DETRIMENTAL FACTORS OF LOW ACHIEVEMENTS IN GEOMETRY

A

THESIS

BY

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Letter of Approval

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"Detrimental Factors of Low Achievements in Geometry" has been approved in partial fulfillment for requirements of degree of Master of Education.

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This is to certify that Mr. **Jhalak Prasad Adhikari,** a student of academic year 067/68 with Campus Roll No. 795, Thesis No. 1010, Exam Roll No. 281401 and T.U. Registration No. 9-2-278-1079-2006 has completed this thesis under my supervision for the period prescribed by the rules and regulation of Tribhuvan University, Nepal. The thesis entitled **"Detrimental Factors of Low Achievements in Geometry"** embodies the result of his investigation conducted during the period of 2015 at Department of Mathematics education, University campus, Kirtipur Kathmandu. I recommend and forward this thesis for the evaluation as the partial requirements to award the degree of Master of Education.

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Jhalak Pd. Adhikari

ABSTRACT

Geometry is one of the important aspects of mathematics. Research findings have shown difficulty in teaching and learning of mathematics, Geometry in particular. Not only the geometry most of the students are suffering from the confusion of the basic concept of the mathematics.

So, this is a case study to identify the detrimental factors for low achievement of geometry and its remedial measure. This Study was conducted on Grade – VIII of Nightingale School, Kupondol, Lalitpur. Two teachers and six low achiever students of Geometry were selected as the respondent units. The school documents, classroom observation and interviews with students, teachers and parents were the tools of study. The major findings of the study were identified such as foundation of the instructor and the learner is not in the level of satisfactory. Students have poor generalization power in Geometry and interest of the students to improve their level is no more towards Geometry. Lacking on the willingness to learn new concept in Geometry and searching new teaching techniques, material related aspect and the evaluation tools. In our context we most give emphasis of geometry learning. In the similar manner contextualisation of learning and change from the traditional one-way classroom to two-way interactive classrooms is required to change the level of Geometry in school level.

TABLE OF CONTENTS

	Page No.
Acknowledgements	*i*
Abstract	*ii*
Table of contents	*iii*
Abbreviations	*v*
CHAPTER	
I: INTRODUCTION	**1-8**
Background of the Study	1
Statement of the problems	5
Objectives of the study	6
Significance of the study	6
Definition of the terms related to study	7
Delimitations of the study	7
II: REVIEW OF THE RELATED LITERATURE	**9-16**
Empirical literature	9
Theoretical literature	12
Conceptual Framework of the Study	15
III: RESEARCH METHOD AND PROCEDURE	**17-21**
Research Design	17
Study Area and rationale	17
Sample	18
Data collection tools	18
School Documents	18
Observation note	18

Interview schedule 19
Primary & Secondary data sources 20 Data collection Procedure 20 Data Analysis 20
Ethical consideration 21
IV: ANALYSIS OF DATA AND INTERPRETAION OF THE RESULT 22-36
Introduction about Case School 22
Physical Facilities of the School 23
Classroom Composition and Instruction 24
Teaching and Learning Environments and Reality 27
Techniques of Assessment and Extra-Activities 30
School Policies 32
Findings of the Study 36
V: SUMMARY, CONCLUSIONS AND RECOMMENDATION 38- 40
Summary 38
Conclusion 39
Recommendations 40
REFERENCES 41-43
APPENDICES 44-49

LIST OF ABBREVIATIONS

CERID: Research Centre for Educational Innovation and Development

FGD: Focus Group Discussion

ICT: Information computer and Technology

SLC: School Leaving Certificate

ZPD: Zone of Proximal Development