

UNIVERSITY OF EDUCATION STUDENT TEACHERS' GENDER AWARENESS AND ATTITUDE TOWARDS GENDER EQUALITY

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Abstract

This study intends to investigate University of Education student teachers' gender awareness and attitude towards gender equality and compare postgraduate and undergraduate student teachers' gender awareness and attitude. Two hundred and twenty postgraduate student teachers and two hundred and forty undergraduate student teachers from Yangon University of Education and Sagaing University of Education were involved as participants. A descriptive research design was adopted for this study. A survey questionnaire was used to investigate student teachers' gender awareness of personality related behaviors and job related behaviors, and attitudes towards gender equality, and open-ended items oriented to reveal student teachers' expectations and attitudes in terms of treating the issue of gender equality. The reliability of instrument was calculated through pilot testing with (30) student teachers. The internal consistency (Cronbach's Alpha) of the questionnaire was (.749). Moreover, the collected quantitative data were analyzed by using descriptive statistics of frequency and percentage, and inferential statistics of independent samples 't' test. The qualitative data were interpreted by categorizing the common points. Quantitative findings revealed that 70% of postgraduate student teachers and 45% of undergraduate student teachers have gender awareness of personality related behaviors and 56% of postgraduate student teachers and 49% of undergraduate student teachers have gender awareness of job related behaviors. The family or environment of postgraduate student teachers (78%) and undergraduate student teachers (74%) have the attitude towards gender equality. Further, the findings indicated that all student teachers accepted in union that all males and females should have equal right in gender.

Keywords: Attitudes, Gender, Gender Awareness, Gender Equality, Gender Mainstreaming

Introduction

There are several social challenges in the 21st century. Along with accelerated globalization forces, society is becoming more and more complex. Many people, especially migrant ones, are perceived as a threat in some communities because traditional, political and social balances and consensus are weakening due to migration. Social inequality has increased and discrimination against minorities arises everywhere as a reaction to this trend. Moreover, gender discrimination is still prevalent in some communities. Some groups of women face additional forms of discrimination based on their age, ethnicity, nationality, religion, health status, marital status, education, and socioeconomic status among other groups. In these contexts, school cannot stay apart of the social changes. It should prepare student teachers to understand what is going on around them. Today schools should provide students with knowledge, skills and tools to face the challenges of social inequality and instability in their community. Gender inequality is one dimension of a more broad and ambitious task that the schools should take into consideration.

Statement of the Problem

If a country wishes to contribute to a social welfare of women, it is necessary to adopt the gender approach in school as much as possible. Educational policies and programmes should be aware of and address gender differences. Teachers need to incorporate the gender perspective in their teaching. So having gender awareness and attitude towards gender equality among the teachers is crucial. They should aim to provide a global and critical view on gender equality.

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Awareness and attitude towards gender equality is a considerable factor for building democratize society without discrimination.

Purposes of the Study

The main purpose of this study is to investigate University of Education student teachers' awareness and attitude towards gender equality. The specific purposes are as follows:

- To investigate the Universities of Education student teachers' gender awareness of personality related behaviors and job related behaviors.
- To investigate the attitudes of the family or environment of the student teachers from the Universities of Education towards gender equality.
- To compare between postgraduate and undergraduate student teachers' awareness and attitude towards gender equality.
- To investigate the expectations and attitudes of the Universities of Education student teachers in terms of treating the issue of gender equality.

Research Questions

- (1) Do the student teachers from the Universities of Education have gender awareness of personality related behaviors?
- (2) Do the student teachers from the Universities of Education have gender awareness of job related behaviors?
- (3) Do the families or environment of the student teachers from the Universities of Education have positive attitudes towards gender equality?
- (4) Is there a significant difference between postgraduate and undergraduate student teachers awareness and attitudes towards gender equality?
- (5) What are the expectations and attitudes of the Universities of Education student teachers in terms of treating the issue of gender equality?

Scope of the Study

This research has its own particular limitations. The first limitation is related to selected universities. There are three Universities of Education in Myanmar, however, Yangon University of Education and Sagaing University of Education are selected for this study. The second limitation deals with selected departments. There are three educational departments in each university: department of educational theory, department of educational psychology and department of methodology. Among them, the participants came from only department of methodology. The student teachers from PhD and MEd programs are selected as postgraduate student teachers and first year BEd student teachers are selected as undergraduate student teachers. The last limitation deals with the areas of the study. The University of Education student teachers' awareness and attitude are investigated into only two areas: personal related behaviors and job related behaviors.

Definition of Key Terms

Attitudes

Attitudes are defined as beliefs that individuals express regarding appropriate roles for men and women in a given institutional and cultural environment (Andreß & Quack, 2015).

Gender

Gender refers to socially constructed identities, attributes and roles for women and men (UN, 2014).

Gender Awareness

Gender awareness is the ability to view society from the perspective of gender roles (UNIFEM, 2005).

Gender Equality

Gender equality means that women and men, and girls and boys, enjoy the same rights, resources, opportunities and protections (UN Millennium Project, 2005).

Gender Mainstreaming

Gender mainstreaming is a strategy for making girls' and women's, as well as boy's and men's, concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes so that girls and boys and women and men benefit equality, and inequality is not perpetuated (UNICEF, 2017).

Significance of the Study

Gender equality is regarded one of the core factors to build democratic society and the essential component of economic growth and societal well-being. At the same time, education is often considered as a human right and an essential tool for achieving the goals of equity, development and peace and to be one of the key factors that should be addressed in order to promote equal opportunities and mainstream gender equality. On the one hand, education and school are informed by the values and attitudes that are prevalent in the society. Education becomes a powerful tool for changing the societal attitudes and empowering the next generation. Therefore, it is important to mainstream gender equality in the curricula, school culture, teaching materials and methods in order to prevent the reproduction of gender stereotypes. Successful mainstreaming of gender equality, therefore, cannot be achieved without having the necessary knowledge, tools and teaching methods to understand and tackle gender stereotypes and mainstream gender equality among the teachers. With this view, it is necessary to investigate the University of Education student teachers' gender awareness and attitudes towards gender equality because they will be the leaders of tomorrow classrooms.

Theoretical Framework

International Groundwork for Women's Rights

Women's rights have been at the heart of a series of international conferences that have produced significant political commitments to women's human rights and equality. Starting in 1975, which was also international women's year, Mexico City in Mexico hosted the world conference on the international women's year, which resulted in the world plan of action and the designation of 1975–1985 as the United Nations Decade for Women. In 1980, another international conference on women was held in Copenhagen, capital of Denmark, and the convention on the elimination of all forms of discrimination against women was opened for signature. The third world conference on women was held in Nairobi, capital of Kenya, with the Committee on the Elimination of Discrimination against Women having begun its work in 1982.

These three world conferences witnessed extraordinary activism on the part of women from around the world and laid the groundwork for the world conferences in the 1990s to address women's rights, including the fourth world conference on women held in Beijing in 1995 (UN, 2014).

There are five international level groundwork deals with women rights.

(1) Vienna Declaration and Programme of Action

In 1993, the world conference on human rights was held in Vienna. It sought to review the status of the human rights machinery in place at the time. Women's rights activists mobilized to ensure that woman's human rights were fully on the agenda of the international community under the rallying cry 'Women's Rights are Human Rights'.

(2) International Conference on Population and Development

In 1994, the international conference on population and development was held in Cairo, Egypt represented a milestone for women's rights. The issues taken up in its programme are fundamentally related to women's human rights, including gender equality, reproductive health, birth control and family planning, women's health, as well as immigration and education of women.

(3) Beijing Declaration and Platform for Action

Adopted during the fourth world conference on women in September 1995, the Beijing declaration and platform for action focused on (12) areas concerning the implementation of women's human rights and set out an agenda for women's empowerment. It builds on the results of the previous three world conferences on women, but is considered a significant achievement in explicitly articulating women's rights as human rights. The platform for action is the most comprehensive expression of states' commitments to the human rights of women.

(4) Millennium Development Goals

In 2000, the international community agreed to eight time-bound development goals to be achieved by 2015 at UN Headquarters in New York, including a goal on gender equality and the empowerment of women, as well as one on the reduction of maternal mortality. Seven of the goals have specific targets to measure progress. Although they have shortcomings from a human rights perspective, the Millennium development goals are an important political commitment which has galvanized international support for some of the world's most daunting problems. Millennium development goal (3) with respect to women's rights is to promote gender equality and empower women.

The United Nations Conference on Sustainable Development

The United Nations conference on sustainable development brought Heads of State and Government to Brazil in 2012. The outcome document of the conference states that "gender equality and the effective participation of women are important for effective action on all aspects of sustainable development" and calls for the repeal of discriminatory laws and for ensuring women's equal access to justice (UN, 2014).

CEDAW and Myanmar

Myanmar is a signatory to the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (1997), and is committed to international policy initiatives to improve the situation of women, including the International Conference on Population and Development, the Beijing Declaration and Platform for Action, and the Millennium Declaration. The Association of South East Asia Nations (ASEAN) has established the ASEAN Commission on Protection and Promotion of the Rights of Women and Children (ACWC), and the ASEAN Committee on Women (ACW), of which Myanmar is a member. Myanmar, as an active member of both committees, has drafted the National Strategic Plan for the Advancement of Women based on the Constitution 2008, CEDAW and the (12) Priority Areas of the Beijing Platform for Action. The National Strategic Plan for the Advancement of Women (NSPAW) will provide support to improve the situation of women and to fully enjoy their rights in accordance with the features of the Constitution of Republic of the Union of Myanmar (2008) (MNCWA, n.d.).

National Strategies Plan for the Advancement of Women (NSPAW) (2013-2022)

After participation at the fourth world conference on women (Beijing, 1995), the Ministry of Social Welfare, Relief and Resettlement established the Myanmar National Committee for Women Affairs (MNCWA) in 1996 to enhance the advancement of women, and was reestablished in 2012 according to the policies of the new Government. MNCWA draw the national strategic plan for the advancement of women (2013-2022) which is based on the (12) priority areas of CEDAW and the Beijing Platform for Action. These (12) critical areas are:

1. Women and livelihoods,
2. Women and education and vocational training,
3. Women and health,
4. Violence against women,
5. Women and emergencies,
6. Women and economy,
7. Women and decision making,
8. Institutional mechanism for the advancement of women,
9. Women and human rights,
10. Women and the media,
11. Women and the environment, and
12. The protection and empowerment of girls.

For each of the priority area, sub-committees have been established comprising focal Ministries and other stakeholders working in different sectors. Terms of reference for each sub-committee related to NSPAW have been established. In the Ministries involved in the implementation of NSPAW, at least one focal person have been designated to coordinate and monitor work on all the priority areas that specific Ministry is engaged in. The management committee for NSPAW have been developed a (5) year operational plan to coordinate and prioritize the implementation of strategic policies, plans and legislative reforms developed by the working group/task forces for each of the (12) priority areas. The management committee for NSPAW reviews progress towards the objectives of NSPAW and the extent to which efforts are

leading towards meeting anticipated outcomes according to the core indicators. The monitoring framework, including data collection mechanisms have been reviewed annually and will continue to be developed and refined. Reporting guidelines and timelines have been developed by the management committee for NSPAW. In the area of women and education and training, the key objective is to strengthen systems, structures and practices for ensuring access to quality formal and non-formal education for women and girls. It consists of four main parts: (1) research and surveys, (2) awareness raising, (3) implementation, and (4) budget and policy making.

Research Method

Research Design

A descriptive research design was used to collect quantitative and qualitative data for this study.

Population and Sample

Two hundred and twenty postgraduate student teachers and two hundred and forty undergraduate student teachers participated in this study. The population and sample size of postgraduate and undergraduate student teachers are presented in Table (1).

Table 1 Population and Sample Size

No.	Program	YUOE				SUOE			
		Population	Sample			Population	Sample		
			Male	Female	Total		Male	Female	Total
1	PhD (Prelim)	14	4	10	14	8	2	6	8
2	MEd (Second Year)	34	4	30	34	42	6	36	42
3	MEd (First Year)	28	4	24	28	47	10	37	47
4	MEd (Q)	25	2	23	25	22	-	22	22
Total		101	14	87	101	Total	18	101	119
5	BEd (First Year)	408	60	60	120	354	60	60	120
Total		60	60	120	Total	60	60	120	120

Procedure for the Study

Awareness and attitude towards gender equality is a considerable factor for building democratize society without discrimination. Firstly, the literature related to this study were compiled through training materials on gender mainstreaming in teacher education in Myanmar, books and the Internet sources. After that, a questionnaire was constructed for this study. The aim of this questionnaire is to investigate student teachers' awareness and attitude towards gender equality. To find the reliability of the instruments a pilot test with (30) student teachers was conducted. Then, two Universities of Education were selected randomly. Two hundred and twenty postgraduate student teachers and two hundred and forty undergraduate student teachers were also selected as participants. The required data were collected in February 2019 and then the data were entered into the computer data file and analyzed using the Statistical Package for the Social Science (SPSS).

Instrument

In this study, a survey questionnaire was used to investigate student teachers' gender awareness of personality related behaviors and job related behaviors, and the family and environment of student's attitudes towards gender equality, and open-ended items oriented to reveal the expectations and attitudes of student teachers towards the issue of gender equality. This questionnaire was developed based on the ideas and understanding gained from the Training Workshop on Gender Mainstreaming in Teacher Education in Myanmar which held in November 2018 at Pinlong Hall, Yangon University. There are three main parts in this questionnaire.

In the first part, there are two sections: (1) student teachers' gender awareness of personality related behaviors and (2) job related behaviors. There are total of ten items in each section and each item has three options. The three options are (1) girls' related behavior, (2) boy's related behavior and (3) both girls' and boys' related behavior. If the respondent chooses (1) or (2), it can be interpreted as he/she does not have gender awareness, and if (3) is chosen, it can be interpreted as having gender awareness.

The second part is related to the families or environment of student teachers' attitudes towards gender equality which includes four dichotomous items. The last involves two open-ended questions concerning the expectations and attitudes of the Universities of Education student teachers in terms of treating the issue of gender equality.

Data Analysis

The collected quantitative data were analyzed by using Statistical Package for Social Science (SPSS) with descriptive statistics of frequency and percentage, and inferential statistics of independent samples 't' test. The qualitative data were interpreted by categorizing the common points.

Research Findings

Quantitative Findings

(i) Postgraduate Student Teachers' Gender Awareness of Personality Related Behaviors

Research findings indicated that majority of the postgraduate student teachers (70%) have gender awareness in personality related behaviors. The results of gender awareness for each class are presented in Table 2.

Table 2 Postgraduate Student Teachers' Gender Awareness of Personality Related Behaviors

No.	Class	No. of Participant	Percentage (%)	
			Having Gender Awareness	Not Having Gender Awareness
1	Ph D (Prelim)	22	72	28
2	MEd (2 nd Year)	76	71	29
3	MEd (1 st Year)	75	75	25
4	MEd (Q)	47	60	40
Over All		220	70	30

The detailed findings of gender awareness of personality related behaviors for each item are presented in Table 3.

Table 3 Postgraduate Student Teachers' Gender Awareness of Personality Related Behaviors for Each Item

No.	Personality Behavior	No. of Participant	Responded Percentages (%)		
			Behavior		
			Girl	Boy	Both Boy & Girl
1	Gentleness	220	65	-	35
2	Sound mind	220	3	22	75
3	Caring	220	7	10	83
4	Preventing	220	4	24	72
5	Management	220	6	6	88
6	Creativity	220	3	24	73
7	Pioneering	220	10	12	78
8	Patience	220	33	10	57
9	Kindness	220	38	4	58
10	Responsiveness	220	6	14	80

(ii) Undergraduate Student Teachers' Gender Awareness of Personality Related Behaviors

Research findings revealed that majority of the undergraduate student teachers (45%) have gender awareness in personality related behaviors. The results of gender awareness for each class are presented in Table 4.

Table 4 Undergraduate Student Teachers' Gender Awareness of Personality Related Behaviors

No.	Class	No. of Participant	Percentage (%)	
			Having Gender Awareness	Not Having Gender Awareness
1	BEd 1 st Year (YUOE)	120	36	64
2	BEd 1 st Year (SUOE)	120	54	46
Over All		240	45	55

The detailed findings of gender awareness of personality related behaviors for each item are presented in Table 5.

Table 5 Undergraduate Student Teachers' Gender Awareness of Personality Related Behaviors for Each Item

No.	Personality Behavior	No. of Participant	Responded Percentages (%)		
			Behavior		
			Girl	Boy	Both Boy & Girl
1	Gentleness	240	64	2	34
2	Sound mind	240	3	30	67
3	Caring	240	8	15	77
4	Preventing	240	3	46	51
5	Management	240	7	17	76
6	Creativity	240	3	30	67
7	Pioneering	240	15	15	70
8	Patience	240	27	14	59
9	Kindness	240	35	5	60
10	Responsiveness	240	7	30	63

(iii) Postgraduate Student Teachers' Gender Awareness of Job Related Behaviors

Research findings indicated that the majority of the postgraduate student teachers (56%) have gender awareness in job related behaviors. The results of gender awareness for each class are presented in Table 6.

Table 6 Postgraduate Student Teachers' Gender Awareness of Job Related Behaviors

No.	Class	No. of Participant	Percentage (%)	
			Having Gender Awareness	Not Having Gender Awareness
1	Ph D (Prelim)	22	60	40
2	MEd (2 nd Year)	76	56	44
3	MEd (1 st Year)	75	60	40
4	MEd (Q)	47	48	52
Over All		220	56	44

The detailed findings of gender awareness of job related behaviors for each item are presented in Table 7.

Table 7 Postgraduate Student Teachers' Gender Awareness of Job Related Behaviors for Each Item

No.	Personality Behavior	No. of Participant	Responded Percentages (%)		
			Behavior		
			Girl	Boy	Both Boy & Girl
1	Carrying heavy things	220	5	85	10
2	Cooking	220	50	1	49
3	Driving	220	-	15	85
4	Domestic (Chores)	220	39	-	61
5	Doing community welfare	220	20	-	80
6	Parenting	220	24	3	73
7	Selling and buying car	220	-	82	18
8	Construction career	220	-	70	30
9	Volunteering	220	-	-	100
10	Nursing	220	48	4	48

(iv) Undergraduate Student Teachers' Gender Awareness of Job Related Behaviors

Research findings revealed that majority of undergraduate student teachers (49%) have gender awareness in job related behaviors. The results of gender awareness for each class are presented in Table 8.

Table 8 Undergraduate Student Teachers' Gender Awareness of Job Related Behaviors

No.	Class	No. of Student	Percentage	
			Having Gender Awareness	Not Having Gender Awareness
1	BEd 1 st Year YUOE)	120	40	60
2	BEd 1 st Year (SUOE)	120	58	42
Over All		240	49	51

The detailed findings of gender awareness of job related behaviors for each item are presented in Table 9.

Table 9 Undergraduate Student Teachers' Gender Awareness of Job Related Behaviors for Each Item

No.	Personality Behavior	No. of Participant	Responded Percentages (%)		
			Behavior		
			Girl	Boy	Both Boy & Girl
1	Carrying heavy things	240	4	86	10
2	Cooking	240	71	3	26
3	Driving	240	2	33	65
4	Domestic (Chores)	240	64	2	34
5	Doing community welfare	240	1	33	66
6	Parenting	240	37	4	59
7	Selling and buying car	240	4	75	21
8	Construction career	240	3	68	29
9	Volunteering	240	2	5	93
10	Nursing	240	62	5	33

(v) Attitudes of the Family or Environment of the Postgraduate Student Teachers towards Gender Equality

Research findings indicated that the family or environment of the postgraduate student teachers (78%) have the attitude towards gender equality. The results of each class are presented in Table 10.

Table 10 Attitudes of the Family or Environment of the Postgraduate Student Teachers towards Gender Equality

No.	Class	No. of Student	Percentage (%)	
			Having Gender Equality	Not Having Gender Equality
1	Ph D (Prelim)	22	65	35
2	MEd (2 nd Year)	76	79	21
3	MEd (1 st Year)	75	87	13
4	MEd (Q)	47	79	21
Over All		220	78	22

Attitudes of the Family or Environment of the Undergraduate Student Teachers towards Gender Equality

Research findings indicated that the family or environment of the undergraduate student teachers (74%) have the attitude towards gender equality. The results of each class are presented in Table 11.

Table 11 Attitudes of the Family or Environment of the Undergraduate Student Teachers towards Gender Equality

No.	Class	No. of Student	Percentage (%)	
			Having Gender Equality	Not Having Gender Equality
1	BEd 1 st Year (YUOE)	120	75	25
2	BEd 1 st Year (SUOE)	120	72	27
Over All		240	74	26

The Comparison between Postgraduate and Undergraduate Student Teachers' Awareness and Attitudes towards Gender Equality

Three areas of gender awareness and attitudes between postgraduate and undergraduate are compared.

Table 12 The Comparison between Postgraduate and Undergraduate Student Teachers' Awareness and Attitudes towards Gender Equality

	Group	N	M	SD	MD	<i>t</i>	<i>df</i>	Sig. (2 Tailed)
Personality Related Behaviors	Postgraduate	220	6.78	2.58	0.50	2.200	458	0.028*
	Undergraduate	240	6.28	2.30				
Job Related behaviors	Postgraduate	220	5.41	2.03	1.01	5.407	458	0.000***
	Undergraduate	240	4.40	1.99				
Family & Environment Attitudes	Postgraduate	220	3.21	1.09	0.14	1.380	458	0.168 (ns)
	Undergraduate	240	3.07	1.17				
Total	Postgraduate	220	15.40	4.31	1.65	4.297	458	0.000***
	Undergraduate	240	13.75	3.97				

Note: *** $p < .001$, * $p < .05$, ns = not significant

Qualitative Findings

In asking question number seven, which is finding out their attitude of gender equality, hundred percent of responses are agreed on the idea of gender equality. All participants responded that both males and females should have equal opportunities.

Question number eight explored the factors that they want to modify from the culture of Myanmar traditional, rules and regulations, the findings are presented as follows:

- Domestic chores are concerned with women, not with men.
- Men have to make important decisions.
- Unequal opportunities in religious affairs.
- Earnings are concerned with men.
- Giving priority to men in job related affairs.
- Women are being felt guilty on humiliating possibility.
- Discrimination in matriculation exam marks.
- Too much veneration on men.
- Surroundings are trying to influence on women conduct.
- Women are being prohibited in some areas of paying homage to Buddha.
- Feeling disappointed on the idea of 'Ladies First'.
- Women are unnecessary to educate.

Discussion, Suggestions, Conclusion

Discussion

The findings of research question one: Do the student teachers from the Universities of Education have gender awareness of personality related behaviors? indicated that 70% of postgraduate student teachers and 45% of undergraduate student teachers have gender awareness of personality related behaviors. The amount of percentages is different. Generally student teachers have gender awareness however it is necessary to provide gender awareness and attitude among citizens. Detailed findings of gender awareness of personality related behaviors tables expressed that both postgraduate and undergraduate student teachers assume gentleness, kindness and patience are girls' behavior and preventing, creativity sound mind and responsiveness are boys' behavior.

The findings of research question two: Do the student teachers from the Universities of Education have gender awareness of job related behaviors? revealed that 56% of postgraduate student teachers and 49% of undergraduate student teachers have gender awareness of job related behaviors. Having the attitude of job related behaviors; it is less than personality related behaviors. Postgraduate student teachers said that driving, selling and buying car, construction career and volunteering are not girls' behaviors and domestic (chores), doing community welfare and volunteering are not boys' behaviors. Undergraduate student teachers said that cooking, domestic (chores), parenting and nursing are girls' behavior and carrying heavy things, driving, doing community welfare, selling and buying cars and construction career are boys' behaviors.

The findings of research question three: Do the families or environment of the student teachers from the Universities of Education have positive attitudes towards gender equality? showed that 78% of postgraduate student teachers and 74% of undergraduate student teachers' family or environment have the attitude of gender equality. These findings pointed out that Myanmar culture and family do not have gender discrimination.

The findings of research question four: Is there a significant difference between postgraduate and undergraduate student teachers awareness and attitudes towards gender equality? revealed that there are significant differences between two groups of student teachers on personal related behaviors and job related behaviors. However, there is no significant difference on family and environment attitude towards gender equality. Generally, the mean scores of postgraduate students is higher than undergraduate students in each dimension. It can be easily seen that education or learning experiences of student teachers can deduce gender bias attitude.

The findings of research question five: What are the expectations and attitudes of the Universities of Education student teachers in terms of treating the issue of gender equality? revealed twelve issues about the expectations and attitudes of the Universities of Education student teachers who want to change in the Myanmar traditional or cultural views. Some respondents mentioned that there is unequal opportunities in religious affairs. This can be their perceptions. It is assumed that this perception cannot generalize for the whole country. It is obvious that people are free to hold their religious affairs respectively in Myanmar. Some respondents said that discrimination in matriculation marks between boys and girls. Discrimination in matriculation marks between boys and girls is the case of the past. At present, the admission process to Yangon University of Education is based on the proportional system. It

means half of student teachers is boy and another half is girl. It is not based on the discrimination of exam marks. Some respondents mentioned that women are being prohibited in some areas of paying homage to Buddha. This perception is related to Myanmar traditional culture. But in most places, men and women have equal opportunities to pay homage to Buddha.

Nevertheless, research findings revealed that student teachers love and accept the idea of human rights and gender equality.

Suggestions

Myanmar commitments to gender equality can be easily seen by respecting the commitment of CEDAW, Beijing Declaration, Constitution of the Union of Myanmar (2008), and implementation of NSPAW, and Sustainable Development Plan. Moreover, it is education transformation period of Myanmar. At this time, ownership and commitment by all stakeholders is necessary for mainstreaming. All should involve in gender mainstreaming. With this view, the following points are suggested.

- Responsibility persons (every citizens) should pay attention to the unique needs of females, valuing their perspectives, respecting their experiences, understanding developmental differences between girls and boys, women and men and ultimately empowering girls and women.
- In addressing unequal access to and inadequate educational opportunities, Government and other sectors should promote a visible policy of mainstreaming a gender perspective into all policies and programmes.
- Education policies should be aware of and address gender equality.
- A gender sensitive educational system should be created in order to ensure equal educational opportunities and full and equal participation of women in educational administration and decision making.
- Educational programmes should be gender responsive.
- Human right education programmes that incorporate the gender dimension should be developed at all levels of education.
- Training programmes and materials for teachers and educators to raise awareness of their own role in the educational process with a view to providing them with effective strategies for gender sensitive teaching.
- The awareness of gender issues is necessary for teaching profession so these topics should be integrated into the curriculum of teacher training programmes.
- The mass media are a powerful means of education. As an educational tool the mass media should be used for promoting gender awareness in the public.
- Research should be conducted on gender issues and information dissemination should be made in the entire nation.
- This study dealt with only student teachers' gender awareness and attitude toward gender equality. Future studies should be conducted how to impart (ways and means) gender awareness among Myanmar citizens.

Finally, it is sure that society without full participation of women will never reach its full potential.

Conclusion

Education is often considered to be one of the key factors that should be addressed in order to promote equal opportunities and mainstream gender equality. On the one hand, education and school are informed by the values and attitudes that are prevalent in the society. At the same time, education is a powerful tool for changing the societal attitudes and empowering the next generation. Therefore, it is important to mainstream gender equality in the curricula, school culture, teaching materials and methods in order to prevent the reproduction of gender stereotypes that influence the well-being of pupils. Successful mainstreaming of gender equality, therefore, cannot be achieved without having among today teachers the necessary knowledge, tools and teaching methods to understand and tackle gender stereotypes and mainstream gender equality.

The United Nations (UN) declares that they firmly believe in the ideas of human dignity and gender equality. The Republic of the Union of Myanmar, a member country of UN, has responsibility to deal with gender equality. Especially, the schools are mainly concerned to spread out the ideas of gender equality. To fulfill this requirement, the teachers have to believe and give the student value on the ideas of human dignity and gender equality.

This study is mainly aimed to explore the University of Education student teachers' understanding on gender equality. Although the student teachers who are both in-service and pre-service, are not weak in the ideas of gender equality, the responsible persons have to cooperate in implementing the gender equality affairs. In this way, a society in which no gender discrimination and serving gender equality will be created.

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နောက်ဆက်တွဲ

ကျား/မ ရေးရာ နားလည်သဘောပေါက်မှု ဆန်းစစ်လွှာ

ကျား/မ ----- အတန်း: -----

အပိုင်း (က)

၁။ ဖော်ပြပါ အမှုအကျင့်များနှင့် ပတ်သက်၍ သင်၏ထင်မြင်ယူဆချက် နှင့်ကိုက်ညီသော နေရာတွင် အမှန်ခြစ်
 (✓)အမှတ်အသားပြု၍ ဖော်ပြပါ။

၁ = မိန်းကလေး၏ အမှုအကျင့်

၂ = ယောက်ျားလေး၏ အမှုအကျင့်

၃ = ကျား/ မနှစ်ဦးလုံး ၏ အမှုအကျင့်

စဉ်	အမှုအကျင့်	၁	၂	၃
၁	နူးညံ့သိမ်မွေ့ခြင်း			
၂	စိတ်ဓာတ်ကြွခိုင်ခြင်း			
၃	သူတစ်ပါးကို စောင့်ရှောက်တတ်ခြင်း			
၄	ကာကွယ်တတ်ခြင်း			
၅	အလုပ်ကိစ္စရေးရာများကို စီမံခန့်ခွဲနိုင်ခြင်း			
၆	တီထွင်ဖန်တီးနိုင်စွမ်းရှိခြင်း			
၇	လမ်းပြတတ်ခြင်း			
၈	သည်းခံတတ်ခြင်း			
၉	ကြင်နာတတ်ခြင်း			
၁၀	တာဝန်ယူတတ်ခြင်း			

၂။ ဖော်ပြပါ လုပ်ငန်းများနှင့် ပတ်သက်၍ သင်၏ထင်မြင်ယူဆချက်နှင့်ကိုက်ညီသော နေရာတွင် အမှန်ခြစ် (✓)
 အမှတ်အသားပြု၍ ဖော်ပြပါ။

၁ = မိန်းကလေး၏ လုပ်ငန်း

၂ = ယောက်ျားလေး၏ လုပ်ငန်း

၃ = ကျား/ မနှစ်ဦးလုံး၏ လုပ်ငန်း

စဉ်	လုပ်ငန်း	၁	၂	၃
၁	လေးလံသည့်အရာများကို သယ်ဆောင်ခြင်း			
၂	အချက်အပြုတ်လုပ်ငန်း လုပ်ဆောင်ခြင်း			
၃	ကားမောင်းခြင်း			
၄	အိမ်သန့်ရှင်းရေးလုပ်ခြင်း			
၅	ရပ်ရွာဖွံ့ဖြိုးတိုးတက်ရေးလုပ်ငန်းများဆောင်ရွက်ခြင်း			
၆	ကလေးများကို ပြုစုပျိုးထောင်ခြင်း			
၇	ကားအရောင်းအဝယ်လုပ်ခြင်း			
၈	ဆောက်လုပ်ရေးလုပ်ငန်းများ လုပ်ဆောင်ခြင်း			
၉	ပရဟိတလုပ်ငန်းများဆောင်ရွက်ခြင်း			
၁၀	သူနာပြုလုပ်ငန်းဖြင့်အသက်မွေးဝမ်းကျောင်းပြုခြင်း			

အပိုင်း (ခ)

၃။ သင်၏မိသားစု (သို့) အသိုင်းအဝိုင်းတွင် မိန်းကလေးနှင့်ယောက်ျားလေးကိုတန်းတူထား၍ ပြောဆိုဆက်ဆံ ပါသလား။

တန်းတူဆက်ဆံပါသည် တန်းတူမဆက်ဆံပါ

၄။ သင်၏မိသားစု (သို့) အသိုင်းအဝိုင်းတွင် မိန်းကလေးနှင့်ယောက်ျားလေးကို ညီတူညီမျှ ချစ်ခင်ကြင်နာပါသလား။

ညီတူညီမျှချစ်ခင်ပါသည် ညီတူညီမျှမချစ်ခင်ပါ

၅။ သင်၏မိသားစု (သို့) အသိုင်းအဝိုင်းတွင် မိန်းကလေးနှင့်ယောက်ျားလေးကို ညီတူညီမျှ ဂရုစိုက်ပါသလား။

ညီတူညီမျှဂရုစိုက်ပါသည် ညီတူညီမျှမဂရုစိုက်ပါ

၆။ သင်၏မိသားစု (သို့) အသိုင်းအဝိုင်းတွင် မိန်းကလေးနှင့်ယောက်ျားလေးကို ညီတူညီမျှ အခွင့်အလမ်းပေးပါသလား။

ညီတူညီမျှအခွင့်အလမ်းပေးပါသည် ညီတူညီမျှမခွင့်အလမ်းပေးပါ

အပိုင်း (ဂ)

၇။ သင်သည် မိန်းကလေးများနှင့် ယောက်ျားလေးများကို တန်းတူဖြစ်သည်ဟု သဘောထားပါသလား။ အဘယ့်ကြောင့်နည်း။

၈။ ကျား၊မ ရေးရာ နှင့် ပတ်သက်၍ မြန်မာ့လူ့ဘောင်အဖွဲ့အစည်း၏ အစဉ်အလာ သတ်မှတ်ချက်များ၊ ဓလေ့ထုံးစံများနှင့် သက်ဆိုင်သော သင်မကြိုက်သည့် (သို့) သင် ပြောင်းလဲ လိုသည့် အချက်များရှိပါက ဖော်ပြ ဆွေးနွေးပါ။

