

A STUDY OF B.ED. STUDENT-TEACHERS PERCEPTION ON GENDER EQUALITY

* *Dr. Yuvaraj Yashwant Pawar*

* *Associate Professor, Smt. Putalaben Shah College of Education Sangli, Affiliated to Shivaji University Kolhapur (MS).*

Abstract:

The present study is aimed at studying the B.Ed. student-teachers perception on gender equality. It is conducted on a sample of 127 student-teachers of Smt. Putalaben Shah College of Education Sangli and Sansthamata Sushiladevi Salunkhe Mahila Shikshanshastra Mahavidyalay Tasgaon. Questionnaire technique is used for data collection. For Conducting the present study survey method is used. The sample of the study is selected through convenient sampling technique. The obtained data are analyzed by using the statistical techniques like percentage.

Key words: *B.Ed. Student-teacher, Gender equality*

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Introduction: Dr. B. R. Ambedkar says "I measure the progress of a community by the degree of progress which women have achieved." Over the last 10-15 years gender and development has indeed been discussed a great deal. There have been scores of conferences, trainings and workshops on the subject. Women's or gender concerns were brought to bear on development issues when it started becoming clear that planned development efforts, which were meant to improve the lives of whole communities, were either not helping women or were actually harming them in many ways. Around the end of the 1960s and early 1970s (mainly) women researchers in different parts of the world started pointing to the neglect of women in development planning. Planners assumed that development programmes would automatically benefit all members of communities, but this assumption was found to be invalid almost everywhere. In much the same way, it was discovered that even when a household benefits from development programmes, it does not follow that women in the household will benefit equally or benefit at all. Studies done from a feminist perspective provided data and evidence to show that gender-blind development plans and generally ignored women, their perspectives, needs and interests. Consequently, women were further marginalized and disempowered.

Gender equality: is the view that everyone should receive equal treatment and not to be discriminated on the basis of their gender. Gender equality is achieved when women and men enjoy the same rights and opportunities across all sectors of society including economic participation and decision making. Gender equality is the goal, while gender neutrality and gender equity are practices and ways of thinking that helps in achieving the goal. Gender equality is more than equal representation. It is strongly tied to women's rights and often requires policy changes. Gender equality is measured by looking at the representation of men and of women in a range of roles. So that the researcher decided to find out the B.Ed student-teachers opinion about gender equality.

Statement of the problem: A Study of B.Ed. Student-teachers Perception on Gender equality

Objectives of the study:

1. To understand the concept of gender equality.
2. To find out B.Ed. student-teachers opinion about gender inequality in schools and colleges .
3. To find out B.Ed. student-teachers opinion about gender equality in school and college curriculum and textbooks.
4. To find out B.Ed. student-teachers opinion about gender equality in country.
5. To find out B.Ed. student-teachers opinion about parents role in gender equality.

Assumptions:

1. Gender refers to the socially constructed differences between men and women.
2. Equal rights and opportunities for girls and boys help all children fulfil their potential.(UNESCO)

Need and Importance of the study:

A researcher has been teaching B.Ed. students for the last twenty years. In the B.Ed. curriculum there is one course related to gender studies, i.e. Gender, school and Society is included in the fourth semester. Before teaching the course (Gender, School and Society) in the fourth semester, the researcher wants to know the opinions of all the student-teachers regarding gender equality. It helps to arrange the different teaching strategies in classroom. The proposed study will be an effort to find the facts about the gender equality among the Student-teachers. Is the Present school and college curriculum conducive to inculcate gender equality? Is the Present textbooks conducive to inculcate gender equality? Can parents play an equally important role in inculcating gender equality along with teachers? Does education be a powerful tool for inculcating the values regarding gender equality among students? These questions are lurking in the mind of researcher. Researcher wants to know the answers to such questions. So he decided to undertake the present survey research.

Limitations of the study:

1. Research is restricted to only B.Ed students who are studying in Smt. Putalaben Shah College of Education Sangli and Sansthamata Sushiladevi Salunkhe Mahila Shikshanshastra Mahavidyalay Tasgaon.
2. Sample of the research is restricted to 127 B.Ed. students from two colleges.
3. Research is restricted to only Marathi medium B.Ed college .

Methodology:

Survey method was adopted to conduct the present investigation. Variables included in the research are B.Ed. Student-teachers and Gender equality.

Sample: Present study was delimited to the B.Ed students who are studying in Smt. Putalaben Shah College of Education Sangli and Sansthamata Sushiladevi Salunkhe Mahila Shikshanshastra Mahavidyalay Tasgaon. Sample was selected by convenient sampling technique. Sample of the study consisted of 127 learners who are studying in Smt. Putalaben Shah College of Education Sangli and Sansthamata Sushiladevi Salunkhe Mahila Shikshanshastra Mahavidyalay Tasgaon. It was convenient to the research.

Tools Used and Data Collection:

Questionnaire was designed using a two point and three point rating (i.e. Yes, No, Maybe) to collect quantitative data. This questionnaire was prepared by using Google Form. It consists of 10 questions related to the gender equality. After developing the questionnaire, the researcher sent it to all the B.Ed students through Whats App groups. Its response rate was 62.5 %. The data were collected by giving the questionnaire to them. Responses were evaluated carefully by using statistical treatment.

Data Analysis and Interpretation:

Keeping in view the objectives of the study data were analyzed and interpreted by statistical treatment. This was done by the logical organization of the data and use of relevant statistical technique. Percentage technique was used for analyzing the quantitative data. It is given in the following table

| Que. no. | Question | Responses (Percentage) | | |
|----------|--|------------------------|------------|-------------------------------|
| | | Yes | No | Maybe/Very Little/Some Extent |
| 1 | Do you think men and women should be equal ? | 122 (96.1%) | 3(2.4%) | 2(1.5%) |
| 2 | Do you think men and women have same right in our country ? | 68 (53.5%) | 59 (46.5%) | - |
| 3 | Do you feel there is anything being done about gender equality in our country ? | 50(39.4%) | 10 (7.9%) | 67 (52.8%) |
| 4 | Do you believe there is gender equality in your home, school, workplace, etc.? | 88 (69.3%) | 39(30.7%) | - |
| 5 | Do you believe that education is a powerful tool for inculcating the values regarding gender equality among students ? | 119(93.7%) | 8(6.3%) | - |
| 6 | Have you ever experienced gender inequality in school or college ? | 42(33.1%) | 85(66.9%) | - |
| 7 | Have you ever experienced gender-biased language used by your teacher in school or college ? | 20(15.7%) | 107(84.3%) | - |
| 8 | Is the current school and college curriculum useful for promoting gender equality? | 82(64.6%) | 4(3.1%) | 41(32.3%) |
| 9 | Do you think parents can play an equally important role in inculcating gender equality along with teachers? | 110(86.6%) | 6(4.7%) | 11(8.7%) |
| 10 | Do you think textbooks play an important role in inculcating gender equality? | 84(66.1%) | 6(4.7%) | 37(29.1%) |

From the above table it is observed that the majority of the B. Ed student-teachers (96.1%) were of the opinion that men and women should be equal. 53.5% students-teachers were of the opinion that men and women have the same right in our country, but 46.5 % students-teachers were of opinion that men and women don't have

equal right in our country. 39.4% student-teachers feel that lots of work being done about gender equality in our country but 52.8% student-teachers feel that very little work being done about gender equality in our country. 69.7% student-teachers believe that there is a gender equality in their home, schools, and workplaces but 30.7% student-teachers were not believing the above statement. Majority student-teachers (Above 93%), believe that education is a powerful tool for inculcating values regarding gender equality among students. 66.9% of student-teachers are in the opinion that they have not ever experienced gender inequality in school or college, but 33.1% of students-teachers were in opinion that they have experienced gender inequality. 84.3% student-teachers are in opinion that they have not experienced gender biased language used by their teachers in school or college. 64.6% student-teachers are in opinion that current school and college curriculum is useful for promoting gender equality but 32.3% student-teachers were in opinion that current school and college curriculum is useful in some extent for promoting gender equality. 86.6% student-teachers think that parents can play an equally important role in inculcating gender equality along with teachers. 66.1% student-teachers think that text book plays an important role in inculcating gender equality but 29.1% student-teachers think that in some extent text book plays important role in inculcating gender equality.

Results and Conclusions of the Study:

1. Researcher found that majority of B.Ed. student-teachers were of opinion that men and women should be equal.
2. Near about fifty percent B.Ed. student-teachers think that men and women have the same right in our country. It means that fifty percent student-teachers think that men and women don't have the same right in our country.
3. Fifty percent student-teachers feel that very little work being done about gender equality in our country. It means that We need to do more work to promote gender equality in our country
4. Most of the B.Ed. student-teachers believe that there is gender equality in their home, school and workplaces.
5. Most of the B.Ed. student-teachers believe that education is a powerful tool for inculcating the values regarding gender equality among students.
6. Most of the B.Ed. student-teachers have not experienced gender inequality in school or college.
7. Most of the B.Ed. student-teachers have not experienced gender-biased language used by their teacher in school or college.
8. Researcher found that majority of B. Ed student-teachers were of opinion that current school and college curriculum is useful for promoting gender equality.
9. Researcher found that majority of B. Ed student-teachers were of opinion that parents can play an equally important role in inculcating gender equality along with teachers.
10. Researcher found that majority of B. Ed student-teachers think that textbooks play an important role in inculcating gender equality.

The study concludes that the overall thinking of B.Ed. student-teachers on gender equality was positive. Some

of them think that men and women don't have the same right in our country. It means that we must provide equal rights to the men and women in our country. We need to do more work to promote gender equality in our country. All are agree with the statement 'Education is a powerful tool for inculcating the values regarding gender equality among students. It is very important to strengthen our school and college curriculum and textbooks with reference to gender equality. Parents can play very important role in inculcating gender equality among students. So along with teachers, parents should get proper training regarding gender equality. Kothari commission says that "Destiny of India is being shaped in our classrooms". So we try to improve our classroom activities regarding gender equality. So for making our classrooms gender friendly we all should try very best.

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Cite This Article:

Dr. Pawar Y.Y. (2024). A Study of B.Ed. Student-teachers Perception on Gender Equality. In Educreator Research Journal: Vol. XI (Issue II, pp. 121–125). **ERJ.** <https://doi.org/10.5281/zenodo.10906194>