CHAPTER-ONE

INTRODUCTION

1.1 Background

Education has always been the most effective medium through which virtues like honesty, kindness, love, co-operation and sacrifice are instilled into human mind. On those for off days, when religion reigned supreme, the major aim of education was to import morality and the religious institutes were the centers of education. Education makes man perfect in knowledge and skill.

Education is key factor for determining the overall progress of a society.Therefore, education must be provided to each and every citizen of a country for betterment of individuals as well as the development of a society in general. The overall development of a nation is impossible without the equal participation of all the individuals of its communities whether they be men or women, poor or rich, privileged or underprivileged. In this context Aryal wrote;

"*Education is a greatest force for building of a country, economically, socially and culturally. The challenges have to be accepted by the educators, who are the real builder of the nation, unless education is properly planned and organized, it is not possible for the welfare of all.*"

Agrawal further added on the importance of spreading education to all strata of human beings as follows:

"Everyone has right to education; education shall be free at least, in the elementary fundamental stages. It signifies that education is for all, not for a selected few. This concept accepts that education is the birth

right of every child. This means all children belonging to the rich and poor, living in town's as well as rural areas and in places which are accessible with difficulty have to be provided with facilities for elementary education."

Educations has occupied the most prominent place in the life every nation worth the name ancient or modern. History tells how much it was instrumental in the advancement of civilization and progress of the world and the giant strides mode through it by modern nation are evident to even the most casual observer.

Mathematic is the backbone of our civilization. It is no exaggeration to say that history of mathematics is the history mankind. Mathematics has led to the development of various vocation and technology. Mathematics is still playing an important role in various movement of life. In our daily life we must relate the mathematics to history, logic, science, philosophy, social science, art, music, literature as well as to any other development which the topic in hand permit.

Mathematics directly a deal with human life. It is believed that the development of mathematics and the development of human civilization were together.Mathmatics was created to fulfill the human needs. Though mathematics was introduced later in the formal education system, it had been developed simultaneously with the development of society. Mathmatics is not only taught and practiced through the formal institution, the contemporary society has been practicing it with its own ideas and belief system.

Mathematics is the universal language that is used in science too. It describes the universe. Mathematics provide us set of tools for describing, analyzing and predicting the behavior and system of different kinds

conversing different aspects of the world. Mathematics is the axiomatically defined structures, use symbolic logic and mathematical notation. It is commonly defined as the study of pattern, structure of figures and numbers. Mathematics is not only merely a tool but also gives a think to systematically about what they are considering. Thus, Mathematics is a part of human life and even a language.

Mathematics has been explained in various ways. It is the numeral and calculation part of man life and knowledge. It helps man to give exact interpretation to his ideas and conclusion. It enables the man to study various phenomenons in space and establish various relationships between them.

History tells us that all civilizations have always striven toward the development of mathematics. Whatever its sources, mathematics has come down to present by two main stems of number and form. The first developed along arithmetic and algebra and the second along geometry (Bell, 1978).The concept of number and the process of country developed so long before the time of recorded history. It seems fair to urge that humans even in most primitive times had some number sense, at least to the extent of recognizing more and less when group with the gradual evolution of society, simple counting becomes imperative. A tribe had to know how many members it had and how many enemies, and a man found it necessary to know if his flock of sheep was decreasing in size. Probably the earliest way of keeping a count way by some simple tally method, employing the principle of one-to-one correspondence (Eves, 1983).

The further development of mathematics is a creation of human mind, concerned chiefly with ideas, process and techniques of reasoning.

It is also a way of organizing a logical proof. A way of reasoning mathematics gives inside into the power of human mind and becomes a challenge to intellectual curiosity. Mathematics results from discovery the information the systematic development and application of patterns of related ideas and pattern of thought. Plato advocated the inclusion of mathematics in the curriculum because mathematics reasoning disciplines the mind. According to Encyclopedia of Mathematics, “Large body mathematics consists of fact that can be presented and described much like any other natural phenomenon. These facts at times explicitly brought out as theorems at other times connected within a proof, made up most of the application of mathematics and are the most likely to survive change of style and of interest.” According to math dictionary "Mathematics in a strict sense is the abstract science which investigated deductively the conclusions implicit in the elementary concept of special and numerical relations.”

According to Sidhu (1990) Mathematics is the numerical calculation related to human life and knowledge. It enables us to solve mathematical problem in our daily life, developmental discipline through cultivating the habit of concentration and self-reliance, prepare for technical job such as account, mathematics teaching, auditing, engineering etc.and reasoning. So we take mathematics as a way of thinking, means of communication and tools of reflexive thinking. Today’s world cannot move and nobody can live without mathematics. People have been utilizing mathematics to solve the difficulties arisen due to natural calamities, political purpose, economic development planning and other social events can be perceived from the early history of mathematics of different civilization. Mathematics is taken as the science of all sciences and arts of all arts.

There are several factors which affect students' achievement. These factors may be teacher, school, family size, individual difference, literacy & occupation of parents etc. Among them parental occupations is an important factor to get good achievement of student. The term "parental occupations" indicates the different form of participation of parents in order to run their livelihood.

Each and every person is involved in a certain sector. Wherever they are involved, they use mathematical skills\ knowledge to facilitate his or her day to day life knowingly or unknowingly .Parents play an important role in their children's learning. Parents serve as a model for learning, determine the educational resources available in the home and hold particular attitudes and values towards education. Though it is difficult to examine the home environment of each student, the educational attainment and occupation of parent serve as an indicator of the values and resources with which parents creates his environment (MOE, Canada, 2004).

Parental occupation may influence students' performances in various ways. For example, occupation related income determine assess to learning opportunities and resources and also play a role in learning outcomes. The education and types of skills associated with different occupations are modeled by parents may motivate students to develop their own skills in particular ways. Parental occupation may also influence how students perceive the value of mathematics learning and learning environment at home. Parents who perform complex work will encourage self direction and cognitive achievement in their children. Child background characterizes as well as maternal cognitive skills and spouse's education is important predictor of both reading and mathematical outcomes. The effects of maternal non employment vary

with maternal education, child sex and the extent of employment (Nicoll, Rebeccaa, Parcel, Tobyl, 1996).

The most determinants of children's reading and math achievements were characteristics of the children and parents themselves.Parentel work hours had some effects on mathematics achievement, the maternal work influenced reading achievement under some conditions. Family size increases, children's I.Q. and math score decreases "Only children have I.Q. score of 104 and average math score of 103, while peers from families 97 and the average math score 96.The gap for I.Q. and math scores between children from the largest and the smallest families is 12 points. Some research claimed that children who lived in house hold with only a mother scored 97,those lived only with their father scored 96 and those who didn't live with either biological parents scored 92(Armor,2003).

Parents should be impressed with the necessities of showing an interest what the child is doing and treating his effort with respect necessity of showing. They should provide the child a proper place to study with that help their children to stick to it and do not bother with their time. They should also check frequently what their children are doing. "Parents should participate with the children in locating materials, making experimental sharing knowledge and discussing ideas but they should never do the work of the child"(Detjen and Detjen,1963).

In this regard, Malakar and Sunita (1989) add," The best way the parents can contribute to their children's continued progress in study is to provide them with a secure and happy home and also to make them feel that they are loved and well taken care of. At the same time they must guarantee the availability of almost unlimited facilities e.g. free reading

room, well graded and up to date books, magazines etc.They should also provide opportunities for a great variety of games or sports in which they can exercise their physical and mental powers and get a balanced sense of emotional satisfactions. Time to time study, encouragement to study materials to study is necessary conditions that can accelerate the process of learning for the children."

Proper facilities for the study such as separate study room at home, provision of tuition and coaching, and the time allocated by students themselves and by parents are very essential. Provision of these facilities can not be isolated from parents' occupation. About the family income, family occupation etc, J.P.Nike(1997) writes," The marked effect of family environment on children's education can best be appreciated by comparing two extreme cases: family education of the children who is from a well-to-do and cultured family and that of the child who is from a uneducated poor family. The children of the former case are well fed, well clothed and looked after in every respect to ensure their physical, mental and emotional development. The home environment will stimulate and encourage them to learn. They will generally go to school early and their parents will generally try to send them to the best school available. They acquire all the necessary materials, i.e. books and other to study well. Their parents watch over their progress and guide them. In these circumstances, their performance at school probably becomes satisfactory. They passed all the examinations regularly and, more often, go to the university.Eventually, they setup their own class in society through profession and high level of earnings.

1.2 Statement of the Problem

The study was mainly concern to determine the influence of the parent's occupation on the achievement in the mathematics of the lower secondary school level student's achievement in mathematics in Morang district. In other words researcher has tried to find the answer the following questions.

1. Does students' mathematical achievement differ according to their parents' occupation?
2. Do the educational facilities at home affect the children's achievement in mathematics?

1.3 Significance of the Study

Occupation varies according to the people. Occupations also differ based on various places, social, economical, political and other environment. Even the equally educated or members of some family may not have the same occupation. The occupation of people is determined by many factors such as interest, ability, education and much more.

In the same way, children also have different achievement levels in school. Even the children of a single family or the children of the persons with same occupation differ in different respects. There are different factors that affect the achievement of the children.

The literatures have clearly shown that the education environment, facilities, mental & physical abilities of the child and other factors determine the achievement level of students. Although different researches have been conducted regarding the factors that affect the achievement level of the students, it is mystery to till now that "What the relations is of parents occupations to the mathematics achievement of

their child?" In the same way," Does the mathematics achievement differ according to the occupation of their parents?" is also not the clearly answered question. This research activity would be an important touchstone to find the answer of the question mentioned above. The majority of the parents in rural part of Nepal are not aware of their responsibilities towards the education of their children. They think that school and teachers are fully responsible for the education of their children. Student's parent's occupation differs according to the person, place and social environment. The study would also be important for the following purposes.

1. To get the information about the relation of the occupation of parents and the achievement of their children in mathematics.
2. To get the information from parents why their children are weak in mathematics.
3. To provide parents with activities to help their children with mathematics at home.
4. To provide parents with information about the importance of mathematics in future schooling and work.
5. To build positive attitude towards mathematics.
6. The study will be helpful for parents to help them to create effective learning environment at home.

In this context, the researcher has tried to study the relation between the parent's occupation and achievement of their children in mathematics

1.4 Objectives of the Study

The following objectives were intended to accomplish by the study:

(a) To investigate the effect of parental occupation on their children's achievement.

(b) To compare the facilities provided by the parents of different occupational group at home with their children's mathematical achievement.

(c) To investigate the effect of time given by parents on their children's achievement in mathematics.

1.5 Statement of the Research Hypothesis

The following were the hypotheses for this study:

1. There is no difference in achievement scores of students in mathematics according to their parents' occupation.
2. There is no difference in achievements scores of jobholder's children and the scores of the businessmen's children.
3. There is no difference in achievement scores of jobholder's children and the scores of farmer's children.
4. There is no difference in achievement scores of jobholder's children and the scores of the others group children.
5. There is no difference in achievement scores of businessmen's children and the scores of farmers children.
6. There is no difference in achievement scores of businessmen's children and the scores of others group children.
7. There is no difference in achievement scores of farmer's children and the scores of others group children.

1.5.1 Statistical Hypotheses

1. H_0: $\mu_1 = \mu_2 = \mu_3 = \mu_4$ (Null hypothesis)

   H_1 : $\mu_1 \neq \mu_2 \neq \mu_3 \neq \mu_4$ (Alternative hypothesis)

2. H_0: $\mu_1 = \mu_2$

   H_1 : $\mu_1 \neq \mu_2$

3. H_0: $\mu_1 = \mu_3$

   H_1 : $\mu_1 \neq \mu_3$

4. H_0: $\mu_1 = \mu_4$

   H_1 : $\mu_1 \neq \mu_4$

5. H_0: $\mu_2 = \mu_3$

   H_1 : $\mu_2 \neq \mu_3$

6. H_0: $\mu_2 = \mu_4$

   H_1 : $\mu_2 \neq \mu_4$

7. H_0: $\mu_3 = \mu_4$

   H_1 : $\mu_3 \neq \mu_4$

Where μ_1 , μ_2 ,μ_3 and μ_4 represent the mean achievement score of children of jobholders,businessmen,farmers and others respectively

1.6 Description of Variables:

The basic units of analysis in the study of the students studying at lower secondary level are categorized by parent's occupation. The information were obtained from the school administration, the teaching staffs, and student's questionnaire and parents questionnaires. In this study only four variables were considered. They were:

(a)Separate room

(b)Time provided by parents

(c)Time given by students at home

(d)Tuition provided

The brief description of the variables is:

(a) Separate room: A single room provided to the child by their parents for the convenience of their children's study at home.

(b) Time provided by parents: Time given by parents to guide their children at home on their study.

(c) Time given by students at home: The time allocated by the students for the study at home.

(d) Tuition provided: The tuition classes provided by the parents to their children at home in mathematics to promote their children's study.

1.7 Definition of the Related Terms

Achievement: Achievement in this study means the scores obtained by students in district level examination 2067 in mathematics.

Parents: Parents mean father and mother of the concern students.

Parent's occupation: Parent's occupation means the work done by parents to run their livelihood.

Jobholders: Jobholders mean the persons working in the private or government sectors on monthly salary basis under the rules and regulations of the office.

Businessmen: Businessmen mean the persons who work in any institution that is run by investing their own expenses.

Farmers: Farmers are those who pursue the occupation of the farming and manage a farm of any kind.

Others: All the professions except farming, business and job such as carpenter, labour etc.

1.8 Limitation of the Study

The study had the following limitations:

1. The study was limited to Morang district only.
2. The study was limited to grade eight only.
3. The study was conducted in government schools only.
4. The variables like classroom situations, age, academic qualification of the teachers, student's capabilities on I.Q. etc which affect the student's mathematical achievement were not controlled in this study.

CHAPTER-TWO

REVIEW OF THE RELATED LITERATURES

This chapter deals with the literatures related to this study cited before and during the study period. Mainly the literatures were previous thesis, books, journals and internet. Different sources were used to cite the literature. Some thesis from campus library and some from the own library were cited. Most of the literatures were sited from internet. The necessary information are mentioned below that are related to the topic "parent's occupation and mathematical achievement."

There are several studies that were under taken towards the study of achievement in mathematics during the last three decades in Nepal. Some of them are aimed at finding the impact of parent's occupation in the mathematics achievement.

Adhikari(2001), conducted a study on "A comparative study of achievements on mathematics of primary level students related to parent's income" taking 88 primary students in Nirmalpokhari VDC in Kaski showed that high income students achievement significantly higher than middle income and lower income group students. Similarly there isn't a significant mean difference in achievement of the students with middle income and lower income group students however, the mean achievement of middle student's group students was found to set higher than those go lower income group.

Pudasaini N. cites on his thesis that BPEN(1997) conducted a study on" The national level achievement in mathematics in Nepal with a sample of grade three children." Parents involvement and children's education–related factors were focused in the study. However, the researcher observe that (a) regression analysis didn't reveal any factor's

influence on student's achievement, and (b) the facilities available at home for study and the frequency of parents visit to school did not reveal any influence on students achievement.

Panta G.R. cites on his thesis that CERID(1998) carried out a study on an evaluation system in the primary schools of Nepal and found that 50 percent parents mentioned that they do guide their children during examination. About 31 percent mentioned that they arranged special tuition classes for their children whereas the rest mentioned that their children prepare for examination by studying together with peers. Only 10 percent reported that their children left the study without completing grade due to low family income and need to engage in household activities.

Chaudhary(2000), on his study "A comparative study of achievement in mathematics of primary level students related to parent's educational status" found that the mathematical achievement of education parents children were higher than literate and illiterate parents children.

Shah(2000) conducted a study entitled "a comparative study of achievements in mathematics of lower secondary level students of different ethnic groups" including 150 Brahmin, Shah and Chaudhary students of grade eight students of the public schools in Saptari Disrict concluded that the Brahmin achievement is higher than Shah and Choudhary students and Shah students achievements is higher than Choudhary students.

Neupane(2001), conducted a study entitled" Mathematics achievement of primary school children of various ethnic groups in Nepal", showed that the Newar and Gurung children achievement were founded better that Magar, Kumal and Tharu children in the study area of

mathematics, boys performed better than girls and Terai children achieved less than hill children in the area of mathematics.

Buch and Buch(1983) identified the determination of learning outcomes at the level of primary education and reported that parent's social class and education were found influencing variables among the family characteristics.Sarkar(1983) has reported that educational environment of the family showed a significant difference high and low achievers.

Prabha(1992) found that parent's education as well as mother's profession significantly affects students achievements. In a study, Shukla (1994) revealed that the pupils achievements is positively related with father's education, facilities for learning and educational environment at home.

Peressini (1998) examined parents involvement in mathematics education through the lens of the school mathematics reform literature.Peressini mentioned that it was important to study the role of parents in school reform as well as their role in children's mathematics education.Also,parents should be involved in the mathematics reform movement.Peressini stated that:" To effectively involve parents in the reform of school mathematics, the mathematics education community needs both an understanding of the research regarding parental involvement and a commitment to future research on parents in mathematics education."

Wigfield(1983) found that parents believe about their own achievement in regard to mathematics and their background in mathematics were not related to their children's mathematical believes.

However parent's belief about their children was related to their children's belief.

Douglas(1964) found the comparable result in his national sample that the middle class parents take more interest in their children in progress at school than the manual working class parents do and they become relatively more interested as their children are getting on their work and they do so one more nicely to task to see head as well as the class teacher where as the manual working class fathers seldom do the plowmen committee also found similar social class Douglas.

Family background was also related to students whose parents were universities educated perform about two-thirds of a proficiency level higher than those whose parents had no more than high school education; however, there is an important norms to add to this finding. Students whose parents worked in an occupation that required advanced mathematics skills in fact performed almost one proficiency level higher than students where parents had similar education level and income but whose occupation did not require advanced mathematics (PISA 2004).

Parental work characteristics as well as maternal non-employment affect children's reading and math achievement. Parents who perform complex work will encourage self direction and cognitive achievement in their children. Child background characteristics as well as maternal cognitive skill and spouses' education are important predictor of both reading and math outcomes. Result shows that the affects of maternal non-employment vary by maternal education, child sex and marital status, while the affects of maternal occupational complexity vary by child sex and extent of employment. Students with the highest reading achievement had parents who spend six more hours per week heading (PISA, 2003).

PISA(2002), socio-economic index of parental occupation correlates strongly with achievement but parental behavior can be more significant. Parents education level matters average heading achievements higher in school with few students from disadvantaged homes overall SEC of school population had greater impact than SEC at the level of the individual students.

Students whose parents were in professional or managerial occupation that typically acquire a college education and higher than average incomes considerable difference were found in student achievement in mathematics. Students whose parents had occupation that especially required strong math skill that is physical mathematical and engineering science professionals tended to have higher math scores than other students whose parents were in the occupational category that includes legislators, senior, executive and managers in fact performed almost on proficiency level lower than students whose parents worked in the mathematics intensive occupational group(PISA-2003,vol.2).

A report of UNICEF conducted that a strong relationship does exists, however between educational achievement and the occupational education and economic status of the children's parents whichever country they live in. For example in children where parents are high earning professional have a 90% chance of progressing to further education as opposed to a 13% chance for children whose parents are in unskilled manual occupations. But while home background is seen to play role through out the ECD. The extent of influence varies considerably between countries Germany and Mexico, the children of less educated mothers are three to four times more likely to perform poorly in reading literacy. But children of less educated mother in Finland, Irelad, Poland, Iceland, Norway or Sweden are only about one and half times

more likely to get low marks. The reports argues that it is unacceptable that the social and economic status into which child happens to be seen should so profoundly influence his or her chances of success in schools. Although it concludes that schools one proofing more effective at combating existing social inequality in some countries than others.

A meeting named International Association for the Evaluation of Educational Achievement (IEA) launched a project for mathematics in 1992 for the first time in Australia, Belgium, France, Finland, German, Isrile, Netherland, Scotland, Sweden and United States. The major findings of the projects are:

(a) Parents level of education was positively correlated with the students achievement.
(b) Parents socio-economic status and students achievement was significantly correlated.
(c) Positive relationship was found between the student's achievement and their opportunity to learn the mathematics.

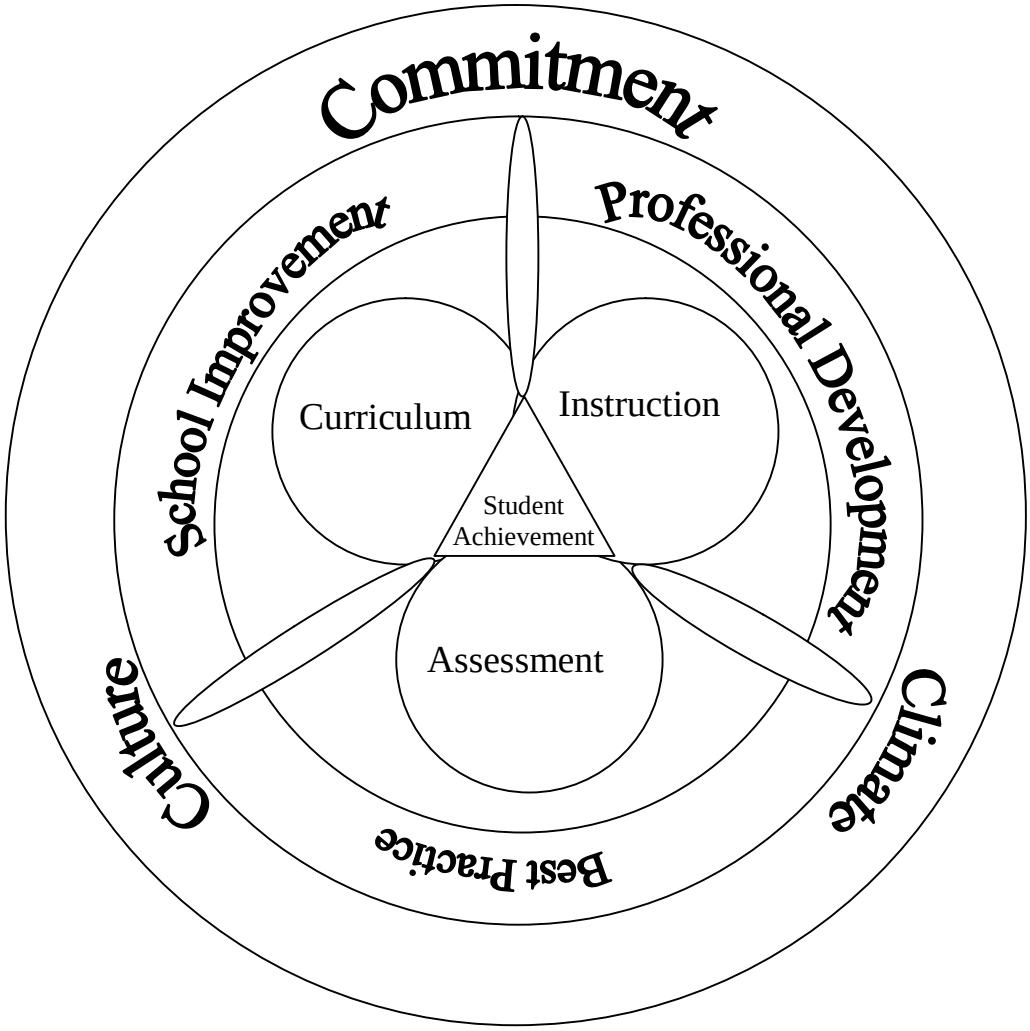
Going through the studies mentioned above and other similar studies it was found that the achievement in mathematics is in relation to parental income, education and different ethnic group etc. However no enough study has been conducted yet to see whether the occupation of parents influences student's mathematics achievement in the context of Nepal. In other words, the question that the occupation of parents affects the study achievement still remains unanswered. In this regard, it is essential to know the effect of parental occupation on their children's achievement in mathematics. Therefore, the researcher tried to carry out a study on "The Effect of Parental Occupation on Their Children's Achievement in Mathematics."

Theoretical Framework:

This study is based on the already explained theory about the achievement model.

Competence in mathematics has long been identified as a critical skill directly related to the educational choices.

Student Achievement Model



an approach to continuous improvement

(Source: http://www.hisd.k12.mi.us/SAM/main.html)

CHAPTER-THREE

METHODS AND PROCEDURES

This chapter deals with the details of the methodology adopted samples selection, development of tools, the method of collecting data and analysis of the collecting data.

Before conducting research, every researcher must be clear about what he wants to do and how he achieves his objectives. Methodology is scientific way with which a researcher gets a systematic knowledge of particular subject with cause and effect. Methodology is very significant part of a research. Under this part different points have to be decided before conducting the research. It is decided before hand that what population and samples are to be used, how data are to be obtained, analyzed and interpreted.

3.1 Design of the Study

Research design is the conceptual structure, strategy of the logical and the systematic planning and direction of research. It is a path through which a researcher reaches to the goal of research. The study could be called descriptive cum quantitative research as it uses the numerical description and explanation. The researcher used statistical tools to prove the hypothesis. In this study parent's occupation were classified into four categories as farmers, jobholders, businessmen and others. The achievement in mathematics of the pupil was compared with a relation to the occupation of their parents. Separate questionnaires were administered to the parents and the students for obtaining the informations.Some additional questions were also asked where the questionnaires could not absorb the desired sufficient information. At

last, achievement of the pupil in mathematics was compared to the occupation of their parents.

3.2 Population of the Study

The population of this study includes all the students of grade nine of Morang district.

3.3 Sample

Sixty students of grade nine from the mentioned two schools i.e. Shree Higher Secondary School and Shree Shiksha Niketan Secondary School of Mrigaulia VDC, Morang were selected as sample using the sampling procedure mentioned below.15 students were selected for all the four groups through the method of stratified sampling method. In this context 32 students were selected from Shree Higher Secondary School and 28 were selected from Shree Shiksha Niketan Secondary School.

3.3.1 Sampling

The researcher selected school purposively with convenience. All the students were categorized into four groups according to the parental occupation with the help of school administration and teaching staff. Among 108 students of Shree Higher Secondary School 22, 25, 43, and 18 were found to be the children of jobholders, businessmen, farmers and others respectively. Similarly among 48 students of Shree Shiksha Niketan Secondary School 10,12,18 and 8 were found to be the children of jobholders, businessmen, farmers and others respectively. From these two schools,15 students in each group were selected proportionally. In course of proportional selection of the students, 8 students from each group were selected from Shree Higher Secondary School and 7 students were taken from Shree Shiksha Niketan Secondary School.

3.3.2 Selection of Case School

The place plays the vital role for the research. Especially, the selection of the educational institution has a greater importance in finding the achievement score of the students. The question" where is the research made?" constitutes as a major components in finding the answer of the research questions. It means that result differs based on the place of the study. Here the researcher had a specific purpose for choosing the specified schools. The purposes are as follows.

(a) For researcher's convenience.

(b) By the assumption that there is the higher possibility of finding parents with different occupation in public school. This may not be the case for private school.

3.4 Tools

To collect the primary and secondary data, following tools were used.

(i) Questionnaires

Two separate questionnaires for the students and parents were used to get the information about students.

(ii) School documents

Marks ledger of District Level Examination was used to get the achievement of student in Mathematics of class eight and other profiles to obtain the other information of the students like economical condition, parental occupation, family size etc.

(iii) Interview

Unstructured interviews were taken with school administration, teachers and the students to get some additional information to meet the need of research.

3.5 Data Collection Procedure

The researcher visited both the selected schools, met the headmaster and explained in detail about the purpose of the visit. After taking the permission from the headmaster marks in mathematics of the specified students were collected from the Marks ledger of District Level Examination. To collect the facts needed for the research purpose questionnaire were used. A questionnaire to the students and a different questionnaire to the parents were used. The students were asked to fill their questionnaire from in the classroom. The questionnaire to the parents was sent through the students. The students were asked to return questionnaire form in at most three days. After they were collected, the information was analyzed to get answer of research question.

3.6 Marking Strategies

The marking for achievement test was transparent. The scores were taken from the marks ledger of the district level examination.

For other information, following marking strategies were used.

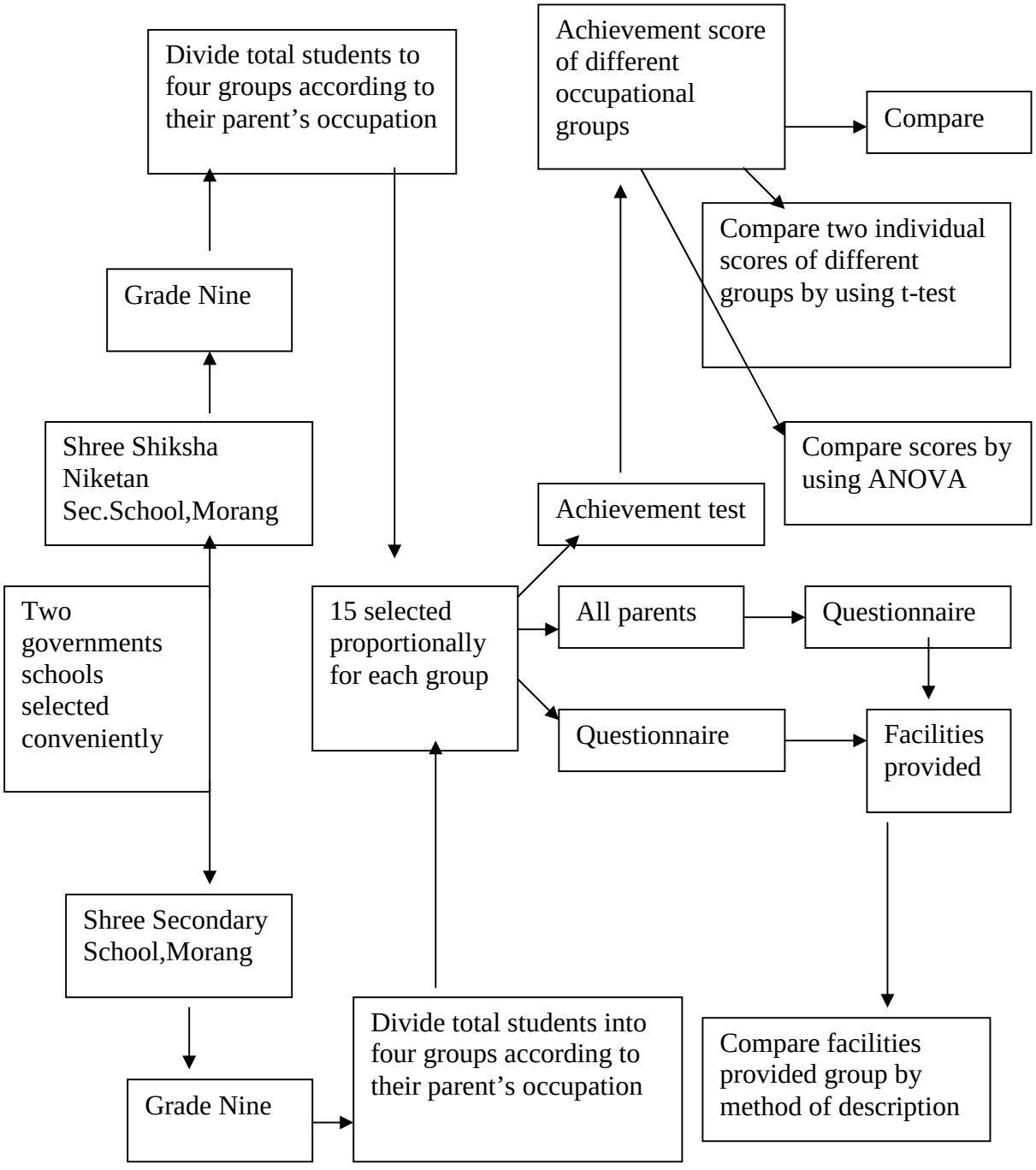
(i) For the question, do you have separate room for your study? One mark was given to the students who replied Yes and Zero to the students who replied No.

(ii) For the question, have you provided tuition classes in mathematics to your children? One mark was given to the response of the parents who replied Yes and Zero to the response who replied No.

(iii) The time provided by the parents to their children and time given by the students at home are counted in hours per day.

3.7 Study Framework

The following framework was used for the research study:



3.8 Analysis

The following tools were used for data analysis.

1. ANOVA was used to test the significance of the achievement scores of the children with their parent's occupation.

The technique of one-way ANOVA with different sample sizes was used to test the research hypothesis at 0.05 level of significance. The procedure is described in the following table.

One-way ANOVA table with different sample sizes

Table-1

	Sum of squares	d f	Mean square	F
Column Means	SSC	k-1	S_1^2=SSC /k-1	$f=S_1^2/S_2^2$
Errors	SSE	N-k	S_2^2=SSE/N-k	
Total	SST	N-1		

[Critical region f_{α} (k-1, N-k)]

Where,

SST= total sum of squares

SSE= error sum of square

SSC= column sum of square

K= number of groups

N= $n_1+n_2+n_3+\ldots\ldots\ldots\ldots+n_j$

Where, $n_{1=}$ total number of scores in the first group.

n_2= total number of scores in the second group.

$n_{j=}$ total number of scores in the j^{th} group.

$$SST = \sum_{i=1}^{k} \sum_{j=1}^{n} x_{ij}^{2} - \frac{T^2}{nk}$$

$$SSC = \frac{\sum_{i=1}^{k} T_i^2}{n} - \frac{T^2}{nk}$$

SSE = SST-SSC

2. T-test was used to compare the mean achievement score of the students of four different groups separately.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S_p \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

Where, $\bar{X}_1$ = mean achievement of the students of first group.

$\bar{X}_2$ = mean achievement of the students of second group.

N_1= Number of students involved in first group.

N_2=Number of students involved in second group.

S_1^2= variance of the first group.

S_2^2= variance of the second group. And

$$S_p^2 = \frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{N_1 + N_2 - 2}$$

CHAPTER – FOUR

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of achievement of the students in relation to the parents' occupation. It includes a descriptive analysis of the parents' attitudes and their concern about the education of their children. Parents' occupation was classified into four groups on the basis of the response of the children and also from the profiles of the students at school.

As already discussed about the occupational category, the parents who are working in private or government sector in monthly salary basis are put in jobholder occupational group. The parent who is working in an institution investing his own expenses is put in business occupational group. The parent who follows the occupation of farming and manages a farm of any kind is put in farmer occupational group. The parents whose occupation will be included except job, farmer and business are taken in other occupational group. The interpretation and the analysis of the data were done within the following points.

1. Comparison of average educational facilities provided at home by parents of different occupational groups.
2. Comparison of average educational facilities provided at home by parents of different occupational groups with their children's achievement.
3. Comparison of the achievement score of the students between two groups with their parent's occupation.
4. Comparison of the achievement score of the students with their parent's occupation.

4.1 Comparison of Educational Facilities Provided at Home by Parents of Different Occupational Group.

4.1.1 Separate Room Provided by the Parents to Their Children's Studies at Home According to Different Occupation.

Table-2

Average separated room for children

Occupation	Separated room
Jobholder	0.73
Businessmen	0.60
Farmer	0.47
Others	0.27

The table shows that the average separated room for children study at home. The table shows that the jobholders provides maximum separated rooms to their children studies at the home.73% of jobholder parents provided separated rooms to to their children at home. Secondly, the business gives more separated room provided to their children for their studies. Thirdly, the children of farmers give more separated room than others. The data presented in the table clarifies that the parents of others give 27% less separated room in their studies in comparison to other three occupations.

4.1.2 Tuition Provided at Home to Their Children's Studies at Home According to the Occupational Groups of Parents.

Table-3

Average tuition taken by the children

Occupation	Tuition
Jobholder	0.47
Businessmen	0.53
Farmer	0.33
Others	0.13

The table shows that the average tuition taken by the children except school for their studies at home. The table shows that the children of businessmen take maximum tuition class at the home. Secondly, children of jobholder take more tuition class for their studies. Thirdly, the children of others and farmer take equal tuition class for their studies at home. It concluded that the children of businessmen take maximum tuition class in their studies in comparison to other three occupations.

4.1.3 The Time Allocated by the Parents to Their Children's Studies at Home According to Different Occupations.

Table-4

Average time provided by the parents to their children at home

Occupation	Time given by parents to their children at home per day(in hrs)
Jobholder	1.8
Businessmen	1.6
Farmer	1.4
Others	0.73

The table shows that the average time given by the parents per day for their children studies at home. The table shows that the jobholder parents give 1.8 hrs to their children's studies at home, which is the maximum time at the home study among the four occupational groups. Secondly, businessman parents give more time for their studies.Thirdly, the farmer parents give more time than other occupational group. The data presented in the table clarifies that the parent's of others spent less time (0.73hrs per day) for their children's study in comparison to other three occupations.

4.1.4 The Time Allocated by Students for Their Studies at Home According to Their Parent's Occupation.

Table-5

Average study time at home by children

Occupation	Time given by the students at home per day(in hrs)
Jobholder	3
Businessmen	2.53
Farmer	2
Others	1.6

The table shows that the average time given by the students per day in their studies at home. The table shows that the children of jobholders give three hours per day which is the maximum time at home study among the four different occupational groups. Secondly, children of businessmen give more time for their studies. Thirdly, the children of farmer give more time than other occupational groups. The data presented in the table clarifies that the children of others group spent less time in their studies than in other three occupations.

4.2 Comparison of Average Educational Facilities Provided at Home by Parents of Different Occupational Groups with Their Children's Achievement.

Table- 6

OCC	SR	TU	TIP	TIC	MO
Jobholders	0.73	0.47	1.8	3.0	56.13
Businessman	0.6	0.53	1.6	2.53	47.53
Farmers	0.47	0.33	1.4	2	44.13
Others	0.27	0.13	0.73	1.6	42.13

The data presented in the table also shows that the students who are provided separate room for their studies at home and allocated more time by their parents at home for their studies have high achievement level and vice versa. The information also shows that businessman provides more tuition to their children in comparison to other three occupational groups whose impact can be seen in their child's achievement score. The data presented in the table showed the similar result with other studies that the students who allocate more time in their studies have high achievement score and vice versa.

4.3 Comparison of the Achievement Score of the Students Between Two Groups with Their Parent's Occupation.

4.3.1 Comparison Between the Jobholder's and Farmer's Children Achievement Score.

Here, table: 7 presents the average score of jobholders group and businessmen group with the sample size, mean, standard deviation, calculated and table value.

Table-7

Group	Sample size(n)	Mean ($\overline{X}$)	S.D. (s)	t-value
Jobholder	15	56.13	11.57	2.60
Businessman	15	47.53	6.15	

[Critical region $t_{\acute{\alpha}/2\ ,\ V} = t_{0.025,}\ 28 = -2.048$, $t_{\acute{\alpha}/2,\ V} = t_{0.025,}\ 28 = 2.048$]

The result of the table shows that the computed value of t-test is higher than the tabulated value (2.60 > 2.048), so the null hypothesis is rejected when the level of significance is 0.05. Thus it is interpreted that the Jobholder children's score higher than the businessmen's children score.

4.3.2 Comparison Between the Jobholder and Farmer's Children Achievement Score

Here, Table: 8 presents the average score of jobholders group and farmers group with the sample size, mean, standard deviation, calculated and table value.

Table-8

Group	Sample size(n)	Mean ($\overline{X}$)	S.D. (s)	t-value
Jobholder	15	56.13	11.57	3.83
Farmers	15	44.13	4.47	

[Critical region $t_{\acute{\alpha}/2\ ,\ V} = t_{0.025,}\ 28 = -2.048$, $t_{\acute{\alpha}/2,\ V} = t_{0.025,}\ 28 = 2.048$]

The result of the table shows that the computed value of t-test is higher than the tabulated value (3.83 > 2.048), so the null hypothesis is rejected when the level of significance is 0.05. Thus it is interpreted that the Jobholder children's score higher than the farmer's children's score.

4.3.3 Comparison Between the Jobholders and Others Children's Achievement Score.

Here, table 9 presents the average score of jobholders group and other group with the sample size, mean, standard deviation, calculated and tabulated value.

Table-9

Group	Sample size(n)	Mean ($\overline{X}$)	S.D. (s)	t-value
Jobholder	15	56.13	11.57	4.42
Others	15	42.13	4.67	

[Critical region $t_{\acute{\alpha}/2\ ,\ V} = t_{0.025,}\ 28 = -2.048$, $t_{\acute{\alpha}/2,\ V} = t_{0.025,}\ 28 = 2.048$]

The result of the table shows that the computed value of t-test is higher than the tabulated value (4.42 > 2.048), so the null hypothesis is rejected when the level of significant is 0.05. Thus it is interpreted that the jobholder's children score is higher than the other's children score.

4.3.4 Comparison Between the Businessmen and Farmer's Children Achievement Score

Here, table 10 presents the average score of businessmen group and farmer group with the sample size, mean, standard deviation, calculated and tabulated value.

Table-10

Group	Sample size(n)	Mean ($\overline{X}$)	S.D. (s)	t-value
Businessmen	15	47.53	6.15	1.76
Farmers	15	44.13	4.17	

[Critical region $t_{\acute{\alpha}/2\,,\,V} = t_{0.025,}\,28 = -2.048$, $t_{\acute{\alpha}/2,\,V} = t_{0.025,}\,28 = 2.048$]

The result of the table shows that the computed value of t-test lies between the than the tabulated value (-2.048 < 1.76<2.048), so the null hypothesis is accepted when the level of significant is 0.05. The result shows that there is no significant difference between the achievement score of businessmen and farmer's children. Though the result shows so, the men achievement score of businessmen children is higher than that of farmer's children by 3.4.

4.3.5 Comparison Between the Businessmen and Other's Children Achievement Score.

Here, table 11 presents the average score of businessmen group and other group with the sample size, mean, standard deviation, calculated and tabulated value.

Table-11

Group	Sample size(n)	Mean ($\overline{X}$)	S.D. (s)	t-value
Businessmen	15	47.53	6.15	2.76
Others	15	42.13	4.67	

[Critical region $t_{\alpha/2\,,\,V} = t_{0.025,}\,28 = -2.048$, $t_{\alpha/2,\,V} = t_{0.025,}\,28 = 2.048$]

The result of the table shows that the computed value of t-test is higher than the tabulated value (2.76 > 2.048), so the null hypothesis is rejected when the level of significant is 0.05. Thus it is interpreted that the businessmen's children score is higher than the other's children score.

4.3.6 Comparison Between the Farmer's and Other's Children Achievement Score.

Here, table 12 presents the average score of farmer group and other group with the sample size, mean, standard deviation, calculated and tabulated value

Table-12

Group	Sample size(n)	Mean ($\overline{X}$)	S.D. (s)	t-value
Farmer	15	44.13	4.47	1.21
Other	15	42013	4.67	

[Critical region $t_{\alpha/2\,,\,V} = t_{0.025,}\,28 = -2.048$, $t_{\alpha/2,\,V} = t_{0.025,}\,28 = 2.048$]

The result of the table shows that the computed value of t-test lies between the than the tabulated value (-2.048 < 1.21 <2.048), so the null hypothesis is accepted when the level of significant is 0.05. The result shows that there is no significant difference between the achievement score of farmer's and other's children. Though the result shows so, the men achievement score of farmer's children is higher than that of other's children by 2.

4.4 Comparison of the Achievement Score of the Students with Their Parent's Occupation by Using ANOVA.

Here, table 13 presents the sum of squares between groups and within groups, degrees of freedom, mean squares, calculated and tabulated value of F

Table-13

	Sum of squares	d f	Mean square	F
Column Means	1720	3	573.33	8.18
Errors	2203	56	70.05	
Total	3923	59		

[Critical region $f_{\acute{\alpha}}$ (k-1, N-k) = $f_{0.05}$ (3,56) = 2.76]

The result of the table shows that the computed value of f-test is higher than the tabulated value (8.18> 2.76), so the null hypothesis is rejected when the level of significant is 0.05.Thus it is interpreted that there is significant difference in mathematics achievement among all occupational four groups. This implies that the children achievement in mathematics differ according to the parent's occupation.

CHAPTER – FIVE

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The main focus of the research was to see the achievement difference among the children of different occupation. The overall objectives of this study are to check the difference in mathematics achievement among four different occupations.

The study is descriptive as well as quantitative research. The population of the study consists of all the students of grade nine of Morang district. The research spot was selected in convenience and purposively to the researcher and the students were selected using randomization of proportional stratified sampling method according to their parent's occupation. 15 students were selected in each group. Marks ledger of district level examination 2067 was taken to find the achievement score of the students. Separate questionnaires were used to get the additional information from both children and their parents. Mainly achievement scores were used to analyze and interpret the data.

The time given by the students in their studies at home, time provided by the parents to their children, separate room provided to their children and tuition provided at home were compared of four different groups. The ANOVA and t-test were used to analyze the collected data. The t-test was used to compare achievement score of each two groups. T-test was used to check the scores of six different groups. Among them the t-test rejected all six null hypotheses. The ANOVA result showed that there is a significant difference among the achievement of four different occupational groups.

5.2 Major Findings

The following are the major findings of the study:

1. Achievement score of jobholder occupational group students is higher than the achievement score of businessmen occupational group students.
2. Achievement score of jobholder occupational group students is higher than the achievement score of farmer occupational group students.
3. Achievement score of jobholder occupational group students is higher than the achievement score of others occupational group students.
4. Achievement score of businessmen occupational group students is higher than the achievement score of farmer occupational group students.
5. Achievement score of businessmen occupational group students is higher than the achievement score of other occupational group students.
6. Achievement score of farmer occupational group students is higher than the achievement score of other occupational group students.
7. There is significant difference in mathematics achievement score among all different occupational group students.
8. The jobholder parents provided separate room to their children studies at home than the other three occupational groups.
9. The businessmen parents provided separate room to their children studies at home than farmers and other occupational groups.
10. The farmer parents provided separate room to their children studies at home than other occupational groups.

11. The jobholder parents provided more time to their children studies at home than the others three occupational groups.
12. The businessmen parents provided more time to their children studies at home than the farmers and others occupational groups.
13. The farmer parents provided more time to their children studies at home than the others occupational groups.
14. The businessmen parents provided more tuition at home to their children studies than the other three occupational groups.
15. The jobholder parents provided more tuition at home to their children studies than the farmer and other occupational groups.
16. The farmer parents provided more tuition at home to their children studies than the other occupational groups.
17. The jobholder parents give more time for their children's studies at home than the farmer, businessmen and other occupational groups.
18. The businessmen parents give more time for their children's studies at home than the farmer, and other occupational groups.
19. The farmer parents give more time for their children's studies at home than the other occupational group.

5.3 Conclusion

The data collected and analyzed was used to find the answer of the research question and the objective of the study. Different data were analyzed to get the answer of the objectives. The analysis of the data showed that the children's mathematics achievement differs according to the parent's occupation. Based on the finding of the study, the researcher has concluded that jobholders are more cautions about their children's study. The availability of mathematics tuition, separate study room and parental inspiration to the children to study mathematics was found

directly concern to the parent's occupation. The average educational facilities table showed that the jobholder parents provided more educational facilities than the businessmen, farmer and other occupational groups. One obvious reason for this result may be the time they have got to share with their children. Businessmen's children have got fewer scores in all variables than jobholder's children. The probable reason may be that they do not have for their children as their need. However, they seem aware of their offspring's future. The fewer scores of farmer's children than the the jobholder's and businessmen's children may have been caused due to their ignorance about the importance of the study as well as their helplessness with regard to the education. Others group had got least scores' Others group include workers etc. their ignorance and helplessness to the education may have acted as the strong cause of their fewest score. .

5.4 Recommendation

After the conclusion of the study based on the above results and conclusions the following recommendations for the effective mathematics teaching learning are suggested.

1. This study is limited to grade nine in public school therefore it is suggested that the research should be carried out in district wise way and nation way. Similarly, study should be conducted for other grade of school.
2. Similar studies can be carried out for different branch of mathematics.
3. This kind of studies can be carried out in private school.
4. Similar studies can be carried out by dividing a single occupation into different groups, for example, business can be divided into different groups with the help of the investment they have done according to their income.

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35. APPENDIX- A

36. One-way ANOVA table with different sample sizes

37. **Table**

	Sum of squares	d f	Mean square	F
Column Means	SSC	k-1	S_1^2=SSC /k-1	f=S_1^2/S_2^2
Errors	SSE	N-k	S_2^2=SSE/N-k	
Total	SST	N-1		

38. [Critical region f_{α} (k-1, N-k)]

39. Where,

40. SST= total sum of squares

41. SSE= error sum of square

42. SSC= column sum of square

43. K= number of groups

44. N= $n_1+n_2+n_3+\ldots\ldots\ldots\ldots+n_j$

45. Where, $n_{1=}$ total number of scores in the first group.

46. n_2= total number of scores in the second group.

47. $n_{j=}$ total number of scores in the j^{th} group.

48. $$SST = \sum_{i=1}^{k} \sum_{j=1}^{n} x_{ij}^{2} - \frac{T^2}{nk}$$

49. $$SSC = \frac{\sum_{i=1}^{k} T_i^2}{n} - \frac{T^2}{nk}$$

50. SSE = SST-SSC

51.

52. 2. T-test for the comparison between the mean achievement score of the students of four different groups separately.

53. t= $$\frac{\bar{X}_1 - \bar{X}_2}{S_p\sqrt{\frac{1}{N_1}+\frac{1}{N_2}}}$$

54. Where, $\bar{X}_1$ = mean achievement of the students of first group.

55. $\bar{X}_2$ = mean achievement of the students of second group.

56. N_1= Number of students involved in first group.

57. N_2=Number of students involved in second group.

58. S_1^2= variance of the first group.

59. S_2^2= variance of the second group. And

60. S_p^2= $$\frac{(N_1-1)S_1^2+(N_2-1)S_2^2}{N_1+N_2-2}$$

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71. APPENDIX-B

72.

73. JOBHOLDRES CHILDREN'S RECORDS THROUGH QUESTIONNAIRE AND ACHIEVEMENT

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77.

S.No.	Name of the students	MO	SR	TUI	TIP	TIC
1	Sagar Khadka	82	1	1	2	5
2	Manoj Dhungana	70	1	1	2	3
3	Sangam Parajuli	59	1	1	2	2
4	Suresh Tamang	47	1	0	1	2
5	Manisha Kri.Khawas	53	0	0	2	3
6	Govinda Khawas	54	0	0	1	4
7	Pradip Kr.Khawas	70	1	1	3	4
8	Kopila Khawas	70	1	0	2	4
9	Raju Subedi	56	1	1	2	3
10	Nirmala Rai	48	1	0	2	4
11	Chandra Br.Shrestha	50	0	1	1	3
12	Menuka Tamang	46	1	1	2	3
13	Nabin Rajbansi	52	1	0	2	2
14	Jenisha Moktan	48	1	0	2	3
15	Gita Devi Ale Magar	37	0	0	1	2
Mean		56.13	0.73	0.47	1.8	3.0

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86. APPENDIX-C

87.

88. BUSINESSMEN CHILDREN'S RECORDS OBTAINED THROUGH QUESTIONNAIRE AND ACHIEVEMENT

89.

S.No	Name of students	MO	SR	TUI	TIP	TIC
1	Nirmala Magar	50	1	1	2	3
2	Biraju Uranw	53	1	0	2	4
3	Sarita Kri Tharu	50	1	1	3	2
4	Santosh Giri	53	0	0	1	4
5	Subash Faben	53	0	0	2	4
6	Manita Chaudary	54	1	0	1	4
7	Pamphi Kri Khawsh	52	0	1	2	3
8	Lilita Limbu	53	1	1	1	2
9	Sagar Bhujel	47	0	0	0	2
10	Asmita Kharel	42	0	0	2	2
11	Sundarwati Uranw	37	1	1	1	1
12	Hom Karki	51	1	0	3	2
13	Asha Tamang	40	1	1	1	2
14	Gyanita Kharel	36	0	1	2	1
15	Juna Bhandari	42	1	0	1	2
Mean		47.53	0.6	0.53	1.6	2.53

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101. APPENDIX-D

102.

103. FARMERS CHILDREN'S RECORDS OBTAINED THROUGH QUESTIONNAIRE AND ACHIEVEMENT

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105.

106.

S.No	Name of students	MO	SR	TUI	TIP	TIC
1	Gokul Niroula	45	0	0	2	2
2	Lila Maya Ghimire	47	1	1	1	3
3	Saraswati Shrestha	45	0	0	2	3
4	Devraj Sikdar	48	1	1	2	2
5	Ranjan Ghimire	46	1	0	3	1
6	Manoj Kr Ghimire	47	0	1	1	2
7	Khagendra Ale	54	1	0	1	2
8	Ramesh Kr Mahato	48	0	0	1	3
9	Manisha Lamshal	37	0	0	2	2
10	Puspa Raj Kafle	42	0	0	1	1
11	Bishnu Maya Tamang	43	1	1	1	2
12	Anil Kr Hemram	44	0	0	1	2
13	Artha Kri Shrestha	40	1	1	1	2
14	Mandira Dhakal	39	1	0	2	1
15	Sabita Bhattarai	37	0	0	0	2
Mean		44.13	0.47	0.33	1.4	2

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117. APPENDIX-E

118.

119. OTHERS CHILDREN'S RECORDS OBTAINED THROUGH QUESTIONNAIRE AND ACHIEVEMENT

120.
121.

S.No	Name of students	MO	SR	TUI	TIP	TIC
1	Deepak Pariyar	46	0	0	0	2
2	Sabita Rai	40	0	0	1	3
3	Ramila Choudhary	45	0	0	1	1
4	Rita Adhikari	49	1	0	2	2
5	Durga Regmi	45	0	0	0	3
6	Anisha Kri.Tharu	47	0	0	0	2
7	Manisha Ojha	48	1	1	1	1
8	Suman Tharu	45	0	0	0	1
9	Parbat Adhikari	40	0	0	1	2
10	Pooja Acharya	40	0	0	2	1
11	Kopila Niroula	39	0	0	0	1
12	Sunil Khawas	40	1	0	1	2
13	Kiran Rai	41	0	1	1	1
14	Babita B.K.	35	1	0	0	1
15	Renu Sherpa	32	0	0	1	1
Mean		42.13	0.27	0.13	0.73	1.6

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129. APPENDIX-F

130. Questionnaire for students

131. Students Name:

132. School Name:

133. Address: VDC / Municipality ward No.

134.

135. (1) What is your parents' occupation?

136. Father……Mother……

137. (2) How much time do your parents devote in your study?

138.

……

….

139. (3) Do you have separate room to study?

140. (a) Yes (b) No

141. (4) Do you take extra tuition classes for mathematics?

142. (a) Yes (b) No

143. (5) How much time do you allocate at home for your study?

144. ……. hours per day.

145. APPENDIX-G

146. Questionnaire for Parents

ज्ञद्धठ। आदरणीय अभिभावक ज्यू,

ज्ञद्धड। उपरोक्त सम्बन्धमा मैले *अभिभावकको पेशाले तिनीहरूको बच्चाको गणितको उपलब्धीमा पारेको प्रभाव* भन्ने शीर्षकमा शोधपत्र लेख्न गइरहेको हुँदा तपाइहरूले तलको विवरण भरी सहयोग गरी दिनुहोला भन्ने आशा राखेको छु।

ज्ञद्धढ। १. सामान्य जानकारी

ज्ञछण। जिल्ला .....

ज्ञछज्ञ। गा.वि.स./नगरपालिका ..... वडा नं. .....

ज्ञछद्द। अभिभावकको नाम .....

ज्ञछघ। बच्चाको नाम .....

ज्ञछद्ध। २. पारिवारिक जानकारी

ज्ञछछ। क) तपाईको परिवारमा कति जना सदस्य हुनुहुन्छ ?

ज्ञछट। परिवार संख्या ..... पुरूष ..... महिला .....

ज्ञछठ। ख) तपाईको परिवारमा कति जना बच्चा बच्ची छन् ?

ज्ञछड। बच्चाबच्चीको संख्या ..... छोरा ..... छोरी .....

ज्ञछढ। ३. पेशा सम्बन्धी जानकारी

ज्ञटण। क) तपाई कुन पेशामा संलग्न हुनुहुन्छ ? .....

ज्ञटज्ञ। ख) तपाईले महिनामा आफ्नो तलव बाहेक अन्य व्यवसायबाट कति पैसा आर्जन गर्नुहुन्छ ?

ज्ञटद्द। रू. .....

ज्ञटघ। ४. शिक्षा

ज्ञटद्ध। क) तपाईको आफ्नो बच्चाको शिक्षाको लागि दिनमा कति समय दिनुहुन्छ ?

ज्ञटछ। ख) तपाईले आफ्नो बच्चालाई घरमा गणित विषयको टियुसन को व्यवस्था गर्नुभएको छ?

ज्ञटट। छ ..... छैन .....

ज्ञटठ। ग) तपाईको बच्चाले घरमा अध्ययनको लागि कति समय दिन्छ ?

ज्ञटड। ..... घन्टा

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