

**CAUSES OF STUDENTS FAILURE IN COMPULSORY
MATHEMATICS**

A

**THESIS BY
TIKARAM BUDHATHOKI**

**FOR THE PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTERS 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. Tikaram Budhathoki** a student of academic year 2068/069 B.S. with campus Roll No. 222, T.U. Registration No. 9-2-57-932-2007and examination symbol No. 281881, Thesis No. 992 has completed his thesis under my supervision during the period prescribed by the rules and regulations of Tribhuvan university, Nepal and the thesis entitled “**Causes of students failure in compulsory mathematics**” embodies the result of his investigation conducted during the period of 2015 under the department of mathematics education, University Campus, Kirtipur, Kathmandu. I recommend and forward that his thesis be submitted for the evaluation as a partial fulfillment for the Degree of Master of Education.

.....

(Mr. AbatarSubedi)(Mr. Laxmi Narayan Yadav) Supervisor
Head

Date:

LETTER OF APPROVAL

A

THESIS BY

TIKARAM BUDHATHOKI

Entitled

“Causes of Students Failure in Compulsory Mathematics” has been approved in partial fulfillment of the requirements of the Degree of Masters of Education.

Committee of Viva-voce

Signature

- | | |
|-----------------------------------------------|-------|
| 1. Mr. Laxmi Narayan Yadav
(Chairman) | |
| 2. Prof. Dr. Hari Prasad Upadhyay
(Member) | |
| 3. Mr. AbatarSubedi
(Member) | |

Date:

ACKNOWLEDGEMENT

First of all, I would like to express my heartfelt gratitude of my respected teacher and thesis supervisor Mr. AbatarSubedi for his proper guidance, encouragement and valuable suggestions. I have not found any such word to express my deep gratitude to him for his kind help because without his inspiration and co-operationIt would not be possible to bring this work in this form So, I am heavily indebted towardshim.

I would like to express my gratitude to my respected teacher Mr. Laxmi Narayan Yadav, Head, Department of Mathematics Educations, University Campus, Kirtipur, Kathmandu, Nepal for his kind co-operation and remarkable suggestions in accomplishing this research work. Similarly, I am very grateful to my respected teacher Prof. Dr. Hari Prasad Upadhyay, Prof. Dr. Min BahadurShrestha, Mr. Bed P. Dhakal, Mr. DipakMainali and all faculty member of the Department of Mathematics Education for their kind of suggestion and intellectual support in this research.

I extend my heartily thanks for my dearest friend TikaramAcharya, NirpaRawat,SantwanaKarki, Rashila Shah, NabinKhadka , DipendraRawaland all of other friends who constant on privation, suggestion and to bring this research in complete form. Finally, I would like to express grateful thanks to my father Mr. Ran BahadurBudhathoki, mother Mrs. Gita Budhathoki and all dearest sisters who provided every needed atmosphere,encouragement and their sacrifice making me,what I am now.

Date:

Mr. TikaramBudhathoki

ABSTRACT

This is survey research related to “Causes of Students Failure in Compulsory Mathematics in SLC Examination” on Rural Community School of Salyan district. The objectives of this research were to find out the causes of students failure in compulsory mathematics in SLC examination and to find out the students difficulties in different areas of compulsory mathematics. It is survey research with qualitative as well as descriptive in nature. This research was conducted with the sample of one hundred twenty SLC failure students, six math teachers, six school head teacher and twenty parents of different six community school of Salyan district. Questionnaire and semi- structure interview schedule were the main tools for data collection. Data were analyzing and interpreting on qualitative description. SLC failure students, math teachers, head teachers and failure student’s parents were the main respondents of this research. In the context of Nepal, SLC examination has been taken more important than actually necessary. It doesn’t create a lot of anxiety among the students and parents but, also who are associated with it. So, SLC examination becomes a prestige issue for parents, teacher, students and school. There are various factors that make students failure in mathematics but, this research only concerns to analyze the students related variables as: prior- knowledge about mathematics, curiosity to learn math, time spent to learn math, participation in classroom activities, parents related variables as: parents occupation, educational background, opportunity provided by parents in home, teacher related variables as: qualification, assessment and reinforcement in classroom teaching, behavior in classroom teaching and curricular factors.

The major finding of this research was, the student self behavioral activity were the main detrimental factors that makes students failure in mathematics in SLC examination. Most of the students have not curiosity and motivation to learn math, they do not pay proper attention and regular in class, they are psychologically afraid of mathematics study, lack of prior knowledge about subject matter, students passive participation in classroom activity, spend low time to learn math, incompleteness of homework at a time, peer group influence, wattages of house hold work, large number of students are keeping in single class, felling shyness to interact with teacher about mathematics problems in classroom, lack of proper learning opportunity at home, lack of proper guidance and counseling from parents, poor economic and educational background, inability to manage essential learning materials and service at a time, lack of proper interaction between teacher and students in teaching activity, irregularity of teacher attendance in classroom, lack of continuous assessment system, reinforcement and feedback in classroom teaching etc are the main responsible factors that make students failure in mathematics.

TABLE OF CONTENT

	Page No.
<i>Viva-voce</i>	<i>i</i>
<i>Certificate</i>	<i>ii</i>
<i>Acknowledgment</i>	<i>iii</i>
<i>Abstract</i>	<i>iv</i>
<i>Table of content</i>	<i>vi</i>
<i>List of Tables</i>	<i>ix</i>
<i>Abbreviation</i>	<i>x</i>
CHAPTER	
I:INTRODUCTION	1-9
Background of the Study	1
Statement of the Problems	6
Objectives of the Study	7
Significance of the Study	7
Delimitation of the Study	8
Definition of Operational Key Terms	9
II: REVIEW OF RELATED LITERATURE	10-16
Empirical Literature Review	10
Theoretical Literature Review	13
Conceptual Framework of the Study	15
III: RESEARCH METHODS AND PROCEDURE	17-19
Design of the Study	17
Population and Sample of the Study	17

Nature and Source of Data	18
Tools of Data Collection	18
Data Collection Procedure	18
Data Analysis and Interpretation	19
IV:DATA ANALYSIS AND INTERPRATION	20-48
Short Profile of Sample Selected School	20
Analysis Based on Questionnaire	22
Students Related Factors	26
Prior-knowledge About Mathematics	26
Curiosity to Learn Math	28
Time Spent For Learning Math	29
Participation in Classroom Activity	30
Parents Related Factors	31
Parents Occupation	32
Educational Background of Parents	34
Learning Opportunity Provide by Parents at Home	36
Teachers Related Factors	38
Teacher Qualification	39
Assessment and Reinforcement in Class	41
Behavior of Teacher in Classroom Teaching	43
Curricular Factors as Students Failure in Math	45

V: SUMMARY, FINDING, CONCLUSION AND RECOMENDATINS	49-55
Summary	49
Finding	50
Findings on the Basis of Students Related Variables	50
Findings on the Basis of Parents Related Variables	51
Findings on the Basis of Teacher Related Variables	52
Findings on the Basis of Curricular Factors	53
Conclusion	54
Recommendation and Suggestion	55
BIBLIOGRAPHY	
APPENDICES	

LIST OF TABLES

	Page No.
Table 1.1 National Achievements of Regular Students in the Year 2066 to 2070B.S.	3
Table 1.2 Average Marks of Regular Students in Compulsory Mathematics in the Year 2066 to 2070B.S.	4
Table 1.3 Regional Average Marks of Regular Students in Compulsory Mathematics in the Year 2066 to 2070B.S.	5
Table 4.1 Demography of Teachers	40

ABBREVIATION

CDR:	Central Development Region
DEO:	District Education Office
DOE:	Department of Education
EDR:	Eastern Development Region
FWDR:	Far Western Development Region
ICME:	International Congress on Mathematics Education
MOE:	Ministry of Education
MWDR:	Mid-Western Development Region
OCE:	Office of the Controller of Examination
SLC:	School Leaving Certificate
VDC:	Village Development Community
WDR:	Western Development Region