

RELATIONSHIP BETWEEN ACHIEVEMENTS OF GIRLS AND BOYS
IN GRADE FIVE OF COMMUNITY SCHOOL

(A Study Based On Community School Gothatar VDC Kathmandu)

A thesis submitted in partial fulfillment of the
requirement for the Master's degree in
Education with specialization in
Curriculum and Evaluation

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Recommendation letter

I certify that Mr. Balaram Devkota has prepared the thesis entitled 'Relationship Between Achievement of Girls And Boys In Grade Five of Community School' under my guidance and supervisions for the partial fulfillment of the Master degree in Education. It is a recorded as independent research work carried out by submitted for the award of any degree and other similar purpose. Therefore I recommended for the evaluation of this thesis.

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Abstract

The purpose of this study was to explore the status of gender discrimination on educational achievement. Using the statistical tools within a quantitative and qualitative research design, the researcher collected data from two schools. In this studies, thirty students and eight teachers from each school was selected. In this connection, the researcher reviewed the theoretical perspectives on the topic, previous research work that attempted to interconnect the achievement on the basis of gender discrimination.

The researcher collected the data from achievement records, teachers and students interview of community schools. The researcher has categorized the collected data on the basis of their separate subjects and analysis them on the basis of mean, standard deviation, correlation and t-test. Likewise, the collected opinions were analyzed on the basis of percentage.

This statistical analysis revealed that the class five girls had achieved better in Nepali and social studies than boys where as class five boys had achieved better in English, math and science. There were no significant differences in the achievement of English, Math and social studies but Girls had achieved significantly better in Nepali and Boys had done significantly better in Science. Girls were found depressed and discriminated from gender point of view. They were made quite, less ambitious, faith oriented and less active by friends, parents, and teachers. The teachers in the sample schools were not very much gender conscious, which was affecting students learning process. However the teachers were positive to have training on gender issues to bring change on themselves. The major problems of girls were feeling of insecurity at school and on the long way to school, too much household work for them, no interest of parents contusing their education and harassments. Class rooms were not student friendly. There were very less furniture and most of them were of less capacity than required.

This study has seen that girls have equal or may be better capacity of achieving in education. Among many other factors gender discrimination and gender related problems are vital obstacles on the way of students' achievement. Class five girls and boys in the

Sample schools clearly know that they are being treated differently. This is the main problem of our villages. Boys are pronounced active, strong and violent. Girls are said to be good for giving up, keeping quiet, being inactive and so on. Government and concern authority should help to make better classrooms so that classes will be girls friendly. The conscious people in the community should make local people aware to send their daughters to school and encourage them for the study. Teachers should get training on gender consciousness and the learning materials should be girls friendly. The girls should be empowered within the schools by various ways like. Special needs of the boys and girls should be assessed to provide help on the subjects in which they have shown low achievement. Teaching strategy should be child centered and friendly. There should be organized effort of local community to encourage girls to do much better.

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