

## **Chapter one**

### **Introduction**

#### **1.1 Background of the study**

Education is right of every child. They should get equal opportunity to go to school. Every child should be dealt with equality. There should be equity between girl student and boy student. School environment and home environment play vital role on educational achievement of a child. In the primitive societies of ours, girls are still left behind. Gender equality is the matter of talk but not the real practice.

Women are the heart of most societies, and mothers are very influential in their children's lives. Educating girls is one of the most important investments of country. Can they make their own future? Education has a profound effect on girls' and women's ability to claim other rights and achieve status in society, such as economic independence and political representation. Having an education can make an enormous difference to a woman's chances of finding well-paid work, raising a healthy family and preventing the spread of diseases such as HIV.

Let us see some of the facts about girls' education.

UNESCO (2008) reports that the girls make up more than half of the estimated 103 million children not in primary school today. One of every four girls in the developing world don not completes fifth grade. South and West Asia have the greatest number of girls out of school—more than 22 million.

UNICEF (2009), reports the girls were spent more time in school, the more likely they are to grow up to be mothers who are healthy, well nourished and economically empowered. Educated girls marry later and have smaller, healthier families. Children born to educated mothers are half as likely to die before the age of 5 as children born to mothers who did not complete primary school. Girls' education leads to increases in income, both for individuals and for nations as a whole.

Various researches have showed the girl's achievement higher than the boys in most of the developed countries. In United Kingdom, China and New-Zealand, girls' achievement is outstanding in comparison to boys. But recent studies in Nepal show girls are still facing several challenges (MOE, 2004). The picture of Nepal is quite different.

In south Asia including Nepal parents prefer to give education to sons rather than to daughters because boys are considered positive economic assets to the family. Despite with increased income earning opportunities for girls, the urban centers in south Asia and Nepal are seeing more

girls attending schools than before. Still the vast majority of school girls leave school in their puberty.

There are several factors, which effect student's achievements. Mental ability differences are out of our control. We create the environmental factors and social factors of achievements. Gender discrimination and the role defined by the society restrict the girls to come forward. Social role of male and female are differs in one society to another. As our societies are male dominating, the roles are male centered. Males are taken as dominators, independent, strong, aggressive, logical and active where as females are defined as dependent, weak, emotional, house worker, cheerful, follower, patient and cooperative. This social factor is connected with economic status, religion and tradition as well. Females work more hours than male. Similarly a girl child has to work more hours at home than a boy child. Girl child still gets less attention by parents in the villages and backward societies.

Despite the efforts of government and non-government sector, gender discrimination remains high in the rural schools of Nepal. We observe discrimination in dealing in urban schools as well. Girl child gets less time for study at home. They are encouraged to be inactive in schools by known or unknown reasons. The enrollment rate is less than that of boys. Dropout rate of girls is high. There might be significant difference in their academic achievements.

Girls' education has long been recognized as a human right. But even at primary school level, this right is being denied to 58 million girls, and a further 45 million boys ( UNESCO...2007). To meet the target of 'Education For All' seems very hard for many countries including Nepal. We have seen positive signs in Nepal as well. In the year 1990 the school attending girls and boys ratio was 7:10 but it is 9:10 at present. This is an impressive fact.

The EFA (Education For All) National Plan of Action has outlined its framework according to the following major goals set by Dakar Forum till the year 2015 and one more goal added to suit national contexts with the spirit and the ultimate goals of the EFA. These goals are as: To expand and improving comprehensive early childhood care and education, especially for the vulnerable and disadvantaged children, To ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education to good quality. To ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs. iv) To achieve a 50% improvement in levels of adult literacy 2015, especially for women and equitable access to basic and continuing education for all adults. To eliminate gender disparities in primary and secondary education by 2005 and achieving gender equality in

education by 2015, with a focus on ensuring girl's full and equal access to and achievement in basic education of good quality. To ensure the right of indigenous people and linguistic minorities to quality basic and primary education through their mother tongue. To improve all aspects of the quality of education and ensuring excellence of all so that recognized essential life skills.

The strategy clearly states that there is significant disparity among boys' and girls' education and their achievement. This study will cover possible areas with a particular sample.

There are some common trends in our country about education. Parents want to see their son as doctor or engineer for the future but they think daughters will enjoy her husband's earning after her marriage. This concept is not motivating to the girl child to achieve good achievement. There are very few female teachers in the schools. So girls are not been able to share their problems (personal, physical & emotional). Girls are said to be obedient to their parents (In most of the cases they are depressed, dominated and made not to speak.), so can help at home most of the time. Girls are good and disciplined in the school (because they are encouraged to be quiet, shy and inactive.). These assumptions clearly raise the question on the effect of gender on achievements. We should think about the equal opportunity, treatment and interest of the society. Society should encourage equally. Many girls leave school before completion of primary level. Some complete it but should face several problems arouse from gender role. In recent years the text book and curricular materials are designed by taking special consideration on gender matter. This study is designed to fulfill the partial requirement of Masters Degree in Education. We can hope, this study will produce some important facts and figures, which helps in future study.

## **1.2. Statement of the problem**

Many programmers are running in our country to promote the high achievement of primary students. Some programmers supported by government and non government sectors as well as programmers by national and international agencies. Some of the programmes are: Special scholarships for girls, scholarships for disadvantaged groups, recruitment and preparation of female teachers, advocacy through various media channels; follow-up and community awareness programs, free distribution of text books, educational materials and teacher training.

Despite of all the programmes and activities mentioned above, the facts are not very much encouraging. Average pass rate is low and the achievement of the students is not sufficiently high. This study will mainly concerned with the problems of class five students with related to gender issues. This study will focus on the class five students achievement of Two schools of

Gothatar VDC Kathmandu Valley. This study will try to find out the answers of the following problematic areas or questions.

- i. What sort of discrimination exists in primary levels education?
- ii. What are the effects of gender on the achievements of class five students?
- iii. What measures can be applied to reduce gender disparity and achievement?

### **1.3. Significance of the study.**

According to the flash report (2011) of DOE there are 33881 primary schools in Nepal. Among them 4140 in mountain, 17201 in hill, 2080 in valley and Terai 10460 primary schools. 4782885 students study in this level. Among them 2371036 are girls and rest of them 2411849 are boys. Around 20% of school age children are still out of the school. We find very few researches in our country about gender and achievements in the primary schools. Unlike developed and advance countries, girls' achievement is less than boys in developing countries like Nepal.

Girls are always talked about. They are getting different facilities and scholarships in the school. They are provided with free school dress, books and other materials from government bodies and NGOs working in Nepal. There are several efforts has been done to uplift the girls education but their achievement is very low in different school levels. This problem raises the question that there could be the effect of gender on he educational achievement. So the study has great importance or significance.

This study has tried to open up the facts related to gender and achievement. Which will be important for the future study and solving the problems appear on the achievement of class five students? This study is based on village of Nepal. So this study will represent many villages. It helps other interested researchers to explore the problem more minutely.

### **1.4. Objectives of the study**

The study has related to the effects of gender on the achievements of class five students. The specific objectives of the study are as follows:

- i. To identify the differences of mean scores of boys and girls of grade five
- ii. To identify the views of stakeholders on gender discrimination in the classroom.

### 1.5. Statement of research hypothesis

The research hypothesis formulated this study were as follows :

- i.  $H_0: \mu_1 = \mu_2$ . There is no significant difference in achievement between boys and girls in English.  
 $H_1: \mu_1 \neq \mu_2$ . There is significant difference in achievement between boys and girls in English.  
Where,  
 $\mu_1$  = The mean achievement of boys in English  
 $\mu_2$  = The mean achievement of girls in English
- ii.  $H_0: \mu_3 = \mu_4$ . There is no significant difference in achievement between boys and girls in Mathematics.  
 $H_1: \mu_3 \neq \mu_4$ . There is significant difference in achievement between boys and girls in Mathematics.  
Where,  
 $\mu_3$  = The mean achievement of boys in Mathematics.  
 $\mu_4$  = The mean achievement of girls in Mathematics.
- iii.  $H_0: \mu_5 = \mu_6$ . There is no significant difference in achievement between boys and girls in Nepali.  
 $H_1: \mu_5 \neq \mu_6$ . There is significant difference in achievement between boys and girls in Nepali.  
Where,  
 $\mu_5$  = The mean achievement of boys in Nepali.  
 $\mu_6$  = The mean achievement of girls in Nepali.
- iv.  $H_0: \mu_7 = \mu_8$ . There is no significant difference in achievement between boys and girls in Social studies.  
 $H_1: \mu_7 \neq \mu_8$ . There is significant difference in achievement between boys and girls in Social studies.  
Where,  
 $\mu_7$  = The mean achievement of boys in Social studies.  
 $\mu_8$  = The mean achievement of girls in Social studies.
- v.  $H_0: \mu_9 = \mu_{10}$ . There is no significant difference in achievement between boys and girls in Science.

$H_1: \mu_9 \neq \mu_{10}$ . There is significant difference in achievement between boys and girls in Science.

Where,

$\mu_9$  = The mean achievement of boys in Science.

$\mu_{10}$  = The mean achievement of girls in Science.

#### **1.6. Delimitations of the study**

Due to the availability of time and nature, this study will confine the following areas.

- a. This study be delimited Gothatar VDC of Kathmandu district only
- b. This study be limited on gender perspective only.
- c. This study be faired on the basis of Gender achievement, discrimination at school.
- d. This study be confined the primary level achievement of grade five students.

## **Chapter two**

### **Literature review**

Literature review helps any research to go straight with its track. Various literatures related to research topic will review during the study period.

#### **2.1 Theoretical literature review**

This study has been based on cultural feminist theory. The assumption of cultural theory towards the women was inferior and sub-servant to men. But the latest created cultural feminist theory belief that the governing of the state society needed such women's virtues such as cooperation, casing, pacific and nonviolence in the settlement of conflicts. This theory also assumes that women have distinctive features that from men such as women's consciousness, level of achievement, style of communication, capacity to openness to other person and intimacy. From the above character of women, we concluded that women should not excluded from any activities that they are able to perform in the society or any type of institutions like school, college , and other professional institution. According this theory, women have equal capabilities like men but all women do not have such capabilities. On the nature of women, all women should not be categorized as subordinate, such perspectives should be changed which is baseless (Ritzer 2000:452)

School is a place where justice is promoted, where teaching learning process is conducted without gender discrimination even though according to traditional concept, learning ability of man is higher than that of women. But according to this theory such abilities and capabilities of both men and women are different furthermore women have unique learning capabilities. On the basis of above statement educational achievement of gender different is invalid.

#### **2.2 Empirical literature review**

Several studies reports have showed, which say there is high effect of gender on educational achievement. Gender mainstreaming is burning issue of present world. We have faced several examples of gender disparity in our society. Girls and boys might be facing problems in the primary schools.

Neupane (1985), studied the girls achievement of grade eight in mathematics. In this study concluded that students studying in urban schools achievement are better than rural school achievement. Likewise, boys show greater achievement than girls in four level of cognitive

domain. Boy's achievement was better than girls in each of the four levels of cognitive domain such as knowledge, comprehension, analysis and application. This study also shows the sex is most influential factors for mathematics achievement.

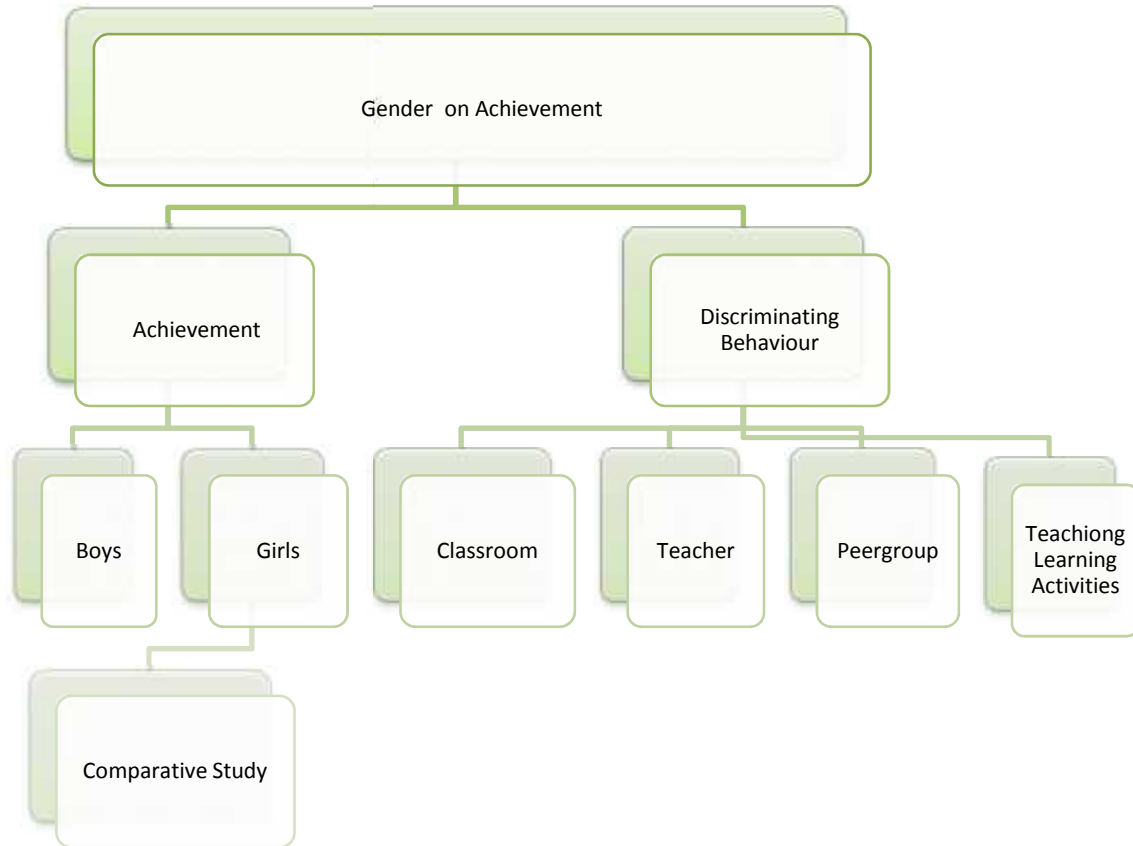
Shrestha (1998), studied about the sex differences in achievement of mathematics. This study concluded that boys' achievement is better than girls. The most essential cause of high achievement of boys is that most spent the time for study in school and home and they favouries the mathematics than girls.

Pandey (1998), studied the primary schools students achievement in environmental education. In this study mainly focus on to assess the effectiveness of the environmental education and teacher's training. This studied concluded that the primary school's achievement on environmental education is to rise positively. The teacher's training is has also effective in practice, the teachers are interested to use teaching materials. Students had shown impressive achievement as they were serving the community and were helpful to make school environment better. The students' awareness about this subject is very high and positive behavioural change was seen among the students. This study also suggested continuing the programme and resource materials, additional impressive materials are also used in this programmes.



### 2.3 Conceptual framework

Girls are discriminated different forms and areas of our society. Such type of discrimination can also been seen in our schools. This study has related to the effects of gender on the achievement of class five students. This study will conduct on the basis of the following framework.



This research was conducted based on above conceptual framework. This study focused that the comparative study of gender achievement on the basis of boys and girls. Likewise, what types of discriminating behavior faced in the school especially in classroom behavior, teacher behavior, peer group behavior, and teaching learning behavior of girls students.

## **Chapter three**

### **Research methodology**

In this chapter, the researcher discussed about the research design, population and sampling, tools for data collection, procedures for data collection to achieve the specified objectives

#### **3.1 Research design.**

The Study was based on quantitative and qualitative research design. The major purpose of the study was analyzed the effect of gender on achievement of class five students. On the basis of collected data, the researcher analyzed the quantitative data with the help of statistical measures and supports these findings with the help of qualitative data. The quantitative data was gathered from record of achievement test from schools. Likewise the qualitative data was gathered from unstructured interview and semi-participant observation.

#### **3.2 Population and sample**

The population of the study consists of teachers, students and the parents of the selected schools. On the basis of the population, the following sampling procedures were adopted for selection of the population.

##### **3.2.1 Selection of the schools**

The schools were selected in Kathmandu District on the basis of convenience sampling on the access of researcher. The researcher is teaching in this area. This study was selected two community schools on the basis of objectives. The selected schools were

- i) Shree Gandhi Adarsha Higher secondary School Gothatar and
- ii) Shree Tej Binayak Higher Secondary School Gothatar.

##### **3.2.2 Selection of the teachers**

Eight primary teachers were selected from the two schools. Each schools cover 4/4 teachers on the basis of convenience sampling.

### **3.2.3 Selection of the students**

The number of the first school in grade 5 had 58 and the second had 52 respectively. On the basis of selected schools the researcher selected 30 students on the basis of random sampling. Each school was covered 15 students from girls and boys of class five where 8 were girls and 7 were boys. The researcher used the lottery method for selecting the students.

### **3.3 Data collection instruments**

The researcher used the following instruments to collect the data in order to achieve the specified objectives.

#### **3.3.1 Achievement test record**

The researcher collected the achievement score of past two academic years from selected schools of selected students. This data was collected from the annual exam of school record for the purpose to compare the achievement of boys and girls. For the collection of data, the researcher developed the achievement form and filled the form on the basis of school achievement record.

#### **3.3.2. Interview schedule**

In this study the researcher used the interview schedule to obtain the information about specified objectives. Mainly, this tool focused on the analysis of the gender discrimination in school faced by class five girls and to suggest the avoiding measures the gender discrimination to bring equality on the achievement of boys and girls. On the basis of these objectives the researcher developed the interview schedule for the collection of information from teacher and students.

#### **3.3.3 Observation schedule**

The researcher developed the rating scale for class observation to obtain the behaviors of the students and the teachers in connection with gender issues. The behaviors of girls and boys, male and female teachers were focused through the observation.

### **3.4 Validation of tools**

First of all the researcher constructed the data collection tools such as achievement record, interview schedule and observation schedule. The specified tools were discussed the peers and teachers and then with the help of supervisors the tools were finalized. The validations of tools were determined by supervisor's judgments.

### **3.5. Data collection procedures**

In this Study the researcher involved area of study to collect the data according to specified objectives. First of all, the researcher selected the schools and then provided information about the research to the headmaster to each school. Then the researcher selected the respondents in order to obtain the information according to constructed tools.

## Chapter four

### Analysis and interpretation of data

This chapter analyses the achievement of the students of sampled schools in various subjects of grade five. The data analysis techniques are used in this chapter quantitatively. The basic purpose is to investigate whether the girl students and boy students perform differently. Whether there is effect of gender and gender related things in their performance. The study basically seeks to determine the effects of gender on achievement of class five students. First part of this analysis deals with the achievements trends of girls and boys in various subjects. The second part illustrates and enhances the similarity or dissimilarities in the achievements of a girl child and a boy child. This chapter analyses and compares the achievement of girls and boys of class five. The analysis is made easy and simple by covering one subject at a time. Subject wise comparisons are also made where necessary.

#### 4.1 Comparison between girls and boys achievement

This table gives the overall performance of girl's information. The achievement of the boys and girls have collected from annual records of school. On the basis of these data, the mean, standard deviation, correlation coefficient and the value have been calculated. The collected data has analyzed statistically on the basis of following tables.

Table No. 1: Comparative Achievements Sheet

Students	Statistical measures	Nepali (F.M 100)	English (F.M 100)	Math (F.M 100)	Social (F.M 100)	Science (F.M.50)
Boys and Girls Together	Mean value	52.97	45.72	48.97	46.60	23.03
	Standard deviation	12.29	11.62	17.84	12.75	5.79
	Maximum score	85	72	92	78	36
	Minimum score	32	27	20	32	12
Girls	Mean value	57.13	44.70	45.23	47.70	22.03
	Standard deviation	12.29	12.78	18.38	15.09	5.53
	Maximum score	85	72	85	78	34
	Minimum score	36	27	20	32	12
Boys	Mean value	48.80	46.73	52.70	45.50	25.50
	Standard deviation	10.96	10.45	16.77	10.03	5.75
	Maximum score	75	70	92	65	36
	Minimum score	32	32	26	32	16

The highest average score is seen in Nepali. The lowest average score was in English. The highest individual score is seen in Mathematics and lowest is in Mathematics too. Girl's achievement in Nepali and social study is better than boys. Boys has better achievement in Math, English and Science.

#### 4.1.1 Achievement in English

Annual exam scores are obtained from the sample schools for the comparison and analysis of the data.

Table No. 2: Comparison of Girls' and Boys' achievement in English

Students	No. of Students	Mean	Standard Deviation	Mean Difference	t- value	Conclusion
Girls	15	44.70	12.78	2.03	0.67	Insignificant
Boys	15	46.73	10.45			

The above table shows achievement of Class five students of selected schools in English. The result is presented in the form of Mean, Mean Difference, Standard Deviation, Co-relation and t-value. Girl's Average achievement was found 44.70 and Boys ' average achievement was found 46.73. In comparison to boys' achievement, girls' achievement was low. The mean difference of the achievement in English was 2.03.

The table shows marginal difference in average achievement of the Girls and Boys. A t-value was run to see if the marginal difference was a statistically significant difference. The tabulated value of t at 5% level of significance is  $t_{0.05,28} = 2.048$ . From the test it was found that the difference was insignificant. It simply indicates that the effect of gender could not have more impact on achievement in English. The achievement of boys and girls has been heterogeneous.

#### 4.1.2 Achievement in Mathematics

Annual exam scores are obtained from the sample schools for the comparison and analysis of the data.

Table No. 3: Comparison of Girls' and Boys' achievement in Mathematics

Students	No. of Students	Mean	Standard Deviation	Mean Difference	t-value	Conclusion
Girls	15	45.23	18.38	7.47	1.64	Insignificant
Boys	15	52.70	16.77			

The above table shows achievement of class five students of selected schools in Mathematics. The result is presented in the form of Mean, Mean Difference, Standard Deviation, and t-value. Girl's Average achievement was found 45.23 and Boys ' average achievement was found 52.70. In comparison to boys' achievement, girls' achievement was low. The mean difference of the achievement in Mathematics was 7.4.

The table shows marginal difference in average achievement of the Girls and Boys. A t-value was run to see if the marginal difference was a statistically significant difference. The tabulated value of t at 5% level of significance is  $t_{0.05,28} = 2.048$ . From the test it was found that the difference was insignificant. It simply indicates that the effect of gender could not have more impact on achievement in Mathematics. In mathematics, the achievement of boys and girls has been heterogeneous.

#### 4.1.3 Achievement in Nepali

Annual exam scores are obtained from the sample schools for the comparison and analysis of the data.

Table No. 4: Comparison of Girls' and Boys' achievement in Nepali

Students	No. of Students	Mean	Standard Deviation	Mean Difference	t-value	Conclusion
Girls	15	57.13	12.29	8.33	2.77	significant
Boys	15	48.80	10.96			

Above table shows achievement of Class five students of selected schools in Nepali. The result is presented in the form of Mean, Mean Difference, Standard Deviation, and t-value. Girls' Average achievement was found 57.13 and Boys' average achievement was found 48.80. In comparison to boys' achievement, girls' achievement was high. The mean difference of the achievement in Nepali was 8.33

The table shows marginal difference in average achievement of the Girls and Boys. A t-test was to see if the marginal difference was a statistically significant difference. The tabulated value of t at 5% level of significance is  $t_{0.05,28} = 2.048$ . From the test it is found that the difference was significant. It simply indicates that the effect of gender could have more impact on achievement in Nepali.

#### 4.1.4 Achievement in Social studies

Annual exam scores are obtained from the sample schools for the comparison and analysis of the data

Table No. 5: Comparison of Girls' and Boys' achievement in Social studies

Students	No. Of Students	Mean	Standard Deviation	Mean Difference	t-value	Conclusion
Girls	15	47.70	15.09	2.20	0.66	insignificant
Boys	15	45.50	10.03			

Above table shows achievement of Class five students of selected schools in Social Studies. The result is presented in the form of Mean, Mean Difference, Standard Deviation, and t-value. Girl's Average achievement was found 47.70 and Boys ' average achievement was found 45.50. In comparison to boys' achievement, girls' achievement was high. The mean difference of the achievement in Social Studies was 2.20.

The table shows marginal difference in average achievement of the Girls and Boys. A t-value was run to see if the marginal difference was a statistically significant difference. The tabulated value of t at 5% level of significance is  $t_{0.05,28} = 2.048$ . From the test it was found that the difference was insignificant. It simply indicates that the effect of gender could not have more impact on achievement in Social Studies.

#### 4.1.5 Achievement in Science

Annual exam scores are obtained from the sample schools for the comparison and analysis of the data.

Table No. 6: Comparison of Girls' and Boys' achievement in Science

Students	No of Students	Mean	Standard Deviation	Mean Difference	Co-relation	t-value	Conclusion
Girls	15	22.03	5.53	3.47	0.549	2.38	Significant
Boys	15	25.50	5.75				

Above table shows achievement of Class five students of selected schools in Science. The result is presented in the form of Mean, Mean Difference, Standard Deviation, and t-value. Girl's Average achievement was found 22.03 and Boys ' average achievement was found 25.50. In



comparison to boys' achievement, girls' achievement was low. The mean difference of the achievement in Science was 3.47.

The table shows marginal difference in average achievement of the Girls and Boys. A t-test was run to see if the marginal difference was a statistically significant difference. The tabulated value of t at 5% level of significance is  $t_{0.05,28} = 2.048$ . From the test it was found that the difference was significant. It simply indicates that the effect of gender could have more impact on achievement in Science.

#### 4.2 Analysis of gender discrimination

The researcher wants to know whether the status of gender discrimination has analyzed on the basis of collected information and the gender discrimination has any impact on achievement.

##### 4.2.1 Teachers view on gender discrimination

All together 8 teachers are interviewed during the study. Four teachers are selected from each school. There are very few female teachers. Out of two sample schools only one female teacher is sampled.

Table No.7 Responses of teachers on gender discrimination

Serial Number	Statements	No. of Respondent	Percentage of respondent
1	Books are bias to girls.	4	50
2	Boys achieve better than girls.	6	75
3	Boys are active but violent and noisy.	8	100
4	Boys are dominating.	5	62.5
5	Boys raise more questions than girls.	7	87.5
6	Boys want to have front seats.	5	62.5
7	Girls are equal on achievement.	1	12.5
8	Girls are faith oriented	2	25
9	Girls are late at school.	8	100
10	Girls are less ambitious than boys.	6	75
11	Girls are well disciplined and quite.	8	100
12	Girls have less feeling of competition.	7	87.5
13	Girls have much workload at home.	7	87.5
14	Girls miss their class much.	4	50
15	Many girls leave the school.	5	62.5
16	Parents want to discontinue daughters from school	3	37.5
16	Training is needed to teachers to avoid gender disparity.	3	37.5

During the informal talk and interview with the help interview schedule. Various responses of teachers were found. Above table shows comprehensive facts of teachers' interview. According to the table, All 100% of teachers felt that boys were more active but violent. All the teachers responded that girls were quite and disciplined. They didn't open up clearly, why girls are too quite. More than 75% respondent believed boys achieve better than girls. Similarly, girls are late at schools and they have more workload at home. Eighty percent of teachers told parents want to pull their daughters from school. Girls drop out is high. Table shows Teacher take boys as big help in the school to arrange seats and other heavy works where as girls are said to be good on decoration. Very less number of teachers believe that girls can achieve equal to boy's. None of the respondent told Girls can achieve better than boys. Most of the respondent teachers are interested to get gender orientation training.

#### 4.2.2 Students views on gender discrimination

Out of total number of students, 15 males and 15 females studying in the sample schools have been interviewed. The main focus of this research is the effect of gender on student's achievements. Majority of the students responded the gender disparity in the school and at home.

Serial Number	Statements	Total Respondents	Percentage
1	Boys can achieve better than girls.	20	66
2	Girls can achieve better than boys.	5	16.5
3	Boys get more attention from teachers in the class.	18	59.4
4	Girls have less time at home for the study	25	82.5
5	Girls are quite and attentive.	25	82.5
6	Teachers encourage girls	5	16.5
7	Parents want their daughters be educated.	20	66
8	There are very few of no female teachers.	30	100
9	Parents want daughters not to study difficult subjects.	20	66
10	Parents are more interested for early marriage	20	66
11	Girls are free no where	30	100
12	Boys are said to be over active.	15	50
13	Boys are said to be strong and ask to do heavy works like carrying things and go to the shop	22	72.6
14	Girls get less punishment.	25	82.5
15	Girls take care of their younger brother and sisters.	30	100%

16	Girls are very good on cooking washing and cleaning at home.	24	79.2
17	Parents want a girl to be a successful mother or housewife.	15	50
18	Parents want a boy to be a successful doctor, engineer or businessperson.	26	85.5
19	There is insecurity for girls in the school and on the way to school.	15	50
20	Learning materials are boys centered.	12	39.6

The Majority of students believed that boys achieve better than girls. Only 16 % of students told that girls achieve better than boys. Students have faced gender disparity in the classroom and at home. Majority of parents wanted their sons to be high skilled manpower like doctor or engineer whereas daughters are wanted to work at home. They were discouraged to speak in the class and boys are given more attention. All the respondents accepted that girls are not free for doing the thing of their interest. They were discouraged to take challenges like taking hard subjects and doing hard work. They were made less active by saying obedient and good but boys were said over active.

The respondent students (50%) accepted that girls had to face several problems to go to the schools, whose home is far from the school. Girls had no time for study at home as they had to do more house hold.

### 4.2.3 Class observation

After observing the classes following data was tabulated.

Table No. 10 Gender discrimination from class observation

Observation		Rating Scale			
		Good	Satisfactory	Poor	No
1. The teacher encourages girls to learn.	Number	1	2	2	1
	Percentage	(16.6)	(33.3)	(33.3)	(16.6)
2. The teacher engages students in group work and pair work.	Number	-	2	2	2
	Percentage		(33.3)	(33.3)	(33.3)
3. The teacher gives opportunity to girls for leading the group.	Number		1	1	4
	Percentage		(16.6)	(16.6)	(66.6)

4.	The girls take part in interaction among friends and with the teacher.	Number	1	1	2	2
		Percentage	(16.6)	(16.6)	(33.3)	(33.3)
5.	The teacher evaluates the lesson well.	Number	1	2	2	1
		Percentage	(16.6)	(33.3)	(33.3)	(16.6)
6.	Girls show good performance in the class.	Number	1	2	1	2
		Percentage	(16.6)	(33.3)	(16.6)	(33.3)
7.	Classroom atmosphere is suitable for girls.	Number	1	2	2	1
		Percentage	(16.6)	(33.3)	(33.3)	(16.6)
8.	The teacher seems gender conscious.	Number	1	1	1	3
		Percentage	(16.6)	(16.6)	(16.6)	(50)

Total six classes were observed during the study. As shown in above table only a few teachers were found gender sensitive. Teachers encouraged the students to learn but only 50 % of teachers encouraged girls to do better. All the classes were small and there were no sufficient furniture in the classroom. Girls were in one corner or at the back seats. In all the classes girls' there was no mobility of girls. In six schools there were only 3 female teachers. One class of a female teacher was observed. There was no notable difference in the class atmosphere though a female teacher conducted the class. Very few teachers (33%) are engaged student's group work during the class. Only 16% of them gave opportunity to girl to lead the group. Most of the time girls were inactive on learning. Very few of them (16%) took part actively in the classroom interaction. Half of the teachers evaluated class well. Half of the girls showed good performance in the class. Very few teachers were gender conscious. Only 33% of teachers showed consciousness.

In general, the observation clearly showed gender disparity in the schools of Gothatar VDC Kathmandu. There are discrimination practices in school different from the boys. The achievements of girls are less than boys due to the discriminating behaviours of teachers, boy's students and class observation. Likewise, girls are must do the domestic work so they are late arrive in school.

The researcher observed the classrooms during the teaching hours. The classroom weren't spacious for the learning environment. The girls were not sitting comfortably in the room. Most of them were either at the back or at the corner of the classroom which had affected their learning activities. The classrooms were too small for the convenience of the teachers and students. Although there was majority of the girls in the class, there was only one female teacher for the grade five students.

## Chapter five

### Major finding, conclusion and recommendation

The chapter presents the major finding and conclusion of the study on the effect of gender on class five students achievement in Gothatar VDC Kathmandu. Mentioned below are the major finding, conclusion and recommendations of the study.

#### 5.1 Major finding

This research is a comparative study of community schools. The data from achievement test, Teachers Interview and students Interview were used to organize this research. Observed facts in the classroom observation are also included in the research.

- ) The girls achieved better in Nepali and social studies and boys achieved better in Mathematics, English and social studies.
- ) The overall highest score in the achievement test was 92 in mathematics and lowest 20 were also in mathematics.
- ) The average achievement of Girls in English was 44.70 and the average of boys was 46.73. The highest score (72) in English was of a girl and lowest 27 was also of a girl.
- ) Standard Deviation of girls' achievement in English was 12.78 where as Standard deviation of English achievement of boys was 10.45.
- ) Low value of standard Deviation of boys reflects that boys were homogeneous than girls.
- ) The t-value 0.67 indicates there were no significant difference in the achievement of Girls and boys in English.
- ) The overall average achievement of mathematics was 48.97, and Standard deviation was 17.84. Girls' average achievement in Mathematics was 45.23 and the average of boys was 52.70. The highest score (92) in Mathematics was of boy and lowest 20 was of a girl.
- ) Standard Deviation of girls' achievement in Mathematics was 18.38 where as Standard deviation of Mathematics achievement of boys was 16.77. Low value of standard Deviation of boys reflects that boys are homogeneous than girls.
- ) The t-value 1.64 indicates there were no significant difference in the achievement of Girls and boys in Mathematics.
- ) The overall average achievement of Nepali was 52.97, and Standard deviation was 12.29. The Girls' average achievement in Nepali was 57.13 and the average of boys was 48.8. The highest score (85) in Nepali was of a girl and lowest 32 was of a boy.

- J Standard Deviation of girls' achievement in Nepali was 12.29 where as Standard deviation of Nepali achievement of boys was 10.96. Low value of standard Deviation of boys reflects that boys are homogeneous than girls.
- J The t-value 2.77 indicated that there was significant difference in the achievement of Girls and boys in Nepali.
- J The overall average achievement of Social Studies was 46.60, and Standard deviation was 12.75. The Girls' average achievement in Social Studies was 47.70 and the average of boys was 45.50. The highest score (78) in Social Studies was of a girl and lowest 32 was of boys.
- J The Standard Deviation of girls' achievement in Social Studies was 15.09 where as Standard deviation of Social Studies achievement of boys was 10.02. Low value of Standard Deviation of boys reflects that boys are homogeneous than girls.
- J The t-value 0.66 indicated that there was no significant difference in the achievement of girls and boys in Social studies. The overall average achievement of Science was 23.03, and Standard deviation was 5.97. The Girls' average achievement in Science was 22.03 and the average of boys was 25.5.
- J The highest score (36) in Science was of a boy and lowest 12 was of a girl. The Standard Deviation of girls' achievement in Science was 5.53 where as Standard deviation of Science achievement of boys was 5.75. Low value of Standard Deviation of girls reflects that girls are homogeneous than boys.
- J The t-value 2.38 indicated that there was significant difference in the achievement of Girls and boys in Science.

## **5.2 Conclusion**

The major objective of this study was to find out the differences and similarities of the achievements of class five girls and boys studying in Gothatar VDC Kathmandu. The study was guided by the objectives, comparing achievement, analyzing gender discrimination, assessing gender problems and making suggestions.

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 continuing their education and harassments. There were very few (only 3) female teachers in the sample schools. Class rooms were not student friendly. There were very less furniture and most of them were of less capacity than required.

In conclusion, there is big problem of gender discrimination among the students in sample schools which is responsible for low performance of girls. The teachers are not conscious about gender. There is less gender awareness among girls and boys both. Girls significantly high achievement in Nepali and Boys' high achievement in Science indicates that girls are good on language but may be due to less time for practice they are weak in Science. The achievements in Social studies, Math and English are not significantly different. It can be said that girls can do much better on this subjects if gender discrimination is avoided.

### **5.3 Recommendation**

I have seen in this study 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. Though there were less differences on achievement we can easily forecast girls can do much better than this if we could change the atmosphere for them. The trends of international achievements also show the same thing. In developed countries like Japan, Britain, America we can see better achievements of girls in almost all the subjects.

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. Especial 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 students friendly. There should be organized effort of local community to encourage girls to do much better.

## References

- Devkota,B and Kc, B.(2069). Population And Development. Kathmandu : Sunlight Publication Pvt. Ltd.
- DOE,(2011). *Flash report of education*, Department of Education, Ministry of Education
- Kumar,Ranjit.(2006). *Research Methodology : A Step By Step Guide For Beginners*, Pearson Education Australia.
- MOE,(2009). *School Sector Reform Programme 2000-2015* Kathmandu.Author.
- MOE.(2004). *Education For All*. Kathmandu : Author.
- MOE.(2004). *Traning Policy. Human resource development for ministry of education.* Kathmandu : Author
- MOE.(2006). *Traning Policy. Human resource development for ministry of education.* Kathmandu : Author
- Neupane, S.R. (1985). *A Study of the Achievement of Eight Grade Students in Mathematics*,(Unpublished Thesis T.U.kirtipur kathmandu)
- Pandey, S.R. (1998). *Motivation a gateway in teaching and learning*, Teacher education. Sanothimi, NCED.
- Ritzer,George (2000). *Sociological Theory* (McGraw:Hill International Editions Sociology Series
- Shrestha M.B. (1998). *A Study of Sex Difference in Achievement of Mathematics of Ninth Grade Students*,Gorkha District.(Unpublished Thesis T.U.kirtipurkathmandu)
- UN (2010). *Millennium Development Goals Progress Report*. Washington.
- UNDP (2011). *Human Development Report*, Kathmandu
- UNDP,(2010). *Human Development Report 2010* ( United Nations Development Program : New York)
- UNESCO,(2007). *Global perspectives on teacher learning: Improving policy and practice.* Parish: IIEP.
- UNESCO. (2008). *ICT competency standards for teachers: Policy framework*. Retrieved 12 August 2008 from <http://portalunesco.org>
- UNICEF,(2009). *Child friendly schools manual*: Retrieved on January 23, 2011. [www.unicef.org/publication/index](http://www.unicef.org/publication/index)



## Appendix-1

### Achievement Test Form

Students (Boys)	Math	Science	English	Nepali	Social Studies	Students (Girls)	Math	Science	English	Nepali	Social Studies
1						1					
2						2					
3						3					
4						4					
5						5					
6						6					
7						7					
8						8					
9						9					
10						10					
11						11					
12						12					
13						13					
14						14					
15						15					

## Appendix -2

### Interview Schedule for Teacher

Name:

School Name:

Academic Qualification:

1. In your school, who achieve better performance?
2. The primary level textbooks are biased or not from gender perspective.
  - a. Textbooks are biased to girls.
  - b. Textbooks are not biased to girls.
  - c. Textbooks provide equal information.
  - d. No idea about it.
3. Who are actively participant in your classroom?
4. Who are more dominated each other?
5. Who have raised more questions in classrooms?
6. Who want to leave front seats?
7. Girls are equal on achievement
  - a. Yes
  - b. No
  - c. Indifferent
8. Who have arrived more lately in school?
9. In your school, girls are less ambitious than boys.
  - a. Yes
  - b. No
  - c. Indifferent
10. Who are well disciplined and quite good in your school?
11. Feeling of competition
  - a. Girls have less feeling of competition
  - b. Boys have less feeling of competition
  - c. Girls have more feeling of competition
  - d. Boys have more feeling of competition
12. Who have much workload at home?
13. Who miss their class much?
14. Who leave the class much in school?
15. Status of discontinuity from school.
  - a. Parents want to discontinue daughter from school.
  - b. Parents want to discontinue son from school.
16. In your opinion, the training is needed to teacher to avoid gender disparity. What do you think about this?

### Appendix -3

#### Interview Schedule for Students

Name:

School Name:

1. In your class, who achieve better performance?
2. Who is more attention from teacher in the classrooms?
3. How many female teachers are in your school?
4. How many teachers encourage the girl's in teaching?
5. What type of subject inspiring your parents for study?
6. Are parents more intended for early marriage?
7. What type of works do you want to do?
8. In your class, who punished less?
9. What do your parents want after study?
10. Are you feeling insecurity in school? (Especially for girls).
11. Who are actively participant in your classroom?
12. Who are more dominating each other?
13. Who have raised more questions in classrooms?
14. What types of teaching materials have been used in your school?

## Appendix-4

Observation Form

School Name:

Statements				
	Good	Satisfactory	Poor	No
The teacher encourages girls to learn.				
The teacher engages students in group work and pair work.				
The teacher gives opportunity to girls for leading the group.				
The girls take part in interaction among friends and with the teacher.				
The teacher evaluates the lesson well.				
Girls show good performance in the class.				
Classroom atmosphere is suitable for girls.				
The teacher seems gender conscious.				
Text book and others materials are not gender bias.				
Classrooms are big enough for the mobility.				
Girls are seating equally in front lines.				
Teacher encouraging to girls.				

## Appendix -5

Calculation process of t value:

$$t = \frac{(\bar{x}_1 - \bar{x}_2) - Z_{\alpha/2} \sqrt{\frac{s_p^2}{n_1} + \frac{s_p^2}{n_2}}}{s_p \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where

$$s_p^2 = \frac{f_1 s_1^2 + f_2 s_2^2}{n_1 + n_2}$$

$\bar{x}_1$  = mean achievement of boys

$\bar{x}_2$  = mean achievement of girls

$$Z_{\alpha/2} = 0$$

Degree of Freedom (D. F.) =  $n_1 + n_2 - 2$

Level of significance  $\alpha = 5\% = 0.05$