"ATTITUDE OF TEACHERS TOWARDS THE GENDER SENSITIZATION OF TRAINEES IN TEACHER EDUCATION PROGRAMME (B.ED.) IN BIHAR"

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ABSTRACT

Women in India face prejudice in many areas due to the country's patriarchal culture, including but not limited to food service, child care, schools, and the workplace. It is traditionally believed that males should provide for their families financially, while women should stay at home and care for the children. Every part of society and every part of people's lives, including the encounters they have on a daily basis in public spaces and the workplace, is affected by gender discrimination, according to the National Commission for Women (2019) Teachers play a key role in the formative years of a child's life, and the ideas and values they uphold can shape the way their young charges think. In light of this, it is critical for educators to always keep in mind that they are complicit in shaping their students' gender roles by their words, deeds, perspectives, approaches, manner, thinking, and behaviour. To ensure that every student has an equal chance to develop and accomplish their goals, educators can use a range of strategies and interventions. Teachers are expected to approach the gender issue with seriousness. It is critical to equip educators with background information on the subject so they can effect social change. Educators must be provided with teaching that emphasizes gender equality in addition to gender-sensitive curriculum and reading materials. It is possible for teachers to set a good example for their students. This study on the opinions of teachers on gender sensitisation during the B.Ed.

Keyword: - Gender Sensitization, Teacher Attitude, Teacher Education Programme, B.Ed. Trainees, Bihar Education System

INTRODUCTION

Gender sensitisation was introduced to the researcher via an article written by Kohli that was published in the Hindustan Times on October 9, 2019. A definition of gender sensitisation provided by Kohli's research is "modification of behaviour by raising awareness of gender equality concerns." In order for gender equality to become a reality, she added, parents and educators need collaborate to teach children about it. The word "gender" has been perpetuated by several social groups throughout history, as is well known.

Examples of such institutions include families, schools, companies, churches, and other houses of worship. Individual and cultural factors are both taken into account while researching gender identities. Historical and cultural evidence corroborate this. A new form of socialisation known as "gendering" teaches individuals specific behaviours according to their biological gender. The main objectives of the traditional approach to gender sensitisation are behaviour change and the development of empathy for people of varied sexes.

Women in India face prejudice in many areas due to the country's patriarchal culture, including but not limited to food service, child care, schools, and the workplace. It is traditionally believed that males should provide for their families financially, while women should stay at home and care for the children. Every part of society and every part of people's lives, including the encounters they have on a daily basis in public spaces and the workplace, is affected by gender discrimination, according to the National Commission for Women (2019). Gender discrimination, according to Giri (2021), is often the result of biases, both conscious and unconscious, that have been indoctrinated into people over many generations. Still, things aren't looking good in general, even though attitudes have changed somewhat over the past two decades—albeit only in major cities. A great many rights have been safeguarded as a result of the enhanced legal situation. Even if India is a flourishing democracy that has just started to believe in equality, it could all be for naught if the youth of the country are unaware of the problem. The involvement of educators is crucial for the achievement of two primary goals: raising awareness and sensitization. Approximately 10 million teachers are employed in India's educational system, which serves over 260 million pupils (u-DISE, 2022). When it comes to teaching gender equality to the country's youth, the teacher education system—which boasts around 18,000 schools and nearly 2.5 million aspiring educators—could be a game-changer. Raising awareness amongst future educators is a prerequisite to raising awareness among the youth of today.

OBJECTIVES

1. Assess instructors' attitudes towards trainees regarding gender sensitisation.

2. Determine instructor attitudes regarding gender sensitisation among peers.

RESEARCH METHODLOGY

"In the chapter that came before this one, there were explicit allusions to gender discrimination, gender sensitivity, gender stereotypes, and women's empowerment. These comments were made in the context of an analysis of relevant literature and research data on gender-related issues of British education trainees. In the next part, you will find information on the many aspects of the technique that was used in this research. Specifics about the design, sample, tool construction, administration, and scoring of the instruments that were used are going to be discussed in the next part."

Research design:

"The present research is a normative survey that was conducted after the fact. The descriptive survey research technique was used, and the questionnaire was utilised to obtain data from the individuals who participated in the survey analysis. There are a number of things that are mentioned in the research plan, including the questions that are going to be investigated, the technique that will be followed, the processes

that will be followed, the measurements that will be obtained, the comparison that will be made, and further analyses." Subjects will be assigned to express the attitude towards the entire factor.

Variables Of the Study

 The factor of the study is given below:

Independent variable:

In the present study the variable that is changed or controlled to test the effects on dependent variable are, Gender, Age, Marital status, Subject stream, Area

Dependent variable:

In the present study the variable being tested and measured are listed below,

- Gender discrimination

- Gender sensitivity

- Gender stereotype

- Gender Equality

Personological factor:

1. Major Subject of Education (from science or arts background)

Demographic factor:

- Marital status of B.Ed trainees

- Native/ Area (rural or urban) of B.Ed trainees.

- Age of B.Ed trainees (age 20-25years and more than 25years)

Population

For the purpose of this investigation, a simple random selection process was used to choose the sample. The researcher has recruited around 800 B.Ed. trainees, both male and female, from all of the B.Ed. institutions of Bihar state. B.Ed. Students were the only participants in the sample.

RESULT AND DISCUSSION

Ensuring the usefulness of the study's findings requires proper processing, systematic classification and tabulation, scientific evaluation, perceptual assessment, and logical conclusion. It makes no difference whether the data is plentiful, accurate, or both. Data analysis and interpretation based on the expanded sample keeping is the main emphasis of this chapter. We utilised Microsoft Excel 2013 (Redmond,

Washington, USA) and SPSS for Windows, Version 16 (IBM Corporation, Released 2010, Armonk, New York) for the statistical research. The IBM Corporation developed both of these applications. It was determined that both of these programs would be necessary to carry out the current investigation and evaluate its assumptions. We used SPSS to do the statistical computations. The graphs were made using the generated program, which is Microsoft Excel.

To check for inequality, Pearson's chi-square test was used to examine the distribution of several categories. Gender identity and expression, gender norms, women's empowerment, and other forms of gender discrimination were all part of these groups.

An independent t-test, also known as a student's t-test, was used to examine the function of gender in connection to other attributes, such as gender sensitivity, gender stereotypes, and women's empowerment. The level of statistical significance was established as a "p" value less than 0.05. In order to make this chapter easier to read and comprehend, we have divided it into the following parts.

Descriptive Statistical Analysis

This section includes the average and standard values of B. Ed student instructors' academic performance, teaching attitude, creativity (verbal and nonverbal), and personality traits. Here is a breakdown of the number of colleges in each division for Gaya, Motihari, Chapra, and Muzaffarpur, broken down by gender, management type (government, aided, and unaided), and four divisions.

Table 1: Mean and standard deviation ratings for student instructors' attitudes towards teaching in B. Ed programs

Summary	Gaya	Motihari	Chapra	Muzaffarpur	Total
n	153	102	104	461	820
Mean	209.12	209.46	210.98	207.23	209.20
Median	211.96	203.45	204.56	202.34	203.45
SD	18.80	16.67	18.63	23.08	19.41

Analysed data from all B.Ed programs shows that Table clearly shows the mean and standard deviation of student teachers' attitude towards teaching scores. Teaching attitudes among B.Ed college student instructors average 209.20±19.41, with the Chapra division having the most positive attitude (210.98±18.63) and the Muzaffarpur division having the worst attitude (207.23±23.08). After the Gaya division, the Motihari division has the second-highest attitude towards teaching, with 209.46±16.67.
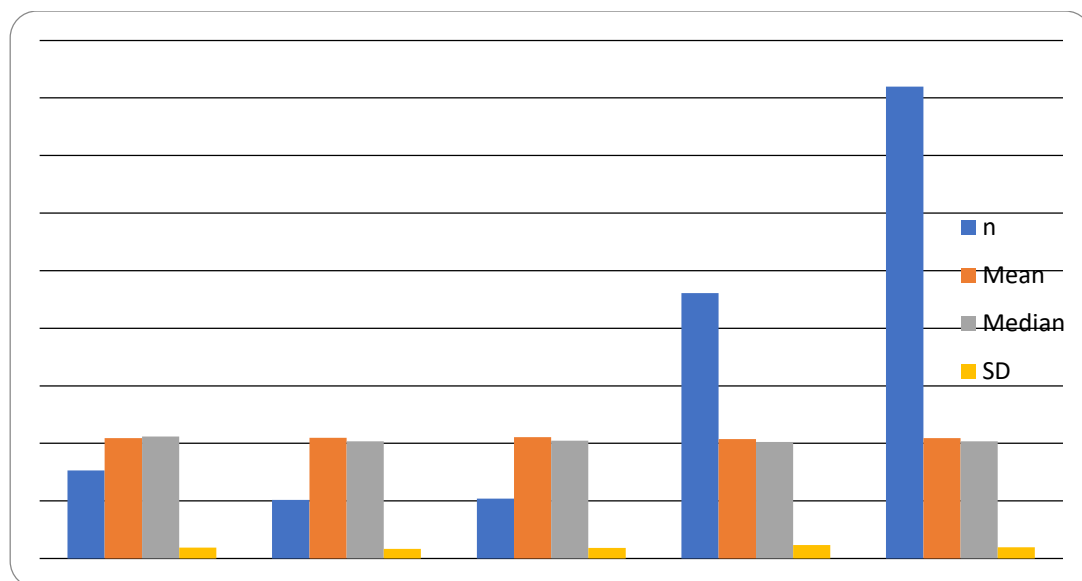
Figure 1 Student instructors' attitudes about teaching scores at B.Ed institutions, broken down into divisions Mean and SD values

Table: 2 The element of creativity scores of B.Ed college student instructors based on divisions Mean and SD values

Factor	Summary	Gaya	Motihari	Chapra	Muzaffarpur	Total
	n	153	102	104	461	820
Creativity	Mean	289.83	289.20	285.30	289.52	288.46
	Median	245.63	234.56	256.20	234.56	256.34
	SD	51.69	48.56	50.34	52.29	50.58
Verbal creativity	Mean	102.39	102.91	100.77	101.91	102.00
	Median	101.34	89.56	98.56	102.34	103.44
	SD	14.94	13.59	14.48	13.68	14.15
Non-verbal creativity	Mean	187.44	186.29	184.53	187.61	186.47
	Median	145.45	167.89	167.78	153.62	167.45

	SD	44.21	41.96	43.20	46.29	43.80

The mean and standard deviation of the originality and component scores of college student instructors seeking a doctor of education degree, broken down by division, are shown in Table No. The average level of creativity among students at B.Ed institutions is 288.46±50.58, with the highest levels being found among those in the Gaya division (289.83±51.69) and the lowest among those in the Chapra division (285.30±50.34). Motihari division pupils had the second greatest levels of inventiveness (289.20±48.56), followed by Muzaffarpur division kids (289.52±52.29). Furthermore, the following table also includes the component-wise mean scores.
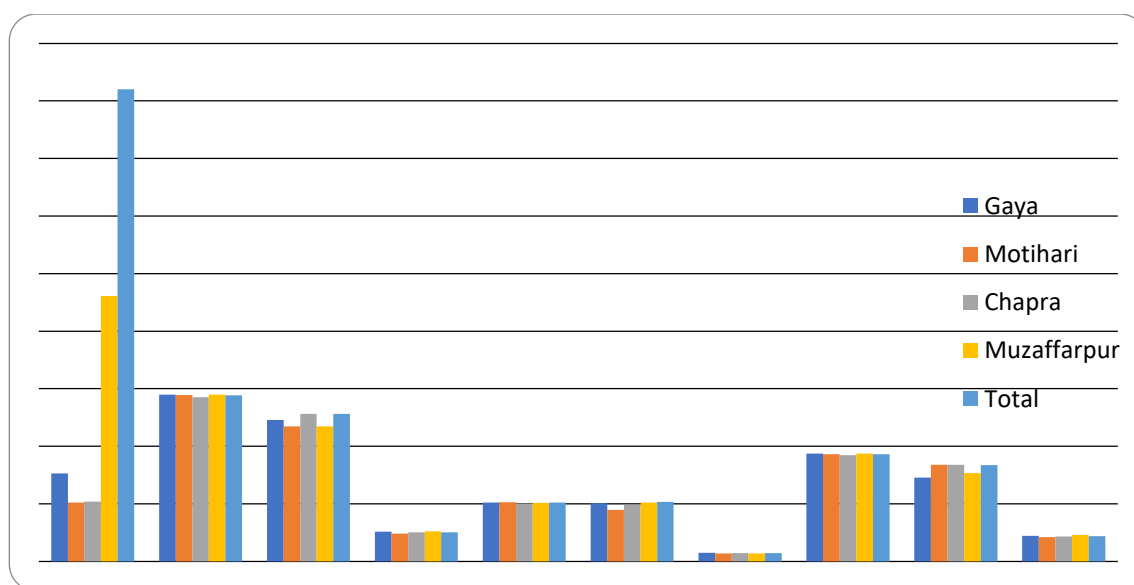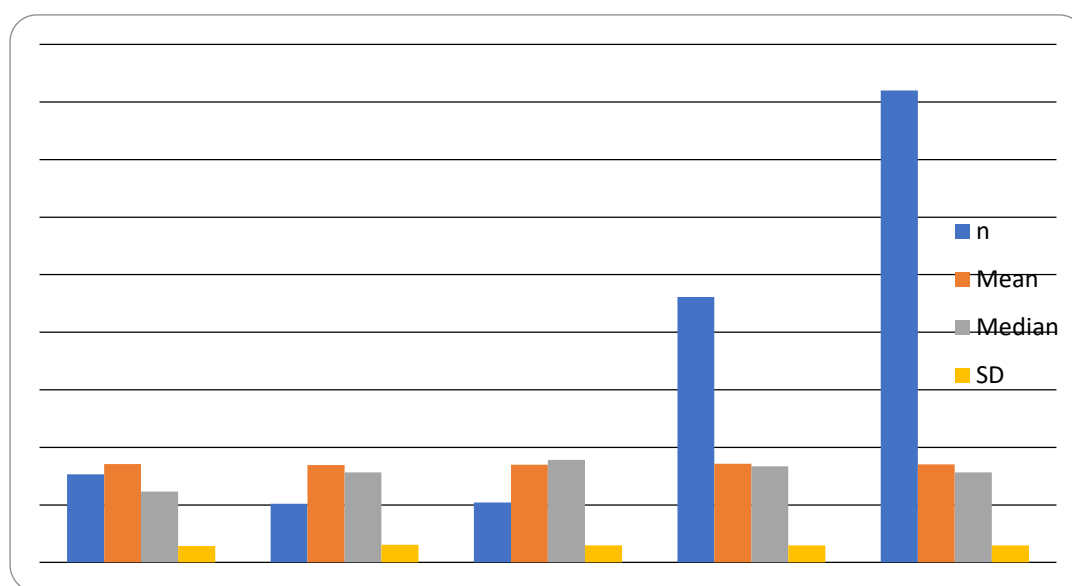

Figure 2 The element of creativity scores of B. Ed college student instructors based on divisions Mean and SD values

Table 3: The mean and standard deviation of the personality scores of B.Ed college student instructors

Summary	Gaya	Motihari	Chapra	Muzaffarpur	Total
n	153	102	104	461	820
Mean	171.23	169.48	169.74	171.58	170.51
Median	123.24	156.67	178.45	167.34	156.56

SD	28.34	30.94	29.64	29.47	29.52

Interpretation: It was clear from the results in Table No. that the mean and standard deviation of the personality scores of student instructors enrolled in B.Ed programs were divided into several categories. In B.Ed institutions, the average overall personality of student teachers is 170.51±29.52. While the student teachers in the Motihari division have the least personality (169.48±30.94), those in the Muzaffarpur division have the highest (171.58±29.47). The student teachers in the Chapra division (169.74±29.64) have the second-highest personality, behind those in the Gaya division (171.23±28.34).
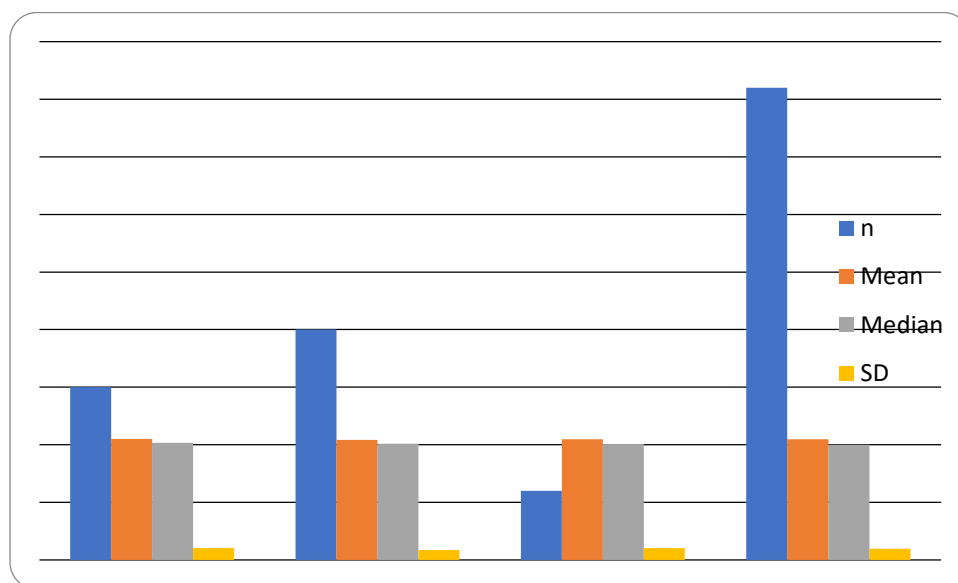

Figure 3 The mean and standard deviation of the personality scores of B.Ed college student instructors

Table: 4 Student teachers' attitudes regarding teaching scores at B.Ed institutions based on management kinds Average and standard deviation values

Summary	Government	Aided	Unaided	Total
n	300	400	120	820
Mean	209.77	208.16	209.70	209.20
Median	203.34	201.45	201.23	200.13
SD	20.58	17.03	20.58	19.41

The mean and standard deviation of the attitude towards teaching scores obtained by student teachers enrolled in B.Ed programs were clearly categorised by management style, as shown by the data displayed in Table

Among B.Ed college student teachers, the average attitude towards teaching is 209.20±19.41. The attitudes of student teachers at government institutions are the greatest (209.77±20.58), while those at unaided colleges are the lowest (209.70±20.58). Student instructors in aided colleges had the best attitudes towards teaching (208.16±17.03).

Figure 4 Student teachers' attitudes regarding teaching scores at B.Ed institutions based on management kinds Average and standard deviation values
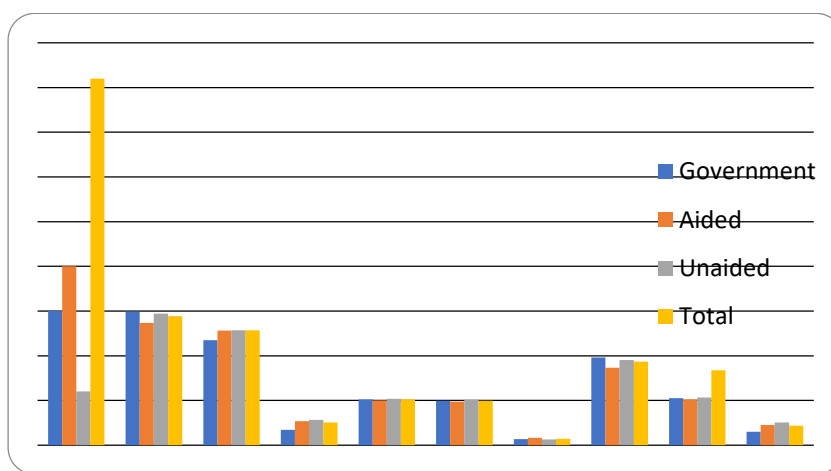
Table: 5 The element of creativity scores of B.Ed college student instructors based on management kinds Average and standard deviation values

Factor	Summary	Government	Aided	Unaided	Total
	n	300	400	120	820
	Mean	298.57	273.22	294.19	288.46
Creativity	Median	234.56	256.21	256.67	256.78
	SD	34.55	53.48	56.70	50.58
	Mean	102.48	99.96	103.57	102.00

Verbal creativity	Median	99.67	97.56	101.45	99.34
	SD	13.13	16.25	12.60	14.15
Non-verbal creativity	Mean	196.09	173.26	190.62	186.47
	Median	105.34	102.45	106.67	167.56
	SD	29.68	44.80	50.52	43.80

In accordance with the different management methods, the findings that were shown in Table No. made it abundantly evident that student instructors who were enrolled in Doctor of Education programs were able to obtain the mean and standard deviation of originality, in addition to the scores of its components. A mean degree of originality of 288.46±50.58 is seen among student teachers at institutes of higher education. The degree of originality among student instructors at aided institutions was found to be the lowest, with a mean score of 273.22±53.48. On the other hand, the highest, with a mean score of 298.57±34.55, was found among those in government colleges. The student teachers who exhibit the highest level of creativity are those who are enrolled in unassisted colleges (294.19±56.70). In addition to that, the chart that was just shown has the average scores for each individual variable.


Figure 5 The element of creativity scores of B.Ed college student instructors based on management kinds Average and standard deviation values

Table: 6 Personality ratings of B.Ed college student instructors by management type Average and standard deviation values

Summary	Government	Aided	Unaided	Total

n	300	400	120	820
Mean	166.73	169.22	175.35	170.51
Median	160.56	156.67	170.35	169.45
SD	32.15	30.21	25.52	29.52
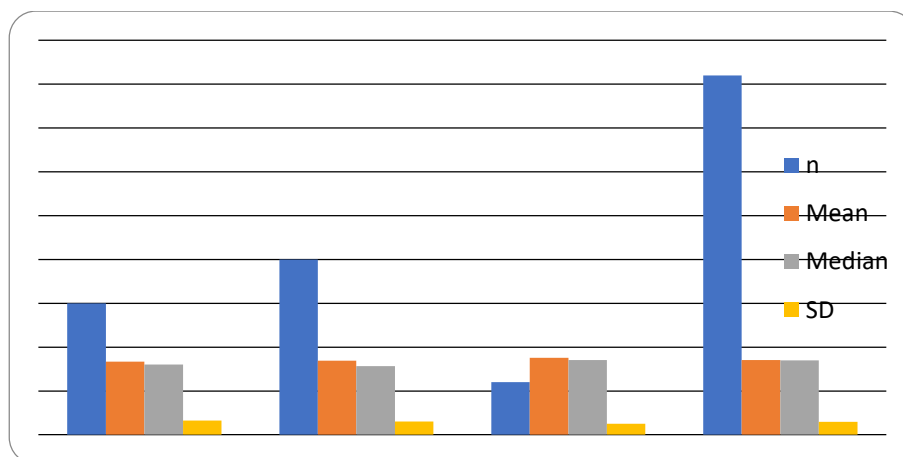
Figure 6 Personality scores of student teachers of B.Ed colleges according to types of management Mean and SD values

The findings shown in Table No. made it evident that the mean and standard deviation of the personality scores of student instructors enrolled in B.Ed programs were separated into groups according to the different management styles. Overall, B.Ed college student teachers have an average personality of 170.51±29.52. Student teachers in unassisted colleges have the highest personalities (175.35±25.52), while those at government institutions have the lowest (166.73±32.15). A student teacher's personality score (169.22±30.21) is greatest among those attending aided institutions.

CONCLUSION

Women in India face prejudice in several settings due to the country's patriarchal culture. These include the food service sector, child care, schools, and workplaces. Many people still hold the traditional view that males should earn money to support their families and that women should stay at home and raise their children. Every part of society and people's lives, including the everyday contacts that individuals have in public and at work, are impacted by gender discrimination, according to the National Commission for Women (2019). Giri (2021) asserts that gender bias generally stems from long-standing prejudices, whether conscious or unconscious, that have been ingrained in people over generations. Although there has been a significant change in attitudes throughout the last 20 years, things are still not looking well generally, and this change has mostly taken place in large urban centers. The enhanced legal climate has resulted in the protection of several rights.

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