

Chapter 6

SUMMARY

Equality is an article of faith in the Indian constitution and guaranteed by specific articles.

Though improvement in the status of women was a pledge made by the constitution makers and admitted by the Government from the very beginning as one of the major tasks facing the country, women still suffer from considerable bias.

Communication can be made a tool for social change, provided there is social and political will. Gender-bias thrives in society because of deep-rooted attitudes and values, which are instilled in people right from childhood. Appropriate communication strategies are desirable to promote the concept of gender equality. The Value Discussion Model developed by Sansanwal in 1986 (Singh, 1987) seems to be a good strategy for this purpose, but it has not been evaluated so far for its effectiveness with respect to gender equality as a value. Value Discussion Model has two major components - Dilemma and Discussion. It encourages sharing of ideas and analysis in participants.

The present research project is an experiment to evaluate the effectiveness of the Value Discussion Model in communication for gender equality among adolescents.

6.1 OBJECTIVES OF THE STUDY

(1) To study the effectiveness of Value Discussion Model in terms of change in -

- * attitude towards gender equality
- * gender stereotyping
- * value judgement with respect to gender equality
- * value clarification with respect to gender equality.

(2) To study the influence of sex of the subject, profession of mother, profession of father, education of mother, education of father, and type of family on effectiveness of Value Discussion Model in terms of change in -

- * attitude towards gender equality
- * gender-stereotyping
- * value judgement with respect to gender equality

(Only qualitative observations were made in case of Value Clarification with respect to gender equality.)

6.2 NULL HYPOTHESES

Twenty-four null hypotheses were formed and statistically tested. The results are summarised in Table 6.1.

Table 6.1

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

Table 6.1 (contd..)

Objectives	Null Hypotheses	Conclusion
		about the hypothesis
	* 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
	* 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

Table 6.1 (contd..)

Objectives	Null Hypotheses	Conclusion about the hypothesis
	* 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
	* 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

Table 6.1 (contd..)

Objectives	Null Hypotheses	Conclusion
		about the hypothesis
	* 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
	* 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

Table 6.1 (contd..)

Objectives	Null Hypotheses	Conclusion
:	:	:about the
:	:	:hypothesis
:	:	:
:	:* 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)

6.3 DESIGN OF THE STUDY

A quasi-experimental approach with pretest - posttest non-equivalent group design was adopted.

6.4 SAMPLE

Students of Standard XI of the General Stream of Gujarat Higher Secondary Education Board formed the population for the study and the experimental sample consisted of two classes from two comparable Gujarati medium co-educational schools in Vadodara. In random assignment of treatment one school was designated as the experimental group and the other as the control group. The number of students in the control group was 79 and that in the experimental group, 66.

6.5 METHODOLOGY

6.5.1 Tools of Measurement

Self-administered Questionnaire, Likert-type Attitude Scale, Gender Stereotype Test and Value Test were the tools developed by the investigator for data collection.

Qualitative data were recorded with the help of detailed notes on dilemma sessions, observations, and written summaries of arguments presented by participants.

6.6 RESULTS

Table 6.1 gives summary of null hypotheses and results of the experiment. Other table numbers mentioned in this section refer to the tables in the main text.

Other noteworthy findings of the study are :

- (1) 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).
- (2) 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).

- (3) 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).
- (4) 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) 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).

- (6) 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).
- (7) 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).
- (8) 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)
- (9) It was interesting to see the wide range of justifications given by students in support of the same choice (e.g. reasons given for various categories of choices) on the twelve situations on value-test.

- (10) Justifications/Reasons given in the posttest showed more cases of multiple arguments to support a choice of option showing that many aspects of a situation were considered while forming opinion or making value judgement which may be considered a positive influence of treatment.
- (11) Even many girls have strong gender-bias, which in many cases is unfavourable for females.

6.7 CONCLUSION

Adolescent boys and girls find Value Discussion approach interesting and useful in exploring gender issues. As the Value Discussion Model was found effective in changing gender stereotype and value judgement with respect to gender equality among adolescents, it could be used in gender sensitisation programs in schools. It could also be explored as a promising approach in programs for parents, teachers, administrators and policy planners. The model could be adapted for mass media to generate greater awareness and extensive discussion about gender issues.

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. Schools and media should make optimum efforts to expose youth to images that counteract gender-stereotyping reinforced by socialization at home and in society-at-large.