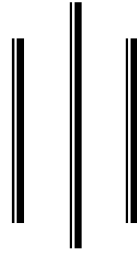


**A STUDY ON PROBLEMS FACED BY
LOWER SECONDARY MATHEMATICS TEACHERS
IN TEACHING MATHEMATICS**



A THESIS

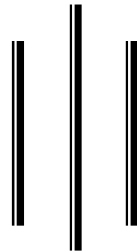
SUBMITTED BY

HARI PRASAD POKHREL

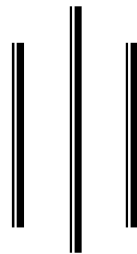
ROLL NO: 02/062

EXAM ROLL NO: 480316

T.U.REGD. NO 6-1-48-560-96



**FOR THE PARTIAL FULFILMENT OF THE REQUIREMENT
FOR THE MASTER DEGREE IN MATHEMATICS EDUCATION**



TO

TRIBHUVAN UNIVERSITY

PRITHIVI NARAYAN CAMPUS

THE DEPARTMENT OF MATHEMATICS

POKHARA, NEPAL

FEBRUARY, 2011

**TRIBHUVAN UNIVERSITY
PRITHIVI NARAYAN CAMPUS
THE DEPARTMENT OF MATHEMATICS
POKHARA, NEPAL**

Thesis Submitted

By

HARI PRASAD POKHREL

Entitled

**A STUDY ON PROBLEMS FACED BY LOWER SECONDARY MATHEMATICS
TEACHERS IN TEACHING MATHEMATICS**

has been approved in partial fulfillment of the requirements for the degree of
Master in Education.

Committee for the Viva-voce

Signature

1. Mr. Loknath Adhikari
(**Head of the Department**)

2. Prof. Dr. K.K. Shrestha
(**External Supervisor**)

3. Maheshwor Pokhrel
(**Supervisor**)

Date: 3rd February, 2011

**TRIBHUVAN UNIVERSITY
PRITHIVI NARAYAN CAMPUS
THE DEPARTMENT OF MATHEMATICS
POKHARA, NEPAL**

CERTIFICATE

This is certify that Hari Prasad Pokhrel, student of academic year 2062/064 with Exam Roll No 480316, Campus Roll No 02/062 and T.U. Registration No. 6-1-48-560-96 has completed his thesis under my supervision, during the period prescribed by the rules and regulations of Tribhuvan University the thesis entitled "A study on Problems Faced by Lower Secondary Mathematics Teachers in Teaching Mathematics" embodies the result of his investigation conducted during the period of 2066/067 at the Department of Mathematics Education, Prithvi Narayan Campus, Tribhuvan University Pokhara Nepal. I recommend and forward that his thesis be submitted for the evaluation for awarding the Degree of Master of Education.

.....

Loknath Adhikari

Head

Department of Math Education

Tribhuvan University

Prithvi Narayan Campus, Pokhara

.....

Maheshwor Pokhrel

Supervisor

Department of Math Education

Tribhuvan University

Prithvi Narayan Campus, Pokhara

ACKNOWLEDGEMENT

I would like to express my sincere gratitude to my research supervisor **Mr. Maheshwor Pokhrel**, Department of Mathematics Education, Prithvi Narayan Campus, Pokhara, for his valuable encouragement, generous comments and continuous guidance during the preparation of this study.

I express my gratitude to **Mr. Lok Nath Adhikari**, Head of Department of Mathematics Education P.N.C., Pokhara and Asst. teacher **Bivav Neupane**, Asst. teacher **Gangadhar Poudel** P.N.C., Pokhara. All the teachers of department of Mathematics Education of PNC, Pokhara for their valuable comments and suggestions to bring this work into present form.

In preparation of this thesis, I consulted several books, thesis and papers for which researcher is deeply indebted to the respective authors.

I express thanks to the Principal Tuk Narayan Sharma and teachers Hem Prasad Pokhrel, Narayan Prasad Sharma, Kedar Pokheral, Krishna Pokhrel of Divya Prakash Higher Secondary School and other staffs.

I would like to express my deepest gratitude to my father Chiranjibi Pokhrel, mother Tila Maya Pokhrel and brothers Chandra Kanta Pokhrel who always encourage me to continue my higher studies. I am thankful to my wife Saraswoti Pokhrel. Who shared every moment for the completion of this study.

Finally, I express thanks to my brother Mahebndra Paudel and Sunil Pokhrel, sister Narshova Paudel who co-operated me directly or indirectly in completing this thesis and "Quick Computer Service, Pokhara-1 Bagar" for efforts in typing this thesis.

Hari Prasad Pokhrel

December 2010

ABSTRACT

The main theme of the study was to determine the problems faced by mathematics teacher in Syangja district. For this purpose, the researcher used a questionnaire containing 41 item of problems of mathematics teacher on sample of 20 schools teacher from Syangja district. The data obtained we scored according to likert scale. U-test was used to compare the significant difference between two sample means all the differences were tested α at 0.05 level.

Summary of the findings which directly or indirectly cause inconveniences or discomforts to the teachers in executing their duties with honesty and efficiency is outlined as follows:

- None of the schools surveyed has facility of separate classroom exclusively for use of mathematical activities.
- The curriculum is silence on new and scientific techniques used on evaluation and examination.
 - Time period is not sufficient to complete the course designed in curriculum.
 - The gaps between weak and talent students create problems in teaching.
- These are not sufficient supervisions. The trained teachers look for ward for further short term training or refresher course.
- Desired reference books are not available in schools.
- There is no significant difference in the pattern of the problems faced by rural and urban teachers.

Researcher gives the following suggestion. Schools need to be provided with a separate mathematics classroom where equipments such as computers, calculators, and teaching materials could be stored in.

- Use of lesson plans should be encouraged.
- Much greater attention needs to be given to the matter of individual difference in ability among the students.

The researcher claims that there are so many problems that cause teachers inefficient and unenthusiastic to execute there duty properly inside and outside the classroom. Most of the problems should their face because of

inadequacies of text books and teacher's guide, lack of instructional materials, irrelevancy of teacher's training lack of supervisory help, lack of physical facilities and highly enrolment of students in school etc. Preparedness and the level of motivation to learn mathematics are poor on the part of the students.

The researcher makes the following recommendation :

- Similar studies be executed in other parts of Nepal as well as other subject area.
- Proper immediate remedies should be taken into consideration to address the concerns to minimize the problems felt by the lower secondary level teachers and there by, uplifting or upgrading the lower secondary level mathematics programmed of Nepal.
- A nation level study should be conducted taking population and samples adequately large in order to obtain more valid and findings.

TABLE OF CONTENTS

	Page No
CERTIFICATE	
ACKNOWLEDGEMENT	
ABSTRACT	
TABLE OF CONTENTS	
LIST OF TABLES	
CHAPTER-I: INTRODUCTION	1-9
1.1 Background and Introduction	1
1.2 Statements of the problems	7
1.3 Significance of the study	8
1.4 Objectives of the study	8
1.5 Statement of the Research Hypothesis	8
1.6 Definition of the terms	9
1.7 Limitations of the Study	9
CHAPTER -II : REVIEW OF RELATED LITERATURE	10-12
CHAPTER -III: METHODOLOGY	13-16
3.1 Design of the Study	13
3.2 Population and Sample of the study	13
3.3 Conceptual Framework	15
3.4 Instruments/Tools	16
3.5 Data Collection Procedure	16
3.6 Data Analysis Procedure	16
CHAPTER -IV: ANALYSIS AND INTERPRETATION	18-29
4.1 Analysis of Responses	18
4.2 Comparison of Rural Teachers and Urban Teachers Problems.	27
CHAPTER-V: SUMMARY OF FINDINGS, CONCLUSION, SUGGESTIONS AND RECOMMENDATIONS	30-33
5.1 Summary of Findings	30
5.2 Suggestions.	32

5.3	Conclusion	33
5.4	Recommendations	33
	BIBLIOGRAPHY	34-35
	APPENDIX - A (I)	36
	APPENDIX - A (II)	37
	APPENDIX- B	38

List of Tables

Table No.	Topic	Page No.
1	Population and Sample	13
2.	Distribution of Samples	14
3.	Distribution of Mean Responses and Percentage with in questionnaire	18
4	Comparison of Rural Teachers and Urban Teachers problems	27