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An explorative study of academic performance of school students with reference to Ethnicity

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Abstract

The study was conducted on Trilok Academy of Kathmandu, Nepal. There were 418 respondents altogether from Pre-primary to Secondary, among them there were 226 boys and 192 girls. The results showed that Brahmin/Chhetri students have better academic performance than other caste students.

Keywords: ethnic caste, boys, girls, trilok academy, secured grade, respondents

1. Introduction

Ethnic identity is defined as the level to which an individual feels connected to his or her ethnic group (Phinney, 1996; Harris & Mylore, 2016)^[9, 6]. This belief influences attitudes and behaviors (Altschul, Oyserman, & Bybee, 2006; Harris & Mylore, 2016)^[6, 2]. According to Spencer, Noll, Stoltzfus, and Harpalani (2001)^[11], a student's academic performance can also be influenced by his or her ethnic identity. For academic settings to be conducive for academic success, school personnel must focus on assisting students from a holistic framework, so it is pivotal that school personnel and mental health personnel are familiar with the effects of all facets of an adolescent. Many school personnel are only allotted time to focus on the academic component of a student (Holcomb-McCoy, 2007)^[7].

Nepal is a secular country with 81.34% Hindu, 9.04% Buddhist, 4.38% Islam, 3.04% Kirat and 1.41% Christians. While these five religions constitute more than 99% of the total population, the remaining less than one percent comprises Jain (0.01%), Prakriti (0.46%), Bon (0.04%), others (0.007%) and unspecified (0.23%)². It is interesting to mention here that Prakriti and Bon are registered in the 2011 census only (Ministry of Education, 2015). Ministry of Education, Nepal wrote the structure of educational provisions in Nepal basically consists of a) pre-primary education (PPE) or early childhood development (ECD), for children reaching 4 years of age b) primary level of grade 1 to 5, the minimum age of children for admission at grade 1 is 5 years old, c) basic education level of grade 1 to 8, including five years of primary and three years of lower secondary, d) secondary level of grade 9 to 10, e) higher 8 education for all - national review report | 2001-2015 secondary level of grade 11 to 12 and f) higher education level after grade 12 (Bachelors in general stream 3-4 years, professional/technical programmes 4-5 years; Masters level programmes 2 years).

Government of Nepal Ministry of Education Department of Education Research and Information Management Section Sanothimi, Bhaktapur wrote that 49.6% girls, 11.9% Dalit and 39.1% are Janajati student were enrolled in the same cohort. The shares of girls, Dalit and Janajati students are almost similar to the share of these students presented in the Flash I, Report 2066 (Education Department, Government of Nepal, 2010).

Gillborn and Gipps wrote there has been a general improvement in GCSE achievement in the 1990s. This improvement has been reflected in the achievements of minority groups. Ethnic minority students are now achieving more highly on average than ever before. Not all groups have improved at the same rate. In many areas the gap has widened between the most successful and least successful groups. This has had a harsh impact upon African Caribbean young men in particular. Despite doing better than their predecessors, they often find themselves falling further behind their white and Asian counterparts. In Birmingham in 1995, for example, the percentage of students achieving five or more higher grade passes was 5 or

more higher grade passes African Caribbean 18%, Indian 39%, White 36%, Bangladeshi 29% and Pakistani 21% (Trust, 2016) [12].

Jessica Berns wrote Diversity vs. Unity many nations are struggling to find the best model to promote the model of "citizenship education," which encourages national unity and social understanding while acknowledging and celebrating ethnic, religious, and cultural diversity in its students (Berns, Clark, Jean, & Nagy).

Ethnic studies includes units of study, courses, or programs that are centered on the knowledge and perspectives of an ethnic or racial group, reflecting narratives and points of view rooted in that group's lived experiences and intellectual scholarship. Ethnic studies arose as a counter to the traditional mainstream curriculum. Numerous content analyses of textbooks have found an ongoing marginalization of scholarship by and about African Americans, Latino/as, Native Americans, and Asian Americans. In acknowledgement of the dominance of Euro-American perspectives in mainstream curricula, such curricula can be viewed as 'Euro-American ethnic studies.' As students of color proceed through the school system, research finds that the overwhelming dominance of Euro-American perspectives leads many such students to disengage from academic learning. Ethnic studies curricula exist in part because students of color have demanded an education that is relevant, meaningful, and affirming of their identities. This review analyzes published studies and reviews of research that systematically document the impact of ethnic studies curricula, Pre-K through higher education, on students, academically as well as socially (Sleeter, 2011) [10].

Musu-Gillette wrote Status and Trends in the Education of Racial and Ethnic Groups examines the educational progress and challenges students face in the United States by race/ethnicity. This report shows that over time, students in the racial/ethnic groups of White, Black, Hispanic, Asian, Native Hawaiian or Other Pacific Islander, American Indian/Alaska Native, and Two or more races have completed high school and continued their education in college in increasing numbers. Despite these gains, the rate of progress has varied among these racial/ethnic groups and differences by race/ethnicity persist in terms of increases in attainment and progress on key indicators of educational performance.

2. Objective

To analyse the students' academic performance of Trilok Academy, Kathmandu, Nepal.

3. Methodology

This study was cross-sectional based on quantitative research method. It was centered on Terminal Examination performance of Trilok Academy Kathmandu, Nepal. The data were obtained using the census sampling. The questionnaires were distributed to 664 students, however only 418 responses were submitted. Among them 192 were girls. Receive data were coding, recoding and analyzing through computer. The method to be used in analyzing the data is descriptive statistics (tabulation of percentages) using SPSS data statistical package.

4. Findings

Table 1: Ethnicity based performance of students.

		Total							Total	
		A+ (90-100%)	A (80-89.99%)	B+ (70-79.99%)	B (60-69.99%)	c+ (50-59.99%)	C (40-49.99%)	D+ (30-39.99)		
Caste	Brahmin / Chhetri	Count	115	67	9	63	14	7	2	277
		% within Caste	41.5%	24.2%	3.2%	22.7%	5.1%	2.5%	0.7%	100.0%
		% within Total	71.9%	64.4%	69.2%	60.6%	70.0%	46.7%	100.0%	66.3%
		% of Total	27.5%	16.0%	2.2%	15.1%	3.3%	1.7%	0.5%	66.3%
	Indigenous	Count	43	36	3	36	6	7	0	131
		% within Caste	32.8%	27.5%	2.3%	27.5%	4.6%	5.3%	0.0%	100.0%
		% within Total	26.9%	34.6%	23.1%	34.6%	30.0%	46.7%	0.0%	31.3%
		% of Total	10.3%	8.6%	0.7%	8.6%	1.4%	1.7%	0.0%	31.3%
	Dalit	Count	2	1	1	5	0	1	0	10
		% within Caste	20.0%	10.0%	10.0%	50.0%	0.0%	10.0%	0.0%	100.0%
		% within Total	1.2%	1.0%	7.7%	4.8%	0.0%	6.7%	0.0%	2.4%
		% of Total	0.5%	0.2%	0.2%	1.2%	0.0%	0.2%	0.0%	2.4%
Total	Count	160	104	13	104	20	15	2	418	
	% within Caste	38.3%	24.9%	3.1%	24.9%	4.8%	3.6%	0.5%	100.0%	
	% within Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	38.3%	24.9%	3.1%	24.9%	4.8%	3.6%	0.5%	100.0%	

(Source: Field survey 2018)

The above Table shows that out of 418 respondents, there were 277 participants from Brahmin/Chhetri, among them 155 (41.5%) secured A+, 67 (24.2%) A, 9 (3.2%) B+,

22.7% B, 14 (5.1%) C+, 7 (2.5%) C and 2 (0.7%) D+ respectively. 131 respondents participated from Indigenous caste, among them 43 (32.8%) secured A+, 36 (27.5%) A, 3

(2.3%) B+, 36 (27.5%) B, 6 (4.6%) C+, and 7 (5.3%) secured C respectively. There were 10 participants from Dalit. Among them, 2 (20%) secured A+, 1 (10.0%) A, 1 (10.0%) B+, 5 (50.0%) B and 1 (10.0%) C respectively. In total, 38.3% secured A+, 24.9% secured A, 3.1% secured B+, 24.9% secured B, 4.8% secured C+, 3.6 % secured C and 0.5% secured D+. The overall reports show that Brahmin / Chhetri students have better academic performance than other caste students.

5. Conclusion and Recommendation

The study has focused to explore the academic performance of Trilok Academy, Kathmandu, Nepal with reference to Terminal Examination academic performance. The study found that Brahmin/Chhetri students have secured better performance than other caste students' performance. The study has been analyzed with reference to ethnicity. It is recommended to conduct the research on gender, age and socio-economic conditions of family.

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