Factors Influencing Conceptualization of Gender Development Construct by the Women Students of Navsari Agriculture University

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Authors' contributions

This work was carried out in collaboration between both authors. Author NBN designed the study, performed the statistical analysis, wrote the protocol, and wrote the first draft of the manuscript. Author RDP managed the analyses of the study. Both authors read and approved the final manuscript.

Original Research Article

ABSTRACT

This study investigates the factors influencing awareness about the gender development construct among female students at Navsari Agricultural University in Gujarat, India. Women students of agriculture, horticulture, forestry, veterinary science, and animal husbandry made up the study population. The study's sample size is 140, and data were collected via self-administered surveys. A literature review and focus group recommendations were used to create the data collection instrument. Descriptive and inferential statistics were used to analyse the data. According to the findings, Factors like academic performance, written and verbal communication skill, self-

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confidence, value orientation and cohesiveness were highly significant and positively associated with awareness about the gender development, whereas Age, mass media exposure, aspiration, overall modernity were positive and significantly associated with awareness about the gender development.

1. INTRODUCTION

Every aspect of people's social and economic lives in society is influenced by gender, which is a social construct. The gender perspective examines how gender affects individuals' opportunities, social roles, and interactions. By taking into account differences between men and women in terms of three fundamental aspects of human development, namely health, knowledge, and living standards, the Gender Development Index calculates gender gaps in human development accomplishments. Researchers found that contextual influences on women's development initiatives vary by community and by region. To create the various programmes pertaining to gender development, India's planners and policy makers have specifically placed an emphasis on gender analysis, gender sensitization, gender discrimination, gender equality, gender equity, gender mainstreaming, and gender empowerment [1].

2. MATERIALS AND METHODS

The study sought to find factors influencing the awareness level of women students studying at Navsari Agricultural University about the concept of gender development. The study population comprised of women students of agriculture, horticulture, forestry and veterinary science & animal husbandry. An Ex-post-facto research design was used for the study. It was conducted among the giio9irl students of studying in the faculties.80 students of bachelor, 40 from masters and 20 from doctoral degree levels were selected randomly to make a total 140 as sample size for study. The data was collected through face-to-face contact (interview) and the collected data were analyzed by using arbitrary method, percentage, mean, standard deviation. A correlation of coefficient (r) was also used to test the association between independent and dependent variables.

3. RESULTS AND DISCUSSION

In order to ascertain the association between personal profile and their awareness about the gender development along with seven dimensions, a correlation of coefficient was calculated. The age, faculty and education, caste, parents' educational level, family occupation, family income, academic performance, written and verbal communication skill, mass media exposure, self-confidence, aspiration, value orientation, overall modernity, achievement motivation and cohesiveness were the independent variable selected for the study.

It can be seen from Table 1 that mass media exposure (0.296 **) and aspiration (0.255**) were highly significant and positively associated with awareness about gender analysis, further, age (0.164*), academic performance (0.170*), written and verbal communication skill (0.181*), self confidence (0.191*), value orientation (0.171*), overall modernity (0.184*) and cohesiveness (0.182*) were positive and significantly associated with awareness about gender analysis, while faculty and education (0.141), caste (0.012), parents educational level (-0.064), family occupation (0.127), family income (-0.010) and achievement motivation (-0.046) were found non-significant with awareness about gender analysis Madhuri [2].

Further the same table shows that age (0.171*), academic performance (0.172*), written and verbal communication skill (0.177*), mass media exposure (0.170*), self-confidence (0.182*), aspiration (0.198*) value orientation (0.175*), overall modernity (0.190*) and cohesiveness (0.191*) were positive and significantly associated with awareness about gender sensitization. While faculty and education (-0.016), caste (-0.014), parents educational level (-0.108), family occupation (-0.139), family income (0.014) and achievement motivation (-0.106) were found non-significant with awareness about gender sensitization.

Mass media exposure (0.175*), self confidence (0.175*), aspiration (0.186*) value orientation (0.178*) were significant and positively associated with awareness about gender discrimination. While faculty and education (-0.016), caste (-0.014), parents educational level (-0.108), family occupation (-0.139), famil

Table 1. Association between the personal profile and awareness about the gender development (n= 140)

Sr.	Independent variables	Gender analysis	Gender sensitization	Gender discrimination	Gender equality	Gender equity	Gender mainstreaming	Gender empowerment	Gender development
1	Age	0.164*	0.171*	0.163*	0.166*	0.177*	0.167*	0.168*	0.171*
2	Faculty and education	0.141	-0.016	0.095	0.148	0.141	0.138	0.093	0.053
3	Caste	0.012	-0.014	0.015	-0.066	0.132	0.113	-0.070	0.164
4	Parents educa-tional level	-0.064	-0.108	0.156	0.102	0.141	0.134	-0.252	0.018
5	Family occu-pation	0.127	-0.139	0.123	-0.110	0.027	0.141	0.199	0.055
6	Family income	-0.010	0.014	0.012	0.163	0.116	0.001	0.012	0.156
7	Academic perfor-mance	0.170*	0.172*	0.178*	0.186*	0.173*	0.174*	0.175*	0.239**
8	Written and verbal commu-nication skill	0.181*	0.177*	0.175*	0.181*	0.172*	0.183*	0.170*	0.177**
9	Mass media exposure	0.296 **	0.170*	0.175*	0.176*	0.174*	0.579**	0.181*	0.208*
10	Self confi-dence	0.191*	0.182*	0.175*	0.193*	0.178*	0.180*	0.176*	0.332**
11	Aspiration	0.255**	0.198*	0.186*	0.188*	0.190*	0.184*	0.175*	0.180*
12	Value orien-tation	0.171*	0.175*	0.178*	0.180*	0.182*	0.179*	0.193*	0.246**
13	Overall modernity	0.184*	0.190*	0.293**	0.178*	0.191*	0.176*	0.188*	0.185*
14	Achiev-ement moti-vation	-0.046	-0.106	0.025	-0.126	0.084	0.069	0.035	-0.030
15	Cohesi-veness	0.182*	0.191*	0.251**	0.184*	0.177*	0.188*	0.362**	0.273**

*Significant at 5 % ** Significant at 1 %

income (0.014) and achievement motivation (-0.106) were found non-significant with awareness about gender discrimination Frederick and Ingrid [3].

Further the table also shows that age (0.166*), academic performance (0.186*), written and verbal communication skill (0.181*), mass media exposure (0.176*), self confidence (0.193*), aspiration (0.188*) value orientation (0.180*), overall modernity (0.178*) and cohesiveness (0.184*) were significant and positively associated with awareness about gender equality. While faculty and education (-0.016), caste (-0.014), parents educational level (-0.108), family occupation (-0.139), family income (0.014) and achievement motivation (-0.106) were found non-significant with awareness about gender equality Mutanana and Bukaliya [4].

The table also shows that age (0.177*), academic performance (0.173*), written and verbal communication skill (0.172*), mass media exposure (0.174*), self confidence (0.178*), aspiration (0.190*) value orientation (0.182*), overall modernity (0.191*) and cohesiveness (0.177*) were significant and positively associated with gender equity. While, faculty and education (0.141), caste (0.132), parents educational level (0.141), family occupation (0.027), family income (0.116) and achievement motivation (0.084) were found non-significant with awareness about gender equity Qaisar et al. [5].

It can be seen from table that mass media exposure (0.579**)was highly significant and positively associated with awareness about gender mainstreaming, followed by age (0.167*), academic performance (0.174*), written and verbal communication skill (0.183*), self confidence (0.180*), aspiration (0.184*)value orientation (0.179*), overall modernity (0.176*) and cohesiveness (0.188*) were significant and positively associated with awareness about gender mainstreaming, while faculty and education (0.138), caste (0.113), parents educational level (0.134), family occupation (0.141), family income (0.001) and achievement motivation (0.069) were found non-significant with awareness about mainstreaming, Barodia [6].

The same table shows about cohesiveness (0.362**) was highly significant and positively associated with awareness about gender empowerment, followed by age (0.168*),

academic performance (0.175*), written and verbal communication skill (0.170*), mass media exposure (0.181*), self confidence (0.176*), aspiration (0.175*), value orientation (0.193*), overall modernity (0.188*) were significant and positively associated with awareness about gender empowerment. While faculty and education (0.093), caste (-0.070), parents educational level (-0.252), family occupation (0.199), family income (0.012) and achievement motivation (0.035) were found non-significant with awareness about gender empowerment. The overall awareness about gender development shows highly significant association with academic performance(0.239**), written and verbal communication skill (0.177**), self-confidence (0.332**), value orientation (0.246**) and cohesiveness (0.273**), followed by age (0.171*),mass media exposure (0.208*), aspiration (0.180*), overall modernity (0.185*) were positive and significantly associated with awareness about the gender development, while faculty and educational level (0.053), caste (0.0164), parents educational level (0.018), family occupation (0.055), family income (0.156) and achievement motivation (0.030) were not significant at all with awareness about the gender development Mikkola and Miles [7].

4. CONCLUSION

The variables, academic performance, written and verbal communication skill, mass media exposure, self-confidence, aspiration, value orientation, overall modernity and cohesiveness are significantly contribute to the awareness about the gender development construct. So in order to improve their awareness level these factors should be taken care of. By increasing their exposure to mass media they will get to know the recent updates about gender and development construct.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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