

**ATTITUDE OF SECONDARY LEVEL MATHEMATICS TEACHERS TOWARDS
ACTION RESEARCH**

THESIS

BY

KRISHNA PRASAD GAUTAM

**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

T.U., KIRTIPUR

KATHMANDU

2015

LETTER OF CERTIFICATE

This is certify that Mr. Krishna Prasad Gautam, a student of academic year 2068-2069 with campus Roll No 2714/2068, T.U. Registration No. : 9-2-53-678-2007, Thesis number 990 and exam Roll No.: 281631 (2069 B.S.) has completed this thesis under my supervision during the period prescribed by the rules and regulation of Tribhuvan University, Nepal. The thesis entitled "Attitude of mathematics teacher towards action research" embodies the results of his investigation conducted during the period of 2014-2015 under the Department of Mathematics Education, University Campus, Kirtipur, Kathmandu. I recommend and forward that his thesis be submitted for evaluation as the partial fulfillment of the requirement to award the degree of Master of Education.

.....

(Dr. Eka Ratna Acharya)

Supervisor

Date:

.....

(Mr. Laxmi Narayan Yadav)

For Head

Letter of Approval

A

Thesis

By

Krishna Prasad Gautam

Entitled

"Attitude of Secondary Level Mathematics Teachers Towards Action Research" has been approved in partial fulfillment for requirements of Degree of Master of Education.

Committee for the viva-voce**Signature**

1. Mr. Laxmi Narayan Yadav

.....

(Chairman)

2. Prof. Dr. Hari Prasad Upadhyay

.....

(Member)

3. Mr. Eka Ratna Acharya

.....

(Member)

Date:

ACKNOWLEDGEMENT

I am heavily indebted to my respected supervisor, Dr. Eka Ratna Acharya Department of Mathematics Education, Central Department of Education, University Campus T.U. Kirtipur Kathmandu. His valuable constructive suggestions, instructions and scholarly guidance have become the great property of this thesis. Without his constant supervision and intellectual guidance this study would never been appeared in this form.

I feel immense heartiest pleasure in expressing my gratitude to Prof. Dr. Lekhnath Sharma (Head, Department of Mathematics Education, University Campus, Kirtipur) and Mr. Laxmi Narayan Yadav (For Head, Department of Mathematics Education, University Campus, Kirtipur) for their constructive valuable suggestions. My sincere appreciations goes to my respected teachers Prof. Dr. Hari Prasad Upadhyay (Chairman of Subject committee of Mathematics Education), Prof. Dr. Min Bahadur Shrestha, Dr. Binod Dhakal, Mr. Bed Raj Acharya, Mrs. Bimala Mishra, Dr. Baua Lal Sah, Mr. Abatar Subedi, Mr. Bed Prasad Dhakal, Mr. Lok Nath Bhattraï, Mr Krishna Prasad Adhikari, Mrs. Sarala Luitel, Mr. Deepak Mainali, Mr. Arjun Neupane of the department of Mathematics Education for their valuable comments and suggestions. I also express my sincere thanks to Mrs. Bimala Bhattraï and all staffs of mathematics education for their co-operation.

Also, I express my sincere gratitude to my family members Kulananda Gautam (Father), Nandakali Gautam (Mother), Hari, Ramesh (Elder Brothers), Mina, Bishnu (Elder Sisters), Laxmi (Younger Sister), Kabita, Saraswati (Vauju), Shikha, Simanta, Sugam, Shilpa, Arjun, Keshab, Govind (Vanja), Sita (Vanji).

My special thanks go to my respected teacher Mr. Deb Bahadur Chhetri, Lecturer of Dhaulagiri Multiple Campus Baglung, who always helps me every steps of my difficulties and encourage me to do better. I cannot forget to express my sincere thanks to my best friend Nabin, Binod, Ramesh, Bima, Pradip, Humlal (Dai), Ram who help me every time in my difficulty. At last but not least my sincere thanks go to all the headteachers and mathematics teachers of selected schools who help me by giving the data for this study.

.....

Krishna Prasad Gautam

ABSTRACT

The main objective of this study was to find out the attitude of secondary level mathematics teachers towards action research in teaching learning activities in mathematics. It was also aimed to find the teachers' experience on action research. This is the descriptive survey type study. So, this seems quantitative as well as qualitative. To fulfill the objectives of the study corresponding hypothesis were formulated. Questionnaire and semi structured interview were applied to gathered the data for this study and collected data were analyzed by the theory of Bonner assumption.

A set of questionnaire with 28 statements about action research and five questions for interview were developed as the tools. The questionnaire was distributed to 40 secondary level mathematics teacher of public school in Baglung District and five teachers were interviewed. The data collected from questionnaire were analyzed by using *t*- test, arithmetic mean, standard deviation and percentage in the basis of Bonner assumption. The *t*- test was applied at 5% level of significance and 39, (N-1) degree of freedom. The interviewed data were analyzed in descriptive way based on respondents.

After the analysis and interpretation of collected data, the researcher found that there was positive attitude of secondary level mathematics teacher towards action research in teaching learning activities in mathematics. Teacher experienced action research as important tools to solve classroom problem but they conduct action research only sometimes. Mainly teachers conduct action research when the administration makes it compulsory. The teacher-training program and workshop should be organized for effectiveness of action research.

TABLE OF CONTENTS

Subject	Page No.
<i>Letter of Approval</i>	<i>i</i>
<i>Letter of Certificate</i>	<i>ii</i>
<i>Acknowledgement</i>	<i>iii</i>
<i>Abstract</i>	<i>iv</i>
<i>Table of Contents</i>	<i>v</i>
Chapters	
I: INTRODUCTION	1-7
Background of the Study	1
Statement of the Problem	3
Hypothesis of the Study	4
Objectives of the Study	5
Significance of the Study	5
Delimitation of the Study	6
Operational Definition of Key Terms	6
II: REVIEW OF RELATED LITERATURES	8-14
III: METHODS AND PROCEDURES	15-18
Design of the Study	15
Population and Sample	15
Sampling Procedures	15
Data Collection Tools and Instruments	16
Reliability and Validity of Instruments	16
Data Collection Procedure	17
Analysis and Interpretation	17
IV: ANALYSIS AND INTERPRETATION OF DATA	19-28
Secondary Level Mathematics Teachers' Attitudes towards Action Research	19
Secondary Level Mathematics Teachers' Experience on Action Research	23

V: SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATION	29-31
Summary	29
Findings	30
Conclusion	31
Recommendations	31
References	
APPENDICES	

List of Table

S. N.	TABLE NAME	Page No.
1.	Scoring Process of Questionnaire	17
2.	Testing the Null Hypothesis	20