

Verbal learning of Boys and Girls of the sample (Figure - G)



Table 8: There is a significant difference between Sequential Learning style of Boys and Girls students

Variables	School Type	Gender	No.	Mean	S.D.	C.R.	L.S.
Sequential Learning Style	Government	Boys	50	6.45	0.43	36.5	0.01
		Girls	50	7.18	0.56		
	Government Aided	Boys	50	6.16	0.48	5.0	0.01
		Girls	50	6.26	0.70		
	Private	Boys	50	6.17	0.64	10.1	0.01
		Girls	50	6.37	0.63		

From table 8 and also from Figure - H, it is clear that the calculated 'C.R' values of Government, Government Aided and Private School is more than that of the table 'C.R' values. Hence, the hypothesis was rejected and proved that there were significant difference in sequential learning style between Boys and Girls of Government, Government Aided and Private School.

Sequential Learning of Boys and Girls of the sample (Figure - H)

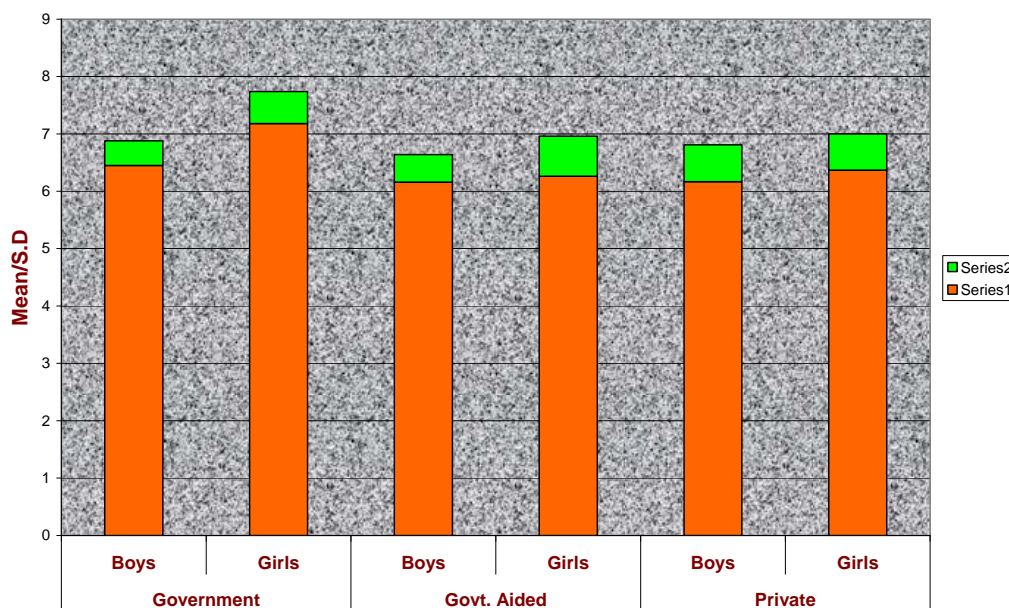
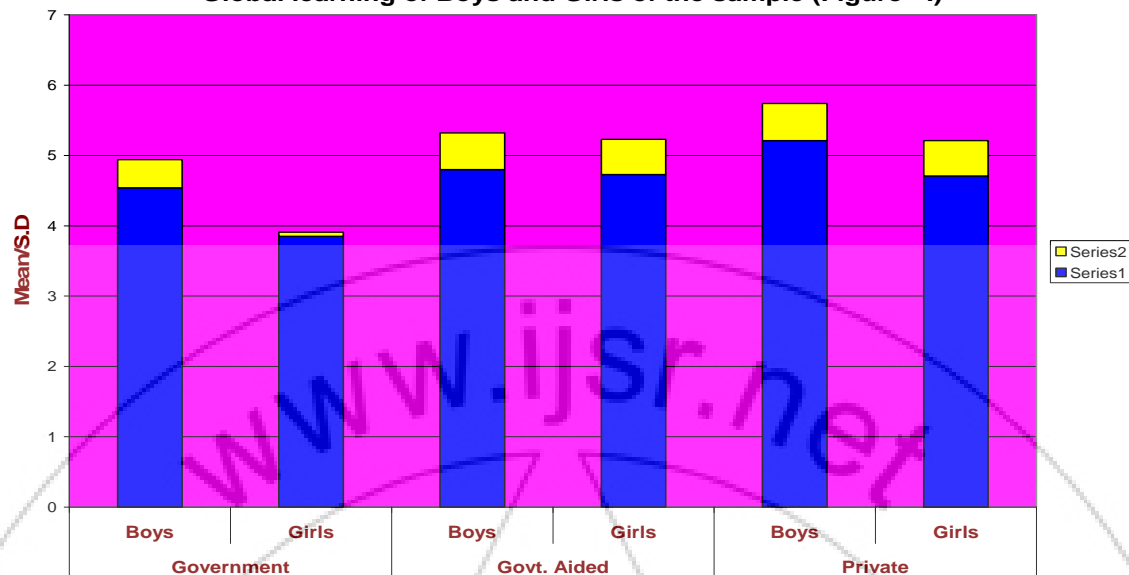


Table 9: To Differentiate between Global learning style of Boys and Girls students

Variables	School Type	Gender	No.	Mean	S.D.	C.R.	L.S.
Global Learning Style	Government	Boys	50	4.54	0.4	38.33	0.01
		Girls	50	3.85	0.06		
	Government Aided	Boys	50	4.8	0.52	3.5	0.01
		Girls	50	4.73	0.5		
	Private	Boys	50	5.21	0.53	14.4	0.01
		Girls	50	4.71	0.5		

From table 9 and also from Figure - I, it is clear that the calculated 'C.R' values of Government, Government Aided and Private School is more than that of the table 'C.R' values. Hence, the hypothesis was rejected and proved that there were significant difference in global learning style between Boys and Girls of Government, Government Aided and Private School.

Global learning of Boys and Girls of the sample (Figure - I)



This study contributes to the field of research because it gives a fresh look at the thoughts of students. It shows that maybe us as a society is making some advances in this area of gender equality in schools. However, it also shows that there are many gender stereotypes that still must be broken down. Teachers and parents must be the ones to do this through modeling appropriate behavior and communication, talking openly about gender issues, and most of all, being acutely aware how their actions might affect the self-esteem of a child, and in turn, that child's future.

6. Results

Results indicated that pedagogical implications of gender differences in learning styles are significant. As science is still a young and emerging discipline, it is anticipated that workforce in the field is always in high demand. Low participation of Girls and high attrition of students are currently serious threats to the development of related industries. As [4] contended, "Everyday, we risk losing the talents of women as contributors to science, technology, and the arts because the advantages that given technology are being conveyed disproportionately to men in modern society" This research advances our understanding of the issue and suggests some partial remedies to alleviate the problem. Although further studies are required to validate our proposal, it serves as a research manifesto for science educators who are seriously thinking of implementing innovative pedagogical practices to narrow the gender gap. Through various remedial interventions, we anticipate more Girls participation in science field and hence the gender issue is addressed. However, the students who said that the class was hard may not be getting the support from the teacher that they need to succeed. This could be due to the fact that it is common in our society to think that girls do not have the ability to understand science's complexities. It is vital that students are treated equally in the classroom. They should be equally called on, praised, supported, motivated, and punished. These are important so that every student may have a deeper understanding of all disciplines, especially

math and science. In our changing world, an understanding of technology has become crucial to remain competitive, and along with that comes an advanced knowledge of math and science. It is somewhat surprising that so little work has been done in the context of science classrooms to identify what are the nature and style of teaching and activities that engage students. , attitudes are enduring while knowledge often has an ephemeral quality. The price of ignoring this simple fact and its implications is the potential alienation of our youth and/or a flight from science – a phenomenon that many countries are now experiencing. There can, therefore, hardly be a more urgent agenda for research.

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