Gender Based Analysis of Higher education

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ABSTRACT

Gender based Analysis of higher education.

The basic purpose of this project is to analyze the higher education keeping in view the gender of the students. Does it make any difference at that level of education? What is the proportion of the students at that level gender wise? What is the reason behind it (responsibilities, job opportunities, Culture, values Etc) and what is the performance of the students. Either the females are performing better or males. Do the gender effects their performance. Also in which subjects do males perform better n females do better.

ACKNOWLEDGEMENT

First of all I am very much thankful to ALLAH ALMIGHTY, who gave me the strength & power to complete this task efficiently & effectively.

I am also very much thankful to my parents who gave me the basic knowledge of how to read & write, who also prayed for me every time, especially in the hour of need & trouble.

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CHAPTER 1

INTRODUCTION

Background

The educational system does not exist in vacuum. It has its own background. It is brought into existence to meet the needs of fundamental nature or of temporary or of local nature of an existing society or a newly emerging society. When Islam came into existence it had to structure its own educational system started from" Sunnah Nabvi" a platform of Prophet (P.B.U.H) was different from the education of colleges these days. It was for the development of total personality.

Pakistan - Education system

Types of higher education institutions

- Universities
- Colleges
- Institutes

Higher education credentials

- Secondary School Certificate
- Intermediate Certificate
- Bachelor Degree (Pass)
- Bachelor's Degree (Honors)
- Bachelor's Degree
- Master's Degree

- Master of Philosophy
- Doctor's Degree
- Doctor of Literature, Doctor of Science, Doctor of Law

STRUCTURE OF EDUCATION SYSTEM

Higher education

Higher education is provided by universities and professional universities and their constituent colleges and in colleges affiliated to universities. Universities are autonomous organizations founded by the central or provincial governments. The senate, the syndicate and the academic council are the main university bodies responsible for matters concerning studies. The University Grants Commission and engineering council serves as a clearinghouse for development schemes of the universities; provides support to centers of excellence, area study centers and Pakistan study centers; supports research fellowships and research programmes; and organizes pre-service and in-service training of university teachers. Pakistan's first university for women, Fatima Jinnah Women's University, has opened in Rawalpindi. It offers degree programs in Business Administration, Computer Science, Economics, English, Fine Arts and Islamic Studies.

Academic year

Autumn semester starting from September to January
Spring semester starting from February to June

Long vacation from: Jul to: Aug

Languages of instruction

- English
- Urdu

Effects of Gender difference

The issue of gender difference in academic outcomes, as demonstrated by Coley's analysis reported above (as well as his additional findings on employment and earnings not summarized in this digest), is quite complicated. The lack of conclusive findings about a gender gap in achievement, as measured by standardized tests, suggests that there is no systematic disenfranchisement of students of either sex, although traditional gender differences in both course selection and subject-specific achievement persist. Differences in educational access and attainment among students of different ethnicity and are more clear-cut, however. Urban are still far more likely to take college preparatory courses in high school and to complete college, and thus to have advantages that other students do not have.

Efforts to ensure the fairness of some measures, such as standardized tests, in determining the knowledge and skills of all students have increased in recent years. Nevertheless, student differences--the result of the interplay of numerous factors, including but not limited to gender, race, and ethnicity--inevitably render some tests unfair to some students at sometimes While attempts are being made to eliminate educational inequities, the findings suggest that more intensive effort is needed, particularly urban males whose lag behind females in college completion is not able. In addition, since males and females are still choosing courses in sexually stereotyped ways, limiting their higher education and career options, all students need to be helped to make their selections with a more open mind. Thus, while educators need to take remedial action when a preponderance of students in a single ethnic or gender group

are lagging behind students in other groups, it is perhaps even more important for them to assess the strengths and weaknesses of students individually. Such personal attention can help ensure that each can successfully take advantage of all available educational opportunities.

Islamic Concept Of Knowledge

When Islam came into existence it had to structure its own educational system started from" Suffah Nabvi" a platform of Prophet (P.B.U.H) was different from the education of colleges these days. It was for the development of total personality.

In our religion Islam utter importance have been given on the factor of education and gaining knowledge. The Quran has referred to education in several verses. One of the verses says:

"**Those truly fear God among his servants who have knowledge: For God is exalted in might, off forgiving"(Quran, Surah AlFatir-28).**

Our Prophet Muhammad (P.B.U.H) has also from time to time emphasized on the importance of knowledge and education. The Prophet Muhammad (P.B.U.H) says:

"**Faith is naked, its dress is piety, its adornment is modesty and its fruit is knowledge" (Abdul, 1924).**

Islam as said earlier not only cares for the world but also other world. Naturally the concept of education in Islam must not only provide for the herein but also the hereafter. It should provide knowledge not only for the mind but also for the soul. It should be based not only on perception but also invitation. It should give more emphasis on learning

and bringing up and less on instruction and teaching (Hamid, 1985).

EDUCATIONAL ATTAINMENT

The overall high school completion rate for adults age 25-29 was 88 percent in 1998, up from 38 percent in 1940, 75 percent in the '60s, and 85 percent at the end of the '70s. The rate in 1998 for females was 90 percent; for males, 87 percent.

Since the early 1980s, more females than males completed four or more years of high school. The trends for other racial and ethnic groups have been less clear. Gender differences have shown little consistency in the ratio of males to females since 1974, with no difference at all in 1998, when both males and females had an 88 percent completion rate. For Hispanics, the pattern has also been erratic, but since the early 1980s more females than males completed high school, and, in 1998, 66 percent of females did so, as contrasted with 60 percent of males.

Rationale

Regarding our research on the educational performance of students, our research questions are as follows:

- Is there any importance of education for women explained in Islam?
- Does the gender difference affect the educational performance of student?
- Do the girls communicate more easily with teachers as compared to the boys?

Problem Statement

Basically main aim in this project is to analyze the higher education with concern of Gender based. To identify main reasons why gender comes in education? Which sector of high education do males and females prefer? What is the trend in higher education? Does the gender difference affect the educational performance of student?

Theoretical Framework

The government of Pakistan accepts education as a fundamental right for its citizens, as well as its commitment to provide access to education to every citizen. This challenge demands efficient use of available resources. These resources may come from the government, private sector, civil society groups and development partners.

Pakistan's record on the education front has not been impressive. No doubt some progress has been made, but it has been rather slow. Besides governance issues, one of the factors for slow improvement in the education indicators has been the low level of public expenditure on education which was around 2.3 percent of GNP during the 1990s. This was significantly short of the minimum of 4 percent of GNP recommended by the UNESCO for developing countries.

Teachers lack training, dedication, motivation and interest in their profession. Curricula too, are mostly non-relevant to the present day requirements. The present government has given top priority to education, which has rightly been termed as "change agent". For improvement of the education sector, the government has emphasized not only to increase the literacy rate but also to improve the quality of

education at all levels. The efforts are being made to revise and update the curricula as well as provide necessary training to teachers to meet the challenges of the time. The National Education Policy has envisaged achieving 55 percent literacy rate by 2003 and 70 percent by 2010. It is hoped that through joint efforts of public, private and the NGO sectors, the set targets would be achieved. Literacy rate at present is estimated at 49 percent (male 61.3 and female 36.8 percent).

The gender gap in urban areas is not very significant- enrolment rates for boys and girls are respectively 95 percent and 92 percent. However significant gaps in enrolment rates between urban and rural areas still exist.

These gaps are the product of inequality in the distribution of resources, lower quality of learning material, higher teacher absenteeism, lack of access and higher opportunity cost for the parents in rural areas.

Statistical Representation

Enrolment in Public Sector Universities (2001-2003)

No.	University	Particulars	2000-01	2001-02	2002-03
PUNJAB					
1	University of the Punjab, Lahore				
		Male	5414	5552	6387
		Female	5570	5560	4836
		Total	10984	11112	11223
2	University of Engg. & Tech., Lahore				
		Male	4498	5946	6366
		Female	356	571	618
		Total	4854	6517	6984
3	University of Engg. & Tech., Taxila				
		Male	1298	1485	1462
		Female	70	87	130
		Total	1368	1572	1592
4	University of Agriculture, Faisalabad				
		Male	4665	4334	4321
		Female	901	898	1021
		Total	5566	5232	5342
5	University of Arid Agriculture, Rawalpindi				
		Male	2161	2386	2344
		Female	744	836	1286
		Total	29.5	3222	3630
6	Bahauddin Zakariya University, Multan				
		Male	2687	3066	3281
		Female	1623	1418	2321
		Total	4310	4484	5602
7	Islamia University, Bahawalpur				
		Male	2038	2017	2048
		Female	1284	1546	1804
		Total	3322	3563	3852
8	Fatima Jinnah Women University, Rawalpindi				
		Male	-	-	-
		Female	1015	1580	2010
		Total	1015	1580	2010
SINDH					
9	University of Karachi, Karachi				
		Male	4150	4137	4168
		Female	8045	8231	8761
		Total	12195	12368	12929
10	NED University of				

	Engg & Tech., Karachi	Male	2701	2671	2730
		Female	619	632	648
		Total	3320	3303	3378
11	Sindh Agriculture. University, Tandojam				
		Male	4980	3910	3724
		Female	351	281	262
		Total	5331	4191	3986
12	University of Sindh, Jamshoro				
		Male	4231	4231	5454
		Female	3245	3245	2516
		Total	7476	7476	7970
13	Shah Abdul Latif University, Khairpur				
		Male	2944	2742	1714
		Female	338	431	397
		Total	3282	3173	2111
14	Mehran University of Engg. & Tech. Jamshoro				
		Male	3780	3780	3037
		Female	216	220	242
		Total	3996	4000	3279
15	Quaid-i-Awam University of Sciences & Tech., Nawabshah				
		Male	1678	1760	1563
		Female	82	85	56
		Total	1760	1845	1619
NWFP					
16	University of Peshawar, Peshawar				
		Male	12136	12523	12898
		Female	5501	5643	5813
		Total	17637	18166	18711
17	NWFP University of Engg. & Tech., Peshawar				
		Male	1374	1333	1488
		Female	48	62	74
		Total	1422	1395	1562
18	NWFP University of Agriculture, Peshawar				
		Male	1074	992	1445
		Female	209	223	341
		Total	1283	1215	1786
19	Gomal University, D.I. Khan				
		Male	3927	4342	4370
		Female	717	793	842
		Total	4644	5135	5212
18	NWFP University of Agriculture, Peshawar				
		Male	1074	992	1445
		Female	209	223	341
		Total	1283	1215	1786

19	Gomal University, D.I. Khan				
		Male	3927	4342	4370
		Female	717	793	842
		Total	4644	5135	5212
Balochistan					
20	University of Balochistan, Quetta				
		Male	5184	5107	4111
		Female	819	915	690
		Total	6003	6022	4801
21	Balochistan University of Engg. & Tech., Khuzdar				
		Male	408	391	332
		Female	3	4	4
		Total	411	395	336
Federal Area/FANA					
22	Quaid-i-Azam University, Islamabad				
		Male	1640	1608	1716
		Female	951	986	1059
		Total	2591	2594	2775
23	Allama Iqbal Open University, Islamabad				
		Male	172824	159738	212000
		Female	184771	155287	236512
		Total	357595	315025	448512
24	International Islamic University, Islamabad				
		Male	4727	6727	8336
		Female	1375	1686	2070
		Total	6102	8413	10406
25	National University of Modern Languages, Islamabad				
		Male	2146	3090	3139
		Female	1327	2294	2791
		Total	3473	5384	5930
26	Karakoram International University, Gilgit				
		Male	new univ	new univ	136
		Female	-	-	88
		Total	-	-	224
Azad Jammu & Kashmir					
27	Azad Jammu & Kashmir Univ., Muzaffarabad				
		Male	1281	1207	1205
		Female	482	598	633
		Total	1763	1805	1838
	Enrollment				
		Male	253,946	245,075	299,775
		Female	220,662	194,112	277,825
		Grand Total	**474,608**	**439,187**	**577,600**

Source: Higher Education Commission, Government of Pakistan,

Islamabad.

Number of Institutions, Enrolment and Teachers

Level	Institutions	Enrolment	Teachers
Primary	165,775	18,903,460	338,398
Middle	18,806	4,263,794	95,195
Secondary	12,852	1,771,382	162,006
Higher Secondary	661	42,334	20,190
Sec. Vocational	498	88,000	6,582
Colleges	1,083	956,468	35,325
Universities	28	100,000	9,280

Source: Academy of Educational Planning & Management and University Grants Commission.

Hypothesis

According to the studies done and based on the theoretical framework we determine the following hypothesis:

“Gender differences have an effect on the educational performance of students.”

Purpose Of Study

The purpose of this type of study is to find out the effect of gender difference in the field of Higher Education and communication with teachers etc.

Basically students, especially females do face a problem of gender discrimination in the class and the Lab.

There are different type of studies and their purposes are different also like, ***exploratory study that is used in order when not much is known about the situation at hand***, or when no information is available on how similar problems or research issues have been solved in the past. In these types of cases extensive preliminary work is to be done to gain familiarity with the phenomena in the situation, and understand what is occurring, before we setup a model and set up a rigorous design for comprehensive investigation.

Another purpose of study is descriptive type of study. ***“A descriptive type of study is undertaken in order to ascertain and be able to describe the characteristics of the variables of interest in a situation”.*** Like a study of class in terms of percentage of members who are in their senior and junior years, gender difference, age grouping, number of semesters until graduation and number of business courses taken, can only be considered as descriptive in nature.

Another purpose of study is that of **“Hypothesis Testing”.** It is a type of study or research ***“engage in hypothesis testing usually explain the nature of certain relationships, or establish the differences among groups or the independence of two or more factors in a situation”.*** Hypothesis testing is undertaken to explain the variance in the dependent variable or to predict organizational outcomes.

In this case the purpose of study was to of descriptive research because in this, relationship between 2 genders was found and the main variable being of main concern and also proven with the help of studies.

Scope Of Study

The extent to which the researcher interferes with the normal flow of work at the workplace has a direct bearing on whether the study undertaken is causal or correational. A correlational study is conducted in the natural environment of the organization, with the researcher interfering minimally with the normal flow of work. For example, if a researcher wants to study the factors influencing training effectiveness the individual simply has to develop a theoretical framework, collect the data and analyze them to come up with the findings.

In studies conducted to establish cause and affect relation ships, the researcher tries to manipulate certain variables so as to study the effects of such manipulations on the dependent variable of interest. In other words, the researcher deliberately changes certain variables in the setting and interferes with the events as they normally occur in the organization.

In our research project the scope of the study is to prove our hypothesis i.e., “Gender difference have an effect on the educational performance of higher education students”. For this purpose we have developed a hypothesis and then we have to prove it with the help and on the proof of our research work by gathering data with the help of questionnaires. By this we would gather the opinion of people and then we would analyze those factors that are required to be proven, meaning that then we would prove our research question and also prove some of our variables.

After analyzing this data we would be able to conclude that whether our study do satisfy the basic concept of this research process i.e., to figure out a positive or negative problem and then proving our identification with the help of research process is accomplished or not.

Limitations

In every research work there are some limitations under which the researcher has to work. Now some times these limitations can be internal and some times they are external. By the means of internal are those limitations that are the personal one of the researcher, while the external are those that effect the researcher from its environment like some ethical responsibilities, some cultural responsibilities and also some times there are some social limitations that put a limit on the work of the researcher.

Some times these restrictions are as such that they are concerned with the credibility of the researcher’s work. Like in the context of our project we are limited to

literate people and also to those who are students because of the specified topic and nature of the study, that limits us to the students and mostly those who are in the universities.

So in the terms explained above, we are limited regarding various concerns.

CHAPTER 2

LITERATURE REVIEW

An equitable learning environment should produce an equal number of messages for each type sent by both male and female students. The hypothesis tested for each message type was the null equals and average of 50%. The alternative hypothesis was that the null was incorrect; the average does equal 50%. Results of each type of message was quantified with counts and percentages and tested for statistical significance using a p-value of .10 with one degree of freedom (n-1, where n was 2 groups (males and females)). A two-tailed test of the hypothesis was used for each type of message, where the mean of each response should have been equal by males and females. The critical values where the null is not rejected are 6.314 and -6.314 respectively. At this point the alternate hypothesis is accepted (Mason, R. D., & Lind, D. A. Amsterdam, North Holland Press, 1991).

Results of content analysis suggested patterns, which indicated that online students prefer to learn the same as traditional environments where learning style preferences differ by gender.

Data patterns of online messages exhibited similarities to male and female learning styles in several ways. First, similar to learning, male students exhibited characteristics of attempting to control the online environment. For example, when either male or female online students posted a question, more males responded than females (58% more). With 1 degree of freedom at p-value at .10, the critical value is

6.314; males posted 31 of the 40 responses. With the average number of responses being 20 (40/2 groups), the null was rejected where Ho is equal to the mean of 20. Therefore, results where males posted 58% more than females are statistically significant.

Males also posted 9% more messages than female students. With 1 degree of freedom at p-value of .10, the critical value is 6.314; again, males posted higher than what should have been an average for 50% (Ho-50%; Ho was rejected), although this is not as significantly significant as the number of responses posted by males. Neither of these patterns is conclusive when considered separately. However, the frequency of male responses to questions, when combined with a greater number of male messages, suggests that males control the online environment at OU. These results support findings of traditional learning environments where the separate male learning style has long dominated female students by simply speaking more in the classroom (Gilligan, C., Harvard University Press, 1982).

Second, the content of male messages often had a tone of certainty. Males sent 76.7% of all messages that had a tone of certainty. This was statistically significant with a p-value of .10 and 1 degree of freedom where the null of the average being 50% of all messages was rejected. Messages were "certain" in their tone because they were slightly arrogant, were brief in length, and not tempered by polite words to reduce negative reactions of the reader. These messages were absolute in their certainty of the sender's conviction of being correct.

Third, data patterns of online messages exhibited similarities because online male students often communicated in an abstract manner (78% abstract messages were from

males). For example, a male response to a technical question asked by another male student about technical requirements needed for a programming class was answered in an abstract manner: "You’re right, you need a C compiler. Notepad is used for an editor only." In contrast, a female student responded to the same question by making personal comments relating the answer to her own experience: "I am currently taking POS29 which is programming and we are using Turbo C++ by Borland and it [is] a really good programming software. Hope this helps. Most male messages were also shorter than female messages (the exception were jokes). The content of these messages did not contain no tag words, no questions, no references to self, personal experiences, or family, nor had any additional words other than statements.

Participation Barriers

Data was also analyzed for differences in male and female participation rates. Institutional barriers are defined as all those practices and procedures that exclude or discourage students from participating. Results suggested several areas of concern for female online students in distance education, which are different than males.

Institutional Barriers

For example, many students during interview and filling questioner and specially student of Open University indicated that the technology required to "attend" courses was a substantial institutional barrier. Patterns in the data from the content analysis indicated that females asked more technical questions than males (female students posted 66.7% of all technical questions). The content of such messages often contained a tone of concern over institutional issues such as problems with the software used

to connect to classrooms, technical problems with outside software used to find information on the World Wide Web, and general, computer-related concerns. females have higher technical barriers.

Communication Patterns

The overall tones of female messages were less rough in nature (for example, 62.5% of all messages containing slang were posted by males). Males used arrogant tone with words of a more assertive nature, formed in a manner, which included "rough" words. For example, some male messages used such words, as "hey guys, need help." In contrast, more females used less rough sentences to address others such as "Hello, I would appreciate advice..." Males used slang and shouted more.

CHAPTER 3

METHOD

Research Type

The type of research that was performed was quantitative and was to find the responses of people about a certain thing or you can say factor.

Quantitative type of study is the one in which we distribute questionnaires to get the response of the respondents. This type of study is usually used in the business research projects in order to gather data because this type of study is convenient and easy.

Also the study that was performed was descriptive in nature because the questionnaire and also the hypothesis and the study explained and described the purpose and the need for the study.

Respondents of Study

As the type of study was descriptive and also that the project was about education and students and about the environment of class and also about the environment of an institute therefore the respondents were mostly students who were in the process of graduation and also who were at masters level.

Most of these students were of Bahria University and the rest of few other places like from Comsats, Hamdard, Open University and some other institutes.

Basically it was kept in mind that the respondents should be educated because only then they would be able to answer the questions in a better way.

Research Instruments

The instruments that were used in the project were Questionnaires, because it was a type of study that was quantitative and questionnaires are always helpful in order to get data in this respect and also it was convenient to get information in this way and also it was easy to interpret it.

Procedure

In the research there were about 8 questions, which were asked from the respondents in order to find to find out that whether **“Gender difference effect the performance of students of higher education”.** The sample that was took for the purpose of research was 500, in which 250 were male and 250 were female respondents. I used the likert scale in our questionnaire, which was required in order to get the accurate response of the respondents.

CHAPTER 4

RESULTS AND DISCUSSION

Analysis Of Data Collected through Questionnaires

In our research there were about 8 questions, which were asked from the respondents in order to find to find out that whether **“Gender difference effect the performance of students”.** The sample that we took for the purpose of research was 500, in which 250 were male and 250 were female respondents. We used the likert scale in our questionnaire, which was required in order to get the accurate response of the respondents. Following is the analysis of the data collected from the questionnaires.

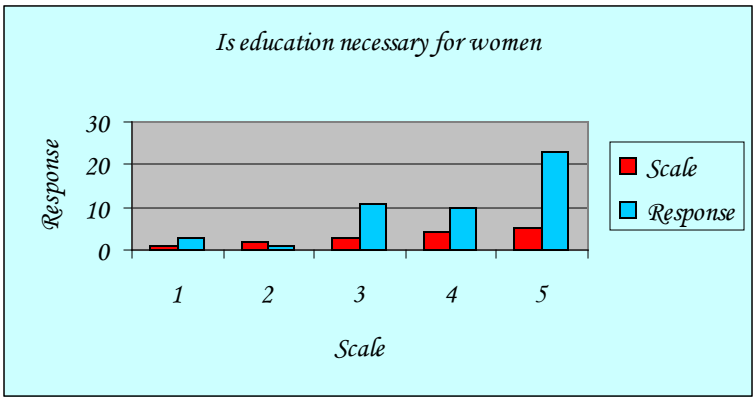
Q1: My first question was that **"Is education necessary for the women"**. The response to this question from the males is given below:

Table 4-1:

Scale	Q2: Is education necessary for women? (N=50)	Weighted Mean	Ranking
5	25	4.06	1
4	10		3
3	11		2
2	1		5
1	3		4

The responses of the males can be represented statistically in the following way:

Figure4-1:



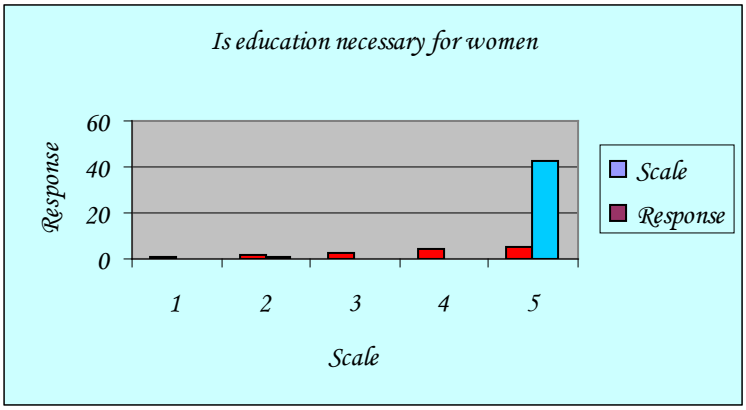
The same question when asked to the females brought the following results:

Scale	Q1: Is education necessary for women? (N=50)	Weighted Mean	Ranking
5	43	4.93	1
4	0		-
3	0		-
2	1		2
1	0		-

Table 4-2:

The responses given by the females for the same question are presented in the graphical form here under:

Figure4-2:

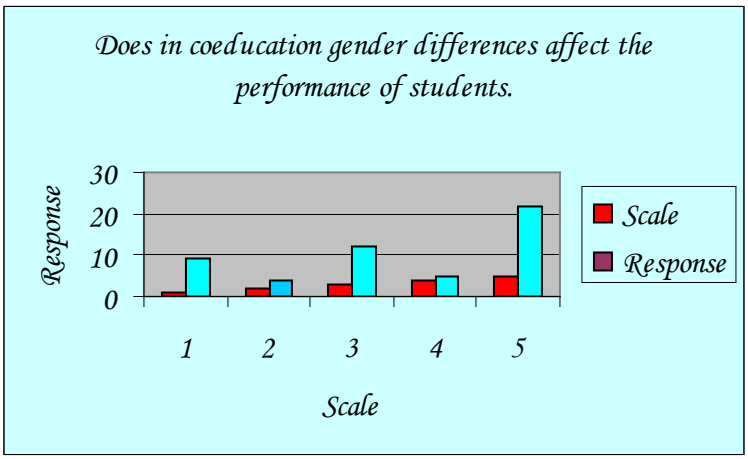


In question 1 the response of both the genders that is male and female was the same because it was such a type of priority that both the genders could not deny from the fact. The responses of both the males and females lied in the high acceptance region i.e., between 4 and 5 that means that both the genders agree upon the fact that education is important for women because of the needs of today's society and high tech environment the women have to be prepared for the upcoming situations.

Q2: The second question was also our research question

The response given by males in the answer to this question is given below:

Scale	Q2: Does in coeducation affect the result and performance of students? (N=50)	Weighted Mean	Ranking
5	22	3.51	1
4	5		4
3	12		2
2	4		5
1	9		3

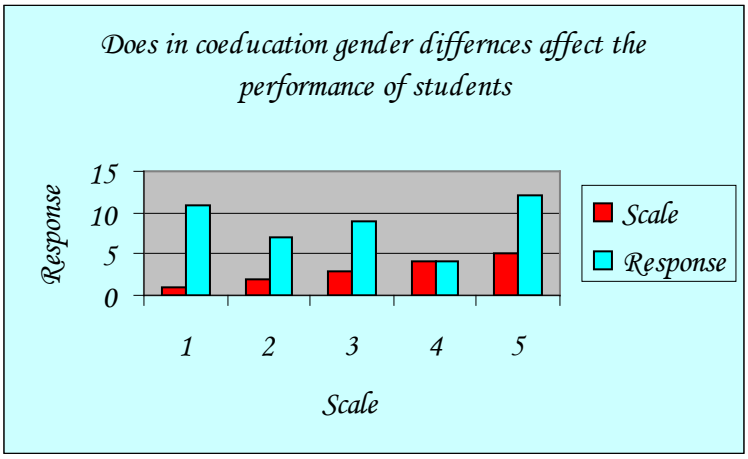


The same question when was asked from the females, gave the following result:

Table 4-4:

Scale	Q2: Does in coeducation affect the result and performance of students? (N=50)	Weighted Mean	Ranking
5	12	2.97	1
4	4		5
3	9		3
2	7		4
1	11		2

Figure 4-4:



In question 2, which was also the research question the opinion has differed between males and females. The response of males is between 3 and 4 or we can say nearly 4 which lies in the acceptance region meaning that the males did agreed to the fact that the gender difference do have an effect on the educational performance of students. While in this case the response of females is almost moderate meaning that they neither agree nor disagree with this assumption that gender difference has an affect on the performance of students because their response is almost 3, which is the moderate area.

Q3: The third question was " **In your perception reading or writing is privileged by which gender?"**

The response to this question given by males is given below in the table:

Table 4-5:

Gender	Q4: In your perception reading or writing is privileged by which gender? N=(52)	Ranking
Male	27	1
Female	26	2

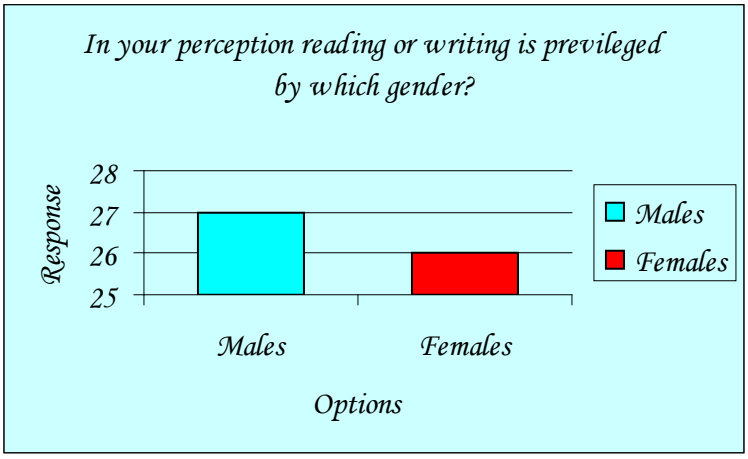
The same question answered by females is given in the following table:

Table 4-6:

Gender	Q4: In your perception reading or writing is privileged by which gender? N=(42)	Ranking
Male	11	2
Female	31	1

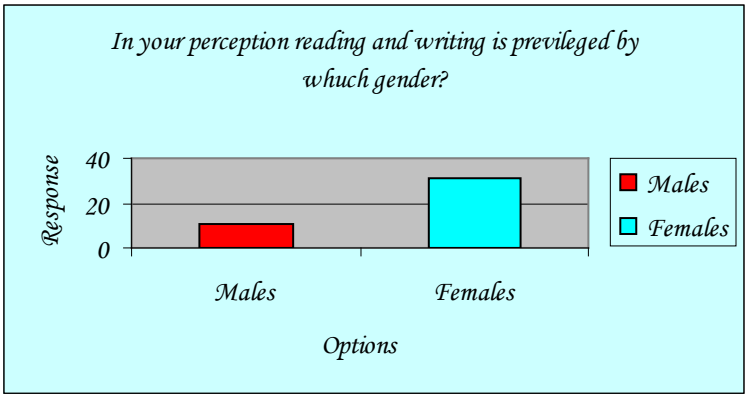
The responses given by males are shown in the following graph:

Figure 4-5:



Also the responses given by the females to the very same question is shown as follows:

Figure 4-6:



Now in the 3rd question the males and females have seem to prefer their respective gender as is depicted from the response given by them in this specific question as shown by the ranking of the question in both questions.

Q4: Our next question was that **"referring to the above question to what extent the related gender has preference over other?"** In this question the response given by the males is shown below:

Table 4-7:

Scale	Q4: Referring to the above question to what extent the related gender has privilege over other?	Weighted Mean	Ranking
5	6	3.63	3
4	17		1
3	16		2
2	1		5
1	3		4

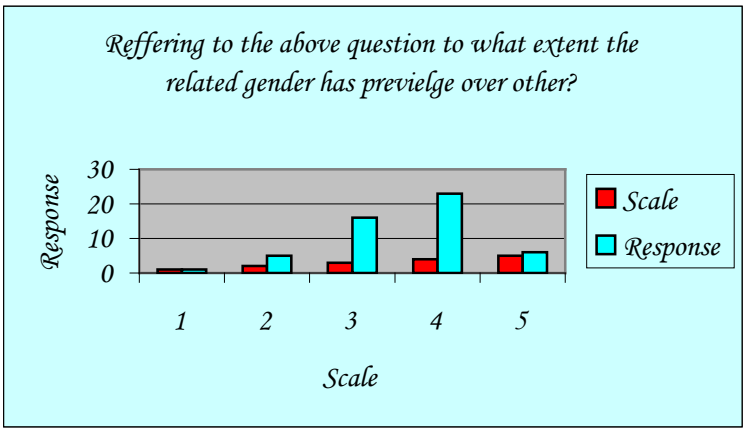
Response given to the same question by females is shown in the following table:

Table4-8:

Scale	Q4: Referring to the above question to what extent the related gender has privilege over other?	Weighted Mean	Ranking
5	6	3.54	3
4	23		1
3	16		2
2	5		4
1	1		5

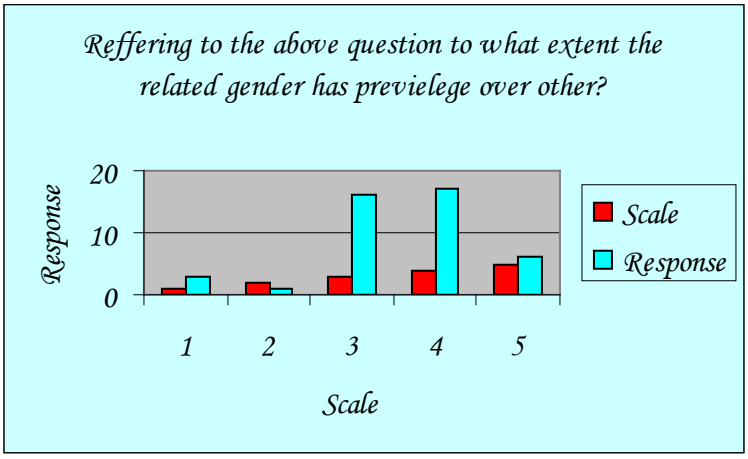
The response of the males according to this question is shown in a graph in the following way:

Figure 4-7:



The response of females according to the question is shown in the following graph.

Figure: 4-8:



In the 4th question, which was related with the third question the extent of the privilege of the respective gender shown above, the boys show that boys have a great privilege over girls in the respective skill as shown in the response that is between 3 and 4 which lie in the acceptance region. Also the females have shown the same attitude in response of this question as they have responded that girls have great privilege over boys as shown by the response that it is about 3.63 which also lie between 3 and 4 which is the acceptance region.

Q5: Moving onto the next question it was like **" How many hours do you spend on computers per week for computer related subjects?"**

The males answered it as below,

Table 4-9:

Options	Q5: How many hours do you spend on computers per week for computer related subjects?	Ranking
1	25	1
2	15	2
3	5	4
4	7	3

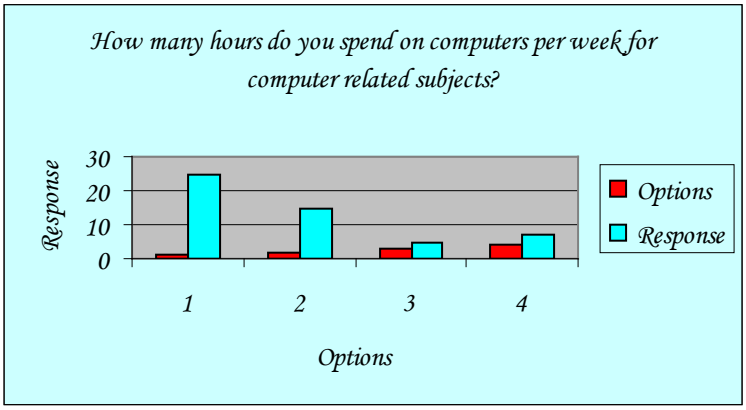
The females answered it like this,

Table 4-10:

Options	Q5: How many hours do you spend on computers per week for computer related subjects?	Ranking
1	27	1
2	8	2
3	5	3
4	2	4

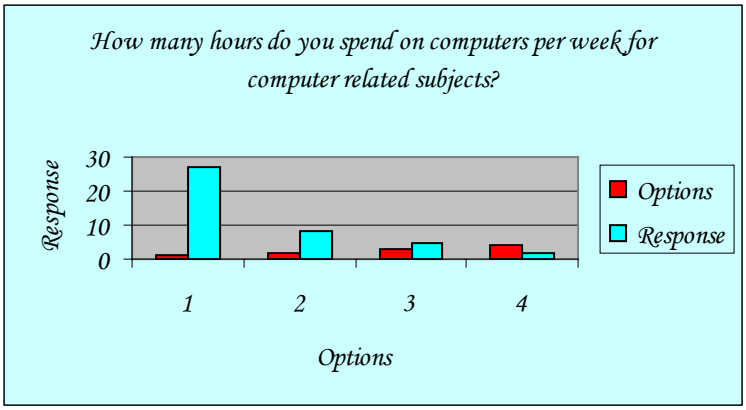
Now the responses of the males are shown in the following graph,

Figure 4-9:



The response of females is shown in the following way/graph:

Figure 4-10:



The 5th question was about the usage of computers in a week as it is important to know that because nowadays there is computer age and the usage of computers is necessary, also this was a variable in the theoretical framework given above. In this respect it is shown by the responses that the boys are the one that use the computer more than girls.

Q6: The next question was also one of our research questions and it was **"According to your opinion are girls more confident in communication with teachers than boys?"**

The boys gave the answers that are narrated as under,

Table 4-11:

Scale	Q6: According to your opinion are girls more confident in communication with teachers than boys?	Weighted Mean	Ranking
5	6	4.07	5
4	15		2
3	13		1
2	7		4
1	9		3

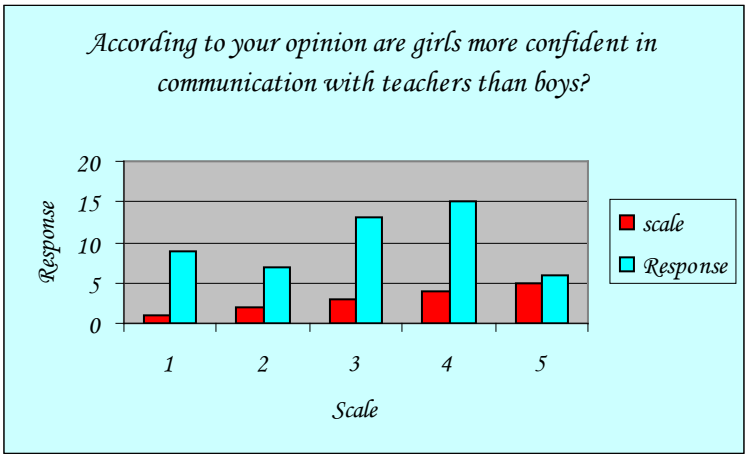
And the females answered in the following way,

Table 4-12:

Scale	Q6: According to your opinion are girls more confident in communication with teachers than boys?	Weighted Mean	Ranking
5	16	4.07	1
4	9		3
3	12		2
2	0		5
1	6		4

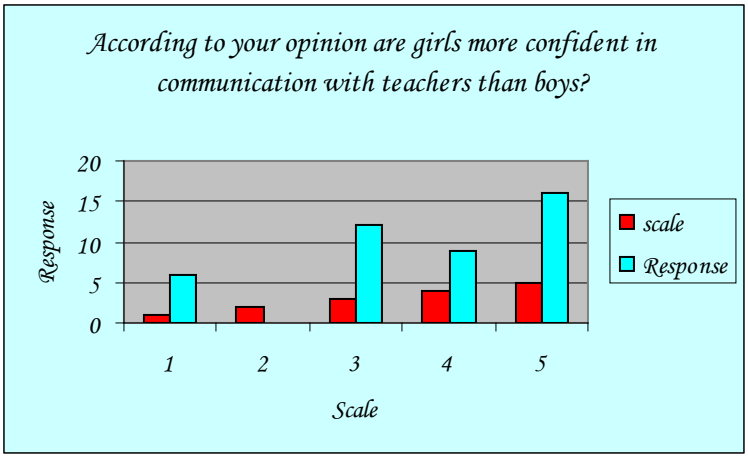
The graph of the responses of males is shown as under,

Figure 4-11:



And the graph of females is shown here under,

Figure 4-12:



The 6th question was the research question and that are girls more confident in communication with teachers. And also the response of this question is positive that both the genders confirmed the fact that yes they are by giving the means between 3 and 4 respectively.

Q7: This was a ranking question and in it we asked about three basic abilities and qualities of students, the question was **" Rank the following skills according to your abilities"** and the abilities are communication skills, performance in computer related subjects and reading and writing skills.

The data of this question is divided in six parts to make the clear picture and have a clear view of things. The first three are of responses given by males.

Communication skills:

Table 4-13:

Scale	Q7: Rank your self in the following abilities (Communication Skills)	Weighted Mean	Ranking
5	10	3.19	2
4	9		3
3	21		1
2	5		4
1	7		5

Now the next ability (Performance in computer subjects) responses given by males:

Table 4-14:

Scale	Q8: Rank your self in the following abilities (Performance in computer subjects)	Weighted Mean	Ranking
5	15	3.76	1
4	12		2
3	11		3
2	10		4
1	4		5

Now the next ability (Reading and writing skills) responses given by males:

Figure 4-13:

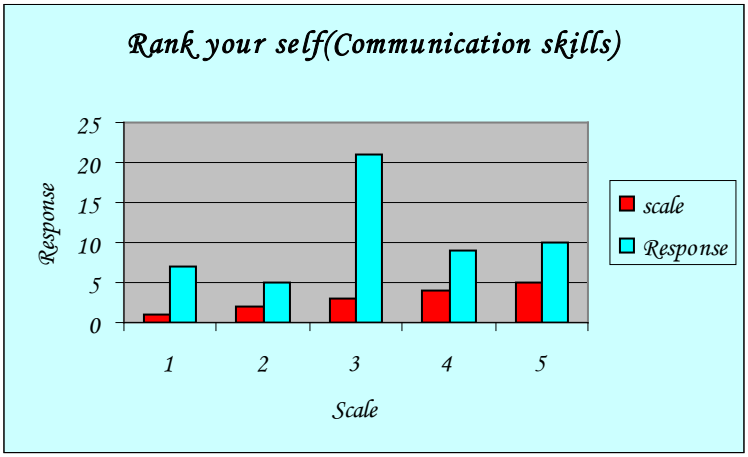
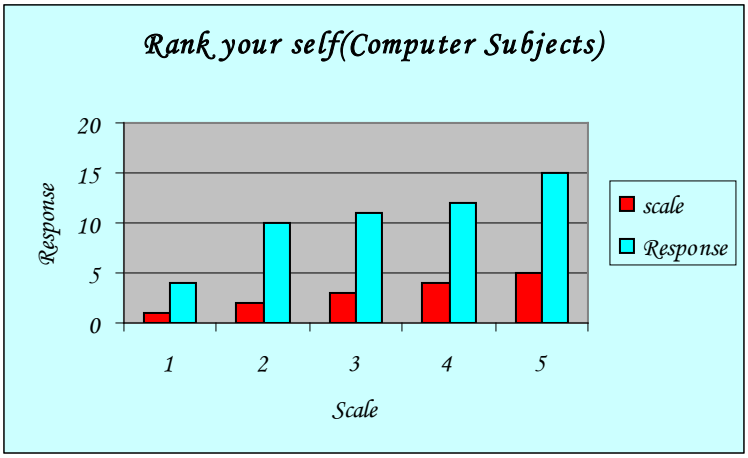


Figure 4-14:



The 7th question was a self-ranking question in which the individual had to rank himself/ herself according to his/her abilities. In this aspect there were about 3 categories those were to be ranked. The first was about communication skills and in this ranking our research question was clearly answered that girls are good in communicating than boys as shown by the response of males had a mean of 3.15 whereas the mean of girls was about 4.30 which showed that girls are more confident in communicating than boys.

Table 4-15:

Scale	Q8: Rank your self in the following abilities (Reading and writing abilities)	Weighted Mean	Ranking
5	13	3.86	2
4	19		1
3	4		4
2	6		3
1	1		5

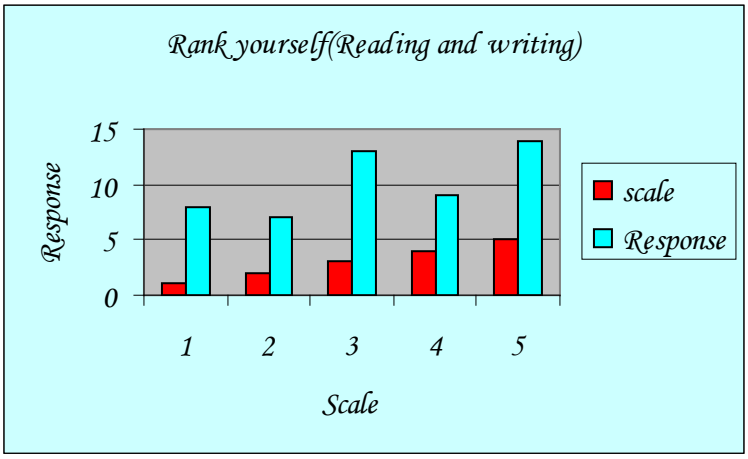
Now coming to females who responded to the same questions in following ways:

First were communication skills:

Table 4-16:

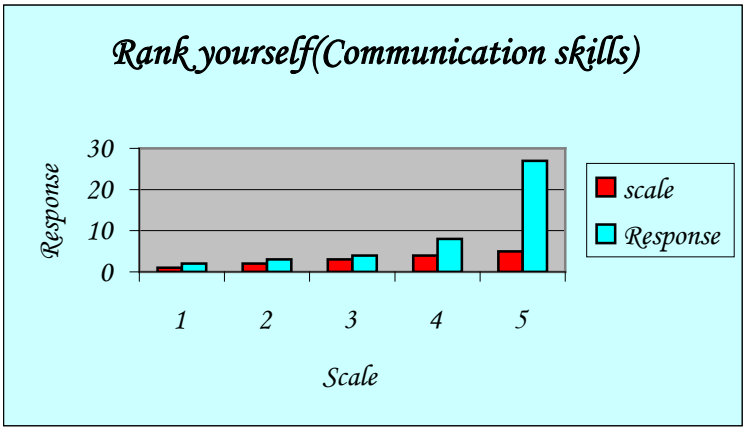
Scale	Q8: Rank your self in the following abilities (Communication skills)	Weighted Mean	Ranking
5	27	4.30	1
4	8		2
3	4		3
2	3		4
1	2		5

Figure 4-15:



Now coming to the graphs of females according to the categories respectively.

Figure 4-16:



The next option was about performing in computer related subjects in which boys showed the privilege over the opposite gender, it was in a sense that the mean of boys was greater than girls in this aspect which showed that yes the boys are better in computer subjects than girls.

The next question was about performing in computer related subjects.

Table 4-17:

Scale	Q8: Rank your self in the following abilities (Computer subjects)	Weighted Mean	Ranking
5	6	3.25	3
4	9		2
3	21		1
2	4		4
1	3		5

Table 4-18:

The last option was about reading and writing skills.

Scale	Q8: Rank your self in the following abilities (Reading and writing abilities)	Weighted Mean	Ranking
5	14	3.27	1
4	9		3
3	13		2
2	7		5
1	8		4

Figure 4-17:

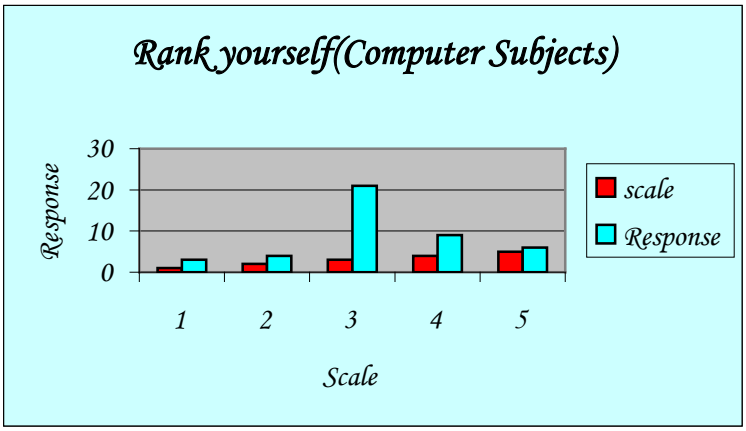
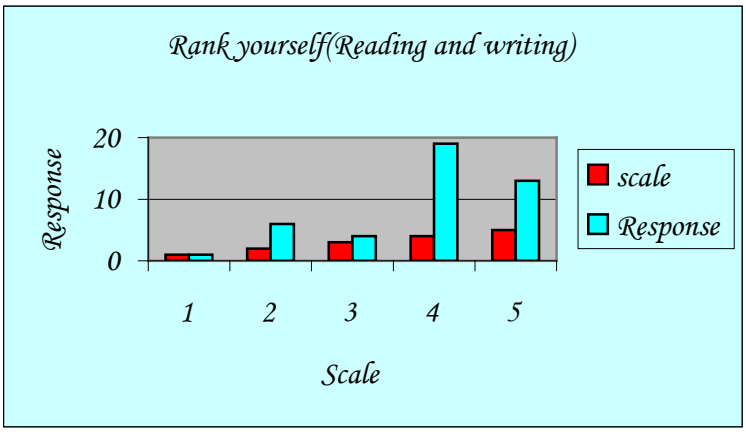


Figure 4-18:



This was the analysis of the Questionnaires distributed.

The last option was about the reading and writing skills in which it was again proved that the girls are better than boys in reading and writing.

CHAPTER 5

Conclusion and Recommendations

Findings Extracted from the study

From the study that we did on the topic of Gender Based Analysis of Higher Education, we deduct following findings or in other words following are the results of our research: From our study we found that the girls are better in communicating with teachers and also they are better in reading and writing skills while the boys are privileged in the field of computers.

This finally answers the research question that communication and female’s privilege reading and writing while the males are privileged in computer subjects.

And also our hypothesis is proved that gender difference has effect on the educational performance of students.

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APPENDIX

Questionnaire

We are students of ***Bahria University*** and are conducting a research on the ***Gender Difference effects on the educational performance of students*** and for this reason we need your help by giving us your opinion by filling up the questionnaire. We would be really thankful to you for your help.

In the questionnaire we are using an interval scale and number representation is as follows:

5	**Strongly Agree/ Very high**
4	**Agree/ High**
3	**Moderate/ Neutral**
2	**Disagree/ Low**
1	**Highly Disagree/ Very low**

Your Age:

15-------18

19-------22

23-------26

29 and above

Your Gender:

Male. ☐

Female. ☐

Educational level:

Q1: What is the importance of attaining knowledge for you?

Ans:

_____

_____

_____

_____

Q2: Is education necessary for women?

Ans: 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

Q3: Does in coeducation gender difference affect the results and performance of you?

Ans: 1. ☐ 2.☐ 3. ☐ 4. ☐ 5. ☐

Q4: In your perception reading or writing is privileged by which gender?

Ans: Boys ☐ Girls ☐

Q5: Referring to the above question to what extent the related gender has privilege over the other?

Ans: 5

1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐

Q6: How many hours do you spend on computer per day for computer related subjects?

Ans: 1 Hour ☐
2Hour ☐
3 Hour ☐
4 Hour ☐

Q7: According to your opinion are girls more confident in communication with teachers than boys?

Ans: 5

1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐

Q8: Rank the following skills and qualities for yourself (1 is for very low and 5 is for very high).

Ans: Communication skills.

Performance in computer subjects.

Reading and writing skills.