

A STUDY OF GENDER DISCRIMINATION IN STUDENTS EDUCATION BY PARENTS- A PILOT STUDY

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BACKGROUND: India is a male dominant society and gender discrimination is customized. Habitually females are facing lots of discrimination against them. Some of them are not given enough nutritious food, not allowed to go to school, (denying education), discrimination in admitting girl's student and boys to convent school, not giving needy health care when the girl child is ill-health. The other issues include early marriage, eve teasing, abortion with the help of scanning techniques, dowry, rape, sexual harassment, divorce. The study of socio-cultural aspects on gender perception among college students and their response of their attitude were evaluated. Sample consisting of 150 girls and 150 boys as respondents belonging to Telugu, Kannada, Tamil and Urdu speaking students from different colleges both unisex and co-education were studied. This study is aimed at assessing the gender perception, 60.6 percent boys felt that the girls are not protected by the parents, 26.6 percent are not protected by the society, and the study was concerned more with the social group interaction and social mobility in the campus. Planning commission must design strategy for the holistic approach of women empowerment in the society by formulating policies and programs; and the government has to improve the female literacy rate.

KEY WORDS: Gender, Poverty, Rural India, Discrimination

INTRODUCTION: The concept of gender as distinct from the biological fact of sex includes a complex of sociological, cultural and psychological factors associated with it. Those who consider gender as primarily psychological have a set of dispositional traits that an individual can modify at his/her choice do not realize that such behavior modifications are not prescription from the cure of social problems.

The division between female and male is socially created and is deeply woven into the organization of institutions and of everyday life. It is not just a division but an asymmetry with men having more power and status. The fact of being male or female carries connection of different

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power and status, although other situations and relational factors may mitigate these connections. Thus gender doesn't have a uniform impact across situations. It is because of this gender alone as a stratification variable provides an incomplete understanding as using only class, race, ethnicity or caste.

One of the main characteristics of the contemporary rural family household is constituted by a pattern of division of labor that defines certain kinds of work as domestic, unpaid as usually women's and there are other kinds considered as public, paid as usually men's. The interplay of the structure of production inside and outside the family changes in character across different class settings. Wages and careers affect domestic power, thereby affecting the sexual divisions of labor at home (Rohini P. Pande, Nan Marie, 2007).

India is a male dominant society and gender discrimination is customized. Habitually females are facing lots of discrimination against them. Some of them are not given enough nutritious food, not allowed to go to school, (denying education), discrimination in admitting girl student to convent school, not giving needy health care when the girl child is ill-health. The other issues include early marriage, eve teasing, abortion with the help of scanning techniques, dowry, rape, sexual harassment, divorce (Bhalani KD, Kotecha PV. 2002). One of the biggest concerns in India with regard to preference is that, decades of policy efforts have not achieved any positive change. In fact, the worsening sex ratio indicates that the situation is deteriorating rather than improving. Our results suggest that the specific focus of the policy aimed at addressing this problem matters a great deal whether it is effective or not. Indian government policy related to son preference has been to reduce sex selective abortion. Our results also suggested that India's worsening sex ratios continue to require policy attention.

Households and communities in India often place women in subordinate positions to men. In health care, girls are frequently neglected during the care seeking process, and they experience relatively poorer nutrition and lower access to preventive and curative care (Jeffery R.Wills 2009).

OBSERVATIONS

TABLE-1(A): Demographic Characteristics of the respondents

Age groups	Boys	Girls
18-20	69	70
21-23	51	41
24 >	30	39
<i>Type of Family</i>		
Nuclear Family	69	56
Joint Family	81	94
Religious Groups		
Brahmins	45	41
Lingyaths, Gowdas, Vysyas, Kshatryas	65	63
SC/ST/ Others	20	08
Muslims	12	04
Converted Christians	08	34
Total	150	150

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TABLE-1(B): Caste wise respondents

Category	Religious group	Boys	%	Girls	%
1	Brahmins	45	30.00	41	27.33
2	Lingyaths, Gowdas, Vysyas, Kshatryas	65	43.33	63	42.00
3	SC/ST/ Others	20	13.33	8	5.33
4	Muslims	12	8.00	4	2.67
5	Converted Christians	8	5.33	34	22.67
	Total	150	100	150	100

The distribution indicates that the age interval of 18-23 years has the highest number of the respondents 46 per cent boys and 46.6 per cent girls respectively, the 24 years age of boys 20 per cent and 26 per cent girls continuing their education. This represents the formative age where in the youth are gradually completing the socialization process in the family and entering the cognitive phase, the telescoping into cognitive phase depends once again on the inherent value systems of the family of the respondent. The family values - conservative or progressive depend on the religion and caste which they belong. It was observed from the data that majority of the respondents belonged to Hindu religion.

Caste is major social parameter which reflects the deep rooted and long established social and behavioral patterns which is not easily amenable to change except under the strong influence of dynamic value systems through continuous exposure. This exposure is conditioned by a number of factors such as the rural and urban environment. In our study, it was observed that Brahmins are 38 per cent, economically dominant caste (Lingyaths, Gowdas, Vysyas and Kshatryas) 85.3 per cent. SC & ST community were 18.6per cent, Muslims 10.6per cent and Christian's 28per cent.

It is interesting to note that while the distribution of both boys and girls is almost equal in the age group (18-20) around 46 per cent, the percentage distribution is less in the age group (21-23) for girls 27% compared to boys 34%. Child sex ratio of children in the age group of 0-6years in 2001 was 927 girls for every 1000 boys while in 2011 the child sex ratio was 914 girls for every 1000 boys (Registrar General and Census Commissioner, India, New Delhi 2011) in the Reserved Category. This is almost similar in the category-2 of our study which includes dominant or forward caste only. This may be due to host of reasons including social and economic.

Among the reserved category around 13.3 per cent are boys and girls constitutes 5.33 per cent on the average is a good indication of the social change taking place in these socially depressed castes. However, it will be too native to generalize on the basis of a small sample. More revealing is the number of girls increasing in this category-2.

The higher education programs which reflected a significant social change in these castes which generally are considered traditional in terms of girls entering higher education (20per cent) compare to boys (21.3per cent). Over all it can be inferred that the sample reveals a good representation at the social awareness towards the merits of entering into higher education field by all categories of castes particularly among girls. Literacy (above age seven years) in 2001, 53 per cent of females and 75 per cent of males while in 2011, 65 per cent of females and 75 per cent of males are literates (Registrar general of India, Census Commissioner India 2011), Our study says that this could be again a result of socio cultural and economic factors such as late marriages, largely to become socially independent and economic compulsion to be bread earner and also the desire to

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avail the increasing opportunities of employment for women in the service sector due to ongoing industrial and technological change in the country. Majority of the respondents belongs to Hindu religion, very few were from converted Christian and Muslim groups; this feature is better projected in the distribution of the respondents by levels of higher education as shown in Table-2.

TABLE -2(A): Educational Distribution of the respondents

Sl No	Course	Combination							
		Arts		Science		Commerce		Nursing	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	P.G.	19	15	6	9	7	6	0	0
2	U.G.	18	12	21	16	9	7	0	0
3	P.U.	22	26	19	32	21	8	0	0
Total	Diploma	0	0	0	0	0	0	8	19

Boys and Girls= 300 (Total)

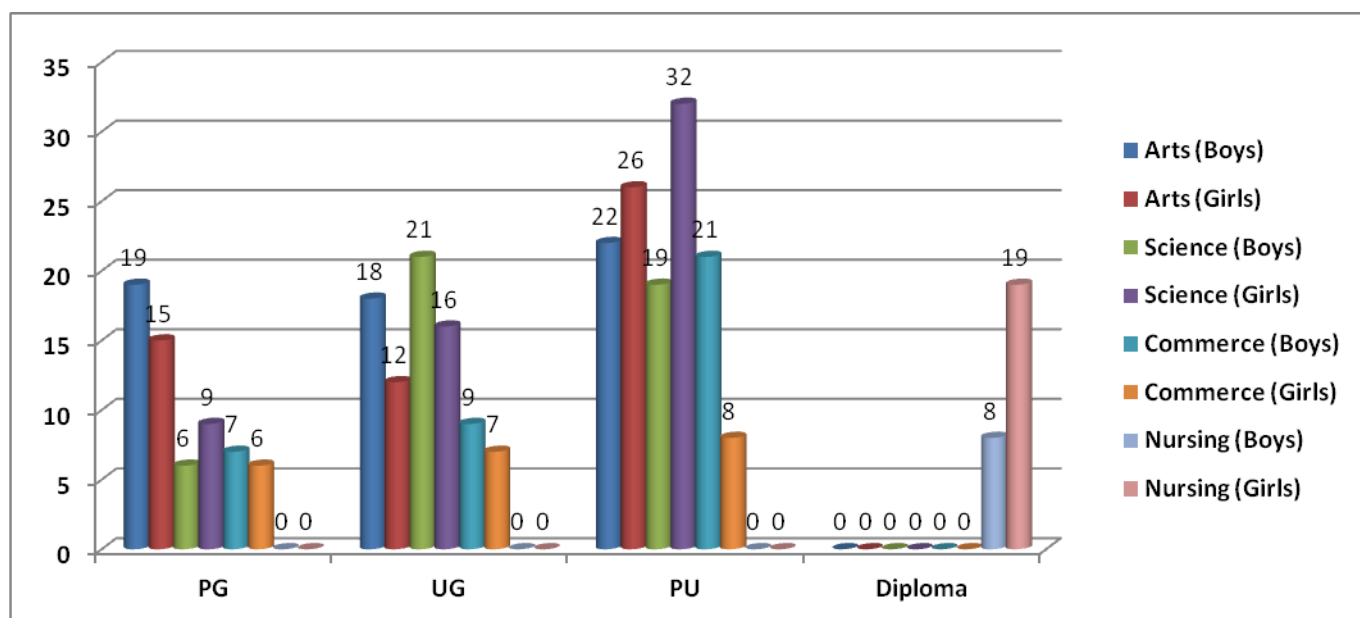


TABLE -2(A): Parent's educational background

Sl. No	Educational Level	Boys=150		Girls=150	
		Father	Mother	Father	Mother
01	PG	9	2	10	17
02	UG	31	12	20	16
03	Higher	42	29	40	43
04	Illiterates	68	107	80	74

The dispersion has to be interpreted considering the sample of colleges survey which were mostly confined to Science, Arts, Commerce, Management and General Nursing and Midwifery

The percentages of girls taking post graduate course (20 per cent) are increasing significantly higher than boys. This further reinforces the observations made above; generally girl's parents are highly educated and busy with labor.

This has been studied on the sample analysis that the responses of the boys and girls studying in the unisex colleges may in a way be taken as a control group to reveal the influence of education on the respondents. The other factor which was considered influential in terms of educational background of the respondents was their medium of instruction which was in English medium. Majority of the students was day's scholars.

FAMILY BACKGROUND: The institution of family has a vital role to play in the development of personality of children. The parents being the crucial mentors of the respondents, the study focused on some of the demographic variables of the parents such as their educational background, occupation and income. The type of the family is also a dominant influencing factor. Majority of the respondents belonged to nuclear type of families (54per cent boys, 62.6 per cent girls). As compared to Joint family the pattern of the nuclear family is small and close knit and hence the profits of the parents become a significant influence in the socialization of the boys and girls.

The educational background reflects a hybrid of traditional and modern value systems in varying degrees, depending on their education exposures.

Out of the total respondents around 28per cent of the parents had completed higher secondary, 20.6per cent degree level, 6per cent post-graduation and 45.3 per cent illiterates, as like 28.6per cent mothers had higher secondary level, 10.5per cent degree level, 11.3per cent post graduate education level and 49.3per cent of the mothers are illiterates.

TABLE-2(C): Parent's occupation of the respondents.

Occupation	Boys=150		Girls=150	
	Fathers	Mothers	Fathers	Mothers
Government	12	8	14	10
Private Sector	31	36	37	44
Petty Business	22	8	19	3
Agriculture/ Seri	49	41	46	30
Labour (agri, const)	36	57	34	63

Regarding occupational pattern around 8 per cent of the fathers had white-collar positions in the government particularly in public sector under takings, 20.6per cent were private sector, and 14.6per cent were in petty business as which the majority were having own agriculture. 32.6per cent of the fathers belong to the rest of other profession, only 24per cent were seasonal employers.

Most of the mothers were occupied with assignments in the private sector, teaching assignments, and tailoring, plastic Industries social forestry. However 24per cent of there were employed in public sector and around 24per cent on a regular job in private sector, 14per cent were business, 27.3per cent were self-employers and 38per cent of the mothers remained un-employers.

TABLE-3: Family income of the respondent's:

Family income level	Boys	Per cent	Girls	Per cent
20001- >	10	6.67	7	4.67
15001-20000	29	19.33	12	8.00
10001-15000	22	14.67	9	6.00
5001-10000	38	25.33	24	16.00
1000-5000	45	30.00	16	10.67
No income	6	4.00	82	4.67
Total	150	100	150	100

In terms of income, most of the students belong to the range, which is above 1000-5000/- monthly income group. The dispersion of the respondents to their income levels of 1000- 5000, 30 per cent of the study population. 5,001-10,000 25.3%, 10,001/- 15,000/- 14.6%, 15,001-20,000 19.3%, 20,001 and above income 6.6%. 54.6% of the mothers had no income. The income was supplemented by the other earnings of brothers and sisters of the respondents who were single.

The family background parameters indicate that most of the respondents had exposure to the socio-cultural environment, which influenced their attitudes, perceptions and dispositions. This is discernible in their responses to the questions on their general observation on gender perception, which were included under the general information data.

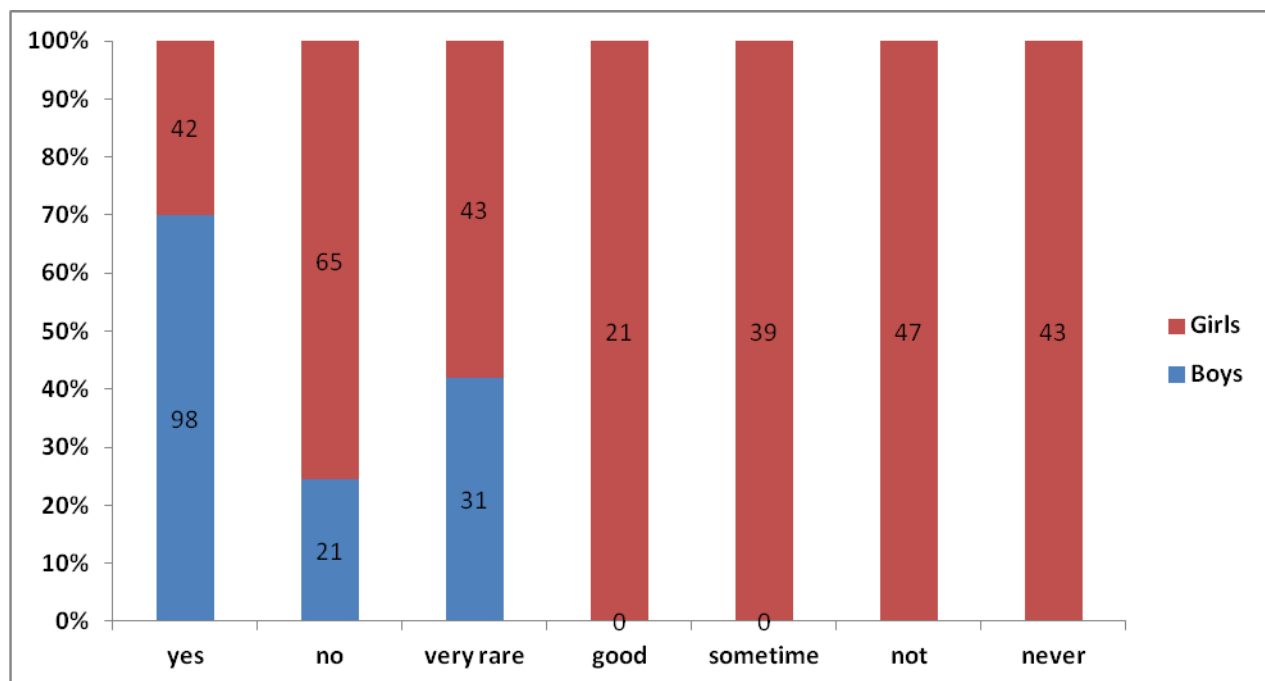
The interaction of the personal profile developed through the family and educational contexts of the respondents provides the opportunities and opinions on the events of social change happening around them either in the family or in their studying environment,

An attempt is made to analyze the views and opinions of the respondents to various questions pertaining to gender focused issues in relation to the college, parents, peers and society at large.

TABLE-4: Gender discriminations at Different places:

Gender discrimination				
		Boys=150	Girls=150	
1	Family	59(39.3)	71(47.3)	
2	College	31(20.6)	39(26)	
3	Society	60(40)	40(26.6)	
Social interaction		Free mixing	Boys=150	Girls=150
		yes	98 (65.3)	42 (28%)
		no	21 (14)	65 (43.3)
		very rare	31 (20.6)	43 (28.6)
Caring of girls by parents		good	0	21 (14)
		sometime	0	39 (26)
		not		47 (31.3)
		never		43 (28.6)

SOCIAL INTERACTION



The above response pattern reflects that the boys have a better perception of the gender discrimination in the family (39.3per cent), college girls express that (47.3per cent) of discrimination in the family. In this study it was observed that the parents themselves obstructed the individual development of the girls.

The divergence in the percentage of the positive responses regarding the existence of this factor in the family, the girl's opinions may not be forthcoming freely as they are still bound by the customary values of the family giving priority to boys, caste, religious belief, educational backwardness, family history, custom and beliefs, low income, unemployment, family situation and attitude of the society (Kalyani Menonsen, Shivakumar A K. (2001). This factor in the college 20.6per cent is also varying between boys and girls. Boys in general belong to the co-education institutions while most of the girls belong to unisex colleges.

However the observation of the respondents, both boys and girls on the prevalence of gender discrimination in the society is significant with 40 per cent girls and boys 26.6per cent in both groups. This indicates a highly developed awareness of this factor. This may be due to the impact of increasing literature on the topic in front and also through electronic visual and films.

GENDER DISCRIMINATION BY PARENTS: This study indicate the differential in the discrimination shown by either or both of the parents responses were not reveling as the respondents were not froth coming as it was too personal. This study also reflected that parents reluctance to educate daughters because of the poverty, dowry are the other social problem, has its roots in the situation of women (Vijaya Murali, Femi Oyebode2004). Parents have several incentives for not educating their daughters, the foremost reason being education of girls brings no return to parents and that their future roles being mainly reproductive and perhaps including agricultural labor requires no formal education and early marriage is the Indian custom.

INSTANCE OF GENDER DISCRIMINATIONS: The respondents were not able to narrate any clear and specific instances on the gender discrimination in the family. This clearly indicates a gap between awareness and specific attention; this may be due to the persisting confusion of the traditional and the modern normal. This was also the reason why the specific types of gender discrimination elicited non-responses.

CONCLUSION: A society without participation of women cannot achieve development. If we eliminate gender discrimination women will deliver all the potential skills and knowledge to develop the family, the nation and whole world. The main responsibilities of girls are that they believe that she should perform homework and after being married they should bring up their children. This is reflected in the sexual labor in most families in India. Parents expected girls should do all the work inside the house such as cooking, cleaning, washing clothes, tailoring and looking after children.

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