A COMPARATIVE STUDY ON COMPULSORY MATHEMATICS ACHIEVEMENT OF PRIVATE AND PUBLIC SECONDARY SCHOOL STUDENTS IN SCHOOL LEAVING CERTIFICATE EXAMINATION IN POKHARA SUB-METROPOLIS

A THESIS

SUBMITTED BY

JHAKBAHADUR PRADHAN

FOR THE PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF MASTER OF EDUCATON

TRIBHUVAN UNIVERSITY

PRITHVI NARAYAN CAMPUS

DEPARTMENT OF MATHEMATICS

POKHARA

2011

TRIBHUVAN UNIVERSITY
PRITHVI NARAYAN CAMPUS
DEPARTMENT OF MATHEMATICS
POKHARA

The thesis prepared by

JHAK BAHADUR PRADHAN

Entitled

A COMPARATIVE STUDY ON COMPULSORY MATHEMATICS ACHIEVEMENT OF PRIVATE AND PUBLIC SECONDARY SCHOOL STUDENTS IN SCHOOL LEAVING CERTIFICATE EXAMINATION IN POKHARA SUB-METROPOLIS

has been approved in partial fulfillment of the requirement for the Degree of Master of Education

	COMMITTEE FOR THE VIVE-VOCE	Signature
1.	Mr. Loknath Adhikari, Chairman	.....
2.	Prof. Dr. Krishna Kumar Shrestha, External	.....
3.	Mr. Bibhab Neupane, Supervisor	.....

Date: 2011 April

TRIBHUVAN UNIVERSITY
PRITHVI NARAYAN CAMPUS
DEPARTMENT OF MATHEMATICS
POKHARA

CERTIFICATE

This is to certify that Mr. Jhakbahadur Pradhan, a student of the academic session 2061/2063 with Campus Roll No. 13/2061, Exam Roll No. 480149 and T.U. Registration No. 16421-89 has completed his dissertation under my supervision during the period prescribed by rules and regulations of T.U., Nepal. This dissertation entitled "A COMPARATIVE STUDY ON COMPULSORY MATHEMATICS ACHIEVEMENT OF PRIVATE AND PUBLIC SECONDARY SCHOOL STUDENTS IN SCHOOL LEAVING CERTIICATE EXAMINATION IN POKHARA SUB-METROPOLIS" *has been prepared on the basis of the result of his investigation conducted during the period of 2065-2067 under the Department of Mathematics, Prithvi Narayan Campus, Pokhara. I recommend and forward that his dissertation be submitted for the evaluation as the partial requirement to award the degree of Master of Education.*

.....	.....
Mr. Loknath Adhikari	Mr. Bibhab Neupane
Head	Supervisor
Department of Mathematics	Department of Mathematics
Prithvi Narayan Campus	Prithvi Narayan Campus
Pokhara	Pokhara

Date: 2011 April

DEDICATION

This dissertation is heartily dedicated

to

the everlasting memory of my dearest son

Gagan Pradhan

ACKNOWLEDGMENT

First of all, I would like to express profound gratitude to Mr. Bibhab Neupane, the Assistant Lecturer of Mathematics, Prithvi Narayan Campus Pokhara, who as my teacher as well as research guide, provided me with all sorts of ideas, techniques and materials essential for carrying out this research work from the very beginning to the end and enabled me to present this dissertation in this from.

My heartily gratitude also goes to Mr. Loknath Adhikari, the Head of the Department of Mathematics, Prithvi Narayan Campus Pokhara, for his invaluable suggestions that led me to carry out this research work successfully.

I am very grateful to Mr. Khem Sharma, District Education Officer and all the staffs of District Education office Kaski for their kind co-operation in the acquisition of achievement scores required for this study. I am highly indebted to my partner Miss Chameli Pradhan who inspired me a lot in this study.

Finally, my obligation to all the friends who assisted me directly or indirectly in completing this study and I would like to express thanks to Mr. Bishwa Sigdel of Image Computer Center for printing and binding in appropriate form of this study that has been computerized by me.

Researcher

Jhakbahadur Pradhan

ABSTRACT

Mathematics has been an important place in the curricula of all levels of Nepalese school education as well as plays a vital role in individuals' daily life. Two types of schools, i.e. private and public schools are providing school education with same curricula and qualified teacher but different backgrounds and facilities in Nepal. In comparison with public schools, the private schools have been successful in high scores in SLC examination and effective teaching in the schools.

This study attempts on "A comparative study on compulsory mathematics achievement of private and public secondary school students in school leaving certificate examination in Pokhara sub-metropolis".

This study has been organized into five chapters. First chapter deals with the Background of the study, Statement of problem, Objectives of the study, Significance of the study, Statements of hypothesis, Limitations of the study and Definitions of the terms. Second chapter gives information about different related literatures. Third chapter contains about with Population of the study, Sample of the study, Instrument of the study, Data collection procedure and Data analysis procedure. Fourth chapter presents the Analysis and Interpretation of the data. Fifth chapter discuss the Summary of the study, Findings of the study, Conclusions of the study and Recommendations. At the end, Bibliography and Appendices are incorporated.

This study is conducted on the basis of following objectives:

1. To compare the mathematics achievement of private school students and public school students.
2. To compare the mathematics achievement of students with respect to gender wise in schools.
3. To find out the causes of difference on the mathematics achievement of the students.

This study is limited in Pokhara sub-metropolis. For this study, 7 private secondary schools and 5 public secondary schools are randomly selected. 10 students with 5 boys and 5 girls from each sample schools are chosen by lottery method. The secondary data are obtained by compulsory mathematics scores of selected secondary schools students taken from SLC Mark ledger from the District Education Office Kaski. The primary data are obtained from the responses of mathematics teachers by filling the questionnaire by themselves.

The collected data are tabulated and analyzed with the help of mean, standard deviation and z-value to test the significance difference in compulsory mathematics achievement of students in private secondary schools and public secondary schools. The difference in mean scores is tested at 0.05 level of significance.

On the basis of the findings of the study, the following conclusions have been drawn:

1. The mean score of private school students is greater than the mean score of public school students.
2. The mean scores of students in private schools are greater than the mean scores of students with respect to gender wise.
3. The mean scores of boys and girls in public school are same.
4. The mean scores of boys and girls in private school are same.
5. The surroundings of classroom of private schools are quite but not quite in public schools.
6. The mathematics class of private schools are not crowded but crowded in public schools.
7. The students who failed in mathematics are not upgraded in private schools but upgraded in public schools.
8. The private schools have strict management but the public schools do not have strict management.

Recommendations have been made for the improvement of the education of children who could not afford the fees of private schools to have access to quality education. The study was limited to regional level SLC examination result of academic year 2066 in compulsory mathematics in Pokhara sub-metropolis, similar studies can be conducted to obtain broader and valid generalization for the district and nation.

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