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Gender, Family Structure and School Characteristics Influencing Mathematics Achievement Among Secondary Students

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ABSTRACT Mathematics plays an integral role in daily life and contributes significantly to a society's socioeconomic and technological development. As a core component of the school curriculum, assessing the factors influencing mathematics achievement has become essential. This study examines the impact of gender, family structure and school characteristics on the mathematics achievement of secondary school students in Thoubal District, Manipur, India. A descriptive research design was employed, involving a sample of 1200 students of classes 9 and 10, selected using a stratified random sampling method. Data were collected using a Mathematics Achievement Test developed by the researchers, covering five major branches of mathematics. The findings reveal that gender, school type and school locality significantly affect students' mathematics achievement. However, the type of family does not show significant correlation with mathematics achievement. The study underscores the need for targeted interventions to address disparities related to gender and school characteristics in mathematics education.