

**Assessment of Girls' Educational Performance;**  
**A Study of Shree Mangalodaya Secondary School, Chandragiri-3,**  
**Kathmandu**

A Thesis Submitted to  
Central Department of Rural Development  
Tribhuvan University  
In Partial Fulfillment of the Requirement for the  
Degree of the Master of Arts (MA) in Rural Development

Submitted By

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## DECLARATION

I hereby declare that the thesis entitled **Assessment of Girls' Educational Performance; A Study of Shree Mongalodaya Secondary School, Chandragiri – 3, Kathmandu** submitted to the Central Department of Rural Development, Tribhuwan University, is entirely my original work prepared under the guidance and supervision of my supervisor. I have made due acknowledgements to all ideas and information borrowed from different sources in course of preparing this thesis. The results/findings of this thesis have not been submitted anywhere else for the award of any degree or of any other purposes. I assure that no part of the content of this thesis has been published in any form before.

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## LETTER OF RECOMMENDATION

This is to certify that Matina Maharjan has prepared this thesis entitled, **Assessment of Girls' Educational Performance; A Study of Shree Mangalodaya Secondary School, Chandragiri-3, Kathmandu** under my supervision and guidance. I hereby recommend this thesis for the final evaluation and approved by the thesis committee.

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## **APPROVAL SHEET**

The Evaluation Committee has approved this thesis entitled **Assessment of Girls' Educational Performance; A Study of Shree Mangalodaya Secondary School, Chandragiri – 3, Kathmandu** submitted by Ms. Matina Maharjan for the partial fulfillment of the requirements for the Degree of Master in Arts (MA) in Rural Development.

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## ABSTRACT

Education is one of the most important aspects of human resource development. Nepal's education system is dominated by the examination-oriented teaching, where passing examinations is the only benchmark for performance because there is no internal system of monitoring learning achievements at other levels within an education cycle. The specific objectives of this study are; to examine the girls' performance in an annual examination, to find out factors affecting girls' educational performance in public school and to explore the strategies to improve the performance of girl students.

This research is designed under mixed methods of approach in which survey questionnaire, key informant interview, school visit techniques were applied to collect data and information from the respondents. A series of collected sample were analyzed and interpreted by applying concurrent data analysis method. The researcher merged two data set sand compared the results in a descriptive form.

The study examined the educational performance of girl students through the recorded documents obtained from school administration. Besides, the recorded document, data were also collected from the school teachers and students via KII and survey questionnaire respectively. Both the recorded documents and data collected from respondents shows that the performance of girl students is acceptable and satisfactory. Even though girls' educational performance is good, there are still some factors affecting their performance in school. However, for the purpose of the study, the factors that affect girl students have categorized as family-related, student-related and school related. Regarding to the strategies to improve the educational performance, respondents suggested strategies like rewarding girl students for being active in classroom, providing extra classes for poor performing students, assigning girl students to different clubs like child club, Red Cross, making availability of sanitary napkins in school etc.

Assessing girls' educational performance and understanding factors affecting their educational performance were the specific objectives of the study, the findings revealed that girl students are not actually poor at educational performance as the researcher expecting.

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## ABBREVIATIONS

B.S.	:	Bikram Sambat
ECD	:	Early Childhood Development
EFA	:	Education for All
Etc.	:	Et cetera
IBRD	:	International Bank for Reconstruction and Development
IDA	:	International Development Association
MOE	:	Ministry of Education
NPA	:	National Plan of Action
UN	:	United Nations
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
UNICEF	:	United Nations Children's Fund

## **CHAPETER: ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Education is the process of facilitating learning, knowledge, skills, values, beliefs and habits of a group of people and transferred to other people, through storytelling, discussion, teaching, training, or research. Education frequently takes place under the guidance of educators, but leaders may also educate themselves in a process called autodidactic learning. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational (Dhaker, 2016).

Education, discipline that is concerned with methods of teaching and learning in schools or school-like environments as opposed to various non-formals and informal means of socialization (e.g., rural development projects and education through parent-child relationships) (Thomas et al. 2021).

Huq et al. (2021) argued that education is to guide people in learning cultures, molding their behavioral in the ways of adulthood, and directing then toward their eventual role in society. In the most primitive cultures, there is often little learning-little of what one would ordinarily call school or classes or teachers. Education can be thought of as the transmission of the values and accumulated knowledge of a society. In this sense, it is equivalent to what social scientists term socialization.

John Dewey (1978) stated that "Education is all one with growing; it has no end beyond itself (Education is everything along with growth; education itself has destination behind him).

Education in any normal society is accepted as an instrument to power, prestige, survival, greatness and advancement for men and women. It is implicitly a part of culture as it is a life-long learning process that enables between the environment and his or her peculiar circumstances. It helps towards the development of a complete balanced and rational personality. Girl Child Education remain a veritable too in nation development of any society would be grossly lopsided if the girl child is not given quality education. Improving access to and quality education is the most rewarding investment a country can make. Investing in female education will

accelerate economic and social development by enhancing human capital, slowing population growth, and alleviating poverty. Consequently, the lack of education will have negative influences on the individual, family and society at large (Mercy, 2017).

Globally, 570 million children are enrolled in school. The number of children of school going age who were out of school fell from 103 million in 1993 to 73 million in 2006. In what year, primary school enrollment in developing countries reached 88% in 2000 (UN Millennium Development Goal report, New Vision, September 26<sup>th</sup> 2008).

Gurung (2021) stated, education system of Nepal consists of primary level to university education. There are 35,222 public and private schools and many more than 1,400 colleges all over Nepal as of 2016. According to the study conducted by Ministry of Education, the composition of school going population is about 22%. Majority of children start the schooling around age of 3, irrespective of gender. Gurung (2021), relates to research conducted shows that pre-primary education for children of 3-5 of age is currently not considered as a part of formal education system. Consequently, there are a limited number of Early Childhood Development (ECD) centers available for children in urban settings. The formal school system involves teaching and learning within formal setting of classroom. The formal education consists of Basic level (grades 1-8) and secondary level (9-12).

According to the recent study by United Nations (2021), in 2020, as the COVID-19 pandemic spread across the globe, a majority of counties announced the temporary closure of schools, impacting more than 91% of students world-wide. By April 2020, close to 1.6 billion children and youth were out of school.

Globally, the academic sectors are badly affected by the COVID 19 pandemic. The studies regarding the implications of COVID-19 in education of Nepal were minimal. The study revealed that the Nepalese academia was facing problems due to lack of adequate and appropriate sustainable infrastructure for the online system, including skilled human resources. In addition, limited internet facilities in remote areas were the other challenging tasks for virtual academic activities. (Pal et. al., 2021)

Girls' education is a strategic development priority. Better educated women tend to be more informed about nutrition and healthcare, have fewer children, marry at a later

age, and their children are usually healthier, should they choose to become mothers. They are more likely to participate in the formal labor market and earn higher incomes. All these factors combined can help lift households, communities, and countries out of poverty (IBRD; 2021).

In the context of Nepal, although Nepal has achieved gender parity in primary school enrolment, girls tend to drop out of school, especially in the upper grades. Living in remote areas, being from low-income families, early marriage, and gender-based violence, and poor learning environments are the major factors that explain the situation of girls dropping out from school. It is stated that women have significantly lower literacy rate than men (UNESCO, 2019). Prasai (2019) mentioned that education plays a vital role in the development of human society. Moreover, it perhaps plays the most important role in a women's life. In the case of Nepal, the following data presents the status of women education The Nepal Living Standard Survey 2010-2011 (NLSS-III) has revealed that Nepal literacy rate of 65-9% with a huge variation between men and women. While male literacy rate is 75%, it is only 57.4% for women. This shows that there is still a belief among Nepali people that girls are limited going to schools.

The education system of Nepal is highly dominated by the examination-oriented teaching, where passing examinations is the only benchmark for performance because there is no internal system of monitoring learning achievements at other levels within an education cycle. Generally, it is agreed that the most important manifestations of quality education have to do with literacy, cognitive activities, performance and progression to higher levels of learning. In the context of Nepal, examinations are generally acceptable as valid measure of achievements.

Baral (2013) stated, in spite of different social economic and domestic barriers the ratio of girls' enrollment in community school has increased but in contrary, girls' enrolment in private school is quite low as compared to boys. Even though the girls are outnumbering boys at school, the discrimination against girls still exist because of dual formal education; community and private school.

Therefore, the main reason behind this research is to find out the status of girls' educational performance in public school by exploring and analyzing girl students'

performance in their annual examinations. This study also carried out the factors that are affecting their performance in school.

## **1.2 Statement of the Problem**

Education in any normal society is accepted as an instrument to power, prestige, survival, greatness and advancement for men and women. It helps towards the development of complete balanced and rational personality. Girl child education remain a veritable too in nation development of any society would be grossly lopsided if the girl child is not given quality education. Improvising access to and the quality of education is the most rewarding investment a country can make (Mercy, 2017).

"Plan International" (n.d.) relates to research conducted shows that every girl child has the right to a safe, formal quality education and access to lifelong learning. However, many girls are forced to leave school while others never have the opportunity to go in the first place. One hundred and thirty million girls are not in education. Fifteen million are expected to never enroll at all. Girls are 1.5 times more likely than boys to be completely excluded from primary education, and at the end of 2015 less than half of all counties had achieved gender parity education at secondary level.

Lucas and Mbiti (2012) mentioned in their study that even with the free primary education, more boys completed their primary education as compared to girls. Several actions have been undertaken to address the gender gaps in the education sector. Notable achievements have been scored through those actions towards improving girls' performance, access and retention. Still, the gender divergences are still wide. There are threats to improving and maintaining equity in education. The high dropout rate is the first major threat.

The socio-economic status of people in Nepal is generally low. Most of the people and their families do not enjoy the essential. These services are they should. These services include education, health facilities, recreational activities and others. These factors tend to have that direct effect on their children's education. It is believed that students who come from economically stable families perform better than those who come from poor economic background. The reason behind it's; the economically sound families or parents are able to pay their children's fees on time and could

provide them essential learning and writing materials such as stationary materials, uniforms etc.

It has been acknowledged that the girl child's educational performance is generally below average, yet it is acknowledged that an educated girl plays a significant role in the society as compared to an educated boy child. This is basically before women generally play major roles in the provision of essential services to the families, particularly with respect to bringing up children in their formative stage.

Research questions of the study aims at finding the answer of following questions;

- i. How is the girls' educational performance in an annual examination?
- ii. What are the factors affecting the girls' educational performance?
- iii. What strategies can be applied to improve the performance of girl students?

### **1.3 Research Objectives**

The objective of the study is to explore factors affecting girls' educational performance in public school. The specific objectives of the study are:

- i. To examine the girls' performance in an annual examination
- ii. To find out factors affecting the girls' educational performance in public school
- iii. To explore the strategies to improve the performance of girl students.

### **1.4 Significance of the Study**

Girls' education has been ignored in Nepalese communities for various reasons such as; cultural traditions, an unsuitable schooling environment and financial problems. It is particularly rare for girls from poor families in rural villages of Nepal, to receive an education. Educating girls has many advantages such as; improved gender equality, health education, better family planning and economic growth (Nepal Village Foundation, UK, n.d.).

UNICEF; Nepal (n.d.) stated that, over the last 20 years, Nepal has made significant progress in education. The net enrollment rate in primary schools has risen to 97 percent. However, the country still has many challenges to tackle. Issues that persist in education include poor quality and inequity in access, geographical remoteness,



gender, and socio-economic and ethnic differences. Key barriers to enrollment and attendance include poverty, social exclusion, disability, migration, child labor, social norms and gender bias.

This research study suggests that it is important to know whether girls are attaining quality education similar to boys. Pupils' characteristics and the attitude of parents towards the quality education to their daughters need to be understood. Hopefully, this research will attract Nepalese community and policy makers to formulate new plans and policies for the quality education for girl students.

### **1.5 Limitation of the Study**

There were a number of limitations experienced in the research. The research was limited to the female students from Shree Mongalodaya Secondary School located at Chandragiri-3, Kathmandu. Due to the unwillingness of the respondents to give some information, the researcher experienced some sort of limitations. The study has more focused on the educational status of girls studying in public school and to find out what factors plays an important role in the betterment of the performance. The research issues are interpreted through social learning theory, constructivism learning theory, and experiential learning theory.

### **1.6 Organization of the Study**

The thesis report has been divided into five chapters on the basis of its content information and material. The chapter on deals with the introduction including background of the study, statement of problem, rationale of the study, objectives of the study, significance of the study, limitation of the study and organization of the study. Thematic review, theoretical review, policy review, empirical review and conceptual review related to girls' education are included in the chapter two. The chapter three has described the research method applied to the study. It has included research design, rationale of the study area, nature and sources of data, sampling and population, tools and techniques of data collection and method of data analysis.

Chapter four dealt with presentation, interpretation and analysis of data collected from field. Lastly, the chapter five has included discussion of findings, conclusions, recommendations and the future direction of the study. References and appendices are also included at the end of the study.

## **CHAPTER: TWO**

### **LITERATURE REVIEW**

#### **2.1 Thematic/Conceptual Review**

Conceptual review in a study is used to help identifying the problem by using a broad set of ideas and theories (VanBaren, 2017). The goal of the conceptual literature review is to categorize and describe concepts relevant to the study or topic and outline a relationship between them, including relevant theory and empirical research. Conceptual review illustrates what a researcher expects to find through the research. It defines the relevant variable for the study and maps out how they might relate to each other.

As conceptual research relates to abstract concept and ideas, it relies on analyzing available information on the research topic. It is a process of evaluating concepts. It does not include any experiments and tests.

In research study, there theoretical and empirical literature reviews. Both of these reviews include articles, unpublished thesis, books, journals, newspaper, annual reports, documents etc. conceptual review plays an important role in giving researcher the proper perspective on the problem. It provides researcher with solid anchor to guide researcher in making the hypotheses and, after experimenting, in explaining the findings (Abanto, 2016).

#### **2.2 Theoretical Review**

The purpose of this form is concretely examining the corpus of theory that has accumulated in regard to issue, concept, theory, phenomena. It helps to establish what theories already exist, the relationships between them, to what degree the existing theories have been investigated, and to develop new hypothesis to develop (Baumeister et al. 2016).

To understand researching issue theoretically, the researcher interpreted data through different theories such as social learning theory, constructivism learning theory, and experiential theory.

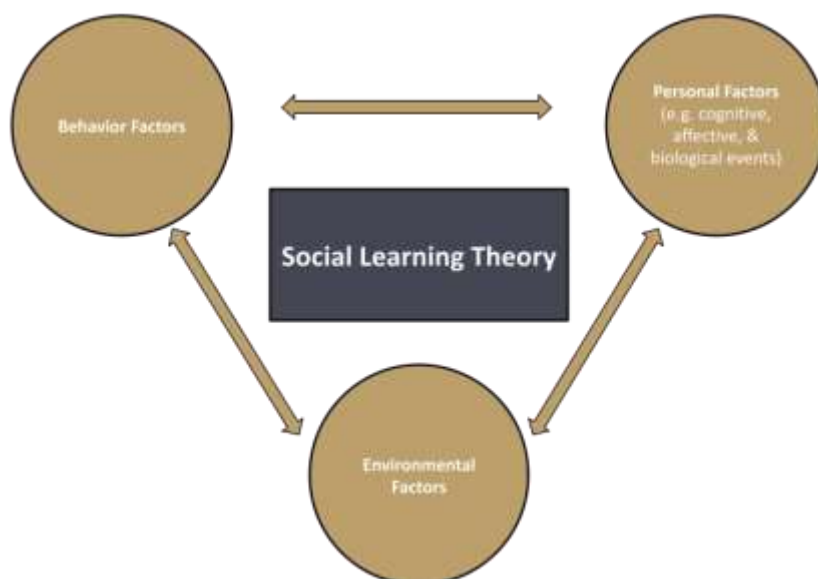
### 2.2.1 Social Learning Theory

Social learning is a concept automatically and instinctively applied by humans throughout their lives, which they implement from childhood in order to find their place in the world and society. Fundamental beliefs and worldviews such as gender roles, religion, political views, and worth are initially shaped through social learning. This happens by observing how those around us react to different opinions (Valamis, 2021)

Social learning theory, proposed by Albert Bandura, emphasizes the importance of observing, modeling, and imitating the behaviors, attitudes, and emotional reactions of others. Social learning theory considers how both environmental and cognitive factors interact to influence human learning and behavior (Saul McLeod, 2016).

Albert Bandura's social learning theory agrees with the behaviorist learning theories of classical conditioning and operant conditioning. However, he adds two important ideas which are; Mediating processes occur between stimuli and responses and Behavior is learned from the environment through the process of observational learning.

**Figure 2.1: Figure of Social Learning Theory**



(Figure from Positive psychology)

Source: (Becton,2023)

Social learning theory examples in everyday life are common, with one of the most evident being the behaviors and even television characters. If a child perceives there is a meaningful reward for such behavior, they will perform it at some point (Social learning theory, n.d. para1).

### **2.2.2 Constructivism Learning Theory**

Constructivism is the theory that says learners construct knowledge rather than just passively take in information. As people experience the world and reflect upon those experiences, they build their own representations and incorporate new information into their pre-existing knowledge (schemas) (Constructivism, n.d. para 1).

There are several main components to include if you plan on adhering to constructivist principles in classroom or when designing lessons. The following are from Baviskar, Hartle & Whitney (2009):

- i. Elicit prior knowledge: New knowledge is created in relation to learner's pre-existing knowledge. Activities include: pre-tests, informal interviews and small warm-up activities that require recall of prior knowledge.
- ii. Create cognitive dissonance: Assign problems and activities that will challenge students. Knowledge is built as learners encounter novel problems and revise existing schemas as they work through the challenging problem.
- iii. Apply knowledge with feedback: Encourage students to evaluate new information and modify existing knowledge. Activities should allow for students to compare pre-existing schema to the novel situation. Activities might include presentations, small group or class discussions, and quizzes.
- iv. Reflect on learning: Provide students with an opportunity to show teachers (and themselves) what they have learned. Activities might include: presentations, reflexive papers or creating a step-by-step tutorial for students.

Constructivist classrooms are often very different from normal classrooms in many ways. Constructivist classrooms focus on student questions and interests, they build on what students already know, they focus on interactive learning and are student-centered, teachers have a dialogue with students to help them construct their own knowledge, they root in negotiation, and student work primarily in groups. Constructivist classroom often have teachers who do small group work, collaborative

and interactive activities and open dialogues about what students need in order to find success (Western Governors University, 2020)

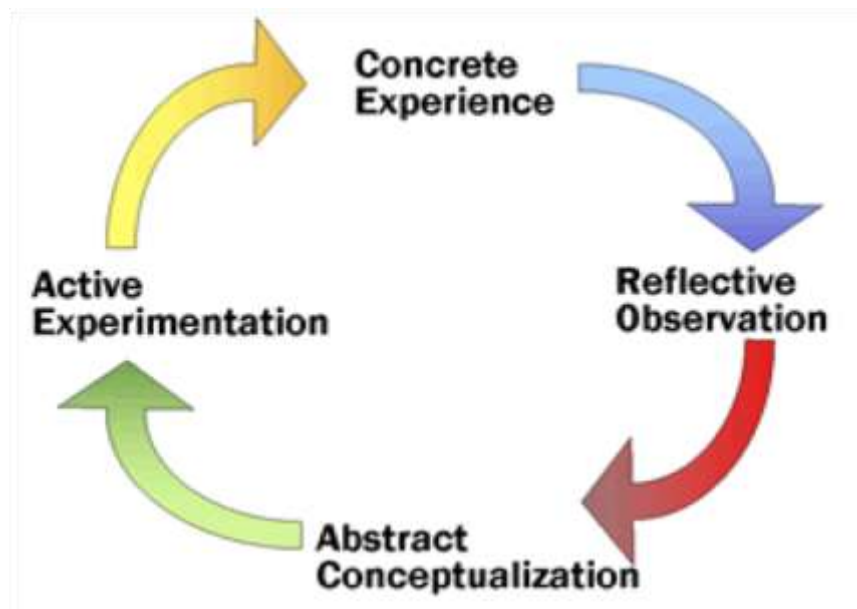
### 2.2.3 Experiential Learning Theory

Experiential learning is a well-known model in education. Kolb's experiential learning theory defines experiential learning as "the process of knowledge is created through the transformation of experience results from the combination of grasping and transforming experience.

Kolb's experiential learning theory presents a cycle of four elements:

1. Concrete experience
2. Reflective experience
3. Abstract conceptualization
4. Active experimentation

**Figure 2.2: Figure of Experiential Learning Theory**



(Figure from SERC-Carleton)

*Source: (Serc-Carleton, 2023)*

The cycle begins with an experience that the students has had followed by an opportunity to reflect on that experience. Then students may conceptualize and draw

conclusions about what they experienced and observed, learning to future actions in which the students experiment with different behaviors. This begins the cycle anew as students experiment with experimentation (Oxendine, Robinson and Wilson, 2004).

Although this continuum is presented as a cycle, the steps may occur in nearly any order. This learning cycle involves both concrete components (step one and four) and conceptual components (step two and three), which require variety of cognitive and affective behaviors.

Experiential learning focuses on the ideas that the best ways to learn things is by actually having experiences. Those experiences then stick out in mind and help retain information and remember facts. Learning by doing is the basis for the experiential learning theory.

Some examples of experience-based learning include role play, service learning, internship, group projects and field study.

### **2.3 Policy Review**

Acharya (2019) relates to the research conducted education policies are considered as the strategic link between the education's vision and day-to-day operations of education system of nation. The comprehensive education policies allow to the decision makers and employees to understand their role and responsibilities within predefined limits. Education policies allow management to guide operations without consent management intervention.

Nepal had remained virtually isolated from the outside world for many centuries until 1950 and mostly dormant with little interaction between various ethnic groups as well. This internal and external isolation was mainly due to the country's rugged topography, the autocratic regime and a feudal society. Within this context, Nepal under-went a major political change in 1951, when the multi-party democratic system was introduced, which lasted only for a short period until 1961. Since mid-1950s Nepal has embarked upon a planned approach to development in various areas including education sector. Education is looked upon as a force to address the issue of poverty through human development measures by enhancing the capacity of the people in terms of appropriate life skills, knowledge and experiential wisdom to acquire economic and social prosperity (Nepal National Plan of Action, 2015).

Nepal National Plan of Action (2015) mentioned in the report "Education for All; National Action Plan (2001-2015)" that the campaign of "Education for All" started off in 1990. This campaign has put immense impetus on the development of education in the country. The National Plan of Action has outlined its framework according to the following six major goals set by the Dakar Forum for the year 2015.

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring 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 of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs.
4. Achieving 50% improvements in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminating 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.
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

These goals and strategies have been adopted in the NPA to suit the national contexts in keeping with the spirit and the ultimate goals of EFA.

As per the Ministry of Education report 2015, the minimum entry age for primary education level was 5 years. Earlier primary education or the first level of education comprising of five years of schooling has currently been extended to additional three upper grades to make 8 years (Grade 1-8) as basic education. The school sector reform plan (SSRP) has determined that basic education as a human right as provisioned in the law and stresses on mother tongue as the medium of instruction in early grades of primary education (MoE, 2015).

Policies, plans, program and projects are always in hierarchical and aligned with development activities. There is a need for assessment on education policy and practice and necessary to understand the impact of policies on basic and primary education development, and the effectiveness of the implementation mechanism, find out the causes seen on various occasions related to concerned priorities that have virtually made the present policy less relevant, find out the relevance of the need to adopt education policy to the changing regional and international environment, analysis on the need to provide integrated support and incentive package to education sectors with a view to enhancing their competitive strength at home and abroad and review the education policies of different plan periods for betterment (Acharya, 2019)

Maharjan (2019) stated that the government launched the new National Policy in 2076 in November. The provision of education has ensured the right to basic education, compulsory education and free education up to basic level, free education up to the secondary level, and free access to higher education for the disabled and economically backward people, education in mother tongues and right to open schools and other educational institutions, among others. To ensure the implementation of this provision, the government;

### **2.3.1 Lofty Goal:**

The policy has lofty goal of developing the country as an educational hub with provision for world-class education in certain specific subjects. Education is the core development, without education development cannot be conceived of.

The policy has envisioned the gradual implementation of the concept of school zoning in basic education. Accordingly, specialized schools of various subjects like science, music, sports, Ayurveda and herbal medicine will be setup, operated and managed in an effective way.

### **2.3.2 Reforms:**

The ultimate goal of the policy is to bring about reforms in the education sector and materialize the slogan "education for all", which has remained unmet for years.

The country has also set a target of eliminating illiteracy within two years through formal and non-formal education.



The issues that cannot be addressed by this policy will be incorporated in the Federal Education Act. (Maharjan, 2019)

## **2.4 Empirical Review**

Education in any normal society is accepted as an instrument to power, prestige, survival, greatness and advancement for men and women. It helps towards the development of a complete balanced and rational personality. Girl Child Education remain a veritable too in nation development thus development of any society would be grossly lopsided if the girl child is not given quality education. Improving access to and the quality of education is the most rewarding investment a country can make (Mercy, 2017)

Education plays a vital role in the development of human society. Moreover, it perhaps plays the most important role in a women's life. In the case of Nepal, the following data presents the status of women education The Living Standard Survey 2010-2011 (NLSS-III) has revealed that Nepal literacy rate of 65.9% with a huge variation between men and women. While male literacy rate is 75%, it is only 57.4% for women. This shows that there is still a belief among Nepali people that girls are limited to going to schools (Prasai, 2019).

Gurung (2021) stated, education system of Nepal consists of primary level to university education. There are 35,222 public and private schools and many more than 1,400 colleges all over Nepal as of 2016. According to the study conducted by the Ministry of Education, the composition of school going population is about 22%. Majority of children start schooling around the age of 3, irrespective of gender. Gurung (2021) relates to research conducted shows that pre-primary education for children of 3-5 years of age is currently not considered as a part of formal education system. Consequently, there are a limited number of Early Childhood Development (ECD) centers available for children in urban settings. The formal school system involves teaching and learning within formal setting of classroom. The formal education consists of basic level (grades 1-8) and secondary level (9-12).

Baral (2013) stated, discrimination against girls in Nepal is still in existence despite some changes in attitude towards them. Still, women are underprivileged in social mobility and social position, education and politics. They are bound to household

chores, having responsibility to bear and take care of children. However, it seems that Nepalese societies are in the process of positive transformation and change in terms of discrimination against girls. The government of Nepal and a number of social organizations has tried to uplift and empower women in social, educational, economic and political aspects. There is no doubt that the increasing number of girls' enrollment in school is good initiation.

In the name of girls' education, various plans, policies and programs have been formulated and implemented by the government of Nepal. Yet, girls' education in rural madhesh is full of various challenges. Most of the efforts have not achieved the desires result because of political, socio-cultural and financial barriers (A.K Gupta, 2019). A.K Gupta (2019) shows the gender disparity in rural madhesh. Parents do not have complete willingness to send their daughters to school, they have been denied. Despite this fact that many parents are aware of the importance of girls' education, household chores, traditional norms and values, poverty, early marriage and dowry remains a major obstacle.

Globally, 570 million children are enrolled in school. The number of children of school going age who were out of school fell from 103 million in 1999 to 73 million in 2006. In that year, primary school enrollment in developing countries reached 88% in 2000 (UN Millennium Development Goal Report, New Vision, September 26<sup>th</sup> 2008).

Performance in national examinations by girls' public school in Nepal has been poor. The participation of girls in education has been below that of boys (UNICEF, 2004).

Weir and Price (2019) identified the enabling environments and support structures that increase the participation of girls in education, complementing their past research on the barriers to their education across geographies and cultures. This study analyzed that increasing the success of girls in higher education in remote rural areas requires a bundle of measures; the establishment of more hostels for girls, with all lodging and school-related costs covered; offering financial support to families to offset educational costs when scholarships at hostels are not available, and community programs to increase awareness of the benefits of educating girls.

Huq et al. (2021) argued that education is to guide people in learning cultures, molding their behavioral in the ways of adulthood, and directing them toward their eventual role in society. In the most primitive cultures, there is often little learning-little of what one would ordinarily call school or classes or teachers. Education can be thought of as the transmission of the values and accumulated knowledge of a society. In this sense, it is equivalent to what social scientists term socialization.

Education policies show what a country has been prioritizing and what resources have been invested by a country to achieve predetermined education development objectives. Policies, plans, programs and projects are always in hierarchical and aligned with development activities. There is also a need for assessment on education policy and practice and necessary to understand the impact of policies on basic and primary education development, and the effectiveness of the implementation mechanism, find out causes seen on various occasions related to the concerned policies that have virtually made the present policy less relevant, find out the relevance of the need to adapt education policy to the changing regional and international environment, analysis with a view to enhancing their competitive strength at home and review the education policies of different plan periods for the betterment (Acharya, 2019).

Abitew et al.(2019) relates to research conducted shows that the concerned public institution, especially Ministry of Education (MOE) should incorporate gender issues in the curriculum of the education system; educational officials working at different stakeholders such as parents, students, and other community members; in collaboration with various school management should create conducive school environment and fulfill the school facilities, the school management should conduct continuous discussion with students themselves, school teachers, parents and other community members on girl education. Generally, the participation of different stakeholders is needed to improve the academic performance of female students.

According to the recent study by United Nations (2021), in 2020, as the COVID-19 pandemic spread across the globe, a majority of countries announced the temporary closure of schools, impacting more than 91% of students world-wide. By April 2020, close to 1.6 billion children and youth were out of school.

Globally, the academic sectors are badly affected by the COVID 19 pandemic. The studies regarding the implications of COVID 19 in education of Nepal were minimal. The study revealed that the Nepalese academia has been facing problems due to the lack of adequate and appropriate sustainable infrastructure for the online system, including skilled human resources. In addition, limited internet facilities in remote and rural areas were the other challenging tasks for virtual academic activities. (Pal et al.2021).

Performance in national examinations by girls from public schools in Nepal has been poor. The participation of girls in education has been below of boys (UNICEF, 2004)

From the above empirical review, the researcher understood the most of the study focused on the gender disparity in an educational field. In the Nepalese context, the researchers highlighted how financial and socio-cultural barriers challenges girls and families to enroll and perform better in school even though girls have strong desire to be educated and empowered. Understanding to that researcher found some gaps in empirical literature review. It is certain to conduct study that focus on the factors affecting and factors that are influencing the girls' educational performance in school.

## **2.5 Research Gap**

Based on the literature review, factors that are affecting girls' educational performance and strategies to improve their performance has been identified as formulating new plans and policies regarding female education, working with the different stakeholders such as parents, teachers, community members, school management etc. Similarly, the factors include; establishment of girl's hostel, offering financial support to economically poor family, providing scholarships and improving school infrastructure. There are different researches on factors affecting girls' educational performance which are outdated and it needed to be updated with the new one and a specific population has not been studied.

## **CHAPTER: THREE**

### **RESEARCH METHODOLOGY**

Research methodology is the process which is used to identify, select, process and analyze information about a specific topic or subject. This chapter presents methodology that includes research design, study area, sample size and selection criteria, nature and sources of data, data collection tools and techniques, data analysis and interpretation.

#### **3.1 Research Design**

Research design refers to the overall strategy utilized to carry out succinct and logical plan to tackle established research question(s) through the collection, interpretation, analysis, discussion of the. A well-planned research design helps to ensure that the data you collect matches the kind of analysis you want to do. (McCombes, 2021)

The present study attempts to investigate the status of girls' educational performance in public school and factors affecting their performance. The study is specially focused on the present educational performance of girl students. This research deals with the specific area where the study is conducted and collected data procedures. The researcher applied mixed research methods in the study. Mixed method research involved both qualitative and quantitative methods. Data were collected, analyzed and integrated through survey, Key Informant Interview, school visit which are quantitative and qualitative respectively. This approach is used for a better understanding of the research.

Quantitative approach applied to present educational performance of the participants through detailed data collection analysis whereas qualitative approach applied to generalize factors affecting participants in their performance. After then the researcher triangulated the survey data with interview in a profound form.

#### **3.2 Rationale of the Study Area**

Purposively, Shree Mangalodaya Secondary School, Chandragiri-3 has been selected as a field of the study. There are two rationales behind selecting Shree Mangalodaya Secondary School as a field of the study. Firstly, the study is conducted with the self-effort of the researcher just for the partial fulfillment of Master Degree in Rural

Development which indicates that the researcher went through the constraints of money and time. Secondly, the researcher herself graduated from the school. Owing to that researcher aimed to contribute a body of knowledge related to girls' educational performance to the school authorities hoping that it will be beneficial for them to create better environment for the students.

### **3.3 Nature and Sources of the Data**

By nature, data are both qualitative and quantitative. Quantitative data are numerical and qualitative data are descriptive. In this study, researcher applied both primary and secondary sources of data. The primary data was collected in the field through interview, personal communication, school visit whereas the required secondary data was collected from journals, books, published and unpublished reports, theses, articles etc. The primary data was collected through field survey i.e. survey questionnaire and key informant interview.

### **3.4 Population, Sample and Sampling Procedure**

A population is a complete set of people with a specialized set of characters, and a sample is a subset of the population. The study population is the subset of target population available for the study. The study sample is the sample chosen from the study population (Banerjee & Chaudhary, 2010).

As it is not always possible to reach to the population of the study, samples are proportionate subset of the population. Sample is a small representative proportion of population that select for observation and analysis of data information. (Best & Khan, 2004)

The field of the study was Shree Mangalodaya Secondary school located at Chandragiri-3. 237 respondents taken for survey questionnaire through using Yamane's formula of sampling and five key informants were chosen for Key Informant Interview.

**Table 3.1: Number of Student Enrollment from Nursery to Grade 10.**

S.N.	Class/Level	Number of boys	Number of girls	Total
1.	Nursery	27	23	50
2.	L.K. G	25	34	59
3.	K.G.	37	31	68
4.	One	45	40	85
5.	Two	34	35	69
6.	Three	41	47	88
7.	Four	46	45	91
8.	Five	51	41	92
9.	Six	37	75	112
10.	Seven	51	60	111
11.	Eight	50	74	124
12.	Nine	59	69	128
13.	Ten	44	59	103
	Total	547	633	1180

*Source: School Administrative Office, 2021*

In the selected sample, there are 1180 students (546 boys and 633 girls). Among 633 girls, 80 girl students were absent. So, the total number of girl students is 553. Since the population is large, taking samples is needed. Among the different sample size formula, Taro Yamane method (1967) provides a simplified formula to calculate the required sample size at 95% confidence level and desired level of precision of 5%.

To get, the required sample size for the study, Yamane's formula at the desired level of precision was used. Yamane's formula:

$$n = \frac{N}{1 + N(e)^2}$$

Where,

N = Total population for the study

n = Sample size of the study

e = Tolerance error/margin error/desired level of precision, which is 5% of 0.05

$$n = 553 / 1 + 553(0.05)^2$$

$$n = 553 / 1 + 1.3825$$

$$n = 553 / 2.3825$$

$$n = 237$$

However, since 20 question papers were not returned, the analysis of the study has been made of 217 respondents.

Similarly, from 49 teachers and staffs, 5 key informants were chosen for the interview.

**Table 3.2 KII Participants Detail**

S.N.	Participants	Designation
1	K. Gopali	Principal
2	B. Ghimire	Vice-principal
3	R. Gopali	Administration officer
4	S.R Sigdel	Class teacher (grade 9)
5	T. Shrestha	Class teacher (grade 6)

*Source: Field study, 2021*

### **3.5 Techniques and Tools of Data Collection**

There are different ways to collect data and information. For the purpose of the study, the researcher applied following tools and techniques:

**Table 3.3: Techniques and Tools applied in the study.**

<b>Techniques</b>	<b>Tools</b>
Survey	Questioning: Written, Oral
Key Informant Interview	Interviewing: Face to Face, Telephonic
School Visit	Document Analysis



### **3.5.1 Survey**

Survey (human resource)" (n.d.), a survey is a list of questions aimed for extracting specific data from a particular group of people. Surveys may be conducted by phone, mail, via the internet, and also at the street corner or in malls. Surveys are used to gather or gain knowledge in fields such as social research and demography.

For the quantitative research methodology, the researcher applied "survey" as a tool to collect data and information from the sample population (girl students). This method was used to collect the relevant information directly. Structured questionnaire was prepared to collect realistic and accurate data from respondents. The questionnaires were asked to respondents within the study area.

Data were collected through using structured questions through formal and informal interview. Researcher contacted to the school administration and got the records of students. Researchers interacted and distributed survey questionnaire to the girls from grade 6 to grade 9 to get the realistic data considering the sample size of the study which was 237.

Girls from grade 6 to grade 9 were chosen for the survey questionnaire because pre-primary education is not as for now considered basic level of education. It is more like early child development and the reason behind not including primary level of students (grade 1 to 5) is it might be little difficult for them to understand the research questionnaire and might not get the actual data that the researcher wanted to get. The format of survey questionnaire has been attached in annex I.

### **3.5.2 Key Informant Interview (KII)**

Key Informant Interviews are qualitative in-depth interviews with people who know what is going on at the community. The purpose of key informant interview is to collect information from a range of people or residents who have firsthand knowledge about the community. These community experts, with their particular knowledge and understanding, can provide insight on the nature of problems and give recommendations for solutions.

For this study, Key Informant Interview was applied to collect data and information under the qualitative research methodology. The primary source of data was collected

from key persons structured interviews with the set of questionnaires. Face to face conversation was also help with key informants to collect data.

For this research, five key informants including school principal, vice-principal, administration officer, and class teachers were chosen to collect realistic data. Other tools and techniques applied in this research were school visit and document analysis. The format of key informant interview guideline has been attached in annex ii.

### **3.6 Methods of Data Analysis and Interpretation**

Data analysis is the process of cleaning, changing and processing raw data and extracting actionable, relevant information that helps researcher informed decisions. The procedure helps reduce the risks inherent in decision-making by providing useful insights and statistics, often presented in charts, images, tables and graphs.

Qualitative and quantitative data analysis techniques are primarily two methods for data analysis. These data analysis techniques can be used independently or in combination with the other to help researchers from different data types.

Collected data and information were analyzed and interpreted through concurrent data analysis method. There are two stages in concurrent data analysis. In the first stage, the researcher separately analyzed qualitative and quantitative data by preparing, exploring, analyzing and representing the result.

After that in the second stage, the researcher merged two data sets. The quantitative data collected through survey have analyzed by using simple descriptive statistical tools like frequency and percentage.

In qualitative research, narrating stories, creating poems, and presenting life experiences are data analysis procedures. The researcher examined completed questionnaire, processed each item through descriptive narrative. Information gathered through unstructured interviews, discussions, school visit was recorded analyzed through descriptive narrative.

## **CHAPTER: FOUR**

### **PRESENTATION AND ANALYSIS OF DATA**

#### **4.1 Background of Characteristics of the Study Population**

Shree Mangalodaya Secondary School is a community school established in 2023 B.S. (1966 A.D). It is located in Thankot of Kathmandu District. Shree Mangalodaya Secondary School have trained and motivated faculty members. The school regularly organizes in-service training sessions for teachers so that they can keep abreast with the latest innovations in education.

Shree Mangalodaya Secondary School teaches from Nursery to Grade 12. Shree Mangalodaya Secondary School does not really have much of challenges to improving quality of education. It has sufficient teaching aids and materials. Generally, community schools and instruction of teaching and text books in Nepali language. However, Shree Mangalodaya Secondary School has prescribed English textbooks and adopted instruction in English on request of passed out students and parents. This has somehow helped, to some extent, to compete with private school and attract the number of children.

From my own experience studying there, I realized that some teachers needed regular training and guidance to improve the learning activities in spite getting many trainings. Moreover, there are few students who did not regularly attend the classes. The regular extra-curricular activities were often conducted in school.

Most of the children were from middle and low economic background. I learnt that some parents from low-middle class background admitted their sons to private schools and girls to Shree Mangalodaya Secondary School. Although they seemed to be aware of the girls' education but still choose to do that because they have the mentality that their sons will be able to look after them if they receive quality education which they think only possible in private schools.

#### **4.2 Students' Status on Educational Performance**

This study has tried to examine the educational performance of girl students. The recorded documents were obtained from school administration record books.

Documents illustrate the number of students who passed the final examination of 2077 B.S (2020 A.D)

#### 4.2.1 Result of Students from Nursery to Grade Nine

The table below presented shows the number of students who scored distinction, first division, second division and third division during the final examination of 2077 B.S. (2020 A.D.)

**Table: 4.1 Results of Students from Nursery to Grade Nine**

##### **Class/Level: Nursery**

No. of students	Male students	Female students
No. of std. who scored distinction	12	13
No. of std. who scored 1 <sup>st</sup> division	13	9
No. of std. who scored 2 <sup>nd</sup> division	2	1
Total	27	23

##### **Class/Level: L.K.G**

No. of students	Male students	Female students
No. of std. who scored distinction	5	5
No. of std. who scored 1 <sup>st</sup> division	15	11
No. of std. who scored 2 <sup>nd</sup> division	3	2
No. of absent students	2	9
Total	25	27

##### **Level: U.K.G**

No. of students	Male students	Female students
No. of std. who scored distinction	5	14
No. of std. who scored 1 <sup>st</sup> division	14	8
No. of std. who scored 2 <sup>nd</sup> division	7	1
No. of absent students	6	7
Total	32	30

**Class/Level: One**

No. of students	Male students	Female students
No. of std. who scored distinction	4	9
No. of std. who scored 1 <sup>st</sup> division	12	10
No. of std. who scored 2 <sup>nd</sup> division	14	9
No. of std. who scored 3 <sup>rd</sup> division	1	0
No. of absent students	12	12
Total	43	40

**Class/Level: Two**

No. of students	Male students	Female students
No. of std. who scored distinction	5	2
No. of std. who scored 1 <sup>st</sup> division	11	11
No. of std. who scored 2 <sup>nd</sup> division	10	9
No. of std. who scored 3 <sup>rd</sup> division	0	1
No of absent students	6	11
No. of failed students	1	0
Total	33	34

**Class/Level: Three**

No. of students	Male students	Female students
No. of std. who scored distinction	2	7
No. of std. who scored 1 <sup>st</sup> division	12	13
No. of std. who scored 2 <sup>nd</sup> division	15	17
No. of std. who scored 3 <sup>rd</sup> division	3	5
No. of absent students	6	3
Total	38	45

**Class/Level: Four**

No. of students	Male students	Female students
No. of std. who scored distinction	2	2
No. of std. who scored 1 <sup>st</sup> division	8	11
No. of std. who scored 2 <sup>nd</sup> division	8	13
No. of std. who scored 3 <sup>rd</sup> division	17	15
No. of absent students	10	4
Total	45	45

**Class/Level: Five**

No. of students	Male students	Female students
No. of std. who scored distinction	1	2
No. of std. who scored 1 <sup>st</sup> division	8	8
No. of std. who scored 2 <sup>nd</sup> division	21	18
No. of std. who scored 3 <sup>rd</sup> division	13	4
No. of absent students	10	6
Total	53	38

**Class/Level: Six**

No. of students	Male students	Female students
No. of std. who scored distinction	0	1
No. of std. who scored 1 <sup>st</sup> division	2	16
No. of std. who scored 2 <sup>nd</sup> division	24	35
No. of std. who scored 3 <sup>rd</sup> division	6	9
No. of absent students	5	9
Total	37	70

**Class/Level: Seven**

No. of students	Male students	Female students
No. of std. who scored distinction	2	0
No. of std. who scored 1 <sup>st</sup> division	10	10
No. of std. who scored 2 <sup>nd</sup> division	19	34
No. of std. who scored 3 <sup>rd</sup> division	12	9
No. of absent students	6	6
Total	49	59

**Class/Level: Eight**

No. of students	Male students	Female students
No. of std. who scored distinction	1	2
No. of std. who scored 1 <sup>st</sup> division	12	17
No. of std. who scored 2 <sup>nd</sup> division	34	46
No. of std. who scored 3 <sup>rd</sup> division	0	0
No. of absent students	3	9
Total	50	74

**Class/Level: Nine**

No. of students	Male students	Female students
No. of std. who scored distinction	0	2
No. of std. who scored 1 <sup>st</sup> division	9	6
No. of std. who scored 2 <sup>nd</sup> division	40	49
No. of std. who scored 3 <sup>rd</sup> division	2	8
No. of absent students	8	4
Total	59	69

*Source: School Administration Office*

The figures presented in the table represent only the number of students from nursery to grade 9 of Shree Mangalodaya Secondary School. Figure presented shows the detail scores of the students excluding absent students.

Data record received from school projects that girl students' performance is acceptable and satisfactory. After assessing girls' educational performance, the study revealed that girl students are actually not poor at educational performance as the researcher expecting.

The result of students from Nursery to Grade 9 also calculated in percentage and presented in the table below. This table shows the exact percentage of male students and female students who secured distinction, first division, and second division.

**Table 4.2: Result of Students from Nursery to Grade Nine in Percentage**

<b>Grade</b>	<b>Results</b>	<b>Male students</b>	<b>Female students</b>
Nursery	Distinction	44.45%	56.52%
	First Division	48.15%	39.13%
	Second Division	4.35%	4.35%
L.K.G.	Distinction	21.74%	27.78%
	First Division	65.22%	61.11%
	Second Division	13.04%	11.11%
U.K.G.	Distinction	19.23%	60.87%
	First Division	53.85%	34.78%
	Second Division	26.92%	4.35%
One	Distinction	12.90%	32.14%
	First Division	38.71%	35.72%
	Second division	45.16%	32.14%
Two	Distinction	18.52%	8.70%
	First Division	40.74%	47.83%
	Second Division	37.04%	39.13%
	Failed	3.7%	
Three	Distinction	6.25%	16.66%
	First Division	37.5%	30.95%
	Second Division	46.87%	40.48%
	Third Division	9.38%	11.91%
Four	Distinction	5.71%	4.88%
	First Division	22.86%	26.83%



	Second Division	22.86%	31.71%
	Third Division	48.57%	36.58%
Five	Distinction	2.33%	6.25%
	First Division	18.60%	25%
	Second Division	48.84%	56.25%
	Third Division	30.23%	12.5%
Six	Distinction	6.25%	1.64%
	First Division	75%	26.23%
	Third Division	18.75%	14.75%
Seven	Distinction	4.65%	0
	First Division	23.26%	18.87%
	Second Division	44.19%	64.15%
	Third Division	27.90%	16.98%
Eight	Distinction	2.13%	3.08%
	First Division	25.53%	26.15%
	Second Division	72.34%	70.77%
Nine	Distinction	0	3.08%
	First Division	17.65%	9.23%
	Second Division	78.43%	75.38%
	Third Division	3.92%	12.31%

*Source: School Administration Office, 2021*

In the above table, the scores of boy and girl students in pass percentage are presented. With the detailed observation it is clearly seen that in some grades (grade 2, 4, 6, and 7) male students has performed better and in remaining classes (Nursery, L.K.G, U.K.G, 1, 3, 5, 8, and 9) female students has performed well.

Data record received from school projects that girl students' performance is acceptable and satisfactory. After assessing girls' educational performance, the study revealed that girl students are actually not poor at educational performance as the researcher expecting.

Besides, the recorded document, data were also collected from the school teachers through Key Informant Interview.

#### 4.2.2 Teachers' Evaluation on Girls' Educational Performance

Key Informants of school had the mixed evaluation. About 40% of key informant interviewee responded that girls' educational performance is good; actually, better than boys. During the lecture time, girl students take notes and shows active participation in class. About 40% of respondents responded that the level of girls' educational performance in different subject is medium. Key informant interviewee stated there are some classes where girls are leading but if talk about the whole school, girls' school performance is average. It's neither too good nor too bad. It is satisfactory. Minority of the responded which is about 20% pointed out that the educational performance of girls is low or poor. Because of a lot of household chores, lack of learning and reading materials girls are not performing well in school. The result from Key Informant Interview is presented below:

**Table 4.3: Teachers' Evaluation on Educational Performance of Girl Students in a School**

Response	Frequency	Percentage (%)
Good	2	40
Average	2	40
Low	1	20
Total	5	100

*Source: Field study, 2021*

Both the recorded documents and data collected from key informant interviewee shows that girl students' educational performance is good in general which is acceptable. But, there is definitely, room for improvements.

#### 4.3 Factors Affecting Girls' Educational Performance

Findings from the second objective: To find out factors affecting the girls' educational performance even though girls' educational performance is good/well in general, there are still some factors affecting their performances in school. However, for the purpose of the study, the factors that affect female students have categorized as family-related, student-related and school-related factors.

### 4.3.1 Family Related Factors

Under family related factors, variables like family size, parents' educational level, parents' income, domestic household chores, and parents' attitude towards educating their daughters are considered.

#### Family Size

The first variable under family related factors is; family size. Maralani (2008) argued that many studies from developed countries show a negative correlation between family size and children's schooling, while results from the developing countries show this association ranging from positive to neutral to negative, depending on the context. Children in small families perform better academically because of the intensity of their interaction. Intensity of interaction is demonstrated by parental involvement in child's study, leading direct to higher achievement on the part of child (PR Kunz, 1978).

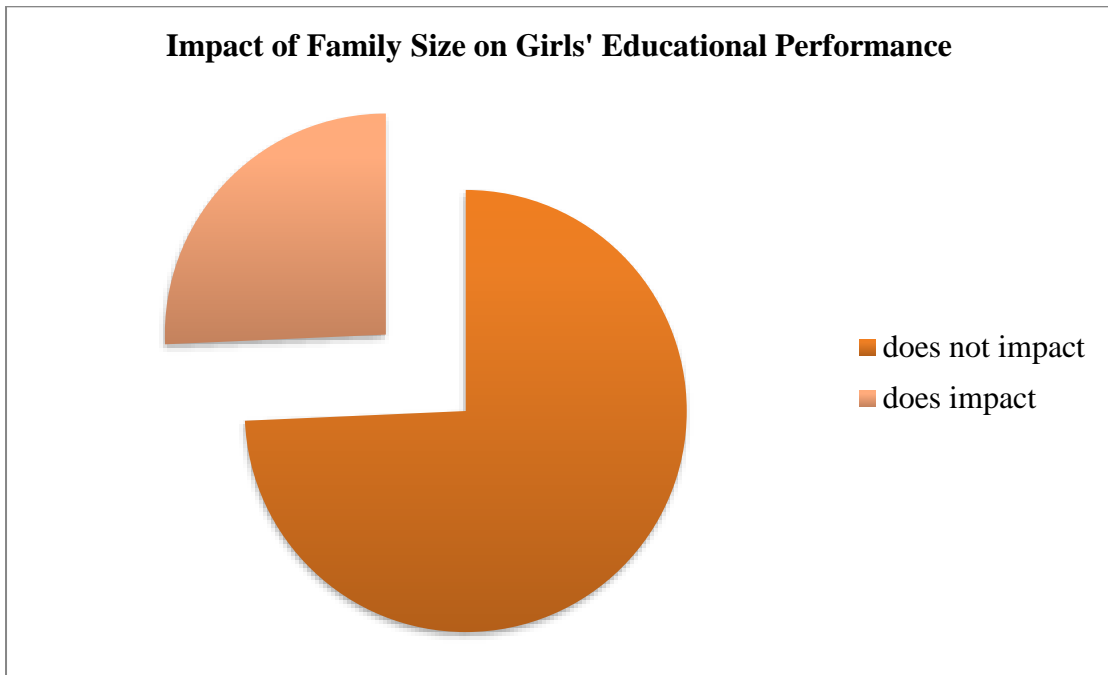
**Table 4.4: Family Size of the Respondents**

Responses	Frequency	Percentage (%)
1-3	58	24.45
4-6	93	39.25
6-8	60	25.33
Above 8	26	10.97
Total	237	100

*Source: Field study, 2021*

As it has depicted in the table, 24.45% and 39.25% responded have the family size of 1-3 and 4-6 respectively. Only, 10.97% of female students have above 8 members in a family.

**Figure 4.1: Level of Impact of Family Size on Educational Performance of Female Student**



As presented in the figure 4.1, 1<sup>st</sup> quarter represents the percentage (74.3%) of respondents who responded their family size does not impact in their educational performance and remaining 25.7% percentage of respondents which is 2<sup>nd</sup> quarter responded their family size does impact in their educational performance.

#### **Educational Level of Parents**

The second variable under family related factors is; an educational level of parents. A child's home, family and daily life have a strong effect on his/her ability to learn. Parents and guardians can control some things in their children's life. Research has revealed that highly educated parents' have greater success in providing their children with cognitive and language skills. Parents who are more educated generally display more positive value towards education, achievement and social mobility, and usually set higher career goals for their child.

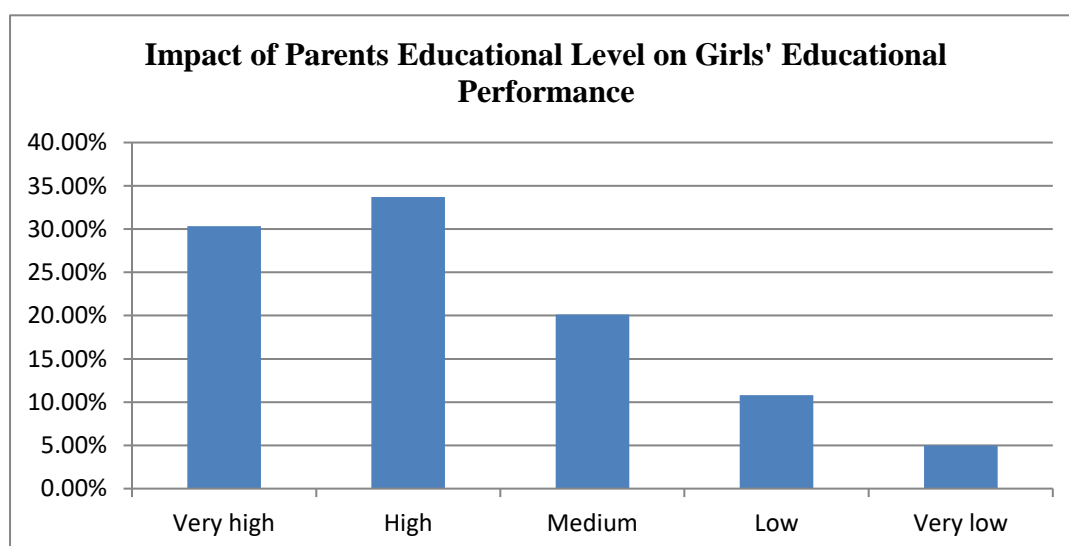
**Table 4.5: Educational Level of Parents**

Responses	Frequency	Percentage (%)
Illiterate	35	14.77
Can read and write	63	26.58
Primary level of education	75	31.65
Secondary level of education	47	19.83
Others (above secondary level)	17	7.17
Total	237	100

*Source: Field study, 2021*

Regarding their parents' educational level, 14.77% of respondents responded that their parents are illiterate, Like-wise 26.58% can read and write, 31.68% and 19.83% respectively have had primary and secondary level of education respectively. 7.17% of parents of respondents revealed that their parents' have taken some sorts of trainings and short-term courses. I learnt that some parents from low-middle class background admitted their sons to private schools and girls to Shree Mangalodaya Secondary School. Although they seemed to be aware of the girls' education but still choose to do that because they have the mentality that their sons will be able to look after them if they receive quality education which they think only possible in private schools.

**Figure 4.2: Level of Impact of Parents' Educational Performance on Girls' Educational Performance**



As it has indicated in the figure 4.2, majority of 33.72% and 30.32% of them responded that impact of parents' educational level on their educational performance

is high and very high respectively. As presented earlier, majority of parents do not have high educational level. Hence one can understand that educational performance of girls could be affected by parents' educational level.

### Income of Family

The third variable under family related factors is monthly income of family members. Sackery (2007) argued that the amount of family income or resources allocated to children and the timing of their distribution ultimately affects the schooling attainments of children and this is also positively associated with educational attainment of children. He further added the financial and moral support provided to girls for schooling is limited as compared to boys.

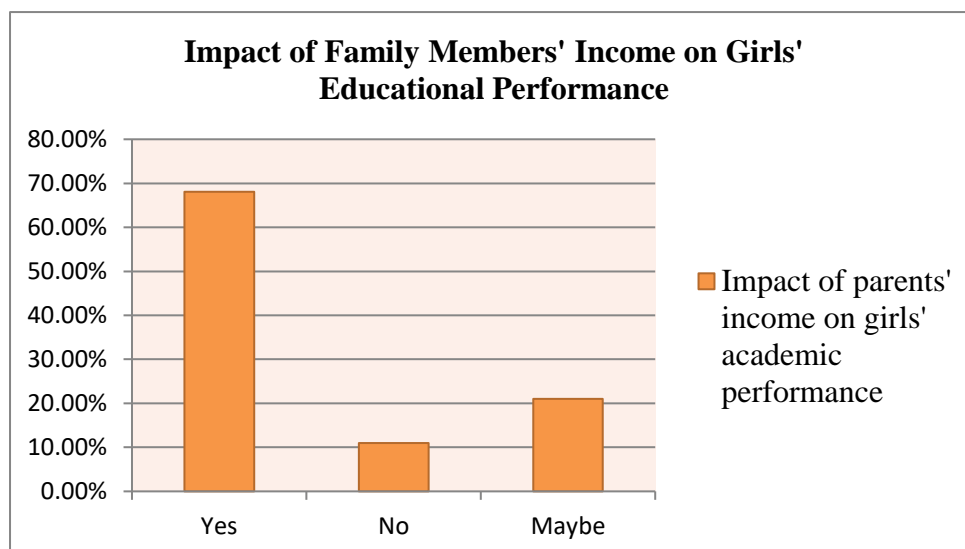
**Table 4.6: Monthly Income of Family Members of Girl Students**

Responses	Frequency	Percentage (%)
High (above 40,000rs.)	38	16.03
Medium (20,000-40,000rs.)	113	47.68
Low (lower than 20,000rs.)	86	36.29
Total	237	100

Source: Field study, 2021

As it is observed in above table, 16.03%, 47.68% and 36.29% replied that their respective parents' do have a high, medium and low income respectively. Girl students or respondents were asked whether their parents' income impact on their educational performance or not. The responses responded by respondents are presented below:

**Figure 4.3: Impact of Family Members' Income on Girls' Educational Performance**



Respondents were asked whether their parents' income affect their educational performance or not and 68.04% of girl students replied it does effect on their educational performance. 10.96% responded with no and 21% girl students replied maybe. The reasons behind it were; higher level of income could afford tuition classes, afford necessary stationary materials etc. Hence, it is understood that girls' educational performance is influenced by their parents' economic background.

### **Responsibility of Household Chores**

The forth variable of family related factors is; responsibility of household chores. Immanuel (2015), girls stand as the main performers of household activities. The reason for it is that gender roles are already predefined. Specifically, girls tend to spend about 4-5 hours per day on household work (Coltrane, 2000).

In the majority of situation girls are more likely to share housework with their mothers, rather than boys. Thus, the girls spend on doing the housework rises accordingly with the time their mothers spend at work. Consequently, they tend to fail their examinations and show poor academic performers.

**Table 4.7: Responsibility of Household Chores on Girl Students**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage (%)</b>
High (4-5hrs.)	37	15.61
Medium (2-3hrs.)	98	41.35
Low (less than 2 hrs.)	102	43.04
Total	237	100

*Source: Field study, 2021*

As it is observed in the table, only 15.61% of respondents replied that the responsibility of household chores other than studying is high. 98 respondents or 41.35% of respondents replied medium which could mean they can maintain their household chores and their studies. They were neutral on this factor. And 43.04% respondents which is the highest among all replied the level of impact of responsibility of domestic household chores were low. The above fact identifies that nowadays, parents fully not burden their daughters on doing household chores but it is undeniable that few percent of girl students are being affected by household chores.

### **Attitude of Parents Towards Girl Education**

The last variable under family related factors is; attitude of parents towards girl education. Parents are mainly influenced by traditional beliefs regarding the ideal roles of women and girls in the society. Aliyu (2009) stated that parental attitude can be negative or positive. The negative attitude of parents regarding education and schooling can prevent the girl child from getting education. Positive attitude of the parents can be beneficial to their children in many cases and can be reflected in improvement in class. However, the parent's attitude towards their girl child's education is important in determining the attendance and academic achievement of the girl child. Favorable and optimistic attitude towards education enhances parental involvement in their girl child's present and future studies (Az Research Consult, n.d.). In this regard, data were collected from the girl students which is presented below:

**Table 4.8: Attitude of Parents Towards Girl Education**

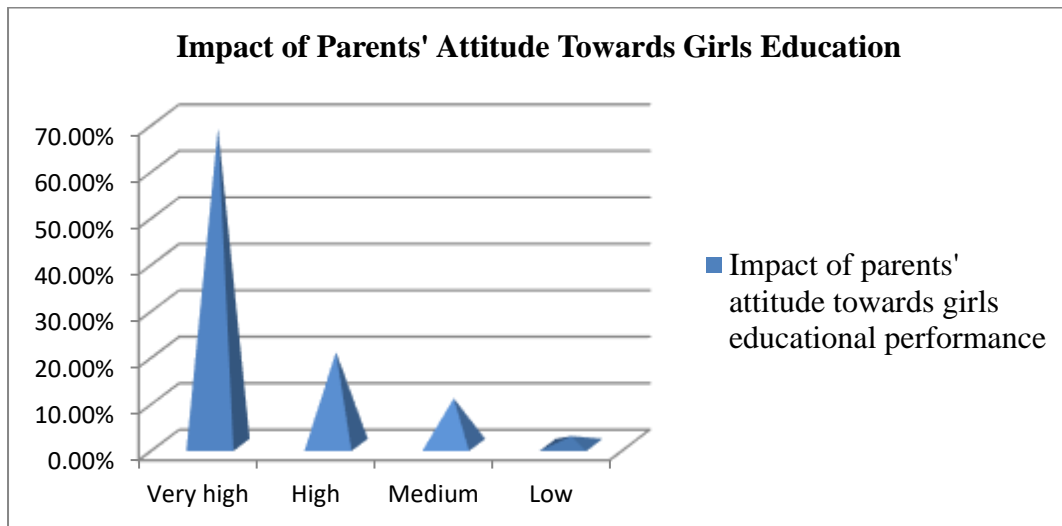
<b>Responses</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Positive	231	97.46
Negative	3	1.27
Does not care	3	1.27
Total	237	100

*Source: Field study, 2021*

From the analysis of collected data, majority of students strongly agreed that their parents do want to educate their daughters. 97.46% responded that their parents have the positive attitude towards educating their daughters. Majority of parents do want their girl child to have the best life in future.



**Figure 4.4: Impact of Parents' Attitude Towards Girl Education**



As presented in the figure 4.4, parents' attitude towards girl education plays an important role in an educational performance of the female students. Positive attitude towards girl education encourage girl students to perform better in every path of their life.

Apparently, participants responded that the major family related factors are education level of parents and income level of parents. Majority of girl students revealed that their parents have the positive attitude towards girl education which gives them strength to perform even better.

The school teachers or the key informants mentioned during key informant interview that most of the parents do not checkup upon their children whether they are regularly or not.

#### **4.3.2 School-Related Factors**

Under school-related factors, variables like availability of sanitation facilities, extra classes, attitude of teachers towards girl students were considered.

##### **Availability of Basic Sanitary Facilities**

Regarding the availability of sanitation facilities, facilities like separated toilet for boy and girl students, availability of water is considered. The data collected on this is presented below:

When respondents were asked about the basic sanitary facilities availability in school, all the respondents responded that there is an availability of separate toilets for both

boy and girl students and there is an also availability of water in toilet. Not only this, there are also 3 separate drinking water stations in school. So, students do not have any problem regarding sanitary facilities in school.

After detailed analysis, the researcher came to the point that there is no lack of basic sanitary facilities in school. So, the availability of basic sanitary facilities does not put negative impact on girl students from selected sample school.

**Table 4.9: Availability of Extra Classes in School**

Yes	No	Total
51.1%	48.9%	100%

*Source: Field study, 2021*

Among all the female respondents, 51.1% replied, there is an availability of extra classes in school and other 48.9% responded they do not have extra classes in school. During key informant interview, it has been revealed that grade 6-10 has coaching classes and the school takes a weekly examination in those grades. Nursery to grade 5 does not have the facility of coaching classes.

**Table 4.10: Teachers' Viewpoint Towards the Educational Performance of Girl Students**

Statement	Agree	Disagree
Teachers are pessimistic towards the female students	18.32%	81.68%
Teachers offer helps when students needed	76.83%	23.17%

*Source: Field study, 2021*

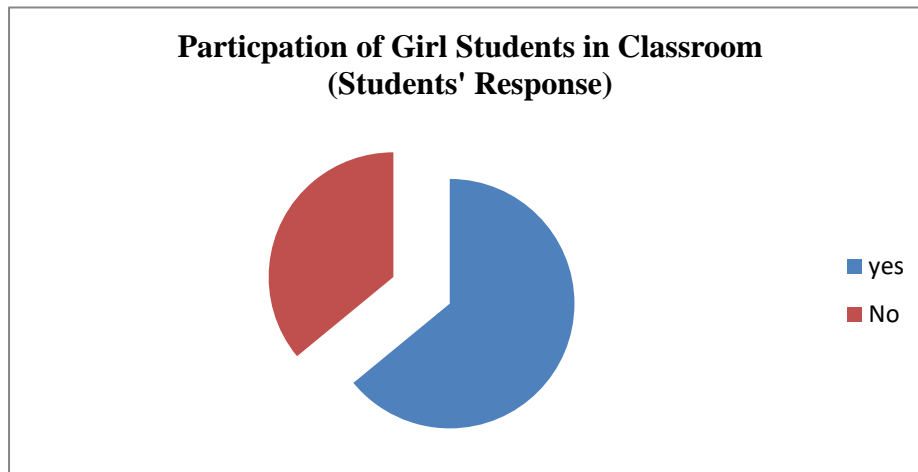
As it observed in the table, majority of respondents which is 81.68% disagreed that the teachers are pessimistic towards the students and teachers only focuses on boy students. Like-wise with the dominant percentage of respondents, respondents replied teachers do help in assignments and other activities when girl students ask for a help. Only, 23.17% of respondents replied that teachers do not help.

### 4.3.3 Student-Related Factors

Under school related factors, variables like participation of girl students in school, regularity in class were considered. Regarding to this, girl participants were asked

about their participation in class room in questioning and answering, doing assigned homework and class work. The data collected from this is presented below:

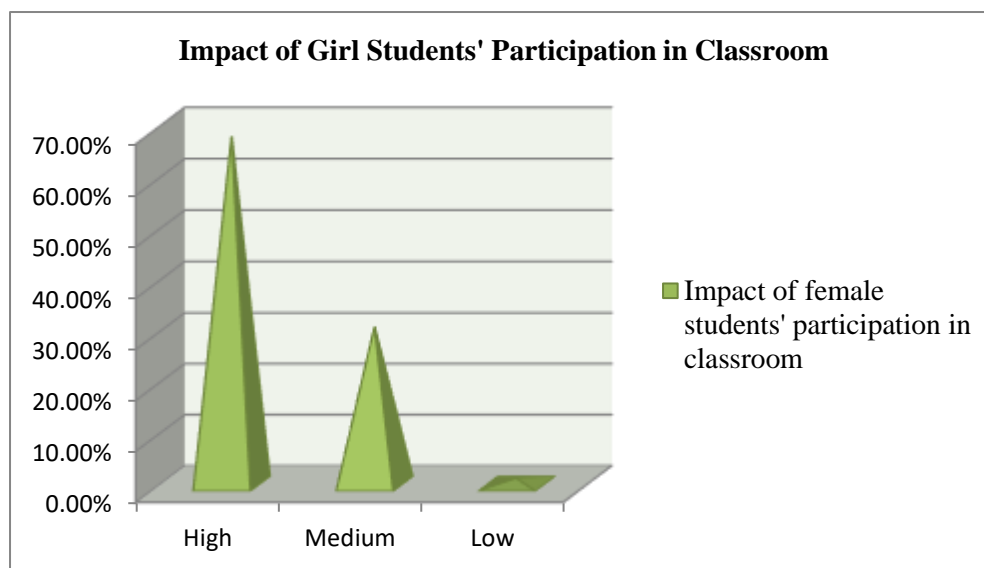
**Figure 4.5: Participation of Girl Students in Classroom (Students' Response)**



Source: Field study, 2021

Among 237 respondents, 64.05% of female students responded that they do take part in classroom activities such as questioning and answering to students, taking notes during lectures, submitting assigned homework and class work etc. 35.95% of respondents replied that they do not take active participation in classroom.

**Figure 4.6 Level of Impact of Active Participation in Classroom by Girl Students (Teachers' Response)**



School principal and teachers replied during key informant interview, active participation in classroom such as questioning to teachers when could not understand, answering asked questions by teachers, doing regular homework brings the positive

impacts on students. Among 5 KII, 68.03% responded active participation in highly impactful in educational performance. Likewise, 30.9% responded with medium. The above figure shows that Teachers do believe and wish their students to take active participation in classroom.

#### **4.4 Strategies to Improve Girls' Educational Performance**

Findings from the third objectives: To explore strategies to improve the performance of girl students regarding to improve girl educational performance in public school, much attention is needed. Some of the strategies are described below:

##### **Creating a Supportive Learning Environment**

The learning environment should be supportive to female students. This would be in terms of setting high expectations, giving students choice and ownership in their own learning.

##### **Providing Legal Protection**

Spreading awareness on the rights and duties of girls is necessary. Sexual harassment that prevails in school has to deal seriously. Violators should be punished.

##### **Organizing Progressive Tutorial Programs**

School should organize progressive gender focused tutorial programs and to offer instructional programs in a cycle.

##### **Reducing School Cost for Children from Poor Families**

Providing free textbooks or giving scholarships and other incentives to the children from poor families would reduce the direct costs of parents and would encourage student to study hard. With the scholarship programs, the children from poor families can be benefitted.

##### **Providing Extra Classes to the Poor Performing Students**

To improve learning abilities of weaker students, begin extra coaching classes would be appropriate. Extra coaching classes might boost their confidence and help them find their strength.

Other strategies might be rewarding girl students for showing active participation in classroom. Assigning girl students to child club, Red Cross, Nepal Scouts, facility of sanitary napkins in school etc. are some of the strategies mentioned by interviewee

## **CHAPTER: FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

This chapter presents the major findings of the study, conclusion and recommendations.

#### **5.1 Summary of Findings**

One of the main purposes of this study was to examine the girl's educational performance in public school and factors affecting and to suggest strategies to improve their performance. The research has tried to identify family related factors, school related factors and student related factors that are significantly affecting girls' educational performance of Shree Mangalodaya Secondary School Chandragiri-3. Family related factors such as size of the family, educational level of parents, monthly income of family members, responsibility of household chores, and attitude of parents towards girl education are highly affecting factors in girls' educational performance. Furthermore, school related factors such as availability of basic sanitary facilities, availability of extra classes in school, teachers' viewpoint towards the girl students could affect the educational performance of girl students. In addition, student related factors such as participation of girl students in classroom is one of the factors affecting girl educational performance.

The research has attempted to explore strategies to improve girls' educational performance in public school. Data were collected through interview from school principal, vice-principal, admin officer, and class teachers regarding the strategies to improve the educational performance of girl students. Regarding to this issue, interviewee mentioned strategies to improve educational performance of girl students as rewarding girl students in taking active part in classroom, providing extra classes for poor performing students, assigning girl students to different clubs like child club, Red Cross, making availability of sanitary napkins in school etc.

Some of the girl students also listed some strategies to improve their educational performance in school; providing scholarship to economically poor background students, organizing leadership and personal development classes, establishing girl students club etc.

## **5.2 Conclusion**

The findings of the study revealed that girl students are not actually poor at educational performance as the researcher expecting. The number of girl students is higher in number in the sample selected school and the performances of girl students were satisfactory. Even though girl's performance was not bad or poor in general, there was still some factors to work on to improve girls' student performance even more. Factors affecting girls' educational performance were categorized in three terms; family-related, school-related, and student-related. Under family related factors, the study results revealed that family economic background and parents' educational level affects more to the girl students. At some point, responsibility of domestic household chores does affect educational performance of girl students. At last regarding this factor, girl students revealed that that their parents do have a positive attitude towards educating their daughters.

Under school-related factor, the findings of the study showed that school does not lack basic school sanitation facilities and teachers also shows the positive attitude towards the girl students. Under student-related factors, the result of the study revealed that girl students do take an active participation in classroom activities and it has positively impacted in their educational performance. Teachers also believe that girls' participation in the classroom is not bad. It is satisfactory.

## **5.3 Recommendations**

Based on the findings of the study, the following recommendations were forwarded:

- i.** Family background problems can be tackled through social and public education of parents. Parents can be educated on the importance of making environments and backgrounds conducive for studying.
- ii.** The teachers should develop a variety of activities and materials to enable girls of different ages and background to acquire proper knowledge, skills, behaviors and attitudes. The child needs to be mentally and physically stimulated and helped to mix and live with others as well as learning how to control his/her emotions.
- iii.** Need to find out relevant plans, policies, programs and projects to the changing environment.

- iv.** Economically poor background female students should be provided scholarships and offered cost-reduced opportunities.
- v.** Hardworking, disciplined, and punctual students should be rewarded.

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*Annex II*

Shree Mangalodaya Secondary School

Key Informant Interview Guidelines

Vice-principal, admin officer and class teachers

Key Informant's name: \_\_\_\_\_ Date of Interview: \_\_\_\_\_

Started time: \_\_\_\_\_ End time: \_\_\_\_\_

1. General Information on the interviewee for school's Principal, Vice-principal,  
Admin Officer and Class Teachers

1.1 Name: .....

1.2 Address: .....

1.3 Age: .....

1.4 Sex: .....

1.5 Marital Status: .....

1.6 Number of working years: .....

1.7 Designation: .....

1.8 Level of education: .....

2. Understanding factors and exploring strategies

2.1 In your experience, whose (boys/girls) educational performance is better?

\_\_\_\_\_

2.2 If girls' performance is poor, what might be the factors affecting their performance?

---

2.3 In your opinion, does parental involvement affect girls' educational achievement?

---

2.4 Can a teachers' expectation affect a students' achievement?

---

2.5 What is the influence of school infrastructure on educational performance of girl child?

---

2.6 Do you think female students need more help than male students?

---

2.7 If your answer is 'yes', what techniques do you use to abet (assist) female students?

---

2.8 How do you see the efforts of female students in doing homework and assignments?

---

2.9 What strategies can be applied to reduce the girls' poor educational performance?

---

2.10 At last, your general opinion on educational performance of female students?

---

*Annex I*

Shree Mongalodaya Secondary School

Survey Questionnaire for Girl Students

Interviewer's name: \_\_\_\_\_ Date of Interview: \_\_\_\_\_

Started time: \_\_\_\_\_ End time: \_\_\_\_\_

1. General Information on the interviewee for students

1.1 Name: .....

1.2 Address: .....

1.3 Age: .....

1.4 Class/Level: .....

1.5 Section: .....

1.6 Religion: .....

2. Understanding factors and exploring strategies

2.1 Parent's level of education

Level of education	Father's	Mother's
Illiterate		
Can read and write		
Primary education		
Secondary education		
Diploma		
Bachelor's Degree		

Master's Degree		
PhD		
Others (Please specify)		

## 2.2 Parent's occupation

Occupation	Father's	Mother's
Housewife		
Farmer		
Labor		
Private job holder		
Government worker		
Business (specify)		
Teacher		
Others (specify)		

## 2.3 Do your parents encourage or assist in your education?

Yes [  ]      No [  ]

## 2.4 How do you rate your parent's economic status?

High [  ]      Medium [  ]      Low [  ]

## 2.5 What was your rank in your previous annual examination?

\_\_\_\_\_

## 2.6 How long do you study at home?

\_\_\_\_\_

## 2.7 Do you attend your class regularly?

Yes [  ]      No [  ]

2.8 In your opinion who performs better in examination?

Male [  ]      Female [  ]

2.9 Do your parents support you in your homework and assignments?

Yes [  ]      No [  ]

2.10 Do teachers use any practical methods to teach in class? If yes, what it is?

---

2.11 Are you satisfied with your current performance in school?

Yes [  ]      No [  ]

2.12 Have you ever taken a part in any b-sides school activities than just studies?

Yes [  ]      No [  ]

2.13 Do you think, there should be more female teachers in school?

Yes [  ]      No [  ]

2.14 Are you happy with teaching and learning methods applied in your school?

Yes [  ]      No [  ]

2.15 Do you take any extra classes like tuition?

Yes [  ]      No [  ]

2.16 How many members do you have in your family?

---

2.17 In your opinion, do any following factors affect your education performance in school? If yes, please tick on the factor you think of.

- a. Family's educational background [  ]
- b. Parent's income status [  ]
- c. Pupils characteristics towards female education [  ]
- d. Family environment [  ]

- e. Household chores [    ]
- f. Teaching and learning methods [    ]
- g. Understanding between teacher and student [    ]

2.18 Do you have to perform domestic household chores? If yes, till which level.

High [    ]      Medium [    ]      Low [    ]

2.19 Do you have any kind of suggestions towards school authorities and teachers to improve girls' educational performance?

---