GENDER BIAS IN AVAILABILITY OF SCHOOL EDUCATION IN VILLAGES – A STUDY OF KALISINDH THERMAL POWER PROJECT

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Abstract: Education is fundamental right of every individual irrespective of their gender. Education is imperative to achieve success in life. Therefore school education is prime and essential for both male or female. Education influences social life of male or female both. Kalisindh Thermal Power Project is constructed near village Undal in State Rajasthan. For construction of this project apart from Government revenue land, land of villages Devri, Motipura, Nimoda, Singhania and Undal were also acquired. This study is focused to study effect of gender on school education available for villagers' living in vicinity of Kalisindh Thermal Power Project. A survey of villagers living in villages Devri, Motipura, Nimoda, Singhania and Undal has been carried out. Required information has been gathered by filling a structured questionnaire during survey. Convenience and judgemental sampling method are used for selection of sample. Frequency, percentage, simple arithmetic mean and ANOVA are the statistical tools used for the analysis. The study revealed that available education facilities in villages are independent of gender.

Keywords: ANOVA, Convenience Sampling, Judgemental Sampling, Education.

1. Introduction

Education plays a very important role in everyone's life. When we look life as a perspective of development of society then it doesn't matter that person is male or female. Male and female both have equal rights for education as well as move ahead in society for build their career. School education is prime and essential for both male or female. Education develops a better sense of understanding towards the life. It gives knowledge to choose a right approach for survival in society.

Karra et al. (2017) described available education facilities in villages located in vicinity of Kalisindh Thermal Power Project.

Klasen (2002) suggested that gender inequality in education directly affects economic growth by lowering the average level of human capital. In addition, growth is indirectly affected through the impact of gender inequality on investment and population growth.

Schultz (1994); Hill and King (1995); Murthi, Guio, and Drèze (1995); Klasen (1999); World Bank (2001) agreed that extensive literature showed that gender inequality in education contributed to higher fertility and child mortality.

Kalisindh thermal power project is constructed near village Undal in state Rajasthan. For construction of this thermal power project, land of five villages viz. Devri, Motipura, Nimoda, Singhania and Undal was acquired, for which compensation was paid to villagers. This study is an attempt to explore views of male and female residing in these villages about benefit reaped by children from available education facilities in these villages. This paper presents the findings.

2. Literature Review

Many pioneers have presented their views related to this work. Few of them are mentioned below:-

Drèze and Sen (1989); Pritchett and Summers (1996); UNDP (1996); Dollar and Kraay (2000); Ravallion (2001) reported that gender inequality may reduce economic growth. Economic growth advances well-being as measured by such indicators as longevity, literacy, and poverty.

Sen (1989); Klasen & Wink (2002) opined that many developing countries exhibited considerable gender inequality in health, employment, and education.

Barro and Lee (1994) and Barro and Sala-i-Martin (1995) suggested that a large gap in male and female schooling may indicate backwardness and so may be associated with lower economic growth.

Hill and King (1995) studied the effect on income of gender inequality in education. Instead of trying to account for GDP growth, they related gender inequality in education to GDP levels. They found that a low female-male enrollment ratio was associated with lower GDP per capita, over and above the impact of female education levels on GDP per capita.

Galor and Weil (1996); Lagerlöf (1999) examined the links between gender inequality in education or earnings on fertility and economic growth in an overlapping generations framework.

Dollar and Gatti (1999) examined the relationship between growth and gender inequality in education. They tried to explain five-year growth intervals (between 1975 and 1990) and to control for the possible endogeneity between growth and education using instrumental variable estimation.

Lagerlöf (1999) showed that initial gender inequality in education can result in high fertility, low economic growth, and continued gender inequality in education, thus creating a poverty trap that justified public intervention.

Seguino (2000b) found that gender gap in education reduced economic growth in a sample of export-oriented middle-income economies, whereas gender gap in pay increased it.

Klasen (2002) focused on the instrumental effect of gender inequality in education on economic growth. Using cross-country regressions; it showed how gender bias in education reduced economic growth.

Knowles et. al (2002) estimated the impact of gender inequality in education on GDP per capita using an explicit Solow framework, treating male and female education as separate factors of production. They found that gender inequality in education significantly reduced GDP per capita.

Dohmen et al. (2006) found by using the German Socioeconomic Panel, that individuals with highly educated parents were significantly more likely to choose risky outcomes.

Niessen, A., & Ruenzi, S. (2007) described in their paper that gender differences exist in a professional setting where managers have a similar educational background and work experience.

Gneezy et al. (2009) investigated two distinct societies ñ the Maasai tribe of Tanzania and the Khasi tribe in India. The former were patriarchal while the latter were matrilineal. They found that, in the patriarchal society, women were less competitive than men, which was consistent with experimental data from Western cultures. But in the matrilineal society, women were more competitive than men.

Booth, A. L., & Nolen, P. (2012) stated that women are under-represented in high-paying jobs and in high-level occupations.

Francis, B., Hasan, I., Park, J. C., & Wu, Q. (2015) found that female CFOs were more conservative in their financial reporting.

Karra & Mishra (2017) described problems of school education in villages faced by villagers for education of their children.

Karra et. al (2018) presented the findings emerged from analysis of developed business opportunities for people having different education levels.

3. Objective

This study is depicted to single objective of analysis of gender bias in school education of villages located in vicinity of Kalisindh Thermal Power Project.

4. Rationale

School education is prime and essential for both male and female. Education influences social life of male and female both. Kalisindh Thermal Power Project is constructed near village Undal, Rajasthan. Few more villages are also situated in neighbouring area of this Thermal Power Project. No study has earlier been carried out to find out gender bias in available school education facilities in these villages. This research is to analyze gender bias in available school education facilities for villagers living in vicinity of Kalisindh Thermal Power Project. The researcher has gone through exhaustive amount of literature available related to this field of study. Very little research in this field is carried out till now. This study is an endeavour to plug this gap.

5. Hypothesis

Hypotheses framed and tested for this study are mentioned as under:-

H_1: "There is no significant effect of gender on having number of children 6 to 15 years old".
H_2: "There is no significant effect of gender on all children go to school".
H_3: "There is no significant effect of gender on children goes to private school".
H_4: "There is no significant effect of gender on children goes to Government school".
H_5: "There is no significant effect of gender on number of their children, does not go to school".
H_6: "There is no significant effect of gender on reason of their children, does not go to school".
H_7: "There is no significant effect of gender on satisfaction with available education facilities for their children".
H_8: "There is no significant effect of gender on non availability of educational facilities for their children".
H_9: "There is no significant effect of gender on non availability of school in nearby vicinity".
H_{10}: "There is no significant effect of gender on non availability of local teachers".
H_{11}: "There is no significant effect of gender on non availability of books in nearby vicinity".
H_{12}: "There is no significant effect of gender on non availability of private school in nearby vicinity".
H_{13}: "There is no significant effect of gender on non availability of affordable private school".
H_{14}: "There is no significant effect of gender on non availability of convenient mode of transportation for distance private school becomes hectic for children".
H_{15}: "There is no significant effect of gender on long travelling time for distance private school".
H_{16}: "There is no significant effect of gender on lack of teachers' good response".

6. Research Methodology

The type of research used for this study is descriptive in nature. A survey of villagers living in five villages i.e. Devri, Motipura, Nimoda, Singhania and Undal have been carried out. Required information has been gathered by filling a structured questionnaire during survey. There is not much difference among the people of these villages. Hence convenience sampling and judgemental sampling was considered appropriate for selection of villagers. Reliability analysis was done to identify internal consistency of the variables. Table – 6.1 shows Cronbach's alpha value of the scale. It was found to be greater than 0.7. This shows adequate internal consistency. Frequency, percentage, simple arithmetic mean and ANOVA are the statistical tools used for the analysis.

Table – 6.1: Reliability Statistics

Name of Village	Cronbach Alpha
Devri	0.735
Motipura	0.771
Nimoda	0.724
Singhania	0.757
Undal	0.809

7. Data Analysis and Findings

Male or female both has equal rights to achieve success in life. School education is prime and essential part of their life. In school education school teachers play a very important role to teach children basic education, role of courtesy, manners in their life. Hence relation of teacher and student in schools shall be pure and dedicated.

Our objective of this present investigation is to study gender bias in school education available for villagers' living in vicinity of Kalisindh Thermal Power Project. For assessing the objective following indicators were considered:-

- Number of children 6 to 15 years old
- All Children go to school
- Children going to private school
- Children going to Government school
- Number of children does not go to school
- Reason of children does not go to school
- Satisfaction with available education facilities
- Non Availability of educational facilities
- Non availability of school in nearby vicinity
- Non availability of local teachers
- Non availability of books in nearby vicinity
- Non availability of private school in nearby vicinity
- Non availability of affordable private school
- Non availability of convenient mode of transportation for distance private school
- Long travelling time for distance private school
- Lack of teachers' good response

The data related to this objective was analyzed with the help of statistical tools percentage and ANOVA. The findings of analysis are interpreted as below:-

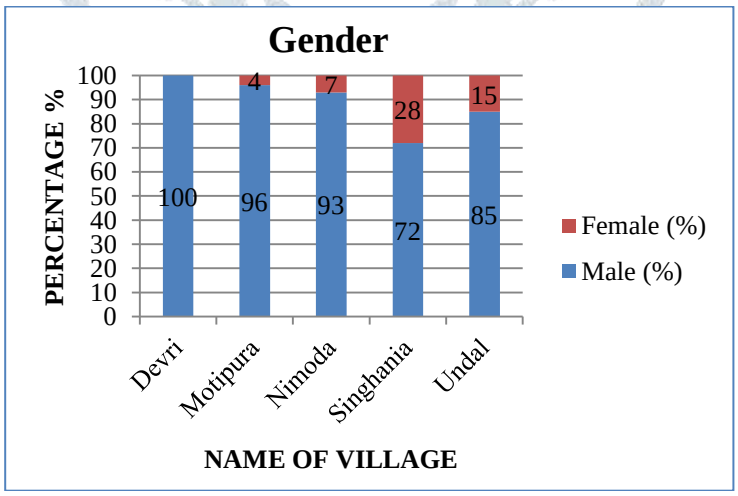
7.1. Gender

Findings emerged through percentage analysis are described as below:-

Below table and graph show that majority of respondents from all five villages, who participated in this survey, are male. No female participated from village Devri. Only 4% females of village Motipura, 7% females from village Nimoda 28% females from village Singhania and 15 % females from village Undal participated in survey. It infers that still in villages' position of females is backward; they do not come in front.

Table – 7.1: Gender

Name of Village	Male (%)	Female (%)
Devri	100	0
Motipura	96	4
Nimoda	93	7
Singhania	72	28
Undal	85	15



Bar Graph – 7.1: Gender

8. Interpretation of ANOVA

The findings and interpretation of ANOVA table is described as below:-

8.1 Interaction between Gender and Number of Children 6 to 15 years old

ONE WAY ANOVA of indicator 'number of children 6 to 15 years old' considered for study of gender bias for available school education in villages near to KaTPP is presented as below:

Table 8.1 - ANOVA: No. of children 6 to 15 years old					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.747	1	0.747	0.651	0.421
Within Groups	288.147	251	1.148		
Total	288.893	252			

It can be observed from the above table that F value of interaction between gender and number of children 6 to 15 years old is 0.651 with degree of freedom 1, which is not significant. It means that there is no significant difference between perception of male and female with respect to no. of children 6 to 15 years old. In the light of this the null hypothesis namely **"There is no significant effect of gender on number of children 6 to 15 years old" is not rejected.** Hence, it may be concluded that indicator number of children 6-15 years old is independent of gender and perception of male and female is at par for this indicator.

8.2 Interaction between Gender and All Children go to School

ONE WAY ANOVA of indicator 'All children go to school' considered for study of gender bias for available school education in villages near to KaTPP is presented as below:

Table 8.2- ANOVA: All children go to school					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.025	1	1.025	3.579	0.060
Within Groups	71.869	251	0.286		
Total	72.893	252			

It can be observed from the above table that F value of interaction between gender and all children go to school is 3.579 with degree of freedom 1, which is not significant. It means that there is no significant difference between perception of male and female with respect to all children goes to school. In the light of this the null hypothesis namely **"There is no significant effect of gender on all children goes to school" is not rejected.** Hence, it may be concluded that indicator all children go to school is independent of gender and perception of male and female is at par for this indicator.

8.3 Interaction between Gender and Children go to Private School

ONE WAY ANOVA of indicator 'Children go to private school' considered for study of gender bias for available school education in villages near to KaTPP is presented as below:

Table 8.3 - ANOVA: Children go to private school					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.598	1	0.598	0.779	0.378
Within Groups	192.477	251	0.767		
Total	193.075	252			

It can be observed from the above table that F value of interaction between gender and children go to private school is 0.779 with degree of freedom 1, which is not significant. It means that there is no significant difference between perception of male and female with respect to children goes to private school. In the light of this the null hypothesis namely **"There is no significant effect of gender on children goes to private school" is not rejected.** Hence, it may be concluded that indicator children go to private school is independent of gender and perception of male and female is at par for this indicator.

8.4 Interaction between Gender and Children go to Government School

ONE WAY ANOVA of indicator 'Children go to Government school' considered for study of gender bias for available school education in villages near to KaTPP is presented as below:

Table 8.4 - ANOVA: Children go to Government school					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.531	1	1.531	3.083	0.080
Within Groups	124.643	251	0.497		
Total	126.174	252			

It can be observed from the above table that F value of interaction between gender and children go to Government school is 3.083 with degree of freedom 1, which is not significant. It means that there is no significant difference between perception of male and female with respect to children goes to Government school. In the light of this the null hypothesis namely **"There is no significant effect of gender on children goes to Government school" is not rejected.** Hence, it may be concluded that indicator children go to Government school is independent of gender and perception of male and female is at par for this indicator.

8.5 Interaction between Gender and Number of Children does not go to School

ONE WAY ANOVA of indicator 'Number of children does not go to school' considered for study of gender bias for available school education in villages near to KaTPP is presented as below:

Table 8.5 - ANOVA: Number of Children does not go to School

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.219	1	0.219	7.201	0.008
Within Groups	7.639	251	0.030		
Total	7.858	252			

It can be observed from the above table that F value of interaction between gender and number of children does not go to school is 7.201 with degree of freedom 1, which is significant at 0.01 level. It means that there is significant difference between perception of male and female with respect to number of their children, does not go to school. In the light of this the null hypothesis namely **"There is no significant effect of gender on number of children does not go to school" is rejected.** Hence, it may be concluded that indicator number of children does not go to school of dimension school education in villages is not independent of gender and perception of male and female is not at par for this indicator.

8.6 Interaction between Gender and Reason of Children does not go to School

ONE WAY ANOVA of indicator 'Reason of children does not go to school' considered for study of gender bias for available school education in villages near to KaTPP is presented as below:

Table 8.6 - ANOVA: Reason of children does not go to school

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.220	1	0.220	1.106	0.294
Within Groups	49.891	251	0.199		
Total	50.111	252			

It can be observed from the above table that F value of interaction between gender and reason of children does not go to school is 1.106 with degree of freedom 1, which is not significant. It means that there is no significant difference between perception of male and female with respect to reason of their children, does not go to school. In the light of this the null hypothesis namely **"There is no significant effect of gender on reason of their children does not go to school" is not rejected.** Hence, it may be concluded that indicator reason of their children, does not go to school is independent of gender and perception of male and female is at par for this indicator.

8.7 Interaction between Gender and Satisfaction with Available Education Facilities

ONE WAY ANOVA of indicator 'Satisfaction with available education facilities' considered for study of gender bias for available school education in villages near to KaTPP is presented as below:

Table 8.7 - ANOVA: Satisfaction with available education facilities

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.698	1	0.698	1.648	0.200
Within Groups	106.329	251	0.424		
Total	107.028	252			

It can be observed from the above table that F value of interaction between gender and satisfaction with available education facilities for their children is 1.648 with degree of freedom 1, which is not significant. It means that there is no significant difference between perception of male and female with respect to satisfaction with available education facilities for their children. In the light of this the null hypothesis namely **"There is no significant effect of gender on satisfaction with available education facilities for their children" is not rejected.** Hence, it may be concluded that indicator satisfaction with available education facilities for their children is independent of gender and perception of male and female is at par for this indicator.

8.8 Interaction between Gender and Non Availability of Educational Facilities

ONE WAY ANOVA of indicator 'Non Availability of educational facilities' considered for study of gender bias for available school education in villages near to KaTPP is presented as below:

Table 8.8 - ANOVA: Non Availability of educational facilities

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.825	1	0.825	0.936	0.334
Within Groups	221.293	251	0.882		
Total	222.119	252			

It can be observed from the above table that F value of interaction between gender and non availability of educational facilities for their children is 0.936 with degree of freedom 1, which is not significant. It means that there is no significant difference between perception of male and female with respect to non availability of educational facilities for their children. In the light of this the null hypothesis namely **"There is no significant effect of gender on non availability of educational facilities for their children" is not rejected.** Hence, it may be concluded that indicator non availability of educational facilities for their children is independent of gender and perception of male and female is at par for this indicator.

8.9 Interaction between Gender and Non Availability of School in nearby vicinity

ONE WAY ANOVA of indicator 'Non availability of school in nearby vicinity' considered for study of gender bias for available school education in villages near to KaTPP is presented as below:

Table 8.9 - ANOVA: Non availability of school in nearby vicinity

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.000	1	0.000	.	.
Within Groups	0.000	251	0.000		
Total	0.000	252			

It can be observed from the above table that F value of interaction between gender and non availability of school in nearby vicinity is negligible, hence insignificant. It means that there is no significant difference between perception of male and female with respect to non availability of school in nearby vicinity. In the light of this the null hypothesis namely **"There is no significant effect of gender on non availability of school in nearby vicinity" is not rejected.** Hence, it may be concluded that indicator non availability of school in nearby vicinity is independent of gender and perception of male and female is at par for this indicator.

8.10 Interaction between Gender and Non Availability of Local Teachers

ONE WAY ANOVA of indicator 'Non availability of local teachers' considered for study of gender bias for available school education in villages near to KaTPP is presented as below:

Table 8.10 - ANOVA: Non availability of local teachers

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.073	1	0.073	0.259	0.611
Within Groups	70.623	251	0.281		
Total	70.696	252			

It can be observed from the above table that F value of interaction between gender and non availability of local teachers is 0.259 with degree of freedom 1, which is not significant. It means that there is no significant difference between perception of male and female with respect to non availability of local teachers. In the light of this the null hypothesis namely **"There is no significant effect of gender on non availability of local teachers" is not rejected.** Hence, it may be concluded that indicator non availability of local teachers is independent of gender and perception of male and female is at par for this indicator.

8.11 Interaction between Gender and Non Availability of Books in nearby vicinity

ONE WAY ANOVA of indicator 'Non availability of books in nearby vicinity' considered for study of gender bias for available school education in villages near to KaTPP is presented as below:

Table 8.11 - ANOVA: Non availability of books in nearby vicinity

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.014	1	0.014	0.018	0.894
Within Groups	190.690	251	0.760		
Total	190.704	252			

It can be observed from the above table that F value of interaction between gender and non availability of books in nearby vicinity is 0.018 with degree of freedom 1, which is not significant. It means that there is no significant difference between perception of male and female with respect to non availability of books in nearby vicinity. In the light of this the null hypothesis namely **"There is no significant effect of gender on non availability of books in nearby vicinity" is not rejected.** Hence, it may be concluded that indicator non availability of books in nearby vicinity is independent of gender and perception of male and female is at par for this indicator.

8.12 Interaction between Gender and Non Availability of Private School in nearby vicinity

ONE WAY ANOVA of indicator 'Non availability of private school in nearby vicinity' considered for study of gender bias for available school education in villages near to KaTPP is presented as below:

Table 8.12 - ANOVA: Non availability of private school in nearby vicinity

	Sum of Squares	Df	Mean Square	F	Sig.

Between Groups	0.197	1	0.197	0.746	0.389
Within Groups	66.222	251	0.264		
Total	66.419	252			

It can be observed from the above table that F value of interaction between gender and non availability of private school in nearby vicinity is 0.746 with degree of freedom 1, which is not significant. It means that there is no significant difference between perception of male and female with respect to non availability of private school in nearby vicinity. In the light of this the null hypothesis namely **"There is no significant effect of gender on non availability of private school in nearby vicinity" is not rejected.** Hence, it may be concluded that indicator non availability of private school in nearby vicinity is independent of gender and perception of male and female is at par for this indicator.

8.13 Interaction between Gender and Non Availability of Affordable Private School

ONE WAY ANOVA of indicator 'Non availability of affordable private school' considered for study of gender bias for available school education in villages near to KaTPP is presented as below:

Table 8.13 - ANOVA: Non availability of affordable private school

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.486	1	0.486	0.410	0.522
Within Groups	297.079	251	1.184		
Total	297.565	252			

It can be observed from the above table that F value of interaction between gender and non availability of affordable private school is 0.410 with degree of freedom 1, which is not significant. It means that there is no significant difference between perception of male and female with respect to non availability of affordable private school. In the light of this the null hypothesis namely **"There is no significant effect of gender on non availability of affordable private school" is not rejected.** Hence, it may be concluded that indicator non availability of affordable private school of dimension school education in villages is independent of gender and perception of male and female is at par for this indicator.

8.14 Interaction between Gender and Non Availability of Convenient Mode of Transportation for Distance Private School

ONE WAY ANOVA of indicator 'Non availability of convenient mode of transportation for distance private school' considered for study of gender bias for available school education in villages near to KaTPP is presented as below:

Table 8.14 - ANOVA: Non availability of convenient mode of transportation for ance private school

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.001	1	0.001	0.001	0.976
Within Groups	196.347	251	0.782		
Total	196.348	252			

It can be observed from the above table that F value of interaction between gender and non availability of convenient mode of transportation for distance private school is 0.001 with degree of freedom 1, which is not significant. It means that there is no significant difference between perception of male and female with respect to non availability of convenient mode of transportation for distance private school. In the light of this the null hypothesis namely **"There is no significant effect of gender on non availability of convenient mode of transportation for distance private school" is rejected.** Hence, it may be concluded that indicator non availability of convenient mode of transportation for distance private school is independent of gender and perception of male and female is at par for this indicator.

8.15 Interaction between Gender and Long Travelling Time for Distance Private School

ONE WAY ANOVA of indicator 'Long travelling time for distance private school' considered for study of gender bias for available school education in villages near to KaTPP is presented as below:

Table 8.15 - ANOVA: Long travelling time for distance private school

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.198	1	1.198	1.642	0.201
Within Groups	183.157	251	0.730		
Total	184.356	252			

It can be observed from the above table that F value of interaction between gender and long travelling time for distance private school is 1.642 with degree of freedom 1, which is not significant. It means that there is no significant difference between perception of male and female with respect to long travelling time for distance private school. In the light of this the null hypothesis namely **"There is no significant effect of gender on long travelling time for distance private school" is not rejected.** Hence, it may be concluded that indicator long travelling time for distance private school is independent of gender and perception of male and female is at par for this indicator.

8.16 Interaction between Gender and Lack of Teachers' Good Response

ONE WAY ANOVA of indicator 'Lack of teachers' good response' considered for study of gender bias for available school education in villages near to KaTPP is presented as below:

Table 8.16 - ANOVA: Lack of teachers' good response

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.129	1	0.129	0.463	0.497
Within Groups	70.163	251	0.280		
Total	70.292	252			

It can be observed from the above table that F value of interaction between gender and lack of teachers' good response is 0.463 with degree of freedom 1, which is not significant. It means that there is no significant difference between perception of male and female with respect to lack of teachers' good response. In the light of this the null hypothesis namely **"There is no significant effect of gender on non availability of lack of teachers' good response" is not rejected.** Hence, it may be concluded that indicator lack of teachers' good response is independent of gender and perception of male and female is at par for this indicator.

9. Conclusion and Suggestion

Education plays a very important role in our life. The study revealed that gender has no significant effect on available school education facilities in villages. Thus, we conclude that school education in villages is independent of gender and perception of male and female are at par.

These days for better education people rush towards private schools, hence education level in Government schools decreases. Government shall improve their study pattern so that education level may improve. Private schools have opportunity to open branches of their school in vicinity of these villages so that villagers of these villages can take benefit of these schools for education of their children. School administration shall promote boys and girls equally for participation in different type of activities for their development.

10. Limitations of the Study

Limitations observed during this study are mentioned as below:-

1. The study is focused on villages located near to the Kalisindh Thermal Power Project. Therefore findings cannot be the generalized. However few findings are common that may be generalized.
2. For collection of primary data convenience and judgmental sampling has been used; it has its own limitations.

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