Chapter-I

BACKGROUND OF THE STUDY

The term "Mathematics" has been interpreted and explained in various way. According to Oxford dictionary, “mathematics is the science of number and space" Mathematics is intimately involved in every moment of humans life. Mathematics is essential in many fields including natural science, engineering Medicine, finance and the social science .it is a way of thinking, a way of organizing a logical proof. Since ancient time, Mathematics has been a very useful tool for disciplines other than itself. Enriched with logic, philosophy and principles, it has been developed into a very strong subject with time because mathematics is precise in nature, it is the most dominant of all sciences. A strong foundation of mathematics is a must to master every branch of natural sciences, social sciences and management.

About the objective of the study of mathematics Butler and Wren states (1965), “the objectives of study of mathematics is to fold the acquisition of useful knowledge and the cultivation and discipline of mental power.”

“Mathematics as much as music or any other art, is one of the means by which we rise to a complete self-consciousness. The significance of mathematics recedes precisely in the fact that it is an art, by informing us of the nature of our own minds , it informs us of much that depend on our own minds.” (Sullivan, 1925)

Mathematics, the science of structure, order and relation that has evolved from elemental practices of counting measuring and describing the shapes of objects. It deals with logical reasoning and quantitative calculation and its development has idealization and abstraction of its subject matters. The first mathematics textbook to be written in English and French were published by Robert Recorded beginning with the grounded of arts in 1540. About the aspects of teaching is establishing a harmonious relationship between teacher, pupil and subject. It is giving useful information. It is causing the child to learn. It is the stimulation and direction of learning. It is helping the child to make effective adjustments, it is guiding the pupil activity and it is training of his emotions (Bhatia and Bhatia, 1986).

Nowadays, advanced mathematics can be obtained in different forms like concrete and abstract, analysis and synthetic, formal and informal, applied and pure etc. The main forms are applied and pure. Applied mathematics is the application of pure mathematics in the service of a given purpose. It has some direct or practical application to objects and happenings in the material world. It plays a great role in the development of various subjects. Every discovery science owes much to applied mathematics. It is the connecting link between pure mathematics on one side, physical, biological, social sciences and technology on the other. On another side, pure mathematics involves systematic and deductive reasoning. It treats only theories and principles without regard to their application to concrete things. It is developed on an abstract self contained basis without any regard to any possible kind of practical applications that may follow (Sidhu, 1995).

The teacher analyzes the individual pupils capacities, knowledge, past, experiences, interest and needs. The teacher analyzes the pupils goals and encourages him to revise his goals in accordance's with his capacities. The teacher harmonizes the educational process with the pupils capacities and goals. The teacher evaluate the pupils progress in term of his capacities and goals. The teacher and the working together reconsider the revised goals in the light of the progress achieved and strive to correct (Remmers, 1976)

In many tribes, tally marks painted on pieces of wood and notches cut in sticks are used to keep permanent records. A tally marks matches each item recorded. A group of tally marks can be used to represent a relatively small number of items even when there is no to name the number of marks there are. Latter mathematics is symbolized and structured as system. The invention of symbol helped to develop math processes, which utilizes positional representation of number and operation of numbers. This made math's processes such as addition subtraction, multiplication and division simple enough for common use. The number concepts, numeral system and math process that we commonly use today look simple and perfect. It is on them that modern mathematical theories and complex processes have developed. But one cannot, however, ignore the fact that the initial development of number counting and math's processes were based on simple interaction between people with regard to physical objects in their environment. Today people have devised several forms of

number counting. Some based on 2, some on 10, some on 20, and so on. Some ancient counting system have already become absolute and some others that have survived are gradually being replaced by new system (Bruckner et l. 1947: 24-26).

Mathematics, a body of knowledge in the area of science with its own symbolism, terminology content, theorems and techniques has been initiated its development since ancient human civilization. In this context, Even (1983) said, “Humans even in most primitive times had some number sense, at least to the extent of recognizing more or less when some objects were added to or taken for a small group, for studies have shown that some animals possess such a sense. The concept of number and the process of counting developed so long before the time of recorded history that the manner of this development is large conjectured. Probably the earliest way of keeping a count principle of one to one correspondence. In keeping a count on sheep, for example, one figure per sheep could be turned under. Count also be maintained by making collection of pebbles or sticks by making scratches in a piece of wood or by tying knots in string. Then perhaps later, an assortment of local sounds was developed as a word Talley against the number of objects in a small group. And still later, with the refinement of writing an assortment of symbols was devised to stand for three numbers (P. 2).

In our country textbooks are used as only as major tools to achieve the objectives of the curriculum because of financial problems our schools could not produce and afford money to spend in materials and equipment's facilities that are essential for teaching and learning activities are not available in substantial amount some schools do not even have enough classrooms. A large number of students are packed in small classroom often the roof leaks. The purpose of the present study was to explore the kinds and extents of problems faced by teachers in executing instructional activities in mathematics classes of the lower secondary level in the district of Syangja (Poudel, 2011).

Teacher is the most important component of the education system. Animation system is only as good as the teacher. In most countries all teacher decision on left to the teachers. The teachers are closest to their subjects and developments therein. They must make curriculum, teaching methods and grading decisions which are at heart of the education system. If this is adopted it would mean withdrawal of the system of

centralized curriculum decisions to allow the teacher more autonomy to determine what needs to be taught. In all teaching decision including hiring, working conditions, promotions and salaries increase of teachers as well as school equipment requirements. It must be the educators who are in charge .In current situation teachers are not seems to be happy with their status and they way they are related in the society. To them they are the only agent of change and source of quality education. For this purpose the feel if they paid well and should give them adequate prestige to make an attractive profession so that our best once again start taking up the academic profession the entire education establishment should try to create the product of quality education. High literacy rate and quality education are directly related with primary school teachers which lead to sensible generation production. Thus it promotes healthy democracy which then leads to sensible generation production. Thus it promotes healthy democracy which then leads to honest leadership so teacher's especially primary school teachers play pivotal role in society because they are the principal agency for propagating education. As Pakistan is an underdeveloped country so here the teachers especially the primary schools teachers are facing a lot of problems which needs prompt action for the solution both on the part of community and also on the part of society (DR. Sabil Farooq, 2017, Retrieved, www.org>article>view).

While a majority of the women still face discrimination and gender bias, in the last few decades, the number of women successful in politics, technology and business etc. is definitely on the rise. Society has started seeing women in a different perspective. They work as lawyers, nurses, doctors, social workers, teachers, secretaries, managers and officers etc. There is no profession today where women are not employed. However, it is true that working women have to face problems by virtue of their sex. For centuries women have been subjected to exploitation and torture, physically, sexually and mentally. There are innumerable challenge and problems faced by them both at home and workplace. What we generally see today, in addition to various media and journal reports is that in the workplace women generally face mental stress, sexual harassment, discriminatory practices, safety and security issues etc (Martin, 1989). India's patriarchal society thinks of women only as homemakers and sexual objects and is generally subjected to exploitation and torture (Dube, 2001).

Women are an inseparable part of the development of a country. Nearly half of the populations of a country are women. Fact has now been realized with predominant importance that without ensuring women's development the national development cannot be achieved. Education is media through which women's development can be achieved where the female teachers have significant role to play. The female teachers are the active participants of improving quality of primary education. In the social context of Bangladesh, it is a strongly belief that female teacher play the role of "substitute mother" in primary schools, and women have an "innate" ability to teach younger children especially. In Bangladesh the girls in rural areas are mostly remain aside from primary education. There are a number of reasons. Poverty, poor communication, lack of infrastructure, lack of knowledge containing advantages of female education etc. are notable to those reasons. The community of Bangladesh has had some significant programmers to overcome those problems. The scholarship / stipend to girls' students, food for education programmers etc can be mentioned. In this context as "substitute mother" the female teachers would stimulate girl's enrolment and retention in the school.

Female are the indispensable part of a society. Their education influence the coming generation. The development of future generation mainly depends upon the education of women section. So the education of female is realized to be the most essential part for the development of the society. It can help every female to educate their children to be good manager of the family as well as the active member of the society. The children learn their manners and behavior at home and mostly mothers are responsible for cultivating good behavior in their children .It is the duty of the society and the community to provide adequate facilities for the education of women. Because if we educate a girl, we educate the whole family.

Statement of the Problems

The study is designed to analyze the problems of community school female teachers. We know that teacher is the backbone of teaching process. There are a lots of female teachers at basic level who face many problems but the community do not seem to take action against such problems.

Specially, the study intends to answer the following question.

a. What are the problems faced by the female mathematics teachers in teaching mathematics at the basic level of Kaski District?

b. Do the problems faced by the female mathematics teachers in rural schools teachers differ from urban schools teachers?

Objectives of the Study

The objective of the study were

- To find out the social /economical problems of female teachers.
- To find out the personal problems of female teachers.
- To find out the academic and administration problems of female teachers.
- To find out the teaching problems of female teachers

Rational of the Study

- The study is significant for the reason that it would help to provide the information to the concerned agencies to reform the math education in basic level. The study would be helpful to the female teachers.
- The study would be helpful to the female teachers for take decision to necessary measures to minimize the problem of basic level school teachers.
- The study would be helpful to the school administration.
- The study would be helpful to the female teachers for classroom management.
- The study would be helpful to the female teachers for time consumed.

Delimitation of the study

- The limitation of the study were as follow
- The study was limited in Kaski district.
- The study was limited in basic level schools of Kaski district.
- The study was concerned with classroom teaching problems of female mathematics teachers.
- The study was concerned with personal problems of female mathematics teachers.

- The study was concerned with social/economical problems of female mathematics teachers.
- The study was concerned with Academic and Administration problems of female mathematics teachers.
- The study was limited only community schools.
- Only 14 female mathematics teachers were selected in this study.

Definition of Key Terms

Community School. Those school which receive regular financial support from community.

Female Teacher. Someone who is female is a woman or a girl.

Teacher. The person who teach mathematics in Basic level.

Problems. Problems in mathematics refer as thing that are difficult to deal with or understanding during teaching mathematics.

Students. students refer the children of basic level who are reading mathematics.

Mathematics laboratory. The room where educational materials are kept to manage the learning of mathematics to the students.

Urban schools. The basic level or secondary and Higher secondary schools inside the Pokhara bazaar and near Pritivi Highway of Kaski district.

Rural schools. The basic level or secondary school and Higher secondary schools out side of the Pokhara.

Hypothesis

The research hypothesis formulated for this study was as follow.

There is no significant difference between problems faced by rural female teachers and urban female teachers.

The corresponding statistical hypothesis is as follow.

H_0: $\mu_1 = \mu_2$

H_1:$\mu_1 \neq \mu_2$

Where μ_1 and μ_2 are the corresponding parametric mean weightage score of rural school female teachers and urban school female teachers respectively.

Chapter II

REVIEW OF RELATED LITERATURE

The chapter literature review helps to bring clarity and focus in research Problems. Review of related literature several studies and researcher have discussed about the problem faced by female mathematics teacher in teaching mathematics. The researcher have taken many variables such as achievement of students mathematics attitude of student and teacher towards mathematics effectives of studies relevant to the present study were reviewed,

Pathak (1986) in his research on “The problem faced by the teachers in Kathmandu district in the implementation of mathematics curriculum for lower secondary school" concluded that most of the teachers of Kathmandu district have not been facing problems in the selection and use of instructional materials but they are facing problems in selecting proper evaluation devices.

Sometimes due to huge family and laborious work the female teachers become so busy and involved that. She does not pay full attention to school and teaching profession although community has done much to uplift the miser and pity conditions of teachers but still much efforts and determination is required to overcome this problems. The lack of teaching and learning aids in schools creates difficulties in the teaching process especially for female .Some girls school even do not have basic aids such as black boards , attendances registers , offices , libraries , laboratories and up to date books . Even the majority of girls schools have lack of classrooms. In majority of girls schools there are no proper playgrounds for the physical development of students and teachers (Qureshi , 2002) . This has created more monstrous problems for female teachers as they cannot provide the students wider opportunities for learning and development. Since teachers are expected to cover course well in time, however, in the given condition they fail to create meaningful learning environment in schools (Hussain , 2001)

Subedi (2008), research on there is no significance difference between the problems felt by Urban and Rural female teachers but the pattern of the problems were different.

Pandit (1999), has research on problem faced by mathematics teacher education in the implementation of three years B.ED level mathematics teachers education in Nepal . He concluded that mathematics teacher education program in Nepal is disturbed by so many factors .He concluded that

- Lack of lecture's involvement in curriculum planning.
- Students weak background.
- Lack of opportunity given to upgrade their knowledge.
- Lack of efficiency to conduct teaching facilities and aids.

Pandey, S and Deb, R (2003), has studied on how different are the problems of married and unmarried women teachers .This study was survey type. The tool developed and used in the study was Siksbnak Samsya Anusuchi (SSA).The objects of study were ,To compare the problems of married and unmarried women teachers in the context of different areas of teaching problems . To compare the teaching problems of married and unmarried women teachers with reference to age , teaching experience and educational qualification.

Lamichhane (2001), has study of problems faced by secondary level mathematics teacher in teaching mathematics . He was identify the problems in the ruler area and urban area . He used Mann Whitney, U-Test and Z-test to conclude the several problems faced by the Urban teachers. Then he were not found to be significantly different from those of the rural teachers.

Basnet (2003), has studied on "teaching problems faced by the mathematics teacher in existing curriculum of grade eight in Jhapa district. He concluded that the teacher and students are facing many problems .He concluded that

- Lack of the teacher guide.
- Lack of the reference book
- Lack of physical abilities in the classroom.
- Large classes
- Deductive evaluation system

Chaulgain (2005), has study of problems faced by secondary school mathematics teachers in teaching Geometry in Kathmandu. He is finding of study were,

- Most of teachers have faced problems on either to student's evaluation technique .
- Lack of teachers professional development.
- Do not using locally available materials.

Gautam (2008), has study on problems faced by higher secondary mathematics teachers in Newalparasi district. He is finding of study were,

- Lack of classroom management
- Problems are due to characteristic background of students.
- Lack of good of educational administration.

He further added that both public and private higher secondary mathematics teachers have been facing more similar problems.

Pokhrel (2011), has studied on problems faced by lower secondary mathematics teachers in teaching mathematics of Kaski district. The researcher used conceptual framework which consist the questionnaire containing 41 items of problems of mathematics teacher on sample of 20 school teachers from Kaski district.

Neseem S and Anas N (2011), has research on problems of teacher in education in India . they are finding of study were,

- Lack of subject knowledge
- Problems of practice teaching
- Problems of supervision of teaching.
- Deficiencies of small time period provided for training of teachers.
- Defects in selection procedure lead to deterioration of quality teachers.

Poudel (2006), has research on "A comparative study on mathematics achievement of secondary level students taught by trained and untrained teachers in public school of Kathmandu District .He conclude that there is significance difference in achievements of students taught by trained and untrained teachers.

Ali (2011), "investigated the challenges facing women in career development. She found that most of the women employees were dissatisfied with career

development programmers and women were discriminated against in career development opportunities. The study recommended that organizations should strive to ensure that career development programmers were set to enhance career development amongst women employees. Top management should also be committed to the career development of women, and organizations should also introduce affirmative action to urgently address career development of women."

Implication of Review for the Study

According to Wagle (1995); Review of related literature is an integral part of the conduct of research, helping the researcher in the clarification of his problem and the avoidance of duplication the formulation of insightful hypothesis, the planning of an adequate research design and the rigorous and insightful interpretations of his findings.

- It helps to find the research gap.
- It is used for agreement or disagreement in suite findings of the research.
- It is used for saving of time researcher during the study.
- It is used as main guidelines for the completions of the study.
- It helps to clarification of problems
- It establishes a point of departure for new research.

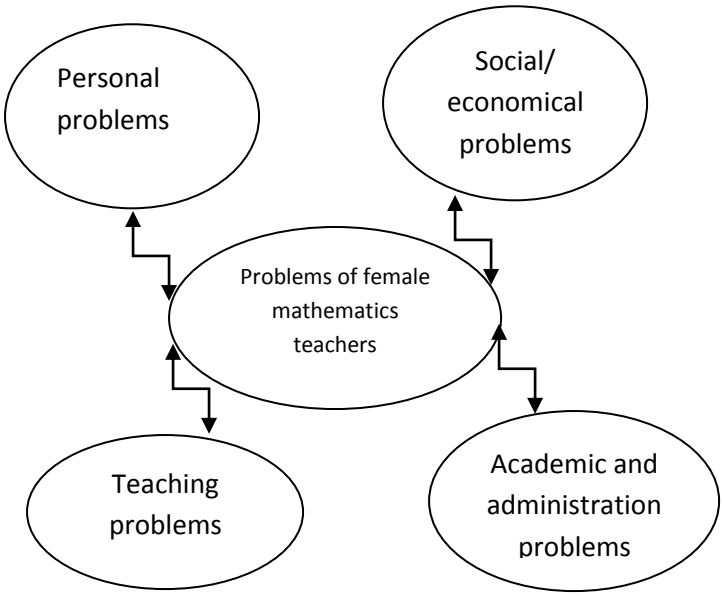
Research Gap

After reviewing all these Review literatures. I learned methodological process, theoretical subject matter but no one of the study exactly cover my study area. Therefore, there is a gap about female mathematics teacher problems, so I want to proceed this study. Pathak (1986) in his research on "The problem faced by the teachers in Kathmandu district in the implementation of mathematics curriculum for lower secondary school. Upadhyay (1985) had research on the "A comparing study on the class room questioning behavior of primary school teachers". Pandit (1999) mentioned on an article problem faced by mathematics teacher education in the implementation of three years B.ed level mathematics of teacher education in Nepal. Lamichhane (2001) has study of problems faced by secondary level mathematics

teacher in teaching mathematics. Basnet (2003) had studied on teaching in existing curriculum of grade eight in Jhapa district. Pandey, s and Deb R (2003) has studied on how different are the problems of married and unmarried women teachers. Chaulgain (2005) has study of problems faced by secondary school mathematics teachers in teaching Geometry in Kathmandu. Subedi (2008) research on there is no significance difference between the problems felt by Urban and Rural female teachers but the pattern of the problems were different. Gautam (2008) has study on problems faced by higher secondary mathematics teachers in Newalparasi district. KC (2009) had research on problem faced by student in compulsory level. Pokhrel (2011) had studied on problems faced by lower secondary mathematics of Kaski district. Ali (2011) Investigated the challenges facing women in career development. Neseem S and Anas N (2011) has research on problems of teacher in education in India. No research yet has been carried out to find out the problems faced by female mathematics teachers. The present study will be different from all above mentioned works in the sense that it well attempt to find out the female mathematics teachers problems of basic level in Kaski District.

Conceptual Framework

The questionnaire are constructing according to the following conceptual framework of problems faced by basic level female mathematics teachers in teaching mathematics shown by the following way.



Theoretical Framework

The theoretical framework is a collection of interrelated concepts, like a theory. Theoretical framework guides research, determining what things will be measured and statistical relationships of it. Theoretical frameworks are obviously critical, theory-testing sorts of studies. In those kinds of studies, the theoretical framework must be very specific and well-thought out. Theoretical frameworks are also important in research studies, where I as researcher really don't know much about what is going on, and trying to learn more. There are some reasons why theoretical frameworks are important. First of all, no matter how little person think what she/he know about topic, and how she/he neutral or independent in the way of thinking, it is impossible for a human being not to have preconceived notions. For example, some people fundamentally believe that people are basically untrustworthy, and you have keep your wits about you to avoid being conned. These fundamental beliefs about human nature affect how person on things when doing personal research. In this sense, researcher is always being guided by a theoretical framework, but she/he don not know it. The framework tends to guide what investigator notice in research, and what she/he don not mention. Therefore, saying by other words, you don't even notice things that don't fit your framework. We can never completely get around this matter, but we can reduce this issue considerably by simply making our implicit framework explicit. Once it is explicit, we can deliberately consider other frameworks, and try to see the research question, answers, findings, situation through different lenses. In my thesis I am using theory about problems of females teachers.

Chapter III

METHODOLOGY

Research methodology presents the logistics of study because it determines how the research becomes complete and systematic. The Research design is survey, analytic, descriptive and comparative in nature . This is concerned with the study of problems faced by female teachers of Basic level mathematics in Kaski district.

Research Design

The design of the study was of Quantitative with survey design.

Population

The population of this study consisted of all the Basic level schools of female mathematics teachers of grade 8 of Kaski district who currently involved in teaching programs. The sample of the study consisted of teachers selected from only community schools.

Sample

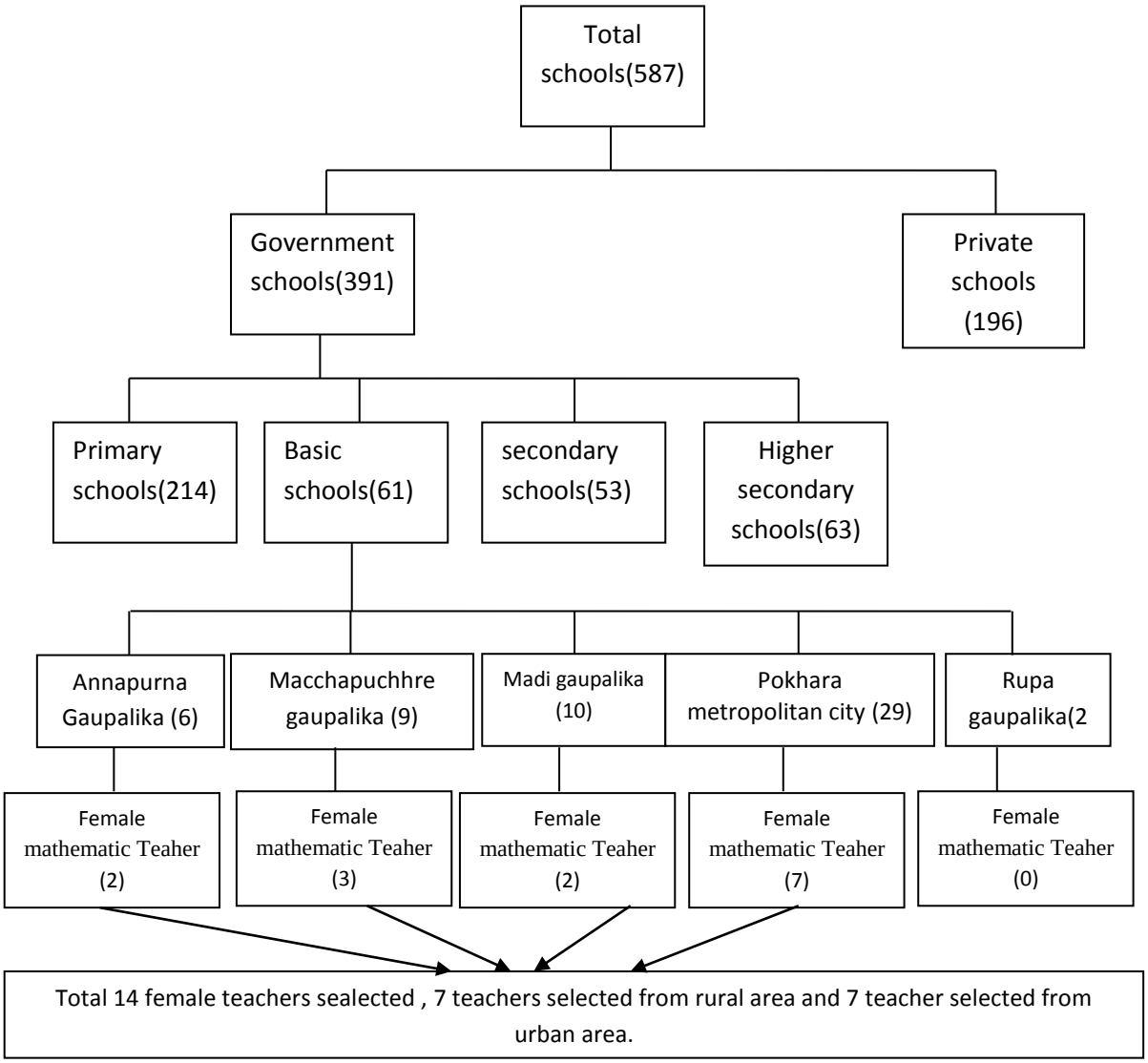
Kaski District: a part of Gandaki Pradesh is one of the seventy-seven districts of Nepal. Kaski District politically has One Metropolitan City, 4 Gaupalika and 3 electoral sectors.

The district consists of one metropolitan city and four rural municipalities.

These are as follows:

- Pokhara Metropolitan City
- Annapurna Rural Municipality
- Machhapuchchhre Rural Municipality
- Madi Rural Municipality
- Rupa Rural Municipality

Sample of Teacher



Source: DEO, Kaski District

Table -1

Distribution of Sample

Sample characteristics	Number
1) Types of schools	14
Community schools	
2) Location of schools	
a) Urban	7
b) Rural	7
3) Teachers training	
a) Trained teachers	3
b) Untrained teachers	11
c) Academic Qualification	
a) Intermediate	3
b) Bed	9
c) Med	2
d) Years of Experiences	
a) 1 to 5 years	3
b) 6 to 10 years	2
c) 11 t0 15 years	3
d) 16 to 20 years	2
e) 21 to 25 years	4
f) 26 to 30 years	-
g) 30 above	-

Instruments / Tools

A questionnaire was major tools for data collection in this study. The questionnaire consisted of forty statements of problems faced female mathematics teachers related to personal, social, teaching and Academic / Administration problems.

Data Collection Procedure

Researcher carried out a sample of 14 female mathematics teacher from Rural and Urban schools including community schools of Kaski District. The researcher

distributed the questionnaire to the teacher and ask to response over each item of questionnaire , By using (√) marks to appropriate column of five point Likert scale ranking from strongly agree, agree, undecided, disagree, strongly disagree questionnaire.

Data Analysis Procedure

The obtained data were analyzed with the help of following statistical techniques.

i) Mean was used to located the central position of the responses to the statements of the teachers as a whole in the rating scale.

The average rank score is calculated as follow:

$$\text{Mean weightage} = \frac{\text{total rank score of statements}}{\text{Number of teachers}}$$

ii) The Mean Whitely U-test was used to investigate the significant difference of it exists, between mean rank scores of Urban female teachers and Rural female teachers towards the responses to the statements.

The rank of each sample group are summed individually and represented as $\sum R_1$ and $\sum R_2$.

The following procedure is followed to the hypothesis:

$$U = N_1N_2 + \frac{N_1(N_2+1)}{2} - \sum R_1$$

N_1 = Number of one group

N_2= Number of the another group

$\sum R_1$ = Sum of ranks in one group

$\sum R_2$= Sum of rank in another group.

It is smaller value of U test is used when consulting the Mann-Whithey U table. The Z-value of U is determined by the formula.

$$z = \frac{U - \frac{N_1N_2}{2}}{\sqrt{\frac{N_1N_2(N_1+N_2+1)}{12}}}$$

iii) The level of significance, α is set at 0.05.

Chapter-IV

ANALYSIS AND INTERPRETATION

Analysis and Interpretation of Results

This chapter present analysis and interpretation of data. The analysis of data was carried out on the responses received on the questionnaire from the teacher were organized, tabulated, analysis and interpretation. It analyzed under the following sections.

1. Analysis of responses and observation to discern whether or not the respondents perceived the statements as problems or not.
2. Comparison of the problems faced by the basic level mathematics female teachers teaching at public and private schools.

The researcher has taken the real problems to those item, which had main scores above 3.0 .The following table shows the distribution of mean weightages in the rating scale and response of percentage for each of the statements included in the questionnaire.

Distribution of mean response and percentage within Questionnaire

Table -2

Statements no	SA	A	U	DA	SDA	Mean Weightage	Remark
1	0	0	0	1(7.1428%)	13(92.856%)	1.071	No
2	0	0	1 (7.1428%)	11 (78.5708%)	2 (14.3456%)	1.928	No
3	14 (100%)	0	0	0	0	5	Yes
4	0	2 (14.3456%)	9 (64.2852%)	3 (21.4284%)	0	2.92	No
5	0	0	0	12 (85.7136%)	2(14.3456%)	1.85	No
6	0	1 (7.1428%)	4 (28.5712%)	6 (42.8268%)	3 (21.4284%)	2.21	No
7	0	0	2 (14.3456%)	9 (64.2852%)	3 (21.4284%)	1.92	No
8	0	0	4 (28.5712%)	7 (49.9996%)	3 (21.4284%)	2.07	No
9	0	0	2 (14.3456%)	10 (71.428%)	2 (14.3456%)	2	No
10	0	0	0	0	14(100%)	1	No
11	2 (14.3456%)	0	6 (42.8268%)	6 (42.8268%)	0	2.85	No
12	7 (49.9996%)	0	1 (7.1428%)	1 (7.1428%)	5 (35.714%)	3.21	No
13	1 (7.1428%)	0	5 (35.714%)	5 (35.714%)	3 (21.4284%)	2.35	No
14	0	0	1 (7.1428%)	9 (64.2852%)	4 (28.5712%)	1.78	No
15	6 (42.8268%)	1 (7.1428%)	3 (21.4284%)	2 (14.3456%)	2 (14.3456%)	3.5	Yes
16	2 (14.3456%)	0	0	6 (42.8268%)	7 (49.996%)	2.07	No
17	0	0	0	1 (7.1428%)	13 (92.856%)	1.07	No
18	3 (21.4284%)	0	9 (64.2852%)	2 (14.3456%)	0	3.28	Yes
19	12 (85.7136%)	1 (7.1428%)	0	0	1 (7.1428%)	4.64	Yes
20	0	0	0	0	14(100%)	1	No

21	8 (57.1424%)	2 (14.3456%)	4 (28.5712%)	0	0	4.28	Yes
22	9 (64.2852%)	2 (14.3456%)	3 (21.424%)	0	0	4.42	Yes
23	11 (78.5708%)	3 (21.4284%)	0	0	0	4.78	Yes
24	6 (42.8268%)	1 (7.1428%)	5 (35.714%)	1 (7.1428%)	1 (7.1428%)	3.71	Yes
25	0	1 (7.1428%)	3 (21.4284%)	10 (71.428%)	0	0.928	No
26	9 (64.2852%)	0	2 (14.3456%)	1 (7.1428%)	2 (14.3456%)	0.928	No
27	0	0	0	4 (28.5712%)	10 (71.428%)	1.28	No
28	12 (85.7136%)	0	0	0	2 (14.3456%)	4.42	Yes
29	12 (85.7136%)	2 (14.3456%)	0	0	0	4.85	Yes
30	7 (49.996%)	1 (7.1428%)	6 (42.8268%)	0	0	4.07	Yes
31	0	0	0	1 (7.1428%)	13 (92.856%)	1.07	No
32	0	0	3 (21.4284%)	9 (64.2852%)	2 (14.3456%)	2.07	No
33	14(100%)	0	0	0	0	5	Yes
34	5 (35.714%)	0	2 (14.3456%)	5 (35.714%)	2 (14.3456%)	3.07	Yes
35	0	0	2 (14.3456%)	9 (64.2852%)	3 (21.4284%)	1.92	No
36	14(100%)	0	0	0	0	5	Yes
37	12 (85.7136%)	2 (14.3456%)	0	0	0	4.85	Yes
38	9 (64.2852%)	0	3 (21.4284%)	0	2 (14.3456%)	4	Yes
39	0	0	9 (64.2852%)	1 (7.1428%)	4 (28.5712%)	2.35	No
40	10 (71.428%)	1 (7.1428%)	2 (14.3456%)	1 (7.1428%)	0	4.42	Yes

SA = Strongly Agree

A = Agree

U = Undecided

DA = Disagree

SDA = Strongly Disagree

From the table, It is concluded that the female mathematics teachers in general were of the opinion that the problems of basic level teachers about family supports 92.856% female teachers are strongly disagree. As a whole, an average measure of the order of 1.071 in the rating scale of the response indicates that the lack of family supports is not indeed a significant it is not a problem.

In the response of the second statement that the lack of regularity. 78.5708% of the respondents disagree that the lack of regularity to teach mathematics of female teachers. An average measure of the order of 1.928 in the rating scale of the response indicates that the lack of regularity of female teacher is not indeed a significant it is not a problems.

About the third statements 100% female teachers agreed that they do house hold works in their family. The mean weightage of the order 5 in the rating scale is indeed a significant problems.

On the 4^{th} statements 64.2852% of the female teachers were undecided. Since 21.4284% female teachers were of the opinion that they were not biologically weak. The mean weightage is of the order of 2.92 in the rating scale indicate that it is not a problems.

The 5th statements is about lack of confidences of the female teachers. It was found that 85.7136% of the respondents disagreed and 14.3456% of the respondents strongly disagreed. The mean weightage of the order of 1.85 indicates it is not a problems.

On the 6^{th} statements about the domination for female teachers in school. It was found that 42.8268% of the teachers disagreed and 28.5712% of the teachers undecided. The mean weighhtage of 2.21 in the rating scale indicate that they were not facing problems.

On the 7th statements most of the teachers 64.2852% disagree and 14.3456% of the teachers undecided that the statements of fear of sexual harassments of the female teacher in school. The mean weightage of 1.92 in the rating scale is indeed it is not a problems of female teachers.

The 8th statements there is fear of insecurity 49.996% teachers are disagreed. The mean weightage of 2.07 show that it is not a problems of female of teachers.

On the 9th statements about the frustrated to teach in mathematics. About 71.428% female teachers disagreed. The mean weightage of the order 2 in the rating scale indicates that there is no problems.

About the 10th statements 100% of the female teachers strongly disagreed that they are satisfied towards the period of maternity. The mean weightage 1 indicates it is not a problems.

On the 11th statements 42.8268% of respondents disagreed so there is no problem of medical facilities in the schools. The mean weightage 2.85 indicates that it is not a problems.

The 12th statement 49.9996% female teachers agreed the problems of transports in the way of school and 7.1428% female teachers undecided. The mean weightage of 3.21 in the rating scale indicate that there is a problem.

On the 13th statement 35.714% of the female teachers undecided, 35.714% of the female teachers disagreed and 7.1428% of the female teachers agreed . The mean weightage of 2.35 show that there is no problem.

About 14th statement, Most of the teachers 64.2852% disagreed and only 7.1428% of the teachers undecided that show there is no problem of freedom of female teachers. The mean weightage of 1.78 indicates it is not a problem.

In the 15th statement 42.8268% female teachers agreed they were practice with other teachers of mathematics problems. 21.4284% of the teachers are undecided. The mean weightage of 3.5 show it is a problems.

On the 16th statements 49.856% of the female teachers are strongly disagreed that textbook are available in the school. Only 14.3456% of the female teachers are agreed. The mean weightage 2.07 show that there is no problem.

About 17th statement 92.856% of the female teachers are strongly disagreed. They were satisfied for salary. The mean weightage 1.07 indicates it is not a problem.

About the 18th statement 64.285% of the female teacher's undecided that the heavy teaching loads and 21.4284% of the female teachers agreed and the mean weightage of 3.28 indicates that heavy teaching loads.

About 19th statement most of the female teachers 85.7136% agreed and only 7.1428% strongly disagreed. The mean weightage of 4.64 in the rating scale indicates parents are intersect about them child education.

According to the response to the 20th statement 100% of female teachers strongly disagreed that they does not like to be a mathematics teachers. The mean weightage 1 indicates that it is not a problems.

About the 21th statement 57.1424% of the female teachers agreed students are not disciplined and 28.5712% female teachers undecided about the students disciplined. The mean weightage 4.28 indicates it is a problem.

According to the response to the 22th statement 64.2852% of the female teachers agreed student are not laborious. But 21.4284% female teachers undecided. The mean weightage 4.42 indicates that it is a great problem.

On the 23th statement 78.5708% of the female teachers agreed students are not regular. The mean weightage 4.78 it is a great problem.

According to the 24th statement 42.8268% of the female teachers agreed some of the units are difficult to teach, 35.714% of the female teachers undecided and only 7.1428% female teachers disagreed. The mean weightage 3.71 indicates some units are difficult to teach.

About the 25th statement, 71.428% female teachers disagreed by using materials and 21.4284% female teachers are undecided to use materials. The mean weightage 0.928 indicates that it is not a problem.

About 26th statement 64.2852% of the female teachers disagreed I do not make lesson plans. The mean weightage of 0.928 show that it is not a problem.

On the 27th statement 71.428% of the female teachers strongly disagree they claimed that they were not facing any problems about finish course in time.

The mean weightage 1.28 indicates it is not a problem.

On the 28th statement, “The curriculum of basic level is not relevant to students need." 85.7136% of female teachers strongly agreed with the statement. 14.3456% of female teachers strongly disagreed with the statement. The mean weightage 4.42 indicates that it is a great problem.

In the statement 29th “problems of teaching new concepts “. 85.7136% of the female teachers strongly agreed and the mean weightage 4.85 indicates that it is a significant problem. Further most of the female teachers agreed that they found difficult to teach new concepts.

About the statement 30th, 49.9996% of the female teachers strongly agreed with statement. They were facing many problems about the individual different of students. 42.8268% of the female teachers are undecided with statement. The mean weightage 4.07 indicates that it is a great problem.

About the statement 31th , 92.856% of the female teachers strongly disagreed that the school administration is not helpful to teachers. The mean weightage 1.07 indicates that it is not a great problem.

According to the response to the 32th statement, 64.2852% of the female teachers disagreed they claimed that the school administration is helpful in financial support to use materials. 21.4284% of the female teachers were undecided with statement and the mean weightage 2.07 indicates that it is not a problem.

The 33th statement is about the mathematics laboratory. 100% of the female teachers strongly agreed that lack of mathematics laboratory in school. The mean weightage 5 indicates that it is a great problem.

About the 34th statement and its mean weightage of 3.07 indicates that there were lack of facilities and award for the good performance of the mathematics teachers.

On the statement 35th, 64.2852% of the female teachers disagreed that there were irresponsible administration to manage and construct necessary teaching materials and 14.3456% of the female teachers undecided with statement. The mean weightage 1.92 indicates that it is not a problem.

According to the statement 36th statement 100% of female teachers said that there is lack of refreshment training for the mathematics teachers and the mean weightage 5 indicates that it is a great problem.

About the 37th statement and it's mean weightage of 4.85 indicates that there were lack of counseling and feedback class for female teachers.

On the 38th statement 64.2852% of female teachers strongly agreed with mathematics is only for extra ordinary students and 21.4284% of female teachers disagreed with this statement. The mean weightage 4 indicates that it is a problem.

According to the 39th statement 64.2852% of female teachers undecided with statement about teacher guided book available in school and 28.5712% of female teachers strongly disagree with statement. The mean weightage 2.35 indicates that it is not a problem.

About the 40th statement 71.428% of the female teachers are strongly agreed they faced problems in crowded classroom. The mean weightage 4.42 indicates that it is a problem.

Table -3

Item –wise Distribution of mean responses and Rank of the rural and urban school teachers problem.

Statement No	Rural school teachers mean responses	Problem	Rank	Urban schools teachers mean responses	problem	Rank
1	1	No	5	1.14	No	11
2	1.71	No	16.5	3.14	Yes	41.5
3	5	Yes	71	5	Yes	71
4	2.71	No	34.5	3.14	Yes	41.5
5	1.85	No	18.5	1.85	No	18.5
6	1.85	No	18.5	2.42	No	31
7	1.71	NO	16.5	2.14	No	26.5
8	1.57	NO	14	2.57	No	32.5
9	2	NO	23.5	2	No	23.5
10	1	NO	5	1	No	5
11	2.71	NO	34.5	3.14	Yes	41.5
12	1.42	NO	13	5	Yes	71
13	2.14	NO	26.5	3	Yes	38
14	1.42	NO	13	1	No	5
15	3.57	Yes	46.5	3.28	Yes	44
16	1.42	NO	13	3	Yes	38
17	1.14	NO	11	1	No	5
18	3	Yes	38	3.57	Yes	46.5
19	4.28	Yes	56	4.71	Yes	63
20	1	NO	5	1	No	5
21	3.57	Yes	46.5	5	Yes	71

22	3.85	Yes	50	5	Yes	71
23	4.57	Yes	61	5	Yes	71
24	3.14	Yes	41.5	4.28	Yes	56
25	2.14	No	26.5	2.85	No	36
26	3.85	Yes	50	4	Yes	52.5
27	1	No	5	1.57	No	14
28	3.85	Yes	50	5	Yes	71
29	4.71	No	63	5	Yes	71
30	4	Yes	52.5	4.14	Yes	54
31	1	No	5	1.14	No	11
32	1.85	No	18.5	2.28	No	29.5
33	5	Yes	71	5	Yes	71
34	1.85	No	18.5	4.28	Yes	56
35	1.57	No	14	2.28	No	29.5
36	5	Yes	71	5	Yes	71
37	4.71	Yes	63	5	Yes	71
38	4.42	Yes	59	3.57	**Yes**	46.5
39	2.14	No	26.5	2.57	No	32.5
40	4.42	Yes	59	4.42	Yes	59
	$\overline{X}_1$ = 3.262		**$\sum R_1$ = 1331**	**$\overline{X}_2$ =3.638**		**$\sum R_2$= 1703.5**

Table – 2 clearly shows that there is different between rural female teachers problems mean response and urban female teachers problems mean response. It concluded that the transport problems of urban schools are more than rural schools.

We have

X_1= 3.262

X_2= 3.638

$\sum R_1$ = 1331

$\sum R_2$ = 1703.5

Then

We know that,

Where, N_1 = Number of one group

N_2= Number of the another group

$\sum R_1$ = Sum of ranks in one group

$\sum R_2$= Sum of rank in another group

$$U = N_1N_2 + \frac{N_1(N_2+1)}{2} - \sum R_1$$

$$= 40x40 + \frac{40(40+1)}{2} - 1331$$

$$= 1600 + 820 - 1331$$

$$= 1089$$

Now ,

$$z = \frac{U - \frac{N_1N_2}{2}}{\sqrt{\frac{N_1N_2(N_1+N_2+1)}{12}}}$$

Z = 2.78

It is evident from the table that the computed Z-value 0.50 is greater than table value (1.96 < 2.78) . It means that the null hypothesis is rejected. Therefore there is significance difference between the problem faced by urban female teachers and Rural female teachers.

Chapter V

FINDINGS, CONCLUSIONS AND IMPLICATIONS

Findings of the Study

The following result has been depicted after the analysis of data.

- The teachers are doing household works in their family.
- The teachers are not face problems about family supports and lack of regularity.
- The teachers are facing many problems about transports, security and medical facilities specially in rural areas.
- Most of the teachers like and proud to be a mathematics teachers.
- There is no proper management to make lesson plans.
- Most of the guardians do not take the result seriously.
- Teachers training exist only in words.
- Teachers guided books and curriculum are not available.
- The mathematical laboratory is not adequate in all of the schools survey.

Conclusions

The researcher claims that there were so many problems that cause female teachers inefficient and unenthusiastic to execute their duty properly inside and outside the classroom. Most of the problems should their face because of lack of teachers guide books, lack of counseling and feedback class for specially female mathematics teachers, household doing household works in her house. Most of the classrooms are crowded in the Rural area. Most of the teachers feel difficult to teach new concepts. There is no proper management to make lesson plan. There is difference in the pattern of the problem faced by Rural teachers and Urban teachers.

Implications

The researcher makes the following implications:

- It encourages female to be a mathematics teacher.
- It helps teachers to make cooperative helpful, facilitator and friendly behave with their students.
- To improve the performance and participation of female teachers.
- The classroom environments should be conductive to student growth, both physically and academically.
- Desired references books should be available in schools.
- The teachers should be minimized to doling household works in home.
- The teachers should be practices in new topics with others teachers.
- Students should be disciplined, laborious and regularity in classroom.
- The teachers should be finding out individual differences of students.
- Supervision and guidance facilities should be provided to upgrade the female teachers.
- Use of lesson plans should be encouraged to the teachers.
- The textbook should be revised.
- The curriculum should be helpful to teachers for selecting appropriate teaching method, selecting suitable teaching materials and evaluation procedure.

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APPENDIX -I

Questionnaire

Date : ……..

Name of the teachers…….

Name of school…….

Year of experience …… Qualification……..

Dear respectable teacher,

This is request you to read each of the statement described in the questionnaire carefully and express honestly your opinion by putting tick (√) mark at the appropriate space. Where, SA (Strongly Agree), A (Agree), U (Undecided), DA (Disagree) and SDA (Strongly Disagree).

Q1)What personal problems have you faced in your teaching fields?

Statements	**SA**	**A**	**U**	**DA**	**SDA**
Lack of family supports					
Lack of regularity					
Doing household works in their family					
Biologically weak					
Lack of confidences					
There is domination for female teachers					
There is fear of sexual harassments					
There is fear of insecurity					
Frustrated to teach					
Teachers are not satisfied towards the period of maternity					

Q2) What social problems have you faced in your teaching field?

Statements	**SA**	**A**	**U**	**DA**	**SDA**
Medical facilities					
Transports					
Security					
Freedom					
Practices with others teachers					
Textbook are available					
Satisfied for salary					
Heavy teaching loads					
Parents are intersect about them child education					
I does not like to be a mathematics teacher					

Q3) What teaching problems have you faced in your teaching fields?

Statements	**SA**	**A**	**U**	**DA**	**SDA**
Discipline of students					
Laboriousness of students					
Regularity of students					
Difficult unit to teach					
Using materials					
Make daily lesson plan					
Course couldn't be finished in time					
The curriculum of basic level is not relevant to students need					
Problems of teaching new concepts					
Individual differences					

Q4) What Academic /Administration problems have you faced in your teaching fields?

Statements	**SA**	**A**	**U**	**DA**	**SDA**
Lack of help from school administration					
Lack of financial support from school to use materials					
Lack of mathematics laboratory in school					
Lack of facilities and award for the good performance					
Irresponsible administration to manage and construct necessary teaching materials					
Lack of refreshments training for the teachers					
Lack of counseling and feedback class for female mathematics teachers					
Mathematics is only for extra ordinary students					
Teacher's guide books, curriculum					
Crowded classroom					

Teacher name ……

Phone number ……

Appendix-II

Sample School

S.N	Urban's school Name	Address
1	Bhawani Kalika Ma.V	Bijayapur Pokhara -26
2	Kalika Secondary School	Rambazer Pokhara – 10
3	Bindabasini Secondary school	Barpatan Pokhara -2
4	Laxmi Ma.V	Argau Bazar pokhara -26
5	Jana Priya Secondary school	Simalchaur Pokhara –
6	Kalika Secondary School	Rambazer Pokhara – 10
7	Gauri Shankar Ma. V	Hemja Pokhara – 25

S.N	Rural's School Name	Address
1	Bidya Jyoti Adharbhut Vidhyalaya	Thula Swara, Madi gupalika -15
2	Mahendraoday Adharbhut Vidhyalaya	Ghyamramrang , Madi gaupalika -2
3	Nispakccha Ma.v	Humdi ,Machhapuchchhre-5
4	Megharaj Ma.v	Ghachok , Machhapuchchhre-3
5	Dharapani Ma.V	Paudar, Annapurna – 3
6	Machhapuchchhre Secondary school	Bhurjun Khola Machhapuchchhre-2
7	Sirjana Ma.v	Adhikari Dada Annapurn -1

Appendix - III

Sample Profiles of Rural Area Teachers:

S.N	Teacher's name	Qualification	Years of Experience	Phone number	Remarks
1	Jyoti Paudel	M.ed	13 yrs.	9846226337	-
2	Nir shobha Gurung	B.ed.	23 yrs.	9806553527	-
3	Mayadevi Paudel Adhikari	B.ed.	17 yrs.	9846362925	-
4	Yashoda Ale	+2	5 yrs.	9806795027	10 months training
5	Goma Dhungana	B.ed.	7 yrs.	9846361064	-
6	Tau Maya Gurung	+2	3 yrs.	-	10 months training
7	Laxmi Parajui	B.ed.	5 yrs.	9846422922	-

Sample Profiles of Urban Area Teachers:

S.N	Teacher's name	Qualification	Years of Experience	Phone number	Remarks
1	Laxmi Kumari KC	B.ed.	10 yrs.	9856065566	-
2	Nanimaya Gautam	B.ed.	25 yrs.	9846205334	-
3	Gita Aacharya	B.ed.	12 yrs.	-	-
4	Laxmi Dhungana	B.ed.	25 yrs.	9846262107	-
5	Narayani Sharma Parajuli	M.ed.	15 yrs.	9846168781	-
6	Kamala Gurung	+2	25 yrs.	9856011266	10 months training
7	Madhu kumari Paudel	B.ed.	17 yrs.	9846782959	-