

The Assessment and Enhancement of Gender Equality Awareness among the Upper Primary School Students: An Analysis

Pankaj Kumar Sharma

Department of School Education, Govt of Punjab

E-mail: pksasr@gmail.com

Abstract- *The need of gender equality in schools is recognized by all but there are little practical efforts at ground level. The objective of such efforts is to make students aware, acquire knowledge, develop attitude, skills and abilities and to make them able to overcome real life gender equality problems. In the backdrop of this, present research was carried out as the children are the foundation of our society and it is necessary to develop awareness of gender equality amongst upper primary school students. In order to carry out research work the two government upper primary schools of Amritsar district from rural and, urban area were selected as sample. Whole procedure was divided into 6 phases for smooth completion of the project. A questionnaire was developed to check gender equality awareness level of students. This questionnaire was given to sample students at start of and at end of this research. The results were compared taking percentage of marks obtained by the sample in test. On reviewing the results the P-value was found statistically significant. The two tailed P-value was less than 0.0001. By conventional criteria this difference was considered extremely significant. The daily improvements in the behaviour of students regarding gender equality issues were observed. It was found that at the initial phase of research students were having a little knowledge about gender equality as at the final phase of research.*

Keywords: acquire knowledge, develop attitude, conventional, questionnaire, statistically significant

Introduction

First of all it requires a new approach to education, an approach which cuts across different subjects and topics in schools. This is the duty and responsibility of officials, teachers and students to enhance gender equality awareness among students. The need for gender equality awareness in upper primary schools is recognized by all but there is little practical effort at ground level. The objective of such efforts is to make students aware, acquire knowledge, develop attitude, skills and abilities, and to enable them to overcome real-life gender equality problems. To imbibe the importance of gender equality awareness, efforts are needed to be applied practically at the ground level i.e. upper primary school students, who are the future of our country. The issue of gender equality awareness has been a major cause of concern. Several

national and international seminars, conferences and workshops have stressed upon the need of gender equality. The goals of gender equality education as pointed out by the UNESCO are to create awareness in the world population.

Objectives

Specific Objectives

To develop awareness about the gender equality among the upper primary school students.

General Objectives

1. To make the students realise the importance of a healthy environment.
2. To provide the students a better understanding of gender equality and related problems.
3. To have an open discussion to find new methods and ways to enhance gender equality.

Research Tools

In order to carry out research work the investigators have decided to use the following tools to collect the data.

1. Interview
2. Questionnaire
3. Observation
4. Open Discussion

Methods and Procedures:

The research project was started in September, 2022 and completed in November, 2022. The duration of the research project was 6 to 8 weeks. The whole procedure was divided into 6 phases for the smooth completion of the project.

Phase 1

The investigators had a meeting with the principals and teachers to familiarise them with the purpose of their action research. To make this project a huge success, enthusiastic teachers were involved. Whole team was made aware about the planning and expected outcomes of the project.

Phase 2

With the help of the class teachers, sample students were chosen. Students from 6th to 8th standard were involved. Equal representation of both genders was assured.

Phase 3

The investigators interacted with sample students of sample schools and provided them questionnaire to assess their level of awareness about the gender equality. This questionnaire contained simple and logical questions of various types including multiple type questions, Yes/No response type questions and very short answer type questions. In questionnaire 15 questions were set. Each question carried one mark. After getting the response of students on

sheets the investigators checked all papers. On the basis of that performance the data was registered.

Phase 4

After the assessment the investigators started implementing the strategy to enhance the level of awareness about gender equality of the students. For this purpose one hour session was conducted daily. The students were encouraged and motivated to do field work under the guidance of teachers. Various topics of gender equality were discussed. Students were encouraged to give their suggestions.

Phase 5

The sample students and teachers joined to form groups for efficient working of action research project. In this phase the ideas were brought into actions.

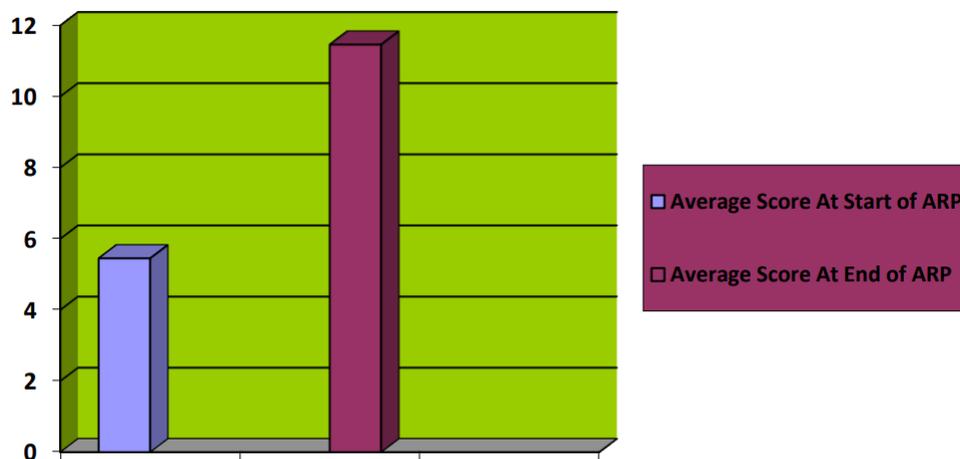
Phase 6

With the help of questionnaire the final level of awareness of the students was checked again. In the final phase, investigators as before evaluated the awareness of students about gender equality. With the help of that questionnaire, student's present knowledge of gender equality was checked.

Results

By implementing the strategies the investigators developed sensitivity of gender equality among the students. They tried to inculcate a caring attitude for their surroundings. Not only the members of the eco group but the whole school and the parents were also involved to make this project a strong campaign. Time to time, the efforts of students were encouraged to boost them up for future.

Average Score Scored by sample students at the start of research project=5.45 Average Score Scored by sample students at the end of research project=11.46 Graph of Comparison Average Score Sample Students

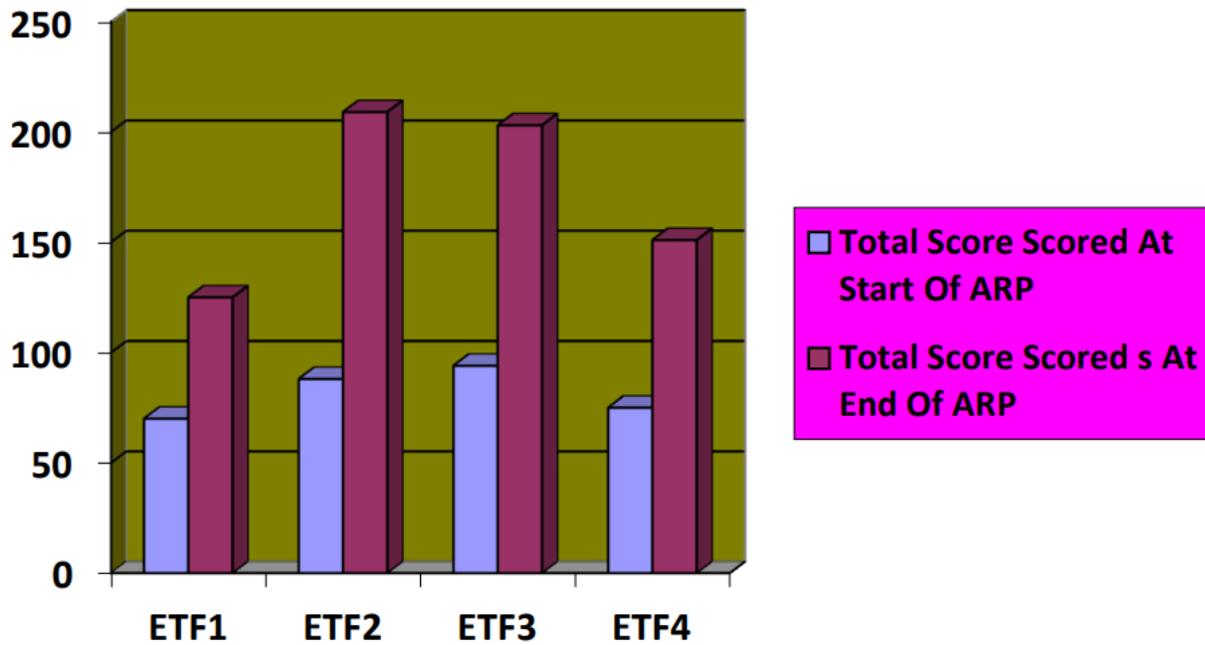


The above graph clearly indicates that students of all schools show significant improvement in their knowledge about gender equality.

Comparison of Total Score of Sample Schools

School Code	Total Score Scored At Start Of Rp	Total Score Scored S At End Of Rp
ETF1	70	125
ETF2	88	209
ETF3	94	203
ETF4	75	151

Graph of Comparison of Scores



Paired T-Test Results:

P value is statistically significance

The Two-Tailed P value is less than 0.0001

By conventional criteria this difference is considered to be extremely significant.

Confidence interval:

The mean of result before starting action research project minus after research equals - 6.06

95% confidence interval of this difference from -6.66 to -5.37

Intermediate Values used in Calculations:

T=18.7379 Df=59

Standard Error of Difference=0.321

Review of Data

Group	Result Before ARP	Result After ARP
Mean	5.45	11.47
SD	2.30	2.98
SEM	0.30	0.39
N	60	60

Generalisation:

After interpreting the data from the questionnaire of the first phase, the investigators came to know that the students had a very little knowledge about gender equality. They did not have sensitive attitude towards each other. So after implementing the strategies, the investigator observed daily improvements in the behavior of students regarding the gender equality issues. This enhanced their knowledge about the gender equality.

Summary and Conclusion:

Investigators working in schools of different area (rural, urban, border area) were aware of the different sort of problems related to gender equality. All these problems proved as obstacles in achieving the goal of healthy environment in schools. This action research project was carried out in different government upper primary schools situated in different blocks of district Amritsar. Interview, Questionnaire, open discussion and observation was used as tools of the data collection for this action research project (ARP). The work on this ARP was started in September, 2022 and completed in November, 2022 At the onset, investigators made a list of the teachers and sample students. To overcome the problems, the investigators conducted the reform session, they encouraged the students to do more of the field work to give their ideas a practical approach.

The investigators developed and adopted the following strategies to enhance gender equality awareness of students

- 1. Encouragement:** The students who were working for gender equality were appreciated and their work was highlighted in the morning assembly.
- 2. Incentives:** On every Saturday, the best work of the week done by the students was selected and was appreciated with appreciation cards and badges.

After interpreting the data it was found that at the initial phases of students was having a little knowledge about the gender equality as compared to the final phase of students.