

**STUDENT'S ACHIEVEMENT IN MATHEMATICS FROM COMMUNITY
BASED SCHOOLS AND PUBLIC BASED SCHOOLS AT LOWER
SECONDARY LEVEL IN
KASKI DISTRICT.**

A THESIS SUBMITTED

BY

RAM KRISHNA BHUSAL

IN THE PARTIAL FULFILLMENT OF THE REQUIREMENT FOR
THE DEGREE
OF
MASTER EDUCATION

TO

DEPARTMENT OF MATHEMATICS EDUCATION
TRIBHUVAN UNIVERSITY
PRITHIVI NARAYAN CAMPUS
POKHARA, KASKI, NEPAL

JUNE-2009

TRIBHUVAN UNIVERSITY
DEPARTMENT OF MATHEMATICS EDUCATION
PRITHIVI NARAYAN CAMPUS
POKHARA, KASKI NEPAL

THESIS SUBMITTED

BY

RAM KRISHNA BHUSAL

ENTITLED

"STUDENTS ACHIEVEMENT IN MATHEMATICS FROM COMMUNITY
BASED SCHOOLS AND PUBLICS BASED SCHOOLS AT LOWER
SECONDARY LEVEL"

HAS BEEN APPROVED IN PARTIAL FULFILLMENT FOR THE
REQUIREMENT OF THE DEGREE OF

MASTER OF EDUCATION.

COMMITTEE FOR THE VIVA- VOCE

SIGNATURE

1. Lec. Mr. Loknath Adhikari
(Chairma)

.....

2. Prof. Dr. Krishna Kumar. Shrestha
(External)

.....

3. Lec. Mr. Bivav Neupane
(Supervisor)

.....

4. Lec. Mr. Gangadhar Poudel
(Member)

.....

5. Lec. Mr. Maheshwor Pokhrel
(Member)

.....

Date:

ACKNOWLEDGEMENTS

I want to express my gratitude to the respected supervisor, **Bibhab Naupane** lecturer of Mathematics at Prithivi Narayan campus. This is the scholarly guidance to instruct and construct this dissertation, I think, is the greatest property of this .So; I am heavily intended towards him.

Similarly ,addition to express my gratitude, I would like to extend to my kind gratitude to my respected lecturers, chairman **Loknath Adhikari, Prof. K.K Sherestha, Mr. Man Bahadur Bhujel, ,Mr. Gangadhar Poudel, Mr. Arjun Adhikari, Mr. Maheshar Pokhrel** , department of Mathematics in Prithivi Narayan campus ,Pokhara for their valuable and appreciated comments and suggestions.

I would also like to thank to all headmasters of selected schools', Mathematics teachers, educationalist and school families for their kind co-operation for this research.

Further more, I would like to thank **Mr. Nawaraj Dhakal** and **Mrs. Shanti Dhakal** for their kind help to prepare it. Likewise, I would like to thank **Director Mr. Kamal Prakash Subedi** of S.S.V, **Principal Mr. Bishwo Raj Khanal ,Mr Bishal subedi** (computer operator),and **Mr. Deepak Kumar Karna**(Editor) for their co operation during my research .I would also thanks to Kanchan computer for the friendly assistance with this prefect computer work .

Lastly, my heavily honor goes to my **wife, son, parents, brother and sister** for their valuable contribution to my career development and their great patience and help in my study.

Ram Krishna Bhusal

ABSTRACT

The prime concern of this study is to find out the Mathematics achievement of lower secondary level students from community based schools and public schools. It is also aimed at identifying teachers and students' attitude towards the management system of community based Schools and Public based Schools.

This report has been organized into five chapters. First chapter deals with the background of the study, statements of the problems, objectives, significance and hypothesis. The second chapter deals with review of related literature. Third chapter deals with population, sample, instruments, procedure of data collection and statistical tools. Fourth chapter contains the results and interpretation of the study. Fifth chapter envisages summary, finding and recommendations.

The population of the study consisted 4 community based schools and 8 public based schools, 12 selected mathematics teachers, 12 selected school management committee members and 60 students of grade eight selecting five from each school from Kaski district including semi-urban and rural area were taken to sample.

The main objectives of the study :

- I. To compare the Mathematics achievement of the students from community based schools and public based schools.
- II. To compare the Mathematics achievement of students from community based schools with respect to gender.
- III. To compare the Mathematics achievement of students from public based schools with respect to genders.
- IV. To identify the teachers' attitudes towards the school management system of community based schools and public based schools.

V. To identify the students' attitude towards the school management system of community based schools and public based schools.

Descriptive and comparative analyses are applied to analyze the teachers and students attitudes towards the school management system. Z- Test is applied to compare the Mathematics achievement between the community based schools and public based schools as well as gender are compared with schools respectively at 5% level of significance. The major findings of the study are : Teachers had more positive attitude towards the school management system of community based schools than public schools. Students had also more positive attitude towards the school management system of community based schools than public based schools. There is significant mean difference between the lower secondary level students from community based schools and public based schools, there is significant mean different between the lower secondary level students from community based schools with respect to gender. There is significant mean different between lower secondary level students from public based schools with respect to gender.

This study can be extensively done to acquire more valid and reliable information extending to national level, students oriented activities are must to make teaching and learning more fruitful. These must be practical use of teacher's trainings and traditional teaching method may be changed, there is most active participation between parents in school and management committee should be devoted to increase the quality of education.

CONTENTS

CONTENTS	PAGE NO.
Acknowledgement	
Abstract	
CHAPTER I: INTRODUCTION	1-19
1.1. Background of the study	1
1.1.1 Relation between school, family and community	1
1.1.2 Evaluation of community schools	5
1.1.3 What does the community schools look like?	6
1.1.4 Vision of the community school	6
1.1.5 How do we know if community schools are effective?	7
1.1.6 The school of the 21 st century: A national model	7
1.1.7 The community school – center of community education	8
1.1.8 The community schools – Past and present.	10
1.1.9 Utilizing the community school.	13
1.2 Statement of the problem	16
1.3 Objectives of the study	16
1.4 Significance of the study	17
1.5 Statement of the Hypothesis	17
1.6 Limitations of the study	19
1.7 Definition of the related terms	19
Chapter – II: REVIEW OF RELATED LITERATURE	20-29
Chapter – III: METHODOLOGY	30-34
3.1 Population of the study	31
3.2 Sample of the study	31
3.3 Instruments	31

3.3.1	Observation form	31
3.3.2	Interview schedule	31
3.3.3	Mark ledger(Marks slip)	32
3.4	Validation of the study	32
3.5	Data collection procedure	33
3.6	Scoring procedure	33
3.7	Data analysis procedure	33
Chapter IV: ANALYSIS AND INTERPRETATION		35-48
a.	Comparison of Mathematics achievement from community based schools and public based schools	35
b.	Comparison of Mathematics achievement from community based schools with respect to gender.	36
c.	Comparison of Mathematics achievement from public based school with respect to genders.	37
d.	Some causes that affected in the Mathematics achievement.	38
e.	Teacher's attitude towards the management system of community based schools and publics based schools.	46
f.	Student's attitude towards the management system of community based schools and public based schools.	47
Chapter –V: SUMMARY, FINDINGS AND RECOMMENDATIONS:		
	Summary	49
	Findings of the study	49
	Suggestions and recommendations.	50

BIBLIOGRAPHY

APPENDIXES

LIST OF TABLES

	Page
4.1 Comparison of mean score of community based and public schools students	36
4.2 Comparison of mean score of boys and girls.	36
4.3 Comparison of mean scores of boys & girls.	37
4.4 Statements related on the topics preparing by percentage(%)	38
4.5 Statements related on the topics introduction by percentage	38
4.6 Statements related on the topics delivering by percentage	39
4.7 Statements related on the topics methods by percentage	39
4.8 Statements related on the topics resources by percentage	40
4.9 Statements related on the topics plat form skills by percentage	40
4.10 Statements related on the topics guiding by percentage	41
4.11 Statements related on the topics performance by percentage	41
4.12 Statements related on the topics Controlling learning behaviour by percentage	42
4.13 Statements related on the topics use of time by percentage	42
4.14 Statements related on the topics concluding by percentage	43