

IMPACT OF PARENTAL OCCUPATION ON MATHEMATICS ACHIEVEMENT OF GIRLS
STUDENTS

A

THESIS

BY:

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Letter of certificate

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.....

HomenathChaulagai

ABSTRACT

This is a survey research related to **“Impact of Parental Occupation on Mathematics Achievement of Girls Students”**. The prime concern of this study is to find the effect of parent’s occupation on mathematics achievement of girls students at secondary level and to find the causes and effect of parents occupation on their children mathematics achievement. This study is conducted in Sindhuli district. The sample of this study consists ten schools of Sindhuli district. Researcher is developed achievement test paper and Semi-structured interview schedule are used for data collection. The mean, standard deviation techniques are used for statistical analysis.

This study is a survey research . All the students enrolled in grade X of Sindhuli District are the Population of this study. The selections of the schools were by stratified random sampling for the selection of samples of students Purposive Sampling method is conducted and all Corresponding Parents of students were the Sample of the Study. Only thirty students are selected in each group. For this two kind of tools were used to collect the Data. Two set of questionnaires were used to get the information from the students and their Parents. To compare the student achievement of their parents occupation, Parental involvement, and Educational facilities at home, the descriptive method were used. The items for achievement test are developed by the researcher himself. To Construct the measuring instruments of topics of compulsory mathematics of secondary level (grade X) were taken for the standardization of the Achievement test. After completing the experiment, the standardized achievement test is prepared by the researcher himself. This research shows that the achievement score of Children of Jobholder’s is good. Parental involvement on education of the Jobholder Parents is high. Businessmen provide the more educational facilities for their child at home for their Study. The Job holder’s child’s mean score were more than the other three occupational groups child’s mean score.

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List of Abbreviations

HSS	:	Higher Secondary School
LSS	:	Lower Secondary School
FOE	:	Faculty of Education
ATP	:	Average time Taken by parents to Their Children's Study
ATS	:	Average Time Taken by Students
SR	:	Separate Room
AAs	:	Average Achievement Score
TP	:	Tuition Provided
NESP	:	National Education System Plan

Chapter I

INTRODUCTION

Background of the Study

Mathematics is an essential part of school curriculum which is taught from primary level to secondary level as a compulsory subject. Mathematics has an important role for the development of science and technology. Mathematics helps people to understand and interpret very important quantitative and qualitative aspect of living and natural phenomena for understanding of every discipline.

Mathematics is essential without having mathematical knowledge it is very difficult to understand any other disciplines such as economics, physics, chemistry, social , science, psychology, engineering etc. accepting the need and implication of mathematics in daily life Roger Bacon said, mathematics is the gate and key of the science. In this way we can say that mathematics is important in our daily life so it is included as compulsory subject for secondary level. Likewise in classroom mathematics activities play a important role.

Aptitude is a person's ability acquired or innate, to learn or develop knowledge or a skill in some specific area (sing 1987). Often we find the people who have some special abilities or potentialities which enable them to do well in certain fields of activity. Such people have special types of aptitude and therefore, they are able to learn and acquire the necessary skills in a specialized field.

They are also interested in such as activities are of their liking, further success or achievement in a given field of knowledge or activity depends to a great extent upon attitude and interests. Mathematics is a body of knowledge in the area of science, math its own symbolism, terminology, content theorem and techniques. Mathematics education is a compulsory subject to be taught to all the students of Nepal. Mathematics is a way of thinking away of organizing analyzing and synthesizing a body of data.

Our Country Nepal is poor country here we can define lot of culture. Braham society, newar community etc. each person education is related to his her parents job or occupation, our country Nepal is poor country we can find lot of poor Nepalese parents. Economic problem is the main problem of all parents so economic problem play important role to give education of child. Then cultural and social

problem is also problem to take education in our country Nepal it is also play important role to give education girls students if parents are succeed in any occupation then we can found their daughter is also educated if parents are succeeded in job their daughter is not educated.

In our culture we can see that type of problem it is really needed that study in our country Nepal if parents succeed any job his or her daughter are educated. In higher secondary level it is the needed education level, our country family higher secondary level is compulsory we think this trend/ really we cannot see in higher secondary level lot of girls in mathematics subject compared boys. Here in this problem parental job or occupation play the role to take higher secondary education in mathematics in the case of girls.

If any family we can see three job problem we also can be see his or her son take education but girls not take education. So parental occupation play important role to give education in higher secondary level of mathematics subject of the girls students in master's level. Now a days in higher level we can find only few girls students in classroom. I think it is the issue for the government so I feel to study about girl's education.

It is needed to study why girls are not? It is needed to study this time. In any place and urban collage in higher secondary level girls are not coppery boys in mathematics subject the managing of the terms achievement must be considered in relation to family involvement in higher secondary schools/ it is important to know how the achievement was measured before conclusion can be drawn about the relationship between family involvement and academic achievements. An academic achievement is something we do or achieve at school, college or university in class, in a laboratory library or fieldwork. It does not include sport or music.

Parents are recognized as the earliest most important teachers in children's life however their roles in formal education have been recently recognized. The reports of the consultative committee on the primary school did not first mention the part that could played by a wise and good parent in the education his child. Out in 1967.

The report of the central advisory council named children and their primary school, emphasized the importance of the role of parents their attitude to and their interest in the education of their children as the single must factor to contribute to the child's progress at school, in the book learning being at home it is conclude that a rise in the level of parental encouragement arguments their children's

performance at higher secondary school, that teacher by involving parents in the school bring about a rise in the level of parental encouragement and that teachers by involving parents in the schools argument the children's performance (young and mc greeney,1968:10)

Parents activities contribute to student motivation and performance and can be enacted by almost all families across cultures, educational backgrounds, family socio-economic circumstance similarly strong parental understanding of children's development, learning and homework contain or school support of skills and knowledge parents need for effective involvement in homework are very influential in children's learning. In recent years, several studies have shown the effect of parental factors in students learning some the identified parental factors in students learning some the identified parental factors associated with students learning are degree of parental involvement, socio-economic status of parents and their educational level and home environment.

The effects of parental factors may be either direct, such as a educated parent helping his or her child with homework, on the effect may be relatively indirect, such as the effective of poverty upon students health, nutrition, or ability to attend kindergarten. The higher family's income and occupational status, the better children of such family tend to achieve in school (schhiefelbin and simons,1981:nile's1981)

Mathematics achievements differs due to culture, curriculum, child labor and child work. Therefore mathematics achievement differs among different ethnic groups. In the content of Nepal cast and ethnicity and geographical difference also contribute in mathematics achievement. It is well documented that parents occupational status have great impact in mathematics achievements. But in the Nepalese content no such research have been done to find out the impact of parents occupation is higher secondary girls students achievement in mathematics. Therefore the researcher had under taken this study to find impact of parents occupation in mathematics achievements of their daughter's at secondary level.

Statement of the problem

The researcher intended to study the impact of the parental occupation on mathematics learning of girls students at secondary level. So the study intended to answer the following questions:

- 1) Do secondary level students mathematics achievement affect according to their parent's

occupation?

-) Does the mathematical achievements of girls student differ according to their parent's occupation?

Significance of the Study

Mathematics is an essential part of school curriculum which is taught from primary level to secondary level as a compulsory subject. It is generally agreed that everyone needs the fundamental knowledge of mathematics in daily life. Mathematics is the gate and key to all sciences (Bacon, 1895), so that no one can enter in the mine of knowledge of any science without mathematical knowledge.

Mathematics can be considered as social creation. The extent of development in elementary mathematics concepts depends on the opportunity to handle different objects in the environment. Numerals and mathematical processes were developed from consistent interactions with the development and abstract operations on the environmental objects and events. A difference in counting system is likely to produce different method and processes. Mathematics is one of the most important fields in today's society. Mathematics is becoming a focus of education but student feels it as complicated subject to grasp.

Mathematics plays vital role to change the society and technology and vice-versa. Though mathematics is an important subject, many students come from different societies and cultures, are weak in mathematics. So, it was necessary to investigate what were the basic mathematical concepts and processes practiced in own cultural groups and what was the difference between their basic mathematical concept and process with formal education system.

It was necessary to study that their cultural mathematics had any influence in formal mathematical system. There are several studies towards understanding mathematical ideas in different topics of mathematics in different countries. I want to study the impact of parental occupation on girls study of secondary level. Importance of this study are as follows:

-) This study will provide the information about the mathematics achievements of girls students and impact of parents occupation in their mathematics achievement.

-) This study will be provided the necessary information about educational status of girls from

different parental occupation, so that ministry of education will step forward for improving their educational conditional condition.

- J This study will be helps the teacher as well as parents to create better environment and create awareness to provide proper educational facility for girls students.
- J This study will be helps teacher policy makers and government to concrete rate their attention towards the poor mathematics achievements girls students in order to provide education opportunities to such girls.
- J This study will be helps to fulfill the one recommendation made by previous study.
- J This study will open doors for further girls achievement with parental occupation educator's administrators and teacher's to improve the teaching learning process and think about girls student.

Objective of the study

The objectives of the study are as follows:

- J To determine the effect of parent's occupation on mathematics achievement of girls students at secondary level.
- J To find the cause and effect of parents occupation on their children mathematics achievement.

Delimitation of the study

This study is limited to followings:

- J The researcher study about only one district of Nepal.
- J This study was related to only few schools of Sindhuli district.
- J This study was limited to only grade X of academic session of 2070 only.
- J This study was conducted only for one subject of secondary level, mathematics.

Definition of related terms

The definition of related terms are as follows:

Parents

Mother, father and related parents of students

Achievement

Achievements was concerned only with the scores on a test, which is desired of this propose.

Parent's occupation

The work done by the parents to run their livelihood.

Job holder

The person working in private of government sector on monthly salary basis under the rules and regulations of the office Nepal.

Public school

The Public schools are those schools which are benefited and granted by government for the financial purpose and other purposes.

Other Parents who don't do government job, business, farmer and don't go foreign country.

Chapter II

REVIEW OF RELATED LITERATURES

This chapter reviews the different views of education and their research finding in order to explain the basis and explore the trends of research in this field. According to Wagle (1995) “Review on related literature is an integral part of research, helping the researcher in the classification of his problem and the avoidance of duplication. The planning of an adequate research design and insightful interpretation of finding”.

Empirical Literature

NCTM(1991) described that mathematics education require qualified teachers that guide students to meet the educational goals and objectives and support students among other goals, to employ their own preferred learning style and strategies. It indicates that the basic elements in mathematics education proves includes teachers, learners, curriculum and pedagogical of instauration.

Mainali (2010) did his dissertation on the topic “Exploring Strategies for Increasing Students in Task Behavior in Class”. He found that the students showed an improvement in co-operative behaviors, social behaviors, participating in class activity and making contact with teachers, following directions given by teachers as well as achievement in mathematics. He found that students were mostly in task during cooperative learning activities which was designed as 1st intervention. A reward system was also implemented during the conduct of his project with motivation which marked as milestone to change the students off-task behaviors to on task.

Poudel (2005) did research on topic “Attitude of grade IX girls towards mathematics and their mathematics achievement of Shyangja district.” In his research he used qualitative, quantitative and survey type research design. He used purposive sampling method. He concluded that girls have positive attitude towards mathematics and their achievement and there is no region wise different in attitude.

Upadhyay(2002) did his dissertation on “Effect of Constructivism of Mathematics Achievement of Grade V Students in Nepal”. The research question: on constructivism approach in student achievement in terms of immediate learning relation and its effects in student’s intention and habit of reasoning. He conducted the pre-test, post-test in equivalent group design in his research study. He

concluded the possibility of constructivism in Nepalese school with significant different that conventional method of their achievement.

Chan(2001) described that assessment of student's preference for specific learning style and strategies is basically to help teacher employ strategized that are congruent student's preferences in order to maximize the learning outcomes of Chinese students.

Schoenfeld(1992) states these philosophical views: beliefs and conception have paved the way for different nature of learning and teaching process is means through which teachers, learners, curriculum and other variable are organized in a systematic manner to address the needs and benefits of mankind. Supporting this, Cangelosi(1996) says that from the pedagogical point of view, there is no definite and better way of teaching mathematics.

Sapkota(2008) did the research work in "A case study of mathematics teaching and learning practice at effective school of Parbat district" with the objective for identifying the teaching learning environment for mathematics teaching and learning in an effective school. One of the effective schools of Parbat district was purposively selected to complete his study. He found in his study that orderly climate teaching and learning environment, parents involvement, classroom practice situation assessment, purports for low performance were main point to make an effective school of Parbat district.

CERID(2008) "Previsions and conditions for better classroom pedagogical practices" major finding of the study are presented under the headings of curriculum, teacher support, innovative cases and proposed framework for pedagogical improvements. Curriculum: Incorporation and guidelines regarding life skills is another major Improvement in the revised curriculum. But life skills in the classroom delivery were poorly incorporated. Also improvements of Teacher Support, Innovations cases Schools, Classroom, Children, Teacher and head teacher.

Harris (1998) key evidences concerning effective teaching: Students learn must in class room that are well managed and provides clear structure and goal: Time spend in study is a very important prediction of achievement: clear pre-situation, explorations, questioning and feedback are related to positive students learning: The pace of lessons influences participation and learning: The teaching "environment" influence learning: Different approaches to be needed to obtain different desired outcomes.

Pantha (2006) did research on topic “Parental occupation and their children’s achievement in mathematics, A study of Kathmandu district” with qualitative research design. The researcher selected the school purposively and all students were categorized into four groups according to their Parents occupation and form those schools. 15 students were selected in each group proportionally. The two kinds of tools were used to collect the data. To get the achievement score and achievement test was taken. Two set of questionnaire were used to get the information from, the student and parents. His study showed that children’s mathematics achievement defers according to their parents occupation. Job holder parents provide more educational facilities than the businessman, farmer and other occupational groups. And achievement score of jobholder children’s is higher than the achievement score of business man, farmer and others children.

Poudel (2005) did research on topic “Correlation study of beliefs mathematics achievement of students of grade IX” with qualitative and quantitative research design. He used quota sampling for school and taken all student from that school. He found positive beliefs and not significant different between private and public school beliefs.

Adhakari (2001) conducted a study on “A comparative study of achievements on mathematics of primary level students related to parents income” taking 88 primary students in Nimalpokhari V.D.C. in Kaski showed that high income students achievement significantly higher than middle income and lower income group students. Similarly, there isn’t a significantly mean difference in achievement of middle income and lower income group students however, the mean achievement of middle students was found to set higher than those go lower income group.

Gotame (2005) did research on the topic “The impact of Parents beliefs on mathematics learning and achievement of secondary level student” with quantitative research design. He used purposive sampling method. And he concludes the Childrem’s achievement in mathematics gravely depends upon the parents feelings of mathematics as non-separable. Dalit realized that school is for only high caste, they thought that school did not fairly improve their children’s mathematics learning.

Neupane (2001) conducted a study entitled “Mathematics achievement of primary school children of various ethnic groups in distracting activities (e g. Watching TV) whilst parental participation in school” and class functions. Singh teal showed that parental involvement in school activities had no effect on achievement whilst home structure had a slight negative association. Parental

involvement in the form of parent-child discussions had a moderate impact. Parental aspiration had powerful influence on achievement both directly and indirectly through discussion.

Students whose parents were in professional or managerial occupations that typically require a college education and higher than average income considerable difference were found in student achievement in mathematics, students whose parents had occupation that specially required strong math skill that is physical mathematical and engineering science professionals tended to have maths scores than other students whose parents were in the occupational category that includes legislators, senior, executive and managers in fact performed almost on proficiency level lower than students whose parents worked in the mathematics intensive occupational group.

A report of UNICEF concluded that a strong relationship does exist, however between educational achievement and occupation education and economic status of the children's parents whichever country they live in. For example, in children whose parents are high earning professionals have a 90% chance of progressing to further education as opposed to a 13% chance for children whose parents are in unskilled manual occupations. But while home background is seen to play a role throughout ECD. The extent of influence varies considerably between countries in Germany or Mexico the children of less educated mothers one three to four times more likely to perform poorly in reading literacy. But children of less educated mothers in Finland, Ireland, Poland, Iceland, Norway or Sweden are only about one and a half times more likely to get low marks. The report argues that it is unacceptable that the social and economic status into which a child happens to be born should so profoundly influence his or her chance of success in school. Although it concludes that schooling is more effective at combating existing social inequality in some countries than others.

From the above mentioned related literature it was found that many studies had been carried out in "the achievement of the students" and no investigation was directly related to the study of impact of parental occupation on mathematics achievement of girls students in the context of Nepal had been conducted. So the researcher decided a need of study on "Impact of parental occupation on mathematics learning of girls students".

Bingham (1937) defines "Aptitude is a condition symptomatic of a person's general fitness of which one aspect is his readiness to acquire proficiency. His general ability and another is his readiness to develop an interest in exercising the ability".

Mursell (1949) defines “Aptitude is the dynamic trend of the whole personality with mental organization that makes one good in learning and in performing a specialized type of work.

Theoretical Literature

Theories were studied and designed as learning theory by psychologists. However, they were only three theories which were repeatedly mentioned by the researcher, Behaviorist learning theory, Cognitive learning theory and constructivist learning theory. The theoretical approaches from Upadhyay, Pradhan and Dhakal(2010), Khanal and Sharma and Sharma Developmental Psychology(2068) were collected by the researcher. They are as follows:

Behaviorist Learning Theory

Behaviorism as a theory was Primarily developed by B.F. Skinner. It loosely encompasses the work of people like Thorndike Tolman, Guthrie and Hull. What Characterize these investigators are their Underlying assumption about the process of learning. In Essence, three basic assumptions are held to be true. First, learning is manifested by a change in behavior. Second, the environment shapes behavior, And third, the principles of contiguity (how close in time two events must be for a bond to be formed) and reinforcement (any means of increasing the likelihood that an event will be repeated) are central to explaining the learning process. For behaviorism learning is the acquisition of new behavior through conditioning.

The assumptions of the behaviorism theory are: Every behavior occurred by knowing which is observable: Reinforcement could cause the behavior to occur: Each kind of behavior is aggregate to various kinds of learning: Behaviorist teaching Strategies are as: Dominance of teacher, Focus on skill development, Teacher use dialogical and Question answer methods, Teacher think practice makes a man Perfect, Teacher Focus on role learning, Focus on do more exercise, Teacher use Lecture method , Teacher Provides reinforcement, Parroting approach, Works based Practice and teach the exercise to answer the students problem, Mostly focus on rehearsal. (Cited Khanal, 2011 July P. 99 M. Phil thesis and Sharma and Sharma developmental Psychology (2068)

Cognitive Learning Theory

The earliest challenge to the behaviorists came in a publication in 1929 by Bode, a gestalt psychologist. He criticized behaviorists for being too dependent on over behavior to explain learning

Gestalt Psychologist Proposed looking at ht patterns rather than isolated events. Gestalt view of learning have been incorporated into what have come to be labeled cognitive learning. Two key assumptions underlie this cognitive approach: (1) that the memory System is an active organized processor of information and (2) that prior knowledge plays an important role in learning Cognitive theory look behind behavior to explain brain based learning Cognitivists consider how human memory works to promote learning For example, the physiological processes of Sorting and encoding information and events into short term memory and long term memory are important to educators working under the cognitive theory.

The major difference between Gestaltists and behaviorists is the locus of control over the learning activity: the individual learner is more key to Gestaltists than the environment that behaviorists emphasize. The teacher can aid the child in doing this is Several ways. First of all, the teacher and Students can work together to develop an understanding of students ezperiences in their mathematical difficulties. In doing this students and teacher can develop and evaluate the specific areas in which they have difficulties.

Constructivist Learning Theory

Constructivism offers the theoretical foundation that learners actively construct knowledge from the intersection of previously acquired understandings with the new information the learner encounters. Per Fox (2001), generally accepted guidelines of current views of constructivism encompass the following criteria: Learning is an active process: Knowledge is invented not discovered. All Knowledge is personal and idiosyncratic: all knowledge is socially constructed: Learning is essentially a process of making sense of the word.

Constructivist theory includes Vygotsky and piaget, developmental Psychologists who contributed much of the framework to current constructivist theory. Vygotsky's basic premise was that all knowledge and knowledge-making tools, such as language and symbolism, inherent to a community, actually reside within a socio historical context. This socio historical context is viewed as the knowledge and beliefs that have been built over generations with the members of the community gradually accepting the Knowledge and Psychological framework of their group(Edwards, 2005), Additionally, Vygotsky saw as fundamental role of people, parents, peers, and teaching, possess in aiding children's learning from the earliest days. From this perspective, learning is constructed jointly through social

interaction, and understanding can be enhanced with a connection established to what children know and can already do (Watson, 2000). This process emphasizes potential rather than maturation with the role of the more learned other being of great importance (Watson, 2000).

Piaget's research on development lay in his work on cognitive structures "with their genetically determined base, continually being adapted and elaborated through Individual life experiences. Of the active nature and learning and the role of cognitive conflict or contradiction in enabling understanding" (Watson, 2000, p. 135). Piaget's work, however, was not without its limitations. Piaget downplayed the importance of language and social influences on learning. Piaget considered children's self-discovery of great importance, rather than having children really on assistance from others (Watson, 2000). These creative thinkers helped to lay the foundation of constructivist theory: however, many interpretations of constructivism exist and there is considerable literature documenting various founders, approaches and foci. Philosophical and social Literature, that, when written, was nor labeled as constructivist, are now seen as important work that is foundational to current ideas of constructivist theory.

There is some agreement around a differentiation of two rooms of constructivism. However, arguments insist that we are indeed not dealing with two completely polar approaches to constructivism. These identified approaches in question are social constructivism and Psychological Constructivism views learning as a process in which the learner actively constructs or builds new ideas or concepts based upon current and past approaches is the focus on how the knowledge has been influenced in its creation. Both accept that Knowledge is actively constructed in the mind. Social constructivism focuses of how that formal Knowledge has been influenced through political, social and economic stimuli, among others. The Psychological approach focuses on how knowledge is created within the individual and how knowledge is created within the individual and how shared meaning is facilitated through a group process (Richardson, 2003).

Mvududu (2005) points out, "co-operative and collaborative teaching methods provide the opportunity for more competent students to scaffold tasks as they interact with less competent students" (P.50). This view relates to the Vygotskian view of the zone of proximal development, whereby less Knowledgeable others benefit from interactions with more Knowledgeable others. Mvududu (2005) further asserts that students can work in co-operative learning groups. Many of which are consistent with views on constructivist learning. Another misconception of constructivism is that

students should always be actively and reflectively constructing. Construction of Knowledge can occur through varied types of instruction, to include learning by experiencing: learning by intuition: learning by listening: learning by Practice: and learning by conscious reflective thinking. By engaging in these activities, students are able to construct valuable but different Kinds of Knowledge. Instructors, themselves, must learn to balance these activities to meet the varying needs and goals of their students (Mvududu, 2005).

Constructivist teaching strategies summarize as: learner centered instructions: interaction between students: co-operative teaching and give the chance of critical thinking, power and controlled in the class room, use of discovery approach and inquiry, peer group teaching, teachers allow wait time after posing questions, teachers provide time for students to construct relationships and create metaphors, collaborative teaching, teachers inquire about students understandings of concepts before sharing their own understandings of those concepts, thematic discussion, scaffolding, (Cited in Khanal, 2011 P. 96, M Phil thesis and [http:// geoffpetty. Moonfruit. Com](http://geoffpetty.moonfruit.com))

Conceptual Understanding of the Study

Conceptual frameworks can act like maps that give coherence to empirical inquiry. Because conceptual frameworks are potentially so close to empirical inquiry, they take different forms depending upon the research question or problem. Conceptual framework of this study was shown on the following diagrams.

Diagram 1: Conceptual Framework

In above diagram, parents divided into four categories most of them are job holders, teachers, Agriculture and other. To get the mathematical achievement the most effecting factor is his\her parents occupation.

If their parents were farmer, they learn activities about farming similarly Teachers Jobholders and others, In above conceptual framework. We can found that the children learnt or effect his\her parents many things their Parents occupation.

Chapter III

METHODS AND PROCEDURES

This study entitled “Impact of parental occupation on Mathematics Achievement of girls students” at secondary level is non experimental in nature. This is intended to examine how parental occupation impacts the mathematics achievement of girls students. Researcher was collected the qualitative data. In this study parent’s occupation was classified into four categories; Service holder, Farmers, Businessman and others. The achievement in mathematics of pupils was compared with a relation to the occupation of their parents. In this study the achievement of students in mathematics and parent’s occupation were considered as the dependent and independent variables respectively.

Research Design

The study follows the rational of the descriptive research procedure. The design of this study was of survey type. The researcher tried to find the achievement of girls student from different occupation groups. Where Occupation were classified into four categories as above.

Population of the study

All the girls students enrolled in grade X of Sindhuli district were population of the study. There were 4050 girls in the year 2070 B.s.

Sampling Methods and Procedure

The selection of 10 schools was taken through stratified random sampling. Schools were selected on the basis of their geographical proximity. The researcher has selected only ten public schools on Sindhuli district. All the students of each school were categorized into four groups according as parent’s occupation. All corresponding parents of students were the sample of the study. In each group; Service holder, Farmers, teachers and other, researcher was taken equal 30 students. Sampling procedure of this study was conducted as follows: there were 4.5percentage student in private school and 94.5 percentage students in government school. There were 12 private and 82 government school. Two students were taken from one private school and forty students were taken form seven government schools. Firstly total students were divided into four groups according as their parental Occupation in each school than 50 students were selected in each group from a school. Table 1 shows the detail of sample.

Tools

To get achievement score of students, the researcher constructed an achievement test paper with the help of prescribed curriculum and text book of grade X consisting of 50 multiple choice items (see Appendix) Equal weight age was given for all chapters on the basis of objectives. Items were selected from, different areas of mathematics. Two set of questionnaires were used to get the information from the students and their parents. The students filled their questionnaire forms in the classroom and questionnaire to the parents was sent through the students.

Item Analysis

The researcher administrated the test among the 50 students of Shree Bhanu secondary school for pilot study. After administering the test item analysis was done on level of difficulty and power of discrimination of each item. Level of difficulty and power of discrimination were calculated from 27 percentage score of highest scores and 27 percentage of lower score (see Appendix)

A set of parent questionnaire, student questionnaire and teacher questionnaire were prepared to find the affecting factors on achievement of different occupational group students.

Data collection Procedure

The achievement score of the students was collected with the help of a question paper made by the researcher. To collect the facts needed for the research purpose questionnaire was used. A questionnaire to the students was asked to fill their questionnaire form in the classroom, the questionnaire to the parents were sent through the students. They were collected and analyzed to get answer of research question.

Data Analysis Procedure

To compute the objective of the study math's achievement test was used to obtain students mathematics achievements similarly interview and questionnaire were conducted to obtain the mathematics achievement score.

Since the achievement test contained the question of different levels according to Benjamin Bloom Taxonomy. All questions were objective type. Each question was given having the weight age of

one mark. The researcher himself made the question for parents, teacher and students himself and also prepare the answer key. For the question “Do you have separate room for your study?” one mark was given to the students who replied yes and zero to the student who replied no. for the question “Have you provide tuition classed in mathematics to your children?” one mark for yes and zero for no. the time provided by parents to their children, time given by the students for their study and work doing by them was counted in hour per day. The time of tuition classes provided by parents at home was counted in month per year. Family size was counted in number of member on a family. For parents contact to the school and discuss about school activity at home, one marks was given for parents who replied yes and zero for no.

The researcher analyzed the obtained score by calculating mean, standard deviation. The collected information from primary source by Parents questionnaire, students questionnaire were analyzed and interpreted by using mean, percentage and descriptive method.

Chapter-IV

ANALYSIS AND INTERPRETATION

This is an survey type study. The main focus of this study was to Analyze and interpretive of the achievement of students within relation to their parent's occupation at teaching mathematics in secondary level. This chapter deals with result of analysis of the collected data with their interpretation. The collected data has been analyzed under the following headings with corresponds to the objective of the study. The statistical analysis of the obtained data has been presented in this chapter.

The reactions from the side of students have been taken after the visiting of both private and government school respectively. The students of private school have expressed almost the same reaction that the student of government school. They further said that it is monotonous that study is not related to their parent's occupation. Among with it they further shared their common problem that they faced in their daily life.

Feeling of the students

The students of the government school seemed very positive towards the researcher that researcher ask their personal daily life problem and hoping for the good solution and curious in learning mathematics. The student government school expressed that the they didn't get this type of opportunity before and same as the student of private school share with this students involved themselves in group work and group discussion, classroom seemed to really an interesting for the students and the researcher Students Participation.

Impact of farmer parents

After completion of the study, ten students, five from government school and five from private school were selected for interview. The interview schedule consisted of five open half questions related to attitude, interest and problem related to mathematics by their parental occupation.

In my study Shree higher secondary School Guthbazaar there are six girls of teachers parents and I took 4 students only study for sample . Similarly 6 girls and 4 sample of Jobholder's children, 28 girls and 4 sample of students of Farmer Parents and 7 girls and 4 sample of other children to find this study.

In my study Shree Janajyoti higher secondary School Khurkot there are 8 girls of teachers parents and I took 4 students only study for sample . Similarly 7 girls and 4 sample of Jobholder's children, 24 girls and 4 sample of students of Farmer Parents and 12 girls and 4 sample of other children to find this study.

Similarly my study Shree Kamala higher secondary School Dhungrebash there are 9 girls of teachers parents and I took 4 students only study for sample. Similarly 7 girls and 4 sample of Jobholder's children, 20 girls and 4 sample of students of Farmer Parents and 10 girls and 4 sample of other children to find this study.

My study Shree Gaumati higher secondary School Majhitar there are 14 girls of teachers parents and I took 4 students only study for sample. Similarly 8 girls and 4 sample of Jobholder's children, 21 girls and 4 sample of students of Farmer Parents and 8 girls and 4 sample of other children to find this study.

Similarly my study Shree Dumja higher secondary School Dhumja there are 15 girls of teachers parents and I took 4 students only study for sample. Similarly 23 girls and 4 sample of Jobholder's children, 22 girls and 4 sample of students of Farmer Parents and 12 girls and 4 sample of other children to find this study.

Similarly my study Shree Janta higher secondary School Ratamata there are 6 girls of teachers parents and I took 4 students only study for sample. Similarly 6 girls and 4 sample of Jobholder's children, 25 girls and 4 sample of students of Farmer Parents and 12 girls and 4 sample of other children to find this study.

My study Shree Siddhasthali higher secondary School Sindhulimadhi there are 17 girls of teachers parents and I took 4 students only study for sample . Similarly 14 girls and 4 sample of Jobholder's children, 30 girls and 4 sample of students of Farmer Parents and 18 girls and 4 sample of other children to find this study.

Similarly my study Shree Janajyoti higher secondary School Phoshratar there are 7 girls of teachers parents and I took 4 students only study for sample. Similarly 4 girls and 4 sample of Jobholder's children, 4 girls and 4 sample of students of Farmer Parents and 6 girls and 4 sample of other children to find this study. My study Shree Paradise secondary School Khurkot there are 82 girls

of teachers parents and I took 30 students only study for sample . Similarly 65 girls and 30 sample of Jobholder’s children, 174 girls and 30 sample of students of Farmer Parents and 75 girls and 30 sample of other children to find this study.

Table: 1

Comparison of achievement of student of different occupational groups

Family	Job holder			Teachers			Farmer			Other		
	Lit.	SLC	HE	Lit.	SLC	HE	Lit.	SLC	HE	Lit.	SLC	HE
Father	14.54	32	55.52	25.23	35.52	42	42.36	10	4.23	45.26	18.62	10
Mother	17.52	30	33.33	45.23	25	14.33	33.25	4.33	10	5	23	25

The data shown on the table (I) shows that the average family size of jobholder of literate Father and mother respectively 14.54 and 17.52. Similarly S l c level of education of Father and mother respectively 32 and 30. Jobholder of higher education of father and mother respectively 55.52 and 33.33 percent. Similarly Teachers of literate Father and mother respectively 25.23 and 45.23. Similarly s l c level of education of Father and mother respectively 35.23 and 25. Businessman of higher education of father and mother respectively 42 and 14.33 percent. Similarly Farmer of literate Father and mother respectively 42.36 and 33.25. Similarly s l c level of education of Father and mother respectively 10 and 4.33. Other of literate Father and mother respectively 45.26 and 5. Similarly s l c level of education of Father and mother respectively 18.62 and 23. Other parents of higher education of father and mother respectively 10 and 25 percent.

Table: 2

Level of Cognitive Domain

Areas of mathematics	Knowledge	Comprehension	Application	Skill	Total
	K	C	A	S	
Algebra	5	6	7	8	26(42.62)
Geometry	2	5	3	4	14(22.95)
Arithmetic	6	9	4	2	21(34.42)
Total	13 (21.31)	20(32.79%)	14(22.95%)	14(22.95%)	61

My study Shree Paradise secondary School Khurkot there are 82 girls of teachers parents and I took 30 students only study for sample . Similarly 65 girls and 30 sample of Jobholder’s children, 174 girls and 30 sample of students of Farmer Parents and 75 girls and 30 sample of other children to find this study.

The person who follows only the occupation of farming who manage a form of any kind in Nepal. One who follows only the occupation of the farming to manage a farm of any kind. Parent’s occupation Impact the child achievements. It parents income is better than they can invest on child education. The higher family’s income and occupational status. The better the children of such family tend to achieve in school.

Table: 3

Comparison the Jobholder’s and Farmer’s children’s achievement score

Group	Sample size	Mean	S.D.	t-value
Jobholder	32	20.92	5.2	1.96
Farmer	32	17.5	4.9	

In above table the mean of Jobholder’s Children 20.92 and Teachers children 17.5 but Standard Deviations of Jobholders children 5.2 and Jobholder’s children 4.9. In above table Which Shows that mean of farmer’s children is higher than Teachers children.

Table: 4

Comparison the Jobholder’s and Teachers children’s achievement score

Group	Sample size	Mean	S.D.	t-value
Jobholder	32	18.2	4.96	0.85
Teachers	32	26.3	3.6	

In the above table the mean of Jobholder’s Children 18.2 and Teachers children 26.3 but Standard Deviations of Jobholders children 4.96 and Teachers children 3.6. In above table Which Shows that mean of Teachers children is higher than Jobholder’s children.

Table: 5

Comparison the teachers and Farmer’s children’s achievement score

Group	Sample size	Mean	S.D.	t-value
Teachers	32	23.6	5.24	2.27
Farmer	32	21.2	5.2	

In the above table the mean of Teachers Children 23.6 and Farmer’s children 21.2 but Standard Deviations of Teachers children 5.24 and Farmer children 5.2. In above table Which Shows that mean of Teachers children is higher than Farmer’s children.

Table: 6

Average family income of different occupational groups (Rs. In thousand)

Family	Job holder			Teachers			Farmer			Other		
	Lit.	SLC	HE	Lit.	SLC	HE	Lit.	SLC	HE	Lit.	SLC	HE
Father	14.54	32	55.52	25.23	35.52	42	42.36	10	4.23	45.26	18.62	10
Mother	17.52	30	33.33	45.23	25	14.33	33.25	4.33	10	5	23	25
Income	250.56			289.29			150.56			250		

The average family income of different Occupational group are as follow from above diagram. The average income of Teachers parent is 289.29 . Which is greater than other family income. Then Jobholder Parents income is 250.56. Similarly Other family income is 250 . Then average family income of farmer parents are 150.56 Which is lower than other family income.

Table: 7**Average family size of different occupational groups**

Family	Job holder			Teachers			Farmer			Other		
	Lit.	SLC	HE	Lit.	SLC	HE	Lit.	SLC	HE	Lit.	SLC	HE
Father	14.54	32	55.52	25.23	35.52	42	42.36	10	4.23	45.26	18.62	10
Mother	17.52	30	33.33	45.23	25	14.33	33.25	4.33	2.11	5	23	25
	5.23			6.25			7.5			6.29		

In above table Where average 14.54 Father family are literate and 17.52 mother also literate. Then in Jobholder family where 32 average Father finished S.L.C. and 30 average Mother. Then that study there are average 55.52 family take higher education and 33.33 mother also take higher education.

In above table Where average 25.23 Father family are literate and 45.23 mother also literate. Then in Teachers family where 35.52 average Father finished S.L.C. and 25 average Mother. Then that study there are average 42 family take higher education and 14.33 mother also take higher education in Teachers family.

In above table Where average 42.36 Father family are literate and 33.25 mother also literate. Then in Farmer family where 10 average Father finished S.L.C. and 4.33 average Mother. Then that study there are average 4.23 family take higher education and 2.11 mother also take higher education in Farmer family.

In above table Where average 45.26 Father family are literate and 5 mother also literate. Then in Other family where 18.62 average Father finished S.L.C. and 23 average Mother. Then that study there are average 10 family take higher education and 25 mother also take higher education in Farmer family.

Impact of Job holder's parent

The person working in private of government sector on monthly salary basic under the rules and regulation of the office, Whose parents were in the professional or managerial occupations that typically he quire a college education and higher than average income Considerable difference were found in student achievements in mathematic. Students whose parents has occupation that specially required

strong math skill that is physical mathematics and engineering science professionals tended to have higher math score than other student whose parents were in the occupational category that included legislators .

Table: 8

Comparisons the Jobholder’s and Other’s children’s achievement score

Group	Sample size	Mean	S.D.	t-value
Jobholder	32	22.26	5.26	0.67
Other	32	22.45	4.56	

In above table shows that the mean of Jobholder’s Children is 22.26 then Other family children are 22.45. Similarly Standard Deviation of Jobholder’s Children is 5.26 then Other’s Children is 4.56. In table said that the mean of Jobholders’ Children is greater than Other’s Children .

Table: 9

Comparisons the Farmer’s and Other’s children’s achievement score

Group	Sample size	Mean	S.D.	t-value
Jobholder	32	22.56	4.96	2.57
Farmer	32	16.56	5.31	

In above table shows that the mean of Jobholder’s Children is 22.56 then Farmer family children are 16.56. Similarly Standard Deviation of Jobholder’s Children is 4.96 then Other’s Children is 5.31. In table said that the mean of Jobholders’ Children is greater than Farmer’s Children .

Table: 10

Comparison the Teachers and Other’s children’s achievement score

Group	Sample size	Mean	S.D.	t-value
Teachers	32	21.2	4.2	1.25
Other	32	21.96	3.96	

In above table shows that the mean of Teachers Children is 21.2 then Other family children are 21.96. Similarly Standard Deviation of Teachers Children is 4.2 then Other’s Children is 3.96. In table said that the mean of other Children is greater than Teachers Children .

Comparison of Educational Facilities provided at home by their parents of different occupational groups. The comparison of educational facilities provided by their parents at home were categorized in following different headings:

Impact of teachers parents

The person who is who is teaching government and private school of Nepal. Parents should be impressed with the necessary of showing an interest what the child os doing and treating his efforts with respect necessity of showing. They should provide the child with a proper place to study with each child help him stick to it by not making conflicting demands on his time and chick to see that he gets his work doing. Parents should participate with the child in location materials making experiential sharing knowledge and discussing ideas the should never do the work of the child.

Table: 11

The time allocated by students at home to study of different occupational group

Occupations	Time given by students at home (per day)
Jobholder	3.55
Teachers	3.00
Farmer	2.53
Others	2.53

The table shows that the average time (in hrs) given by the students per day in their study at home. The table shows that the children at home for study among gourd different occupational groups. Secondly thirdly the children of Jobholders Parents give more time 3 hours per day for others spend less time in their study in comparison to other three occupational groups.

From the parents questionnaire, students questionnaire it is found that most of the students in Sindhuli district give less time in their study at home. All student dependent with teacher and they also want to study tuition with his\her teacher. In that time only average 2% student want to study at home, and other student doesn't want to hardly study at home. They want to playing, visiting.

Table: 12

The time allocated by parents to their children's studies at home according to different occupation

Occupation	Time given by parents to their children at home (per day)
Job holder	3.23
Teachers	2.56
Farmer	2.1
Others	1.05

In above table shows that in one day Job holder Parent's give many time than other parents. In above table in average Jobholder parents Provide 4 hours in per day. Similarly Teachers Parents Provided Per day in average 3 hours then Farmer and Other Parents Provide in average 2 hours in Per day.

Impact of other parent

All the professions except farming, business and service or all the occupation except farming, business and job such as carpenters. Labors, foreign country etc. Manish has urged the gender discrimination as the role status of girl in attributable to capitalism capitalism economic trap men into wage labor, and keep girl in low paid work or unpaid domestic labor. SO the girl and never encouraged for attaining education rather they are always intentionally captured by capitalists . so that they could be used in low paid work or unpaid domestic labor.

Table: 13

Tuition Provided by parents to their children according to occupational group

Occupation	Tuition taken by students(per day)
Jobholder	0.51(50%)
Teachers	0.65(65%)
Farmer	0.20(20%)
Others	0.25(25%)

Teachers Parents Provided many time and many facility at home and tuition classes Who give that average 65% Parents Provide study his\her children. Similarly average Jobholder, Farmer, Other are 50%, 20%, 25% Provided. In that study Farmer Parent can provided tuition and other facility at home and family.

Comparison of average educational facilities provided at home by parents of different occupational groups with their children's mathematics achievement

The following table presents the average educational facilities provided at home by parents to their children and average marks obtained which were obtained from parent's questionnaire, students questionnaire and achievement test.

Table: 14

Occupation	SR	ATS	ATP	TP	AAS
Job holder	0.60	3.52	3.10	0.25	25.6
Teachers	0.32	3.21	2.05	0.56	23.25
Farmer	0.25	2.65	1.50	0.14	25
Others	0.56	2.25	1.06.	0.15	19.5

In above table 0.60 Parents Jobholder's Provide separate room at home, Similarly 0.32 Teachers Parents Provided Separate room at home. And Farmer and Other Parent's 0.25, 0.56 Provide Separate room at home. Similarly Jobholder's, Teachers, Farmer, Other Parents average time taken by Students at home are 3.52, 3.21, 2,65, 2,25. And average time taken by Parents to Their Children's Study are Jobholder's, Teachers, Farmer, Other Parents are 3.10, 2.05, 1.50, 1.06. Similarly Parents Who Provide tuition classes, Jobholder, Teachers, Farmer, Other are 0.25, 0.56, 0.14, 0.15. Then in this study Average Achievement Score of that family are, the average Achievement Score of Jobholder's 25.6, then average Achievement Score of Teachers family is 23.25, and average Achievement Score of Farmer is 25 and average Achievement Score of Other family is 19.5.

In that study here are find highest Achievement Score is Jobholder's and Farmer Parents. Then lowest Achievement Score is Other family.

Chapter V

SUMMARY, FINDINGS AND CONCLUSION

This chapter deals with the output of the study. Each research work ends with this chapter including summary, findings and an attempt has been made to summarize to enlist the findings and some recommendations for further study. This research was related to the impact of parental occupation on students of secondary level girl students of Sindhuli district. There is a big discrimination between boys and girls in Nepalese family. In this context, the researcher was find out the impact of parental occupation on girls student s achievement in mathematics. The first section of this chapter presents the summary of the study, the second section represents its findings and last section presents recommendations for further study, where researcher divided the occupation into four occupation groups. The overall objectives of this were to check the mathematical achievement and find the impact of parental occupational groups. To find the impact of the parental occupation on students achievement, researcher studied about socio-economic status of family, educational facilities provided parental involvement in reading and students achievement of different occupational groups.

Summary

This study was concerned with the comparison on the mathematics achievement of students according to their Parents occupation and their children's mathematics achievement for their study. This study is descriptive as well as qualitative research. The population of the study consisted all the grade ten students. The field of the study was selected in purposive to the researcher and the students were selected by using randomization of stratified sampling method according to their parent's occupation. The researcher developed the achievement test paper according as text book of class X prescribed by Nepal Government. Also the researcher developed the three set of questionnaires which was used to get information from student parents and teachers. Achievement test paper, students teacher and parents questionnaire form were the main instruments for this study.

The researcher selected 100 students (25 students from each occupational group) from four government school of Sindhuli district. Mainly achievement scores were used to analyses and interprets the data. The time given by the students in their studies at home, time provided by the parents to their children, separate room provided to their children, tuition provided to their home, father's mother's

education, family size and family income are compared of four different groups. The description method were used to compare the achievement score of each groups. Among them result showed that there is significance difference among the achievement score of four different occupational groups.

Findings of the study

The following are the major findings of this study:

-) The average family size of jobholder is less than the other three occupational groups.
-) The mean achievement score of the children of service holder is higher than the mean achievement score of the children of farmer. Also it was found that the difference is significant.
-) Average family income of business man is more than the other three occupational groups.
-) The business man provided the tuition classes to their children more than the other three occupational groups.
-) The job holder provided the tuition classes to their children more than farmers and others.
-) Achievement score of business man occupational group student is better than the achievement of other occupational group.
-) Average tuition month per year of businessman children is more than the other three occupational groups.
-) There is significant difference in mathematics achievement score among all different occupational groups.
-) The job holder parents are provided separate room to their children at home more than other three occupational group.
-) The job holder parents provided more time and others parents provided less time to their children's studies at home among four occupational groups.
-) The achievement score of business man's children is higher than the score of other occupational group's.

-) There is significant difference in mathematics mean achievement scores among all different occupation groups.

Conclusion

The data collected and analyzed was used to find the answer of research question and the objective of the study. Different data were analyzed to fulfill the objectives. The analysis of the data showed that children's mathematics achievement differs according to parent occupation. The average educational facilities data showed that the job holder parents provided more educational facilities than the other occupational group. Conclusion of this study are as follows:

-) Jobholder parents are more involve on their children's educational process than the other occupational groups.
-) There is no significance difference between achievement score of different occupational group's children.
-) According as result there are significance difference between mathematics achievement as their parent's occupation in different group.
-) Multiple regression analysis shows that the parent's occupation impacts the student's achievement.
-) Achievement score of businessmen's children is not higher than children's of farmers.

Recommendations

This chapter deals with the recommendation given for the educational implication and further study. The researcher intends that the recommendation given for educational implication will be used in future and recommendation for future study will be helpful to the other researcher to carry research. On the basis of the above results and conclusion the following recommendation is done for the educational implication and improvement in teaching and learning

-) The students of secondary level should provide separate room, adequate time and tuition classes at home to increase their achievement level.

-) Awareness programmed should be provided to parents by school or the nation to promote their children's achievement level.

Recommendation for further study

-) Similar studied can carried out by dividing a single occupation in to different groups.
-) Similar studies can be carried out for different branch of mathematics.
-) Similar studied carried out on a single cast for different occupation.
-) Similar research can be carried out in one special community.

Similar research can be done for whole country, Nepal where this study is limited to Sindhuli district.

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APPENDIX-I

Item Analysis

Achievement score of job holder's children and businessman's children

Job holder's children				Teachers children			
Marks obtained	No. of student	Mean (x-)	(x-) ²	Marks obtained	No. of student	Mean (x-)	(x-) ²
29	1	21.36	456.25	29	1	23.53	533.66
26	2	18.36	337.09	25	1	19.53	381.42
25	1	17.36	301.37	22	6	16.53	273.24
24	6	16.36	267.65	20	3	14.53	211.12
23	4	15.36	235.65	18	3	12.53	157
22	4	1.36	206.21	15	4	9.53	90.82
21	4	13.36	178.49	14	3	8.53	72.76
20	4	12.36	1521.77	13	4	7.53	56.7
19	5	11.36	129.01	12	5	6.53	42.64
18	1	10.36	107.33	10	2	4.53	20.52
17	2	9.36	87.61	8	2	2.53	6.4
16	1	8.36	69.89				
15	1	7.36	54.2				
N=36 F.M:-30 =772, =21.44(71%)				N=34 F.M.:-30 =550=16.18(54%)			

Item analysis

Total student:-21

Total question:-10

1st group (No. of student):-5

3rd group (No. of student):-5

Q.N	Roll No. of Student										Total
	19	4	12	16	6	16	2	8	14	20	
1	1	1	1	1	1	1	1	1	1	1	10
2	1	0	1	1	1	0	1	1	1	0	7
3	1	1	0	0	1	1	0	1	0	1	6
4	1	1	1	1	0	0	1	0	0	1	6
5	1	1	1	0	0	1	0	0	1	0	5
6	1	1	1	1	1	0	1	0	0	0	6
7	1	0	1	0	1	1	1	1	0	0	6
8	1	1	0	1	0	1	0	1	1	1	7
9	1	1	1	1	0	0	0	0	0	1	5
10	1	1	1	1	0	0	0	0	0	0	4

Item analysis of Job holder's children

Total student:-36

Total question:-10

1st group (No. of student):-5

3rd group (No. of student):-5

Q.N.	Roll No. of Student										Total
	12	31	1	4	8	13	26	19	22	27	
1	1	1	1	1	1	1	1	0	1	1	9
2	1	0	1	1	1	1	1	1	0	0	8
3	1	1	0	1	0	0	1	0	1	0	6
4	1	1	1	0	0	0	0	0	1	0	4
5	1	0	0	1	1	1	0	1	0	1	6
6	1	1	1	1	1	1	1	0	1	1	9
7	1	0	1	0	0	0	0	0	0	0	3
8	1	1	1	0	1	1	1	1	0	0	7
9	1	1	0	1	0	0	0	1	0	0	4
10	1	0	0	0	0	0	0	0	0	0	1

Estimating Difficult Level

Difficulty level (P) = $X100\%$,

Where, P= Item difficulty level

R=Correct answer given by 1st group

T=Total student of 1st and 3rd group

Q.N.	Formula	Job holder's children	Farmers children
		Difficulty Level	Difficulty Level
1	$X100\%$,	100%,	90%
2	$X100\%$,	70%,	80%
3	$X100\%$,	60%,	60%
4	$X100\%$,	60%,	40%
5	$X100\%$,	50%,	60%
6	$X100\%$,	60%,	90%
7	$X100\%$,	60%,	30%
8	$X100\%$,	70%,	70%
9	$X100\%$,	50%,	40%
10	$X100\%$,	40%,	10%

Discriminating Index for other's children (except farmer's, job holder's and businessman's)

Discriminating (D)=

Where, R_U =Correct answer by 1st group

R_L =Correct answer by 3rd group

N=Total number of student of both.

Questions	Formula	Experimental group	Control group
1	(D)=	0	0.2
2	(D)=	0.2	0.4
3	(D)=	0	0.4
4	(D)=	0.4	0.4
5	(D)=	0.2	0
6	(D)=	0.8	0.2
7	(D)=	0	0.6
8	(D)=	-0.2	0.2
9	(D)=	0.6	0.4
10	(D)=	0.8	0.2

Reliability Test

S.N.	Score of odd no.(X ₀)	Score of even no.(X _e)	X ₀ X _e		
1	36	36	1296	1296	1296
2	16	12	192	256	144
3	14	10	140	196	100
4	10	14	140	100	196
5	16	24	384	256	576
6	28	20	560	784	400
7	32	16	512	1024	256
8	24	32	768	576	1024
9	20	20	400	400	400
10	12	20	240	144	400

Where, correlation coefficient between X₀ and X_e is given by

$$r_{x_0x_e} = \frac{N \sum X_0 X_e - \sum X_0 \sum X_e}{\sqrt{N \sum X_0^2 - (\sum X_0)^2} \sqrt{N \sum X_e^2 - (\sum X_e)^2}}$$

APPENDIX-II

Detailed of data

Jobholder's children's records obtained through questionnaire and achievement test

S.N.	MO	TU	TM	TIC	TIP	MH	ME	FS	FI 000	PC	DSA	SR	RM
1	11	1	1	4	0	1	ILL	4	50	1	1	1	
2	32	1	2	5	0	0	SLC	11	400	1	1	0	
3	21	1	1	2	0	1	LIT	10	250	1	1	1	
4	19	1	0	4	0	0	HE4	6	550	11	0	0	
5	16	1	1	1	0.5	1	SLC	5	250	1	0	0	
6	17	1	2	2	1	0	ILL	2	260	10	1	0	
7	21	1	6	1	1	1	LIT	4	300	0	0	0	
8	14	0	5	2	1	0	HE	8	400	000	1	1	
9	16	0	4	6	1	1	ILL	10	200	0	0	1	
10	13	1	2	2	1	0	SLC	3	150	0	1	1	
11	19	1	1	3	0.5	1	ILL	11	178	0	0	1	
12	18	1	2	4	0.5	0	LIT	10	190	00	1	0	
13	21	1	1	6	1	1	SLC	12	210	0	0	0	
14	20	1	2	1	0.5	0	SLC	4	260	0	1	0	
15	17	1	1	5	1	1	HE	5	350	1	0	0	
16	15	0	2	2	1	0	ILL	8	310	11	0	1	
17	11	1	1	1	0	1	LIT	9	300	1	0	0	
18	21	1	2	2	0.5	1	HE	3	360	0	1	1	
19	20	1	1	3	1	0	LIT	4	450	1	1	0	
20	18	1	2	6	0.5	1	SLC	6	500	0	1	1	
21	16	1	2	5	1	1	HE	7	560	1	0	0	
22	14	1	5	6	0.5	0	LIT	8	540	01	1	0	
23	11	0	6	5	1	1	ILL	11	510	0	0	1	
24	13	0	0	2	0.5	0	ILL	10	200	10	1	0	
25	19	1	1	3	1	0	SLC	10	250	1	0	1	
26	20	1	2	4	0.5	0	LIT	5	260	0	1	0	
27	18	1	5	2	0.5	1	HE	4	350	10	1	1	
28	14	1	4	3	0	1	ILL	4	370	1	1	1	
29	15	0	1	1	1	1	LIT	6	300	0	0	0	
30	12	1	1	3	1	1	SLC	2	260	0	1	0	
MEAN	17.07	0.99	2.2	3.13	0.89	0.9		7.07	350.52	2.1	0.6	0.5	

APPENDIX III

Detailed of data

Teachers children's records obtained through questionnaire and achievement test

S.N.	MO	TU	TM	TIC	TIP	MH	ME	FS	FI 000	PC	DSA	SR	RM
1	10	1	4	4	0	1	SLC	4	500	1	1	1	
2	28	1	2	5	0	0	SLC	11	200	1	1	0	
3	20	1	2	2	0	1	LIT	10	200	1	1	1	
4	22	0	0	4	0	0	HE4	6	500	1	0	0	
5	19	1	1	1	0.5	1	SLC	5	50	1	0	0	
6	11	0	2	2	1	0	ILL	2	200	1	1	0	
7	20	1	4	1	1	1	LIT	4	350	0	0	0	
8	16	1	5	2	1	0	HE	8	450	000	1	1	
9	14	0	4	6	1	1	ILL	10	400	0	0	1	
10	17	1	6	2	1	0	SLC	3	100	0	1	1	
11	12	0	1	3	0.5	1	ILL	11	170	0	0	1	
12	19	1	4	4	0.5	0	LIT	10	150	00	1	0	
13	20	1	1	6	1	1	ILL	12	250	0	0	0	
14	22	0	2	1	0.5	0	SLC	4	200	0	1	0	
15	12	1	1	5	1	1	LIT	5	400	1	0	0	
16	16	1	2	2	1	0	ILL	8	350	1	0	1	
17	13	1	1	1	0	1	HE	9	300	1	0	0	
18	22	1	2	2	0.5	1	HE	3	360	0	1	1	
19	22	0	1	3	1	0	LIT	4	400	1	1	0	
20	16	1	2	6	0.5	1	SLC	6	450	0	1	1	
21	14	0	6	5	1	1	HE	7	500	1	0	0	
22	12	1	5	6	0.5	0	LIT	8	450	01	1	0	
23	10	0	2	5	1	1	ILL	11	400	0	0	1	
24	11	1	0	2	0.5	0	ILL	10	200	1	1	0	

25	20	1	4	3	1	0	SLC	10	250	1	0	1	
26	21	1	2	4	0.5	0	LIT	5	260	0	1	0	
27	15	1	5	2	0.5	1	HE	4	350	1	1	1	
28	16	1	4	3	0	1	ILL	4	300	1	1	1	
29	13	1	4	1	1	1	LIT	6	350	1	0	0	
30	11	0	2	3	1	1	SLC	2	260	0	1	0	
MEAN	16.47	0.7	2.7	3.2	0.67	0.57		6.7	310	0.57	0.57	0.43	

Detail of Sample

Schools	Teachers		Jobholder		Farmer		Other	
	Girls	Sample	Girls	Sample	Girl	Sample	Girl	sample
Shree higher Secondary School Gutbazaar	6	4	6	4	28	4	7	4
Shree Janajyoti higher secondary School	8	4	7	4	24	4	12	4
Shreee Kamala higher secondary School	9	4	7	4	20	4	10	4
Shree Gaumati higher Secondary School	14	4	8	4	21	4	8	4
Dumja higher	15	4	13	4	22	4	12	4

secondary School								
Shree Janata higher Secondary School	6	4	6	4	25	4	12	4
Shree Siddhasthali higher secondary School	17	4	14	4	30	4	18	4
Shree Janajyoti higher Secondary School	7	2	4	2	4	2	6	2
Paradise Secondary School	82	30	65	30	174	30	75	30

उपलब्धिमूलक प्रश्नपत्र (Achievement Test Paper)

विद्यार्थीको नाम :

मिति :

विद्यालयको नाम :

समय:

ठेगाना :

पूर्णाङ्क :

जिल्ला :

उत्तिर्णाङ्क :

सम्पूर्ण प्रश्नको उत्तर अनिवार्य छ ।

तल उल्लेखित प्रश्नमा ठीक उत्तरमा ठीक चिन्ह लगाउनुहोस् ।

१ यदि $n(A)=(a,b,c,d,e,f)$ भए $n(A)$ को मान कति हुन्छ ?

क) ५ ख) ६ ग) ४ घ) ३

२ प्राकृतिक संख्यालाई कुन संकेतले जनाइन्छ ?

क) N ख) T ग) P घ) O

३ एक अंकको सवैभन्दा सानो संख्या कुन हो ?

क) १ ख) २ ग) ० घ) माथिको कुनै होइन

४ ५०० लाई रोमन संख्या पद्धतिमा कुन संकेतले जनाइन्छ ?

क) L ख) D ग) M घ) C

५ $n(U)=$ सूत्र के हुन्छ ?

क) $n(A)$ ख) $n(A)+n(B)-n(A \cap B)$ ग) $n(A)+n(B)$ घ) $n(B)$

६ तलका मध्ये कुन चाहि सूत्र ठीक छ ?

क) $G=sp-cp$ ख) $L=cp-sp$

ग) $G=cp-sp$ घ) क र ख दुवै ठीक

- ७ तलको भनाईमा ठीक उत्तर कूनचाही हो ?
- क) भ्याट घटाइन्छ, ख) भ्याट जोडिन्छ,
ग) भ्याट छुटपछिको मूल्यमा जोडिन्छ, घ) भ्याट कहिले जोडिन्छ, कहिले घटाइन्छ,
- ८ छुटलाई हामिले हिसाव गर्दा के गर्नुपर्छ ?
- क) जोड्नुपर्छ, ख) घटाउनुपर्छ, ग) कहिले जोड्ने कहिले घटाउने घ) (ख)मात्रै ठीक
- ९ रु ५००० को मोवाईल सेटलाई १० प्रतिशत छुट दिई १५ प्रतिशत भ्याट लगाउदा उक्त मोवाईलको मूल्य कति हुन्छ ?
- क) रु ५१५० ख) रु २०० ग) रु ४५०० घ) रु ५१७५
- १० रु १,००० को क्यालकुलेटरमा १० प्रतिशत छुट दिदा वास्तविक छुट रकम पत्ता लगाऊ ?
- क) ४०० ख) ३०० ग) ५०० घ) १००
- ११ तलका मध्ये कुचाहि सूत्र ठीक छ ?
- क) $I = pTR \setminus 100$ ख) $I = PR \setminus 100$ ग) $I = PTR \setminus 100$ घ) $I = PAR \setminus 100$
- १२ रु ५०० को १२ प्रतिशत वार्षिक व्याजदरमा २ वर्षमा कति चक्रिय व्याज पाईन्छ ?
- क) रु १२७.२० ख) रु १२७.३० ग) रु १२७.४० घ) रु १२७.५०
- १३ रु २,५०० को ८ प्रतिशतको दरले २ वर्षको अर्धवार्षिक चक्रिय मिश्रधन कति हुन्छ ?
- क) रु २९२६.२६ ख) रु २९२४.६५ ग) रु २९२४.६० घ) रु २९२५.२५
- १४ ८ मि. लामो र ६ मि. फराकिलो कोठामा प्रति मि. रु २८ का दरले कार्पेट ओछ्याउदा रु २६८८ खर्च भएछ भने कति फराकिलो कार्पेट ओछ्याइएको होला ?
- क) १ मि. ख) २ मि. ग) ३ मि. घ) ०.५ मि.
- १५ यदि दुईओटा सङ्ख्याहरूको योगफल २० र तिनीहरूको फरक ६ छ भने ती सङ्ख्याहरू तलका मध्ये कुनचाहि ठीक छ ?
- क) १३ र ७ ख) १५ र ५ ग) १८ र २ घ) १४ र ६
- १६ एउटा आयताकार पोखरीको परिमिति १२० मि छ, चौडाइभन्दा लम्बाइ १० मि. ले बढी छ भने त्यस पोखरीको क्षेत्रफल कति हुन्छ ?
- क) ८७५ वर्ग मि ख) ८२० वर्ग मि ग) ८६० वर्ग मि घ) ९०० वर्ग मि

- १७ एउटा त्रिभुजका दुईवटा कोणहरूको योगफल ९० डिग्री र फरक ६० डिग्री छ भने ती कोणहरू पत्ता लगाउनुहोस् ?
- क) ६५ र २५ ख) ५० र ४० ग) ७० र २० घ) ७५ र १५
- १८ एउटा कार्पेटको क्षेत्रफल २४ वर्ग मि छ। यदि कार्पेटको चौडाई, लम्बाईभन्दा ५ मि. कम छ भने उक्त कार्पेटको लम्बाई र चौडाई कति हुन्छ ?
- क) ८ र ३ ख) ६ र ४ ग) १२ र २ घ) १० र २
- १९ एउटा त्यस्तो सङ्ख्या पत्ता लगाऊनुस जसमा त्यसैको वर्ग जोड्दा ९० होस् ।
- क) १२ ख) १० ग) ९ घ) ८
- २० आमा र छोराको हालको उमेर क्रमश ३७ र ८ वर्ष छ। कति वर्ष पहिले उनीहरूको उमेरको गुणनफल ९६ थियो होला?
- क) ५ ख) ७ ग) ९ घ) १०
- २१ तलको भनाईमा ठीक उत्तरमा ठीक चिन्ह लगाऊ :
- क) अनुरूप त्रिभुजको साईज एउटै हुन्छ ।
- ख) अनुरूप त्रिभुजको संगति भूजा बराबर हुन्छ ।
- ग) अनुरूप त्रिभुजको संगति भूजा र संगति कोण बराबर हुन्छ ।
- घ) माथिको कुनै होइन ।
- २२ ठीक भनाईमा ठीक उत्तर लगाऊनुहोस् :
- क) समानान्तर चतुर्भुजको विकर्णले सो चतुर्भुजलाई दुई बराबर भागमा बाड्छ ।
- ख) समानान्तर चतुर्भुजको विकर्णले सो चतुर्भुजलाई दुई बराबर भागमा बाड्दैन ।
- ग) समानान्तर चतुर्भुजको विकर्णले सो चतुर्भुजलाई कहिले दुई र कहिले तीन भागमा बाड्छ ।
- घ) माथिको कुनै होइन ।
- २३ एउटै आधार र उहि समानान्तर रेखाहरूवीच रहेका समानान्तर चतुर्भुजको क्षेत्रफल के हुन्छ ?
- क) बराबर हुन्छ ख) बराबर हुदैन ग) कहिलेकाहि बराबर हुन्छ घ) माथिको कुनै होइन
- २४ कुनै पनि एउटै वृत्तको अर्धव्यासहरू के हुन्छन ?
- क) बराबर हुदैन ख) बराबर हुन्छ
- ग) क र ख दुवै ठीक घ) माथिको कुनै होइन

- ३२ एउटा रुखको फेदबाट ४० मि. पर बसेर रुखको टुप्पो अवलोकन गर्दा जमिनसंग ६० डिग्री को उन्नतांश कोण बन्छ भने रुखको उचाई कति होला ?
- क) ४५ मि ख) ४२ मी ग) ४० मि घ) ५० मी
- ३३ जमिनसंग ४५ डिग्रीको कोण बनाई उडेको एउटा हवाईजहाज २०००मि. उड्दा जमिनबाट कति उचाईमा पुग्यो होला ?
- क) १४१४.२ मि ख) १४४२ मी ग) १४४० मि घ) १४४८ मी
- ३४ १६० से.मी. अग्लो मानिसको छाया ५० से.मी. भएको बेला २२ मि. अग्लो भवनको छाया कति लामो होला ?
- क) ८मि ख) ७.१९ मी ग) ५.१९ मि घ) १० मी
- ३५ Which formula is correct in area of triangle ?
- क) $\frac{1}{2}ab \sin A$ ख) $\frac{1}{2}bc \sin A$ ग) $\frac{1}{2}ac \sin C$ घ) All are rong
- ३६ त्रिभुजको क्षेत्रफल निकाल्ने तलको कुन सूत्र ठीक छ ?
- क) $\frac{1}{2}bc \sin A$ ख) $\frac{1}{2}ab \sin C$ ग) $\frac{1}{2}ac \sin C$ घ) All are rong
- ३७ त्रिभुजको क्षेत्रफल निकाल्ने तलको कुन सूत्र ठीक छ ?
- क) $\frac{1}{2}ab \sin C$ ख) $\frac{1}{2}bc \sin B$ ग) $\frac{1}{2}ac \sin B$ घ) All are rong
- ३८ त्रिभुजको क्षेत्रफल निकाल्ने तलको कुन सूत्र ठीक छ ?
- क) $\frac{1}{2}ab \sin A$ ख) $\frac{1}{2}bc \sin C$ ग) $\frac{1}{2}ac \sin C$ घ) All are right.
- ३९ मध्यक भन्नाले के बुझिन्छ ?
- क) औसत मान ख) विचको मान
ग) क र ख दुवै ठीक घ) माथिको सम्पूर्ण गलत
- ४० मध्यिका भन्नाले के बुझिन्छ ?
- क) औसत मान ख) विचको मान
ग) क र ख दुवै ठीक घ) माथिको सम्पूर्ण गलत
- ४१ एउटी गर्भवती महिलाले मंगलवारै बच्चा जन्माउने सम्भाव्यता कति हुन्छ ?
- क) १/७ ख) १/६ ग) १/३ घ) १/१५

- ४२ एउटा सिक्कालाई उफारी फाल्दा हेड पर्ने सम्भाव्यता कति हुन्छ ?
- क) १/२ ख) १/१ ग) क र ख दुवै ठीक घ) क, ख, ग सबै ठीक
- ४३ ६० जना विद्यार्थीसंग गरिएको सर्वेक्षणमा ३० जनाले दूध, २५ जनाले दही, १० जनाले दूध तथा दही दुवै पिउँछन् भने दूध र दही दुवै नपिउने विद्यार्थीको सङ्ख्या निकाल्नुहोस् ।
- क) १० ख) १५ ग) २० घ) ५
- ४४ एउटा छात्रावासमा बस्ने ५० जना विद्यार्थीहरूलाई सोधिएको एउटा प्रश्नमा स्याउ मात्र खान मन पराउने १८ जना, सुन्तला मात्र खान मन पराउने १५ जना र दुवै मन नपराउने १० जना पाईयो भने , स्याउ खान मन पराउने कति थिए ?
- क) २५ ख) ३० ग) ३५ घ) ४५
- ४५ ६०० सिपाहीको एक डफ्फालाई ५० दिनका लागि खाना पुर्याइएको थियो। यदि १५ दिन पछि तीमध्ये १८० सिपाही सो डफ्फा छोडेर गएछन् भने बाकी खाना कति दिनका लागि पुग्ला?
- क) २० दिन ख) ३० दिन ग) ४५ दिन घ) ५० दिन
- ४६ एउटा व्यागमा रु ६०० छ, रुपैया, मोहर र सुकिको अनुपात ३:४:१२ छ भने सुकीको सङ्ख्या कति होला ?
- क) ७० ख) ७५ ग) ८० घ) ९०
- ४७ यदि महिनाको रु १४,५०० कमाउने एक जना अधिकृतले वार्षिक रु १,५०,०००को छुट भई बाकी रकममा १२.५ प्रतिशत तिर्दछ भने, मासिक खुद आम्दानी कति गर्दछ ?
- क) रु १४,५०० ख) रु १३,५०० ग) रु १४,२५० घ) रु १५,०००
- ४८ कति व्याजदरमा रु ६०० ऋण दिदा २ वर्षपछि रु ७२ व्याज पाईन्छ ?
- क) ५ % ख) ६% ग) ७% घ) ८%
- ४९ रु १ को प्रतिमहिना कति पैसा व्याजको दरले रु २५० को ८ महिनामा रु २९० हुन्छ ?
- क) १ पैसा ख) २ पैसा ग) ३ पैसा घ) ५ पैसा
- ५० ५०० मि. लम्बाइ, ४५० मि. चौडाइ र २ मि. गहिराईको एउटा ठूलो पोखरी बनाएर त्यसमा प्रति घ.मि. रु ७.५० का दरले सफा पानी भर्नुछ भने जम्मा कति खर्च लाग्ला ?
- क) रु ३३,७५,००० ख) रु ३३,७६,००० ग) रु ३३,७७,००० घ) रु ३२,७५,०००

विद्यार्थीको लागि प्रश्नावली(Quations for students)

विद्यार्थीको नाम :

कक्षा :

विद्यालयको नाम :

गा.वि.स./नगरपालिका :

ठेगाना :

वडा नं. :

जिल्ला :

१. तिम्रो आमा बाबाको पेशा के हो ?

क) किसान ख) व्यापार ग) जागिर घ) वैदेशिक रोजगार

२. तिमी घरमा कति घण्टा पढ्छौ ?

क) २ ख) ३ ग) ४ घ) ५

३. तिम्रो घरमा तिमीलाई पढ्ने छुट्टै कोठा छ कि छैन?

क) छ ख) छैन ग) बन्दै छ घ) माथिको कुनै होइन ।

४. तिमीलाई गणित विषय कस्तो लाग्छ ?

क) सजिलो ख) धेरै अप्ठेरो ग) ठिकठिकै घ) माथिको कुनै होइन ।

५. तिमीले छुट्टै कक्षा पढ्ने गरेको छ ?

क) छ ख) छैन ग) वर्षमा एक महिना मात्र घ) माथिको कुनै होइन ।

६. तिमीलाई घरका सदस्यले गृहकार्य गर्न सहयोग पुर्याउने गर्दछन् ?

क) गर्दछन ख) गर्दैनन् ग) कहिलेकाही घ) सम्भव छैन ।

७. तिमीले तिम्रो घरमा आमालाई काममा कतिको सहयोग गर्ने गरेको छ ?

क) छ ख) छैन ग) कहिलेकाही घ) माथिको कुनै होइन ।

८. तिम्रो विद्यालयमा युनिट टेस्ट हुन्छ कि हुदैन ?

क) हुन्छ ख) हुदैन ग) कहिलेकाही घ) माथिको कुनै होइन ।

९. उक्त परीक्षामा तिमीले कुन श्रेणी ल्याएको थियो ?

क) ९०+ ख) ६० + ग) ३२ + घ) ३२ -

१०. कक्षामा अध्ययनको सिलसिलामा शिक्षकले तिमीलाई कतिको सजाय गर्नुभएको छ ?

क) छैन ख) छ ग) कहिलेकाही घ) माथिको कुनै होइन ।

आमाबाबाको लागि प्रश्नावली(Quations for Parents)

- १ तपाईंले आफ्ना बच्चालाई कति कक्षासम्म पढाउने मनसाय बनाउनु भएको छ ?
क) कक्षा १० सम्म ख) कक्षा ५ सम्म ग) उच्च शिक्षा सम्म घ) सकेजति ।
- २ हाम्रो दैनिक जीवनमा गणित विषयको महत्व के देख्नु भएको छ ?
क) धेरै ख) खासै छैन ग) उपयोगी छ घ) माथिको कुनै होइन
- ३ तपाईंले आफ्ना बच्चालाई गणितको ट्युसन पढाउनु भएको छ कि छैन ?
क) छ ख) छैन ग) वर्षमा एक महिना घ) माथिको कुनै होइन
- ४ आफ्ना केटाकेटीको पढाईको बारेमा विद्यालयमा गई सम्बन्धित कक्षा शिक्षकलाई सोध्नु भएको छ कि छैन ?
क) छ ख) कहिलेकाही ग) छैन घ) माथिको कुनै होइन
- ५ घरमा छोराछोरीको गृहकार्य गर्न सहयोग गर्नुभएको छ ?
क) छ ख) छैन ग) जान्दिन घ) दिदीले सिकाउछे
- ६ आफ्ना केटाकेटीको संगत कस्तो छ बुझ्नुभएको छ ?
क) थाहा छ ख) थाहा छैन
ग) शिक्षकलाई सोध्नुपर्छ घ) माथिको कुनै होइन
- ७ तपाईंसंग बच्चाले घरमा कुन विषयको गृहकार्यको अपेक्षा गर्दछ ?
क) गणित ख) अंग्रेजी ग) नेपाली घ) सामाजिक
- ८ आफ्नो बच्चालाई घरायसी काममाकतिको प्रयोग गर्नुहुन्छ ?
क) गर्दिन ख) गर्छु ग) कहिलेकाही गर्छु घ) पढ्ने मात्र गर्दछ
- ९ बच्चाबच्चीले विद्यालयको युनिट टेस्टमा कति प्रतिशत ल्याउने गरेको छ ?
क) ९० माथि ख) ६० माथि ग) ३२ माथि घ) ३२ मूनि
- १० तपाईंको केटाकेटीप्रति सम्बन्धित कक्षा शिक्षकको धारणा के छ ?
क) राम्रो छ ख) धेरै राम्रो छ ग) कमजोर घ) सुधानुपर्ने छ