

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

I. INTRODUCTION

The landscape of education has evolved significantly over the past few decades, with a growing emphasis on inclusive education—the practice of integrating students with diverse needs into mainstream classrooms. This shift is driven by the belief that all students, regardless of their backgrounds or abilities, can benefit from equitable educational opportunities. Within this context, understanding the educational levels of boys and girls in inclusive schools is crucial. Gender differences in academic performance, learning styles, and social interactions can shape the experiences and outcomes of students in these educational settings.

This research seeks to conduct a comparative study of the educational levels of normal boys and girls in inclusive schools, focusing on their academic achievements, learning styles, and social interactions. The research will analyze how these factors contribute to the overall educational experience and success of both genders. By examining such dynamics, this study aims to highlight potential disparities and similarities in the academic journeys of boys and girls, thereby contributing to the discourse on inclusive education.

The relevance of this research lies in its potential to fill gaps in existing studies on gender and education within inclusive settings. While prior research has explored various aspects of inclusive education, there is a notable lack of comparative studies focusing specifically on the educational levels of boys and girls. This work will build on the existing body of knowledge by providing empirical data that can inform educators, policymakers, and stakeholders about the distinct needs and outcomes of male and female students in inclusive classrooms.



The primary objectives of this research include:

To assess and compare the academic performances of boys and girls in inclusive schools.

To explore the differing learning styles and preferences of male and female students.

Inclusive education aims to provide equal learning opportunities for all students, regardless of their abilities, gender, or background. In inclusive schools, both normal (typically developing) students and students with special needs learn together in a common environment. Within this setting, examining the educational level of normal boys and girls becomes significant, as gender differences in learning outcomes may still persist due to social, cultural, and psychological factors. This study compares the educational level (academic performance, participation, and learning outcomes) of normal boys and girls in inclusive schools to determine whether gender plays a role in academic achievement in such settings.

II. LITERATURE REVIEW

The educational achievements of boys and girls in inclusive educational settings have garnered significant attention in educational research. Understanding the dynamics that influence academic performance across genders is crucial for the development of effective pedagogical strategies. This literature review synthesizes existing research findings on gender differences in educational engagement, motivation, and psychosocial factors, shedding light on how these elements impact the educational experiences of boys and girls in inclusive schools.

Engagement in academic activities plays a critical role in students' learning outcomes. Kessels et al. (2014) highlight that gender differences in academic engagement are closely tied to students' gender identities. This suggests that the way boys and girls perceive their roles in educational settings can influence their level of engagement, which in turn affects their academic performance. Similarly, Fredricks et al. (2018) emphasize the importance of fostering engagement in subjects like math and science, noting that boys and girls demonstrate differing levels of interest and participation in these areas. These findings indicate a need to tailor educational approaches to address the unique engagement patterns of both genders. Motivation is a pivotal factor in students' academic success. Naeghel et al. (2012) investigate the relationship between students' reading motivation and their academic outcomes, asserting that higher levels of motivation correlate with increased engagement and comprehension. This relationship is further complicated by gender; boys and girls may have different motivational drivers that influence their academic choices and achievements. For instance, Vleuten et al. (2016) discuss how gender ideology shapes educational choices in secondary education, suggesting that societal expectations may impact boys' and girls' academic paths differently.

The psychosocial environment within schools significantly affects student outcomes. Hesketh et al. (2010) conducted a cross-sectional survey revealing that stress and psychosomatic symptoms among school children can detrimentally affect their academic performance. Additionally, Khesht-Masjedi et al. (2019) found a relationship between gender, anxiety, and academic achievement, indicating that girls may experience higher levels of anxiety, which can hinder their performance. This underscores the importance of addressing mental health and emotional well-being in educational settings, particularly for girls who may be more susceptible to such issues.

Inclusive education aims to provide equitable opportunities for all students, regardless of their backgrounds or abilities. Shutaleva et al. (2023) explore the sustainability of inclusive education, emphasizing the need for supportive environments that cater to the diverse needs of students with special educational needs. This is particularly relevant when considering the differing educational experiences of boys and girls within inclusive frameworks. Furthermore, Yada et al. (2018) highlight the role of teacher attitudes and self-efficacy in implementing inclusive education, suggesting that teachers' perceptions can significantly influence the educational experiences of both genders.

Knowledge Gaps and Future Research

Despite the wealth of research on gender differences in educational contexts, several gaps remain. Notably, there is a lack of longitudinal studies assessing how gender differences in engagement and motivation evolve over time in inclusive educational settings. Additionally, further exploration is needed into the intersectionality of gender with other factors such as race and socioeconomic status, as evidenced by Leath et al. (2019) who examined racial identity and classroom engagement outcomes. Future research could also investigate the efficacy of specific interventions designed to enhance engagement and performance for both boys and girls in inclusive environments.



III. METHODOLOGY

This study adopted a mixed-method approach, combining quantitative and qualitative research methods. Quantitative data were collected through standardized academic assessments to evaluate participants' academic levels, while qualitative data were obtained through interviews and focus group discussions with students, teachers, and parents to gain insight into learning styles and social interactions. This dual approach provides a comprehensive understanding of the subject matter, providing both statistical evidence and personal accounts.

Analysis of the Research Objective

1st Objective Analysis

This objective aims to evaluate how boys and girls perform academically within inclusive school settings, where students with and without disabilities learn together. Assessing academic performance involves analyzing students' achievement scores, participation levels, and learning outcomes. Comparing boys and girls helps to determine whether gender plays a significant role in academic achievement when both groups are provided with the same inclusive learning environment.

The comparison can highlight:

Whether boys and girls achieve similar academic outcomes. The influence of factors such as classroom interaction, teacher attitudes, and learning styles. Possible differences in subject-specific performance (e.g., girls excelling in languages and boys in mathematics).

2nd Objective Analysis

This objective focuses on identifying how boys and girls differ in the ways they process information, engage in classroom activities, and prefer to learn within inclusive educational environments. Understanding these differences can help teachers design instructional methods that cater to diverse learners effectively.

Learning styles may include visual, auditory, reading/writing, and kinesthetic preferences, while learning preferences may involve aspects such as group vs. individual learning, structured vs. flexible tasks, and interest-based engagement.

Research Findings:

The study revealed notable differences in the learning styles and preferences of male and female students studying in inclusive schools. While both groups showed positive engagement in inclusive classrooms, their approaches to learning varied in distinct ways:

Learning Style Preferences:

Male students showed a stronger preference for kinesthetic and experiential learning styles. They performed better in hands-on activities, practical tasks, and interactive learning situations that involved movement or competition.

Female students, on the other hand, preferred visual and auditory learning styles. They responded well to discussions, reading, note-taking, and collaborative group activities that encouraged communication and reflection.

Learning Environment and Participation:

Girls were found to be more organized, attentive, and consistent in completing academic tasks. They tended to follow classroom routines and instructions more carefully.

Boys were more spontaneous and exploratory, often engaging actively when the teaching methods were creative or activity-based.

Collaborative vs. Independent Learning:

Female students favored collaborative learning, showing comfort in group discussions and peer-supportive environments. Male students leaned toward independent or competitive learning situations, displaying motivation when individual performance was recognized.

Influence of Inclusive Environment:

The inclusive school setting encouraged mutual understanding and empathy among students of both genders.

Exposure to diverse peers helped reduce gender stereotypes and supported flexibility in learning approaches for both boys and girls.



Research Recommendations

Teachers should adopt gender-sensitive pedagogical approaches that recognize the differing learning preferences of boys and girls. Activities should include a balance of visual, auditory, and kinesthetic techniques to engage all learners effectively.

Schools should continue strengthening inclusive practices that promote equality, respect, and cooperation among students. Classrooms must encourage equal participation of both boys and girls without bias in teacher attention, questioning, or group activities.

IV. CONCLUSION

The findings suggest that male and female students possess distinct but complementary learning styles in inclusive settings. Teachers should adopt blended teaching strategies—combining visual, auditory, and kinesthetic methods—to meet the diverse needs of all learners and promote gender-balanced participation and achievement.

The educational levels of boys and girls in inclusive schools are shaped by a complex interplay of engagement, motivation, and psychosocial factors. While existing studies provide valuable insights into these dynamics, further research is essential to address the identified knowledge gaps and to develop strategies that promote equitable educational outcomes for all students. A comprehensive understanding of these factors will not only enhance educational practices but also contribute to fostering inclusive environments that support the diverse needs of learners.

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