



An Analysis of Students' Perceptions about Gender Sensitivity of Co-curricular and Extra - Curricular Activities in Primary and Secondary Schools of Udaipur Tribal Areas

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Abstract: An analysis of students' perceptions about gender sensitivity of co - curricular and extra - curricular activities in primary and secondary schools of Udaipur tribal areas was carried out. Survey method was used in the study. The tool for data collection was self - made questionnaire. The statistical techniques used were percentage and t - test. The sample was selected using random sampling. The related literature studied were Ph.D. dissertations, research papers and research articles of India and abroad. Analysis and interpretation of the data was carried out and conclusions were drawn.

Introduction

Gender sensitivity is the consciousness, compassion and humble acceptance of the varied insights, requirements and entitlements of the persons of different genders. It consists of acknowledging that gender is not only about physical differences among males and females. Prevailing customs, typecasts and discriminations impact the treatment of the people. In short, it is related to creation of an equitable society where there is care and regard for each and everybody regardless of the gender. It helps us to understand the impact of prevailing customs on the lives of the humans. It makes us understand that it is normal for individuals of different genders to access the things differently. It encourages debates and attacks damaging typecasts. It helps in creation of equitable culture in educational institutions, offices and communities at large. It plays a very important role in ensuring equity and respect for everybody irrespective of the gender. It is the conduct that avoids prejudices by acknowledging and believing the numerous disparities among males and females. It is a thought process that encourages regard and empathy for others irrespective of these disparities.

Need and Justification of Present Study

This research helps us to find out the students' perceptions about gender sensitivity of co - curricular and extra - curricular activities in primary and secondary schools of Udaipur tribal areas. On the basis of the findings, we can suggest ways to improve gender sensitivity. Gender - sensitive schools will produce gender - sensitive students. Gender - sensitive students will play a pivot role in making gender - sensitive society. Hence the research is justified.

Statement of Problem

An analysis of students' perceptions about gender sensitivity of co - curricular and extra - curricular activities in primary and secondary schools of Udaipur tribal areas.

Research Questions

- Do the schools in tribal areas show any kind of discrimination between boys and girls in co - curricular activities?
- Do the schools in tribal areas show any kind of discrimination between boys and girls in extra - curricular activities?
- Do the boys and girls perceive any kind of bias in the approach and behaviour of teachers in co - curricular and extra - curricular activities?

Research Objectives

- To study the general rules and regulations related to co - curricular and extra - curricular activities of primary and secondary schools in tribal areas from a gender viewpoint
- To study the classroom practices related to co - curricular and extra - curricular activities of primary and secondary schools in tribal areas from gender viewpoint
- To study the insights of boys and girls on gendered practices in co - curricular and extra - curricular activities in primary and secondary schools in tribal areas

Research Hypotheses

- There is no significant difference in the gender sensitivity of co - curricular and extra -curricular activities of primary and secondary school students.
- There is no significant difference in the gender sensitivity of co - curricular and extra -curricular activities of boys and girls.
- There is no significant difference in the gender sensitivity of co - curricular and extra -curricular activities of boys and girls of primary schools.
- There is no significant difference in the gender sensitivity of co - curricular and extra - curricular activities of boys and girls of secondary schools.
- There is no significant difference in the gender sensitivity of co - curricular and extra - curricular activities of boys of primary and secondary schools.
- There is no significant difference in the gender sensitivity of co - curricular and extra -curricular activities of girls of primary and secondary schools.

Methods, Tools and Techniques

Method	:	Survey method
Tool	:	Self - made questionnaire
Techniques	:	Percentage and t - test

Sampling

Udaipur district has been selected as the study area by the researcher through objective sampling method. 5 primary and 5 secondary schools from tribal areas of Udaipur have been selected using random sampling. 300 students (15 boys and 15 girls from each school) have been selected using random sampling.

Delimitation of the Research Study

The present research study is delimited as follows:

- The present research study is limited to tribal areas of Udaipur.
- The present research study is limited to primary and secondary schools.
- The present research study is limited to students.

Study of Related Literature

In this research work, literature was analysed from the following primary sources:

- Ph.D. dissertations done in various universities of India and abroad
- Research papers published in national and international journals

Data Collection

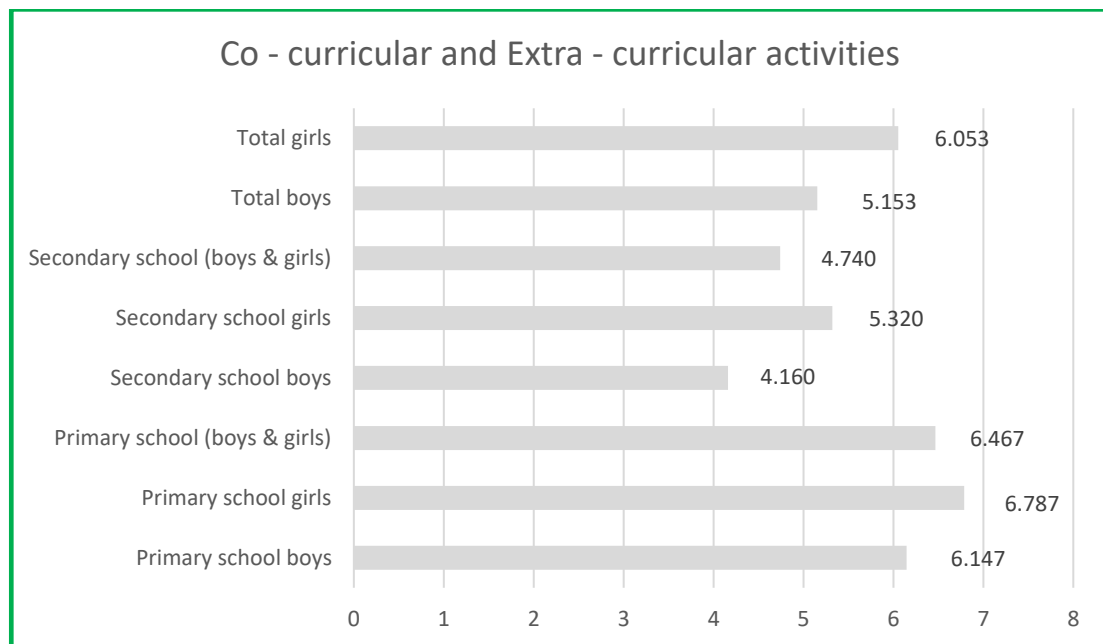
To collect the data on gender sensitivity from selected sample, researcher used self - made questionnaire as a tool. Students were taken as sample by the researcher.

Data Analysis and Interpretation

Description of students' perceptions about co - curricular and extra - curricular activities of gender sensitivity

Table 1: Description of Students' Perceptions about Co - curricular and extra - curricular activities of gender sensitivity

Co-curricular and Extra-curricular Activities	Mean	S.D.	N	Category
Primary school boys	6.147	0.926	75	Average
Primary school girls	6.787	1.562	75	Average
primary school (boys & girls)	6.467	1.319	150	Average
Secondary School boys	4.160	1.569	75	Average
Secondary School girls	5.320	1.508	75	Average
Secondary School (boys & girls)	4.740	1.640	150	Average
Total boys	5.153	1.625	150	Average
Total girls	6.053	1.698	150	Average



Graph 1: Description of students' perceptions about co - curricular and extra - curricular activities of gender sensitivity

The data shows the mean scores and standard deviations of gender sensitivity in the area of co-curricular and extra-curricular activities among primary and secondary school students.

Girls displayed higher gender sensitivity than boys in co-curricular and extra-curricular activities because they are generally more aware and responsive to social and relational aspects. Primary school students showed greater sensitivity than secondary school students as younger children tend to be more open and less influenced by stereotypes.

Overall, gender sensitivity remained average, but targeted efforts are needed for boys and secondary school students since their scores indicate lower awareness and declining sensitivity with age.

Students' perceptions about co - curricular and extra - curricular activities of gender sensitivity in terms of percentage

Table 2: Students' perceptions about co - curricular and extra - curricular activities of gender sensitivity in terms of percentage

Co - curricular and Extra - curricular activities	Percentage
Primary school boys	76.83
Primary school girls	84.83
Primary school (boys & girls)	80.83
Secondary school boys	52.00
Secondary school girls	66.50
Secondary school (boys & girls)	59.25
Total boys	64.42
Total girls	75.67

Girls showed higher gender sensitivity than boys, with primary students performing better than secondary. The decline at the secondary level, especially among boys, suggests reduced awareness with age. This indicates the need to strengthen participation and equity programs at higher levels.

Mean weightage scores of primary level students, secondary level students, total boys and total girls regarding co - curricular and extra - curricular activities of gender sensitivity

Table 3: Mean weightage scores of primary level students, secondary level students, total boys and total girls regarding co - curricular and extra - curricular activities of gender sensitivity

	Co - curricular and Extra -curricular activities	Primary School (Total Students)	Secondary School (Total Students)	Total Boys	Total Girls
1	Are students of both genders given equal opportunities in various programs in representing the school?	1.64	1.25	1.29	1.61
2	Are students of both genders given equal opportunities to participate in field trips?	1.60	1.13	1.25	1.48
3	Are students of both genders given equal opportunities in programs like scouts and guides, N.C.C., N.S.S. etc.?	1.57	1.18	1.30	1.45
4	Are students of both genders given equal opportunities to participate in sports of their choices?	1.66	1.17	1.31	1.52

Across all four statements, primary school students consistently perceive higher gender sensitivity compared to secondary school students. Similarly, girls report better gender equality than boys, indicating that both educational level and gender influence perceptions of co-curricular and extra-curricular gender sensitivity.

Mean weightage scores of study groups regarding co - curricular and extra - curricular activities of gender sensitivity

Table 4: Mean weightage scores of study groups regarding co - curricular and extra - curricular activities of gender sensitivity

	Co - curricular and Extra - curricular activities	Primary school boys	Primary school girls	Secondary school boys	Secondary school girls
1	Are students of both genders given equal opportunities in various programs in representing the school?	1.51	1.77	1.07	1.44
2	Are students of both genders given equal opportunities to participate in field trips?	1.49	1.71	1.01	1.25
3	Are students of both genders given equal opportunities in programs like scouts and guides, N.C.C., N.S.S. etc.?	1.53	1.60	1.07	1.29
4	Are students of both genders given equal opportunities to participate in sports of their choices?	1.61	1.71	1.01	1.33

Across all four indicators, primary school students both boys and girls perceive greater gender sensitivity than secondary school students. Additionally, girls consistently rate higher than boys, reflecting that they experience and recognize gender equity more strongly in co-curricular and extra-curricular activities.

Comparison of study groups regarding gender sensitivity of co-curricular and extra-curricular activities

Comparison of primary and secondary level students regarding gender sensitivity in co-curricular and extra-curricular activities

Table 5: Comparison of primary and secondary level students regarding gender sensitivity of co-curricular and extra-curricular activities

Gender Sensitivity		N	Mean	S.D.	Mean Difference	t	p
Co-curricular and Extra-curricular activities	Primary school students	150	6.467	1.319	1.727	10.046	0.000
	Secondary school students	150	4.740	1.640			

Primary school students (M=6.467) scored higher on gender sensitivity than secondary school students (M=4.740), with a significant mean difference of 1.727. The result was statistically significant ($t=10.046$, $p<0.01$). This shows that younger children experience greater inclusivity in co-curricular activities. At the primary stage, teachers encourage both boys and girls equally, while in secondary schools, peer pressure and traditional gender roles may limit participation, lowering gender sensitivity.

Comparison of boys and girls regarding gender sensitivity of co-curricular and extra-curricular activities

Table 6: Comparison of boys and girls regarding gender sensitivity of co-curricular and extra-curricular activities

		N	Mean	S.D.	Mean Difference	t	p
Co-curricular and Extra-curricular activities	Boys	150	5.153	1.625	0.900	4.690	0.000
	Girls	150	6.053	1.698			

Girls (M=6.053) scored higher than boys (M=5.153), with a mean difference of 0.900. This difference was statistically significant ($t=4.690$, $p<0.01$). This indicates that girls are more sensitive to inclusivity in co-curricular and extra-curricular domains. Girls may value equal opportunities in such activities more strongly, as they often face social and cultural restrictions, while boys take participation more for granted.

Comparison of boys and girls of primary schools regarding gender sensitivity of co-curricular and extra-curricular activities

Table 7: Comparison of boys and girls of primary schools regarding gender sensitivity of co-curricular and extra-curricular activities

		N	Mean	S.D.	Mean Difference	t	p
Co-curricular and Extra-curricular activities	Primary school boys	75	6.147	0.926	0.640	3.052	0.003
	Primary school girls	75	6.787	1.562			

Primary school girls (M=6.787) scored higher than boys (M=6.147), with a mean difference of 0.640 ($t=3.052$, $p<0.01$). This shows that girls are more sensitive to inclusivity in co-curricular activities, possibly because they value opportunities for equal participation in cultural and play activities, which helps them overcome traditional restrictions at an early age.

Comparison of boys and girls of secondary schools regarding gender sensitivity of co-curricular and extra-curricular activities

Table 8: Comparison of boys and girls of secondary schools regarding gender sensitivity of co - curricular and extra - curricular activities

		N	Mean	S.D.	Mean Difference	t	p
Co - curricular and Extra - curricular activities	Secondary school boys	75	4.160	1.569	1.160	4.617	0.000
	Secondary school girls	75	5.320	1.508			

Secondary school girls (Mean = 5.320) scored higher than boys (Mean = 4.160) with a mean difference of 1.160. The difference is statistically significant ($t = 4.617$, $p < 0.01$), showing that girls participate more actively in co-curricular and extra-curricular activities than boys.

Comparison of boys of primary and secondary schools regarding gender sensitivity of co-curricular and extra - curricular activities

Table 9: Comparison of boys of primary and secondary schools regarding gender sensitivity of co - curricular and extra - curricular activities

		N	Mean	S.D.	Mean Difference	t	p
Co -curricular and Extra - curricular activities	Primary school boys	75	6.147	0.926	1.987	9.447	0.000
	Secondary school boys	75	4.160	1.569			

Primary school boys (Mean = 6.147) scored significantly higher than secondary school boys (Mean = 4.160), with a mean difference of 1.987. The difference is highly significant ($t = 9.447$, $p < 0.01$), indicating that primary school boys are more actively involved in co-curricular and extra-curricular activities compared to secondary school boys.

Comparison of girls of primary and secondary schools regarding gender sensitivity of co - curricular and extra - curricular activities

Table 10: Comparison of girls of primary and secondary schools regarding gender sensitivity of co-curricular and extra - curricular activities

		N	Mean	S.D.	Mean Difference	t	p
Co - curricular and Extra - curricular activities	Primary school girls	75	6.787	1.562	1.467	5.850	0.000
	Secondary school girls	75	5.320	1.508			

Primary school girls (Mean = 6.787) scored significantly higher than secondary school girls (Mean = 5.320), with a mean difference of 1.467. The difference is highly significant ($t = 5.850$, $p < 0.01$), suggesting that primary school girls are more engaged in co-curricular and extra-curricular activities than secondary school girls.

Research Conclusion

In the area of co - curricular and extra - curricular activities, girls were found to be more gender-sensitive than boys at both the primary and secondary levels. Primary school students scored higher than secondary school students, suggesting greater awareness at younger ages. While overall sensitivity remained average, the lowest scores were observed among secondary boys, indicating a decline in gender sensitivity with age.

In co-curricular and extra-curricular activities, primary school students were more gender-sensitive than secondary school students. Girls outperformed boys at both levels, with the widest gender gap observed at the secondary stage. Sensitivity clearly declined with age, particularly among secondary school boys, who demonstrated reduced awareness during later schooling.

In this area, primary school students consistently reported higher gender sensitivity than secondary school students. Girls perceived greater equality in opportunities than boys across all items, including field trips, extra - curricular programs, and sports. Representation and inclusivity were stronger at the primary level, while secondary school boys gave the lowest ratings, showing weaker perceptions of fairness.

Among study groups, primary school girls gave the highest ratings across all statements, followed by primary school boys. Secondary school girls rated opportunities higher than secondary school boys, who consistently scored the lowest. Girls across both levels reported greater inclusivity, while boys particularly in secondary schools showed weaker awareness. Overall, gender sensitivity was more visible at the primary level and recognized more strongly by girls.

Suggestions for Future Research

The present study explored the students' perceptions about gender sensitivity of co - curricular and extra - curricular activities in primary and secondary schools of Udaipur tribal areas. While the findings offer valuable insights, the scope of research on gender sensitivity in education is vast. Based on the present work, the following suggestions are offered for future studies:

- **Expansion of Sample Size and Diversity:** The study focused on 300 students. Future research could include a larger and diverse sample covering multiple districts, states, or even cross-cultural contexts. This would make findings more generalizable and allow for regional comparisons in gender sensitivity levels.
- **Longitudinal Studies:** Future studies may adopt a longitudinal design to track how gender sensitivity evolves from early schooling to higher education. Observing the same cohort of students over several years would provide a deeper understanding of how age, peer influence, and institutional practices shape gender awareness.

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Books

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