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Result analysis of mid-term examination of Trilok academy

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Abstract

The study was conducted in Trilok Children's Academy, Machhapokhari, Kathmandu, Nepal. There were 418 respondents altogether from Pre-primary to Secondary, among them there 226 were boys and 192 girls. According to gender wise academic performance analysis, there is no significant difference in academic performance with reference to gender.

Keywords: gender, academic, performance, examination

1. Introduction

Learning is the way of emerging the capabilities and facilities of the individual so as to make that individual to be successful in a specific society or culture. From this viewpoint, education is serving primarily as an individual development sense, Education originates at birth and continues throughout life, it is endless and on-going. Schooling typically begins somewhere between the ages of four and six when children are composed together for the purposes of specific management related to abilities that society thinks important. In the past, once the formal primary and secondary schooling was completed the process was done. However, in today's information stage, adults are quite often learning in familiar setting throughout their working lives and even into retirement (Goni, wali S. B., Ali, & Bularafa, 2015). Education, in its widest sense, may be defined as a process planned to teach the knowledge, skills and attitudes necessary to permit individuals to cope successfully with their environment. Its primary purpose is to nurture and promote completest individual self-realization for all general public. Achieving these goals require understanding of commitment to the intention that education is a major instrument for social and economic improvement of human welfare (Verma, 1990).

Grades are a basis of interest and obstruction for students, and they have their supporters and opponents. The students' views on them separate rather extremely from one another. As a linguistic student and currently completing my teacher training, the importance of grading students is of different attention to me, and meanwhile how large a role grades performance in the lives of students, their result and value should be studied (Pyhäjärvi, 2015).

Lars Owe Dahlgren (2016) wrote there were students in programs with graded responsibilities. The grading system in the latter group may vary somewhat from fail, pass and pass with division with up to 5-step grading scales. The internal failure rate differs between questions but never exceeds five per cent of the individual groups. It was not possible to match students from alike programs, but with different grading methods, in the study. This is due to the fact that e.g. all engineering programs in Sweden apply a five-step grading scale. This fact is of course calls for attention when simplifying the results from the up-to-date study (Lars Owe, Abrandt-Dahlgren, & Trowald, 2016).

Robert J. Marzanol wrote struggled with how to do away with grades on individual projects while still being able to report student progress as a number (Jones Miller, 2013).

The outcomes of the study showed that even though the male students had somewhat better performance compared to the female students, it was not significant. This better performance was found to be marked in the private school which was shown to possess the best male brains found in the study area. Based on the findings of this study, recommendations were made.

Parents are encouraged to offer the right education they can afford for their children regardless of gender (Joseph, John, Eric, Yusuf, & Olubunmi, 2015).

2. Objective

- To explore the academic performance of school students with reference to gender.

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

Presentation of Results

The following table shows the academic performance of students with reference to gender.

Table 1: Distribution of respondents according to gender

		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)		
Gender	Boy	Count	76	56	7	67	10	10	0	226
		% within Gender	33.6%	24.8%	3.1%	29.6%	4.4%	4.4%	0.0%	100.0%
	% within Total	47.5%	53.8%	53.8%	64.4%	50.0%	66.7%	0.0%	54.1%	
	% of Total	18.2%	13.4%	1.7%	16.0%	2.4%	2.4%	0.0%	54.1%	
Girl	Count	84	48	6	37	10	5	2	192	
		% within Gender	43.8%	25.0%	3.1%	19.3%	5.2%	2.6%	1.0%	100.0%
	% within Total	52.5%	46.2%	46.2%	35.6%	50.0%	33.3%	100.0%	45.9%	
	% of Total	20.1%	11.5%	1.4%	8.9%	2.4%	1.2%	0.5%	45.9%	
Total	Count	160	104	13	104	20	15	2	418	
		% within Gender	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%	

The above table shows that there were 418 respondents, among them girls were 192. 160 students secured A+ among them 84 (52.5%) girls and 76 (47.5%) boys. The results show girls are more talent than boys. 48 (46.2%) girls and boys 56 (53.8%) secured A. The results show more boys secured score A than girls. 6 (46.2%) girls and 7 (53.8%) boys secured B+. The results show more boys secured B+ than girls. The results show 37 (35.6%) girls and 67 (64.4%) secured B. The results show more boys secured B than girls. The results show that 10/10 (50%) secured C+. The results

show equal level of boys and girls in securing C+. 5 (33.33%) girls and 10 (66.7%) boys secured C. Only 2 (100%) girls secured D+ result. Recently, there have been several opinions that boys' under achievement in education is due to female supremacy in the teaching profession (Driessen, 2007; Skelton, 2002; Carrington, 2008). The underlining argument for this is that lack of male role models could have negative consequences for the achievement and behavior of boys (Driessen, 2007).

Table 2: Chi-Square Tests

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.718a	6	.097
Likelihood Ratio	11.574	6	.072
Linear-by-Linear Association	4.163	1	.041
N of Valid Cases	418		

The Pearson Chi-Square test shows that there is no significant differences on academic performance of school students with reference to gender.

5. Conclusion and Recommendation

The study has focused to explore the academic performance of students of Trilok Academy, Kathmandu, Nepal. The study found that there was no significant difference in academic performance with reference to gender. In total 38.3% students secured A+. Similarly, 24.9% secured A, 3.1% B+, 24.9% B, 4.8% C+, 3.6% C and 0.5% D+. The study strongly recommend to study on the same issue in other Schools.

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