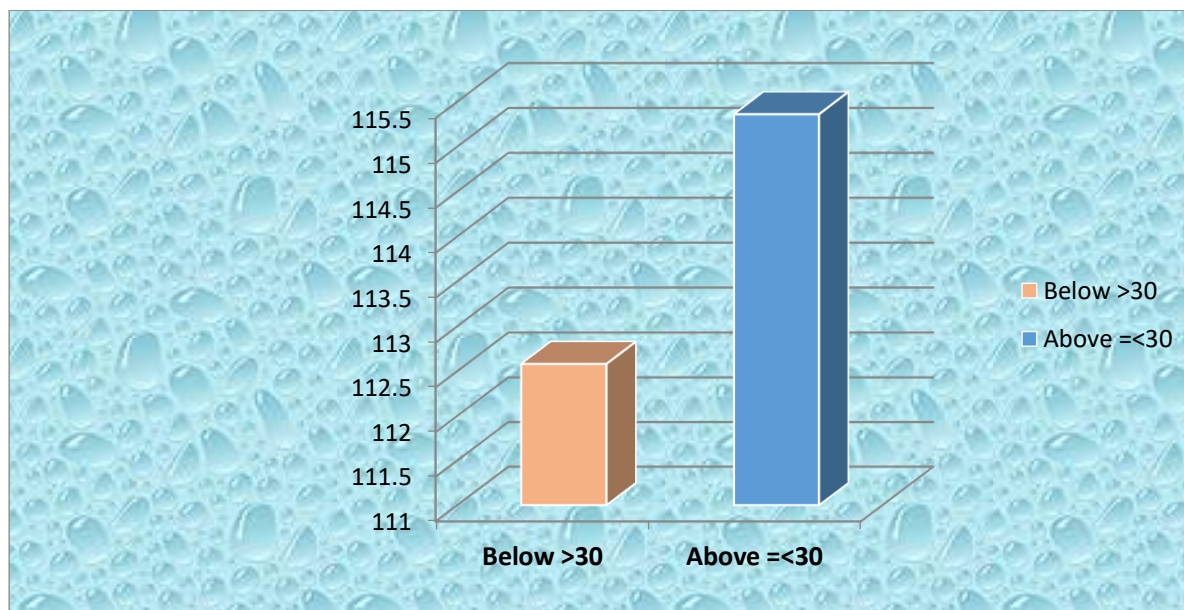


The mean, median and mode of Gender Sensitivity for female is in descending order while it is ascending in case of male. Skewness is positive for both female and male. The kurtosis of female is -0.0392 which is less than 0.263. Therefor the distribution of female is said to be leptokurtic. The kurtosis of male is 0.6606 which is greater than 0.263. Therefor the distribution of male is said to be platykurtic.

3.4: Descriptive statistics for gender sensitivity on the basis of Age:

Table: 3.3: Descriptive Analysis of Gender Sensitivity on the basis of Age.

	N	Mean	Median	Mode	SD	SK	KU
Above >30	566	112.58	111.5	108	13.6927	0.1218	0.1784
Below =<30	45	115.36	116	125	12.4191	0.0493	-0.3367

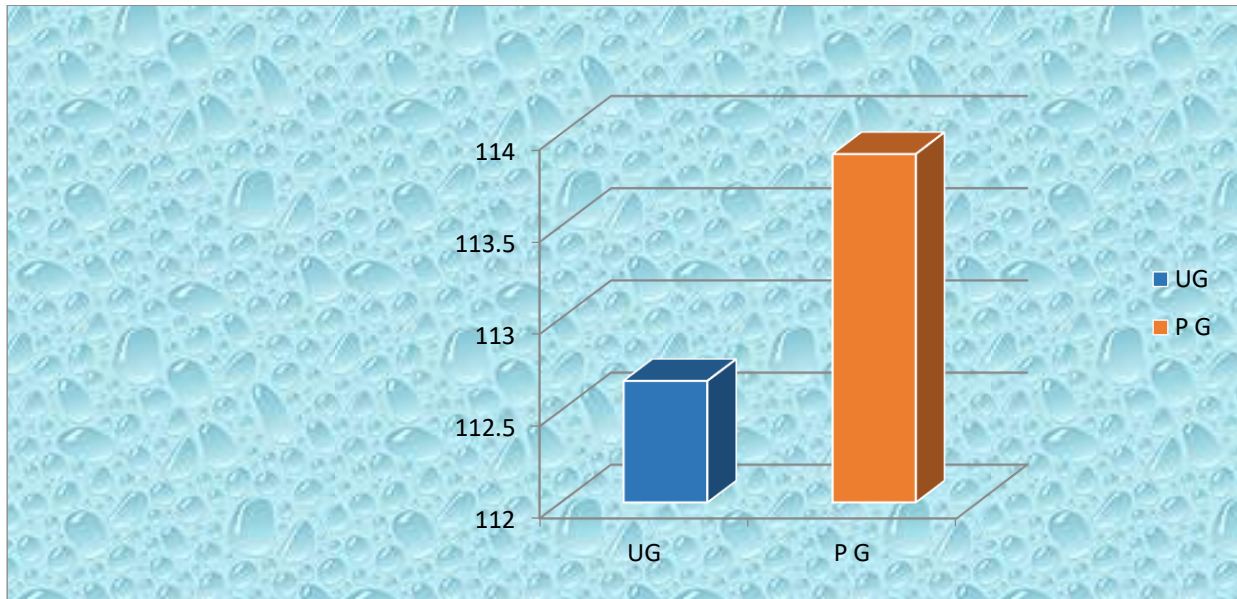


The mean, median and mode of Gender Sensitivity for below age is in descending order while it is ascending in case of above age. Skewness is positive for both below 30 age and above 30 age. The kurtosis is 0.1784 which is less than 0.263. Therefore the distribution is said to be leptokurtic for below 30 age. The kurtosis is -0.3367 which is less than 0.263. Therefore the distribution is said to be leptokurtic for above 30 age.

3.5: Descriptive statistics for gender sensitivity on the basis of Qualification

Table: 3.4: Descriptive Analysis of Gender Sensitivity on the basis of Qualification:

	N	Mean	Median	Mode	SD	SK	KU
UG	396	112.66	112	115	13.658	0.18032	0.2450
P G	230	113.89	113	107	13.396	0.12039	0.0413

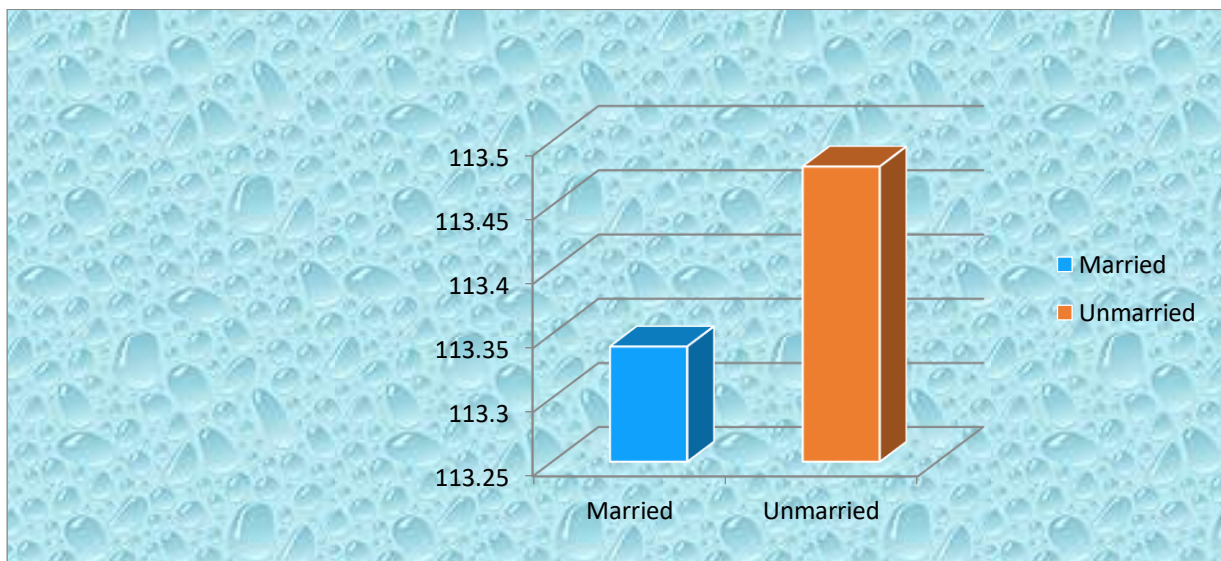


The mean, median and mode of Gender Sensitivity for UG is in ascending order while it is descending in case PG. Skewness is positive for UG & negative for PG . The kurtosis is 0.2450 which is less than 0.263. Therefor the distribution is said to be leptokurtic for UG. The kurtosis is 0.0413 which is less than 0.263. Therefor the distribution is said to be leptokurtic for PG.

3.6: Descriptive statistics for gender sensitivity on the basis of Marital Status

Table: 3.5: Descriptive Analysis of Gender Sensitivity on the basis of Marital Status:

	N	Mean	Median	Mode	SD	SK	KU
Married	91	113.3407	113	110	12.49553	-0.4115	1.005721
Unmarried	475	113.4674	113	107	13.64238	0.188344	-0.02913

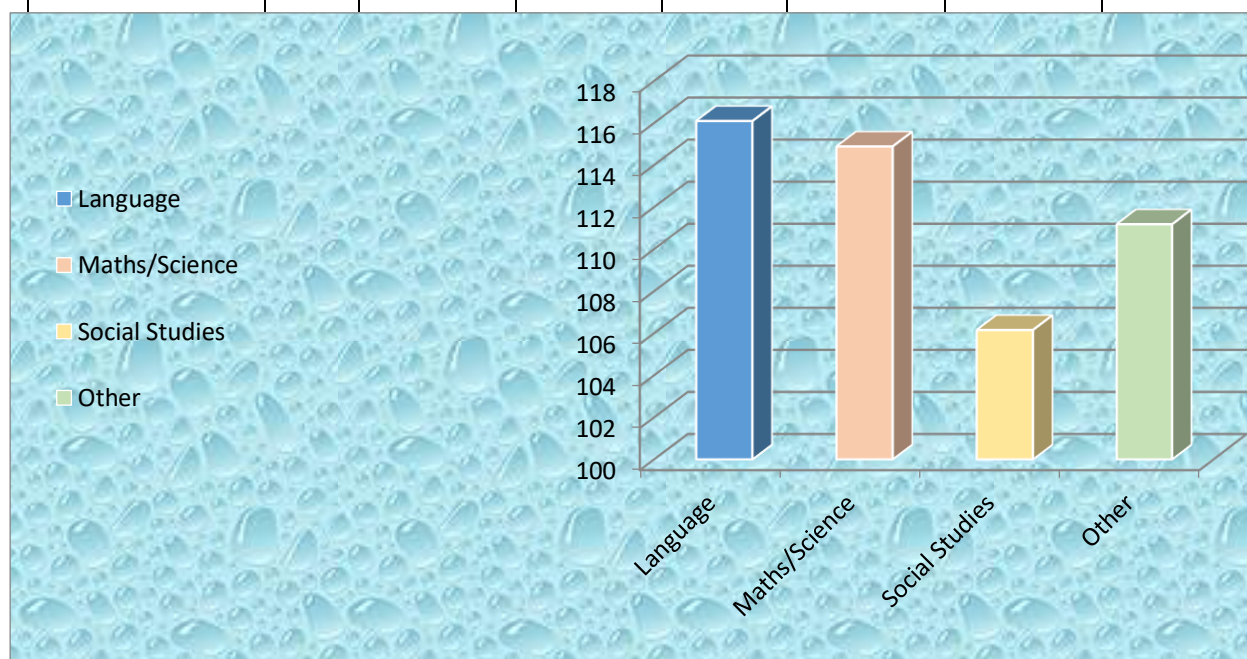


The mean, median and mode of Gender Sensitivity for Married is in ascending order while it is descending in case Unmarried. Skewness is negative for married & positive for unmarried. The kurtosis is 1.0057 which is greater than 0.263. Therefor the distribution is said to be platykurtic for Married. The kurtosis is -0.0291 which is less than 0.263. Therefor the distribution is said to be leptokurtic for Unmarried.

3.7: Descriptive statistics for gender sensitivity on the basis of Teaching Methods

Table: 3.6: Descriptive Analysis of Gender Sensitivity on the basis Teaching Methods:

Method 1	N	Mean	Median	Mode	SD	SK	KU
Language	183	116.0929	117	106	12.17217	0.311206	-0.45924
Maths/Science	220	114.8773	113.5	111	12.79049	0.456309	0.322192
Social Studies	111	106.1532	106	103	15.42265	0.2213	-0.60444
Other	55	111.1818	110	107	8.656171	-0.07364	-0.60244

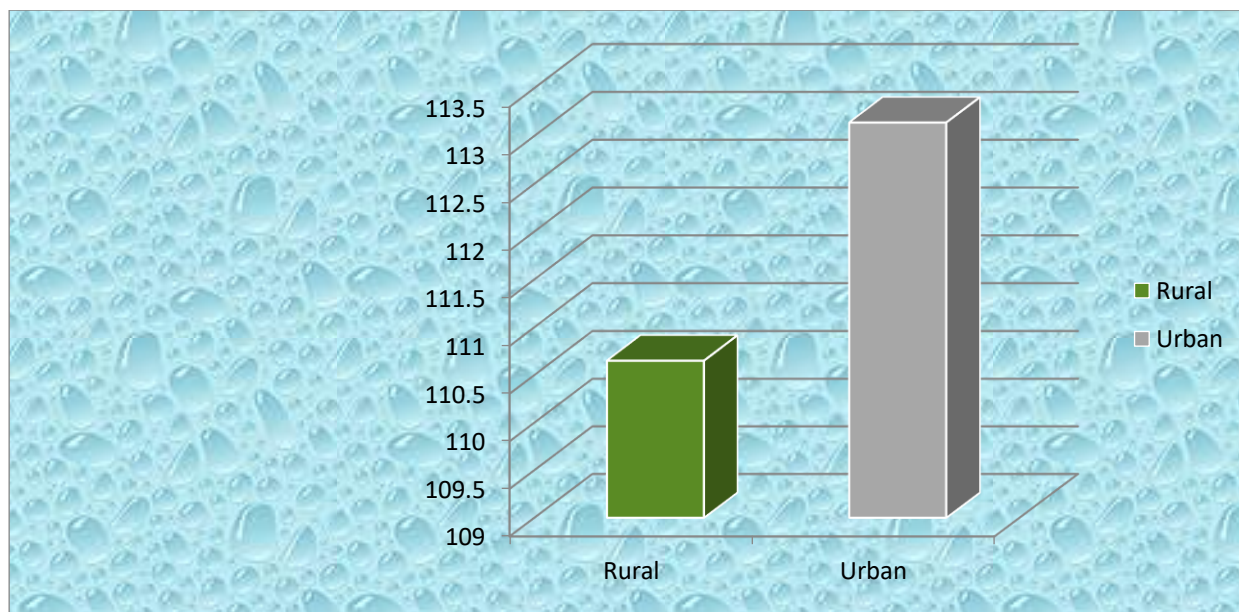


The mean, median and mode of Gender Sensitivity for Language, Maths/Science, Social Studies is in descending order while it is descending in case Other. Skewness is positive for Language, Maths/Science, Social Studies & negative for Other. The kurtosis is 0.459 which is greater than 0.263. Therefor the distribution is said to be platykurtic for Language. The kurtosis is 0.322 which is greater than 0.263. Therefor the distribution is said to be platykurtic for Maths/Science. The kurtosis is 0.604 which is greater than 0.263. Therefor the distribution is said to be platykurtic for Social Studies. The kurtosis is 0.602 which is greater than 0.263. Therefor the distribution is said to be platykurtic for other.

3.8: Descriptive statistics for gender sensitivity on the basis of Residential Location

Table: 3.7: Descriptive Analysis of Gender Sensitivity on the basis of Residential Location:

	N	Mean	Median	Mode	SD	SK	KU
Rural	57	110.6491	108	106	10.94057	0.685123	0.710858
Urban	578	113.1419	113	107	13.69818	0.04793	0.136916

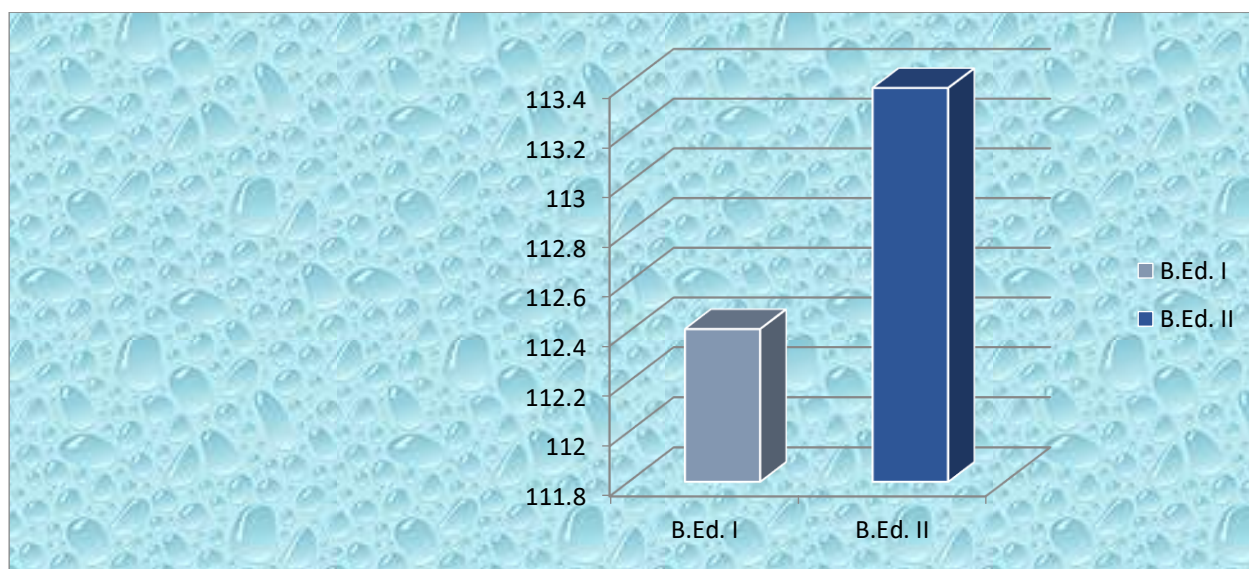


The mean, median and mode of Gender Sensitivity for Rural is in ascending order while it is descending in case Urban. Skewness is positive for both Rural & Urban. The kurtosis is 0.7108 which is greater than 0.263. Therefore the distribution is said to be platykurtic for Rural. The kurtosis is 0.1369 which is less than 0.263. Therefore the distribution is said to be leptokurtic for Urban.

3.9: Descriptive statistics for gender sensitivity on the basis of B.Ed. Year

Table: 3.8: Descriptive Analysis of Gender Sensitivity on the basis of B.Ed. Year:

Group	N	Mean	Median	Mode	SD	SK	KU
B.Ed. I	354	112.4086	111	111	13.33378	-0.03569	0.089338
B.Ed. II	255	113.3843	113	106	14.16388	0.173305	0.097846

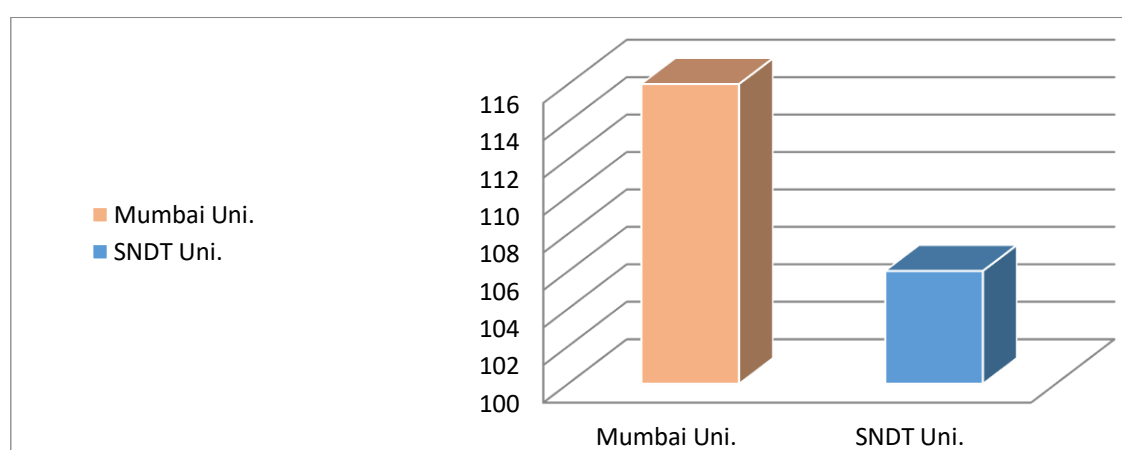


The mean, median and mode of Gender Sensitivity for B.Ed. I is in ascending order while it is descending in B.Ed. II. Skewness is negative for B.Ed. I & positive for B.Ed. II. The kurtosis is 0.0893 which is less than 0.263. Therefore the distribution is said to be leptokurtic for B.Ed. I. The kurtosis is 0.0978 which is less than 0.263. Therefore the distribution is said to be leptokurtic for B.Ed.

3.10 Descriptive statistics for gender sensitivity on the basis of University

Table: 3.8: Descriptive Analysis of Gender Sensitivity on the basis of University:

University Differences	N	Mean	Median	Mode	SD	SK	KU
Mumbai Uni.	442	116.009	117	115	13.65778	0.094716	0.094716
SNDT Uni.	202	106.0149	106.5	103	10.07854	-0.40061	0.475065



The mean, median and mode of Gender Sensitivity for Mumbai University is in ascending order while it is descending in SNDT University. Skewness is positive for Mumbai University & negative for SNDT University. The kurtosis is 0.0947 which is less than 0.263. Therefore the

distribution is said to be leptokurtic for Mumbai University. The kurtosis is 0.4751 which is greater than 0.263. Therefore the distribution is said to be platykurtic for SNDT University.

CONCLUSION:

In order to understand the characteristics of data, descriptive analysis was carried out. The data were analysed in terms of measures of central tendencies and variability. It can be seen that the mean, median, mode are in ascending order most of the cases and few are descending. The distributions are slightly positively skewed in some cases and negatively skewed in majority of the cases. In most of the cases the near normal distribution is observed. However they may be termed as normal in nature. Thus it is further decided that the data follow the conditions for parametric techniques and therefore analysis of variance and t test can be used to test the hypothesis.

CHAPTER IV

INFERENCEAL ANALYSIS

4.1 INTRODUCTION:

The inferential analysis is very important step for the discovery of principles based upon observed relationship between variables, in this purpose, statistical techniques are used to test the hypothesis and on that basis it is decided, whether the hypothesis is to be accepted or rejected.

Inferences are drawn on the basis of findings. Inference about the observations of the characteristics of the sample help researcher to make generalizations of findings for population. It works as the guidance and give direction to the researcher to achieve the answers for his / her research problem.

4.1: Techniques For Testing Hypothesis

Testing hypotheses is an important aspect of research. The present study is of descriptive type and it set the null hypotheses. The data follows the conditions to be used for parametric technique therefore; the following techniques are being used.

Analysis of Variance (ANOVA)/'F' test: Analysis of variance (ANOVA) is an extremely useful technique. This technique is used when multiple sample cases are involved, where the researcher wants to compare more than two populations.

In the present study, the researcher compared the gender sensitivity of student teachers with different methods of teaching and therefore the ANOVA is used. It also intend to study the gender sensitivity of student teachers on the basis of gender, age, qualifications, marital status, residential location & B.Ed. year therefore the t test has been used. Wherever the F is found significant the t test is used to study the mean difference between two groups.

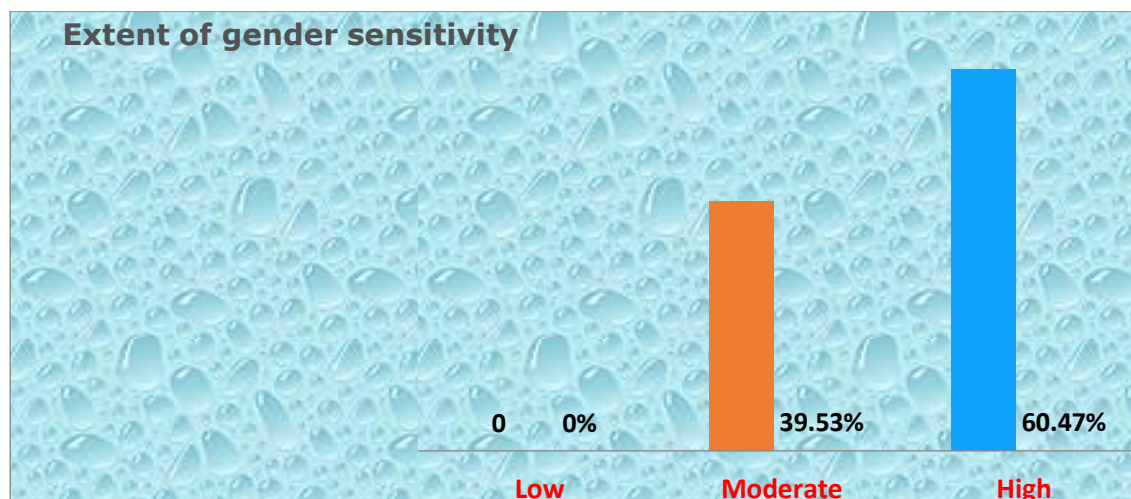
The first objective was to study the gender sensitivity of student teachers.

To study the extent gender sensitivity of student teachers, the obtained scores are divided into the range stating low, moderate and high.

Table 4.1: Extent of the gender sensitivity among student teachers.

Extent of gender sensitivity (Score & Description)	Number of student teachers	Percentage
High (109-160)	390	60.47%
Moderate (54-108)	255	39.53%
Low (0-53)	0	0

Figure 4.1:



Interpretation: From table and fig 4.1, it is observed that there are no student teachers with low gender sensitivity but 39.53% are at moderate level of and 60.47 % with high level of gender sensitivity

Discussion: The findings indicates that the student teachers need gender sensitivity training as still 39.53% are at moderate level on gender sensitivity. Louise Pittari (2010) also highlights the need of gender sensitivity of teachers through the study. It is mentioned that gender is an important concept in teacher education, teachers make curricular and instructional modifications to better meet the needs of female students, staff development departments should be cognizant of gender equity and address gender issues in their programs, and teacher education programs should allow pre service teachers more time in field experiences under the mentorship of experienced in service teachers. The findings also supported by the Lumadi (2010),Robertson & Amy(2010) who come out with the finding that there exist gender inequity in the classroom and providing gender equity is a challenge that can be enhanced through the gender sensitivity training programme to teachers.

4.2 TESTING OF HYPOTHESES OF THE STUDY

Testing hypothesis 1:

There is no significant difference in the gender sensitivity of student teachers' on the basis of gender.

Table 4.2

Significance of mean difference of gender sensitivity of Female & Male student teachers:

Gender	N	Mean	SD	t-value	LOS
Female	584	116.71	15.91	2.66	0.01
Male	59	112.61	13.15		

Interpretation: The obtained value of $t=2.66$ that is greater than tabulated $t=2.58$ at 0.01 level so the null hypothesis is rejected at 0.01 level. The mean value indicates that the female student teachers are higher on gender sensitivity as compare to male students.

Conclusion: There is a significant difference in the gender sensitivity of student teachers on the basis of gender. Female student teachers have high gender sensitivity than the male student teachers.

Discussion: the female student teachers' gender sensitivity is greater as compare to their male counterpart that could be because the women experiences more discrimination so understand the pain of humiliation and are more empathetic towards others. It may also be the fact that they question the biases exist in the society that help them reflect and become more sensitive.

Testing of hypothesis 2:

There is no significant difference in the gender sensitivity of student teacher's on the basis of Age.

Table 4.3 : Significance of mean difference of gender sensitivity of below 30 age & above 30 age student teachers

Age Group	N	Mean	SD	t-value	LOS
Below ≤ 30	45	112.58	12.42	1.434	NS
≥ 30 years	566	115.36	13.69		

Interpretation: The obtained value of at 0.05 level is and the obtained value is 1.434 is lesser than tabulated value at 0.05 level so the null hypothesis is accepted.

Conclusion: There is no significant difference in the gender sensitivity of student teachers on the basis of age. In other words it can be said that the gender sensitivity of below 30 age & above 30 age is same.

Testing of hypothesis 3:

There is no significant difference in the gender sensitivity of student teacher's on the basis of qualification.

Table 4.4: Significance of mean difference of gender sensitivity of UG&PG student teachers

Qualification	N	Mean	SD	t-value	LOS
UG	396	112.66	13.66	1.098	NS
PG	230	113.89	13.39		

Interpretation: The obtained value of at 0.05 level is and the obtained value is 1.098 that is lesser than tabulated value at 0.05 level so the null hypothesis is accepted.

Conclusion: There is no significant difference in the gender sensitivity of student teachers on the basis of qualification. In other words it can be said that the gender sensitivity of UG and PG is same.

Testing of hypothesis 4:

There is no significant difference in the gender sensitivity of student teacher's on the basis of marital status.

Table 4.5: Significance of mean difference of gender sensitivity of Married & Unmarried student teachers

Marital status	N	Mean	SD	t-value	LOS
Married	91	113.34	12.49	0.089	NS
Unmarried	475	113.47	13.64		

Interpretation: The obtained value of at 0.05 level is and the obtained value is 1.098 that is lesser than tabulated value at 0.05 level so the null hypothesis is accepted.

Conclusion: There is no significant difference in the gender sensitivity of student teachers on the basis of marital status. In other words it can be said that the gender sensitivity of married and unmarried is same.

Testing of hypothesis 5:

There is no significant difference in the gender sensitivity of student teacher's on the basis of teaching methods.

Table 4.6: ANOVA For Gender sensitivity of student teachers of Language, Maths/Science, Other & Social Studies teaching methods.

Sources of variance	SS	df	MSS	F	Los
Between groups	7886.43	3	2628.81	15.97	0.01
Within groups	93003.685	565			
Total	568100890.11				

Interpretation: the obtained F-ratio is 15.97 which is greater than the tabulated value at 0.01 levels. So the null hypothesis is rejected. Further the t values are calculated to study the significant mean difference among groups.

Table 4.7: Significance of mean difference between the Teaching Methods of student teachers on Gender sensitivity.

Group	N	Mean	SD	t-value	LOS
Language	183	116.09	12.17		
Maths/Science	220	114.87	12.79	0.968	NS
Maths/Science	220	114.87	12.79		
Other	55	111.18	110	5.159	0.01
Other	55	111.18	110		
Social Std.	111	106.15	106	1.87	NS
Language	183	116.09	12.17		
Other	55	111.18	110	5.76	0.01
Language	183	116.09	12.17		
Social Std.	111	106.15	106	3.34	0.01
Maths/Science	220	114.87	12.79		
Social Std.	111	106.15	106	2.54	NS

Interpretation of t: The obtained value for different groups with different teaching methods are compared with table value that is 1.96 at 0.05 level and 2.56 at 0.01 level.

There is also significant difference in maths/science and language, maths /science and others, languages and other and social science and others methods. These t tests are found to be significant at 0.01 level.

Conclusion: The F ratio was significant so the t tests were carried out. There is a significant difference in the mean scores on gender sensitivity of student teachers. The mean score indicate that student teachers with languages are highest in gender sensitivity followed by science/maths then other and then social sciences in that order.

Testing of hypothesis 6:

There is no significant difference in the gender sensitivity of student teacher's on the basis of residential location.

Table 4.7 : Significance of mean difference of gender sensitivity of Rural & Urban student teachers:

Residence area	N	Mean	SD	t-value	LOS
Rural	56	110.65	10.94	1.599	NS
Urban	578	113.14	13.94		

Interpretation: The obtained value of at 0.05 level is and the obtained value is 1.599 that is lesser than tabulated value at 0.05 level so the null hypothesis is accepted.

Conclusion: There is no significant difference in the gender sensitivity of student teachers on the basis of residential location. In other words it can be said that the gender sensitivity of Rural and Urban is same.

Testing of hypothesis 7:

There is no significant difference in the gender sensitivity of student teacher's on the basis of B.Ed. Year.

Table 4.8 : Significance of mean difference of gender sensitivity of B.Ed. I year & B.Ed. II year student teachers:

Marital status	N	Mean	SD	t-value	LOS
Rural	56	110.65	10.94	1.599	NS
Urban	578	113.14	13.94		

Interpretation: The obtained value of at 0.05 level is and the obtained value is 1.599 that is lesser than tabulated value at 0.05 level so the null hypothesis is accepted.

Conclusion: There is no significant difference in the gender sensitivity of student teachers on the basis of B.Ed. Year. In other words it can be said that the gender sensitivity of B.Ed. I year and B.Ed. II year students' is same.

CHAPTER V

SUMMARY & CONCLUSIONS

5.1: INTRODUCTION

Gender is no doubt a social construct but it has led to various terms like gender biases, gender stereotypes, gender equity and equality etc. These terms are not only theoretically discussed but it also created a ground for researches in different parts of the world. It is observed that the developed countries tried to understand gender in the wider perspectives right from classroom to the textbooks, curriculum and moving towards the creation of gender neutral language. However in India the gender is not so widely studied and unfortunately mixed up with feminism. This creates the need to understand the gender sensitivity of future teachers. This will help to suggest changes in the pre service curriculum and the programme to be designed to be more sensitive towards human being and help students to broaden their perspectives for human and not restricted to men & women.

5.2 OBJECTIVES OF THE STUDY:

1. To study gender sensitivity of student teachers.
2. To compare the gender sensitivity of student teachers on the basis of gender.
3. To compare the gender sensitivity of student teachers on the basis of affiliation of their
4. Institution.
5. To compare gender sensitivity of student teachers on the basis of their age.
6. To compare gender sensitivity of student teachers on the basis of method of teaching.
7. To compare gender sensitivity of student teachers on the basis of qualifications.
8. To compare gender sensitivity of student teachers on the basis of marital status
9. To compare the gender sensitivity of student teachers on the basis of Location of residence.
10. To compare the gender sensitivity of student teachers of B.Ed. first year and second year.

5.3 HYPOTHESES OF THE STUDY:

1. There is no significant difference in the gender sensitivity of student teachers on the basis of gender
2. There is no significant difference in the gender sensitivity of student teachers on the basis of affiliation of their institution
3. There is no significant difference in the gender sensitivity of student teachers on the basis of age
4. There is no significant difference in the gender sensitivity of student teachers on the basis of method of teaching

5. There is no significant difference in the gender sensitivity of student teachers on the basis of qualifications
6. There is no significant difference in the gender sensitivity of student teachers on the basis of marital status
7. There is no significant difference in the gender sensitivity of student teachers on the basis of location of residence.
8. There is no significant difference in the gender sensitivity of student teachers of B.Ed. first year and second year.

5.4 SCOPE & DELIMITATION OF THE STUDY:

The present study deals with the gender sensitivity of student teachers who are admitted in bachelor of Education programme for the year 2017-18 and 2018-19. The student teachers are from colleges affiliated to university of Mumbai and SNDT Women's university and located in Mumbai. It does not deal with the gender biases, gender neutral behaviour etc. It includes both male and female student teachers. It does not include student teachers admitted to Diploma in Education programme, general degree or technical degree students.

5.5 RESEARCH METHODOLOGY OF THE STUDY

The research methodology of the present study is of the descriptive method because it deals with the present status of gender sensitivity of student teachers. The study is of survey type as it intends to study the gender sensitivity of student teachers as per the different demographic factors like Gender, Age, Affiliation of Institution, Method of Teaching, Educational qualifications, Marital status, Location of residence, Year of B.Ed.

5.6 SAMPLING DESIGN

The present study intends to collect data from student teachers from colleges of education affiliated to university of Mumbai and SNDT Women's university.

Sample frame: As the study is a survey type and data was to be collected from student teachers so it was difficult to follow the sample frame. The data has been collected from student teachers. The sampling techniques are discussed further in detail.

5.6.1 SAMPLING TECHNIQUE

The probability sampling technique has been used as it gives chance to every individual of population to be selected as sample. The researcher also used stratified random sampling as the data has been collected from students from university of Mumbai & SNDT Women's university. The individuals are selected by simple random sampling technique as the data has been collected

from those who wished to participate in the sample. In some cases the cluster sampling has been used as the entire group of students was participated as sample.

5.6.2 SAMPLE: ITS SIZE AND NATURE

The data has been collected from student teachers of first and second year of B.Ed. programme. The table 2.1 indicated the sample size of male & female student teachers.

Table 5.1 Gender-wise distribution of sample

Total	Men	Women
645	60	584

5.7 TOOLS FOR DATA COLLECTION

The present study is a survey and therefore the tools used are (i) personal data sheet and (ii) Rating scale to measure gender sensitivity.

(i) The tools prepared are personal data sheet which is used to collect the personal information of an individual like name, gender, age, marital status, educational qualifications, location of residence, and methodology of teaching and year of B.Ed.

(ii) Rating scale to measure gender sensitivity : The gender sensitivity scale is a four point Likert type rating scale. This scale has been prepared by Ms. Arwade S.(2015) with reliability 0.67

5.8 ANALYSIS OF DATA

The data has been analysed using Descriptive analysis of data that includes (i) Measures of central tendencies: Mean, Median, Mode (ii) Measures of variability: Standard deviation (iii) Measures of dispersion: Skewness and Kurtosis

The inferential analysis includes Analysis of variance and t test

5.9 CONCLUSIONS

- It is observed that there are no student teachers with low gender sensitivity but 39.53% are at moderate level of and 60.47 % with high level of gender sensitivity
- There is a significant difference in the gender sensitivity of student teachers on the basis of gender. Female student teachers have high gender sensitivity than the male student teachers.
- There is no significant difference in the gender sensitivity of student teachers on the basis of age. In other words it can be said that the gender sensitivity of below 30 age & above 30 age is same.
- There is no significant difference in the gender sensitivity on the basis of Age, Qualifications, Marital status and area of residence.
- There is a significant difference in the mean scores on gender sensitivity of student teachers. The mean score indicate that student teachers with languages are highest in

gender sensitivity followed by science/maths then other and then social sciences in that order.

5.10 DISCUSSION & SUGGESTIONS:

The findings indicates that the student teachers need gender sensitivity training as still 39.53% are at moderate level on gender sensitivity. Louise Pittari (2010) also highlights the need of gender sensitivity of teachers through the study. It is mentioned that gender is an important concept in teacher education, teachers make curricular and instructional modifications to better meet the needs of female students, staff development departments should be cognizant of gender equity and address gender issues in their programs, and teacher education programs should allow pre service teachers more time in field experiences under the mentorship of experienced in service teachers. The findings also supported by the Lumadi (2010),Robertson & Amy(2010) who come out with the finding that there exist gender inequity in the classroom and providing gender equity is a challenge that can be enhanced through the gender sensitivity training programme to teachers.

The study also indicates that the gender sensitivity of language student teachers is the most while social science is least. It may be because the language curriculum covers different types of literature that helps to give voices to deprived sections of the society may iyt be a women or literature for children, minority, stories from different groups of the society on the other hand social science content may be developing single track thought process and the content dealt as information.

On the basis of the findings the researcher would like to suggest few strategies that might help in inculcation of gender sensitivity.

The pre service teacher education programme must focus on preparing teachers who are broad minded and are thinker who help students to think critically. The metacognitive knowledge should be the part of practice teaching so as to create reflective thinkers. The in-service trainings a can focused on the topics that create or sensitize teachers about various problems and reflect on their behaviour that led to discrimination unknowingly. The strategies for sensitizing teachers should be specific and designed on psychological principles of attitude change. This will help them to identify the gender inequality and inequity in the classrooms and to create more gender neutral environment.

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APPENDIX – A

Personal Data Sheet

Name (Optional):

Qualification: Under Graduate / Graduate / Post Graduate / P.H.D.

Teaching Method: i)

ii)

Age:

Gender: Male/Female

Location: Ruler/Urban

Dear Respondent,

We are conducting a research for which the data is to be collected from Perspective teachers. You are requested to read the following statement carefully & put a tick mark (✓) in front of columns whichever you agree on.

Kindly note that there is no right or wrong answers for the same. Your cooperation is highly appreciated.

Thanks & Regards

SA- Strongly Agree: **A-** Agree: **DA-** Disagree: **SDA-** Strongly Disagree

Sr. No.	Statement	SA	A	DA	SDA
1	Women Teacher gives more importance to family responsibilities than professional responsibilities.				
2	There should be male teacher appointed for physical education.				
3	There is nothing wrong in working male teachers under the leadership of women.				
4	Female teachers have to take up more family responsibilities as compare to male teachers.				
5	At professional places of teachers are given more advantages.				
6	During the various programmes in school the laborious work should be done only by boys.				
7	The few benefits given by government to women are appropriate.				
8	Women should choose the services like teaching, air hosts', nursing etc.				
9	Women teachers' absenteeism is more than men teachers'.				
10	Men teachers are more anger in nature than women teacher.				
11	There should be inclusion of subjects like gender & society, women studies, women empowerment in curriculum of higher secondary.				

12	Universities must organize the seminars, conferences on the problems related to women.				
13	Women teacher should get more advantages of government concession.				
14	Being women, a teacher should follow all social norms religiously.				
15	Men teachers are aware about the problems of women teachers at school level.				
16	The punishments given to boys are very strict.				
17	The punishment given at school level is very light.				
18	Women teacher spend more time on gossiping than topics related to teaching.				
19	Women teachers are more emotional than men teacher.				
20	Text Book should reflect the qualities of male like shy, emotional, lovable, & humble.				
21	Text Book should describe as fighter.				
22	If male teachers are there then the parents are not interested in sending their children.				
23	In classroom, the behavior of girls must be observed.				
24	The behavior of boys can be ignored.				
25	The duties for cultural & other program in school should be allocated on the basis of gender.				
26	The different competitions organized should be based on gender.				
27	Girls should prefer traditional dresses like sari, Punjabi dress etc.				
28	There is a better response to a fancy dress competition of girls than boys.				
29	If parents are interested in teaching girls if there are women teachers.				
30	Girls can play good cricket.				
31	Women teacher can prepare more cultured students.				
32	Whatever reason may be women teacher should not stay away from home for long period?				
33	Men teachers have more general knowledge than women.				
34	Women teachers follow moral values religiously.				
35	The seating arrangement for boys and girls should be separated.				
36	Women principal should be placed as family head				
37	Information Technology is the best option for women .				
38	The fields like beauty parlor, fashion designing should be kept only for women.				
39	Only women teachers should be appointed in women's' University.				
40	Women teachers are more efficient than men teachers.				

