

A Comparative Study of the Educational Level of Normal Boys and Girls Studying in Inclusive Schools

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Abstract: *This study undertakes a comprehensive comparison of the educational level of normal boys and girls studying in inclusive schools. Inclusive education has been widely acknowledged as a key factor in promoting social equality and academic excellence. However, there is a dearth of research on the comparative educational outcomes of boys and girls in such settings. This research aims to fill this gap by examining the academic achievements, learning styles, and social interactions of normal boys and girls in inclusive schools. A mixed-methods approach was employed, combining both quantitative and qualitative data collection and analysis methods. A total of 500 students (250 boys and 250 girls) from 10 inclusive schools participated in the study. The results reveal significant differences in the educational level of boys and girls, with girls outperforming boys in language and literacy skills, while boys excelled in mathematics and science. Moreover, the study found that girls tend to adopt a more collaborative learning style, whereas boys prefer a competitive approach. The findings of this study have important implications for educators, policymakers, and parents, highlighting the need for tailored educational interventions to address the unique needs of boys and girls in inclusive schools. Ultimately, this research contributes to our understanding of the complex dynamics of inclusive education and informs strategies to promote academic excellence and social inclusion for all students.*

Keywords: Inclusive education, educational level, boys, girls, comparative study, academic achievements, learning styles, social interactions

