

**FACTORS AFFECTING LEARNING OF DOMESTIC CHILD LABOUR
STUDENTS IN MATHEMATICS AT BASIC LEVEL**

A

THESIS

BY

NAVIN SINGH DHAMI

FOR THE PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF MASTER OF EDUCATION

SUBMITTED TO

DEPARTMENT OF MATHEMATICS EDUCATION

CENTRAL DEPARTMENT OF EDUCATION

UNIVERSITY CAMPUS, KIRTIPUR

TRIBHUVAN UNIVERSITY

KATHMANDU

2017

LETTER OF CERTIFICATE

This is to certify that Mr Navin Singh Dhami , a student of academic year.2069 with exam Roll No 281479 Campus Roll No. 2137 T.U. Regd. No 9-2-21-643-2006 and thesis no.1121 has completed his thesis under my supervision, during the period prescribed by the rules and regulation of Tribhuvan University, Nepal. The thesis entitled “Factors Affecting Learning of Domestic Child Labour Students in Mathematics at Basic Level” embodies the result of his investigation conducting the period of 2067 to 2069 at the Department of Mathematics Education, University Campus, Kirtipur, Kathmandu. I, hereby, recommend and forward that his thesis be submitted for the evaluation as partial requirement to award the Degree of Master of Education.

.....

(Dr. Bed Raj Acharya)

Supervisor

.....

(Assoc. Prof. Laxmi Narayan Yadav)

Head

Date:

LETTER OF APPROVAL**A****Thesis****By**

NAVIN SINGH DHAMI

Entitled

“Factors Affecting of Domestic Child Labour Students in Mathematics at Basic**Level** has been approved in partial fulfilment of requirements for the Degree of

Master of Education.

Committee of the Viva –Voce**Signature**

1. Associate Prof. Laxmi Narayan Yadav
(Chairman)

.....

2. Prof. Dr. Hari Prasad Upadhyay
(Member)

.....

3. Dr. Bed Raj Acharya
(Member)

.....

Date :.....

ACKNOWLEDGEMENT

I am grateful to my supervisor Dr. Bed Raj Acharya, Associate Professor, Central Department of Mathematics Education. He constantly advised and encouraged me so that I am able to complete this work. It is my great pleasure to express my heartfelt gratitude to Prof. Dr. Hari Prasad Upadhyay, Chairman of Mathematics and Computer Science Education Subject Committee. Associate Prof Laxmi Narayan Yadav, Head of Mathematics Education Department, for managing such a cooperative environment where I felt carefree during the overall journey as a student and researcher as well.

Finally, I would like to express my gratitude to all members of my family for their support and enthusiasm to bring me in this stage of higher education and to complete the thesis.

Date.....

Navin Singh Dhami

ABSTRACT

The major focus of this study was to investigate the Factors Affecting of Domestic Child Labour Students in Mathematics at Basic Level. This study has addressed the question: What type of learning environment is provided to DCL students? What are the influencing factors that affect the learning of DCL students in mathematics? To answer these research questions I selected the qualitative design with case study approach. The study site is Nandi secondary school Naksal kathmandu. Classroom observation form interview guidelines were the main tools of this study. I analyzed the information by using different theories to produce the information and draw conclusion on the study. From the analysis of the data it was found that-The school was providing education equally to all students with moderate physical facilities and qualified and experienced teaching staff.

- The school has facilities of library,canteen and pure drinking water services.
- poor economical condition and large size of family forced the children to work as a DCL.
- The home environment was not favourable for them to study.
- They often lacked books and stationary, clothes and good food.
- They took mathematics as a difficult subject in comparison to others.
- No special teaching was done for DCL students.
- Teaching materials were used in mathematics class.

Similarly the major factors affecting the learning of DCL students were economic condition of the family, size of family, bad attitude of house owner, heavy work load different traditions and cultures and pre-knowledge.

TABLE OF CONTENTS

LETTER OF CERTIFICATE	I
LETTER OF APPROVAL	II
ACKNOWLEDGEMENT	III
ABSTRACT	IV
TABLE OF CONTENTS	V
 Chapter	
I : INTRODUCTION	1-11
Background of the Study	1
Statement of problem	7
Objectives of the study	8
Significance of the study	9
Delimitations of the Study	10
Definition of Related Terms	10
II : REVIEW OF RELATED LITERATURE	12-20
Empirical Review	13
Theoretical Literature	16
Humanistic Learning Theory	16
Constructivism	17
Vygotskian Constructivism Theory	18
Cultural Difference and Discontinuity Theory	19
Conceptual Framework of the Study	20
III : METHODS AND PROCEDURES	21-26
Design of the Study	21

Study Site	21
Sample of the Study	21
Tools for Data Collection	22
Observation Guidelines	23
Interview Schedule	23
Quality Standard	23
Credibility	24
Transferability	24
Authenticity	25
Data Collection Procedure	25
Process of Data Analysis	26
IV : ANALYSIS AND INTERPRETATION	27-56
Section I: Learning Environment of DCL Students	27
Introduction to Case School	28
Enrolment of class-wise students of the case school:	29
Demography of Teaching Staff	30
Introduction to Respondent Students	30
School Learning Environment	35
Educational Tour	35
Teachers Guardians Meeting	36
Library Service	36
Cafeteria	36
Drinking Water	37
Financial Support	37
Sport and Extra-Curricular Activities	37

Medical Service	38
Extra Class	38
Counseling Service	38
Children's Club	38
Classroom Observation of Respondent Children in the Case School	39
Mathematics Teacher's View Towards DCL Students	46
Guardians' view	47
Non DCL Students' View	48
Section II: Influencing Factors of Learning Mathematics	50
Economic Condition of the Family	50
Size of the Family	51
Bad Attitude of the House Owner	51
Heavy Work Load	52
Unavailability of Books and Stationeries	52
Discipline of the Class	53
Different Traditions and Cultures	53
Pre-Knowledge	54
No Alternatives Except for Being Satisfied with Minimum Facilities	54
Public Awareness	55
V : FINDINGS, CONCLUSIONS AND IMPLICATIONS	57-60
Findings	57
Conclusion	59
Implications	59
References	61-63
Appendix- I	64

APPENDIX –II	65
APPENDIX –III	66
APPENDIX – IV	67
APPENDIX – V	68