

**LETTER GRADING SYSTEM: PERCEPTUAL DIFFERENCE
AND STUDENT'S MOTIVATION TO LEARN MATHEMATICS (A
CASE STUDY)**

**A
THESIS
BY
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DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

.....

Tara NathPaneru

Letter of Approval

A

Thesis

By

TARA NATH PANERU

Entitled

"Letter Grading System: Perceptual Difference and Student's Motivation to Learn Mathematics" has been approved in partial fulfillment of the requirements for the Degree of Master of Education.

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Letter of Certificate

This is to certify that **Mr. Tara Nath Paneru**, a student of academic year 2069/2070 with exam Roll No. 281262/2070, Campus Roll No. 1277/2069, T.U. Regd. No. 9-2-60-210-2008 and thesis No. 1070 has completed his thesis under my supervision, during the period prescribed by the rules and regulations of Tribhuvan University, Nepal. The thesis entitled "**Letter Grading System: Perceptual Difference and Student's Motivation to Learn Mathematics**" embodies the result of his investigation conducting the period of 2015 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.

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DEDICATION

Dedicated

To

My respected parents, UmakantPaneru and Kamala Devi Paneru who have devoted their entire life to uplift and enlighten my life.

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.....

(Tara NathPaneru)

ABSTRACT

The present study "**Letter Grading System: Perceptual Difference and Student's Motivation to learn Mathematics**" is carried out to find out the perceptual difference among mathematics teachers, students and parents towards letter grading system (LGS) in relation to improve student's mathematics achievement and analyze/explain the effects of LGS in motivating students to learn mathematics. The design of the research was case study taking introduction of letter grading event as a case. The two schools one private and one public school in which one group of students was evaluated under letter grading system in technical SLC courses as the site of the case study. Focus group discussions among four groups of students each including 8 members, documents and records of TSLC result 2071 of selected school , in-depth personal interview with mathematics teachers, students and parents of both schools were the methods used to collect information. The collected information were systematized and analyzed descriptively by transcribing, translating, coding, categorizing into broader themes, triangulating and connecting with Maslow's Hierarchy of Need Theory and Holland Theory of Career Choice.

The results of the study show that there is common and positive perception among respondents regarding LGS. However, there were found some extreme cases of suspicion and dissatisfaction with the system. Fair and justice to the students to get their potential status and opportunity to go further in the study of their field of interest and capacity was the commonly accepted perception towards the LGS system. The differences in perception was seen due to orientation and knowledge to this system and also the age long cultural tradition of pass fail and scores reporting system. The reader from this study can find explanation of how different categories of the students and teachers make beliefs and attitudes towards LGS and how this system is supportive to create interest and motivation towards learning mathematics.

The implication of the results of this study is that merely change of the measurement system without proper discussion, sufficient dissemination to the stakeholders regarding converting marks and percentage into letter at the last stage of typing mark-sheet neither motivate students to learn mathematics and improve

student's mathematical achievement nor solve the current educational problem. For the improvement, dissemination of proper information through training, orientation, seminar for the teachers for how to practice LGS inschool evaluation system and awareness programs for the students and parents to avoid the misconceptions, misunderstandings, illusions and negative perceptions about LGS is necessary.

ABBREVIATIONS AND SYMBOLS

%	:	Percentage
C.	:	Compulsory
CDC	:	Curriculum Development Center
etc.	:	Etcetera
i.e.	:	That is
LGS	:	Letter Grading System
MoE	:	Ministry of Education
NCDEC	:	Nepal Curriculum Development and Evaluation Council
OEC	:	Office of the Controller of Examinations
Opt.	:	Optional
SLC	:	School Leaving Certificate
S.N.	:	Serial Number
TSLC	:	Technical School Leaving Certificate

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