

**A STUDY ON ATTITUDE OF GURUNG STUDENTS TOWARDS  
MATHEMATICS IN SECONDARY LEVEL AND IT'S  
RELATIONSHIP WITH THEIR ACHIEVEMENT**

**Thesis Submitted**

**By**

**PURUSHOTTAM SAPKOTA**

**Prithvi Narayan Campus**

**ROLL NO: 6/062**

**SYMBOL NO: 480585**

**T.U.REGD. NO: 6917-94**

**In partial fulfillment of the Requirement for the  
Master's Degree of Education**

**To**

**The Department of Mathematics**

**Faculty of Education**

**Prithvi Narayan Campus Pokhara**

**Tribhuvan University**

**Dec. 2011**

Tribhuvan University  
Department of Mathematics Education  
Prithivi Narayan Campus  
Pokhara, Nepal

**Recommendation Letter**

This is to certify that **Mr. Purushottam Sapkota**, Student of academic year 2062/063 with campus Roll No: 06, Exam Roll No: 480585 and T.U. registration number 6917-94 has completed his thesis under my supervision during the period prescribed by the rules and regulations of Tribhuvan University, Nepal. The thesis entitled on "*A Study on Attitudes Of Gurung Students' towards Mathematics in Secondary Level and it's Relationship with their Achievement*" has been Prepared based on the result of his investigation conducted during the Period 2067-2068 under the department of mathematics, Prithivi Narayan Campus, Bhimkalipatan, Pokhara. I recommend and forward that his thesis submitted for the evaluation as the partial requirement toward the degree of Master of Education.

.....  
**Mr. Narendra Narayan Jha**  
Head  
Department of Mathematics Education  
Prithivi Narayan Campus  
Bagar, Pokhara

.....  
**Mr. Bibhab Neupane**  
Supervisor  
Department of Mathematics Education  
Prithivi Narayan Campus  
Bagar, Pokhara

Date: .....

Tribhuvan University  
Department of Mathematics Education  
Prithivi Narayan Campus  
Pokhara, Nepal

**Letter of Acceptance**

Thesis Submitted  
By  
Purushottam Sapkota

*Entitled*

"A Study on Attitudes Of Gurung Students' towards Mathematics in  
Secondary Level and it's Relationship with their Achievement" has been

Approved in  
Partial Fulfillment of Requirements for the Degree of  
Master of Education

Evaluation Committee

Signature

- |   |  |       |
|---|--|-------|
| 1 | Mr. Narendra Narayan Jha<br>(Chairman) | ..... |
| 2 | Prof. Dr. K.K. Shrestha<br>(External)  | ..... |
| 3 | Bibhab Neupane<br>(Supervisor)         | ..... |

Date: .....

## **DEDICATION**

This work is affectionately dedicated to my parents Chandra Kanta, Sapkota and Bhima Devi Sapkota also to my spouse Mrs. Mina Sapkota and lovely son Prashidha Sapkota.

## ACKNOWLEDGEMENTS

I would like to express my gratitude and gratefulness to my supervisor as well as my teacher, Mr. Bibhab Neupane, the member of the department of Mathematics, Prithvi Narayan Campus, Pokhara who provided me with all sorts of basic ideas, instructions and invaluable scholarly guidance for carrying out this research work from the very beginning to the end and enabled me to present this dissertation in this form.

My Sincere gratitude also goes to Narendra Narayan Jha, the Head of Department of Mathematics, Prithvi Narayan Campus Pokhara, who provided me an opportunity to write this thesis by approving my proposal.

Similarly, I am very grateful to express my gratitude to Prof. Dr. Krishna Kumar Shrestha, Member of research committee in mathematics education' Maheshwor Pokheral, Gangadhar Paudel, member of department of mathematics for their valuable comments and suggestions to bring the work into present form.

I would like to express deepest gratitude to my father Chandra Kanta Sapkota and mother Bhima Devi Sapkota who always encouraged me to continue my higher studies. Furthermore I would like to express thankful to my wife Mina Sapkota and lovely son Prashidha Sapkota

Finally, I obligate to all the friends who assisted me directly or indirectly in completing this study. I would like to give thankful to Mr. Bhawani Prasad Parajuli, the managing director of *Sugam Computer Sewa*, Bagar-1, Pokhara and Infomax Computer, Chhipledhunga Pokhara for effort in typing this thesis even in formatting and difficult tables relevant to the study.

**Purushottam Sapkota**

# CONTENTS

## ABSTRACT

The prime concern of this study is to declare "**A study on the attitude of Gurung students towards mathematics and it's relationship with their achievement**". The following objectives were formulated for this study:

- ) To find the attitude of Gurung students towards mathematics in secondary level.
- ) To compare attitude and achievement of Gurung students in mathematics in secondary level.
- ) To determine the relationship between attitude and achievement of Gurug students towards mathematics in secondary level.

For this study the researcher had selected eight schools of Kaski district by using stratified random sampling. On this study, the researcher had taken the sample schools from four election region of Kaski district. Two schools were selected from each election region by simple random sampling method. From election region first, second, third, and fourth 58, 100, 27, 67 students were selected respectively from sampled schools by simple random sampling method . Altogether, there were  $58+100+27+67 = 252$  sample Gurung students who were reading in class 9 and 10.

To fulfill the objectives of this study the required primary data are collected through the questionnaire developed by George Levine (1971 AD.) There were 32 statements with comprised four aspects of mathematics such as

- i) Views about mathematics teaching
- ii) Attitudes toward mathematics as a process
- iii) Attitudes about difficulty of learning mathematics.
- iv) Attitude towards the place of mathematics in society.

The attitude of students providing five categories of rating scale are as strongly Agree, Agree, Undecided, Disagree and Strongly disagree. The rating score for the positive statements were 5, 4, 3, 4, 1 in favour of Strongly Agree, Agree Undecided, Disagree, Strongly Disagree respectively. Similarly for each negative statements score 1, 2, 3, 4, 5 were given in favour of strongly agree, Agree, Undecided, Disagree, Strongly disagree respectively. For achievement score of the Gurung students in mathematics researcher, used their annual exam report 2067BS of respective schools. The percentage, mean, standard deviation, and correlation co-efficient were used as statistical tools for the analysis and interpretation of the data. The researcher used t-test at 0.05 level of significance to compare attitudes and achievement of Gurung students towards mathematics as well as to determine relationship between attitude and achievement score of Gurung students towards mathematics. The following conclusions were found in this study as follows.

- 1) Gurung students have positive attitudes towards mathematics at secondary level.
- 2) There is significant differences between attitudes and achievement of Gurung students towards mathematics in secondary level.
- 3) There is no relation between Gurung students' attitudes and achievement towards mathematics in secondary level.

Heading	i
Recommendation Letter	ii
Letter of Acceptante	iii
Dedication	iv
Acknowledgements	v
Abstract	ix
<b>UNIT-I: INTRODUCTION</b>	<b>1-19</b>
1.1 Background of the Study	1

1.2	Statement of the Problem	16
1.3	Objectives of the Study	16
1.4	Statement of Hypothesis	17
	1.4.1 Research Hypothesis	17
	1.4.2 Statistical Hypothesis	17
1.5	Significance of the Study	17
1.6	Delimitation of the Study	19
1.7	Definition of the Terms	19
<b>UNIT-II: REVIEW OF RELATED LITERATURE</b>		<b>20-25</b>
<b>UNIT-III: METHODOLOGY</b>		<b>26-29</b>
3.1	Design of the Study	26
3.2	Population of the Study	26
3.3	Sample of the Study	26
3.4	Tools for Data Collection	27
3.5	Reliability and validity of tools	27
3.6	Data Collection Procedure	28
3.7	Data Analysis Procedure	28
<b>CHAPTER IV: ANALYSIS AND INTERPRETATION OF DATA</b>		<b>30-42</b>
4.1	Gurung Students Attitudes towards Mathematics	30
	4.1.1 Analysis and Interpretation of views about mathematics teaching:	31
	4.1.2 Analysis and interpretation of Attitudes towards mathematics as a process:	33
	4.1.3 Analysis and interpretation of Attitudes about difficulty of learning mathematics	34
	4.1.4 Analysis and interpretation of attitudes towards the place of mathematics in society	36



4.1.5	Percentage of students' attitude in five options	37
4.1.6	Percentage of Favorable Responses of Gurung Students on the basis of Aspects	38
4.2	Comparison of Gurung students' attitudes and achievement towards mathematics	39
4.3	Relationship between Gurung Students' attitudes and achievements in mathematics	40

**CHAPTER-V: SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS** **43- 48**

5.1	Summary	43
5.2	Findings of the study	45
5.3	Conclusion of the study	45
5.4	Recommendation for further study	46

**BIBLIOGRAPHY** **47-49**

**Appendices-**

Appendix –A

Details about sampled school and Number of Gurung students

Appendix -B

Questionnaire for primary data collection

Appendix -C

Area of questionnaire in positive sense and negative sense

Appendix -D

Achievement score of students

Appendix -E

Attitudes scores and their percentage of Gurung students

Appendix - F

Attitude score and Achievement score with mean

Appendix -G

Correlation between Gurung Students' Attitudes and Achievements in Mathematics.