



GENDER SENSITIVITY AMONG HIGH SCHOOL STUDENTS

Dr. D.Ponmozhi¹, Hemalatha.S²

¹Principal & Professor in Education, O.P.R. Memorial College of Education, Vadalur, Tamilnadu, India.

ponmozhi72@gmail.com. <https://orcid.org/0000-0002-5970-928X>

² M. Ed Student, O.P.R. Memorial College of Education, Vadalur, Tamilnadu, India.

ABSTRACT :

The primary objective of this research study is to examine the gender sensitivity of high school pupils in the Cuddalore District. This was achieved through the use of the descriptive survey study design. The random sampling technique was used to select a sample of 105 pupils. The investigator employed the Gender sensitivity Teaching Tool (GST) by Enoc, Jeromil & Gagani, Ray Ferdinand. (2019) in this study. This scale contains 18 items in 3 dimensions like Gender Equality Teacher's Values & Attitude, Teacher's Practices And Strategies and Gender Equality with 5-point scale. The validity and reliability of the scale was 0.871 and 0.933, respectively. According to research, The high school students gender sensitivity score is moderate. The study also showed that there are notable differences in the gender sensitivity depending on the School Type and Medium of instruction. The prediction model was statistically significant, $f(2, 102) = 4.852, p < .001$, and accounted for approximately 8 % of the variance of gender sensitivity ($r^2 = 0.087$, adjusted $r^2 = 0.069$). The Medium and School Type uniquely accounted for approximately 74%, and 48% of the Gender Sensitivity. Inspection of the structure coefficient suggests that, the Medium and school type were relatively strong indicators of Gender Sensitivity of High school children.

Key words: Gender Sensitivity, High School Students

INTRODUCTION :

In order to create an inclusive and equal environment in educational settings, gender sensitivity is essential. Young people's attitudes, beliefs, and behaviors are greatly influenced throughout the formative years of high school. During this stage, developing gender sensitivity can be crucial to fostering respect for one another, dispelling prejudices, and creating a diverse atmosphere. Pervasive gender stereotypes and prejudices still affect how people view and relate to each other in many communities. These prejudices can show themselves in peer relationships, academic settings, and extracurricular activities, frequently resulting in unfair treatment and opportunities. High school students must be prepared to negotiate and confront these disparities since they will be the leaders and citizens of the future. This study is to investigate the degree of gender sensitivity among high school students, looking at the ways in which peer relationships, cultural norms, family background, and school policies all have an impact. In order to help educators, legislators, and stakeholders adopt measures that advance gender equity in education, this study aims to identify the areas of students' knowledge and attitudes that are strong and those that need improvement. This study emphasizes the value of cultivating gender-sensitive attitudes and actions, which are necessary to create a society that values justice and equality for all people, regardless of gender.

NEED OF THE STUDY :

Gender sensitivity research is crucial to comprehending and resolving gender-based prejudices, inequities, and social dynamics in a variety of contexts, especially in communities, workplaces, and educational institutions. The following are the main justifications for the importance of this research: To create inclusive settings that support equality, respect, and constructive social interactions, gender sensitivity research is crucial. This research can contribute to the development of policies, practices, and attitudes that support equitable treatment for all people by offering evidence-based insights, so fostering a more compassionate and equitable society.

SIGNIFICANCE OF THE RESEARCH :

Gender sensitive research is important because it can promote equality, respect, and inclusivity in a variety of contexts, including communities, workplaces, and educational institutions. Research can be used to determine the prevalence, causes, and effects of gender-based harassment and discrimination. These results could aid companies in creating more effective preventative programs that increase everyone's safety and civility at work. The special difficulties that institutions and society present to people who are gender nonconforming, including non-binary and transgender people, are highlighted by research on gender sensitivity. This knowledge aids in the development of focused therapies, laws, and support systems to cater to the unique requirements of people who identify as gender nonconforming and advance inclusivity. It has been demonstrated that gender-sensitive behavior both increases and decreases empathy, respect, and cooperation across various groups.

STATEMENT OF THE PROBLEM :

The area of the study selected by the investigator is “A STUDY OF GENDER SENSITIVITY AMONG HIGH SCHOOL STUDENTS.”

OBJECTIVES:

1. To evaluate the total gender sensitivity of high school students.
2. To measure the gender sensitivity of high school students and their relationship with subsamples.
3. To predict gender sensitivity of high school students
4. To identify the dominant gender sensitivity of high school students.

HYPOTHESIS:

1. The total gender sensitivity of high school students are high.
2. There is no significant relation between gender sensitivity of high school students and their relationship with subsamples.
3. There is no significant predictor of gender sensitivity of high school students
4. There is no significant dominant gender sensitivity of high school students.

METHODOLOGY:

Normative survey method is used in the present study. This method of research attempts analyze, interpret and report the present level of Gender Sensitivity of high school students. The **Gender sensitivity Teaching Tool (GST)** by Enoc, Jeromil&Gagani, Ray Ferdinand. (2019). was used in this study. This scale contains 18 items in 3 dimensions like Gender Equality Teacher's Values & Attitude, Teacher's Practices And Strategies and Gender Equality with 5-point scale. Scoring is given as Outstanding- (Described my teacher very often)-5, very satisfactory-(Described my teacher fairly)-4, satisfactory-(Described my teacher sometimes)-3, Moderately satisfactory- (Described my teacher once in great while)-2 and Needs improvement-(Described my teacher never uses)-1. The reliability of the **Gender Sensitivity Scale (2019)** was found with the help of Cronbach's Alpha method and, the reliability of the scale was 0.871 and validity of the scale was 0.933. The pupils enrolled in the high school students in Cuddalore district make up the study's population. In the Cuddalore district, there are approximately 20,000 students enrolled in 205 high schools. 105 samples were selected from government institution, self-financing institution, and aided school using the random sampling technique. There are 68 male and 37 female students participating in this study across these 100 samples. Descriptive analysis, Differential analysis, Multiple correlation and Regression analysis were carried out with the help of IBMSPPS23.

ANALYSIS OF THE LEVEL OF GENDER SENSITIVITY OF HIGH SCHOOL STUDENTS

S.No	GENDER SENSITIVITY	Score	N	Percentage
1	Very Low	0-18	0	0
2	Low	19-36	13	12
3	Moderate	37-54	67	64
4	High	55-72	25	24
5	Very high	73-90	0	0
		Total	105	100

The above table 1 shows that 12 % of high school students Gender Sensitivity score is low (19-36), 64 % of high school students Gender Sensitivity score is moderate (37-54) and 24% of high school students Gender Sensitivity score is High (55-72). **Thus, the high school students Gender Sensitivity score is moderate.**

Variable	N	Mean	STD
GENDER SENSITIVITY	105	47.88	10.14

The above table 2 shows the mean score and standard deviation of high school students **Gender Sensitivity** are found to be 46.88 and 10.14 respectively. **It is concluded that the high school students Gender Sensitivity are Moderate (37-54).**

S.No	Variables		N	Mean	Std. Deviation	t/f	Result
1	School Type	Government	35	48.71	11.32	4.852	S

		Aided	35	43.89	10.86			
		Private	35	51.03	6.43			
2	Gender	Male	68	48.46	9.92	.792	NS	
		Female	37	46.81	10.61			
3	Age	16	105	47.88	10.14	--	--	
4	Medium Instruction	Of	Tamil	70	46.3	-2.731	S	
			English	35	51.03			6.43
5	Mothers Qualification		Illiterate	31	46.16	.846	NS	
			School	60	48.22			11.08
			College	14	50.21			7.62
6	Fathers Qualification		Illiterate	2	46.5	.042	NS	
			School	40	48.18			8.77
			College	63	47.73			11.14
7	Parental Occupation		Daily Wages	2	49.5	1.161	NS	
			Self-Employment	56	46.95			10.25
			Business	33	50.42			11.36
			Government	14	45.36			5.49
8	Parental Income		10-20K	84	47.76	-.230	NS	
			21-30K	21	48.33			10.85
9	Family Members		1 to 5	69	48.72	1.189	NS	
			6 to 10	36	46.25			10.45
10	Family Type		Nuclear	24	47.75	1.414	NS	
			Joint	62	47.37			9.37
			Single Parent	19	49.68			8.39

School Type: The obtained f-value indicates that high school student's opinion about Total Gender Sensitivity and the type of school they attend differ significantly. Considering that, at the 5% level, the calculated f-value (3.953) is not significant. Consequently, the alternative theory is accepted. As a result, high school students from various school types have different opinion about Total Gender Sensitivity.

Gender: According to the computed t-value, there isn't much of a difference in Total Gender Sensitivity between male and female high school students. The calculated t-value of 0.792 indicates that it is not significant at the 5% level. Consequently, the null hypothesis is accepted and the alternative hypothesis is rejected. Therefore, it may be concluded that there is no difference between male and female high school students in Total Gender Sensitivity.

Medium: According to the computed t-value, there is much of a difference in Total Gender Sensitivity between Tamil and English medium high school students. The calculated t-value of 2.731 indicates that it is significant at the 5% level. Consequently, the alternative is accepted and the null hypothesis is rejected. Therefore, it may be concluded that there is difference between Tamil and English medium high school students in Total Gender Sensitivity.

Mothers Qualification: The obtained f-value suggests that there is a no significant variation in the Mothers Qualification and **Total Gender Sensitivity**. Considering that the computed f-value (.846) is not significant at the 5% level. As a result, the null hypothesis is acknowledged. Therefore, the Total Gender Sensitivity is same among high school students who belongs to different Mothers Qualification.

Fathers Qualification: The obtained f-value suggests that there is a no significant variation in the Fathers Qualification and **Total Gender Sensitivity**. Considering that the computed f-value (.042) is not significant at the 5% level. As a result, the null hypothesis is acknowledged. Therefore, the Total Gender Sensitivity is same among high school students who belongs to different Fathers Qualification.

Parental Occupation: The obtained f-value suggests that there is a no significant variation in the Parental Occupation and **Total Gender Sensitivity**. Considering that the computed f-value (1.161) is not significant at the 5% level. As a result, the null hypothesis is acknowledged. Therefore, the Total Gender Sensitivity is same among high school students who belongs to different Parental Occupation.

Parental Income: The calculated t-value indicates that there is little difference in the **Total Gender Sensitivity** between high school students whose parents make between Rs10000-20000/- and those who make between Rs 21000-30000/-. The calculated t-value of -.230 indicates that it is not significant at the 5% level. Thus, it can be said that there is no difference in the Total Gender Sensitivity between high school pupils whose parents make between Rs10000-20000/- and those who make between Rs 21000-30000/-.

Family Members: The calculated t-value indicates that there is little variation in **Total Gender Sensitivity** between high school students from families with 1–5 members and those with 6–10 members. At the 5% level, the computed t-value of 1.189 suggests that it is not significant. As a result, the

alternative hypothesis is rejected and the null hypothesis is accepted. Thus, it can be said that high school students from families with 1–5 members and those with 6–10 members have the same level of total gender sensitivity.

Family Type: The obtained f-value suggests that there is no significant variation in the Family Type and **Total Gender Sensitivity**. Considering that the computed f-value (1.414) is not significant at the 5% level. As a result, the alternate hypothesis is acknowledged. As a result, the high school students from various Family Type exhibit no difference in Total Gender Sensitivity.

S.No	Personal variables	Correlation Score
1	School type	.195*
2	Gender	-.078
3	Medium	.221*
4	Mothers Qualification	.128
5	Fathers Qualification	-.011
6	Parental Occupation	.013
7	Family Type,	.023
8	No of Family Members	-.116
9	Family Type	.055

Note: * - significant at 5% level ** - significant at 1% level

Table 4. showed that the coefficient of correlation between the **Gender Sensitivity** of high school students and their Gender, Mother Qualification, Father Qualification, Parental occupation, Family members, Family Type is found to be -0.078, 0.128, -0.011, 0.013, 0.023, -0.116 and 0.055 are not significantly correlated at 0.05% level. The coefficient of correlation between the **Gender Sensitivity** of high school students and their School type and Medium found to be 0.195 and 0.221 are significantly correlated positively at 0.05% level. It is concluded that **There is positively significant correlation between Gender Sensitivity of high school students and their School type and Medium of Instruction.**

Model		Unstandardized Coefficients		Standardized Coefficients	r	Sr ²	Structure Coefficient
		B	Std. Error	Beta			
	(Constant)	36.743	3.699				
1	Medium	4.729	2.026	.221	.221	0.065	0.747
2	School Type	2.414	1.170	.195	.195	0.042	0.482

Note. The dependent variable- **Gender Sensitivity**, $R^2 = 0.087$, Adjusted $R^2 = 0.069$, Sr^2 is squared semi-partial correlation, $F(2, 102) = 4.852$.

Table 5 shows Type of school, Age, Gender, Medium, Mother Qualification, Father Qualification, Parental occupation, Family Type, Family members and Family Type and Gender Sensitivity were used in a stepwise multiple regression analysis to predict Gender Sensitivity of the high school students. The prediction model contained two of the ten predictors and was reached in two steps with 8 variables removed. The model was statistically significant, $F(2, 102) = 4.852, p < .001$, and accounted for approximately 8 % of the variance of Gender Sensitivity ($R^2 = 0.087$, Adjusted $R^2 = 0.069$). Gender Sensitivity is primarily predicted by **Medium** and followed by **School Type**. The raw and standardized regression coefficient of predictors together with their correlation with gender Sensitivity, their squared semi-partial correlations, and their structure coefficients are shown in table-5. The **Medium** received the strongest weightage and **School Type**, received least weightage in model. With the sizeable correlations between the predictors, the unique variance explained by each of the variables indexed by the squared semi-partial correlation was relatively high: with **Medium and School Type** uniquely accounted for approximately **74%**, and **48%** of the Gender Sensitivity. Inspection of the structure coefficient suggests that, **the Medium and school type were relatively strong indicators of Gender Sensitivity of High school children.**

TABLE 6 STEPWISE REGRESSION OF GENDER SENSITIVITY AND ITS SUB SCALES							
	Model	B	Std. Error	Beta	r	Sr ²	Structure Coefficient
	(Constant)	1.039	1.309				
1	Gender Equality Teacher's Values & Attitude	1.026	.079	.498	.896	0.624	0.668
2	Teacher's Practices and Strategies	1.003	.104	.343	.821	0.481	0.515
3	Gender Equality	.898	.117	.265	.776	0.368	0.394

Note. The dependent variable- **Gender Sensitivity**, $R^2=0.933$, Adjusted $R^2=0.931$, Sr^2 is squared semi-partial correlation, $F(3, 101)=469.429$.

Table 6 shows Gender Equality Teacher's Values & Attitude, Attention & Persistence and Gender Equality and Gender Sensitivity were used in a stepwise multiple regression analysis to predict Gender Sensitivity of the high school students.

The prediction model contained four of the three predictors and was reached in three steps with no variables removed. The model was statistically significant, $F(3, 101) = 469.429, p < .001$, and accounted for approximately 93 % of the variance of Gender Sensitivity ($R^2=0.933$, Adjusted $R^2=0.931$). Gender Sensitivity is primarily predicted by **Gender Equality Teacher's Values & Attitude**, and **Teacher's Practices and Strategies** and followed by **Gender Equality**. The raw and standardized regression coefficient of predictors together with their correlation with Gender Sensitivity, their squared semi-partial correlations, and their structure coefficients are shown in table-6. **Gender Equality Teacher's Values & Attitude**, received the strongest weightage and **Teacher's Practices and Strategies** and **Gender Equality** received least weightage in model. With the sizeable correlations between the predictors, the unique variance explained by each of the variables indexed by the squared semi-partial correlation was relatively high: with **Gender Equality Teacher's Values & Attitude**, and **Teacher's Practices and Strategies** and **Gender Equality** uniquely accounted for approximately **67%**, **52%**, and **40%** of the **Gender Sensitivity**. Inspection of the structure coefficient suggests that, **the Gender Equality Teacher's Values & Attitude** were relatively strong indicators of **Gender Sensitivity** **Teacher's Practices and Strategies** and **Gender Equality** were relatively less strong indicators of **Gender Sensitivity** of **Highschool children**.

CONCLUSION :

In the Cuddalore district, a male student, who attends a Private school in English medium, is the child of college level educate mother and school level educated father, Business parents who earn between Rs 21000 to Rs 30,000/- per month, lives with 1-5 family members and only has one parent demonstrates Moderate Gender sensitivity high school. Medium and School Type have some bearing on the Gender sensitivity of high school students. While the high school students have moderate School Environment where teachers show Gender equality values & attitude. Thus, improving gender Sensitivity training for teachers should be the top priorities for educational administrators.

REFERENCE :

- Bergenfeld, I., Clark, C. J., Khan, Z., Jackson, E. C., & Yount, K. M. (2021). Gender-sensitive school environment and bullying victimization among adolescent girls: A multilevel study in Nepal. *PloS one*, 16(7), e0253128. <https://doi.org/10.1371/journal.pone.0253128>.
- Bert, F., Boietti, E., Rousset, S., Pompili, E., FranziniTibaldeo, E., Gea, M., Scaiola, G., & Siliquini, R. (2022). Gender sensitivity and stereotypes in medical university students: An Italian cross-sectional study. *PloS one*, 17(1), e0262324. <https://doi.org/10.1371/journal.pone.0262324>.
- Condron, C., Power, M., Mathew, M., & Lucey, S. M. (2023). Gender Equality Training for Students in Higher Education: Protocol for a Scoping Review. *JMIR research protocols*, 12, e44584. <https://doi.org/10.2196/44584>.
- De Jesus, A., Dorado, J., Biag, E., Durante, J. V., & Llamas, J. E. M. (2022). Queer Literature and Gender Sensitivity of Senior High School Students. *International Journal of Arts, Sciences and Education*, 3(July Special Issue), 1-7.
- Enoc, Jeromil & Gagani, Ray Ferdinand. (2019). The Development Of A Gender-Sensitivity Teaching Test. 3. 17-24.
- Graf, J., Simoes, E., Kranz, A., Weinert, K., & Abele, H. (2023). The Importance of Gender-Sensitive Health Care in the Context of Pain, Emergency and Vaccination: A Narrative Review. *International journal of environmental research and public health*, 21(1), 13. <https://doi.org/10.3390/ijerph21010013>.
- Hetjens, D., & Hartmann, S. (2024). Effects of gender sensitive language in job listings: A study on real-life user interaction. *PloS one*, 19(8), e0308072. <https://doi.org/10.1371/journal.pone.0308072>.
- Kalra, D. & Aabha Sharma. (2021). A Study of Factors Affecting Gender Sensitivity In Schools Of Delhi, Ph.D Thesis, GD Goenka University, Haryana, India
- Kalra, Divya & Sumaiya, Bushra & Kumar, Sandeep & Talwar, Poonam & Saini, Ravinder. (2023). A Comparative Framework of Gender Sensitive Factors affecting Gender Sensitivity in Schools of Delhi. 13. 378-396. 10.48047/INT-JECSE/V13I1.211197.

10. **Kidd, K. M., Sequeira, G. M., Douglas, C., Paglisotti, T., Inwards-Breland, D. J., Miller, E., & Coulter, R. W. S. (2021).** Prevalence of Gender-Diverse Youth in an Urban School District. *Pediatrics*, 147(6), e2020049823. <https://doi.org/10.1542/peds.2020-049823>.
11. **Lahiri, A., & Jha, S. S. (2022).** Gender Equity Perceptions Among School-Going Adolescents: A Mixed-Methods Comparison Amongst Tribal and Non-Tribal Rural Areas of an Eastern State in India. *Frontiers in sociology*, 6, 772270. <https://doi.org/10.3389/fsoc.2021.772270>.
12. **Li, Y., Zuo, M., Peng, Y., Zhang, J., Chen, Y., Tao, Y., Ye, B., & Zhang, J. (2022).** Gender Differences Influence Gender Equality Awareness, Self-Esteem, and Subjective Well-Being Among School-Age Children in China. *Frontiers in psychology*, 12, 671785. <https://doi.org/10.3389/fpsyg.2021.671785>.
13. **Iri, J., Prego-Jimenez, S., Goñi-Balentiaga, O., Pereda-Pereda, E., Perez-Tejada, J., & LabakaEtxeberria, A. (2022).** Gender awareness is also nurses' business: Measuring sensitivity and role ideology towards patients. *Journal of nursing management*, 30(8), 4409–4418. <https://doi.org/10.1111/jonm.13866>.
14. **Manchana, V., & Gannavarapu, S. V. (2024).** Role of Gender perceptions in shaping gender-based discrimination and gender equality among school-going adolescents, Telangana: A cross-sectional community-based study. *Journal of family medicine and primary care*, 13(2), 774–779. <https://doi.org/10.4103/jfmpe.jfmpe.1238.23>.
15. **Pragjna, Vemulapati ; Shandilya, Vaibhav ; Pandey, Vishruti ; Sushma, Katkuri ; Gandhi, Aravind P.(2024).** Gender awareness among the undergraduate medical students: A cross sectional study from Hyderabad, India. *Indian Journal of Medical Ethics*, [S.1.], v. IX, n. 3(NS), p. 193, may. 2024. ISSN 0975-5691.
16. **Sahoo, S., & Klasen, S. (2021).** Gender Segregation in Education: Evidence From Higher Secondary Stream Choice in India. *Demography*, 58(3), 987–1010. <https://doi.org/10.1215/00703370-9101042>.
17. **Shahiwala, Sofiya. (2023).** What We Teach Our Children: Gender Sensitivity Within the Indian Curriculum. *International Journal of English Learning & Teaching Skills*. 5. 4-11. 10.15864/ijelts.5304.
18. **Than, C., Chuang, E., Washington, D. L., Needleman, J., Canelo, I., Meredith, L. S., & Yano, E. M. (2020).** Understanding Gender Sensitivity of the Health Care Workforce at the Veterans Health Administration. *Women's health issues : official publication of the Jacobs Institute of Women's Health*, 30(2), 120–127. <https://doi.org/10.1016/j.whi.2020.01.001>.
19. **Yuden, Y., Chuki, S., & Dorji, T. (2020).** Gender sensitivity in pedagogical practices in secondary education in Bhutan. *Research in Educational Policy and Management*, 2(2), 38-51. <https://doi.org/10.46303/repam.2020.3>.
20. **Yun, S. J., & Kim, H. Y. (2024).** Gender sensitivity in nursing practice: assessing the impact of childhood experiences of domestic violence and perceptions of sexism among healthcare providers on their gender sensitivity. *BMC nursing*, 23(1), 396. <https://doi.org/10.1186/s12912-024-02056>.