

## Chapter 5

### RESULTS AND DISCUSSION

The major results of the study are discussed in the present chapter. The chapter also presents conclusion and recommendations arrived at through the study.

#### 5.1 THE FINAL POSITION ON NULL HYPOTHESES

The final position on the Null Hypotheses with respect to the objectives of the study is given in Table 5.1.

Table 5.1

Position With Respect to Null Hypotheses  
at the End of the Investigation

##### Objective

- 1 To Study the Effectiveness of Value-Discussion Model in Terms of Change in (1.1, 1.2 and 1.3)

	Null Hypotheses	Conclusion
		about the hypothesis
1.1 Attitude:	* There will be no significant difference between adjusted mean-attitude-towards-gender-equality scores of the control group and those of the experimental group.	retained
	* There will be no significant difference between the pretest and posttest scores of attitude towards gender equality in the experimental group.	retained

Table 5.1 (contd..)

Objectives	Null Hypotheses	Conclusion
		about the hypothesis
1.2 Gender-stereo-typing	: * There will be no significant difference between adjusted mean-gender-stereotype scores of the control group and those of the experimental group.	rejected
	: * There will be no significant difference between the pretest and posttest gender-stereotype scores in the experimental group.	rejected
1.3 Value-Judgement	: * There will be no significant difference between adjusted mean-value-judgement scores of the control group and those of the experimental group.	rejected
	: * There will be no significant difference between the pretest and posttest value-judgement scores in the experimental group.	rejected

### Objective

- 2 To Study the Influence of the Following Variables on Effectiveness of Value-Discussion -

Variables	Null Hypotheses	Conclusion
		about the hypothesis
2.1 Sex of the subject	: * There will be no significant difference in the adjusted mean-attitude-towards-gender-equality scores of males and females in the experimental groups.	retained

Table 5.1 (contd..)

Variables	Null Hypotheses	Conclusion about the hypothesis
	* There will be no significant difference in the adjusted mean-gender-stereotype scores of males and females in the experimental group.	retained
	* There will be no significant difference in the adjusted mean-value-judgement scores of males and females in the experimental group.	retained
2.2 Profession of mother	* There will be no significant difference between adjusted mean-attitude towards-gender-equality scores of children of housewives and those of working mothers in the experimental group.	retained
	* There will be no significant difference between adjusted mean-gender-stereotype scores of children of housewives and those of working mothers in the experimental group.	retained
	* There will be no significant difference between adjusted mean-value-judgement scores of children of housewives and those of working mothers in the experimental group.	retained
2.3 Profession of father	* There will be no significant difference between adjusted mean-attitude-towards-gender-equality scores of students whose fathers belong to different professional categories in the experimental group.	rejected

Table 5.1 (contd..)

Variables	Null Hypotheses	Conclusion
		about the hypothesis
	* There will be no significant difference between adjusted mean-gender-stereotype scores of students whose fathers belong to different professional categories in the experimental group.	retained
	* There will be no significant difference between adjusted mean-value-judgement scores of students whose fathers belong to different professional categories in the experimental group.	retained
2.4 Education of mother	* There will be no significant difference between adjusted mean-attitude-towards-gender-equality scores of students whose mothers had different levels of education in the experimental group.	retained
	* There will be no significant difference between adjusted mean-gender-stereotype scores of students whose mothers had different levels of education in the experimental group.	retained
	* There will be no significant difference between adjusted mean-value-judgement scores of students whose mothers had different levels of education in the experimental group.	retained
2.5 Education of father	* There will be no significant difference between adjusted mean-attitude-towards-gender-equality scores of students whose fathers had different levels of education in the experimental group.	retained

Table 5.1 (contd..)

Variables	Null Hypotheses	Conclusion about the hypothesis
	* There will be no significant difference between adjusted mean-gender-stereotype scores of students whose fathers had different levels of education in the experimental group.	retained
	* There will be no significant difference between adjusted mean-value-judgement scores of students whose fathers had different levels of education in the experimental group.	retained
2.6 Type of family	* There will be no significant difference between adjusted mean-attitude-gender-equality scores of students from joint families and those from nuclear families in the experimental group.	retained
	* There will be no significant difference between adjusted mean-gender-stereotype scores of students from joint families and those from nuclear families in the experimental group.	retained
	* There will be no significant difference between adjusted mean-value-judgement scores of students from joint families and those from nuclear families in the experimental group.	retained

Value Clarification was evaluated through Qualitative Observation (Chapter 4, Section 4.4.2)

## 5.2 SALIENT OUTCOMES

The quasi-experimental approach with pretest - posttest non-equivalent group design yielded the following major findings (Interpretation given in Section 5.3).

- 5.2.1 The Value Discussion Model did not significantly affect attitude towards gender equality (Tables 4.1 and 4.2).
- 5.2.2 The Value Discussion Model had significant positive effect on gender-stereotyping with respect to professions (Tables 4.3 and 4.4).
- 5.2.3 Professions considered appropriate for both genders before treatment remained in the same category after treatment (Table 4.7).
- 5.2.4 Before treatment professions of dancer, typist and social worker were considered appropriate for both genders but with slight feminine inclination. After treatment, gender-stereotyping was reduced to some extent in case of social worker while the effect was negligible on professions of dancer and typist (Table 4.8).
- 5.2.5 Out of 13 professions considered appropriate for both genders but with slight masculine inclination before treatment, reduction in gender-stereotyping to some extent was observed after treatment in nine professions whereas the effect of treatment was negligible in case of four professions (Table 4.9).

- 5.2.6 Before treatment fashion modelling and dress designing were considered as professions more appropriate for women. After the treatment through Value Discussion Model, noteworthy reduction in gender stereotyping was found in both the professions (Table 4.10).
- 5.2.7 Before treatment the professions of chef, shopkeeper, electrician, collector, industrialist, manager and architect were considered more appropriate for men. After treatment noteworthy reduction in gender-stereotyping was observed in case of collector; gender-stereotyping was reduced up to some extent in case of shopkeeper, industrialist, manager and architect; while negligible change was observed in case of chef and electrician (Table 4.11).
- 5.2.8 Before treatment baby-sitting, nursing, housework and pre-school teaching were considered predominantly feminine professions. Noteworthy reduction in gender-stereotyping was observed after treatment in case of housework, while reduction to some extent was observed for baby sitting, nursing and pre-school teaching (Table 4.12).
- 5.2.9 Before treatment taxi-driver, farmer, waiter, mechanic and pilot were the five professions considered predominantly masculine. After treatment noteworthy reduction in gender-stereotyping was observed in case of waiter and pilot and reduction to some extent in

taxi-driver and farmer. Negligible change was observed in case of mechanic (Table 4.13).

5.2.10 Out of the eight broad categories of reasons extended for considering a profession appropriate for only one gender, the following four categories were the most frequently cited before and after treatment : Knowledge, Skill and Art; Tradition/Convention; Social Reasons; and Innate Qualities (for details of categories please refer to Section 4.3.1).

5.2.11 The maximum difference in frequencies before and after treatment was observed for the reason category 'Knowledge, Skill and Art'. Compared to this the difference observed for the categories 'Tradition/Convention' and 'Social Reasons' were lower. The difference was the least for the category 'Innate Qualities'. (Table 4.18)

5.2.12 The Value Discussion Model had significant positive effect on value judgement with respect to gender equality (Tables 4.19 and 4.20)

5.2.13 Sex of the student had no significant influence on the effect of treatment with respect to attitude towards gender equality, gender-stereotyping and value judgement (Tables 4.23 to 4.25).

5.2.14 Profession of mother did not significantly influence the effect of treatment in case of attitude towards



gender equality, gender-stereotyping and value judgement (Tables 4.26 to 4.28).

5.2.15 Profession of father had significant influence on the effect of treatment with respect to attitude towards gender equality (Table 4.29). Profession of father however, did not have significant influence on the effect of treatment in case of gender-stereotyping or value judgement (Tables 4.30 and 4.31).

5.2.16 Education of mother did not significantly influence the effect of treatment with respect to attitude towards gender equality, gender-stereotyping and value judgement (Tables 4.32 to 4.34).

5.2.17 Education of father had no significant influence on the effect of treatment with respect to attitude towards gender equality, gender-stereotyping and value judgement (Tables 4.35 to 4.37).

5.2.18 Type of family did not significantly influence the effect of treatment with respect to attitude towards gender equality, gender-stereotyping and value judgement (Tables 4.38 to 4.40).

### 5.3 INTERPRETATION AND DISCUSSION OF THE FINDINGS

In the present study the investigator has tried to touch upon a value, a social-biological-political construct which has very complex origins and which is deep rooted in

one's consciousness. The effectiveness of such a study can not be judged merely from statistics. Statistical analysis may or may not show change at conventionally accepted significant level improvement in attitudes, stereotyping or value judgement; it is an inadequate tool to evaluate the subtle nuances of the reasoning and justifications and the complex thought process behind value judgements. Even if statistical analysis shows a significant difference, the change could be short-lived. The achievement of the program, however, lies in that the discussions have shaken absolute and uncritical acceptance of the status-quo of at least some students. The ideas and questions planted by the program may remain dormant for a long time but may spark-off when the adolescents would face a gender related value-conflict in future. They may decide to question the so-far-taken-for-granted gender bias and a changed frame of mind may make them more receptive to the idea of gender equality in future. Even a small number of such adolescents could have considerable impact in their families and peer groups.

#### **5.3.1 Relevance of the program to adolescents**

Another achievement of the program is that it gave an opportunity to adolescent boys and girls to discuss issues which were very close to their hearts (as suggested by their comments during the pretesting). The rigid school curriculum never gives them a chance for such discussions. It is very reassuring for an adolescent girl to realise that many girls

and women resent gender bias faced in day-to-day situations and she is not abnormal in her feelings. It is equally reassuring for a boy to find out that it is not abnormal if his interests fall in the so called 'feminine' domain. Besides, heterosexual relationships are a crucial aspect in gender issues. It was an important step ahead for the boys and girls participating in the experiment when a crack was made in the segregation forced by the rigid classroom environment. They began to share ideas, listen to and argue and discuss with the other gender. Thus the key factors of the new communication paradigm - participation, sharing and analysis - seem to have played a role in these sessions.

The program using Value Discussion Approach for Gender Equality throughout conveyed a subtle message that there is not always 'only one' way to respond to a situation and yet ethics and democratic values are not simply a matter of personal taste or preference. Students also learnt that reasoning and clear presentation of one's thoughts are important skills for persuading others.

The program also exposed students to various options, choices and life-styles other than their own. For example, while presenting the dilemma about change of surname after marriage the investigator suggested as a possible option that husband takes on wife's surname or both use two surnames with a hyphen. It brought about laughter and loud chuckles from the class. Many students thought that the investigator was cracking a joke. Later, when she gave them the example of the

wellknown economist-journalist Swaminathan Ankalesaria - Aiyer, they were very surprised. The name of course was not familiar to them. But after the discussion was over, a sizeable number of students (about 20) opted for the choice that both, husband and wife, should use two surnames with a hyphen. Similarly, when the pretest on gender-stereotyping with respect to professions was given, there were several professions like chef, architect, baby-sitter, entrepreneure etc. about which students had very little awareness. The list of 50 professions struck them with realisation that there are so many professional options other than doctor, engineer, lawyer and teacher.

#### **5.3.2 Housework as a profession**

Housework which was considered predominantly feminine before treatment (only 14.6% of the respondents considering it appropriate for both genders and 70.2% considering it appropriate only for women), became acceptable as appropriate for both genders to 38% of the respondents and only 43.3% considered it appropriate for only women. Here one can see that even though Housework as profession was retained in the category 'predominantly feminine' even after the treatment, the numbers of acceptors and rejectors of gender-bias changed remarkably in favour of gender-equality.

This change of stereotyping with respect to Housework as profession deserves special attention; for centuries women have not been able to leave home for outside work as housework

has been considered as women's domain and this leaves no time and opportunity to women to show off their ability in other professions. The load of housework may be considered the single most significant factor which has so far come in the way of women going for professions considered domain of men. Even when women go for outside work, it is usually at the lower levels only as the demands of housework do not allow them to accept higher positions which would require them to remain away from home even after the usual office hours.

Stereotyping with respect to the professions of Babysitter, Nurse and Pre-school Teacher has not been as much affected as Housework as these professions, especially Babysitter and Pre-school Teacher, deal with small children for whom men are not considered capable at all for these jobs. Here the gender-bias is acting against men, but still it leaves women at a disadvantage.

It is interesting to note that when it comes to accounting innate qualities as the reason for accepting a profession as predominantly masculine or feminine, the treatment did not show positive influence in changing a deep-rooted gender-bias.

Each dilemma touched one relatively simple issue to begin with, but in the process of discussion several interconnected issues got explored. For example, the Dilemma-10 posed a conflict about a couple. The young man and the woman were co-students and later got married. The woman does

not want to wear everyday all the wedding symbols like *Mangalsutra*, *Bindi* and *Sindoor* which her husband wants her to because of the tradition in his convention-bound family. The discussion in its logical flow touched upon various aspects like individual freedom and social norms . . . why only women are required to wear wedding symbols and change so much . . . why husband's parents have the right to control the daughter-in-law's personal conduct and day-to-day life whereas a wife's parents can not say anything to the son-in-law . . . could that be one reason why parents prefer sons? The same goes for income: in-laws have the right to use a woman's income and her parents who have educated her have no claim on her income or her husband's income. Is that why parents are not interested in daughter's career and professional education? Is that the motivation for amneocentesis?

The discussion sessions also gave students an idea that gender issues do not exist in isolation but are a part of interconnected, simultaneously operating forces.

### 5.3.3 Influence of Television and Films

How far the public behaviour is influenced by films and TV has been under debate long since. Whatever the final conclusion in this debate, the observations in this study with respect to the professions of Collector and Police Officer are interesting. The profession of Police Officer was considered appropriate for both genders before treatment but that of Collector was considered more appropriate for men, even

though, objectively speaking, the Police Officer may have to face greater hazards than the Collector. Here a plausible explanation is that TV serials like *Udan* and high media profile of Police Officers like Ms Kiran Bedi have influenced public opinion to accept Police Officer's job appropriate for both genders. After the treatment there was a remarkable shift in case of Collector as profession. Compared to 58.6% of respondents considering it appropriate for both and 21.76% considering it appropriate for men only before treatment, 83.6% of the respondents considered it appropriate for both genders and the percentage considering it appropriate for men only was reduced to zero!

#### **5.3.4 Influence of Independent Variables**

Sex of the respondent, Profession of Mother, Education of Mother, Education of Father, and type of family did not significantly influence the effect of the treatment, with respect to attitude towards Gender Equality, Gender-Stereotyping and Value-Judgement; Profession of father did not have significant influence on gender-stereotyping or value judgement; it influenced Attitude only, but considering the overall impact of the treatment, attitude was not significantly affected.

One may, therefore, logically conclude that Value-Discussion Model as a treatment in communication to promote gender equality works without being influenced by variables considered in the present experiment. The present study,

however, by its very nature is a relatively short-term and small-size project. It would be a good idea to carry on experiments and observations on the lines of the present study on a larger scale which may give better insight into the influence of the independent variables included in the present study.

Mother's profession does not appear to influence attitude towards gender equality (as shown by statistical analysis), but Father's profession does show significant influence on this attitude. Logically one may guess that it is Mother's profession which should influence attitude towards gender equality in a patriarchal set-up but here the situation we find is quite the opposite of our expectation. Probably this statistical result is due to the relatively small number of mothers (in the sample) who were working women (5 working mothers as opposed to 60 working fathers).

The positions taken by boys and girls on the twelve situations for the value test and the reasons given by them in support of their choices indicate that girls are as much gender-biased as boys. Similar observation was made during the group discussions following the dilemma presentations in the classroom. This point has to be noted while considering the weight of the argument that gender-bias will decrease if greater number of women occupy decision-making positions. This is especially applicable to media when people argue that the image of women in media will change in positive direction



if there are more women communicators. The present study clearly shows that both, boys and girls, need gender sensitivity programs.

#### 5.4 EDUCATIONAL IMPLICATIONS

5.4.1 Adolescent boys and girls find Value Discussion Approach interesting and useful in exploring gender issues. Schools may try to include value discussion sessions in their class-rooms and also in co-curricular programs. Value Discussion Model may also be used for promoting other democratic values in adolescents.

5.4.2 Stereotypes and attitudes do not take place in vacuum. They are shaped and reinforced by constantly repeated verbal and visual images. Schools and media should make optimum efforts to expose students to images that counteract the gender-stereotyping reinforced by socialisation at home and in society-at-large.

5.4.3 The Value-Discussion Model after further research could also be used in gender-sensitization programs for parents, teachers, and administrators and policy planners. Parent-Teacher Associations could be an appropriate platform.

5.4.4 For wider educational application, the Value-Discussion Model could be adapted for mass media like newspapers, radio and television to generate greater awareness and extensive discussion about gender issues.

## 5.5 SUGGESTIONS FOR FURTHER RESEARCH

5.5.1 Review of literature on gender issues has shown the prevalence of deep-rooted gender-bias in society. It may no longer be necessary to publish reports of the existence of gender bias. Now it is time for research to be focussed on communication and educational strategies which could strike at the deep-rooted attitudes, stereotyping and discrimination based on gender.

5.5.2 Various personal and socio-cultural factors influencing gender bias should be individually evaluated.

5.5.3 Further research on the Value Discussion Model should explore its effectiveness with different groups such as parents, teachers, administrators and policy makers.

## 5.5 CONCLUSION

Gender equality is an enormously complex concept but an essential value for a democratic set up which India has chosen. Biological factors do and will continue to play their role in shaping gender differences but it is imperative to recognize the important role of socio-cultural factors which are continuously and at present very rapidly changing as a result of technological advances. Gender role-sharing seems to be an alternative worth exploring to replace rigid gender role-stereotyping or role reversal. Younger generation needs

be sensitized on gender issues through appropriate communication and educational approaches. Value Discussion Model appears to be an appropriate tool for this task as shown by the present study.

Presently most of the discussions, seminars and programs on gender issues are confined to groups who are already supporters of the idea of gender equality. Instead of 'preaching the converts', it is now time to place emphasis on reaching the groups unexposed to the idea.