

**PROBLEM FACED BY MATHEMATICS TEACHERS IN TEACHING
MATHEMATICS AT SECONDARY LEVEL**

**A
THESIS
BY**

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THE DEGREE OF MASTERS OF EDUCATION**

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(Assoc. Prof. Laxmi Naryan Yadav)

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This thesis entitled "Problem Faced by Mathematics Teacher in Teaching Mathematics at Secondary Level" submitted by Mr. Prakash Ghimire in partial fulfillment of the requirements for Master's Degree in Education has been approved.

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Recommendation for Acceptance

This is to certify that Mr. Prakash Ghimire has completed his M. Ed. thesis entitled "Problem Faced by Mathematics Teacher in Teaching Mathematics at Secondary Level" under my supervision during the period prescribed the rules and regulations of Tribhuvan University, Kirtipur, Kathmandu, Nepal. I recommend and forward his thesis to the Department of Mathematics Education to organize final viva-voce.

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Dedication

This work is affectionately dedicated to my father **Mr. Hari Krishna Ghimire**

And mother **Mrs. Eka Maya Ghimire** who even in a very difficult situation gave me a great span of their life for what I am now.

Declaration

This thesis contains no material which has been accepted for the award of other degree in any institutions. To the best of knowledge and belief this thesis contains no material previously published by any authors except due acknowledgement has been made.

.....

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.....

Prakash Ghimire

Abstract

This study focuses on the "Problem Faced by Mathematics Teacher in Teaching Mathematics at Secondary Level". This study has addressed the questions: What are the current problems faced by mathematics teacher in teaching mathematics at secondary level? What are the causes that the mathematics teachers faced in teaching mathematics at secondary level? To answer this research questions, I selected the quantitative design with survey. This study was conducted with fifty secondary level mathematics teachers from Lamjung district were selected with one teacher from each school by the method of simple random sample techniques. Out of 50 teachers, 25 teachers were selected from the public school and 25 teachers were from the private school. The specific objectives of this study were to identify the problems faced by teachers due to school administration, teaching method and materials, classroom management, mathematical content and student background characteristics and to suggest some measures for the solution of the problems. For the convenience of this study, the problems were categorized into different five areas, school administration, teaching method and materials, classroom management, mathematical content and student's background characteristics.

This study was descriptive and authenticated by qualitative data. The researcher himself developed the questionnaire under the guidance of supervisor. The questionnaire, interview guideline and classroom observation form were the main tool of the study. Open questionnaire were included in each category of problems, and descriptive analysis of collected responses were carried out. Mean weightage was used for the analysis of the problems.

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