MATHEMATICAL ANXIETY AMONG SECONDARY LEVEL GIRLSSTUDENTS

A

THESIS

BY

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Recommendation for Acceptance

This is to certify that Mrs. Anita Joshi has completed her M. Ed. Thesis entitled "Mathematical Anxiety among Secondary Level Girls Students" under my supervision during the period prescribed the rules and regulations of Tribhuvan University, Kirtipur, Kathmandu, Nepal. I recommend and forward her thesis to the Department of Mathematics Education to organize final viva-voice.

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Letter of Approval

A thesis entitled "**Mathematical Anxiety among Secondary Level Girls Students**" submitted by Mrs. Anita Joshi in partial fulfillment of the requirements for the Degree of Master of Education has been approved.

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Declaration

This dissertation contains no material which has been accepted for the award of other degree in any institutions. To the best of knowledge and belief this dissertation contains no material previously published by any authors except due acknowledgement has been made.

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Date: February, 2020Anita Joshi

DEDICATION

Dedicated

To

My respected parents Shree Krishna Datta Joshi and Radha Joshi who have devoted their entire life to uplift and enlighten my life.

Acknowledgement

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Date: February, 2020   ………………..

                                                                        Anita Joshi

Abstract

 The main target of this research was to find out the causes of anxiety in mathematics learning and their respective remedial measures of secondary level girl students. The research was conducted at Mahakali secondary school, Mandan Deupur municipality, kavre.The research design of the study was qualitative. The tools used in data collection procedure are Interview, FGD and class observation techniques. Data were analysed and interpreted by coding, theming, categorizing and triangulation.

The results inferred that the weak physical environment of the school intensified mathematical anxiety among the girl students. .Student's family environment measured in income and educational level and housework burden intensified mathematical anxiety among the girl students. To reduce the anxiety in this situation, socio-economic status of student's family should be uplifted.Ineffective methods and materials used by teachers for teaching learning in the mathematics classroom were unable to entertain with the mathematics contents and it enhanced mathematical anxiety among the girl students. Thus, for the remedy, student centered teaching methods should be used with effective teaching materials.The course contents were lengthy and tough for the students. Thus, it intensified anxiety on girl students. To avoid the anxiety in this situation, students must receive complete knowledge and skill at each grade.There was lack of competency in the mathematics teachers. Thus, to reduce mathematical anxiety on girl students, competency of mathematics teachers must be enhanced through special training programs.Teachers did not motivated the students well, which lost their self-efficacy and consequently inflated mathematics anxiety. Hence, there was need of motivation and interest to reduce mathematical anxiety among the girl students.There was lack of peer group work that would help students to each other in learning mathematics. Hence, it induced mathematical anxiety among the girl students and it was downsized by creating peer group learning environment in the school.

Teachers, policy makers, and in theory building could implement this study's results. This research is related to mathematical anxiety among the secondary level girl students. Therefore, it is helpful for mathematics teachers, students, textbook writers, curriculum planners to develop their professional fields.

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