

## Comparison of Academic Performances of Students among Various Ethnic Groups in Godawari Municipality

Gita Giri<sup>1</sup>

### Abstract

*Ethnic groups are fundamental unit of social system. Ethnicity is the source of the person's self-actualization. This research is based on the perception of Nepali society that Brahmin/Chhetri and male students are higher education achievers. The study aimed to compare differences in academic performances of students among various ethnic groups (Brahmin/Chhetri vs non-Brahmin/Chhetri) and gender (male vs female). Data consisted examination result related with pre-board examination held in Jana Bhawana Campus since 2015 to 2022. Results of those students who have participated fully were considered. Data analysis was done using SPSS 20. Data are presented using descriptive statistics tools like percentage, mean and standard deviation. Academic performance results are presented by using percentage, t-tests and p-values. The finding showed that there are no differences in academic performance among Brahmin/Chhetri and non-Brahmin/Chhetri students whereas significance difference exists between male and female, where female students outperformed male. Awareness in education learning behavior and reducing in absenteeism can help in gaining academic success.*

*Keywords:* ethnicity, academic performance, gender, absenteeism

---

### Article information

*Received:* 10-05-2024    *Reviewed:* 03-06-2024    *Revised:* 14-06-2024    *Accepted:* 23-06-2024

*Author's Email:* gitagiri32@gmail.com

*Orcid:* <https://orcid.org/0009-0008-8589-5259>

*Cite this article as:*

Giri, G. (2024). Comparison of academic performances of students among various ethnic groups in Godawari Municipality. *Janabhawana Research Journal*, 3(1), 83-98.  
<https://doi.org/10.3126/jrj.v3i1.68389>

---

*This work is licensed under the Creative Commons CCBY-NC License*

<https://creativecommons.org/licenses/by-nc/4.0/>



---

<sup>1</sup> Lecturer at Jana Bhawana Campus, Chapagaun, Godawari-11, Lalitpur

## Introduction

Education is the process of facilitating learning and acquiring knowledge, skills, values, morals, beliefs, habits, and personal development. It occurs through various forms, including formal, informal and non-formal education. Formal Education which is structured and takes place in schools, colleges, and universities with a formal curriculum, certified teachers, and standardized assessments. It is essential for academic development which provides students foundational of knowledge UNESCO (2021). It serves as a cornerstone in societal progress, offering pathways to success and nurturing countless opportunities for the future. It is recognized as a fundamental factor for human socio-cultural advancement as well as stands as a pivotal factor for the development of nations. Central to the assessment of educational efficacy is academic performance, a multifaceted measure encompassing various domains of learning in this process (Steinmayr, 2014). Brew (2021) asserted that good academic performance of students plays vital role in every outcome. However, the landscape of academic achievement, disparities in performance across different ethnic groups emerge a significant area of inquiry. Thus, understanding the variations in academic performance among diverse ethnic groups is essential for fostering equitable educational opportunities.

Race and ethnicity extremely influence educational experiences and outcomes globally, reflecting broader patterns of social stratification. Disparities in educational access and achievement exist across various countries, such as the United States, South Africa, and European nations, due to racism, segregation, and discrimination exists (Crul & Schneider, 2010).

There is significant impact of caste and ethnicity on education. Especially in Asian countries, caste and ethnicity remain pivotal factors for shaping educational access and outcomes. For instance, the educational performance of students in India varies significantly across different gender and ethnic groups due to various socio-economic, cultural, and policy-related factors (NAS, 2021). Similarly, ethnic minorities in countries like China, Vietnam, and Thailand face barriers due to socio-economic disparities and discrimination (Hannum & Park, 2009). Despite of efforts, persistent disparities highlight the need to address deep-rooted social stratification for equitable educational opportunities and social justice (Beteille, 1991; Hannum & Park, 2009).

Nepal is country with ethnic diversity. Even though having various ethnic, linguistic, religious, and regional differences, there exists diversity in ethnic groups, social and cultural harmony prevails in country. The constitution of Nepal has eliminated discrimination on based on class, caste, region, language, religion, and gender, including caste-based untouchability. Caste, ethnicity, and gender serve as traditional social systems of stratification in Nepalese society. According to the National Population and Housing Census 2021, there exists 142 castes/ethnic group in Nepal out of which Brahmin /Chhetri hold

29.64% and remaining 70.36% are non-Brahmin /Chhetri in population. In other hand out of total population 48.98% are male and 51.04% are female in Nepal.

According to Chapagain (2021), student academic performance is the most important indicator of development in every nation. Kao and Thompson (2003) revealed the existence of racial and ethnic hierarchies in educational achievement, underscoring the disparities across different measures of the academic experience. In addition to above, Simkhada (2020) points out that rich culture of Brahmin/Chhetris contributed to their enhanced performance in formal education.

Academic performance between genders has been long focus of various scholars attention (Hung, 2012; Jackman & Morrain-Webb, 2019; Morita et al., 2016). Historically, males have exhibited higher enrollment rates in major subjects at tertiary levels of education as compared to females, along with higher academic performance (Ullah & Ullah, 2019). Conversely; studies conducted worldwide across different academic levels have consistently highlighted significant gender gaps in academic achievement. Several scholars studies indicated that female students often outperform their male counterparts (Parajuli & Thapa, 2017; Worrell, 2006; Meeuwisse et al., 2013; & Wrigley-Asante et al., 2013).

Nepali society is influenced by traditional value particularly in terms of its religious, economic, and socio-political structures. Especially predominantly patriarchal social system are found in Nepali society. In the context to female participation in economic, social and political realms is constrained. Traditionally, men are viewed as the primary breadwinners while women are primarily responsible for unpaid family and household duties. The division of work results in women bearing the brunt of household chores. However, men's incomes often fall short for sustaining a family and women frequently engage in various forms of economic activity. Despite of their economic contributions, women's work is often undervalued, since it is not directly generating income. Additionally, women typically have limited decision-making power and control over resources within households. Men typically make decisions regarding property, marriage, finances and education; further perpetuating gender inequalities. This depiction underscores the entrenched gender dynamics within Nepalese society, wherein traditional roles and norms continue to shape women's opportunities and status (Acharya, 2021).

Nepal's education has greatly progressed with policies like free primary schooling, decentralized management, and inclusive measures such as scholarships for social mobilization. These efforts have notably enhanced education for diverse groups, including Dalits and Janjatis (Subedi, 2016).

This research aims to examine whether Brahmin/Chhetri and male students excel academically than non-Brahmin/Chhetri and female. For that, study investigated the differences in academic performances among various ethnic groups.

### **Research Questions**

- Do Brahmin/Chhetri students perform better than non-Brahmin/Chhetri academically?
- Do female student perform better than the male students?

### **Objectives of the Study**

- To compare the differences in academic performances among Brahmin Chhetri/and non- Brahmin/ Chhetri students of JBC students.
- To compare the differences in academic performances among male and female students of JBC.

### **Literature Review**

Wang (2022) investigated into the underlying causes and evolving trends of academic performance variations among college students from different nationalities in China. The findings revealed that ethnic minority students exhibit a GPA in average, 0.13 points lower, Notably, these differences are more pronounced in the western region, particularly in provinces like Xinjiang, Yunnan, and Hubei, inhabited by ethnic minorities such as Kazak and Uygur. Overall, it offered valuable insights into the dynamics and root causes of ethnic disparities in academic achievement among undergraduate students in China.

Adhikari et al., (2018) conducted studies on analyzing the students' academic performance of Trilok Academy, Kathmandu. The findings revealed that Brahmin/Chhetri students demonstrated superior academic performance than other ethnic groups.

Simkhada (2020) searched for the reasons behind the high academic achievement of Brahmin/Chhetri students in secondary education in Nepal. The researcher generated information as well as conducted analysis through the examination of secondary and primary sources with qualitative approach. The results indicated that Brahmin/Chhetris have significant cultural capital, which plays a pivotal role in their superior performance in formal education

Meeuwisse et al., (2013) studied on academic performance difference among ethnic group by using explorative method. Researcher used a diary approach with small sample to examine students' daily time using in both a lecture and an exam week. Time management behavior was measured in a questionnaire as demographic variables. The sample consisted of 48 full-time students of first year of Business Administration in which 24 students belonged to a non-Western ethnic minority group. Student pairs (ethnic majority vs. non-Western ethnic minority) were fully matched by gender, socio-economic status, living situation and type of secondary education. The studied found that ethnic majority students earned higher grades compared to minority student.

Rienties et al., (2012) aimed to expand the focus of research on international student adaptation by exploring underlying mechanisms contributing to this misalignment in the academic performance of the students. Utilizing a cross-institutional comparison involving 958 students from five business schools in Netherlands, the study examined differences in academic performance between local and international students based on their levels of academic and social integration. International students with a western ethnic background performed well on both academic and social integration, and also attained higher study-performance in comparison to domestic students. The study contributed valuable insights into the academic and social integration of international students in Western universities, highlighting the importance of considering multiple dimensions of integration in understanding their adaptation experiences.

Wrigley-Asante et al., (2023) conducted research for comparing academic performance of males and female studying in university level. The study used a mixed method research design. The results showed that the academic performance of male was better than female at the senior high school level, whilst at the tertiary level; the academic performance of females appeared to have improved relative over males.

Kumur et al., (2019) conducted study that focus on determining gender differences in academic performance among students of Statistics Department of Adamawa State Polytechnic, Yola, Nigeria over two academic sessions. The findings indicated noteworthy discrepancy in academic performance favoring male students across both academic sessions. However, the study lacks depth in discussing the potential reasons behind the observed gender disparity and does not provide detailed insights into the study's methodology used for t-test statistics.

Goni et al., (2015) conducted study to investigate gender differences in academic achievement among students in Colleges of Education in Borno State. The study utilized a purposive selection process to include students from three institutions in the state. Sample size determination was conducted using the Krejcie and Morgan method, resulting in 322 participants. Proportionate techniques were applied to select 186 students from Kashim Ibrahim College of Education, Maiduguri, and 136 students from Umar Ibn Ibrahim College of Education, Science and Technology, Bama, out of the total student. Researchers employed the Students' Academic Performance Aptitude Test (SAPAT) and conducted a t-test to examine the hypothesis. The study found no significant gender-based disparities in academic performance among students in Borno State's Colleges of Education. Female students demonstrated similar levels of academic achievement as their male counterparts.

Gustavsen (2019) conducted study to investigate the factors contributing to male and female academic achievement in specific subjects. The researcher used quantitative method for which data is collected from a substantial sample size across multiple schools and grades. The inclusion of control variables such as age, cultural background, prior social skills, and

academic achievement at both individual and class levels strengthens the validity of the findings. The control for class size is also appropriate to account for potential confounding factors. The results indicated that prior academic achievement at the classroom level is significant predictor of both male and female academic achievements in English and mathematics individually. This study provides valuable insights into the multifaceted nature of academic achievement and the various factors that may influence male and female performance in different subjects.

Parajuli and Thapa (2017) conducted a study to examine gender differences in the academic performance of students between public and private school. The study found that gender differences in the academic performance of students were significant. The female students were found outperforming than male. It revealed that a large majority of the students scored first division or higher with relatively an outstanding performance by private schools compared to public schools. The students of private schools seem to perform better in task completion, attendance and assertiveness as well.

### **Research Methodology**

This study applies a quantitative research method to analyze academic performance differentials among Brahmin/Chhetris and non-Brahmin /Chhetris, as well as between male and female students. The study is based on secondary source of data. Data are obtained from the annual exam reports of pre-board examinations conducted at Jana Bhawana Campus, located in Godawari Municipality, Lalitpur district, Nepal. The data cover various examination result of faculties including Bachelors in Business Studies (BBS), Education (BED), and Arts (BA) and Social Work (BASW) from the academic batch 2015 to 2022. Due to Covid-19 pandemic, 2019 batch were not included in the study.

The dataset consists of academic performance records of 1100 students, from which 722 students were selected for analysis. Students who were absent in all or at least one subject during the pre-board examinations were excluded from the analysis for better result. Pre-board examinations were chosen for data collection due to their representativeness of the end-of-session academic performance, reflecting completed coursework and large number of student participation compared to other terminal examinations.

Data analysis was conducted using SPSS 20. Descriptive statistics tools such as percentage, mean and standard deviation were employed to present the data. The results are analysis in percentage. To compare the academic performance between different groups (Brahmin /Chhetris vs. non-Brahmin /Chhetris, male vs. female), t-tests and P-values were utilized. These statistical analyses aimed to provide insights into the differences in academic performance among the selected student demographics. The anonymity and confidentiality of the students' academic records were maintained, and the data were used solely for research purposes. The study is limited on Jana Bhawana Campus students.

### Data Presentation and Analysis

The data presentation consists of the socio-demographic as well as characteristics of the students. Academic performances of students were presented on the basis of result of pre-board of exam conducted at Jana Bhawana Campus. Table provides insights related with attendance pattern across various classification such as ethnicity, gender, batch/enrollment year, level of student and faculty.

**Table1**

*Students Appearance in Exam*

Variables	Classification	Total Students	Absenteeism	percent of absenteeism
Ethnicity	Non-Brahmin/Chhetri	616	255	41.40
	Brahmin/Chhetri	484	123	25.41
Gender	Male	285	104	36.49
	Female	815	274	33.62
Batch	2015	53	26	49.06
	2016	69	12	17.39
	2017	61	22	36.07
	2018	318	117	36.79
	2020	346	141	40.75
	2021	145	34	23.45
	2022	108	26	24.07
	1 <sup>st</sup> Year	429	110	25.64
Level	2 <sup>nd</sup> Year	305	138	45.25
	3 <sup>rd</sup> Year	190	58	30.53
	4 <sup>th</sup> Year	176	72	40.91
	BA	182	67	36.81
Faculty	BASW	190	69	36.32
	BBS	527	172	32.64
	BED	201	70	34.83

*Source:* Exam Reports of Jana Bhawana Campus

The above table presents the students appearance in exam. Data shows that out of 1100 students non-Brahmin/Chhetri students hold majority of 616 and having higher absenteeism rate of 41.40% at pre board exam as compared to Brahmin/Chhetri students 25.41%. Gender wise data shows female students are significantly higher than male students but exhibit a slightly lower absenteeism rate of 33.62%. Male students have a higher percentage rate of absenteeism i.e.36.49%. If we look batch wise, year 2015 and 2020 have notable high absenteeism rate 49.06% and 40.75% respectively but batch 2016 has the lower rate 17.39% then other years. While looking level wise, bachelor seconds year have the highest absenteeism rate 45.25%. The lowest absenteeism rate 25.46% is observed in 1<sup>st</sup> year among all level. The Bachelor in Business Studies faculty has the largest students count 527 with moderate absenteeism rate 32.64%.

**Table 2**

*Ethnicity of the Student Appeared in exam*

<b>Ethnicity</b>	<b>Frequency</b>	<b>Percent</b>
Brahmin/Chhetri	361	50
Non-Brahmin/Chhetri	361	50
Total	722	100

*Source:* Exam Reports of Jana Bhawana Campus

The above data shows the distribution of students based on ethnicity. It shows equal number students, Brahmin/Chhetri and non-Brahmin/Chhetri. Dalit, Janajati and Newar caste belongs to non-Brahmin/Chhetri among which Tamang holds majority.

**Table 3**

*Gender Distribution of Students*

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Female	541	74.9
Male	181	25.1
Total	722	100

*Source:* Exam Reports of Jana Bhawana Campus

The above data shows the gender distribution of students. It indicates that out of 722 participant students of pre-board female holds 74.9 % of the total sampled students while males were 25.1% of the total sampled students.

**Table 4**

*Years Wise Appeared in Exam*

<b>Batch/ Enrollment Year</b>	<b>Frequency</b>	<b>Percent</b>
2015	27	3.7
2016	57	7.9
2017	39	5.4
2018	201	27.8
2020	205	28.4
2021	111	15.4
2022	82	11.4
Total	722	100

*Source:* Exam Reports of Jana Bhawana Campus

The above tabular data shows that batch wise appearance in exam from batch 2015 to 2022. The highest number of students appeared in exam was 2020 batch which was 28.4% of the total sampled students and lowest one was 2015 batch which consists of only 3.7% of the total sampled students.



**Table 5***Academic years or Level of the students*

<b>Level</b>	<b>Frequency</b>	<b>Percent</b>
1 <sup>st</sup> year	319	44.2
2 <sup>nd</sup> year	167	23.1
3 <sup>rd</sup> year	132	18.3
4 <sup>th</sup> year	104	14.4
Total	722	100

*Source: Exam Reports of Jana Bhawana Campus*

The above data presents participation of students in pre-board exams across different academic years or levels. The majority of students are in 1<sup>st</sup> year which is 44.2% of the total sampled students. The percentage of student gradually decreased in 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup>, having lowest student as compared to 1<sup>st</sup> year. This is because, most of the students in the higher level drop the college for the various reasons such as job, migration to foreign country and inability to continue the higher education due to continuous failure in the examination.

**Table 6***Distribution of Students Among Different Faculties'*

<b>Faculty</b>	<b>Frequency</b>	<b>Percent</b>
BA	115	15.9
BASW	121	16.8
BBS	355	49.2
BED	131	18.1
Total	722	100

*Source: Exam Reports of Jana Bhawana Campus*

The above data shows that distribution of students in different faculties. It presents that out of 722 students, Faculty of Business Studies (BBS) holds majority with 49.2% approximate, while other faculties, Education (BED), Arts (BA), and Social Work (BASW), have lower but significant percentages of students. This shows that students are more attracted towards the Business Studies rather than other subjects in humanities.

Table 7 shows that academic performance between Brahmin/ Chhetri and non-Brahmin/Chhetri. From the above data 50% of students obtain less than 35% marks.

**Table 7***Academic performance between Brahman/ Chhetri and Non-Brahman Chhetri*

<b>Score</b>	<b>non-Brahmin/Chhetri</b>	<b>Brahmin/Chhetri</b>	<b>Total</b>	<b>Percent</b>
less than 35 percent	176	186	362	50.1
35 to 44.9 percent	86	77	163	22.6
45 to 49.9 percent	66	72	138	19.1
60 to 74.9 percent	29	25	54	7.5
75 or more	4	1	5	0.7
Total	361	361	722	100
Mean	36.79	35.99		36.39
Minimum	3.80	1.56		1.56
Maximum	82.44	76.67		84.44

*Source: Output of SPSS 20*

The mean score of the non-Brahmin/Chhetri students was found to be 36.79 % while it was 35.99 % for Brahmin/Chhetri students. The mean score of the sampled students was found to be 36.39 %. This means that most of the students perform poor in the pre-board examination. The reason for such a poor result in the pre-board examination is the non-use score of pre-board examination in the final marksheet. Non-addition of the pre-board to the final score motivates students not to study properly for the pre-board examination. Another reason for such a poor result in the pre-board might be the reflection of the insufficient time for the students for the preparation as they do not get enough time to complete the whole course or syllabus.

**Table 8***Result of Academic performance between Brahmin/Chhetri and Non-Brahmin Chhetri*

<b>Ethnicity</b>	<b>N</b>	<b>Mean</b>	<b>T-stat</b>	<b>p-value</b>
Brahmin/Chhetri	361	35.986	-0.684	0.494
non-Brahmin/Chhetri	361	36.793		

*Source: Output of SPSS 20*

The results of the t-test showed that there is no statistically significant difference in academic performance between Brahmin/Chhetri and non-Brahmin/Chhetri as p-value is greater than 0.05 which was found to be exactly 0.494.

**Table 9***Academic Performance Between Male and Female*

Percent class	Female	Male	Frequency	Percent
less than 35 percent	242	120	362	50.1
35 to 44.9 percent	129	34	163	22.6
45 to 49.9 percent	119	19	138	19.1
60 to 74.9 percent	47	7	54	7.5
75 or more	4	1	5	0.7
Total	541	181	722	100
Mean	38.97	28.69	36.39	
Minimum	1.56	3.80	1.56	
Maximum	82.44	78.20	84.44	

*Source:* Exam Reports of Jana Bhawana Campus

Above data shows academic performance between male and female. The data present percentage along with the frequency. The mean score of the female was found to be 38.97% and that of male was found to be 28.69%. The minimum score of the female was found to be 1.56 % and maximum score was found to be 82.44 %. The minimum score of male was found to be 3.80 % and maximum score was found to be 78.20 %.

**Table 10***Result of Academic performance Between Male and Female*

Gender	N	Mean percent	T-Stat	P-value
Male	181	28.686	-7.856	0
Female	541	38.967		

*Source:* Output of SPSS 20

The tabular data shows the result of difference in the academic performance between male and female. Result shows that there is statistically significant difference in academic performance between male and female as the p-value is less than 0.05.

### Discussions

The demographic data indicates that absenteeism rate out of total students 1100 are 34.36%. Interestingly, non-Brahmin/Chhetri students, males, and second-year students consistently exhibit higher rates of absenteeism compared to ethnic group, gender and level counterparts. Despite this, there is a noticeable trend in enrollment across various faculties, with the Bachelor of Business Studies (BBS) program having significant students. Specifically, BBS have higher presence rate during exams, accounting 49.2% of the total student.

Furthermore, the result shows that, there is no difference in academic performance between Brahmin /Chhetri and non- Brahmin/Chhetri but the academic performance of female students appears to exceed than male students. The findings of this study diverge from previous reviews. While Wang (2022) and Meeuwisse et al., (2013) suggested that the academic performance of the ethnic majority tends to be better. Study by Simkhada (2020) and Adhikari et al., (2018) indicated that the cultural capital of Brahmin/Chhetri communities significantly contributes to their superior performance in formal education. Moreover, socio-economic factors, as underscored by Subedi (2016), play a significant role in improving the education system in Nepal. Changes in income sources, advancements in education and health, improvements in transportation and communication, and the promotion of rights-based activities collectively contribute to this improvement. The result of this study is different the other scholars. There may be various reasons behind such results. For instance, cultural practices and change in social perception have played significant roles. The mixed cultural practices among various ethnicities in education might be the primary reason. Among the various ethnic groups, Tamang and Newar communities hold majority in education. The acculturation process, awareness in education and the trend of foreign employment among non-Brahmin/Chhetri groups cause similarity in academic performance between Brahmin/Chhetri and non-Brahmin/Chhetri. While traditionally, Brahmin and Chhetri communities have been viewed as advantaged due to historical socio-economic privileges, there are several factors that can lead to similarities in academic performance between these groups and non-Brahmin/Chhetri communities such as increased access to education and social mobility

The results of the study supported that there is significant difference in the academic performance of the students based on their gender. The study found that female students outperform male student in the examination. Worrell (2006) concluded academic performance may vary among different gender as there are differences in behaviors, attitudes towards education, and evolving societal roles influencing outcomes. This result is consistent with the results of Wrigley-Asante et al., (2013) and Parajuli and Thapa (2017).

In terms of academic performance of male and female, there exists cultural bias regarding gender roles practice in education. Traditionally, men are viewed as the primary breadwinners, while women are assigned the responsibilities of family and household duties. This cultural inclination often places greater importance on education for females, possibly due to limited career options, leading them to prioritize their studies and excel academically. Likewise, parents of girls are often more attentive to ensuring quality education for their daughters, recognizing its significance for their future careers. On the other hand, males commonly bear the financial burdens of the family at this age, which may result in their increased involvement in extracurricular activities rather than focusing solely on academics due to which their absenteeism rate are higher. Consequently, girls tend to have more time to

dedicate to assignments and studies both at home and in college, lower rates of absenteeism also show the ultimately, better academic performance compared to boys.

### Conclusion

The study concludes that academic performance does not significantly differ among ethnic groups, suggesting that ethnicity does not play a decisive role in students' academic outcomes. However, a notable difference is observed in terms of gender, with female students consistently outperforming their male counterparts. This gender-based disparity in academic performance highlights the need for targeted interventions to support male students.

The results further indicate that promoting awareness of effective learning behaviors is crucial for academic success. Educating students on strategies such as time management, active engagement in classroom activities, and efficient study techniques can enhance their learning outcomes. Additionally, addressing the issue of absenteeism, particularly during examination periods, is vital. High absenteeism rates during exams can adversely affect academic performance, so implementing measures to reduce absenteeism, such as providing incentives for attendance and offering support for students facing challenges, can significantly improve academic results.

### Acknowledgements

I would like to express my heartfelt gratitude to Jana Bhawana Campus, particularly Research Management Cell and Exam Department for their encouragement and providing data for my research paper. Special thanks to the coordinator of RMC and Lecturer, Mr. Roshan Karmacharya, whose knowledge, expertise and invaluable patience for feedback played a crucial role in completing my study.

### References

- Acharya, K. K. (2021). *Gender understanding in changing context of Nepal 2019-2021*.  
[https://www.researchgate.net/publication/359257095\\_Gender\\_Understanding\\_in\\_changing\\_context\\_of\\_Nepal](https://www.researchgate.net/publication/359257095_Gender_Understanding_in_changing_context_of_Nepal)
- Adhikari, D. B., Ghimire, M. N., Neupane, D., & Dhakal, R. L. (2018). An explorative study of academic performance of school students with reference to ethnicity. *International Journal of Applied Research, 4(5)*, 36-38.  
[https://www.researchgate.net/publication/336768417\\_An\\_explorative\\_study\\_of\\_academic\\_performance\\_of\\_school\\_students\\_with\\_reference\\_to\\_Ethnicity](https://www.researchgate.net/publication/336768417_An_explorative_study_of_academic_performance_of_school_students_with_reference_to_Ethnicity)
- Al-Shuaibi, A. (2014). *The importance of education*.  
[https://www.researchgate.net/publication/260075970\\_The\\_Importance\\_of\\_Education](https://www.researchgate.net/publication/260075970_The_Importance_of_Education)

- Beteille, A. (1991). *Caste, class, and power: Changing patterns of stratification in a Tanjore village*. University of California Press.
- Bista, D. B. (1991). *Fatalism and development*. Orient Longman Limited.  
<https://books.google.com.np/books?id=JzFROpFVYRAC&printsec=frontcover#v=onepage&q&f=false>
- Blanton, H., Buunk, B. P., Gibbons, F. X., & Kuyper, H. (1999). When better-than-others compare upward: Choice of comparison and comparative evaluation as independent predictors of academic performance. *Journal of Personality and Social Psychology*, 76, 420-430. <https://doi.org/10.1037/0022-3514.76.3.420>
- Brew, E. N. (2021). A literature review of academic performance: An insight into factors and their influences on academic outcomes of students at senior high schools. *Open Access Library Journal*, 8, 1-14. <https://doi.org/10.4236/oalib.1107423>
- Chapagain, Y. (2021). School student academic performance in Nepal: An analysis using the School Education Exam (SEE) results. *International Journal on Studies in Education*, 1, 22-36. <https://doi.org/10.46328/ijonse.34>
- Crul, M., & Schneider, J. (2010). Comparative integration context theory: Participation and belonging in new diverse European cities. *Ethnic and Racial Studies*, 33(7), 1249-1268. <https://doi.org/10.1080/01419871003624068>
- Goni, U., Wali, S. B., Ali, H. K., & Bularafa, M. W. (2015). Gender difference in students' academic performance in colleges of education in Borno State, Nigeria: Implications for counselling. *Journal of Education and Practice*, 6(32), 107-114.  
<https://eric.ed.gov/?id=EJ1083483>
- Gustavsen, A. M. (2019). Gender differences in academic achievement: A matter of contextual classroom influence? *International Journal of Research Studies in Education*, 8, 1-20. <https://doi.org/10.5861/ijrse.2018.2013>
- Hannum, E., & Park, A. (2009). *Education and reform in China*. Routledge.
- Hung, A., Yoong, J., & Brown, E. (2012). Empowering women through financial awareness and education. *OECD Working Papers on Finance, Insurance and Private Pensions*, 14. OECD Publishing. <https://doi.org/10.1787/5k9d5v6kh56g-en>
- Jackman, W. M., & Morrain-Webb, J. (2019). Exploring gender differences in achievement through student voice: Critical insights and analyses. *Cogent Education*, 6.  
<https://doi.org/10.1080/2331186X.2019.1567895>
- Kao, G., & Thompson, J. S. (2003). Racial and ethnic stratification in educational achievement and attainment. *Annual Review of Sociology*, 29, 417-442.  
<https://doi.org/10.1146/annurev.soc.29.010202.100019>

- Kumur, J. H., Dahiru, S., Bongu, V. L., Elishama, L. J., Alvary, K., & Tanzamado, S. (2019). Gender difference in students' academic performance: A t-test approach. *International Journal of Mathematics and Physical Sciences Research*, 7(1), 21-23. <https://www.researchpublish.com/upload/book/GENDER%20DIFFERENCE%20IN%20STUDENTS-7629.pdf>
- Meeuwisse, M., Born, M. P., & Severiens, S. E. (2013). Academic performance differences among ethnic groups: Do the daily use and management of time offer explanations? *Social Psychology of Education*, 16, 599-615. <https://doi.org/10.1007/s11218-013-9231-9>
- Morita, N., Nakajima, T., Okita, K., Ishihara, T., Sagawa, M., & Yamatsu, K. (2016). Relationships among fitness, obesity, screen time and academic achievement in Japanese adolescents. *Physiology & Behavior*, 161, 161-166. <https://doi.org/10.1016/j.physbeh.2016.04.055>
- National Achievement survey(NSA)2021.Government of India. <https://nas.gov.in/report-card/2021>.
- Parajuli, M., & Thapa, A. (2017). Gender differences in the academic performance of students. *Journal of Development and Social Engineering*, 3(1), 39-47. <https://doi.org/10.3126/jdse.v3i1.27958>
- Rienties, B., Beusaert, S., Grohnert, T., Niemantsverdriet, S., & Kommers, P. (2012). Understanding academic performance of international students: The role of ethnicity, academic and social integration. *Higher Education*, 63, 685-700. <https://doi.org/10.1007/s10734-011-9468-1>
- Simkhada, S. C. (2020). Cultural capital and educational performance of Brahman/Chhetri students. *Molung Educational Frontier*, 10, 181-196. <https://doi.org/10.3126/mef.v10i0.34085>
- Steinmayr, R., Meißner, A., Weidinger, A. F., & Wirthwein, L. (2014). Academic achievement. *Oxford Bibliographies Online*. <https://doi.org/10.1093/obo/9780199756810-0108>
- Subedi, M. (2016). Caste/ethnic dimensions of change and inequality: Implications for inclusive and affirmative agendas in Nepal. *Nepali Journal of Contemporary Studies*, 16(1-2). <https://www.cmi.no/file/3893-.pdf>
- UNESCO. (2021). *The importance of education*. <https://www.unesco.org/en/right-education#:~:text=Education%20is%20a%20basic%20human,social%2C%20economic%20and%20cultural%20reasons>

- UNESCO Nepal. (2023). *Educational reforms and their impact on marginalized communities*. <https://www.unesco.org/en/articles/how-unesco-reaching-marginalized-communities-nepal-literacy>
- Ullah, R., & Ullah, U. (2019). Boys versus girls educational performance: Empirical evidences from global north and global south. *African Educational Research Journal*, 4, 163-167. <https://doi.org/10.30918/AERJ.74.19.036>
- Wang, Z. (2022). The influence of ethnic identity on the academic performance of Chinese college students: An empirical study based on the administrative data of a university. *Review of Economic Assessment*, 1(1), 1-21. <https://doi.org/10.58567/rea01010001>
- World Bank & DFID. (n.d.). Unequal citizens: Gender, caste and ethnic exclusion in Nepal.
- Worrell, F. C. (2006). Ethnic and gender differences in self-reported achievement and achievement-related attitudes in secondary school students in Trinidad. *Caribbean Curriculum*, 13, 1-22.  
[https://www.researchgate.net/publication/279466547\\_Ethnic\\_and\\_gender\\_differences\\_in\\_self-reported\\_achievement\\_and\\_achievement-related\\_attitudes\\_in\\_secondary\\_school\\_students\\_in\\_Trinidad](https://www.researchgate.net/publication/279466547_Ethnic_and_gender_differences_in_self-reported_achievement_and_achievement-related_attitudes_in_secondary_school_students_in_Trinidad)
- Wrigley-Asante, C., Ackah, C. G., & Frimpong, L. K. (2023). Gender differences in academic performance of students studying science, technology, engineering, and mathematics (STEM) subjects at the University of Ghana. *SN Social Sciences*, 3(1), 12. <https://doi.org/10.1007/s43545-023-00608-8>