

**FACTORS AFFECTING LEARNING MATHEMATICS AT
SECONDARY LEVEL**

**A
THESIS
BY
SURYA BAHADUR GHALAN**

**FOR THE PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER IN EDUCATION**

**SUBMITTED
TO
DEPARTMENT OF MATHEMATICS EDUCATION
CENTRAL DEPARTMENT OF EDUCATION
UNIVERSITY CAMPUS
TRIBHUVAN UNIVERSITY
KIRTIPUR, KATHMANDU
NEPAL
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LETTER OF CERTIFICATE

This is to certify that Mr. Surya Bahadur Ghalan, students of academic year 067/068 with the campus Roll No. 1334, T.U. Registration number 9-1-240-642-2002, thesis number 1015 and examination symbol number 281611 (2069) and has completed his thesis under my supervision for the period prescribed by the rules and regulations of T.U., Nepal. The thesis entitled "**Factors Affecting Learning Mathematics at Secondary Level**" embodies the results of his investigation concluded during the period 2014/15 under the Department of Mathematics Education, University Campus, Kirtipur, Kathmandu. I recommend and forward that his thesis be submitted for the evaluation for awarding the degree of Master of Education.

.....
(Asso. Prof. Mr. Bed Raj Acharya)

Supervisor

.....
(Asso. Prof. Mr. Laxmi Narayan Yadav)

Head

Date :

LETTER OF APPROVAL

THESIS

BY

SURYA BAHADUR GHALAN

Entitled

FACTORS AFFECTING LEARNING MATHEMATICS

AT SECONDARY LEVEL

has been approved in partial fulfillment for the requirements for degree of
the Master of Education

Committee for Viva-Voice

Signature

- | | | |
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(Member) | |
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.....
Surya Bahadur Ghalan

ABSTRACT

This is a study aimed at investigating Factors Affecting Learning Mathematics at Secondary Level which affects the learning of mathematics. The objectives of this study were to identify the affects of learning in mathematics and to identify the strategies taken by school to promote mathematics learning. This study is qualitative in nature as well as descriptive use. This study was conducted with the sample of 8 students, 2 parents, 2 head teacher and two mathematics teachers of Bhandara Higher Secondary School and International Model English School of Khaireni VDC of Chitwan district. In-depth interview with students, head teacher, math teacher and parents were taken and collected information was analyzed with the help of theoretical and conceptual framework developed by the researcher.

The finding of the study shows that the traditional type of exercise in teaching-learning activities was the one of the causes of poor learning of mathematics. No proper interaction activities were done between teachers and students. And lack of proper guidance by experienced and qualified teachers to the students is the one of the issues of poor learning at mathematics. The school policies were not sufficient to address the need of low learning. There was a communication gap between teacher and parents.

Classroom practices and curriculum are closely linked. Learning of students is always affected by different variables such as schools learning environment, facilities at home and so on because of concern about low levels of mathematical attainment, new recommendation for classroom practices have emerged over the last decade that have aimed at allowing students to understand mathematics concept, rather than memories fact. Teacher's belief about nature and purpose of mathematics and how students learn have a powerful effect on the practices of teaching. New policies of school seems to have better educational attainment if the total school family cooperate each other and support from own area. Government should make the policies for enhancing the learning of mathematics, not only the factor of causes failure in mathematics.

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