

Gender Attitudes Toward Women Educators Among B.Ed. Students**Thuishim Kashung¹ & Olivia Shinglai²**<https://doi.org/10.5281/zenodo.18073607>**Review: 19/12/2025****Acceptance: 21/12/2025****Publication: 28/12/2025**

Abstract: Education promotes gender equality, positioning it as a fundamental human right and a driver of societal change. This paper examines the attitudes towards. Student teachers (B.Ed) towards female teacher educators in Imphal, Manipur, with a focus on gender-based disparities. The research employed a descriptive survey design to collect data from a sample of 200 student-teachers (100 male and 100 female) across four accredited B.Ed. colleges, comprising two government institutions and two private colleges. Attitudes were evaluated using a quantitative questionnaire based on a 5-point Likert scale, demonstrating reliability with an alpha coefficient of 0.84. Results demonstrate a generally favourable disposition towards female educators ($M = 69.18$, $SD = 6.19$). The female student-teachers achieved a higher mean score ($M = 72.40$) than their male counterparts ($M = 65.96$), a difference that was statistically significant ($t = 6.07$, $p < 0.01$). While the findings exhibit signals of hope toward inclusivity, nearly one-third of respondents expressed unfavourable opinions and did not share this sentiment. The research underscores the imperative for gender-sensitization curricula and legislative initiatives to foster an equitable environment and support female educators in the realm of teacher education.

Keywords: Gender equality, women educators, B.Ed. colleges, student-teacher attitudes

Introduction: Gender equality in education is an essential human right and a driver of societal change. The United Nations Sustainable Development Goal 4.5 seeks to eliminate gender disparities in education, emphasizing the importance of equitable access to learning environments and treatment for achieving comprehensive gender justice (UNESCO, 2020). While nearly all educational systems globally have succeeded in reducing gender disparities in access and completion rates, the more significant challenge lies in addressing the entrenched gender perceptions and institutional norms that persist in classrooms and educational leadership roles.

The discourse on gender and education in India is complex and evolving. The National Education Policy 2020 (NEP 2020) emphasizes inclusiveness and equity, highlighting the importance of educating teachers about gender issues and fostering safe, inclusive learning environments (Ministry of Education, 2020). Initiatives like Beti Bachao, Beti Padhao have improved enrollment figures; yet persistent gender biases and preconceptions continue to hinder the educational content and influence students' perceptions of their professors. Women represent a significant segment of the educational workforce, with teaching roles being predominant; nonetheless, their influence, especially within higher education and professional training programs, is constrained by socio-cultural expectations and biases (Kumar & Gupta, 2018).

The cultural context of Manipur is distinctive because of this national dialogue. Manipur possesses a rich history of robust social and economic standing for women, exemplified by movements like Nupi Lan and institutions like Ima Keithel, the largest women-owned and run market globally (Arambam, 2020). Despite this history of female agency, gender-related issues persist in the formal education sector. In Manipur, female teacher educators have competing challenges related to feminine performance and traditional gender norms, both domestically and within educational institutions. They have

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established a presence at teacher training colleges, particularly in B.Ed. programs, serving both as a professional contribution and a symbolic gesture of gender equity.

Nevertheless, there is scant discourse and knowledge regarding the perception that student-teachers hold towards these female instructors. While gender roles in education have been examined, there is a paucity of research regarding how prospective teachers, regardless of gender, perceive their female mentors inside teacher education institutions. Understanding these beliefs is crucial, as student-teachers carry these attitudes into future learning environments and classrooms. Their perceptions are interconnected, revealing the socio-cultural undercurrents in their thoughts that may either produce or reinforce gender stereotypes in schooling.

This study aims to study the attitudes of B.Ed. student-teachers in Imphal regarding their female teacher educators. This research examines the variations in views depending on gender and assesses whether there is a substantial disparity in attitude levels between male and female pupils. This research seeks to enhance the dialogue on inclusive and gender-responsive teacher education in Manipur and other regions.

Rationale of the Study: Teaching is vital to education and society's progress, and women dominate it. Manipur women are respected socially, economically, and politically. Despite working in education, Imphal female teacher educators still confront gender-based difficulties and patriarchal standards. They may be unable to fully participate in academia due to professional and domestic obligations. In addition to shaping knowledge delivery culture, role models can shape student-teacher values and social attitudes

Student-teachers' views about women educators can be seen in B.Ed colleges' professional training centers. Future instructors might reinforce gender prejudice or promote inclusive and fair behaviors. This study seeks to investigate Imphal B.Ed. student-teachers' views on female teacher educators. It tries to show how gender stereotypes in teacher education institutions effect classroom dynamics and policy thought in following years. The findings are expected to advance gender equality and an enabling and inclusive academic and professional education.

Objectives

1. To examine the attitudes of male B.Ed. student-teachers towards female teacher educators in B.Ed. colleges in the Imphal area, Manipur.
2. To examine the attitudes of female B.Ed. student-teachers towards female teacher educators in B.Ed. colleges in the Imphal area, Manipur.
3. To compare the attitudes of male and female B.Ed. student-teachers towards female teacher educators in B.Ed. colleges in the Imphal area, Manipur.
4. To determine the overall attitude of B.Ed. student-teachers (both male and female) towards female teacher educators in B.Ed. colleges in the Imphal area, Manipur.

Literature review: The perceptions of female educator's study shows that more individuals recognize their role in educational results, despite gender biases. Kuruvilla (2014) found that while female students/employees exhibited good attitudes about females in the workplace, male counterparts showed more diversity based on exposure and experience. Senthilkumaran and Muthaiah (2017) found that prospective teachers (especially in English-medium and postgraduate courses) had more positive attitudes toward teaching, which helps promote women in education leadership.

Boli (2016) found in a cross-sectional study of Arunachal Pradesh students that private school students were more flexible toward women working than government school students. Results show nuanced ways institution culture and social exposure impact female educators' comprehension.

Although teaching has increasingly feminized, women often struggle to transition to leadership or decision-making. Kazmi and Kazmi (2015) noted that a glass ceiling in India has perpetuated less professional chances, unequal treatment, and disproportionate value of women in Indian education. Singal and Parvesh (2015) found that female faculty members struggle to balance professional and familial obligations, causing stress and career stagnation. In Manipur, Arambam (2020) noted that Meitei women were traditionally active in politics and economics. However, they lack autonomy, especially in formal organizations where gender norms prevail. Many professional women experience dual-role burden, which might affect their health and career progress, according to Yumnam (2004). Research shows that institutional comfort and flexibility increase female representation and retention in professional sectors. Work flexibility helps Indian women professionals reconcile work and family, according to Saundarya et al. (2013). Their analysis suggests gender-sensitive institutional policies to promote diverse life experiences and responsibilities.

Barman and Bhattacheryya (2017) found that West Bengal teacher educators, both government and private sector, were highly satisfied with their jobs. However, their research found inequalities in recognition and treatment, particularly in gender-accented administrative institutions. The results confirm that administrative methods should promote gender equality.

To fill gaps in the literature, the project is needed: Despite several studies on gender issues in Indian education, little is known about student-teacher perception and perceptions of student-teachers toward their women teacher educators, especially in India and the northeastern region. Most of the literature discusses women professionals' workplace experiences or gender equality. Few studies have examined gender, perception, and vocational training in education. This inequality is especially true in Manipur, where past gender practices hamper modern structural institutions (Thiyam, 2012; Singh & Ali, 2019). This study fills the gap in Imphal B.Ed. student-teacher attitudes toward women faculty. It will contextualize gender equality in teacher preparation and provide evidence for more inclusive education practices and policy.

Methodology: This study utilized a descriptive survey research design to investigate the opinions of student-teachers towards female teacher educators in B.Ed colleges in Imphal. This design was suitable for assessing the prevailing sentiments about a specific target population.

The research concentrated on B.Ed. colleges recognized by the NCTE in the districts of Imphal East and Imphal West. Four colleges, two from each district, were selected from the seven universities due to their greater accessibility and willingness to assist in data collection. The selected colleges were.

1. D.M. College of Teacher Education (Government, Imphal West)
2. R.K. Sanatombi Devi College of Education (Private, Imphal West)
3. Ibotombi Institute of Education (Private, Imphal East)
4. Department of Teacher Education, Manipur University (Government, Imphal East)

These institutions comprise both public and private colleges, offering a balanced perspective on the teacher education landscape in the region. A stratified random selection technique was employed to select 200 B.Ed. student-teachers (100 male and 100 female) from an estimated population of 1,100 pupils. This guaranteed gender equilibrium and representative involvement. A systematic questionnaire was developed, incorporating both literature review and expert assessment for data collection. The instrument included a 5-point Likert scale (Strongly Disagree=1 and Strongly Agree=5). A preliminary test was performed before the primary study, demonstrating acceptable reliability of the instrument (Cronbach's alpha = 0.84). Responses were scored between 18 and 90. Scores ranging from 57 to 90 were classified as indicative of favorable attitudes. The data analysis involved independent sample t-tests, with a statistical significance threshold set at $p < 0.01$.

Results and Interpretation

Objective 1: To examine the attitudes of male B.Ed. student-teachers towards women teacher educators in B.Ed. colleges in the Imphal area, Manipur.

The results of 100 male student-teachers are displayed in Table 1. The standard deviation was 5.81, and the mean attitude score was 65.96. The highest possible score was 9000, and the group achieved 6596 points.

The One-Sample t test conducted against the neutral midpoint (54) indicated a significant positive difference ($t = 7.18$, $p < 0.01$). This indicates that the general sentiment of male teacher-testers towards female teacher educators is favorable, albeit less so than that of their female counterparts.

Table 1: Attitude Score of Male B.Ed. Student-teachers

N	Total Score	Total Score Obtained	Mean	SD
100	9000	6596	65.96	5.81

Objective 2: To examine the attitudes of female B.Ed. student-teachers towards women teacher educators in B.Ed. colleges in the Imphal area, Manipur.

The mean score of 100 female student-teachers was 72.40, with a standard deviation of 4.74, as shown in Table 2. They obtained 7240 out of a possible 9000 points.

The one-sample t-test versus the neutral middle yielded $t = 15.42$, $p < 0.01$, indicating a highly significant positive attitude.

Table 2: Attitude Score of Female B.Ed. Student-teachers

N	Total Score	Total Score Obtained	Mean	SD
100	9000	7240	72.40	4.74

Objective 3: To compare the attitudes of male and female B.Ed. student-teachers towards women teacher educators in B.Ed. colleges in the Imphal area, Manipur.

The comparison of the research variables shown in Table 3 and Figure 1 revealed that female students ($M = 72.40$, $SD = 4.74$) achieved higher scores than male students ($M = 65.96$, $SD = 5.81$). The independent samples t-test yielded a t-value of 6.07 ($df = 198$, $p < 0.01$), indicating a significant gender difference.

Table 3: Comparison of Male and Female B.Ed. Student-teachers

Gender	N	Mean	SD	SED	df	t-value	p-value	Level of Significance
Male	100	65.96	5.81	1.06	198	6.07	0.0001	0.01
Female	100	72.40	4.74					

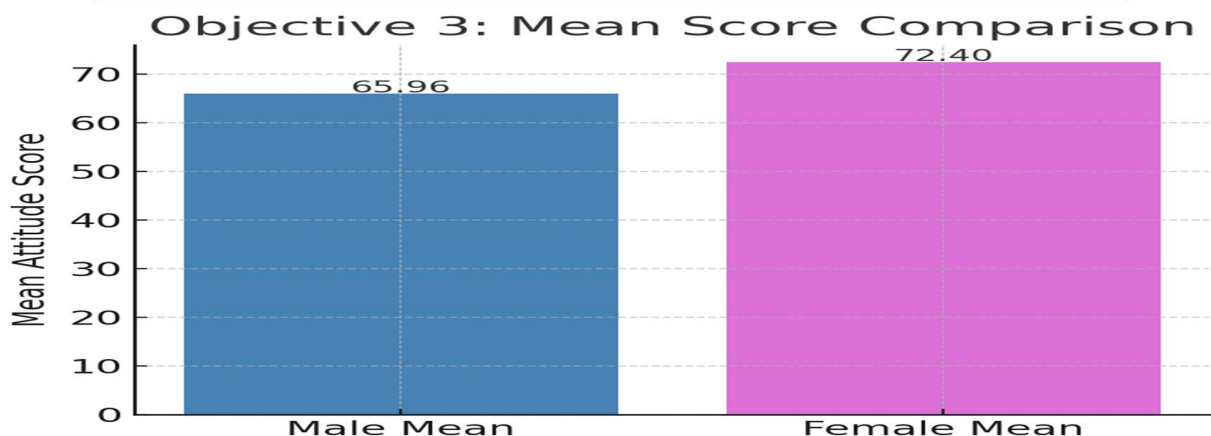


Fig.1. Bar graph illustrating the comparative mean scores of male and female B.Ed. student-teachers.

Objective 4: To determine the overall attitude of B.Ed. student-teachers (both male and female) towards women teacher educators in B.Ed. colleges in the Imphal area, Manipur.

A more pronounced preference for female educators was observed among the female students, likely due to a shared social phenomenon and heightened gender awareness.

The aggregate data of the 200 student-teachers is compiled in Table 4. The mean was 69.18 (SD = 6.19), with a cumulative total of 13,836 points out of a possible 18,000 points.

A t-test on the neutral midpoint revealed a positive and statistically significant attitude in opposition to the mid-point average ($t = 12.84$, $p < 0.01$).

This suggests that the majority of student-teachers (B.Ed.) in Imphal hold favourable sentiments towards female teacher educators.

Table 4: Overall Attitude of B.Ed. Student-teachers

N	Total Score	Total Score Obtained	Mean	SD
200	18000	13836	69.18	6.19

DISCUSSION: The findings of the study results reveal a favourable disposition towards female teacher educators among student-teachers (B.Ed.) in the Imphal region, with notable differences between male and female participants. Overall, 67.5% of the participants exhibited favorable attitudes, indicating a good trend towards gender inclusion in teacher education and training. It aligns with international initiatives for educational equity endorsed by UNESCO (2020), which identifies gender-sensitive learning environments as a critical factor in fostering fair learning conditions.

The disparities in mean scores between female and male student-teachers are more pronounced, suggesting that personal circumstances and gender may influence attitudes. The female respondents may exhibit greater empathy and support, potentially due to their experiences with similar challenges faced by female educators in society. The findings of Kuruvilla (2014) and Senthilkumaran & Muthaiah (2017) indicate that female trainees in teacher education programs exhibit a greater degree of gender sensitivity.

The statistically significant difference in attitudes between males and females underscores the persistence of minor gender perceptions in professional environments. While male student-teachers exhibited a positive orientation level, their comparatively lower findings may indicate the influence of traditional gender norms or the absence of female leaders as academic role models. The presence of these anomalies underscores the imperative for direct sensitization training and gender equality modules within teacher education programs.

The favourable feelings regarding the teaching profession in Manipur represent a significant advancement. However, another notable observation highlighted by the study is that positive sentiments cannot be presumed, since nearly one-third of the respondents remain neutral or hostile towards them. These disparities necessitate policy-driven interventions and institutional initiatives to dismantle preconceptions and achieve equity in the opportunities afforded to women teachers.

The results not only contribute to the discourse on gender and education in the North-East Indian context but also provide current policymakers and institutional leaders with actionable insights to formulate educational programs and policies that enhance gender equity in academia.

Conclusion: The study analysed the views of student-teachers (B.Ed.) in Imphal towards female teacher educators, revealing an overall positive disposition although highlighting significant gender discrepancies. The female student-

teachers exhibited significantly higher average scores than their male counterparts, indicating a commitment to gender equality standards. The results indicate that, despite advancements in fostering inclusive views, some respondents still exhibit a degree of neutrality or negative perspectives. Such attitudes are influenced not just by personal experiences but also by societal values, underscoring the necessity of ongoing gender sensitization in teacher training. The encouraging overall findings suggest that emerging educators, who will shape classrooms and societal perspectives, will be receptive to female leadership. Policymakers, curriculum developers, and institutions must be dedicated to promoting this trend by enabling women educators to thrive rather than being subjected to bigotry or repression from their surroundings.

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