

# To Find out the Gender Inequality among Social Status of Adolescent

Pooja Mishra<sup>1</sup>, Sunita Mishra<sup>2</sup>

M.Sc Scholar, Department of Human Development and Family Studies, School for Home Science, Babasaheb Bhimrao Ambedkar University Lucknow-226025, India

Professor and Dean, Department of Human Development and Family Studies, School for Home Science, Babasaheb Bhimrao Ambedkar University Lucknow-226025, India

**Abstract:** *The present study is made an attempt to study to the gender inequality in social status age 15 to 19 year from urban and semi urban areas in Lucknow district. The selected sample unit of 100 boys and girls both from urban and semi urban area were selected by adopting multi stage sampling technique. The data (were) collected through self design questionnaire schedules and were analyzed using statistical package for social science (SPSS) to draw the result of present study showed that women social status at urban and semi urban area is very meager and people dislike the modernization and liberty but new generation think that education play significant role in human development.*

**Keyword:** Gender Inequality, Social, Adolescent.

## 1. Introduction

Gender was adopted as means of distinguishing between biological sex and socialized aspect of femininity and masculinity. The word 'adolescent' has its origin from Latin word 'adolescent' which means to 'grow' or 'grow to maturity'. It is the process of development from childhood to maturity and adulthood, its period beginning with the appearance of secondary sex characteristics and terminating with cessation of somatic growth. Adolescence comprises nearly half of the total grown up period of human life. It has its beginning by about 10 to 12 year in boys and girls the end of this stage adolescence is not clearly delineated and varies with physical, emotional, mental, social and cultural criteria that define the adult. The social expectation of male and female and the difference between women and men with in the same household and culturally constructed are changed over time. These differences are reflected in role and responsibility access to resources, constraints, opportunities, need, perceptions view etc held by both women and men their interdependent relationship. Education plays a vital role in human development and investment in education has been increased in recent year. However women education is still lagging behind male education rate is 67% and female 44% (2009). This gender disparity leads towards economic losses in the form of less job opportunities and limited occupation. Only 5 % of first year student in professional programs were female in 1965 by 1985 this number had jumped to 40% in law and medicine and over 30% in dentistry business school. Discrimination plays out with networking and in preferential treatment with in the economic market. Men typically occupy position of power with in the job economy. Gender inequality can further be discrimination take place in this manner as men and women are subject to prejudicial treatment on the basis of gender alone. Gender disparity is found almost all over world.

Gender Inequality in The Family- Gender inequality with in the family and such unfavorable demographic outcome as early marriage, discrimination against daughters in access to

food and health care, poor nutritional status of women and their inability to seek health care for the misbelieves.

The Legal system and Inheritance- the Indian Constitution grants women equal right and opportunities and a number of progressive laws such as equal remuneration act assert this principle India's legal system continues to discriminate against women.

The Economic System- The role of economic system & governmental economic policies in influencing the nature of women's work and their income continues to be poorly understood. In this context certain dimensions of the economic system and governmental policies deserve special attention in particular the nature of the informal sector, labor market discrimination & domestic drudgery.

The Education System- The constitution of India formed in 1950 guaranteed equality of opportunity irrespective of sex & directed the status of endeavor to provide, with ten year free and compulsory primary school education (up to age 14).

Gender Inequality and Reproductive Choice- Early and universal marriage and son preference and high fertility.

### 1.1 Objective

To study about the social status of urban and semi urban adolescent.

### 1.2 Methodology

The present study was conducted in urban and semi urban areas of district Lucknow one hundred respondent were selected by multi stage sampling technique, 4 schools were selected through purposive sampling technique. The area had higher secondary school. The students of high school and intermediate class were the respondents selected randomly. The data were collected through self design questionnaire schedule and was analyzed using statistical

package for social science (SPSS) to draw conclusion and to suggest measure for important.

## 2. Result and Discussion

The main objective of the study was to study the perception of college students regarding gender discrimination in urban and semi urban areas of district Lucknow for the purpose a self design questionnaire schedule was developed for respondent and data were gathered and processed.

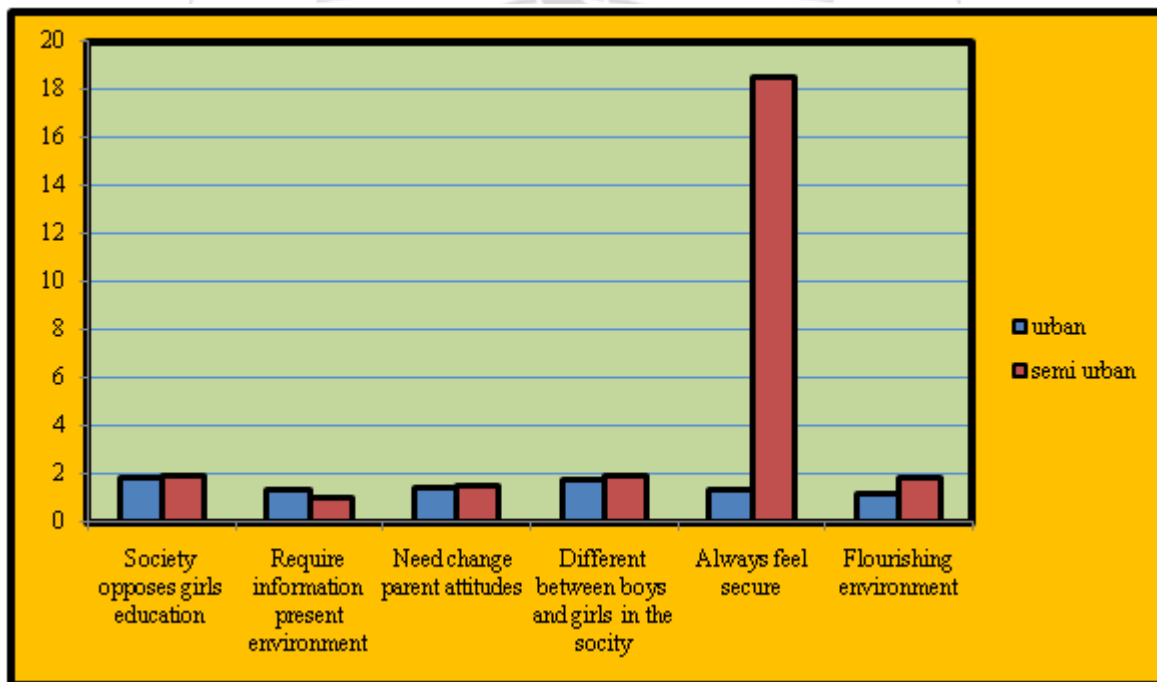
**Table:** Distribution of respondent according to society status in urban and semi urban area adolescent: (N=100)

S. No.	Parameter	Urban		Semi urban		Total N=100	
		Mean	SD.	Mean	SD.	t-value	Sig. (P)
1.	Society opposes girls education	1.82	.388	1.92	.274	9.550	.003
2.	Require information present environment	1.32	.427	1.00	.000	3229.086**	.000
3.	Need change parent attitudes	1.44	.501	1.46	.503	.153	.697
4.	Different between boys and girls in the society	1.72	.454	1.88	.503	2.473**	.000
5.	Always feel secure	1.34	.479	1.85	.499	8.0591	.119
6.	Flourishing environment	1.13	.370	1.84	.370	.000	1.000

**P<.000\*Highly Significant.**

The above table show that in urban area student ( $\mu=1.82$ ) was think society opposes girls education and , in Majority of semi urban area student ( $\mu=1.92$ ) was think society opposes girls education , Majority of urban area student ( $\mu=1.32$ )was require information present environment and , in semi urban area student ( $\mu=1.00$ ) was require information present environment , Majority of urban area student ( $\mu=1.44$ ) was need to change parents attitude and , in semi urban area student ( $\mu=1.46$ ) was need to change parents attitude , Majority of urban area student ( $\mu=1.72$ ) was think difference between boys and girls in the society and , in semi urban area student ( $\mu=1.88$ ) was think difference between boys and girls in the society .Majority of urban area student ( $\mu=1.34$ ) was always feel secure and , in semi urban area student ( $\mu=1.58$ ) was always feel secure and majority of urban area student ( $\mu=1.16$ ) think flourishing environment and , in semi urban area student ( $\mu=1.84$ ) think flourishing environment.

The data reported significant relationship between ( $P>.000$ ) urban and semi urban respondent require information present environment. The data reported significant relationship between (.003) urban area and semi urban area society opposes girls education. The data reported highly significant relationship between ( $P>.000$ ) urban and semi urban area of respondent difference between boys and girls in the society..



## 3. Conclusion

In India gender inequality has know to exist since the time of immemorial – girl continued to be heavily disadvantage at home , school , farms , workplace , education can play a decisive part in making aware of aspiration , real potential , right. In light of slogan “Education for all”, the study on gender inequality among of adolescent in urban areas and semi urban areas.

This study indicate the area factor have no significant difference between the educational status of adolescent.

## 4. Recommendations for Future

- Programmers to further sensitize the parents on issue of inequality, can be organized.
- Further research including the parental view or gender inequality can be conducted.

- Communities programmed in mass – media can taken up the promotion of girls’ education, discourage any inequality based on gender.

## References

- [1] Balatchandirane .G. (2007march).Gender discrimination in education and economic development :A study of asia.426.
- [2] Bunche .J.R.(1934)French educational policy in tago and dahomey .Journal of Nego education 3(1):69-97
- [3] Brooker .E.(1996).slaves of the fetish ,New England international and comparative law annual.4:53-72.
- [4] Census of India, final population total paper 1 of 1992 vol 4:15.
- [5] Inamdor .M. et .all.(2011dec).Health status of rural girls. National journal of community medicin vol 2(3):388.
- [6] Kunze .A.(2007). Comparison advantage or discrimination :studying male-female wage differentials using displaced worker.pn.3052.
- [7] Klasen .S. and Lamanna .F.(2009).Impact of gender inequality in education and employment on economic growth :New evidence for A panel of countries, feminist economic.15(3):91-132.
- [8] Mishra .S. Assignment of malnutrition and remedical measure to improve the quality of life of children of central orrisa .A survey conduct in cuttack.
- [9] Tuwor .T, Sossou .M.A.(2008 – july). Gender discrimination and education in west Africa : strategies for maintaining girls in school.12:363-379.
- [10] Zhang. J. et. All.(2012may). Gender inequality in education in china :a meta – regression analysis.239

