

# “Unveiling Gender Sensitivity: A Comparative Analysis of Male and Female Pre-service Teachers’ Experiences and Engagement within their Distinct Curriculums in Rajasthan”

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## ARTICLE INFO

## ABSTRACT

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Gender sensitivity is a dynamic process that cultivates and indulges the different rights and roles of Men and Women outside of their societal standards to cater to all. It is persevered through a constant inclusive process that equitizes all equally. Specifically, UN-REDD states that gender sensitivity is about understanding and considering socio-cultural norms and discriminations to acknowledge and identify the different rights, roles, and responsibilities of Men and Women in the community and the relationships between them. Hence, it raises concerns for the educators of the new world. Pre-service teachers are taught to shape young minds in the future, thus, their understanding of the same affects millions of minds, determining, how sensitized Male and Female students are, and how similarly or differently they will affect their students. In recognition of this, this study aims to quantify the experiences and engagement of pre-service teachers with their gender-sensitized curriculum to identify how they will affect their students in the future.

**Keywords:** community, quantify, recognition, understanding

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## Gender Sensitivity in Curriculum Design

A gender-sensitive curriculum aims to ensure equal representation of both genders in subjects, activities, and materials. This includes incorporating diverse role models, historical contributions from males and females, and presenting non-gender-biased perspectives.

For example, are both male and female figures equally represented in literature, science, and history? Are stereotypes reinforced or challenged?

## Impact of Gender Sensitivity on Male and Female Students

### Academic Performance:

Gender-sensitive curricula and teaching practices aim to reduce gender-related academic disparities. This section could investigate whether male and female students perform equally across different subjects (math, science, arts, etc.), and how gender-sensitive teaching strategies influence this.

**Student Confidence and Self-Esteem:**

Gender sensitivity also affects students' sense of self-worth and their aspirations. Are female students encouraged to pursue STEM subjects, and are male students given the same encouragement in traditionally female-dominated subjects like nursing or teaching?

**Behavior and Engagement:**

How do male and female students react to gender-sensitive practices in class? For instance, do females feel more comfortable participating in traditionally male-dominated discussions, and do males think they can express vulnerability without judgment?

**Gender Sensitivity in Co-curricular and Extracurricular Activities**

**Opportunities for Male and Female Students:**

Are both genders provided with equal opportunities to participate in various extracurricular activities, such as sports, arts, leadership roles, and clubs? Gender-sensitive policies should ensure equal access to leadership opportunities in student councils, sports teams, and other extracurricular groups.

**Sports and Physical Education:**

In many educational systems, male students may be more encouraged to participate in competitive sports, while female students may face barriers or stereotyping. A gender-sensitive approach would include equal opportunities for all students to engage in physical education and sports without gender discrimination.

**Informed Consent**

The informed consent was obtained verbally, as it was a voluntary participation, where the students could withdraw anytime they needed. Informed consent was obtained from all the participants after they were provided with a detailed explanation of the purpose and procedure of the study. Participants were made aware of confidentiality and their right to withdraw at any time.

**Ethical Considerations**

This study received ethical approval from the higher authorities of the Universities and the principals of the respective colleges of Rajasthan before data collection. The ethical principles outlined by the higher authorities were strictly adhered to throughout the study.

**STATEMENT OF THE PROBLEM**

**"Unveiling Gender Sensitivity: A Comparative Analysis of Male and Female Pre-service Teachers' Experiences and Engagement within their Distinct Curriculums in Rajasthan"**

**OPERATIONAL DEFINITION OF THE KEYWORDS:**

**Gender:**

Gender refers to the social constructed roles of women and men being it family, friends, relatives, educational institutions, workplace, religious place, etc. In other words, gender is tool to identify the social and cultural differences between women and men in terms of their needs, responsibilities, values, ideals, beliefs, power, position, etc.

**Gender Sensitization:**

It refers to the importance of women in the society. Issues and concerns related to the women are also talked about. The respect and power to be given to the women as women contributes a lot to our society and economy, so we should pay them home-age and respect.

### **Pre-service Teachers’:**

It refers to the B. Ed. students of recognized private and state universities of Rajasthan.

### **Rajasthan**

Rajasthan is the state of country India. The thesis includes the state and private universities of Rajasthan. Rajasthan is sectioned in 9 (nine) regions. Nine regions are Ajmer, Banswara, Bharatpur, Bikaner, Jaipur, Jodhpur, Kota, Pali, Sikar and Udaipur. Out of these nine regions, three regions are randomly selected which are Jaipur, Sikar and Kota regions. Jaipur regions include Jaipur and Dausa district, Sikar regions includes Sikar and Jhunjhunu district and Kota region includes Tonk district. In these randomly selected districts, private university and state university B. Ed. Students are selected for data collection. Each region includes 100 students of state university and 100 students of private university which leads to 600 B. Ed. Students.

### **OBJECTIVES OF THE STUDY**

- To compare the Gender Sensitivity of male and female pre-service teachers of Private Universities concerning the Integration of Gender Sensitivity in the curriculum and its delivery.
- To compare the Gender Sensitivity of male and female pre-service teachers of State Universities concerning the Integration of Gender Sensitivity in the curriculum and its delivery.
- To compare Gender Sensitivity of B. Ed. Students of Private and State Universities in respect to the availability of Security, and health services in the Institution

### **HYPOTHESES OF THE STUDY**

- There is no significant difference between Gender Sensitivity of Male and Female B. Ed. Students of private Universities in respect to the availability of Security, and health services in the Institution.
- There is no significant difference between Gender Sensitivity of Male and Female B. Ed. Students of State Universities in respect to the availability of Security, and health services in the Institution.
- There is no significant difference between Gender Sensitivity of B. Ed. Students of Private and State Universities in respect to the availability of Security, and health services in the Institution.

### **DELIMITATIONS OF THE STUDY**

- The study will be delimited to B. Ed. Students.
- The study will be delimited only to availability of Security, and health services in the Institution of Universities.
- The study will be delimited to three regions of Rajasthan.
- One institution will be taken from Private and State established universities.

### **Analysis and Interpretation**

#### **QUALITATIVE RESEARCH APPROACH**

This research involves a qualitative approach. The former involves the generation of data in quantitative form which can be subjected to rigorous quantitative analysis in a formal and rigid

fashion. This approach can be further sub-classified into inferential, experimental, and simulation approaches to research.

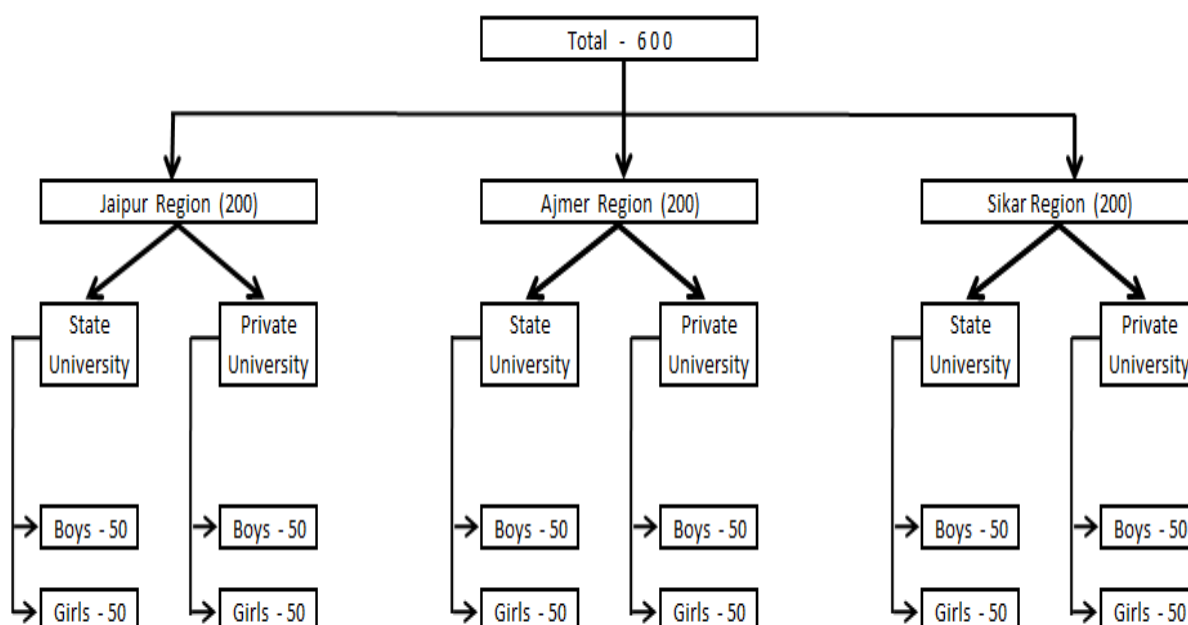
### POPULATION

The population for the present study comprised preservice teachers taken from Rajasthan. Since the population was large in number, it was very difficult to contact it with the limited resources of time and money. Moreover, it seemed to be a wasteful exercise to collect data of the whole population, when only a small but representative sample could furnish the details.

### SAMPLE

The process of hypothesizing something about a large group of elements by studying only a part of it is referred to as sampling. This sampling is to be taken to make the research process economical and accurate.

### SIZE OF THE SAMPLE



### SELECTION OF THE TOOLS

To investigate any research problem, researchers have to employ various tools and techniques for the collection of data. In this, the investigator has made a self-made questionnaire for pre-service teachers which measure the following variables Security and Health Services in the curriculum.

By security and health services we mean the distance which students have to travel by mode of transportation between university and their home. Safety of children, especially girls from bullying, discrimination based on caste, creed, color, or sex, sexual harassment, or any kind of abusive language used for them. So we need to check if there are any biases found in security and health concerns.

### Statistical Techniques to Be Used

At the end of the researcher's work, the hypothesis is either rejected or accepted or the party accepted if we have used appropriate statistics for the analysis and interpretation of data. In this project, the researcher has used descriptive as well as inferential statistics.

Descriptive statistics like mean, and standard deviation. In inferential statistics, the 't' value has been compelled to test the significance of the difference between various means obtained for different variables in different groups. Different formulas used to calculate mean, S.D., and 't' value are as follows:

• **Mean**

Mean was used as a measure of central tendency

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\sum X$  = Sum of the numbers received after collecting data

$N$  = Size of the group.

• **Standard Deviation**

Standard Deviation as a measure of variability was used because it goes hand in hand with the mean as a measure of Central Tendency.

$$S = \sqrt{\frac{\sum (X - \bar{X})^2}{N}}$$

where  $S$  = the standard deviation of a sample,

$\sum$  means "sum of,"

$X$  = each value in the data set,

$\bar{X}$  = mean of all values in the data set,

$N$  = number of values in the data set.

• **'t' Test**

The application of 't' distribution is that it is used

- To test the significance of the mean of a random sample
- Testing difference between means of two samples

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2}}}$$

Where

1= group1

$\bar{X}_1$  = Mean of the group1

$s_1$  = standard deviation of group1

$N_1$  = Number of size of group1

2 = group2

$\bar{X}_2$  = Mean of the group2

$s_2$  = standard deviation of group2

$N_2$  = Number of size of group2

**Objective 1**

To compare the Gender Sensitivity of male and female pre-service teachers of Private Universities concerning the Integration of Gender Sensitivity in the curriculum and its delivery.

	Mean	Standard Deviation	t-value
Girls (n1 = 150)	57.18	8.393885598	-1.227
Boys (n2 = 150)	58.28666667	7.23928198	

The t-value is approximately -1.227 which is negative. It indicates the Girl's mean (57.18) is slightly lower than the boy's mean (58.29).

Based on the calculations and the comparison of the t-value with the critical t-values at both the 0.05 and 0.01 significance levels:

- Calculated t-value: -1.225
- Critical t-value (0.05 significance level):  $\pm 1.969$
- Critical t-value (0.01 significance level):  $\pm 2.617$

Since the calculated t-value falls within the range of the critical t-values at both significance levels, we fail to reject the null hypothesis.

Therefore, we conclude that there is no statistically significant difference between the gender sensitivity of male and female pre-service teachers concerning the integration of gender sensitivity in the curriculum and its delivery.

**Objective 2**

To compare the Gender Sensitivity of male and female pre-service teachers of State Universities concerning the Integration of Gender Sensitivity in the curriculum and its delivery.

	Mean	Standard Deviation	t-value
Girls (n1 = 150)	57.16	5.979921662	-1.195
Boys (n2 = 150)	58.04	6.757426936	

The t-value is approximately -1.195 which is negative. This indicates that the mean score for Girls (57.16) is slightly lower than the mean score for Boys (58.04).

- At the 0.05 significance level (two-tailed), the critical t-value is approximately  $\pm 1.969$ .
- At the 0.01 significance level (two-tailed), the critical t-value is approximately  $\pm 2.617$ .

Since the calculated t-value (-1.194) falls within the range of the critical values at both the 0.05 and 0.01 significance levels, we fail to reject the null hypothesis.

There is no statistically significant difference between the gender sensitivity of male and female pre-service teachers of state universities regarding the integration of gender sensitivity in the curriculum and its delivery at both the 0.05 and 0.01 significance levels.

**Objective 3**

To compare the Gender Sensitivity of pre-service teachers of Private Universities and State Universities with respect to the Integration of Gender Sensitivity in the curriculum and its delivery.

	Mean	Standard Deviation	t-value
Private University (n1 = 300)	57.73333333	7.844361174	0.222
State University (n2 = 300)	57.6	6.38507876	

The calculated t-value is approximately 0.222. This value is positive. This suggests that the difference between the means of the two universities is small relative to the variability with the sample.

- At the 0.05 significance level (two-tailed), the critical t-value is approximately  $\pm 1.969$ .
- At the 0.01 significance level (two-tailed), the critical t-value is approximately  $\pm 2.617$ .

Since the calculated t-value (0.223) is much smaller than the critical t-values at both significance levels (0.05 and 0.01), we fail to reject the null hypothesis.

There is no statistically significant difference between the gender sensitivity of pre-service teachers from Private Universities and State Universities regarding the integration of gender sensitivity in the curriculum and its delivery at both the 0.05 and 0.01 significance levels.

**Results**

For objective 1, the calculated t-value of -1.23 is less than both the critical t-values of 1.97 (at the 0.05 level) and 2.61 (at the 0.01 level), meaning we fail to reject the null hypothesis. This suggests that there is no statistically significant difference between the means of the girls and boys at either the 0.05 or 0.01 significance level.

For objective 2, the calculated t-value of -1.195 is smaller than both the critical t-values of 1.97 (at the 0.05 level) and 2.61 (at the 0.01 level). Therefore, we fail to reject the null hypothesis. This suggests that there is no statistically significant difference between the means of the girls and boys at either the 0.05 or 0.01 significance level.

For objective 3, the calculated t-value of 0.22 is much smaller than the critical t-values of 1.96 (at the 0.05 significance level) and 2.58 (at the 0.01 significance level). Therefore, we fail to reject the null hypothesis. There is no statistically significant difference between the means of the Private University and State University at both the 0.05 and 0.01 significance levels.

**Conclusion**

This study aimed to analyze and compare the gender sensitivity of male and female students' engagement with their curriculum, from private and state universities of Rajasthan. Concerning, the availability of the teachings of sensitization it is the curriculums sustained in their institutions. The findings of the study in private universities show how there is no statistical difference in gender sensitivity, which indicates how both groups perceive the lack of availability of security and health services, suggesting a uniform level of awareness in these institutions.



Conversely, a significant amount of difference was in male and female gender sensitivity, hence explaining the possible disparity between the two. Overall, the comparison between private and public institutions was statistically identified, therefore, being the rationale behind the decision-making in desensitization of each in their respective curriculums.

### **Implications**

The findings highlight the need for change in the curricula, to make sure pre-service teachers do not shape young minds any differently or in a desensitized manner.

### **Recommendations**

Suggestions for improving gender sensitivity in curricula, teaching practices, and school policies might include increasing gender-neutral language, training teachers to address their biases, ensuring equal participation, and providing more diverse and inclusive learning materials.

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