CHAPTER – 6

SUMMARY AND CONCLUSIONS

6.1 INTRODUCTION

Gender discrimination is widely prevalent in male oriented societies of the world. In these societies, various religious economic, political, social and legal institutions subtly emphasize women’s and a girl’s subordinate position.

“Society can progress half liberated and half chained. Human development, if not engendered is fatally endangered”, observed Mahbub ul Haq in Human Development Report, 1995. Simone de Beauvoir’s famous lines “when we abolish the slavery of half of humanity, together with the whole system of hypocrisy that it implies, then the division of humanity will reveal its genuine significance and the human couple will find its true form," hit at the underutilization of women resource for evolving humanity. Realizing that women did not enjoy equal rights the UN general assembly proclaimed the period 1976-1985 as the United Nations decade of women. This era saw hectic activity in the field of empowering women and an outstanding effort was the convention on elimination of all forms of discrimination against women 1981. In 1993 came the UN declaration on Elimination of Violence against women. The Fourth World Conference on Women in Beijing (1995) highlighted that women’s rights are human rights, which need to be protected particularly in relation to violence, sexuality and reproductive health (Jain, 2005). These are optimistic efforts but the incidences of discrimination against females do not seem to get any lesser. The methods of discrimination have changed though the motives remain the same.

In ancient India, women had enjoyed an able position in the household and in society. She had an enviable position as compared to her counterparts in other countries. Unfortunately, constant
invasions by foreign elements from 8th century changed the scenario to the detriment of women in India, and the status quo has been maintained till this day. Gender discrimination is so deeply ingrained in the system that it begins from the time a couple plans a baby. It has been well documented in the economics and sociological literature that parents exhibit preference for sons across geographical, economical and social boundaries. Adult sons are expected to provide economical support and hence having more sons is always desirable (Miller, 1981). On the other hand daughters are supposed to create an economic burden for the parent in terms of dowry etc. As a consequence parents desire a high proportion of sons. Hence selective abortion is acceptable practice with no mention of ethical or religious or even social issues and implications.

Recently, the advancement of medical technology has led to rising incidences of female foeticide, especially in North Western states, including Punjab. Punjab is one of the richest and successful state, economically, but its sex ratio is as low as states with no economic growth. There is convincing evidence is district wise analysis of 2001 census data that the decline in the child sex ratio is all pervasive and has occurred throughout India. It is more pronounced in Punjab, Haryana, parts of Himachal Pradesh, Gujarat apart from cities like Chandigarh, Delhi, Surat, Mumbai, Kolkata, etc. (Agnihotri, 2001)

The census commission observes, “The decline in child sex ratio is assuming and alarming proportion in certain districts of Punjab, Haryana, Himachal Pradesh and the decline in majority of the districts in other states and Union territories across the country (Uttar Pradesh, Madhya Pradesh, Chhatisgarh, Orissa, Karnataka, Assam, Delhi, etc) is rather intriguing. The social cultural bias against the girl child might have been possibly aggravated by recent medical support in terms of sex determination test and requires further investigation” (Census 2001, Paper – I Supplement).
The greatest revelation of the census data is about the missing girl child. It found that the child sex ratio in the 0-6 age group has been steadily declining in the country and the greatest culprits are states like Punjab, Haryana, Gujarat and Himachal Pradesh, who fell below the less than 800 girls for 1000 boys mark. The number of girls per 1000 boys in this age group fell from 945 in 1991 to 927 in 2001 at the national level, showing an alarming decrease of 18 points in just one decade.

More than five decades of education and development in independent India has not made any dent in practices of discrimination or violence against females. The seeds of this chronic ailment of our socio-cultural ethos lie deeper, still untouched by perhaps already discriminative education and development activities. Tomes of research on various aspects and causes of gender discrimination are documented. A perusal of all accessible literature provided the researcher the insight to explore attitude, self-concept, approval motive and family relationship as the socio-psychological correlates of gender discrimination.

6.2 STATEMENT OF THE PROBLEM

The study has been entitled, “A Study of Socio-Psychological Correlates of Gender Discrimination”.

6.3 OBJECTIVES OF THE STUDY

(1) To study the Approval Motive, Self Concept, Attitude towards females and Family Relationship of teacher trainees.

(2) To compare the males and female teacher trainees on the variables- Approval Motive, Self Concept, Attitude and Family Relationship.

(3) To compare the rural and urban teacher trainees on the variables- Approval motive, Self Concept, Attitude and Family Relationship.
To compare the teacher trainees with high/low family education level on the variables – Approval Motive, Self Concept, Attitude and Family Relationship.

To study the correlation between Attitude and Approval Motive.

To study the correlation between Attitude and Self Concept.

To study the correlation between Attitude and Family Relationship.

To study two cases for in-depth understanding of gender discrimination.

6.4 **HYPOTHESES**

(1)  

a There will be no significant difference in Approval Motive of females and male teacher trainees.

b There will be no significant difference in Self Concept of females and male teacher trainees.

c There will be no significant difference in Attitude towards females of female and males teacher trainees.

d There will be no significant differences in Family Relationship of female and male teacher trainees.

(2)  

a There will be no significant difference in Attitude towards females of urban and rural teacher trainees.

b There will be no significant difference in Approval Motive of urban and rural teacher trainees.

c There will be no significant difference in Self Concept of urban and rural teacher trainees.

d There will be no significant difference in Family Relationship of urban and rural teacher trainees.

(3)  

a There will be no significant difference in Attitude towards females of teacher trainees belonging to high and low family education level.
b There will be no significant difference in Approval Motive of teacher trainees belonging to high and low family education level.

c There will be no significant difference in Self Concept of teacher trainees belonging to high and low family education level.

d There will be no significant difference in Family Relationship of teacher trainees belonging to high and low family education level.

(4)a There will be a significant correlation between Attitude and Approval Motive of teacher trainees.

b There will be a significant correlation between Attitude and Approval Motive of female teacher trainees.

c There will be a significant correlation between Attitude and Approval Motive of male teacher trainees.

d There will be a significant correlation between Attitude and Approval Motive of teacher trainees belonging to urban background.

e There will be a significant correlation between Attitude and Approval motive of teacher trainees belonging to rural background.

f There will be a significant correlation between Attitude and Approval Motive of teacher trainees belonging to high family educational level.

g There will be a significant correlation between Attitude and Approval Motive of teacher trainees belonging to low family education level.

(5)a There will be a significant correlation between Attitude and Family Relationship of the teacher trainees.

b There will be a significant correlation between Attitude and Family Relationship of female teacher trainees.

c There will be a significant correlation between Attitude and Family Relationship of male teacher trainees.
There will be a significant correlation between Attitude and Family Relationship of teacher trainees belonging to urban background.

There will be a significant correlation between Attitude and Family Relationship of teacher trainees belonging to rural background.

There will be a significant correlation between Attitude and Family Relationship of teacher trainees belonging to high family education level.

There will be a significant correlation between Attitude and Family Relationship of teacher trainees belonging to low family education level.

6.5 METHODOLOGY

The present study was conducted with the help of descriptive survey method by employing a combination of standardized questionnaires, self constructed attitude scale, interview and case study methods.

6.6 SAMPLE

Two different samples were raised at two different stages of study.

Sample - I: A purposive sample of teacher trainees in Hoshiarpur district was selected for the first and second try out of the attitude scale and for establishing the reliability of the tools.

Sample - II: The main sample of the study consisting of 320 teacher trainees was drawn by stratified random technique from various B.Ed. colleges falling in the four districts i.e. Nawanshahr, Jalandhar, Phagwara and Hoshiarpur.

6.7 TOOLS USED

The following tools were employed in the study:

(1) Approval Motive Scale (1980) by Tripathi & Tripathi
6.8 DELIMITATIONS OF THE STUDY

1. The present study is limited to the state of Punjab only. Districts of Nawanshahar, Jalandhar, Phagwara and Hoshiarpur compose the universe for the study.

2. The study is limited to the teacher trainees of B.Ed. course of 2004 - 2005 session.

3. The study examines only four socio-psychological correlates i.e. approval motive, self-concept, attitude, and family relationship with respect to background, gender and family education level of the sample.

4. The sample for interview and case studies was taken on the basis of highest and lowest approval motive scores.

6.9 STATISTICAL TECHNIQUES USED

1. The descriptive statistics i.e. mean, standard deviation, skewness and kurtosis were computed to examine the nature of distribution for scores of AM, S.C., ATT and FR.

2. The t-ratios were obtained to find out the significance of difference between means of AM, SC, ATT and FR (PA, PC, PV) between male and female, urban and rural and high and low family education level (FEL1 and FEL2).

3. Product moment correlations were worked out to study the relationships of socio-psychological variables with respect to gender, background and family education level with a view to get an analytical picture of the correlates of gender discrimination particularly to examine the relationship of attitude with other variables under study.
6.10 RESULTS AND CONCLUSIONS

The main findings of the study are as follows:

6.10.1 Results of Quantitative Analysis

1. Significant difference exists in approval motive of female and male teacher trainee. Differences are in favour of boys and shows that female teacher trainees have higher approval motive than male teacher trainees.

   Hence, the hypothesis no 1(a). “There will be no significant difference in Approval Motive of female and male teacher trainees” is not accepted.

2. Significant difference exists in self-concept of female and male teacher trainees. Differences are in favour of males indicating that females have low self-concept.

   Hence, the hypothesis no 1(b), “There will be no significant difference in Self Concept of female and male teacher trainees” is rejected.

3. Significant difference exists in attitude towards females of female and male teacher trainees. Difference is in favour of females indicating that female have a positive attitude (toward females) than male teacher trainees.

   Thus, hypothesis no 1(c), “There will be no significant difference in Attitude towards females of female and male teacher trainees”, is not accepted.

4. (a) Significant difference exists in parental acceptance (PA) for female and male teacher trainees. Parental acceptance (PA) of female was found to be higher than parental acceptance (PA) of male teacher trainees.

   (b) No significant difference exists in parental concentration (PC) of female and male teacher trainees indicating parental concentration is same for boys and girls.
(c) Significant difference exists in parental avoidance (PV) of female and male teacher trainees. Parental avoidance (PV) for males was found to be higher than that for females.

In the light of above results, hypothesis no 1(d), "There will be significant difference between Family Relationship of female and male teacher trainees", is partially accepted.

5. No significant difference exists in approval motive of teacher trainees belonging to urban and rural background.

Hence, hypothesis no 2(a), "There will be no significant difference in Approval Motive of urban and rural teacher trainees", stands accepted.

6. No significant difference exists in self-concept of teacher trainees belonging to urban and rural background.

Therefore, hypothesis no 2(b), "There will be no significant difference in Self Concept of urban and rural teacher trainees", is accepted.

7. No significant difference exists in attitude (towards females) of urban and rural teacher trainees.

Hence, hypothesis no 2(c), "There will be no significant difference in Attitude toward females of urban and rural teacher trainees", is accepted.

8. No significant difference exists in parental acceptance (PA), parental concentration (PC) and parental avoidance (PV) of urban and rural teachers. This indicates that there is no difference in the family relation of urban and rural teacher trainees.

In the light of the above results, the hypothesis no 2(d), "There will be no significant difference in Family Relationship of urban and rural teacher trainees", stands accepted.
9. No significant difference exists in approval motive (AM) of teacher trainees belonging to high and low family education level. Therefore hypothesis no 3(a), “There will be no significant difference in Approval Motive of teacher trainees belonging to high and low family education”, is accepted.

10. No significant difference exists in self-concept of teacher trainees belonging to high and low family education level. Hence, hypothesis no 3(b), “There will be no significant difference in self concept of teacher trainees belonging to high and low family education level”, is accepted.

11. No significant difference exists in the attitude towards females of teacher trainees belonging to high (FEL₁) and low (FEL₂) family education level.

Therefore, hypothesis no 3(c), “There will be no significant difference in Attitude towards females of teacher trainees belonging to high and low family education level”, is accepted.

12. No significant difference exist in the parental acceptance (PA), parental concentration (PC) and parental avoidance (PV) of teacher trainees belonging to high and low family education level, which indicated that family relationship of teacher trainees belonging to the two levels are similar.

Hence, hypothesis no 3(d), “There will be no significant difference in Family Relationship of teacher trainees belonging to high and low family education level”, is accepted.

13. Significant negative correlation exist between attitude and approval motive of the total sample. Which indicates higher approval motive leads to negative attitude towards female.

Hence hypothesis no 4(a), “There will be significant correlation between Attitude and Approval Motive of teacher trainees”, is accepted.
14. There is a significant relation between attitude and self-concept, which indicates that higher self-concept, lead to positive attitude towards females i.e. self-concept and attitude toward females co-exist.

Hence, hypothesis 5(a), “There will be a significant correlation between Attitude and Self Concept of teacher trainees”, is accepted.

15. No significant correlation was found between attitude and family relationship [PA, PC and PV] therefore hypothesis 6(a), “There will be significant correlation between Attitude and Family Relationship of teacher trainees”, is rejected.

16. Significant negative correlation was found between attitude and approval motive of female teacher trainees which indicates that in case of females higher approval motive leads to low attitude towards females. Therefore, hypothesis no 4(b), “There will be significant correlation between Attitude and Approval Motive of female teacher trainees”, is accepted.

17. Significant positive correlation was found between attitude and self-concept of female teacher trainees implying that higher self-concept leads to higher attitude towards females. Hence, hypothesis no. 5(b), “There will be a significant correlation between Attitude and Self Concept of female teacher trainees”, is accepted.

18. No significant correlation was found between attitude and family relationship [PA, PC and PV] in case of female teacher trainees. This implies that in case of female teacher trainee family relationship does not affect the attitude towards females. Therefore, hypothesis no 6(b), “There will be significant correlation between Attitude and Family Relationship of female teacher trainees”, is rejected.
19. Significant negative correlation was found between attitude and approval motive of male teacher trainees, implying that higher approval motive leads to negative attitude of males towards females. Therefore, hypothesis no 4(c), “There will be significant correlation between Attitude and Approval Motive of male teacher trainees”, is accepted.

20. Significant positive correlation was found between attitude and self-concept of male teacher trainees, implying that higher self-concept leads to high attitude of male teacher trainees towards females. Therefore, hypothesis no 5(c), “There will be significant correlation between Attitude and Self Concept of male teacher trainees”, is accepted.

21. No significant correlation was found between attitude and family relationship [PA, PC and PV] of male teacher trainees implying that relationship of male teacher trainees with their family does not affect their attitude towards females. Hence, hypothesis no. 6(c), “There will be significant correlation between Attitude and Family Relationship of male teacher trainees”, is rejected.

22. Significant negative correlation was found between attitude and approval motive in case of urban teacher trainees, implying that higher approval motive leads to low attitude toward females. Therefore, hypothesis no 4(d), “There will be significant correlation between Attitude and Approval Motive of teacher trainees belonging to urban background”, is accepted.

23. Significant positive correlation was found between attitude and self-concept of urban teacher trainees, implying that higher self-concept leads to positive attitude towards females. Therefore, hypothesis no 5(d), “There will be a significant correlation between Attitude and Self Concept of teacher trainees belonging to urban background”, is accepted.
24. Significant positive correlation was found between attitude and parental acceptance (PA) and no significant correlation was found between attitude and parental concentration (PC) and parental avoidance (PV). This implies that parental acceptance leads to positive attitude towards females. Hence, hypothesis no 6(d), “There will be significant correlation between Attitude and Family Relationship of teacher trainees from urban background”, is partially accepted.

25. Significant negative correlation was found between attitude and approval motive of rural teacher trainees, implying that high approval motive leads to negative attitude towards females. Therefore, hypothesis no 4(e), “There will be significant correlation between Attitude and Approval Motive of teacher trainees belonging to rural background”, is accepted.

26. Significant positive correlation was found between attitude and self-concept of rural teacher trainees, implying that high self concept leads to positive attitude towards females. Therefore hypothesis no 5(e), “There will be significant correlation between Attitude and Self Concept of teacher trainees belonging to rural background”, is accepted.

27. No significant correlation was found between attitude and family relationship of teacher trainees from rural background. Hence, hypothesis no 6(e), “There will be significant correlation between Attitude and Family Relationship of teacher trainees from rural background”, is rejected.

28. Significant negative correlation was found between attitude and approval motive in case of teacher trainees belonging to low family education level, implying that high approval motive leads to negative attitude towards females. Therefore, hypothesis no 4(g), “There will be significant correlation between Attitude and Approval Motive of teacher trainees belonging to low family education level”, is accepted.
29. Significant positive correlation was found between attitude and self-concept of teacher trainees belonging to low family education level, implying that high self-concept leads to positive attitude towards females. Hence, hypothesis no 5(g), “There will be significant correlation between Attitude and Self Concept of teacher trainees belonging to low family education level”, is accepted.

30. No significant correlation was found between attitude and family relationship of teacher trainees belonging to low family education level. Hence, hypothesis no 6(g), “There will be significant correlation between Attitude and Family Relationship of teacher trainees belonging to low family education level”, is rejected.

31. Significant negative correlation was found between attitude and approval motive in case of teacher trainees belonging to high family education level. This implies that high approval motive leads to negative attitude towards females. Hence, hypothesis no 4(f), “There will be significant correlation between Attitude and Approval Motive in case of teacher trainees belonging to high family education level”, is accepted.

32. Significant positive correlation was found between attitude and self-concept of teacher trainees belonging to high family education level. This implies that high self-concept leads to positive attitude towards females. Hence, hypothesis no 5(f), “There will be significant correlation between Attitude and Self Concept of teacher trainees belonging to high family education level”, is accepted.

33. No significant correlation was found between attitude and family relationship of teacher trainees belonging to high family education level. Therefore, hypothesis no 6(f), “There will be significant correlation between Attitude and Family Relationship
of teacher trainees belonging to high family education level", is rejected.

**6.10.2 Key Findings of Qualitative Analysis**

In joint families social pressure especially of grandparents prevail over abortion of subsequent female foetuses and for type of education of girl. The mother was respected only after birth of a son. Girls are not allowed to play with or interact with friends. The major responsibility of the girls’ parents is to get them married. They have no freedom or choice as they are conditioned to think that a female is a burden or economic liability/responsibility to the family. The girls seem to be guilty of being females. Their relatives & family members perpetuated the discrimination between them and their brothers. Girls are allowed to pursue higher education and/or teacher training only for fetching a suitable groom and not for empowerment. Educated parents too, find it hard to bring up girls in a closed society where man is never wrong and girl’s character is always at stake. Females feel trapped in such a situation.

It was found that girls have less freedom as compared to boys and girls were not allowed to do anything according to their will. Girls were encouraged for group activity. They were quite dependent and docile and were not allowed to move out without the company of an adult or younger brother as they feel that world is not a safe place for a girl as the number of crimes against women are increasing day by day. Having a girl child is a matter of great responsibility and they wish to have a son as a first child.

Respondents felt that the society frown upon the parents who have daughters and who rely upon their daughters for support. While some respondents, agreed that a daughter can be a support for parents during old age, they maintained that only sons could perform certain religious roles.
The respondents have come up with reasons like social pressure, dowry and other socially discriminating experiences, insecure environment and old age insecurity for preference of sons over daughter.

The teacher trainees were found more concerned with their course completion and future placement and were not interested in talking about wider social issues. They seemed to have accepted the present situation and did not wish to even debate on the problem of gender bias. They seem to have adopted a fatalistic attitude.

6.11 IMPLICATIONS OF THE STUDY

The results of the present study show that girls/women are conditioned to be submissive and subjugated and to do things that are desired by the family and society in general. As a result their self-concept is lower than the self-concept of boys. Education has a pivotal role as a major agent of social change. Hence, in the light of findings on the socio-psychological correlates i.e., attitude, approval motive, family relationship and self concept, the policy makers and curriculum framers at various levels of education need to incorporate socio-moral and ethical dimensions in educational practices of teaching and learning that accord a dignity and security to females. Parent-teacher associations need to take up the task of making the girl child secure and empowered by making joint efforts. Parental education seems to be the need of the hour. Continuing education of educated and employed parents in the area of home making, childcare and conflict resolution with the adolescents will help to improve family relationships. The common citizens have work in close corporation with the law and order agencies to make the social environment safer for women. Perhaps the beginning has to be with updating the teacher education course to sensitize and empower the teacher trainees with the right attitude and skills to bring changes within their classrooms that can be part of the bigger picture and lead to attitudinal changes in the society.
Some recommendations to enhance the role of education in gender sensitization and reducing gender discrimination have been forwarded:

- Examine the curricula for gender bias.
- Use language that includes both boys and girls.
- Expect same from boys and girls.
- Use gender balanced examples during teaching.
- Avoid stereotyping jobs for students. e.g. girls doing the stitching work and boys having carpentry as co-curricular activities.
- Look for books, etc, which are gender sensitized.
- Environment of the classroom should be encouraging for both girls and boys.
- While speaking on uniting, put girls first in sentence.
- Actively integrate groups, by not allowing self-segregation.
- Never use gender to group students.
- Become a role model of gender balance.
- Outside the classroom agencies of education, etc should promote mandatory gender equity resource modules to in-service teachers, and gender bias needs to be addressed will all pre-service teachers.
- Parents need to be made aware of the bias they are reinforcing in the children through socialization, by in equal division of education, health and medicine etc. and unbalanced time and types of attention spent on girls and boys.
- Parents should closely examine what they say with action and words. They need to be aware how they speak to their daughters.
• Parents and teachers should encourage all types of activities for girls. Girls should be encouraged to take part in experiences and activities that are traditionally designed for boys.

• Forceful laws on sex determination test and dowry are necessary and must be implemented.

• Parents should have an androgynous attitude towards bringing up their children.

• It is generally felt that negative gender discrimination is because of manifestation of attitude that cut across background, education level and gender etc. There is a need to communicate with individuals of the society in such a way that it influences their attitudes.

6.12 SUGGESTIONS FOR FURTHER STUDY

1. Replicative studies may be conducted for wider generalization of results obtained in the present study.

2. Studies may be conducted to test the effectiveness of instructional packages to influence discriminating attitude practices towards females.

3. Longitudinal studies may be taken up to conduct case studies on changing attitude towards girl child before and after marriage and childbirth.

4. Investigation on influence of teacher in shaping attitude towards females may be taken up.

5. Variables other than those included in the present study as mass media exposure, modernity, etc may also be taken into account to examine their effect on gender discrimination.

6. Influence of implicit gender theories on gender related thought and behaviour of teachers might be studied.