

GENDER SOCIALIZATION WITHIN SCHOOL SYSTEM
IN RELATION TO SPORTS PARTICIPATION.

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DECLARATION

I hereby declare that the dissertation entitled “*Gender Socialization within School System In Relation To Sports Participation*” submitted to fulfill M.P.Ed degree is entirely my original work and all ideas and references have been duly acknowledged. It does not contain any work that has been submitted for award of any other degree or diploma, from any university.

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ABSTRACT

The said study was performed to find the gender socialization within the school system in relation to sports participation with special reference to gender sensitization. After a thorough study we examine the annual participation in sports from the various geographical regions including urban, semi-urban and rural. It was found that there lies least line of demarcation in participation in sports among male v/s female in urban and semi-urban regions; however the gap is very huge when related to rural v/s urban and semi-urban regions. It was also evident from the results of solved questionnaire given to school organization of the urban, semi-urban and rural regions, a significant difference was found in the gender equity in rural region while no such significant difference was found to exist in urban and semi-urban regions.

Key Words: Gender Equity, Sports Organization, Geographical Location.

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INTRODUCTION I

Gender sensitivity is not about opposing women against men. On the disagreeing, education that is gender sensitive benefits members of both sexes. It helps them to decide which norms in matters of gender are valid and which are categorized generalizations. Gender awareness requires not only intellectual understanding and effort but also sensitivity and tolerance to change one's views and limited outlooks and values. It opens up the widest possible range of life options for both women and men and builds their capacities to be more nutritious and gentle.

In numerous creating nations, the part of females is still optional to that of men. Females have less freedom than men in settling on decisions to create themselves, their abilities and aptitudes. Young females are assessed to do a great deal of work in the ordinary and have less access to instruction than young men. Young females are regularly offered at a youthful age. In the event that exercises are composed in the group, they are for the most part only for young men and men. For composed and viable social improvement, men and females must have equivalent rights, obligations and opportunities: sexual orientation balance. The United Nations verifiable objective is to advance correspondence of men and females. Sexual orientation correspondence is in this manner a critical subject for improvement collaboration.

Data of the contacts and key variables expound in sports and improvement is still in its earliest stages, fundamentally as it applies to females. Still enthusiasm for sports and the requesting needs of improvement imply that projects and tasks are going ahead. A significant motivation to demand investment of young females and females in sports and physical training projects is essentially to develop known and acknowledged advantages of sports to young females and females. General physical medical advantages are best known, however there are additionally the social and mental advantages both for people and gatherings. It is talked about that interest in sports shows train, discretion, self-assurance, autonomy, authority abilities, and the benefit of working inside tenets and association. People likewise can build a feeling of physical and mental capacity and power through authority of aptitudes and accomplishment of brandishing goals. Socially, member's development involvement in collaboration, swapping, winning, losing and

arranging. Their social frameworks expand and separations amplify. They take in more about their group and the world past and accordingly see potential outcomes for themselves that they may not have envisioned something else. Such results, improved life abilities all around, apply to guys and in addition females. Association in sports may likewise give particular advantages to young females, such a more noteworthy control of their richness and a brought down danger of high school pregnancy. Thus, in numerous ways, sports present itself as a pragmatic instrument in the advancement device midsection. Given the theory that females and young females are frequently distraught in respect to guys in their social orders on numerous variables (instruction, economic wellbeing, physical development, flexibility and scope of decisions, and so forth.), if sports offers a method for consent, then it bodes well to upkeep open doors for young females and females to partake. Positive and fruitful encounters in sports may energize young females and females in different territories of society.

Sports can make a huge commitment to enhancing the position of females. By offering sports exercises to young females and females, they get an opportunity to create and expand their fearlessness. Young females and females who top at sports can go about as good examples for different young females and females. Eventually this can prompt an adjustment in the mental self-view of females. By letting young females participate in sports together with young men and by persuading folks and group pioneers that sports is likewise positive for their little girls - the previously established inclinations young men and men have about young females can be killed. More noteworthy freedom in sports can prompt more prominent autonomy in different regions of life and can hence help fortify the position and the privileges of females.

But how do you work successfully on gender equality in sport and progress assignments? This part will describe the concepts and offer some vision into problems to women's participation in sport programmes. In addition, it will discuss the conditions for successful plans and give a summary of encouragement methods. The chapter winds up with a decision and reference for effectively tackling the issue of gender equality in sport and development projects.

Game is customarily connected with manliness. In numerous social orders, it is viewed as unseemly for ladies to take part in games, and ladies who do may be seen as manly. Then again, men who don't participate in games or who are not capable in games may be marked as unmanly. Yet, it is apparent that there is nobody manliness or womanliness, and game could give a space where manliness and gentility are re-arranged instead of re-certified in their prevailing usual meaning.

The exhibit of games is identified with distinctive suppositions about work and stimulation, which are routinely lived distinctively by men and females. Figuring out how to the debilitated and elderly, bringing up kids, and other work in the home conceptive exercises still fabulously wrapped up by young women and energetic females are things being what they are not socially and fiscally saw as work. Helpful exercises sharpened outside the home and saw as work and especially when they are performed by men pass on with them the advantage to have time off work for excitement. Several social solicitations worth amusements as invaluable, in that it adds to the physical wellbeing of the personnel, particularly that included with inconvenience.

Notwithstanding the way that, at any rate in a few business parts, a developing number of females makes the workforce, recreations may be respected when cleaned by men and be seen as a pointless movement when honed by females. Females and men have a tendency to partake specifically sorts of physical action and their air towards diversions may be completely unmistakable. The focused estimations of different recreations might for some be at the heart of the redirection, while for others, diversions might fundamentally be a chance to get together. Being seen and seeing one-self as having a spot with a specific culture, ethnic gathering, cash related class or position in addition expect a part in how one takes an enthusiasm for diversions. Females, and certainly men as well, may confront distinctive judicious obstacles to enthusiasm for diversions: n in spite of a general unfortunate lack of secured and suitable recreations working environments, nonattendance of limits, assets, and particular strengthen, females may resist extra physical essentials including nonappearance of time, nonappearance of childcare workplaces.

Women may be particularly exposed to physical and/or verbal sexual harassment as well as other hazards related to participation in sports programmes, because of location and time of day, for instance. There is a lack of female's role models including women teachers. Women are under-represented in decision making bodies of sporting institutions.

1.1. MEANING OF GENDER

The term sex is used as a piece of separation to the term sex; the late suggests the natural complexities amidst men and ladies. Sexual introduction can be portrayed as a social create of viewpoints, pictures and models about masculinity and sophistication with the parallel guidelines for behavior of men and ladies. These principles are not settled, but instead are related to the time and the prevalent society. What is seen as masculine behavior or a masculine trademark at one time or in one general public may be seen as female like in another social association. "Sexual introduction" is in the blink of an eye conventionally used even to insinuate the physiology of non-human animals, with no consequences of social sex parts. In the English composing, the tracheotomy between common sex, mental sex, and social sex part at first appeared in a ladies' extremist paper on Trans sexualize in 1978. A couple of social orders have specific sex related social parts that can be seen as unmistakable from male and females, for instance, the hijra of India and Pakistan. While the humanistic systems from time to time approach sexual introduction as a social form, and sex analyzes particularly do, research in the trademark sciences investigates whether natural differences in fellows and females affect the change of sex in individuals; both light up examine about how far characteristic differentiations effect sex character plan.

1.2. GENDER MAINSTREAMING

Uniting, instructing, rising and assessing strategy forms so that the perspective of sexual orientation correspondence is consolidated into all strategies by the individuals who articulate them. This is called sexual orientation mainstreaming. Sexual orientation mainstreaming does not imply that there is no requirement for particular exercises concentrated on ladies. Particular exercises for women's stay significant given the

proceeding with holes to sexual orientation value and difficulties to strengthening that ladies confront in numerous locales.

A sport is a key piece of the way of life of each nation. Nonetheless, its utilization to advance sexual orientation value and engage young women and girls is frequently disregarded in light of the fact that game is not completely seen as a legitimate or required after down for young women and girls. Existing social thoughts of male and females or socially perceived customs of passing on what it intends to take care of business or lady in a particular socio-social foundation assume a principle part in plotting access, levels of investment and advantages from games. It is valid in all nations that young female and ladies are more outlandish than young men and men to take an interest in game, and game stays to be under challenger control by guys. It is a slip however to attempt that this is on account of women and girls don't wish to take part. Scarceness, overwhelming local requests, security concerns, low transportation, poor game and entertainment offices, and couple of chances for physical instruction and ability improvement normally keep female support in physical movement and game. Also, socio-social standards and breaking points checking young women and girls from being physically dynamic, allowing home to sit unbothered, or being seen by men outside their family, are extra hindrances keeping young women and girls from getting to be included in game and physical action. Case in point, even in the matrilineal society of Palau where ladies are as of now dynamic in groups and families, game is still seen as a male space. In the meantime, numerous worldwide structures backing female cooperation in game, with some national laws obliging equivalent access and open doors for females. A little yet developing collection of confirmation has likewise started to make don as a practical instrument for tending to sexual orientation value on a more extensive scale. Research on game, sexual orientation, and advancement shows that game can advantage young ladies and ladies to Upgrading wellbeing and prosperity, improvement self-regard and freedom, helping social vicinity and plan, animating sex standards and the length of chances for administration and achievement.

Through organized game projects, young ladies and ladies can get to be all the more physically dynamic, profiting their physical and emotional well-being, including the

lessened danger they will experience the ill effects of constant maladies, discouragement and nervousness, and taking part in wellbeing danger practices. Game can likewise be an effective wellbeing data and instruction stage, associating young ladies and ladies with the data, aptitudes and procedures they have to lessen wellbeing dangers in their lives, especially regarding their sexual and regenerative wellbeing. Game can help build self-regard by giving young ladies and ladies chances to learn new aptitudes, participate in positive connections, secure accomplishments, take part in volunteer administration and get open acknowledgment. By furnishing ladies and young ladies with a voice in project outline and choice making, preparing, and open doors for authority and support, game projects can likewise engage and help prepare them to take more prominent control over their own particular lives.

Game projects can help to decrease the social segregation and avoidance that numerous young ladies and ladies experience; especially those that can't go to class and live in destitution. Game projects can furnish young ladies and ladies with safe spots to assemble, help them to construct informal communities, offer social bolster, and join them to wellbeing, instruction and business data, administrations, and opportunities that can help to address their minimization in the public arena. Game projects can improve the strengthening process by difficult sexual orientation standards, lessening limitations and offering young ladies and ladies more noteworthy portability, access to open spaces, and more open doors for their physical, scholarly and social advancement. By including families, group pioneers, and young men and men in sex training, changes to sex standards can advantage men and ladies alike. Game can likewise furnish young ladies and ladies with effective good examples, administration abilities and experience that they can exchange to different spaces, for example, their family life, urban association, and support. These valuable impacts are self-fortifying, and may additionally make wearing open doors for young ladies and ladies more supportable over the long run. Game accompanies its own particular dangers. Since females competitors and game members are liable to the impact and control of transcendently male mentors, educators and authorities, there can be a danger of provocation and sexual misuse. Approaches and strategies to secure young ladies and ladies and guarantee they have safe spaces in which to prepare and contend are discriminating.

Tata Institute of Social Sciences (TISS) was created in 1936, as the Sir Dorabji Tata Graduate School of Social Work. In 1964, it was perceived as an esteemed University by the Government of India. The establishment has continually worked for the overhaul of solid, fair and included advancement, social welfare and social equity through its different expert training projects and field activity.

Game likewise instructs young ladies to defend themselves. It issues them the opportunity to exceed expectations at something, to expand their self-assurance and mindfulness. A group activity, for example, football helps young ladies create bunch abilities. Because of these advantages, young ladies can chat with young men at a more equivalent level about sex and resist them if important. Anyhow, game is more than a methods; game is additionally an end in itself. Each child has the privilege to do sports and to play. In a situation where young ladies and ladies need to do the overwhelming work in the family unit, as indicated by UNICEF, game offers an uncommon open door for some diversion and fun.

1.3. GENDER EQUALITY AND GENDER EQUITY

There is no agreement as to the accurate difference between these two terms, exactly what they mean, or how they should be used. However, it is by and large concurred that to attain to sex value/correspondence, there is a need to uproot intuitive hindrances to equity of chance for both genders, for example, out of line laws, traditions, practices, and institutional practices. It additionally includes building up the opportunities of all people, regardless of sexual orientation, to pick results they esteem. Sexual orientation balance is the consequence of the unlucky deficiency of separation on the premise of an individual's sex in circumstances and the designation of assets or advantages or in access to administrations. Sexual orientation value involves the procurement of decency and equity in the dissemination of advantages and obligations in the middle of ladies and men.

1.3.1. GENDER EQUILITY

Gender equality implies that women and men have equivalent conditions for understanding their full human rights and for adding to, and profiting from, monetary, social, social and political improvement. It is accordingly the equivalent esteeming by society of the likenesses and the distinctions of men and ladies, and the parts they play. It is in view of ladies and men being full accomplices in their home, their group and their general public. Sexual orientation equity begins with equivalent esteeming of young ladies and young men. Sex fairness implies that ladies and men appreciate the same status and are similarly situated to get to assets and opportunities. Where sexual orientation imbalance exists, it is for the most part ladies who are rejected or impeded in connection to choice making and access to monetary and social assets. In this manner a discriminating part of advancing sexual orientation uniformity is the strengthening of ladies, with an emphasis on recognizing and changing force awkward nature and giving ladies more independence to deal with their own.

1.3.2. GENDER EQUITY

Sexual orientation value perceives that ladies and men have diverse needs and forces, and that these distinctions ought to be recognized and tended to in a way that amends the awkward nature between the genders. It signifies "equity of treatment for ladies and men, as per their particular needs, including the equivalent treatment or treatment considered proportionate as far as rights, advantages, commitments and opportunities". Sex value is a term used to portray both the rule and practice of reasonable and evenhanded portion of assets to, and open doors for, men and ladies. Sex value takes out unfair practices that are boundaries to full support for either sex. The act of sex value does not so much imply that everybody is dealt with in an equivalent, or indistinguishable, way. Indistinguishable treatment is unrealistic to yield rise to open doors for men and ladies inside existing force structures. Rather, sexual orientation value means changing reactions to, and treatment of, men and ladies to guarantee that sex is an unbiased element when getting to assets, rights, and opportunities. Sex contrasts in the middle of men and ladies don't fundamentally infer disparity. Also, both men and ladies may encounter antagonistic impacts as a consequence of prohibitive sex parts.

Consequently, this section is centered around the strengthening of young ladies and ladies. Strengthening in this sense alludes to the procedure through which ladies pick up the certainty, quality, and in a few settings the data and abilities, expected to settle on key decisions to enhance their lives. Universally, confirmation of sexual orientation imbalance incorporates the far reaching inclination of children over girls, restricted instruction and work open doors for young ladies and ladies, and abnormal amounts of physical and sexual savagery against young ladies and ladies.

1.4. GENDER DISCRIMINATION

Gender is a typical term while sexual orientation separation is implied just for ladies, in light of the fact that females are the main casualties of sex segregation. Sexual orientation segregation is not naturally decided but rather it is dictated by socially and the separation can be changed by the correct and look after endeavors. Dismissal of equity, rights and opportunity in any structure on the premise of sex is sex separation. 50% of the world's populace is females. They are doing two-third of work of the aggregate work on the planet yet got one and only tenth of the world's aggregate pay. About two-third of the ladies is uneducated people and they have affected one and only percent of the aggregate world's properties. On the planet one and only fourth of the families are going by females. India is a male driving society and sex separation is altered reliably.

1.4.1. GENDER DISCRIMINATION IN SOCIETY

From womb to procreation females are facing lots of discrimination against them such as, abortion of females seriousness with the help of scanning, not giving sufficient and nutritious food, not allowing going to school (disowning of education), not giving needy health care while in ill health, early marriage, day before teasing, rape and sexual harassment, divorce and deprivation even for meaningless or without any reason.

1.4.2. CAUSES OF GENDER DISCRIMINATION IN SOCIETY

The causes of gender discrimination are the educational backwardness, caste, religious beliefs, culture, on the name of family history, customs and beliefs, low income,

unemployment, family situation and attitudes. Like male, females too plays important role in the family and national development. But her contribution is not recognized by the male dominant society.

1.4.3. GENDER DISCRIMINATION AND ITS IMPACT ON CHILDREN'S GROWTH

Gender discrimination practiced in the society hinders overall growth of the child. For the country to flourish the people need to be healthy and happy. Children craft the future of the country. Gender discrimination effects both the child's psychological and physical development. It nurtures a weak, unhappy, and unconfident future which ultimately brings the country on the back foot.

1.4.4. GENDER DICRIMINATION IN SCHOOLS

Inside the school itself, there is have to distinguish the plain and undercover segregation, emerging out of lack of awareness and profoundly instilled methods for intuition from instructors and instructive chairmen. This shows itself in dialect, signal, stance and activity as seen in the way young ladies and young men are situated in the classroom. We neither need to surpass the breaking points of conventionality nor need we indicate prudery – again it is for instructors and the executives in schools to guarantee that young ladies and young men are agreeable in one another's organization. Regularly a bigger number of chances are given to young men than to young ladies (by a sort of reflex activity) to answer questions or to tackle obligation. Young ladies avoid sports and physical action and nothing is done to see that they are talked out of this inclination by giving some vehicle or different offices for returning home sheltered and empowering them and tune in all the sports and work out regimes of the school. Indeed, it ought to be pushed that self-protection ought to be necessarily taught from an early stage for all youngsters, especially young ladies, to construct trust in them.

1.5. SOME OF THE SITUATIONS IN WHICH WE SEE GENDER DIFFERENCES

(A) SOCIAL

Different perceptions of women's and men's social roles: the man seen as head of the household and chief bread-winner; the woman seen as nurturer and care-giver.

(B) EDUCATIONAL

Differences in educational opportunities and expectations of girls and boys: family resources directed to boy's rather than girl's education; girls steered into less-challenging academic tracks.

(C) ECONOMIC

Differences in women's and men's access to lucrative careers and control of financial and other productive resources: credit and loans; land ownership.

(D) POLITICAL

Differences in the ways in which women and men assume and share power and authority: men more involved in national- and higher-level politics: women more involved at the local level in activities linked to their domestic roles.

1.6. COMMON GENDER STEREOTYPES IN SOCIETY

Gender stereotypes are widely held beliefs about physical appearance estimated proper for males and females, below are lists of common females and male stereotypes.

Table 1.6. LIST OF COMMON FEMALES AND MALE STEREOTYPES

| Women | Men |
|-------------------|--------------------|
| 1) Dependent | Independent |
| 2) Weak | Powerful |
| 3) Incompetent | Competent |
| 4) Less important | More vital |
| 5) Emotional | Logical |
| 6) Implementers | Decision-producers |
| 7) Housekeepers | Breadwinners |
| 8) Supporters | Leaders |
| 9) Fearful | Brave |
| 10) Peace-makers | Aggressive |
| 11) Cautious | Adventurous |
| 12) Flexible | Focused |

1.7. GENDER AND SPORTS

Sports are a social and cultural process in which social constructions of masculinity and feminity play a key role.

1.7.1. WHY IS IT IMPORTANT TO LOOK GENDER AND SPORTS?

The practice of sports is related to a number of assumptions for example it is considered as a work and leisure often lived different men and women. In earlier days sports was associated with masculinity in many of our societies. It is considered inappropriate for women who indulge or engage in sports. In sports there is no maleness and feminity, because it is a talent which will be in both males and females it is not limited to masculinity only.

1.7.2. WHY GENDER EQUALITY IN SPORTS

Gender equality in sports means giving all basic and necessary needs to both genders to exercise their equal rights and for their overall development. Generally less number of women's is seen taking part in sports activities compared to men. Sports provides physical wellbeing as well as good mental state of an individual, could the individual be a male or females. Minimum numbers of women are part of decision making bodies of sports institutions.

1.7.3. WHY SPORTS FOR GENDER EQUALITY

Sports can help to advance more extensive sex correspondence, sports can offer access to ladies and young ladies to open spaces where they can appreciate flexibility of declaration and create abilities. It will help in advancing training, correspondence and administration aptitudes which is crucial for ladies strengthening; it will help females in achieving and expanding their self-regard and will help them to settle on choices with respect to their life. The theme shows the most noiseless viewpoint inside the crossing point between games, sex and advancement. The point is partitioned into different sub areas; from characterizing ideas, to outlining the verifiable advancement made in games and sexual orientation arrangement improvement, to giving a rundown of focuses to endure as a main priority for the useful utilization of sex value through games programs.

1.7.4. THE GENDER ROLE OF SPORTS IN ADDRESSING GENDER ISSUES:

In recent years, there has been a significant shift from advocating for "Gender equity in sports" Towards using sports for gender equity and personal development. This sub-section contains some of the evidence of this shift so far.

a) Women and Girls 'Health and well-being:

The sports and physical activity has a positive impact on health has shown that involvement in regular physical activity enhances physical and mental health and well-being, including among women and girls.

b) Women and Girls self-esteem and self-empowerment:

The idea of self-regard proposes that young ladies and ladies who partook in games and physical action in both created and creating nations show higher self-regard and also enhance self-flawlessness, self-esteem, and self-adequacy etc. The change are connected with improved sentiments of achievement, view of enhanced physical appearance and responsibility to work out, confirmation from creating nations demonstrates that contribution in sorted out games exercises serves to upgrade young ladies feeling of organization self-strengthening and individual flexibility.

c) Social inclusion and social integration of women and girls:

The large amount of competing evidence from both development and developing countries reflecting the relationship between sports participants, social integration and social inclusion of women and girls.

d) Challenging and transforming gender norms:

The relationship in the middle of games and sexual orientation alludes to the transformative capability of games to test or change sex standards: 'Sex standards allude to the obligations and benefits allotted to men and ladies. In spite of the fact that the member of ladies and young ladies in games remains to a great extent unequal when contrasted with members among men and young men, most scientists are in assertion that the steady and proceeded with support of ladies and young ladies in games had a real effect on attaining to sex value in certain setting.

e) Opportunity for women and girls leadership and achievement.

Proof from creating nations shows that a few games projects give ladies and young ladies chance to create authority abilities. The moving the objective posts kilifi program (MTGK) in Kenya gives chance to members to contend and prepare and additionally take part straightforwardly in adding to the association and directing administration.

1.7.5. POLICY DEVELOPMENT IN GENDER AND SPORTS:

Policy development at the nexus of sports, gender and development has centered mainly on sports and gender. Increasingly there is recognition of the need to involve and engage with gender issues through sports in context of developing countries.

1.8. UNDERSTANDING AND ADAPTING TO LOCAL CONTEXT

This sub area gives recommendations to endure as a top priority when endeavoring to comprehend neighborhood connections and for properly adjusting sexual orientation intercessions through games to nearby circumstances.

a) Socio-economic considerations

In a large number of today's creating nations, ordinary errand to meet fundamental needs(food, cover and so on.) oblige most time, leaving few to consider saw "extravagance" of recreational exercises. Much of the time, work directed by ladies and young ladies in the home as suppliers of sustenance and vocations of the family is not considered as beneficial on the grounds that it is not an immediate pay creating movement, which suggests the presumption that females not oblige recreational or spare time as much as men. In such setting, it is essential to focus the degree to which ladies and young ladies can get to time and assets to partake in games. The absence of time and division of work in the middle of men and ladies may keep ladies and young ladies from taking an interest in social exercises outside the home, including game.

b) Socio-cultural issues

The socio social setting of secured sex standards must be considered when leading game projects that expect to address sex standards. It might be viewed as an incitement for ladies and young ladies in some setting, to be seen in broad daylight, wearing games clothing that may not cover all parts of the body. Not acting as indicated by settled sexual orientation standards controlled by socio-social impacts, can have huge negative results for the individuals who stray from these standards.

c) Ideals of masculinity and femininity

Sports are often perceived to express heterosexuality and male excellence. Experience shows that in most contexts, women who like to be successful in sport competition have to demonstrate some ‘typically male’ attributes (such as: ambition, self-confidence, aggressiveness and power). Girls and women who ‘trespass’ on these socially and culturally defined boundaries, are seen to challenge and perhaps transform well-protected gender norms.

1.8. PROMOTING GENDER EQUITY THROUGH SPORTS

This subsection provides gender guidelines, based on experiences from various interventions, on promoting gender equity through sport.

a) Claiming space

The provision of designated spaces for women’s and girls sport activities can have practical benefits but also a symbolic character, especially if the areas are public. In general, access to community areas is primarily granted to men and boys.

b) Access to resources, structure and leadership

Besides infrastructure, sports programmes for women and girls have shown to require organizational structure as well. Sports programmes that assure women and girls active board membership in leading positions, equity, financial means, participation in decision making and strategic planning are like to be more successful in producing lasting change in the self-perception and self-confidence of females participants in such programmes.

c) Choice of sport

Successful sport programmes for women and girls have shown to have paid watchful attention to categories of sport, such as sport vs. sportss; contact vs. low contact vs. non-contact sports; mixed vs. single-sex sports activities; team vs. double vs. single sports; etc. Careful considerations of these aspects can help to establish females sports participation and its integration into everyday life.

d) Traditional sports and competitions

Conventional sports have indicated to be in valuable in advancing sex value, a strategy which does not concentrate vigorously on mainstreaming game. This can help to maintain a strategic distance from potential issues with advancing focused games. Anyhow, a few indigenous games and exercises get from e.g. male dominated chasing or war practices and in this manner may be counterproductive in coming to sexual orientation value targets, strengthening existing patriarchal structures and sex standards. As being what is indicated , encounters demonstrates that changing existing games, changing certain principles and concentrating on interest and fun instead of on rivalry and execution is more powerful in accomplishing a comprehensive way to deal with advancing sexual orientation value.

e) Providing incentives

Sports projects in creating nations are typically run by game mentor who chips away at an intentional premise, however games undertakings have demonstrated to oblige particular and prepared staff with a specific end goal to achieve the yearning results. To get fit individuals to wind up effectively included in young ladies and ladies' game, examination demonstrates that included motivators must be given, for example, compensation, transferable abilities, hardware, further instruction, media presentation, travel opportunities or different assets to make the project maintainable.

f) Holistic approach

Sports programmes that have proven most effective thus far in promoting gender equity are those they are well-integrated into the community and context in which the programme takes place. An experience has shown those programmes implemented with resistance from the community are less likely to continue activities once the programme comes to an end. The programmes that have used available input, knowledge and resources from the community tend to be more effective in maintaining longer-term impact of the initiatives.

1.9. Delimitation

1. The study is delimited to higher secondary school students of Jalandhar district of Punjab
2. This study is further delimited to a sample size of 20 schools (urban 10 semi-urban and rural 10).

1.10. Objectives

This module is designed to sensitize teachers to the meaning and classroom practice implications of gender consciousness so that teachers can adopt a gender perspective in their everyday lives and in their teaching functions. Specifically, the objectives of this module are to:

1. Undo the interplay of gender relations and gender issues in participating spaces.
2. Highlight the importance of a gender viewpoint among trainers.
3. Delimit some guidelines for “gender-sensitive sports practice.
4. Help participants clarify their personal beliefs about the roles and needs of women and men.
5. Query general views regarding the roles of men and women in sports.
6. Examine and compare the lives of men and women.
7. Give participants an opportunity to talk about themselves and how they feel.
8. Expose participants to gender issues in other people’s work.

1.12. Hypothesis

Based on the literature found it is hypothesized that:

1. There would be a significant growth in female participation with respect to time.
2. There exists no significant difference in the gender equity of urban male and female teachers.
3. There exists no significant difference in the gender equity of semi-urban male and female teachers.
4. There exists no significant difference in the gender equity of rural male and female teachers.

REVIEW OF RELATED LECTRATURE II

Alley et al (2005) directed study on Peer Attitudes towards Adolescent Participants in Male- and Female-Oriented Sports. This study inspected sexual orientation generalizations in associate evaluations of womanliness and manliness for pre-adult members in three sports. Following a preparatory investigation of sexual orientation stereotyping of a few sports, secondary school understudies evaluated new partners each of whom was portrayed in a solitary passage as either a male or female devoted member in one of three sports. An aggregate of 12 diverse descriptive passages were utilized as a part of a 2 (race) x 2 (sex) x 3 (sports) plan. Each of these passages, albeit short, credited a mixed bag of qualities that could be seen by raters as the free variables: name (initials just), age, race, sexual orientation, and hours of practice every week, number of rivalries/exhibitions every year, sports, and self-assurance. Hence, raters were exceedingly unrealistic to construe that sex and sports were the essential independent variables in the study. As anticipated, there was a reliable reduction in evaluated womanliness and increment in manliness for both male and female juvenile focuses as they changed from partaking in a "ladylike" (aerial artistry) to an impartial (tennis) to a "manly" (karate) sport. These outcomes recommend that sex generalizations for specific sports may impact who chooses to take part and how members are seen by others.

Bruening, Jennifer E.(2005) directed study on Gender and Racial Analysis in Sport: Are All the Women White and All the Blacks Men? Basic race grant spotlights on minorities, girls, and the crossing point of race and sexual orientation. Then again, don grant has mirrored the prevailing White male society. Sports society overlooks the experience of girls and ethnic minorities, and most particularly disregards girls who are non-white individuals. This paper gives a diagram of the current sports writing and presents a prologue to the hypothesis and writing on African American girls in sports with specific consideration regarding representation and quieting, socialization, and stereotyping. Sport researchers are urged to understand that all the girls are not White and all the Blacks are not men (Hull, Scott, & Smith, 1982), and that those people can have diverse encounters getting to be included and staying included in sports.

Sartore et al (2007) directed a study on Explaining the Under-Representation of Women in Leadership Positions of Sport Organizations: A Symbolic Integrationist Perspective. Exploration recommends that females are limitlessly under-spoken to in the more elite classes of sports associations. All things considered, the motivation behind the present article was to apply a typical integrationist point of view to the lacking vicinity of girls in authority positions of sports associations. The model recommends that sexual orientation part implications and generalizations connected with social and sports philosophy may capacity to farthest point the limit of females inside the sports connection. In particular, in light of the lower levels of societal force and status stood to girls, females inside sports associations may neglect to view themselves as satisfactory and suitable pioneers and/or mentors in this way keeping them from going about as being what is indicated (i.e., self-restricting conduct). Character hypothesis and the personality control procedure are connected to bolster the connecting of these full scale and smaller scale forms, separately. The proposed model additionally recommends the vicinity of a mediator; one's self-idea, that may give a defensive system to the potential hindering influences of ideological implications, character arrangement, and ensuing self-constraining practices. Furthermore, proposals for future exploration are advertised.

Simons et al (2007) led a study on The Athlete Stigma in Higher Education. In this study 538 university competitors were asked how they were seen and treated by personnel and other non-competitor understudies. 33% reported they were seen contrarily by teachers and 59.1% by understudies. Just 15% reported positive discernments. 61.5% reported they were declined or given some major snags when asking for housing for athletic rivalries. 62.1% reported an employee had made a negative comment about competitors in class. 370 competitors reported particular remarks about competitors made by workforce and non-competitor understudies. The remarks mirrored the moronic muscle head generalization; low knowledge, minimal scholarly inspiration and receipt of undeserved advantages and benefits. There were race, sex and sports contrasts in the defamation. Due partially to the stupid athlete generalization competitors are demonized (downgraded social personality) in the scholarly area.

Hanson, Sandra L (2007) led a study on Young Women, Sports, and Science. This article analyzes young girls' entrance to two generally male areas, sports and science, from two viewpoints. The auxiliary methodology proposes that sports and science are stratified by sex and have verifiably been nippy atmospheres for girls. The Critical methodology contends that structure and office are imperative in comprehension wellsprings of disparity, including sexual orientation. Information from the broadly illustrative High School and Beyond (HSB) and National Educational Longitudinal Study (NELS) were utilized to investigate the relationship between contribution in sports and achievement in science for secondary school matured girls. Discoveries propose that sports support gives an one of a kind asset to young girls particularly with respect to science demeanor and access (course-taking). Young girls who are given an early chance to partake in sports may be more arranged for the male culture in science classrooms. Ramifications of the discoveries for folks, instructors, mentors, and approach producers are additionally examined.

Rave et al (2007) directed a study on the Social Construction of Gender in Spanish Physical Education Students. The goal of this study was to investigate sex generalizations in Spanish secondary school understudies. Three hundred young men and young girls from 12 to 17 years of age took an interest in this study by finishing a 41-thing overview about their inclinations for distinctive body sorts. The review was connected utilizing a situated of visual triggers. Investigation of information demonstrated that body generalizations decided the way young men and young girls saw physical exercises. These impacts made young men show manly generalizations (religion of strength) and young girls to take after conventional ladylike generalizations (clique of slimness). We infer that educators must be caution for sports works on turning into a vehicle for recreating generalizations identified with sexual orientation.

Rowley et al (2007) led a study on Social Status as a Predictor of Race and Gender Stereotypes in Late Childhood and Early Adolescence. We inspected race and sexual orientation generalizations in fourth, sixth and eighth-grade White and Black kids. The members reported their view of the ability of Black, White, female and male kids in scholastic spaces, sports and music. As a rule, low-status bunches (young girls and Black

youngsters) did not support generalizations that pondered adversely their own gathering however were liable to report generalizations that supported their social gathering. High-status bunches (young men and Whites) embraced most customary generalizations, whether negative or positive, for their social gathering. Where age contrasts seemed, more seasoned youngsters were more probable than more youthful kids to report conventional generalizations and status impacts were more claimed. The outcomes are talked about regarding gathering upgrade and connections between social generalizations and self-view.

Constantine, Phoebe (2008) led consider on Heightening Our Awareness of Gender Stereotypes; while one can expect that most instructors attempt to be reasonable and endeavor to give evenhanded learning chances to all understudies, it is not phenomenal for them to slip into their own stereotyped mentality and treat guys and females in an unexpected way. Research on sexual orientation in classroom settings demonstrates that guys are approached all the more habitually and given of a chance time to answer questions. Besides, they are given more particular criticism about their endeavors and work. While guys are rebuffed all the more frequently for their terrible conduct, females are adulated for being slick and calm. Comparable instructor practices have been accounted for in physical training classes. Exploration has demonstrated that some physical instruction instructors collaborate contrastingly with, and give more restorative input and practice open doors for, their male high-talented understudies contrasted with their female and low-gifted male understudies. The majority of the instructors were unconscious of their distinctive conduct toward the two, yet notwithstanding when they got to be mindful of it they thought that it was hard to change. This article gives some foundation data in regards to research on sexual orientation generalizations in the physical instruction setting and its effect on understudies' lives. Moreover, it recommends some instructing techniques that could help with building up a more profound attention to sex stereotyped practices, and empower the teacher to give a significantly more evenhanded educating environment.

Constantinou et al (2009) conducted study on Female Understudies' Recognitions about Sexual orientation Part Generalizations and Their Impact on State of mind toward

Physical Training. Why young ladies' enthusiasm for physical preparing (PE) fundamentally changes once young ladies attain to focus school has been of eagerness to various researchers. Focusing on how focus school young ladies see things at this age helps ensure a more conspicuous appreciation of how to better address young ladies' issues. The explanation behind this study was to choose how focus school young ladies see their PE instructors' sex part craves and how these acknowledgment impact the young ladies' standard investment in and disposition toward physical guideline. Subjective data amassing schedules were utilized for the study, including observations and formal and easygoing gatherings. This study coordinated through and through gatherings with twenty 7th- and 8th-grade young ladies in a reasonable size provincial focus school. The young ladies were observed twice in the midst of their 45-minute PE class nearby their PE teachers, who were calmly conversed with direct after every observation. To make points and imparted characteristics, the data from the gatherings and discernment field notes were dismembered. The subjects that rose up out of the individuals' responses and the discernments are that (a) the instructors' crucial cravings for young ladies and young fellows were to assemble effort and interest in PE, (b) young ladies hold sexual introduction part speculations, and (c) a centered air and peers' behavior sway young ladies' backing in and perspective toward physical preparing. Also, the young ladies partaking in the study saw themselves as physically comparable to their male partners and called themselves "athletic" and "concentrated." Be that as it may, the fundamental components influencing the young ladies' standard support in and aura toward PE and forceful games were the young ladies' perspective of what constitutes a secured area and what constitutes a shielded games.

Hannon et al (2009) conducted study on Gender Stereotyping and the Influence of Race in Sport among Adolescents. A champion amongst the most dreaded attack in games is, "You hurl like a young woman," in light of the way that it epitomizes society's sexual introduction reason about physiological differences amidst men and young ladies. Though physiological differentiations between the sexual orientations exist, people check these limits and practices as masculine or elegant as a result of social and social goals. Appropriately, sexual introduction contrasts with the socially learned longings and practices joined with being male or female. The games environment gives an uncommon

microcosm to the examination of both sexual introduction and race socialization. Along these lines, the inspiration driving this study was to take a gander at both the effect of sexual introduction and race among optional school youth in gathering games practices as masculine, refined, or sexually fair. The makers examined the social criticalness of sexual introduction and race among auxiliary school understudies who were introduced to and limited from sharing in games works out. Data was analyzed using both quantitative and subjective strategies. Gigantic complexities were found between White young fellows and young ladies concerning the games of lively work out, aerobic, hockey, and wrestling. More White young fellows than young ladies acknowledged that high effect activity and aerobic are suitable for youthful females, and wrestling and hockey are legitimate for young fellows, supporting past examination and the conflict that young fellows sort certain games as masculine or female considering sex fittingness. Male Blacks generally saw boxing and football as additionally fitting games for young fellows and tumbling as more legitimate for young ladies, Black young ladies saw football, boxing, and gymnastic as games for both young fellows and young ladies; in any case, their accomplices maintained ordinary sexual introduction stereotyping. The disclosures from this study have proposals for the change of intercession ventures centered toward juvenile young girls.

Larsson et al (2009) conducted study on Queering Physical Training. Between Kindheartedness towards Young ladies and a Tribute to Manliness; Inquire about on PE demonstrates that the subject is stamped by rather stable gendered examples of conduct and impression of the subject. This paper denote an endeavor to layout a hypothetical approach that makes it conceivable to decipher what is going ahead in the rec center in a manner that may challenge the generation of sex. Reason: To examine the hetero-regulating character of the talks and practices that, from the perspective of PE educating, constitutes gendered positions and subjectivities in PE and roll out them defenseless to improvement. Members, setting and exploration plan: Four schools in Stockholm, Sweden, each with diverse social-monetary and ethnic creation, were chosen for the study. In every school, six lessons in physical instruction were watched, and the five educators of every class were met. The watched lessons contained various types of physical exercises, extending from move to wellness preparing and from crosscountry

racing to ball games, permitting diverse methods for sexual orientation and body developments to show up. Information gathering: The perceptions concentrated on (a) what physical exercises and routines are chosen; and (b) what the educators say to the students amid the lessons (data, guidelines, answers to inquiries, and so forth.). The meetings spun around (a) the educators themselves and their work; (b) what the instructors see as the point inside the subject; (c) the instructors' perspective on sexual orientation; and (d) the instructors'; see on issues concerning the body and physical action. Information examination: First and foremost, a substance investigation was completed, concentrating on the educators' "appearance on activity" (interviews), and on the instructors' "work in real life" (perceptions). Taking into account this investigation, a talk examination was led, endeavoring to reproduce the talks that constituted from one viewpoint the instructors' perspective on the subject, and on young ladies and young men in the subject, and on the other the watched lessons and the way sexual orientation was performed in the rec center. The talk investigation took bits of knowledge from women's activist post-structuralism and strange hypothesis as its beginning stage. Discoveries: The watched educating was supported by essentialist and functionalist suppositions, uncovered through a realistic way to deal with instructing. The educators were mindful of the predominance of (a portion of the) young men in the rec center, however this strength appeared to be viewed as something typical or characteristic, and something to be overseen logistically as opposed to tested. It appeared to be similarly critical for the PE educators to deal with the understudies in such a path, to the point that physical action for the lion's share was advanced. In doing as such, they inclined toward customary thoughts regarding sex in connection to game and physical movement, and abstained from testing sexual orientation generalizations. These systems, which we name kindness towards young ladies and a tribute to manliness, are effective insofar as the understudies stick to the same conventional thoughts and don't avoid sex generalizations that are called upon by the instructors. Conclusions: The systems of consideration towards young ladies and making a tribute to manliness among young men are, as we see it, distinctive methods for replicating thoughts regarding the genders as regularly diverse and pulled in to one another. In light of our studies, it appears to be as though it is the strange understudies, however not so much the non-hetero students, that are situated "at the edges" in the rec

center. Any genuine endeavor to test sexual orientation generalizations in PE would then additionally be an endeavor to test hetero-normativity in the rec center.

Hannon et al (2009) conducted a study on Gender Stereotyping and the Influence of Race in Sport among Adolescents. A standout amongst the most feared affront in games is, "You toss like a young lady," in light of the fact that it typifies society's sexual orientation rationale about physiological contrasts in the middle of men and ladies. Albeit physiological contrasts between the genders exist, individuals mark these capacities and practices as manly or female as a consequence of social and social desires. Along these lines, sexual orientation likens to the socially learned desires and practices connected with being male or female. The games environment gives a novel microcosm to the examination of both sexual orientation and race socialization. In this way, the reason for this study was to look at both the impact of sex and race among secondary school youth in grouping game exercises as manly, ladylike, or sexually unbiased. The creators inspected the social importance of sex and race among secondary school understudies who were presented to and limited from taking an interest in games exercises. Information were investigated utilizing both quantitative and subjective methodologies. Noteworthy contrasts were found between White young men and young ladies in regards to the games of high impact exercise, vaulting, hockey, and wrestling. More White young men than young ladies accepted that high impact exercise and aerobic are proper for young ladies, and wrestling and hockey are suitable for young men, supporting past examination and the discord that young men sort certain games as manly or female taking into account sex propriety. Male Blacks essentially saw boxing and football as more suitable games for young men and acrobatic as more fitting for young ladies, Black young ladies saw football, boxing, and tumbling as games for both young men and young ladies; nonetheless, their partners upheld customary sexual orientation stereotyping. The discoveries from this study have suggestions for the improvement of intercession projects focused toward immature young ladies.

Sabo, Don (2009) conducted study on The Gender Gap in Youth Sports: Too Many Urban Girls Are Being Left Behind. The most recent a very long while have seen an expansive increment in the quantity of young ladies who take part in games in the United

States. Today an expected 8 million third- through 12th-grade young ladies and 12 million young men partake in sorted out and group activities. While much advance has been made toward accomplishing sexual orientation value in youth sports, an excess of young ladies are by and large deserted -particularly in urban groups. This article investigates some key discoveries from "Go Out and Play: Youth Sports in America" (Sabo & Veliz, 2008), a thorough study in light of two across the country reviews of youth game cooperation in the United States.

Bhalla et al (2010) examined on A Cross-Cultural Perspective of Parental Influence on Female Adolescents' Achievement Beliefs and Behaviors in Sport and School Domains. Little is thought about parental socialization forms for youth members from diverse social foundations. The reason for this study was to analyze parental impact on self-recognitions, undertaking qualities, and accomplishment practices among female teenagers from two societies utilizing Eccles' anticipation esteem hypothesis (Eccles et al., 1983). Twelve Anglo Canadian and nine East Indian female young people were met about impression of parental impact on anticipation worth develops for game and scholarly spaces. Inductive and deductive substance investigations were performed to distinguish lower and higher request topics from meeting reactions. Similitudes and contrasts in saw parental impact rose for young ladies of both social gatherings and in both areas. Our discoveries bolster joins among hope worth builds and highlight social varieties in parental socialization of accomplishment insights and practices in numerous areas.

Lee et all (2011) conducted study on contemplated on Impact of Occupational Socialization on the Perspectives and Practices of Sport Pedagogy Doctoral Students. The motivation behind this study was to look at the effect of word related socialization on the points of view and practices of game instructional method doctoral understudies regarding physical instruction (PE) showing and physical training instructor training (PETE). Members were 12 understudies. Information were gathered through formal and casual meetings, perceptions, and self-intelligent notices. They were investigated utilizing explanatory actuation and consistent examination. Key discoveries were that doctoral understudies upheld both traditionalist and liberal types of PE and PETE. These

perspectives were formed by the different periods of their socialization. Doctoral understudies reviewed being focused to showing and drilling. The more extended training introductions stayed in place, the more probable they were to uphold preservationist renditions of PE and PETE. The understudies' graduate training was demonstrated to be especially strong and effective. This seemed, by all accounts, to be because of persuasive personnel, a specialist concentrate in graduate degree projects, and engagement in undergrad PETE.

Docheff, Dennis M. (2011) examined on *Dealing with Differences, A Coach's Perspective*. Mentors have constantly expected to react to contrasts in game and have dependably been concerned with discovering dedicated children who work well as a group. While mentors still attempt to assemble group cohesiveness, today's mentors must react to complex issues identified with differences and are required to be politically right. The motivation behind this article is to talk about how to manage contrasts in game settings.

Chase, Melissa A.; Machida, Moe (2011) mulled over on *The Role of Sport as a Social Status Determinant for Children: Thirty Years Later*. The motivation behind this study was to inspect the part of game as a societal position determinant among racially different youngsters. Members were 1,233 fourth- to seventh-grade youngsters. Results showed there were sexual orientation, grade, and racial contrasts for the determination of societal position determinants. Young men set more significance than young ladies on being great at games and riches. Young ladies set more significance than young men on getting decent evaluations and being alluring. Fourth- and fifth-grade understudies positioned getting decent evaluations as most imperative, while 6th and seventh-grade understudies positioned being appealing as generally critical. Non-Hispanic Caucasian understudies positioned being great at games and being appealing as most critical, while African American understudies positioned getting decent evaluations and riches as generally essential.

Rentzsch et al (2011) directed a study on *Being Labeled "Geek": Factors that Influence the Social Acceptance of High-Achieving Students*. The present examination addresses the subject of whether certain components can ensure high-attaining to

understudies at danger for being marked a geek against depreciation. In 2 studies, 125 and 317 understudies from Grade 8 assessed vignettes depicting normal understudies and understudies who were called "geeks." Results demonstrate that being unobtrusive about decent evaluations, being occupied with games, and being amiable prompted higher preferring. In understudies who were marked "geeks," yet not in normal understudies, showcase of exertion prompted less positive assessments. The impacts of the previously stated variables were directed by the sexual orientation of the perceivers and targets. Discoveries are examined concerning sexual orientation part generalizations and the self-presentation of high-accomplishing understudies.

Dunton et al (2012) contemplated on Differences in the Intensity and Duration of Adolescents' Sports and Exercise crosswise over Physical and Social Environments. We utilized information from the American Time Use Survey (years 2003-06) to break down whether the force and length of time of secondary school understudies' (ages 15-18 years) games and activity sessions contrasted crosswise over physical and social situations. Young men's games and activity sessions were more prone to achieve a fiery force when occurring at school and with companions/colleagues/other individuals; while young ladies' games and activity sessions were more prone to achieve an incredible power when outside and alone. For young men and young ladies, session spans were more noteworthy at school and with companions/colleagues/other individuals than in different situations. By and large, ecological impacts on the force yet not term of games and activity sessions seem to contrast in the middle of young men and young ladies.

Hushman et al (2012) conducted a study on Strategies to Reduce Negative Socialization in the First Years of Teaching. Transitioning into another part can be troublesome in any stroll of life, and this is the same for physical instructors entering another educating environment. In another setting, a physical instructor may experience a socialization process where convictions, mentality, practices, and showing rationalities are impacted. Educator socialization examination recommends when people enter the instructive methodology they experience three particular periods of socialization: (1) enlistment socialization; (2) expert socialization; and (3) word related socialization. The third period of socialization is separated by Stroot, Faucette, and Schwager (1993), who

recommend word related socialization conveys with it four principle issues: (1) underestimation or confinement; (2) part clash; (3) reality stun; and (4) wash-out. In this article, the writers analyze these four issues further, and examine procedures that may be utilized by a guide or manager of new physical training instructors to help lessen the negative impacts of the socialization methodology amid the initial couple of years of instructing.

Spittle et al (2012) studied at Stereotypes and Self-Perceptions of Physical Education. Pre-service Teachers Stereotypes and self-observations are essential in seeing how individuals build up their self-information and social character, get to be individuals from gatherings, and perspective gatherings and their individuals. While we have some comprehension of the cliché perspective of the physical instruction educator, we right now have little learning of how physical training pre-service educators (understudies mulling over a physical training degree) are stereotyped, furthermore if there is any relationship between these generalizations and how physical instruction pre-service instructors see themselves. The motivation behind this study was to look at the generalizations and self-impression of physical training pre-service educators. The points were to portray how physical training pre-service educators generalization and see themselves, look at if there are contrasts in the generalizations and self-recognitions in the middle of guys and females, and to investigate if there were connections between what the physical instruction pre-service instructors accepted stereotyped them and how they saw themselves. Members were 250 understudies (n = 120 guys, n = 130 female) mulling over a 4-year Bachelor of Education (Physical Education) degree at a college who finished a poll which contained 10 things about how they saw physical training pre-service educators (generalizations), and 26 things on how they saw male physical instruction pre-service instructors and female pre-service educators (generalizations) and 26 things on how they see themselves (self-discernments). Element examination uncovered 2 generalization variables, which were named as Sociable (e.g., associate, celebrating, drinking, noisy and active) and Health and Lifestyle (e.g., fit, playing game and not smoking). The generalization of the male physical instruction pre-service instructor, involved two components: physical, decisive and forceful conduct (e.g., forceful, predominant, fearless, and aggressive) and physical and self-presentation

elements (strong, athletic, physically fit, physically facilitated, and appealing). The generalization of female physical instruction pre-service educators contained three components: physical appearance and capacity (e.g., physically fit, athletic, healthy, alluring, meager, and physically composed), forceful and confident behavioral style (e.g., scary, unapproachable, and forceful), and manly behavioral style (e.g., forceful, manly, ladylike, solid and overwhelming). The self-view of male physical instruction pre-service educators contained three components: saw appearance and capacity (e.g., athletic, physical fit, meager, appealing, solid and satisfied with their body), forceful and certain conduct (e.g., scary, predominant, hotshot and forceful) and autonomy and mind (e.g., autonomous, driven, fearless and keen). The self-view of female physical instruction pre-service instructors embodied three variables: solid willed conduct (e.g., goal-oriented, and predominant), presentation and appearance (e.g., satisfied with their body, appealing, slight and fearless), and forceful and prevailing conduct (e.g., forceful, scary, manly and hotshot). There were noteworthy connections between the male physical and self-presentation generalization component generalization and saw appearance and capacity self-observation element and between the male physical, self-assured and forceful conduct generalization variable and the male forceful and certain practices self-recognition component. For females, the forceful and overwhelming conduct generalization was identified with both the forceful and emphatic behavioral style self-recognition variable and the manly behavioral style self-discernment element. It is recommended that future studies examine the generalizations and self-view of understudies in schools amid the enrollment period of socialization, and the conceivable impact of the physical training instructor instruction program, personnel pioneers, and noteworthy others on the physical training pre-service instructors' self-recognitions, generalizations and socialization into physical instruction

Gutierrez et al (2012) conducted study on Gender Differences in Sports Behaviour in Invasion Sports Previous research has revealed the existence of gender differences in physical education. Most illustrative studies demonstrate that young men are more physically dynamic than young ladies, have more noteworthy self-view of satisfaction and fitness in physical training, connect more significance to games and interest in them and show higher games execution in intrusion sports. There likewise exist distinctive

support and learning examples. Trial studies have demonstrated that with the right system some of these distinctions can be changed and that generalizations are element and depend to an expansive degree on the communications that happen amid the learning methodology. Reason: It was the motivation behind this study to assess conceivable sex contrasts in the games conduct of physical instruction understudies as far as interest and hostile strategic conduct in intrusion sports with blended groups. Techniques: The members were young men (n = 31) and young ladies (n = 43) in four age bunches (essential years two, four and six and optional year two; matured 7-8, 9-10, 11-12 and 13-14 years). Hostile games conduct was assessed amid games play through the quantity of assailant on-the-ball activities (Aon BA; passes, developments on the ball and shots), and the rate of hostile activities identified with a particular hostile strategic expectation (OTI; keeping the ball, infiltrating the barrier, scoring and observer player). Understudies were assessed through a changed intrusion sports, where the specialized and standards prerequisites were minimized and acclimated to the formative qualities of the members. Results: The outcomes demonstrated that young men took part all the more in hostile play with the ball, particularly in the quantity of developments on the ball (young men, M= 10.5; young ladies, M = 6.4; p under 0.01) and shots (young men, M = 3.3; young ladies, M = 1.2; p under 0.01). Investigation of OTI uncovered contrasts in aim to score (young men, M = 6.1%; young ladies, M = 3.5%; p under 0.01) and in activities, for example, onlooker player (young men: 3.1; young ladies: 6.4; p under 0.05). In examination by age assembles the best contrasts were recognized in the most seasoned gathering. Conclusions: The outcomes affirmed the presence of cliché manifestations of investment in intrusion sports. The young men concentrated on taking care of the ball and accomplishing the objective, while the young ladies showed all the more off-the-errand (onlooker player) behavior's. The outcomes were steady with most studies showing sexual orientation conduct in physical training, with contrasts expanding in pre-adulthood

Feltz et al (2013) conducted a study on Predictors of Collegiate Student-Athletes' Susceptibility to Stereotype Threat. The present examination tried to focus the degree to which university understudy competitors are vulnerable to generalization risk and the variables that foresee it. We proposed a basic comparison model (SEM) by which an apparent mentor's certain respect for a competitor's scholarly capacity, athletic

personality, and scholastic character predicts the level of saw generalization risk while controlling for sex, race/ethnicity, sort of game, and division level. Likewise conjectured, athletic and scholarly personalities intercede the mentor's disposition toward scholastics in foreseeing vulnerability to generalization danger. Overview reactions from 318 university competitors demonstrated the mentor's respect for a competitor's scholastic capacity developed as a huge indicator of generalization risk. A mentor's respect for scholarly capacity had a noteworthy negative association with athletic personality, which, thusly, had a critical constructive association with generalization risk.

Grahn, Karin (2014) conducted on study *Youth Athletes, Bodies and Gender: Gender Constructions in Textbooks Used in Coaching Education Programmes in Sweden*. This paper is in light of investigations of thoughts regarding young ladies and young men in games as they are exhibited in course books utilized as a part of instructing instruction programs in Sweden. In particular, it investigates sex in connection to depictions of young ladies' and young men's bodies and substantial advancement amid adolescence. Writings build sexual orientation contrasts. Manliness is formed around being a competitor with a practical, commonly athletic body. Femininities are formed in connection to the female particular body and rather than the male athletic body. Portrayals of young ladies' bodies and physical advancement accentuate issues that young ladies are required to experience amid the pubescent period. Sex hypothesis and talk investigation are utilized as a part of the study. Thoughts regarding sex are exemplified and also how these thoughts are exhibited by the utilization of diverse talk sorts, classifications and styles in the writings.

Johnson et al (2014) studied on *Relationships between Sports Team Participation and Health-Risk Behaviors among Alternative High School Students*. Confirmation proposes that games group investment differentially identifies with wellbeing danger practices. Couple of studies have investigated connections among high-chance youth. Reason: To analyze relationship between week after week games group cooperation and wellbeing danger practices (substance use, sexual danger taking, viciousness contribution) among option secondary school (AHS) understudies. Systems: Data for this rehashed cross-sectional investigation originated from the 2001, 2004, 2007, and 2010

Minnesota Student Surveys (n = 2847 to 4596). Logistic relapse was utilized to analyze connections between games group interest and 14 results. Collaboration terms tried whether affiliations changed by study year, sex, and/or race/ethnicity. Results: For guys, games group support secured against most substance utilization results and was connected with higher condom utilization. Female games members were more improbable than nonparticipants to have ever had intercourse. For both sexual orientations, games group support was emphatically connected with weapon conveying. No distinctions by race/ethnicity or year were found. Exchange: Further research is required with AHS understudies who play games to comprehend blended discoveries from the momentum study and how to advance solid practices through games. Interpretation to Health Education Practice: Health instruction experts are in perfect positions to work with school chairmen and scientists to encourage experimental request and make an interpretation of it into practice.

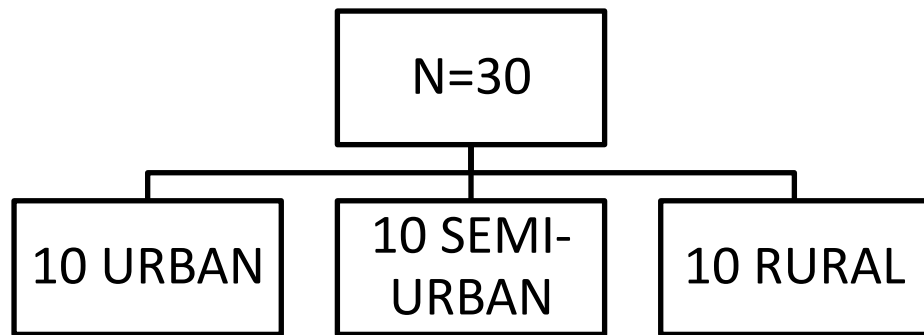
METHODOLOGY III

3.1. PROCEDURE

In this chapter selection of subjects, selection of test item, narration of the test item, collection of data, criterion measures, reliability and validity of questionnaire, and statistical technique for the analysis of data has been described.

3.1.1 SELECTION OF THE SUBJECT

The subject for the study were schools of kapurthala and Jalandhar district of Punjab provinces (N=30), further while selection of the subject the researcher was vigilant about the geographical locations (urban, semi-urban, rural), socio-economic background, parents education level, religious beliefs. Further researcher checkout the participation rate of annual athletic meet from past three years. Further researcher checked the gender awareness of teachers and the management of the school by using the gender awareness questionnaire.



3.1.2. SELECTION OF TEST ITEM

The first attempt made by the investigator was to check the participation level of student from past three years, after that the investigator uses the questionnaire namely Organizational Assessment questionnaire on gender equity, developed by Shawn David.

3.1.3. NARRATION OF THE TEST ITEMS

Organizational assessment questionnaire on gender equity (Organizational assessment questionnaire on gender equity developed in August 2013) contains a series of questions that represent “Good Organizational Practice” in creating conditions that support the engagement of women and girls in physical activity, sports and recreation. Information collected during the process of responding to the questionnaire helps the researcher to understand the role of the organization and the people associated to it in relation to gender socialization and to develop a clear sense of gender equity and establish its priorities.

This questionnaire contains seven parameters which directly and indirectly influence gender issues in relation to sports participation:

- 1) Formal system: Policies/ finances/ monitoring / evaluation
- 2) Leadership/ Organizational culture
- 3) Recruitment/ Selection/ Retention/ Recognition/ Appreciation
- 4) Education/ Training/ Professional development
- 5) Communication/ Awareness/ Promotion
- 6) Access/ Participation/ Programming
- 7) Facilities/ Equipment

3.1.4. COLLECTION OF DATA

The investigator has collected data from the selected schools after taking prior approval from the designated authorities. Researcher has chosen 30 schools of Jalandhar and kapurthala districts. After taking the approval he checks the participation rate of past three years with the help of historical records of the schools. And the investigator gives questionnaire to five teachers and one management person in each school. Then the researcher has motivated the subjects to give appropriate and optimum response to each and every part of process going to be executed over them. After filling of questionnaire by respondents I thanked them for their corporation.

3.1.5. CRITERION MEASURES

Organizational assessment questionnaire on gender equity developed in August 2013.

3.1.6. RELIABILITY AND VALIDITY OF THE QUESTIONNAIRE

This questionnaire contains seven statements with the responses of “Yes and No”. The reliability of the questionnaire comes under .76. The validity of the questionnaire comes under .85.

3.1.7. STATISTICAL TECHNIQUE

In order to understand gender socialization within school system in relation to sports participation the collected data was treated with using the percentage and the questionnaire data was treated by using t-test.

Chapter IV

4.1. ANALYSIS OF THE DATA AND RESULT OF THE STUDY

The preceding chapter deals with method and procedure of the study, which covers, design of the study, development and description of the tools, procedures and statistical techniques used for analysis of data. Data once collected is required to be analyzed with the help of statistical techniques which yields certain results. This process leads the researcher to draw a rational conclusion on the research problem. The data as such have no meaning unless analyzed and interpreted by some dependable techniques. Once the research data have been collected and the analysis is made, the researcher can proceed to the stage of interpreting the results. The interpretation of data and the analyses of result are considered to be the most important part of a research work as it verifies the hypothesis and eventually leads to the final conclusion of the study. The data on its own has no meaning unless it is analyzed and interpreted by some dependable techniques. The process of interpretation is essentially stating what the results shows. The present study was designed to access the gender sensitization in sports participation of schools. After collecting the data from schools of different geographical locations of Jalandhar and kapurthala district, it was analyzed using percentage.

4.2. SPORTS PARTICIPATION OF STUDENTS FROM VARIOUS GEOGRAPHICAL LOCATIONS

The analysis and interpretation of sports participation of students in sports from various geographical locations have been studied under this heading .The investigator used percentage for finding out the gender participation among female and male students. Details pertaining to the analysis have been given separately for the year 2012, 2013, and 2014.

4.2.1 SPORTS PARTICIPATION AMONG URBAN MALE AND FEMALE SCHOOL STUDENTS

In order to explore sports participation of male and female school students in the year 2012, 2013 and 2014. Results pertaining to percentage of sports participation in 2012, 2013, and 2014 are given below in Table 4.1.1.

Table 4.2.1

Sports participation among urban male and female school students

| Year | Male | Percentage | Female | Percentage |
|---------|------|------------|--------|------------|
| 2012-13 | 4705 | 57.56 | 3469 | 42.44 |
| 2013-14 | 4873 | 56.91 | 3690 | 43.09 |
| 2014-15 | 5302 | 58.19 | 3809 | 41.81 |

The above Table shows the percentage of sports participation in the year 2012, 2013, and 2014 among male and female school students. It shows that 57.56% urban male and 42.44% urban female student's participation in 2012, 56.91% urban male and 43.09% urban female student's participation in 2013, and 58.19% urban male and 41.81 urban female student's participation in 2014. It can be interpreted that male students have higher sports participation than female students in all three years. The reason is that male students are given more opportunity in sports participation because in our society female are not given opportunity as compared to males. The result further interpreted that female sports participation is increasing day by day because when we compare the data of three years that shows the female's participation is increasing.

Figure 4.2.1.

Bar Graph Showing The Percentage Of Sports Participation Among Male And Female School Students n The Year 2012, 2013, And 2014.



The above graph shows the percentage of male and female school students. It indicates that male students have high sports participation as compared to female students in all three years.

4.2.2. SPORTS PARTICIPATION AMONG SEMI-URBAN MALE AND FEMALE SCHOOL STUDENTS OF JALANDHAR DISTRICT

In order to explore sports participation of semi-urban male and female school students of Jalandhar District in the year 2012, 2013, and 2014. Results pertaining to percentage of sports participation in 2012, 2013, and 2014 is given below in Table 4.1.2.

Table 4.2.2.

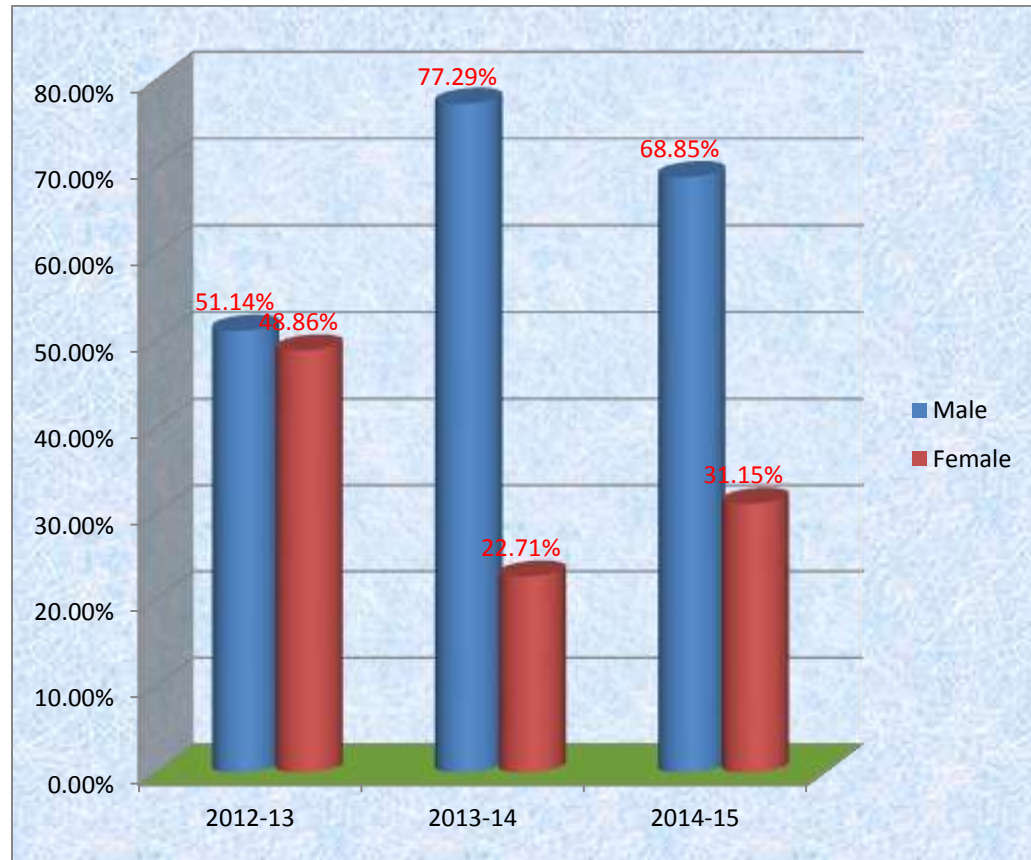
**Sports participation among semi-urban male and female school students of
Jalandhar District**

| Year | Male | Percentage | Female | Percentage |
|---------|------|------------|--------|------------|
| 2012-13 | 3199 | 59.94 | 2138 | 40.06 |
| 2013-14 | 4873 | 67.47 | 2350 | 32.53 |
| 2014-15 | 3762 | 58.89 | 2626 | 41.11 |

The above Table shows the percentage of sports participation in the year 2012, 2013, and 2014 among male and female school students. It shows that 59.94% semi-urban male and 40.06% semi-urban female student's participation in 2013, 67.47% semi-urban male and 32.53% semi-urban female student's participation in 2014, and 58.89% semi-urban male and 41.11 semi-urban female student's participation in 2015. It can be interpreted that male students have higher sports participation than female students in all three years. The reason is that male students are given more opportunity in sports participation because in our society female are not given opportunity as compared to males. The result further interpreted that female sports participation is increasing day by day because when we compare the data of three years that shows the female's participation is increasing. With the help of these results it can be recommend that parents, teachers, community and policy makers can take steps for giving equal opportunity for both male and female students. The below graph showed the percentage level of male and female students sports participation in year 2012, 2013 and 2014.

Figure 4.2.2.

Bar graph showing the percentage of sports participation among male and female school students in the year 2012, 2013, and 2014.



The above graph shows the percentage of male and female school students. It indicates that male students have high sports participation as compared to female students in all three years.

4.2.3. SPORTS PARTICIPATION AMONG RURAL MALE AND FEMALE SCHOOL STUDENTS OF JALANDHAR DISTRICT

In order to explore sports participation of rural male and female school students of Jalandhar District in the year 2012, 2013, and 2014. Results pertaining to percentage of sports participation in 2012, 2013, and 2014 is given below in Table 4.1.3.

Table 4.2.3

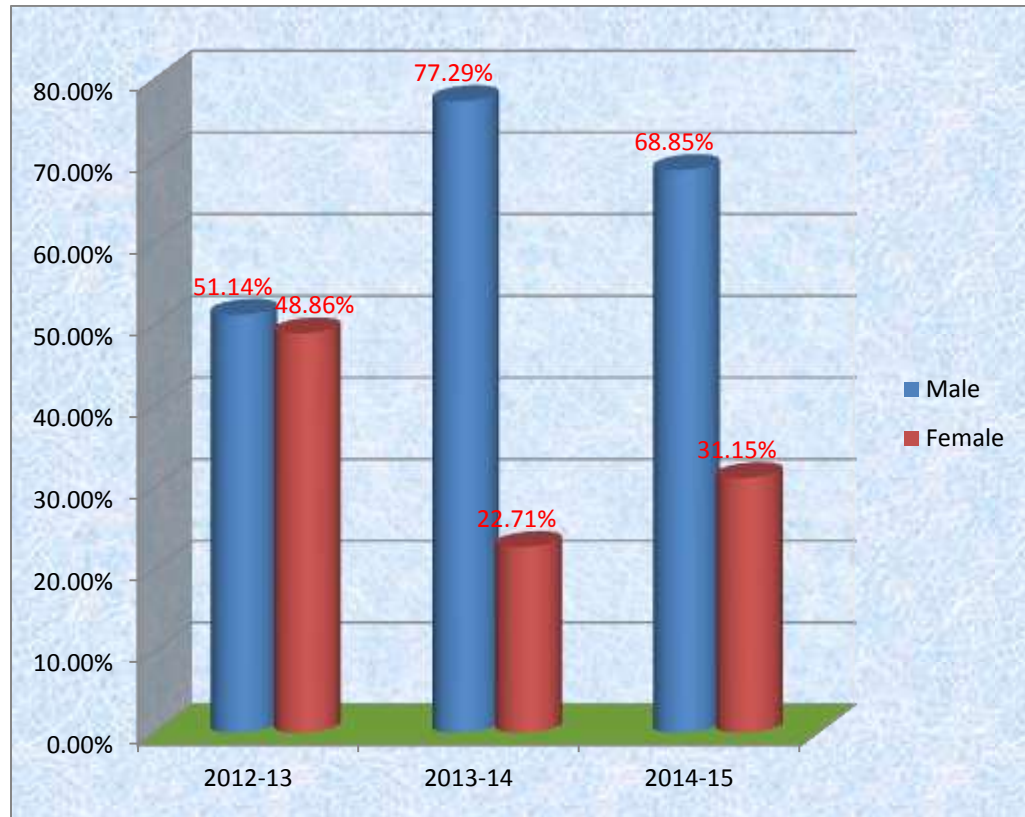
Sports participation among rural male and female school students of Jalandhar District

| Year | Male | Percentage | Female | Percentage |
|---------|------|------------|--------|------------|
| 2012-13 | 2238 | 51.14 | 2138 | 48.86 |
| 2013-14 | 3533 | 77.29 | 1038 | 22.71 |
| 2014-15 | 2588 | 68.85 | 1171 | 31.15 |

The above Table shows the percentage of sports participation in the year 2013, 2014, and 2015 among male and female school students. It shows that 51.14% rural male and 48.86% rural female student's participation in 2012, 77.29% rural male and 22.71% rural female student's participation in 2013, and 68.85% rural male and 31.15 rural female student's participation in 2014. It can be interpreted that male students have higher sports participation than female students in all three years. The reason is that in rural areas parents are not giving support for sports participation of female. But now a day the female participation level is increasing because of new policies was formulated by the government.

Figure 4.2.3.

Bar graph showing the percentage of sports participation among male and female school students in the year 2012, 2013, and 2014.



The above graph shows the percentage of male and female school students. It indicates that male students have high sports participation as compared to female students in all three years.

So, if we compare the sports participation among male and female students, it indicates that male participation is higher than females, further it can be interpreted the male and female sports participation is increasing in all three year similarly. Therefore hypothesis 1, “There would be a significant growth in female participation with respect to time.” is accepted. Meaning thereby the growth in sports participation of female students with respect to time has been found in every geographical region.

4.3. RESULTS PERTAINING TO DIFFERENCES IN GENDER EQUITY AMONG MALE AND FEMALE TEACHERS

In order to explore the gender equity in school organization, organizational assessment questionnaire was used to measure the attitude towards gender equity. It includes seven parameters and their responses from different geographical location like urban, semi-urban, and rural are given below in sequence order:

4.3.1 Difference Of Gender Equity Among Urban Male And Female Teachers

The gender wise data for the sample has been presented below and in order to find significant difference between them on gender equity scores, t-test has been applied and results were presented in table 4.1.1

TABLE 4.3.1

Difference between Gender Equity among Urban Male and Female Teachers

| Gender | N | Mean | Standard deviation | t-value | Result |
|---------------|----------|-------------|---------------------------|----------------|---------------|
| Male | 50 | 41.28 | 3.19 | 1.29 | Insignificant |
| Female | 50 | 41.2 | 3.12 | | |

Graph 4.3.1. Shows Mean And Standard Deviation Of Male And Females Of Urban Region.

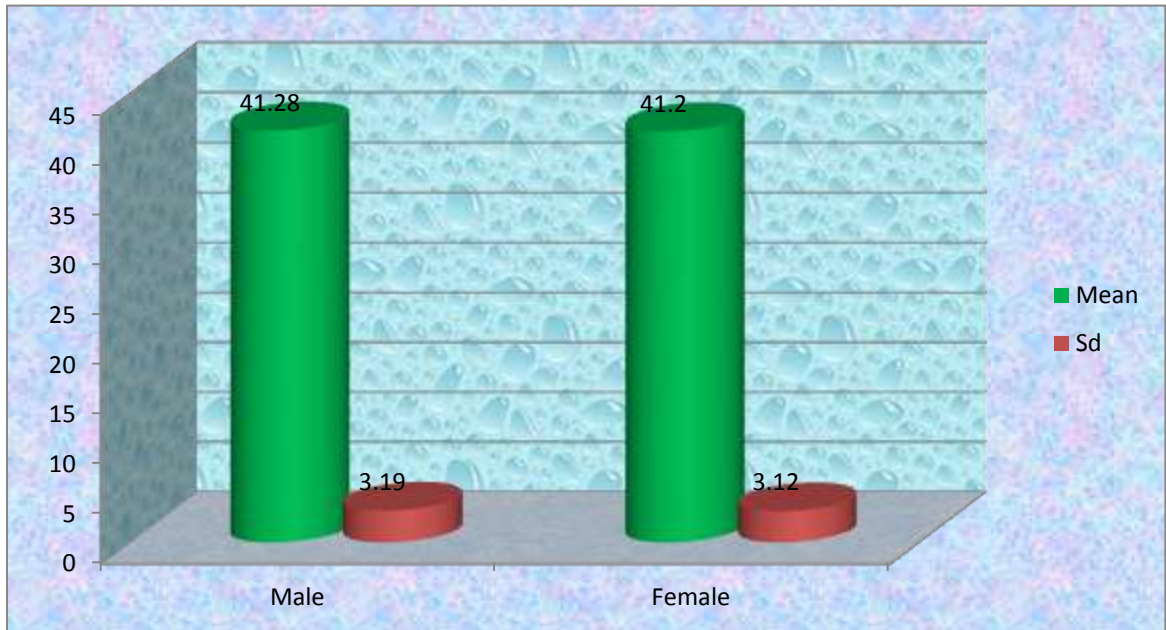


Table 4.3.1 and graph shows the mean difference between male and female teachers. The table value reflects that the mean score of male teachers are 41.28 and female teachers 41.2 and standard deviation of male teachers are 3.19 and female teachers are 3.12 respectively. It is clear that t-value 1.29 is found insignificant at 0.05 level of significance. Therefore the null hypothesis (2), “There exists no significant difference in the gender equity of urban male and female teachers” is accepted. Meaning thereby, there is a no significant difference in the gender equity of male and female teachers.

4.3.2 Difference of Gender Equity among Semi-Urban Male and Female Teachers

The gender wise data for the sample has been presented below and in order to find significant difference between them on gender equity scores, t-test has been applied and results were presented in table 4.2.2

TABLE 4.3.2

Difference between Gender Equity among Male and Female Teachers

| Gender | N | Mean | Standard deviation | t-value | Result |
|---------------|----------|-------------|---------------------------|----------------|---------------|
| Male | 50 | 41.78 | 3.52 | .46 | Insignificant |
| Female | 50 | 41.48 | 3.04 | | |

Graph 4.3.2. Shows Mean And Standard Deviation Of Male And Females Of Urban Region.

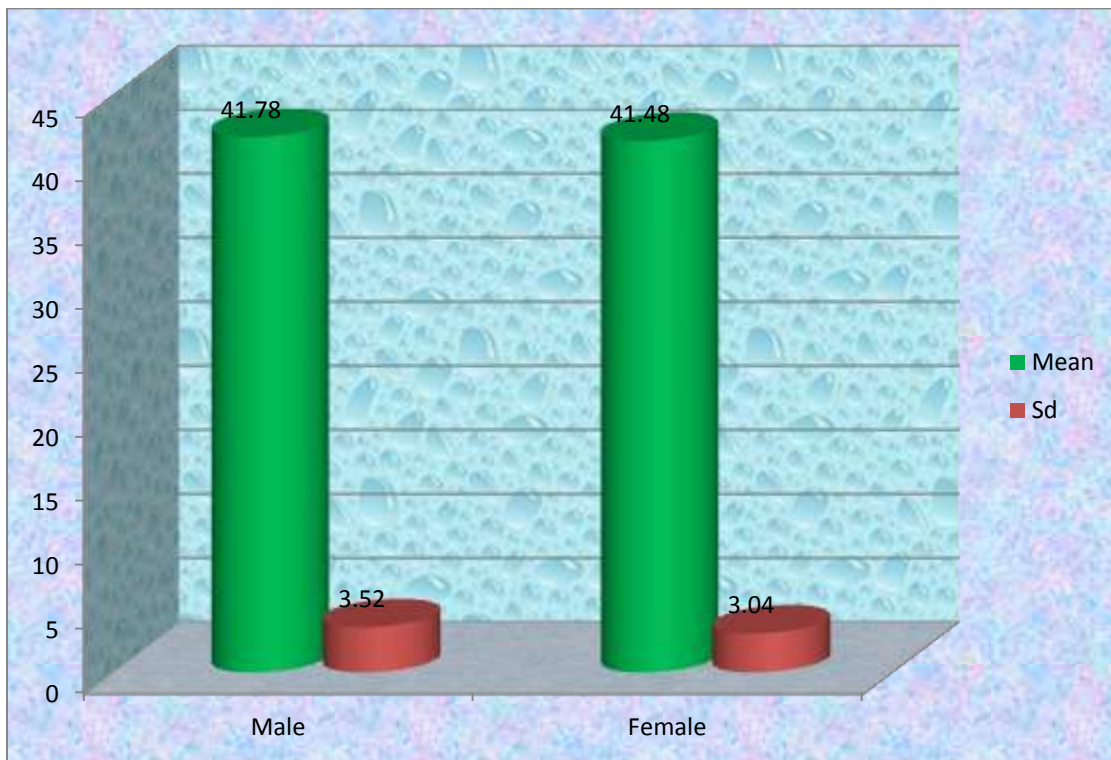


Table 4.2.2 and graph shows the mean difference between male and female teachers. The table value reflects that the mean score of male teachers are 41.78 and female teachers are 41.48 and standard deviation of male teachers is 3.52 and female teachers are 3.04 respectively. It is clear that t-value .46 is found insignificant at 0.05 level of significance. Therefore the null hypothesis (3), “There exists no significant difference in the gender equity of semi-urban male and female teachers” is accepted. Meaning thereby, there is a no significant difference in the gender equity of male and female teachers.

4.3.3 Difference of Gender Equity among Rural Male and Female Teachers

The gender wise data for the sample has been presented below and in order to find significant difference between them on gender equity scores, t-test has been applied and results were presented in table 4.2.3

Table 4.3.3 Difference between gender equity among male and female teachers

| Gender | N | Mean | Standard deviation | t-value | Result |
|---------------|----------|-------------|---------------------------|----------------|---------------|
| Male | 50 | 41.2 | 3.39 | 2.58* | Significant |
| Female | 50 | 42.8 | 3.23 | | |

***Significant at 0.05 level**

Graph 4.3.3. Shows Mean And Standard Deviation Of Male And Females Of Urban Region.

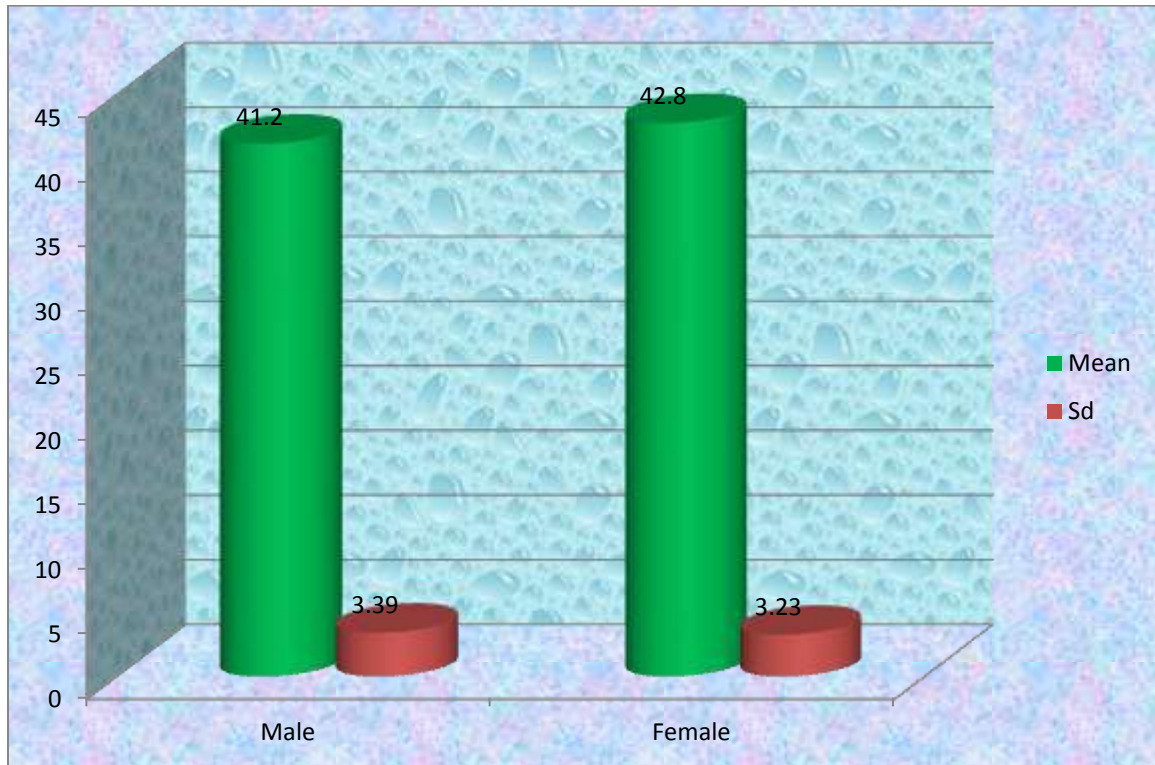


Table 4.3.3 shows the mean difference between male and female teachers in gender equity. The table value reflects that the mean score of male teachers are 41.2 and female teachers are 42.8 and standard deviation of male students is 3.39 and female teachers are 3.23 respectively. It is clear that t-value 2.58 is found significant at 0.05 level of significance. Therefore the null hypothesis (4), “There exists no significant difference in the gender equity of rural male and female teachers” is rejected. Meaning thereby, there is a significant difference in the gender equity of male and female teachers. Female students have higher gender equity as compared to male teachers.

CHAPTER V

5.1 CONCLUSIONS

Conclusions are as essential for an investigation as they provide a touch and review to the whole of the critical work. Scientific endeavors in any field of human knowledge yields certain results based on which the investigator draws conclusions rationally. Attempt has been made to draw scientific conclusions keeping in the view the results of the study. The conclusions of the study are as follow:

- ❖ 57.56% male and 42.44% female student's participation in 2012, 56.91% male and 43.09% female student's participation in 2013, and 58.19% male and 41.81 female student's participation in 2014.
- ❖ 59.94% semi-urban male and 40.06% semi-urban female student's participation in 2013, 67.47% semi-urban male and 32.53% semi-urban female student's participation in 2014, and 58.89% semi-urban male and 41.11 semi-urban female student's participation in 2015.
- ❖ 51.14% rural male and 48.86% rural female student's participation in 2012, 77.29% rural male and 22.71% rural female student's participation in 2013, and 68.85% rural male and 31.15 rural female student's participation in 2014.
- ❖ The urban male and female teachers do no differ significantly with respect to gender equity.
- ❖ The semi-urban male and female teachers do not differ significantly with respect to gender equity.
- ❖ The rural male and female teachers differ significantly with respect to gender equity.

5.2. RECOMENDATION

- ❖ The study recommends that both parents and school authorities, especially teachers should join hands together, so as to improve the sports participation of female students. It is the joint responsibility of both parents and teachers to work towards the betterment of children rather should assist each other for the all-round development of children.
- ❖ The school girls should be provided with congenial and stimulating atmosphere at home, school and society for better sports performance and adjustment in future life.
- ❖ Further, more and more opportunities should be provided to girls to express their views freely and too much of restrictions should not be imposed.
- ❖ Despite odds and difficulties in life and society, parents always encourage their children to be successful in life and which can be facilitated by the efforts done by school authorities.
- ❖ At home, parents should be deeply concerned with the problems of their children. When they feel, their children's are in some kind of problem, they should deal with them like their friends and share the views upon their problems in a friendly way and encourage them to face difficulties of life with courage and determination.
- ❖ Government should provide sports policies to remove the gender equity from schools and society.

5.3 SUGGESTIONS

For understanding and modifying the behavior of human beings, intensive research in education and psychology is needed for various aspects of human behavior. There is no doubt that a single study cannot suffice it. Research is never an ending process. Every investigator after completing the research becomes aware of areas in which further research is needed and naturally feels motivated to indicate areas which may be taken up for research by other investigators. The researcher by his own experience in the field of the study offers the following suggestions.

- ❖ Educational institutions can play an active role to support the youths of today by guiding and encouraging the girls for a better future and should act to bridge a gap with the parents.
- ❖ A similar study can be conducted in other districts of Punjab.
- ❖ The private and government school girls can be undertaken for the further research.
- ❖ A longitudinal study may help in better understanding of the issues related to school girls.
- ❖ Similar study can be conducted in different states of India.

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The term “power relations” refers to the relative distribution of powers between parties to a relationship. All parties to a relationship have some power. The study or analysis of power relations seeks to understand the relative strengths, equal or unequal, stable or unstable, of the parties involved.

APPENDICES

ORGANIZATIONAL ASSESSMENT QUESTIONNAIRE ON GENDER EQUITY

| Assessment Item | Yes | no |
|---|-----|----|
| Formal Systems: Policies/ Finances/Monitoring/Evaluation | | |
| 1) Is gender equity part of the organization’s foundational documents i.e. vision, mission, constitution, bylaws, strategic plan? | | |
| 2) Does the organization have policies and procedures to encourage and support the participation of females? | | |
| 3) Does the organization have a designated board or staff person responsible for identifying and addressing barriers to female participation? | | |
| 4) Is there a strategy or action plan in place to address issues of gender inequality at all levels i.e. management, board of directors, leader, coach, official, and participant? | | |
| 5) Has the organization determined how many organizational resources support boys/men in comparison to girls/women? | | |
| 6) Has the organization considered the possible reallocation of resources to ensure greater participation of females within the organization and its programs and services? | | |
| 7) Is there wage parity between male and female staff members, program leaders, and coaches? | | |
| 8) Has the organization examined the impact of its policies and procedures on the participation of females? | | |
| 9) Does the organization have a system in place to track the participation rates by sex? | | |
| 10) Does the organization use research, demographic information, documented evidence (i.e. focus group results, pilot projects, satisfaction surveys) to determine its target groups(s) and priority areas? | | |
| 11) Does the organization evaluate its activities to determine if it reached all the people it intended to reach and if changes are required to its policies, programs, or services? | | |
| Leadership/Organizational Culture | | |
| 12) Is there equitable representation of diverse males and females as key decision makers within the organization? | | |

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| 13) Are there specific targets for gender representation on the Board of Directors, committees, and staff? | | |
| 14) Is there gender balance on the selection committees for board members, staff, volunteers, and award recipients? | | |
| 15) Do position descriptions/ads make mention of gender equity principles and encourage women to apply? | | |
| 16) Does the organization provide flexible arrangements to enable staff and volunteers to better balance work and personal responsibilities? (e.g. flextime) | | |
| 17) Does the organization have effective means of ensuring respectful working relations between males and females? | | |
| 18) Does the organization have effective means of identifying and addressing conflicts? | | |
| 19) Does the organization seek participation from and/or partnerships with organizations representing diverse groups, including females? | | |
| 20) Are mechanisms in place so that females can participate in planning, program delivery, and evaluation of the organization's activities? | | |
| Recruitment/ Selection/Retention/Recognition/Appreciation | | |
| 21) Is there gender balance on the selection committee for coaches, program leaders, and officials? | | |
| 22) Is there a retention program to attract and retain girls/women in all aspects of a sport, program, or activity? | | |
| 23) Are there incentives available to attract and retain female leaders, administrators, coaches, and officials? | | |
| 24) Has the organization put in place supports that address the barriers females face in becoming involved? (i.e. child care, transportation, flexible meeting times, flexible meeting participation, etc.) | | |
| 25) Are awards available for males and females of comparable value? | | |
| 26) Are the historic contributions of both males and females equally recognized? | | |
| 27) Are female volunteers recognized for their service in ways they will appreciate? | | |
| Education/Training/Professional Development | | |
| 28) Is there a comprehensive orientation process for new staff, board members, and volunteers that | | |

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| includes training on gender equity, diversity, and social inclusion? | | |
| 29) Are opportunities provided to strengthen the gender and diversity knowledge and skills of staff, board members, and volunteers? i.e. training, direct support, literature | | |
| 30) Are appropriate developmental opportunities available so girls/women can compete at all levels within a sport, program, or activity? | | |
| 31) Are female only developmental opportunities available for girls/women to foster their interest in participating a sport, program, or activity? | | |
| 32) Are female only developmental opportunities available for girls/women to foster their interest in leadership/coaching/officiating? | | |
| 33) Do development initiatives cater to the learning and scheduling needs of females? | | |
| 34) Is there a mentor program available to female coaches/leaders? | | |
| 35) Are there opportunities for female coaches/leaders to apprentice with experienced individuals? | | |
| 36) Is there a vehicle through which female coaches/officials/administrators can network with other females? | | |
| 37) Are examples of “good practices” related to female involvement gathered and shared? | | |
| Communication/Awareness/Promotion | | |
| 38) Does the organization integrate the perspectives of girls/women into its information, documentation, and products? | | |
| 39) Is the language gender-neutral and gender-sensitive to avoid making judgments about male/female roles and behavior? | | |
| 40) Do materials provide gender inclusive examples and images? | | |
| 41) Are attributes such as power, confidence, decisiveness, risk taking, empathy, kindness, generosity, and courage equally attributed to boys/men and girls/women? | | |
| 42) Is there equal media coverage for boys/men and girls/women? | | |
| 43) Is there an awareness campaign designed to increase female participation in activities? | | |
| 44) Is there outreach to parents, families, and communities to support the participation of girls and women? | | |

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| Access/Participation/Programming | | |
| 45) Does the target audience include girls/women representing diverse backgrounds? | | |
| 46) Is there gender balance in participant numbers? | | |
| 47) Is the environment within which girls/women participate, gender sensitive and welcoming to diverse girls/women? | | |
| 48) Are targeted programs available to encourage the participation of girls and women? | | |
| 49) Do girls/women have the opportunity to participate in female only activities? | | |
| 50) Do girls/women have access to female leaders, coaches, and officials? | | |
| 51) Do girls/women have access to female leaders, coaches, and officials with equivalent qualifications to male coaches? | | |
| 52) Are initiatives/incentives available to help keep female athletes active within a sport, program, or activity once they cease to compete? | | |
| 53) Is there an equitable split in terms of allocation of funds in support of participant/player development, uniforms, travel arrangements, medical and therapy services, etc? | | |
| 54) Does the organization develop and promote girls/women as role models to encourage participation? | | |
| 55) Does the organization develop and provide boys/men as role models to support gender equity? | | |
| Facilities/Equipment | | |
| 56) Are policies in place to ensure equitable assignment of facility use time to males and females? | | |
| 57) Are females involved in facility use scheduling? | | |
| 58) Is there equity between males and females with regards to locker/shower room facilities? | | |
| 59) Is there equity between males and females with regards to uniforms? | | |
| 60) Is there equity between males and females with regards to equipment? | | |
| 61) Are activities held in places where women typically gather? | | |
| 62) Are females involved in decision making related to planning facilities/spaces? | | |

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| 63) Are females involved in decision making related to the management of facilities? | | |
| 64) Does the organization consider the safety needs of females before sites are chosen and facilities constructed? | | |