

**PROBLEMS FACED BY FEMALE TEACHER IN TEACHING  
MATHEMATICS AT UNIVERSITY LEVEL**

**A  
THESIS  
BY  
PUSHPA BHAT**

**IN THE PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE  
DEGREE OF MASTER OF EDUCATION**

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**2020**

### **Recommendation for Acceptance**

This is to certify that **Ms. Pushpa Bhat**, has completed her thesis entitled "**Problems Faced by Female Teacher in Teaching Mathematics at University Level**" under my supervision during the period prescribed by the rules and regulation 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

This thesis submitted by **Ms. Pushpa Bhat**, entitled on "**Problems Faced by Female Teacher in Teaching Mathematics at University Level**" has been approved as for the partial fulfillment for the requirement of Master Degree in Mathematics education.

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### Letter of Certificate

This is to certify that **Ms. Pushpa Bhat**, a student of academic year 2071/072 with Exam Roll No. 28710318, T.U. Regd. No. 9-2-666-27-2009 and Thesis No. 1344 has been completed during the period prescribed by the rules regulation of Tribhuvan University, Nepal. The thesis entitled "**Problems Faced by Female Teacher in Teaching Mathematics at University Level**" embodied the result of her investigation conducting the period 2020 at the Department of Mathematics Education, Central Department of Education, University Campus, Kirtipur Kathmandu. I hereby, recommended and forward that her thesis be submitted for the evaluation as the partial requirement to as ward the Degree of Masters of Education.

March 10, 2020

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Prof. Dr. Bed Raj Acharya

Head of Department of Mathematics Education

## **Dedication**

This work is affectionately dedicated to my husband Mr. Puskar Woli and sister Miss Bal Kumari Chettri and whole family. Even in a very difficult situation they gave me a great span of time from their precious lifetime. I owe to them for what am I now.

## Declaration

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

.....

Pushpa Bhat

March, 2020

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March, 2020

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Pushpa Bhat

## Abstract

This study focuses on “Problem faced by a female mathematics teacher in teaching mathematics at the university level.” The purpose of the study was to identify the problems of female teachers in teaching mathematics at university level. It concentrated on the specific themes of emerging main research questionnaire, in-interview schedule and document analysis on the basis of problems in teaching in eight campuses of Tribhuvan University, (Janamaitri Multiple Campus, Bhaktapur Multiple Campus, Sanathimi Campus, Trichandra Campus, Mahendra Ratna Campus, Kathmandu University, Padma Kanya Campus and Tribhuvan University). Eighteen Female teachers were selected based on snowball sampling. The collected data were analyzed with the help of theories and related literature.

The study is based on twenty-one statements. In this statement, eight problems of female teachers are shown. Females face a problem such as problems in administration as they don't assign designation for female teachers, the problem in teaching-learning due to lack of commanding voice. problem include rearing and bearing children, preparing food, menstruation, pregnancy, home environment barrier for developing their carrier, lack of training program for developing their skill.

## Table of Contents

	<b>Page No.</b>
<i>Letter of Certificate</i> .....	iii
<i>Letter of Approval</i> .....	ii
<i>Recommendation for Acceptance</i> .....	i
<i>Copyright</i> .....	vi
<i>Declaration</i> .....	v
<i>Acknowledgements</i> .....	vi
<i>Abstract</i> .....	viii
<i>Table of Contents</i> .....	ix
<i>List of Tables</i> .....	xi
<i>Acronyms</i> .....	xii
 <b>Chapters</b>	
<b>I INTRODUCTION</b> .....	<b>1-10</b>
Background of the Study .....	1
Statement of the Problem.....	1
Objectives of the Study .....	7
Justification of the Study .....	8
Delimitation of the Study.....	9
Definition of Related Terms .....	9
<b>II REVIEW OF RELATED LITERATURE</b> .....	<b>11-27</b>
Empirical Review.....	12
Theoretical Review .....	20
Research Gap .....	25
Conceptual Framework of the Study .....	26

<b>III METHODS AND PROCEDURES.....</b>	<b>28-31</b>
Research Design and Sample.....	28
Population and Sample of the Study.....	28
Source of Data.....	28
Tools and Instrument of the Data Collection.....	28
Data Collection Procedure.....	29
Scoring Procedure.....	30
Data Analysis Procedure.....	30
<b>IV ANALYSIS AND INTERPRETATION OF DATA .....</b>	<b>32-42</b>
Analysis of Problem of Female Teacher which Created by Colleges .....	32
Administration .....	32
Analysis of Problem of Female Teacher Created by Students and Guardians	35
Analysis the Problems of Female Teachers Created by Home Environment ..	37
Analysis the Problem Related to Profession.....	40
<b>V SUMMARY, FINDINGS, CONCLUSION, AND</b>	
<b>RECOMMENDATION.....</b>	<b>43-45</b>
Summary of the Study .....	43
Finding .....	44
Conclusion .....	44
Recommendation .....	45

## References

## Appendices

**List of Tables**

	<b>Page No.</b>
Table 1: Problem Related to Administrations.....	33
Table 2: Problem Related to Guardian and Students .....	36
Table 3: Problem Related to Home Environment.....	38
Table 4: Problem Related to Profession.....	40

## Acronyms

A: agree

D: disagree

K.U: Kathmandu University

NCP: National Planning Commission

NEC: National Education Commission

NEPC: National Education System Plane

SA: strongly agree

SDA: strongly disagree agree

T.U: Tribhuwan University

U: undecided

## Chapter I

### INTRODUCTION

#### Background of the Study

The word mathematics is derived from the Greek word “ MATHEMA”(www.google.com) interns are derived from “ Matheney” which means learning. According to John Locke as cited Chaudary, D, (2017) mathematics is a way of setting in a mind the habit of reasoning and dealing with the problem space in any person’s mind.

Mathematics is the logical study of space arrangement quality and many related.

Jamen, G,(1986). Mathematics is a group of science that includes arithmetic, algebra, geometry, and calculus, etc. It deals with quantities and magnitude forms and symbols Webster’s, dictionary,(1985). Mathematics deals with human life. It is a belief that the development of mathematics and the development of civilization go together.

Mathematics is created to fulfill human needs. It has been developed simultaneously with the development of society. Mathematics is not taught and practiced throughout the formed institution but the contemporary societies have been practicing it with their own idea and belief. Mathematics is used throughout the world as essential tools in many fields including natural science, engineering, medicine, and the social sciences.

Bruner, (1983)

Mathematics is related to measurement calculation, discovering relationships, and dealing with the problem of the space. Knowledge of Mathematics is indispensable to our daily life, counting objects and reading and writing numbers, performing arithmetic calculation as well as reasoning with the number in tasks. Most people perform in their life, mathematics is the source as well as effective and beautiful tools for earning life smoothly and wrathfully in the development way.

Mathematics is the science of numbers and their operations, interrelations, and

combination of space configuration and their structures, measurement, etc. It is a basic tool of combination, daily combination involves the frequent use of mathematical concepts and skills, so for understanding the interpreting every discipline such as chemistry, physics social science, economics, psychology, and engineering. It is very difficult to understand that discipline. According to the advance dictionary “Mathematics is the science of the numbers and space, branches of mathematics include arithmetic, algebra, geometry, and trigonometry”.

In the modern era of globalization and economic development, the female has to work side by side with the male to meet up the economic needs of their families. As a result, the female has to take different jobs, while doing jobs the women have faced many challenges in advancing their careers. According to Dosy,(1989), as cited in Thapa, P. the problem is the pattern of gender socialization and belief system. The biological differences between men and women do not explain their roles inside the classroom rather, it needs to be understood as socially constructed.

Adkids(2005), as cited Thapa, P As we know that is a patriarchal country so maximum people are just focusing to provide better opportunities and changes male members. But this trend is gradually changing day by day due to getting changes to get an education and because of the different types of science and technology.

The history of women's education in Nepal is not long in back in centuries. The first government effort for the promotion of women's education in Nepal dates back to B.S 2032 Thapa,P,(2015). At the national level, government policies have tried to solve women's problems in various ways. The government has emphasized women's involvement in all programs and projects, recognized level implements to their needs in the sixth- five years plan (1981/85). The seventh plan expanded on their theme. The eight-five years plan (NPC/HMG 1992) declares the government

committed to equal and meaningful participation of women in government in development. The national; statistics 2068 show that women's literacy rate is 57.4 percentage while 75% of men's. This shows that the real situation of women is still weak.

Teaching involves a wide range of planning strategies, interaction, organizational arrangement, and materials resources that take place in the teaching-learning process. Pandit, R,(2011). For the aspect of teaching, Chaudhary as cited as Bhatia and Bhatia (1986),” Teaching is establishing a harmonious relationship between teacher-pupil and subject. It is stimulation and direction of learning, it is guiding the pupil action and it is raining of his emotional and in the context” Again they added Bhatia and Bhatia added “A mathematics teacher should become several local state and nation organization of mathematics teacher. Besides that, he should read journals and news about the latest development and trends in teaching, he should be interested and arranging workshop, seminars and meeting of mathematics teacher he should conduct experiments in aspects of mathematics gather I deals and write articles for reading and use by other mathematics teachers. According to Pandit, R,(2011) mathematics teaching in Nepal is disturbed by so many factors such as lack of teachers involvement in curriculum planning, lack of efficiency to conduct teaching practice of the students, lack of books and journals, and huge numbers of personal problems of the teacher. Most of the problems are the product of financial difficulty. However, some of them such as little involvement of the teachers designing the course are responsible for some extend the inefficient academic management well. It would be logical to say that mathematics education in Nepal essential to suffering from the above problem.

The role of the female teacher has been recently realized, several policies have been initiated. In 1971 the government launched the “equal access of women to education project” to increase girl’s participation in education through the production and recruitment of female teachers. On the other hand, female teachers face a specific problem. Females do not have the safety to live without the help of their families. But there is no arrangement of residence for them; they cannot go to work in that institution which is far from their families and home. Especially in the teaching at university is really challenging as many problems are face by female such as the weak background of students, insufficient teaching materials, in the equipment of books and subjects tools, lack of time and managing university administration. Having problem being female teacher face many problems such as lack of time, students’ perception, administration be humor and social tradition and cultural views. The societies are still imprisoned women in household activities even they are well educated. Besides profession, she should bear children, take care of children and families too. Household activities consume time so she has insufficient time to prepare for her subject. The shortage of financial and materials resources makes the teacher's negative attitude toward female teachers extensive support from family is essential to reduce. According to Nath ,B.K,(2008). The major problem of the females includes skipping breakfast daily and getting time for simple exercise, relaxation, unable to engage in many reaction activities, very high pupil-teacher ratio, unnecessary emphasis on racial work related to documentation of evaluation of the fairly large number of working days, the tension is caused by the existing system of education, lack of enough reference materials, the seared the professional problems. Extensive support from members of the family is essential to reduce the pressure of double school and home. Teachers should properly be trained in time management also. The educationist,

planner, and administration must develop an urgent plan to eliminate those problems which are essential for the quality enhancement of university education.

Muhammad, et.al (2013) concludes that the absence of organizational justice and social disapproval, and social beliefs are the greatest challenges of the female. Similarly, (Thapa as cited in Ong, (1981). In the classroom, females prefer to use a conversational style that fosters group consensus and builds ideas on top of each other: the interrelationship of thought and actions is paramount. Males, conversely, learn through argument and individual activity behaviors fostered early. Most classroom discourse is organized to accommodate the male learning patterns

From the literature review, I found that the government has launched various policies to get equal opportunities for gender in the sector of education and others. But, the launched policy only would not improve the situation of female teachers. Although the policy brought a new awareness about the importance of female teachers they cannot achieve her professionalism because of different kind of problem, social beliefs toward women, their conservative role given by society, economic status, leaderships, as well as qualification. Teachers are one who guides students about the ways to be a success and empowering themselves. In particular, female teachers are more effective at teaching math relative to language when compared to male teachers. While girls continue to fare better with female teachers relative to male teachers, the effect is greater and experiences no differential effect of teacher gender in math. Together, these results suggest that the overall gains from hiring female teachers come mainly from improving mean math test scores relative to male teachers (Massachusetts Avenue, 2013). So I wanted to research to find the cause or reason of the female is facing. Moreover, it gives us a possible solution to the problem as well. We started to conduct research on the topic of "Problem faced by a female teacher in

teaching mathematics at university.” A very small or little literature is available to us for this topic therefore; I conduct an exploration of descriptive research method to design a questionnaire, and reaching a conclusion.

### **Statement of the Problem**

The problem being addressed in the study is about the female mathematics teacher while teaching mathematics at the university level. The mathematics teacher faces different problems at the university level. The main problems or problems are: is of well there is the problem of management of classroom while teaching materials, language problem, the large number of students, there are not sufficient mathematics teaching materials, teaching aids, school management, and the administration does not think responsible way and political interference, etc. In this situation, the teacher has faced a problem of teaching materials, classroom management, teaching, and learning. Having those problems female teachers have faced other problems too which are the perceptions of students, administration, and other teachers have negative toward them. Especially, the female teachers faced challenges of social belief, cultural concept, traditional view, and belief.

Now, we are in an era of gender sensitization and women empowerment. The status of women in different societies, countries, and religions has to be different. If, we talk in the context of Nepal the power of women being thought on the second. She attended all the household work take care of the child, husband, and parents after that only she should aloud to work outside. What are the real problems of women? Are their problems understood correctly? Problems of women are less addressed or overlooked many times. What special provisions and rights are set apart for the welfare of women both nationally and internationally? And how far those contributed to the welfare of women? Are some important questions needed to be answered

before analyzing the present scenario? Though the number of women engaged in different occupations is increasing, the proportion is far lower than men. The majorities of women are employed in informal sectors and are less paid or sometimes unpaid. There are only a few sectors in which women are equally paid. So it is necessary to discuss the problem faced by female teachers teaching mathematics at the university level. Especially female teacher role to promote girls participation and students are familiarly but only to be a female teacher she should need to prove herself by doing extracurricular activities. Comparatively, it can be compared between the male and female mathematics teacher the view of students, teachers, parents, and administration is quite negative toward female teacher due to having traditional viewpoints. Being a teacher, she should be a mother and wife. So, she should do extra activities physical, mental, and professional. In this way, she should try and there is no time to practice. In many researchers, I found only research about the primary female teacher, secondary female teacher, and primary teacher and secondary teacher problems but I couldn't find the search about the problems faced by female teacher teaching mathematics at the university level. So researcher researched the problem faced by female teachers while teaching mathematics at the university level.

Hence, this study mainly attempts to explore and analyze the problem faced by a female mathematics teacher in teaching mathematics at the university level of Kathmandu district.

### **Objectives of the Study**

- ) To identify the problem faced by female teachers in teaching mathematics at University level.

### **Research Questions**

A research question is the fundamental core of the study. It focused on the study, determines the methodology, and guides all stages of inquiry, analysis, and reporting. So, to complete this study, I had set up the research question.

- What are the current problems faced by female teachers while teaching mathematics at the university level?

### **Justification of the Study**

Mathematics is one of the most important subjects which involve in science, engineering, medical and other fields. In university, different kinds of students come to gain knowledge. Many students come from a weak background in subject matter, lack of opportunity given to upgrade their knowledge and huge

But on the other hand, some students are god gifted talented students who come to university to be a future expert. But the teacher has the only textbook as teaching materials and hasn't enough classroom and teacher to divide those types of students. In this situation the teachers have faced many problems. . This relates to personal problems, teacher's preparation problems, class participation problems, class management problems, instructional problems, problems on evaluation, emotional problems, and problems in adjusting to pupils/students. Talking about the female teacher the perception of students, teachers, parents, and administration is negative. Also, the female teachers need to play an extra role to prove her. On the other hand, female teachers are not only teachers she may be wives and mothers. So that situation female teacher plays a dual role in personal and professional life.

This study provides some logical and valuable information about the current problems of teaching mathematics faced by the university-level female mathematics

teacher. Despite this fact, gender disparity has been a chronic problem in education. Some research report shows female are less believed to themselves, for behind than male, lack of preparation for teaching. Regarding these issues, this research would be useful to improve the achievement in mathematics female teachers.

The study is significant for the following reasons:

- ) To allocate the problem faced by a female teacher.
- ) To provide information to the concerned agencies to improve the mathematic teaching at university

### **Delimitation of the Study**

The delimitations of the study were as follows:

- ) The study is limited to the university level.
- ) The Study is limited to the Kathmandu district.
- ) The study concerned only with the problem faced by female teachers in the mathematics classroom while teaching.
- ) This study concern with those who are studying and those who were teaching mathematics at the university level

### **Definition of Related Terms**

Different words can give different meaning according to the context in which they are used. Hence the research felt it necessary to define or explain the following terms which have been frequently used in this research work.

**Problems:** In this study problem word is related the problem of female teacher teaching at University level at Kathmandu district.

**Mathematics teacher:** The female teacher who teaches mathematics at university level.

**University level:** Including bachelor and master level of colleges

**Student:** The students who study in bachelor and masters

**Administration:** Administration related to the university level

**Home environment:** home environment include the rear and bear children,  
household work, caring families members etc.

## **Chapter II**

### **REVIEW OF RELATED LITERATURE**

Review of related literature is essential part of the research. For the researcher related literature helps and guides the researcher to meet the motto of study and to find out the strong knowledge on the related topic. A brief summary of the previous researches and writing of recognized expert's provide evidence that the researcher is familiar with what is already known, and with what is still unknown and untested. Since effective research must be based upon past knowledge, this steps help to eliminate the duplication of what has been done, and provides useful hypothesis and helpful suggestion for significant investigation. The review of related literature should conclude with the help of area of agreement and disagreement in findings. Review articles that summarize related study are often useful ensuring time and effort. By understanding a literature review we are able to critically summarize the current knowledge in the area under investigation, identifying and strengths and weakness in the previous study.(Panday,2017).

It describes learning theories on mathematics, numbers of books, research report, paper and other booklets can be found that concerned to achieve the objectives. This chapter deals with the review of other related literature about facing problems concerning with teaching instructions, method and materials, classroom management, teachers and students characteristics on teaching activities. The researcher had reviewed some related literature as follows:

### **Empirical Review**

An empirical review in research methodology is when the write reviews the information and theories currently available concerning the topic and historical background of the topic. The point is to do two things.

- ) It is demonstrate through understanding of the field in which s/he is conducting research.
- ) It is to show that the problem being studied has not to be done or has not been done before in the way proposed by the writer.

Pandit, R.P,(1999) mentioned on an article “problem faced by mathematics teacher education in the implication of three year B.Ed. level mathematics curriculum in Nepal. He concluded that mathematics teacher education program in Nepal is disturbed by so many factor such as lack of lecture’s involvement in curriculum planning lack of efficiency to conduct teaching facilities and aids, students weak background in subject matter, lack of opportunity given to upgrade their knowledge and huge number of personal problems of lecture. About the problems in mathematics again he wrote in this article that teachers may face various problems while teaching mathematics. Such problem can divide into two parts:

- ) Problems in mathematics education and
- ) Problem faced by them while teaching mathematics in real classroom situation and some remedial suggestions has also been given in his article.

Chaudhary,M,(2013).conducted a thesis entitled “problem faced by female in teaching mathematics at primary level” Her research was to find out the problem faced by the primary level mathematics female teacher in teaching mathematics and to compare those problem in rural and urban area. The collected data were organized,

analyzed and interpreted t- test was used to find the signification difference between the problem felt by urban and rural female teacher and she found no significance difference between the problem felt by urban and rural female teacher but the pattern of the problem were found difference since she found same problem felt by urban and rural female teacher separate mathematics classroom were not available, lack of instructional materials in the ground was not adequate. Female teacher did not receive opportunities to undertake training due to family obligations.

Thapa, P.(2015). Conduct her thesis entitled “problem faced by female teacher in teaching mathematics” the objectives of her study were to identify the problem faced by secondary level female teacher while teaching mathematics and to find out the situation of practice and opportunity. The study was descriptive in nature. The study was conducted with the sample of thirteen female mathematics teachers of Bardiya district. The three tools that were used to solve this problem were questionnaire observation form and interview schedule. Face to face interviews were taken with mathematics. The teachers were selected through simple random sampling procedure. It was found that female teachers face disciplinary problem, less respect in comparison to male teacher. Moreover they were not found to encourage their student to participant in different mathematical problem. Female teachers have no more time for teaching preparation because they have multiple responsibilities. Curriculums of mathematics don't encourage new methods of teaching. They also faced some unit's mathematics difficult to teach to the students of secondary level.

Mohammad, S,(2011).conduct in their international journal “The Classroom Problems Faced Teachers at the Public Schools in Tafila Province, and Proposed Solutions” The study aimed to identify the classroom problems that faced teachers in public schools in Tafila province, and the proposed solutions. The samples of the

study were 196 teachers from the public school in Tafila province. By using questionnaire to collect the data, the results of the study show that the mean of the behavioral problems was 2.66, and the mean of the academic problems was 3.08. Also, the researcher found that statistical significant differences refer to interaction between gender, level of school, and teaching experience in the behavioral problems for male in the basic school, those with work experience less than 5 years. Also, there are no statistical significant differences between gender, level of school, education degree, and teaching experience in the academic problems. The study did give some recommendations.

Sah, S.(2016) conducted on thesis entitled “problem faced by teacher teaching mathematics at secondary level. He research study about to identified and analyze the problem faced by teachers in teaching mathematics at secondary level in Lalitpur district and also find causes of arising such problems. He used mixed research design to conduct his study. Thirty schools of Lalitpur district were selected to sample by stratified random sampling method. Among 30 schools 13 schools were selected from rural area and 17 schools were selected from urban area. Questionnaire, Interview, and Classroom observation form were applied 5 schools from 30 schools. The Researcher used mean as a statistical tool for analysis and interpretation of data collection from questionnaire. The result further authenticated by qualitative data obtained from interview and class observation. The researcher categorized whole data into problems related to teaching materials, teaching method, school Administration, teacher trainer and its transfer in classroom. after analysis of the data the Researcher found that the teachers were facing problems due to construction, selection and use of teaching materials, due to lack of ICT lab and internet, regular supervision from related agency. From his study it can be concluded that teaching activities of

mathematics in Lalitpur satisfactory because teachers are facing numbers of problems due to construction and purchase of teaching materials, due to selection and use of teaching materials, due to teachers training and its transfer in classroom and finally due to school administration.

Nath, B.K. (2008). Conduct on his research "Problems of female school teachers in Kerala" He discussed the problems of employed women will vary with the nature of job, sector in which she is working, and family setup. Fairly large proportion of teaching community is comprised of female teachers, which is one of the major service sectors chosen by women in the state. The study aimed to study the Personal, Familial and Professional problems faced by the female school teachers in Kerala. Methodology of the study followed the procedure of descriptive research, in which existing status of female teachers in Kerala was thoroughly analyzed. The problems of female school teachers were identified using the tools such as a questionnaire, and an interview schedule. Health related problems are more prevalent. Majority of the respondents skipped breakfast daily, and do not get time for simple exercises, relaxation, unable to engage in any recreation activities. Very high pupil teacher ratio, unnecessary emphasis on clerical works related to documentation of evaluation, Evaluation of fairly large number of students, loss of working days, the tension caused by the existing system of education, lack of enough reference materials, are important professional problems. Extensive support from members of family is essential to reduce the pressure of double work of school and home at a time. Teachers should be properly trained in time management also. The educationists, planners and administrators, must develop urgent plan to eliminate those problems facing by teachers, which is essential for quality enhancement of school education

Makura, A.H. (2014). conduct in their international journal “The Challenges Faced by Female Primary School Heads: The Zimbabwean Experience” While the affirmative action policy of females has been hailed as a milestone in their emancipation, few insights exist as regards women’s challenges in leadership show that female primary school heads face unique challenges in their substantive positions. A sample of nineteen female primary school heads in the Masvingo province of Zimbabwe responded to a quest view seeking their perceptions of their work related challenges. This study was part of a larger study on females and school leadership. Data was subjected to discourse analysis. Results showed that organizational factors, culture, women’s personalities and colonial legacies are obstacles challenging the effectiveness of females in school administration. Specifically, shortage of financial and material resources and teachers' negative attitudes towards female primary school heads were cited as the major impediments to effective school administration. The study implores governments to continue appointing more women to school leadership positions despite the identified challenges. Further results are discussed and implications for educational practice, management, and administration highlighted.

Muhammad, Y.et.Al (2013). Conduct in their entitled international journal “Female EFL Teachers Facing Challenges in Career Making Their study investigates the barriers faced by female EFL teachers for making their teaching career in” Pakistan and Iran .From the population of female EFL teachers in Pakistan and Iran, the sample of eighty teachers was selected through convenience sampling that involves the sample being drawn from that part of the population which is close to hand and it includes people who are easy to reach. The data were collected through a questionnaire based on three point rating scale .The Questionnaire was designed after reading a lot of literature on the topic concerned. The purpose and aim of devising this

questionnaire was to investigate the challenges confronted by female EFL teachers in Pakistan and Iran. The questionnaire consisted of only five items because the nature of questions was comprehensive enough to serve the purpose. The results of the data collected through eighty questionnaires are shown through the graphs and tables. In the end, it was concluded that the absence of organizational justice and social disapproval and societal beliefs are the greatest challenges that the female EFL teachers face in Pakistan and Iran.

Osti, K. (2012). Conducted in her thesis entitle “problem faced by female teacher in teaching mathematics at primary level” Her thesis is conduct to assess the problem faced by female teachers at primary level in Gorkha district and suggest suitable ways for solving those problems. The descriptive survey design was adopted to conduct the study. The nature of the study was descriptive sample female teachers were asked different questions in the order to collect the information about the above mentioned concerns. To achieve objectives, the research maintained some literatures that were related to the study. The researcher made tools, questionnaires, and classroom observation form. This study was conducted in Gorkha district Mean weight age was used to analyze the data. 24 public primary’s school female teachers were selected for the sample of the study. The researcher categorized whole data into problem related to school administration, students and guardians, curriculum and home. She found there are many problems that cause school administration, lack of teaching materials, helpless manner of family members, lack of encouragement to teach mathematics, less chance to participate in teaching training program, lack of supervisor help, responsibility of household work etc.

Rijal, S. (2014).conduct in his thesis entitled “problem faced by higher secondary mathematics teachers in curriculum implementation” his study was conduct

to find the problems of mathematics teachers in curriculum Implementation of secondary school in Salyan district. The census survey research design has been adopted to conduct the study. The nature of this research is quantitative and qualitative. The Researcher prepared: questionnaires and interview guidelines for data collection Likert five points scale were included in questionnaire. All together 42 mathematics teachers from Higher Secondary school in Salyan district who taught in grade 11 and 12 were taken as sample of the study. From this study the problems were categorized into seven categories which fulfilled the basic need of this research. The census sampling survey method has used to conduct the research. The responses have collected from all the respondent teachers and interview has taken to selected 8 mathematics teachers through random sampling method. The collected data has been quantified based on Likert scale. Questionnaire have been included in each category of problem and analysis of the response have been carried out using statistical indicators such as mean weightage and sample percentage have been used for analyzed combining the results from questionnaires and interviews in descriptive way. From the study the Researcher found the problem as the lack of training, classroom environment, unavailability of reference, teaching materials and background of the students faced in implementation of curriculum in higher secondary level.

Dhakal, B. (2015). Conduct in his thesis entitle “problem faced by mathematics teacher in teaching mathematics at secondary level” his study is to find the problem faced by the mathematics teacher teaching mathematics in secondary level and also find the cause which was faced by the mathematics teacher. The descriptive survey research design was adopted to conduct the study for convenience. He made tools: questionnaire, class observation form and interview schedule.50 secondary school of Okhaldunga district were selected and tools were applied to find

out the related information. Collected data are analyzed by mean weightage with the help of Likert Scale. The researcher categorized the problems into following categories problem related to the classroom management, problem related to mathematical instruction, methods, and problem related to teacher's training and its transfer in classroom teaching. He found that there are myriad problems that cause teacher inefficient and unenthusiastic to execute duty properly in the classroom. Most of the problem faced by teacher showed lack of moral education, overload in the mathematics classroom, lack of supervision, lack of gets opportunity to join in the mathematical conferences, seminar and other program, lack of proper teaching methods, lack of support to the mathematics subject by the administration.

Poudel, R.P.(2011) conduct in his entitled thesis "Problem faced by Mathematics at secondary level of Karnali district" His study was to identity the problems faced by mathematics Teacher in teaching mathematics at secondary level and also to find the causes of the problems which are faced by mathematics teacher teaching mathematics at secondary level of Kailali district. The nature of this study was descriptive and quantitative .the researcher prepared tools, questionnaire, class observation form and interview schedule. The researcher selects 15 secondary school of Kailali districts. He categorized whole data into problem related classroom management; teacher training and it affect in classroom teaching method and materials, school administration, student's evaluation techniques. The Researcher found that there were myriad of problems that causes teacher inefficient and unenthusiastic to execute their duties properly in classroom. According to the teacher most of the problem faced them are due to lack of moral education, economic crises of school, lack of proper classroom management, lack of appropriate teaching method and materials, lack of teacher training, lack of supervisor help, lack of facility, large

class size, work load and lack of proper evaluation techniques for students achievement, pre paradises and the level of motivation to learn mathematics.

Rijal, J. P. (2014) conducted in his entitled thesis “Problem faced by mathematics teacher in secondary level” His study was to identify the problems faced by mathematics teacher in teaching mathematics at secondary level and also to find the causes of the problems faced by mathematics teacher in Dhading district. He adopted mixed method: qualitative and quantitative research design to conduct the study. He prepared tools; questionnaire, class observation form, and interview schedule. 10 secondary school of Dhading district were selected and tools were applied to find out the related information collected data/information were categorized into problems related to classroom management, teaching method and materials, school administration, mathematical content, student background characteristics. The information of the above problem was analyzed cross triangulation among the information sources, class observation, questionnaire, and interview. From the study Researcher were found myriad problems that causes teacher in efficient and unenthusiastic to execute their duty properly in the classroom due to economic crises of school, lack of motivation, lack of evaluation, lack of appropriate teaching method and materials, lack of teacher training, lack of supervisory, lack of facility and large class size.

### **Theoretical Review**

A theoretical development worth noting in the context of this review is that feminist theory, in various guises, appears as a theoretical tool in work in which issues other than gender differences were explored. For example, drawing on feminist post-structuralist theory, Klein (2006) explored pre-service primary teachers' constructions of what constitutes an engaging pedagogy in mathematics. Atweh (2004) also drew on

the ideas of feminist theorists when writing about international collaborations in mathematics education. This "mainstreaming" of feminist theory is to be welcomed. Like the shift away from an emphasis on the deficiencies of girls and women in relation to mathematics, it provides evidence that the ghettoisation of the female experience is fading. "Gender issues" and "feminist theories" are increasingly regarded as being of relevance to many concerned with mathematics education.

Feminist approaches came to existences with the dissatisfaction toward sociological theories and subordination of women in various fields. Feminists argue that mathematics is a male dominated subject that explains everything from the viewpoint of male behind female and feminist's perspective is must to understand the subordination and exploration of women by men. It argues that women are excluded from the domain of mathematics. Thus masculinity remains privileged. Feminist argue that only including or adding women in the domain of mathematics doesn't serve the purposive of understanding women or justify the absence of women's presence in mathematics. They further claim that the biological differences between men and women do not explain their roles inside classroom rather than it needs to be understood as socially constructed (Adkins, 2005).

Research over the last decade has shown that males and females have different classroom experience because they approach learning differently. Achievement expectations for females in some subjects are usually lower, as they are member of certain racial and ethnic groups and for poor students.

In the classroom, females prefer to use a conversational style that fosters group consensus and builds ideas on top of each other. The interrelationship of thoughts and actions is paramount. Male conversely, learn through argument and individual activity behaviors fostered early. Most classroom discourse is organized to

accommodate male learning patterns (ong, 1981). Mathematics is treatments of students by teachers in the class room. Studies show that males receive more attention from teachers in terms of help, interactions, and informal contacts, particularly from male teachers, a higher proportion of criticism for their behaviors, a great amount of work- related criticism. Teachers tend to overestimate boy's potential in Mathematics and underestimate that of girls. Friendly learning environments or classes where there are cooperative activities, low level of social competition, extensive career guidance contribute to better performance of girls, any form of discrimination in Mathematics classrooms such as sexist humor, consistent use of male names and masculine contexts in test questions can have detrimental effects on females' attitude towards Mathematics (Goodell, J.E. et al, 2001).

Male generally had more positive attitude than females toward the subject area. Fennema and Sherman (1977) find that student's attitudes were socially constructed as opposed to biologically determined. Not only are gender gaps in achievement on the mathematics in male's favors enduring over time. More males are high achievers on mathematics. Their probability of acceptance to mathematics related university programs over female. Boys tend to exhibit more confidence in their mathematics abilities a more positive attitude toward mathematics than girls. Females tend to show less confidence in their mathematics abilities and less favorable attitudes to mathematics than males. There is a common belief that females are less mathematically capable than males. This trend indicated that there is still much work to be done in order to achievement gender equality in mathematics.

There are many challenges that females currently face inside and outside classroom with regard to mathematics, such as stereotypical views held by parents and social views of mathematics as being incongruent with being female gender

differences determine by natural selection or are they dictated through individual captures. Cultural influenced differences have been found to surface in childhood. Boys have been found to see a separation between themselves and their caregiver, whereas, girls tend to identify themselves through their social connections. These gender differences appear to follow a person into adulthood. For example, in group situations, men tend to focus on the task at hand whereas women focus more on personal relationships (Gabriel and Ganndeer, 1999). According to John Williams and Deborah Best, (1900), Men are more dominant driven and aggressive. There is no evidence of societies where are more dominant than men (Pratto,1966). Gender difference is shrinking over time as women assume more managerial and leadership position.

Differenced in our profession personal lives also influenced our perception of selves working within feminist research. Laura often reflection on her experiences as a daughter, sister and teachers, while Nancy and Vera referred to their experiences as mothers and professors. The responsibilities associated with conducting meaningful feminist research were balanced in relation to a scholarly academic position and own personal life positions. For instance as mother and educators, we felt “responsibility to the girl parents.” We recognized that the parents provided consent to have their daughters participate in the research project in hopes of enhancing their reading skills and encouraging critical engagement with gender issues. “ if we weren’t doing these things (focus on comprehension skills and critical thinking)..... we would be falling the parents who are worried about their children.” (Nancy, 1944).

Society as a whole believes that females are less mathematical capable than male. This belief is communicated to teachers, guardians, and students. This reinforces the belief that is not capable doing well in mathematics course in high

school or college'. In the end the expectancies of their parents and teachers are fulfilled and society has further proof of female interior math ability. Thus, the numbers of university level female mathematics teachers are obviously rare and guardians believe that the female mathematics teachers are less capable than male teachers.

Mathematics is considered as a male domain in various countries (Burton, 1979; Fennema, 1974; Fennema & Shermann, 1976; Jacobson, 1985). Particularly in the Ethiopian communities girls are engaged in household duties in order to support their family. They involve in taking care of young children, cooking and in carrying out other duties (Belay, 2004). This doesn't allow girls to spend much time in their education in general and Mathematics in particular.

Bornett and Rivers (2004), conduct that the cultural forces influence interest in mathematics with socialization occurring at or young age about who should be interested in mathematics, why mathematics is useful for accomplishing everyday tasks, and which careers are suitable for which gender. Girls receive implicit and explicit messages from parents, teachers, peer, and the media that mathematics is a male dominated field that is of little use of women, who should be more interested in socially based endeavors. Indicates that the greater the male gender stereo types that girls possessed, the less likely were to indicate an interest in mathematics (Noasak, et, al...2002).

Some of female have anxiety that can be attributed to female role models such as female teachers and mothers. Having a female teacher who says she is anxious about mathematics leads her students to share that attitude and score lower on test. (Beillock, Gunderson, Ramirez and Levme, 2010). A female teacher's teaching ability to perform mathematics tools has been shown to influence student's confidence and interest in mathematics. Faculty development efforts should be designed to support

this initiative, providing educator with information about the usefulness of mathematics across content areas and providing training for all educators on teaching mathematics skills. Parents should support female who indicated an interest in mathematics based careers and become involved in helping students selection the course provide appropriate associated with greater retention and success in females pursuing math based careers providing access to female role model who are involved in mathematics careers.

### **Research Gap**

Overall review the related literature shows, problem is the major in teaching mathematics. Due to different problems female mathematics teachers is effected, social economic factor, cultural factor, traditional factors, lack of lecture's involvement in curriculum planning, lack of efficiency to conduct teaching facilities, students weak background in subject matter, teacher personalities and colonial, legacies ,obstacles' challenging the effectiveness of females in school administration, teacher professional skills and knowledge and home environment are the factors which effect teaching mathematics. A very few research can be carried out the "Problem faced by female teacher teaching mathematics at university level" at Kathmandu district. The researcher found many articles, books, and previous research studies; they have not discussed in this area. The researcher noticed the gap between the literature and purposed title of this study.

From the above review of literature, what is the current problem faced by female teacher in teaching mathematics at university level? What are the practices and opportunities of these problems? What are the cause are occur such problem? And it is the important to explore about it. But there was no such research to such a problem faced by female teachers in teaching at university level at Kathmandu district. So,

through this research I was identifying the current problem by female teachers in teaching mathematics at University Level and to explore the practices and opportunities of these problems.

### **Conceptual Framework of the Study**

The conceptual framework devised through the literature studies facilitated in relation to problem faced by female teacher in teaching mathematics. Researcher have found communication dilemma, of well management of classroom while teaching materials, language problem, the large number of students, there are not sufficient mathematics teaching materials, teaching aids, school management and administration does not think responsible way. To study in-depth and find out the more problems and cause of problems I study different literature and I chosen the conceptual framework of Thapa, P, (2015) because it was match in my study. So, I will be use following conceptual understanding for improving my study.

There were various problems that are faced by female teachers while teaching mathematics at university level. But in this study, the problems are categorized into four groups and each group consist statement which carries the problem faced by the female teachers. By analyzing the response on these problems the conclusion will be carry as the theme for the problem faced by female in teaching mathematics at university level.

In the conservative thinking there is huge gender difference in school and home. As on result of these causes arises that there is a vast difference between achievement of boys and girls in educational area. Female teachers have no more times to spend in development of their professionalism because they have to do all household and social responsibility. Male teacher can spare more time in class preparation, training, seminars, and other professional work. Thus, there is a difference between professional development of male and female teacher. In practice school achievement in their school if there is a female teacher. Because they think female teacher do not teach well as male.

Societies as a whole believe that female are less mathematically capable than men. This belief is communicated to students, guardian. This reinforces the belief that they are not capable of doing well in mathematics. Student's behavior towards female teacher is negligible and they think female teacher are not good in mathematics and do not teach well. In spite of doing the well job the school administration through female teachers should not be a good mathematics teacher and they do not give the opportunity for female teacher.

### **Chapter III**

#### **METHODS AND PROCEDURES**

This chapter describes in detail the methods and procedure involved in the sampling instrument construct the design of the study data collection, scoring procedure, and the statistical techniques used

##### **Research Design and Sample**

The main objective of this research was to investigate the problems faced by female teachers in teaching mathematics at the university level. The research was based on the descriptive survey method and the researcher adopted a questionnaire, in-depth interview schedule, and five points Likert scale tools. To fulfill the objective.

##### **Population and Sample of the Study**

In this study, the female teachers having 5-35 years teaching experiences at the university level of Kathmandu valley were selected as populations. Being fewer numbers of teachers the researcher selected the snowball sampling method to fulfill the objective. Among them, the female teacher from the Kathmandu campus, Tibhuvan university, Tichandra College, Padma Kanya campus, Bhaktapur Multiple Campus, Sanothimi Campus, and Janamaiti Multiple Campus, and Mahendra Ratna Campus participated in this researcher.

##### **Source of Data**

The sources of data were primary and secondary data used for this study. Secondary data were used for the understanding of the past situation. Research studies related to this study were mentioned in the literature review but the primary data were the main sources of the analytical section of this study which were carried out through different tools and techniques.

### **Tools and Instrument of the Data Collection**

The following tools and instruments were constructed based on the need and characteristics of the sample chosen and were used for data collection.

- Questionnaire
- Interview schedule

The questionnaires were developed by the researcher with the help of the supervisor. It included basic 22 questions based on the conceptual framework and related to various problems which are being faced by female teachers while teaching mathematics at the university level on Kathmandu, Bhaktapur, and Dhulikhel.

The areas of problems were related to administration, guardian and students, home environment, and profession. At the end of each section of the questionnaire, the respondents were requested to comment on the areas. That was not covered in the questionnaire.

The interview schedule was used for qualitative information. The teachers were selected for this purpose. The open-ended questions were asked to them with the help of the supervisor. Interview guidelines were constructed in such a manner that they could find the problems with its causes faced by mathematics teacher while teaching mathematic at university.

### **Data Collection Procedure**

The researcher went to university and visited each sample colleges with questionnaire and interview schedule. After that, researcher explained the purpose of visit and requested to the teachers of the colleges included in the sample to fill questionnaire honestly. Some of the teacher filled questionnaire and returned within one hour of that day and some of returned after few days. Also the interview schedule was taken with teachers when researcher meets the teachers to fill up the

questionnaire. The interview schedule asked to the selected sample by using open ended questions

### **Scoring Procedure**

For the scoring, the statement weightage 1,2,3,4 and 5 were assigned to the statement strongly agree, agree, undecided, disagree and strongly disagree respectively for a positive statement, and weightage 5,4,3,2, and 1 were assigned to the statement for negative statement mean weightage was collected a total score of five-point Likert scale. Hence, the statement average means weightage of the statement is 3. If the mean weightage of the statement is greater than 3 the statement indicated the statement is problematic otherwise the statement is not problematic for the female teachers of mathematics.

### **Data Analysis Procedure**

After collected the data the researcher analyzed and interpreted using descriptive survey. There searcher used five point likert scale as a statistical tools for the analysis of questionnaire mean weithage were used to find whether a statement is problematic or non problematic. And theme and the interpretation were done on the basic of quantitative and qualitative result.

The obtained data were analyzed and interpreted with the help of the following statistical techniques. Mean weightage is used to located the central position of the responses to the statements of the respondents as a whole in the rating scale of teachers. The average mean weightage was calculated as follow.

Mean Weightage =total no of a statement /no of the respondents

If the calculated mean weightage is equal to or greater than three it conclude that the statement is problematic or it is strongly favorable to the problem. Otherwise it should be weakly favorable to the problem.

Also, the data collected through interview schedule were analyzed and interpreted on the researcher had already developed in the reviews of related literature section. The researcher analyzed and interpreted the qualitative data thematically obtained from interview schedule.

## Chapter IV

### ANALYSIS AND INTERPRETATION OF DATA

The data were collected for the study from Kathmandu valley. The collected data were tabulated and analyzed according to the objectives of the study. The tabulated data were statistically analyzed and interpreted by using statistical tools mean weightage. This data were calculated item wise in the various problem related to the female teacher in teaching mathematics in university level.

The researcher used questionnaire and interview schedule and present more than one month in each college for the data collection. The interaction with the respondents was categorized according to their category and then different themes were given text of interview.

The whole data were categorized into four groups. They are the problems from the college's administration, students and guardian, home environment and profession. Thus the collected information were analyzed and discussed under the following topic.

- ) Problem related to administration
- ) Problem related to guardians and students
- ) Problem related to home environment
- ) Problem related to profession

#### **Analysis of Problem of Female Teacher which Created by Colleges**

##### **Administration**

Administration plays vital role make betterment and encourages the teachers, but if it seems to be a passive and it irresponsible then female teacher may faced many problem on teaching learning process.

For the understanding of the problems related to the administration. The researcher raised seven questions. These seven questions and their mean weightage were tabulated below:

**Table 1: Problem Related to Administrations**

S.N	Statement of the problems	SA	A	U	D	SDA	REMARKS
1	The administration is helpful in keeping efficiency to work for betterment.	1	11	4	2	0	2.38
2	The administration doesn't provide you equal opportunity compare to male teacher.	3	6	1	5	3	3
3	Administration doesn't encourage you to take part in teaching training.	2	5	0	8	3	2.72
4	Magazines and Books are available	1	9	1	7	0	2
5	Male teachers don't support you in teaching learning activities.	2	7	1	5	3	3.00
6	Administration doesn't grate you leave when you are in problem.	0	2	1	13	2	2.16
7	The mathematics classroom is assigned for male teachers only.	3	6	1	5	3	3

From the above table, it seems that the mean weightage of the first statement “administration is helpful in keeping efficiency to work betterment” was 2.38 indicated that this statement is not a problematic for female teachers of colleges. This statement shows that female teacher has got help from a administration for keeping efficiency to work for betterment.

In the same way the mean weightage of the statement “ the administration doesn't provide you equal opportunity compare to male teacher “ was 3.05 which

show that this statement is a problematic for a female teacher of university. For this statement the most of the female teachers said that the administration don't belief totally for female teachers. Especially in theoretical subjects in master level.

Administration has a less positive concept about female teacher.

The third statement "Administration doesn't encourage you to take part in training program". The mean weightage of the statement is 2.72. it indicated that this statement is not a problematic for female teachers.

The forth statement "magazines and references are available" the mean weightage of this statement was 2 which show this statement is not a problem for female teachers. It seems that administration provided most of the references for study. And administration have also internet to further study.

The mean weightage fifth statement "male teachers don't support you in teaching activities" was 3, which show that this statement makes a problem for female mathematics teachers of colleges.

The mean weightage of sixth statement "Administration doesn't grant you leave when you are in problem as 2.1 which indicated that the statement was not a problem for female teachers.

The seventh statements "The mathematics class was assigned for male teachers only" had a 3.05 mean weightage which indicated that this statement is not a problem for female teachers.

There were found three statement problem and four statements was not problem with relation to school administration. According to the John Williams and Deborah Best, men are more dominate driven and aggressive (John Williams and DeborahBest, 1990a.p.15). There is no evidence of societies where women are more

dominate than men (Paratte, 1996). Gender differences are shrinking over time as women assume more managerial and leadership positions. Feminists approach explained that there should equal opportunities to female teacher should not be dominated by colleges administration as female. They have to encourage female teacher to take part in teaching training program. The mathematics classroom was not assigned for male teacher only. Interview supported these problematic and also supported non problematic statements. From the interview we found that some male teachers felling insecure from female teachers in that ways he doesn't want to help female teachers. Female have more familiar compare to female so students aren't hesitation to asked question and discuss about the subject matter.

### **Analysis of Problem of Female Teacher Created by Students and Guardians**

#### **Problem Related to Students and Guardians**

Society plays a vital role in teaching learning activities. Views toward female of societies are still negative they think that the female are still capture in rare and bare in household work. In the condition of Nepal male dominated society and narrow through toward girls are still available. So the thinking of guardian and students may negative. They believe that women do not teach in upper level special in mathematics of university level. So, the questions were made to know the situation of problem for female teachers.

For understanding the problem in guardians and students, the researcher raised four questions. The researcher tried to elaborate the following problems in details related to guardians and students.

**Table 2: Problem Related to Guardian and Students**

S.N	Statement	SA	A	U	D	SDA	REMARKS
8	Guardian grate you or respect you as male teachers	3	11	2	3	0	2.05
9	You are neglected in a classroom being a female	1	4	0	8	5	2.3
10	Students asked irrational questions during teaching mathematics due to be a female.	1	4	1	10	2	2.5
11	Do you felt difficult to control the classes?	1	2	1	9	5	2.1

The mean weightage of the statement” guardian grates you or respected you as male teachers” was 2.05 which mean that this statement was not a problem for the female teachers. They respect equally as they respect the male teachers.

The ninth statement “you are neglected in a classroom being a female” the meanweightage of this statement was 2.3 which means that there is no problem for female teachers.

The tenth statements “students asked irrational question during teaching mathematics due to be a female. The mean weightage was 2.5 which indicated that the statement was not problem for female teacher.

The eleventh statement “Do you felt difficult to control the classroom being a female” mean weightage of this statement was 2.1 which indicated that there is no problem in this statement.

From the above statements it seems that there no problems created by guardians and students for female teachers who teach mathematics in university level. Also from the interview schedule we found that there is no discrimination between in

male and female in teaching profession. Feminist approach told that guardians did not want to accept female as a mathematics teacher. The guardian told that the female had not enough time to preparation. So they should not teach well. The feminist approach told that the students could not accept mathematics teachers as a female. But, in researchers it found that Societies are gradually changes because of education and new technologies. Most of the guardians and students have a positive perception toward female teacher. Even in the period of starting the students often asked irrational questions and have negative attitudes but gradually they taken female teachers positively by performances and knowledge about subject content. In open in-depth interview the teachers said that” if female teachers have good in her content knowledge, performance and teaching methodology then no one can neglect her. But for all of this female teachers have to be extra ordinary performance then male teachers to proof her.

### **Analysis the Problems of Female Teachers Created by Home Environment**

Home environment and family member play vital role for female teacher. Specially, those women whose play both roles equally? Without support by family she cannot do anything, especially in field of teaching. Teaching profession is one of the professions where teacher should need to update herself day by day in new method on technology. She should need to know social and cultural values and also have qualities to understanding the child psychology. In this case, female teachers play multiple roles she has to care and bear children and also have to struggle to build their career. Mathematics teachers need to mare time for preparation in that case without supporting of family members it doesn't possible to manage. But if it seems passive and irresponsible then the female teacher may suffer from the problems in teaching learning activities.

For the understanding of the problem related to home environment researcher raised six questions. The questions and their meanweight are given below:

**Table 3: Problem Related to Home Environment**

SN	STATEMENT	SA	A	U	D	SDA	REMARK
12	Your family members doesn't cooperative for preparation.	0	3	0	8	7	1.94
13	Yours family members help you to collect related materials	7	7	0	4	0	2.5
14	Your family members are happy with your profession.	3	13	0	2	0	1.8
15	Your family members do not give permission for involving teacher training program.	0	3	0	9	6	2
16	You have to perform all household works before and after colleges.	8	8	1	1	0	4.3
17	Due to having children you wouldn't able to go outside for taking training program.	2	7	4	4	1	3.2

All of the above questions in this section are taken as problem related to the home environment of the respondents.

The statement "your family doesn't cooperative for preparation" mean weightage has 1.94 which indicated that this statement doesn't created problem for the female teachers.

Similarly, the next statement was" your family members help you to collected related materials" the mean weight of this statement has 2.5 which show that this statement was not a problem for female teachers.

In the statement "your family members are happy with your profession mean weightage has 2.1. This indicated that the family members are happy for her profession. It seems that this statement doesn't create problem for teachers

The fifteen statements were your family members don't give permission to involving teacher training program "the mean weightage of this statement has 2.5. it show that this statement is not a problem for female teachers.

Next, the mean weightage of the statement "you have to perform all household work before and after work" has 4.3. Which indicated that this statement create great problem for female teachers.

The seventeen statement "due to having children you wouldn't able to involving training program". The mean weightage of this statement was 3.5. It seems that this statement is problematic for female teacher.

From the above table we found that there were problems in two statements and there were no problem in four statements. According to the feminist told that that cultural forces influence interest in mathematics, socialization occurring at anyone age about who should be interested in mathematics why mathematics is useful for accomplishing everyday task, and which careers are suitable for which gender. Parents should support females who indicated an interest in math- based careers and become involved in helping students select the courses that provided appropriate academic preparation for such field. Providing access to female as role model, who are involved in mathematics careers.

The lots of household work and rare and bare children are great challenges for female teacher. Because of having performance teachers do not time for proper time for preparation. She has a pressure for both household work and builds her career. To get up from these problem family members should help them to collected related reference had also help to manage time for her preparation. From the interview it found family members are happy by their profession but they doesn't help enough

time for preparation and build their career. Even today families have practicing female have to perform all the household work which deal great problem for female teachers.

### **Analysis the Problem Related to Profession**

To be good teachers in mathematics, teachers need to have knowledge in content and methodology. Also have a capacity to command, for these teachers have to preparation. But in the case of female teacher, she should able to maintain the time due to having many problem. A female is one who motivates students better then male teachers because students don't hesitation to asked the questions. Also they were familiar with female teachers compare to male teachers. But if it seems irresponsible then female teacher may face many problems.

For understanding the problem researcher raised question related to profession. The related questions and it mean value.

**Table 4: Problem Related to Profession**

<b>S.N</b>	<b>STATEMENT</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SDA</b>	<b>REMARKS</b>
18	Low teaching experience create problem for teaching.	0	11	0	7	0	3.2
19	Lack of command voice creates problems in teaching mathematics.	3	13	0	7	0	4.5
20	Some female teacher doesn't have time for preparation due to having children, menstruation, pregnancy and preparing food.	6	11	0	1	0	4.22
21	In teaching mathematics there is no remarkable training opportunity for skill development which can be for profession development.	6	9	0	1	2	3.66

The above statement “low teaching experience create problem in teaching” mean weightage of this statement was 3.22. It indicated that low teaching experience create problem in teaching but in open interview some female teacher said that “if teachers have a good in content knowledge then he/ she shouldn't need to be an experiences in such field.

The nineteen statement was “lack of command to teach create problem” the mean weightage was 4.5 is more than 3 so, it indicated this statement make problems to teachers.

The statement “Some females teachers do have time for preparation because of having children, prepare food, pregnancy, menstruation, and home environment”. The mean weightage of this statement was 4.22 which indicated that this statement create problem for female teachers.

At the last statement “In teaching mathematics there is no remarkable training opportunity for skill development which can be helpful to develop teaching profession mean weightage was 3.66 in teaching learning activities and also lack of command also create a problem in teaching learning activities

From the above table, there were found all statement were problematic statements. According to feminist approach, some of female math anxiety can be attributed to female role models such as female college teachers and mothers. Having a female teachers who say she is anxious about mathematics leads her students to share that attitude and score lower on tests (Beilock, Gunderson, Ramirez and Levme, 2019). A female teacher's ability to perform mathematics tools has also been shown to influence a student's confidence and interest in mathematics. Faculty development efforts should be designed to support this initiative, providing educators

with information about the usefulness of mathematics across content areas and providing training for all educators to develop teaching skills.

Differenced in our profession personal lives also influenced our perception of selves working within feminist research. Laura often reflected on her experiences as a daughter, sister, and teacher, while Nancy and Vera referred to their experiences as mothers and professors. The responsibilities associated with conducting meaningful feminist research were balanced in relation to scholarly academic positions and own personal life position.

Girls show less confidence in their ability to learn than boys. Girls are less confidence about future mathematics performance when predicting future grades in mathematics. Girls are less optimistic than boys of equal ability. This lack of confidence is devastating for several reasons. If girls believe that they are incapable of performing well in mathematics, they may experience a sense of helplessness in the classroom.

Low teaching experiences of teachers create problem in teaching. From an interview twelve respondents' teachers said "there is a lack of skilled/trained teacher for mathematics. When the researcher asked students are not well motivated in female teachers, is it right? Then they said "starting day's students are not motivated in their class because they have low teaching experience so that they have no more knowledge about subject matter and also have no more knowledge about the teaching strategies. In teaching mathematics there is no remarkable training opportunity for skill development. The feminist approach told that there should be necessary remarkable training opportunity for skill development to teach mathematics.

## **Chapter V**

### **SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATIONS**

This chapter deals with the summary, major findings, conclusion, and recommendations.

#### **Summary of the Study**

The purpose of this study, analyze the problems faced by female teachers in teaching mathematics at the university level of Kathmandu. This means that the problems arisen on profession and person of female teachers are analyzed in this study.

The objective of this study is to identify the problem faced by a female teacher in teaching mathematics at the university level.

For this, the problems are categorized into four different categories which have fulfilled the basic need of this research. The descriptive method has adopted to complete the research. The responses have been collected from the different colleges and interviews have been taken with the selected teachers through the snowball sampling method.

The researcher developed the questions under the guidance of a supervisor. Consisting of eighteen questions in the questionnaire and thirteen questions in the interview schedule related to the problems faced by female teachers teaching mathematic at the university level.

The collected data has been quantified based on five points Likert scale, a questionnaire has been included in each category of problems, and analysis of responses have been carried out using statistical indicators such as mean weightage

have been used for the analysis of the problem and interview schedule have analyzed in more descriptive ways.

### **Finding**

The major findings of the study are based on responses of eighteen university-level female teachers. From the field survey and statistical analysis of collected data, it is found that teachers have been faced great problems of female teachers teaching mathematics at the university level. On the basis and interpretation of data, the findings of this study are presented as below:

- ) Teachers faced problem on administration doesn't designation for female teachers.
- ) They have performed all the household work, rearing and bearing children, menstruation, pregnancy, and home environment create them a problem to preparation.
- ) There are no remarkable training programs for developing skills.

### **Conclusion**

From the study, the researcher found that there are many of the problems were appeared to the female teachers in teaching mathematics at the university level. Among the five different sets of items described above show that there are following problems, the administration does not assign designation for a female teacher, the problem in teaching-learning to lack of command voice, other problems including rearing and bearing children, preparing food, menstruation, pregnancy, and home environment barrier to developing their career and lack of training program to develop their skills.

Finally, the researcher came to conclude those female teachers who were teaching mathematics at the university level on Kathmandu, Kritipur, and Dhulikhel. In their opinion mathematics is an interesting subject but having multiple responsibilities of long live problem create a problem for preparation. In teaching mathematics, most problems arise due to insufficient time to read reference books or practices. Among problems of administration view toward female teachers is also another problem. Administrations have less positive of female participation. Most of the female teachers are assigned for bachelor level only. There are a rare number of females who take the post of administration or as the head of the department. And there are no remarkable teaching training programs for skill development in university. Many factors such as lack of lecture's involving in curriculum planning, lack of efficiency to conduct teaching facilities and aids, lack of opportunity given to upgrade their knowledge, and huge numbers of lecture, so it needs to a lunch training program in upper level or university level.

### **Recommendation**

The recommendation has been made to solve the problems faced by female teachers in teaching mathematics at the university level. Proper immediate remedial should be taken into consideration to address concerns and to minimize the problem for female teachers. At the last of this research, the researcher makes the following recommendation.

- ) Administration should not bias in the allocation of responsibilities' to males and females.
- ) Female teachers themselves need to manage time and care about the personal and professional carrier.

- ) Government should provision to lunch training in upper level or university level.
- ) Mathematics teachers are required to use suitable teaching and learning methods to motivated students and create interest in them in mathematics and also to update.

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## APPENDIX A

Teacher's Name:

Qualification:

School's Name:

Year of experience:

Please study the statement carefully and give your own opinion by putting on any of the following five ratings of each statement.

SA= Strongly Agree

D= Disagree

A= Agree

SDA= Strongly Disagree

U=Undecided

S.N	Statement	SA	A	U	D	SDA	Remarks
1	Administration doesn't provide you equal opportunities compared to male teachers						
2	Administration doesn't encourage you to take part in teacher training program.						
3	Magazine and reference books are available.						
4	Administration is helpful in keeping efficiency to work for betterment.						
5	Administration doesn't grant you leave when you are in problem.						
6	Male teacher does not support you to teaching activities.						
7	The mathematics class is assigned for male teacher.						
8	Guardians don't respect as female teacher respect as male teacher.						

9	Your are neglected by students being female teacher.						
19	Students make unnecessary question in teaching mathematics due to female teacher.						
11	Do you felt difficult to control the class being a female.						
s12	I don't like to be a mathematics teacher.						
13	Your family member doesn't co-operate you for preparation						
14	Your family member doesn't help to collected references.						
15	Your family isn't happy with your teaching profession.						
16	You have to perform all household works before and after university.						
17	Your family member doesn't give permission for involving teaching program outside.						
18	Due to having children you wouldn't able to go outside for taking training program.						
19	Low teaching experience created problem in teaching.						
20	Lack of command to teach mathematics create problem.						

21	Some female teacher don't have time for preparation due to she should look of her child, preparing food, menstruation, pregnant and home environment.						
22	In teaching mathematics teacher is not remarkable training opportunities for skill development which can be helpful to develop teaching profession.						

## APPENDIX B

Name : .....

Teaching experience : .....

College's Name : .....

Address : .....

Age : .....

1. Now you are ..... Teacher.  
Temporary [ ]      Permanent [ ]
2. Mention the main subject which you are teaching?  
.....
3. In your view mathematics is:
  - I. Difficult
  - II. Interesting
  - III. As like other subject
4. Being a female teacher do you fell difficulties in household responsibility?  
Yes [ ]      No [ ]
5. Do you complete the course of mathematics in time?  
Yes [ ]      No [ ]
6. You are a female teacher. Do the following factors affect in your teaching?
  - I. Household responsibility [ ]
7. Who encourage you to teach mathematics?  
Yes [ ]      No [ ]
8. Is mathematics a hard subject to teach and learn in your view?  
Yes [ ]      No [ ]

9. Are you unable to prepare lesson plan due to multiple responsibilities as teacher?

Yes [                      ]                      No [                      ]

10. Are you satisfied with your teaching profession?

Yes [                      ]                      No [                      ]

11. Almost all students are came from poor subject background due to

I.    Lack of teachers [                      ]

II.   Lack of content knowledge[                      ]

III.   Lack of references [                      ]

12. Students are not well motivated by the female teachers

Yes [                      ]                      No [                      ]

13. Students often ask irrational questions when a female teacher is teaching mathematics.

Yes [                      ]                      No [                      ]

## APPENDIX C

### NAME OF TEACHERS AND THEIR COLLEGES

S.N	NAME OF TEACHERS	COLLEGES
1	Dr Nilam Subedi	Janamatri Multiple campus
2	Dr Santa Bajracharya	Padma Knaya Campus
3	Brinda D. Shakya	Padma Knaya Campus
4	Anajana Pokhrel	Padma Knaya Campus
5	Dhan Kumari Thapa	Padma Knaya Campus
6	Santa Shrestha	Trichndra Campus
7	Ritu Basanet Thapa	Trichandra Campus
8	Dr. Saraswata Acharya	Kathmandu University
9	Indra Arya	Bhaktapur Campus
10	Lashmi G.C	Bhaktapur Campus
11	Gauri Bhujel	Bhaktapur Multiple Campus
12	Hom Kumari Adhikari	Tribhuvan University
13	Sarala Luitel	Tribhuvan University
14	Bimala Mishra	Tribhuvan University
15	Dr Ruma Shrestha	Mahendra Ratna Campus
16	Tara Dhakal	Mahendra Ratna Campus
17	Sarada Pahadi	Mahendra Ratna Campus
18	Indira Kumri Shrestha	Mahendra Ratna Campus