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**A Peer Reviewed Research Journal
in Education**



St. Joseph College of Teacher Education For Women

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Emmattam, Kochi - 682 035 Kerala - Phone: 0484 - 2331696, 2371325

E-mail: stjosephcollege@rediffmail.com

edufocus@stjosephcollege.com

Website: www.stjosephcew.in



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A Survey on the Sustainable Development Goal 5 among Student Teachers at Secondary Level

Nissamol Maria Mathews

Assistant Professor, Sree Narayana College of Education, Muvattupuzha

Email: nissmariam@gmail.com

Abstract

"Gender Equality and Women Empowerment" is the 5th Sustainable Development Goal proposed by the UN as a 2030 agenda. The present study conducted a survey on the goal targets of SDG 5 among student teachers at the secondary level. This study aimed to collect and gather their opinions and attitudes regarding SDG 5. An online survey was conducted utilising Google Forms. 10 questions were included and the sample was 24 student teachers at the secondary level. A percentage analysis of the responses was performed. The findings of the investigation showed the secondary-level student teachers' aspiration to build a gender-equal world for a sustainable future.

Keywords: SDG 5, goal targets, student teachers at the secondary level

1. Introduction

In the conference conducted by United Nations on Sustainable Development in Rio de Janeiro, Brazil 2012 the Sustainable Development Goals (SDGs) were proposed. The intention was to meet the various socio, economic and political threats faced by mankind. In the year 2015, United Nations recommended 17 Sustainable Development Goals (SDGs) also called Global Goals through a vote. These targets are scheduled to be realised by 2030 as a call for action to end impoverishment and discrimination to make sure of sound health and protect natural resources. For the sake of achieving socio, economic political sustainability all 17 SDGs are incorporated.

UN's developmental agency plays a crucial role in supporting countries to achieve the SDGs. Those ambitious Sustainable Development Goals are, 1) No Poverty, 2) Zero Hunger, 3) Good Health and Well-being, 4) Quality Education, 5) Gender Equality, 6) Clean Water, 7) Affordable and Clean Energy, 8) Decent Work and Economic Growth, 9) Industry, Innovation, Infrastructure, 10) Reduced Inequality, 11) Sustainable Cities and Communities, 12) Responsible Consumption and Production, 13) Climate Action, 14) Life Below Water, 15) Life On Land, 16) Peace, Justice, and Strong Institutions, 17) Partnerships for the Goals (**The SDG's in Action, n.d**)

SDG 5, aspires to realise empowerment and equality for all females in all aspects of their



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...and women
discrimination. In certain communities, women
have fewer education opportunities which
increase inequality. (*Gender-Based Violence
Violence Against Women and Girls*), n.d.)

Thus to achieve this unrealised goal more focus
must be paid to areas like poverty reduction, the
promotion of female entrepreneurs, and
promoting women's participation and
leadership in socio, economic and political
areas (*Catalyzing Opportunities and Solutions
for Women Entrepreneurs in the Asia and
Pacific: Building Back Better from COVID-19
While Advancing the Full Implementation of
the SDGs | High-Level Political Forum 2022*,
n.d.)

6. Conclusion

Gender equality and women empowerment
are essential. The results of the study show
that the world is far away from achieving
gender equality and women empowerment.
To ensure a sustainable future all kinds of
inequity against women and girls must be
ended. For that efforts must be taken from
the grassroot level changing the beliefs
and attitudes of society.

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Table V

Responses regarding the need to recognize domestic employment like cleaning, cooking, and taking care of children and the elderly

Aspect	GE	SE	NA
Need to recognise domestic employment like cleaning, cooking, taking care of children and elderly	83.33%	16.67%	0.00%

It is clear from Table V that 83.33% of students responded that there is a need to recognised domestic employment like cleaning, cooking, and looking after children and the elderly to a great extent. 16.67% of students reacted that it is needed only to some extent. None of the students responded that it is not at all needed

Table VI

Responses regarding the need to ensure women's whole hearted participation and equal opportunities for leadership at all levels of decision-making in socio, economic and political arenas

Aspect	GE	SE	NA
Need to ensure women's whole hearted participation and equal opportunities for leadership at all levels of decision-making in socio, economic and political arenas.	91.67%	8.33%	0.00%

It is evident from Table VI that 91.67% of students have the opinion that there is a need to ensure women's whole hearted participation and equal opportunities for leadership at all levels of decision-making in political, economic, and social life to a great extent. Only 8.33 % of students stated that it is needed only to some extent. 0.00% of students stated that it is not at all needed.

Table VII

Different opinions for the reasons for the inequality of women in society

Reasons for inequality of women in the society	Responses
Patriarchal setup	25.26%
Poverty	4.21%
Social practices, beliefs and customs	21.05%
Women's lack of awareness	10.53%
Job segregation	12.63%
Lack of bodily autonomy	8.42%
Women are confined to the domestic sphere	17.89%

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It is obvious from Table VII that 25.26% of students believe that the patriarchal setup is the reason for women's inequality in society. 4.21% of students responded that poverty is the reason. 21.05% react to women's lack of awareness

Responses regarding the need for eradicating all kinds of inequity against women and girls is crucial for a sustainable future

Aspect	GE	SE	NA
Eradicating all kinds of inequity against women and girls is crucial for a sustainable future.	79.17%	16.67%	4.17%

It is evident from Table I that 79.17% of students responded that ending all kinds of discrimination against women and girls is crucial for a sustainable future to a great extent. 16.67% of students responded that it is crucial only to some extent. 4.17% of students responded that it is not at all crucial.

Table II

Responses regarding the possibility to get rid of all forms of violence against women in private and public spheres

Aspect	GE	SE	NA
It is possible to get rid of all forms of violence against women in private and public spheres	20.83%	75.00%	4.17%

It is clear from Table II that 20.83% of students reacted that it is possible to get rid of all forms of violence against women in private and public spheres to a great extent. 75.00% of students reacted that it is possible only to some extent. 4.17% of students reacted that it is not at all possible.

Table III

Responses regarding the role of legislation to enforce equality and non-discrimination based on sex

Aspect	GE	SE	NA
Legislation is in place to enforce equality and non-discrimination based on sex	4.17%	83.33%	12.50%

It is obvious from Table III that 4.17% of students reacted that legislation is in place to enforce equality and non-discrimination based on sex to a great extent. 83.33% of students reacted that it is in place only to some extent. 12.50% of students reacted that it is not at all.

Table IV

Responses regarding the awareness about around 200 million girls and women have been subjected to female genital mutilation as per the data from 31 countries

Aspect	GE	SE	NA
Around 200 million girls and women have been subjected to female genital mutilation as per the data from 31 countries	33.33%	50.00%	16.67%

It is noticeable from Table IV that 33.33% of students reacted that around 200 million girls and women have been subjected to female genital mutilation as per the data from 31 countries to a great extent. 50.00% of students reacted that it is only to some extent. 16.67% of students reacted that it is not at all.



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them are...
are means of implementation targets.

The goal targets of SDG 5 suggested the vitality to eliminate gender discrimination and violence and exploitation against females. The detrimental practices like a child and forced marriages and female genital mutilation (FGM) must be eradicated from various countries. It cited the necessity to initiate provisions to take account of domestic work and unpaid care. And also the need to promote the sharing of responsibility in household work. Another goal of SDG 5 put forward the essentiality of women's wholehearted participation in various socio-economic political arenas. The other targets stated women's access to rights on sexual and reproductive health, the requirement for reforms in women's rights, fostering on the use of ICT, and the urgency of legislation for the advancement of equality and empowerment of all females in various fields. (Department of Economic and Social Affairs Sustainable Development, n.d)

2. Review

Wokneh, M.A(2020) published an article entitled "Gender Equality, Governance and Poverty in Sub-Saharan Africa". This study portrays the positive influence of effective governance on poverty elimination in Sub-Saharan Africa. The investigation was done on the data collected from 34 countries. This study highlights the reciprocal relationship between gender inequality and high poverty. (Workneh, 2020)

Dhar,S. (2018) This paper titled "Gender and Sustainable Development Goals (SDGs)" brings attention to the constraints in the implementation of the UN Beijing Platform

(Dhar,2018)

3. Methodology of the Stud

Survey Method was adopted for the study.

3.1. Sample

Twenty-four student teachers at the secondary level were selected as the sample.

3.2. Tool

The investigator prepared and refined a questionnaire on Sustainable Development Goal 5.

Procedure Adopted Phase I-Preparation

To conduct this research first the investigator did a thorough study of the content and also discussed it with the experts. Then a questionnaire was prepared on the goal targets of SDG 5, achieve gender equality and empower all women and girls.

Phase II-Refining

In the second phase of this study, the questionnaire was given to the scrutiny of resourceful persons. Considering their suggestions and opinions the questionnaire was finalized with ten questions comprising multiple choice and open-ended types.

Phase III-Administration

A sample of 24 secondary-level student teachers was selected and the questionnaire was administered to them

Phase IV

Descriptive statistics were used to analyse the



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is Published in EDUFOCUS Vol.17/No.2/DECEMBER 2022 It is an original and innovative work.

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Among Student Teachers At Secondary Level

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Dr. Smitha Jose
Editor



Alice Joseph
Dr. Sr. Alice Joseph
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