

**PROBLEM FACED BY FEMALE TEACHER AT LOWER SECONDARY  
LEVEL**

**A  
THESIS  
BY  
KANCHAN KUMARI PANJIYAR**

**IN THE PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE  
DEGREE OF MASTER IN MATHEMATICS EDUCATION**

**SUBMITTED  
TO  
DEPARTMENT OF MATHEMATICS EDUCATION  
CENTRAL DEPARTMENT OF EDUCATION  
UNIVERSITY CAMPUS, KIRTIPUR  
TRIBHUVAN UNIVERSITY  
KATHMANDU, NEPAL  
2021**

### **Letter of Certificate**

This is to certify that Mrs. Kanchan Kumari Panjiyar a student of academic year 2073/2075 with campus Roll No.608, Thesis No. 1564 Exam Roll No: 7328383 and T.U. Registration No: 9-2-225-142-2013 has completed her thesis during the period prescribed by the rules and regulation of Tribhuvan University, Kirtipur, Kathmandu, Nepal. The thesis entitled “PROBLEM FACED BY FEMALE TEACHER AT LOWER SECONDARY LEVEL” has been prepared based on the result of her investigation. I hereby recommended and forward that her thesis be submitted for the evaluations as the partial requirements to award the degree of Master of Mathematics Education.

Date: 17<sup>th</sup> Sep, 2021

.....  
(Prof. Dr. Bed Raj Acharya)  
Head

**Letter of Approval**

**Thesis**

**By**

**Kanchan Kumari Panjiyar**

**Entitled**

**“Problems Faced by Female Teacher at Lower Secondary Level”** has been approved in partial fulfillment of the requirements of the Master's Degree of Education.

**Committee for the Viva-Voce**

**Signature**

**Prof. Dr. Bed Raj Acharya**

(Chairman)

.....

**Prof. Dr. Binod Dhakal**

(External)

.....

**Dr. Bed Prasad Dhakal**

(Supervisor)

.....

Date: 4<sup>th</sup> Oct, 2021

### **Recommendation for Acceptance**

This is to certify that Mrs. Kanchan Kumari Panjiyar has completed her M. Ed thesis entitled "Problem Faced by Female Teacher at Lower secondary level" under my supervisions during the period prescribed 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-Voce.

Date: 4<sup>th</sup> Oct, 2021

.....  
(Dr. Bed Prasad Dhakal)

Supervisor

*Dedication to*

This holy work is dedicated to my father (Mr. Nand Kishor Panjiyar) and mother (Mrs. Shila Devi Panjiyar), who even in a very difficult situation gave me a great span of their life for what I am now.

Date: 4<sup>th</sup> Oct, 2021

## **Declaration**

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

Date: 4<sup>th</sup> Oct, 2021

.....  
(Kanchan Kumari Panjiyar)

## Acknowledgement

My first obligation is to the Department of Mathematics Education T.U, Kirtipur for providing me an opportunity to do a thesis on the topic of "Problem faced by Female Mathematics Teacher at Lower Secondary Level." I would like to express my sincere thanks, cordial gratitude and deep appreciation to Dr. Bed Prasad Dhakal my supervisor from Department of Mathematics Education, Kirtipur, for his continuous guidance and valuable suggestions in making this thesis complete.

I would like to thank to the Head of the Department of Mathematics Education, Kirtipur, Prof. Dr. Bed Raj Acharya, for his valuable suggestions, comments, inspiration and encouragement in improving this thesis. I should remember here all the principals and mathematics teachers at sample schools for their sincere co-operation and support. I must extend my heartfelt thanks to all my colleagues, who directly or indirectly help me in completion of this study.

I am deeply indebted to my parents and family members father Mr. Nand Kishor Panjiyar, mother Mrs. Shila Devi Panjiyar, brother Manish Kumar Panjiyar who provided needed atmosphere and necessary encouragement to complete this study. Also, my thanks go to the Everest computer service for editing and printing of the thesis. At last, but not least, my thanks go to those names are not mentioned here but helped me directly and indirectly during my study.

Date: 4<sup>th</sup> Oct, 2021

.....  
Kanchan Kumari Panjiyar

## **Abstract**

The purpose of the study was to identify the problem faced by lower secondary level female teacher while teaching mathematics in general and to analyze the cause of problems faced by lower secondary female teacher while teaching mathematics at Siraha and Saptari district. To achieve the objectives, the researcher reviewed and utilized literature that were related to the study.

The descriptive survey research design was adopted to conduct the study. The nature of the study was mixed method design, so sampled 25 female teachers were the respondents. The researcher made tools: questionnaire and interview schedule based on literature review and conceptual framework. Sampled teachers were asked 15 questions based on conceptual framework that are related to problem related to school administration, problem related to student behavior, problem related to home environment, problem related to professional development, problem related to school environment.

The data received from the questionnaire were analyzed in mean, percent, bar chart, and chi-square test. And the data received from interview schedule was analyzed with the following procedure: the recorded data was translated, the translated data was coded, the codes were grouped and the grouped codes were thematized. Based on the data, the researcher categorized the problems and analyzed accordingly.

The researcher found that there are various problems female teacher faced disciplinary problems, students don't give equal respect for female teacher compared as male teacher, students ask question in the class which is not relevant to the topics, students are not motivated in learning mathematics and ignore their teaching to perform all the household work before and after the school because of the household works they can't manage time to the training which is organized with frequent change with curriculum.



## TABLE OF CONTENT

Letter of Certificate	ii
Letter of Approval	iii
Recommendation for Acceptance	iv
Dedication to	v
Acknowledgement	vii
Abstract	viii
Table of Content	ix
<b>CHAPTER –I INTRODUCTION</b>	<b>1-5</b>
Background of the Study	1
Statement of Problems	3
Objectives of the Study	4
Rational of the Study	4
Delimitation of the study	5
Definition of Term	5
<b>CHAPTER-II REVIEW OF RELATED LITERATURE</b>	<b>6-16</b>
Empirical Literature	6
Theoretical Literature Review	11
About Social Dominance and About Leadership	12
About Leadership	12
Conceptual Framework of the Study	15
<b>CHAPTER-III RESEARCH METHOD AND PROCEDURES</b>	<b>17-18</b>
Design of the Study	17
Population of the Study	17
Sample of the Study	17
Data Collection Tools	17
Questionnaire	17
Interview Schedule	18
Data Collection Procedure	18
Data Analysis Procedure	18

<b>CHAPTER-IV ANALYSIS AND INTERPRETATION OF DATA</b>	<b>19-53</b>
Analysis and Interpretation of Female Mathematics Teacher Response on School Administration Problem	19
Analysis and Interpretation of Female Mathematics Teacher Response on Student Behaviour and Guardians Problems	25
Analysis and Interpretation of Female Mathematics Teacher Response on Home Environment Problem	28
Analysis and Interpretation of Female Mathematics Teacher Responses on Professional Development Problems	31
Analysis and Interpretation of Female Mathematics Teacher Response on School Administration Problem Using Chi-Square Test	42
Analysis the Cause of Problems Faced by female Mathematics Teacher In Lower Secondary Level.	51
<b>CHAPTER-V SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS</b>	<b>54-57</b>
Summary of the Study	54
Finding of the Study	55
Conclusion	56
Recommendation	56
Recommendation for Further Study	57
<b>Reference</b>	<b>58-60</b>
Appendix: A Questionnaire form for teacher	61
Appendix: B Questionnaire for teacher	62
Appendix: C Sample Teachers Profile	64
Appendix: D	66

## List of Table

Table 1: Are you temporary or permanent teacher	20
Table 2: You are teaching mathematics subject	21
Table 3: Mathematics is compulsory subject in lower secondary level	22
Table 4: Do you complete the course of mathematics in time	23
Table 5: Are you able to prepare lesson plan to other being a school teacher	23
Table 6: In your view mathematics is	25
Table 7: Are student well motivated in female teacher class	26
Table 8: You are female teacher. Which of the following factor must effect on your teaching	28
Table 9: Who encourage you to teach mathematics	29
Table 10: Academic qualification of female teacher	32
Table 11: Teaching Experience in Mathematics subject	33
Table 12: Age of female teacher	34
Table 13: Have you got any training course	35
Table 14: How many years do you have experience in this teaching field	36
Table 15: Are you satisfied with this job	37
Table 16: Do your male colleagues help you in your profession	38
Table 17: Is mathematics a hard subject to teach	39
Table 18: Almost all the students are weak in mathematics because	40

## List of Chi-Square Table

Table 1: Are you temporary or permanent teacher	42
Table 2: You are teaching mathematics subject	42
Table 3: Do you complete the course of mathematics in time	43
Table 4: Mathematics is compulsory subject in lower secondary level	43
Table 5: Are you able to prepare lesson plan to other being a school teacher	43
Table 6: In your view mathematics is	44
Table 7: Are student well motivated in female teacher class	44
Table 8: You are female teacher. Which of the following factor must effect on your teaching	45
Table 9: Who encourage you to teach mathematics	45
Table 10: Qualification of teacher	46

Table 11: Teaching Experience of Teacher	46
Table 12: Age of teacher	47
Table 13: Have you got any training course?	47
Table 14: How many years do you have experience in this teaching field	48
Table 15: Are you satisfied with this job	48
Table 16: Do your male colleagues help in your profession?	49
Table 17: Is mathematics a hard subject to teach	49
Table 18: Almost all the students are weak in mathematics because	50

## List of Figure

Figure 1: Are you temporary or permanent teacher	20
Figure 2: You are teaching mathematics subject	21
Figure 3: Mathematics is compulsory subject in lower secondary level	22
Figure 4: Do you complete the course of mathematics in time	23
Figure 5: Are you able to prepare lesson plan to other being a school teacher	24
Figure 6: In your view mathematics is	26
Figure 7: Are student well motivated in female teacher class	27
Figure 8: You are female teacher. Which of the following factor must 9effect on your teaching	29
Figure 9: Who encourage you to teach mathematics	30
Figure 10: Academic qualification of female teacher	32
Figure 11: Teaching Experience in Mathematics subject	33
Figure 12: Age of female teacher	34
Figure 13: Have you got any training course	35
Figure 14: How many years do you have experience in this teaching field	36
Figure 15: Are you satisfied with this job	38
Figure 16: Do your male colleagues help you in your profession	39
Figure 17: Is mathematics a hard subject to teach	40
Figure 18: Almost all the students are weak in mathematics because	41

## **CHAPTER –I**

### **INTRODUCTION**

This is the study about the problem faced by female mathematics teacher at lower secondary level. This introductory part includes the background of the study, statement of the problem, rationale of the study, objectives of the study, research question and delimitation of the study and definition of key terms respectively.

#### **Background of the Study**

Education is continuous and lifelong process. The complete development of individual is an essence of education. Therefore, education plays a vital role in education. UNO, Human right declare everyone has right to be educated, education should be free at least elementary and fundamental stage. Therefore, the concept of education is the birth right of every child. In this way everybody needs some knowledge of mathematics. Mathematics is the part of human life. Mathematics is discipline that deals with the concept such as quality, structure, peace, and change. Now a day even a social science has been using the ideas of mathematics.

Mathematics is the vast adventure in ideas an extra science and truly saying that the mirror of civilization. It was created to fulfil human needs. It helps people to understand quantitative as well as qualitative aspect and natural phenomena. Without knowledge of mathematics other subject cannot be developed beyond the descriptive level. So, it is believed that the development of mathematics and development of human civilization were occurred together.

Mathematics is the source as well as effective beautiful tools for earning the life smoothly and worth fully in a development way. If we try to list the Definition of mathematics, the work will be never ending. It is a form a way to settle in the mind a habit of reasoning to an organize body of knowledge in which each proposition follows as a logical consequence of proved propositions. Mathematics is the collective, continuous and expansion able subject. So, it requires previous knowledge and skills that helps to further study. Student should understand the new concept and relation in mathematical form then after they generalize and use in another situation clearly. They must keep on this concept by drill review and regular application.

Mathematics learning curriculum development throughout the world has been in the existence after passing many more obstacles. Mathematics learning is the context of ancient period was smaller number of student, lack of building, lack of text book, and lack of manpower were some of the common problems in the study of mathematics in the past year. In the same way lower secondary is the most important stage in the educational life of student and it is a most for the progressive development of personality. Lower secondary education plays a significant role in socio-economic as well as overall development of any society. When democracy was established in 2007 B.S the new concept and vision about education emerged. In 2011 B.S National Education Commission suggested the government of education should improve the system of education and brought a new concept that trained teacher must be need for education. To fulfil the objectives of education curriculum textbook, teacher guides and other instructional materials were prepared. NESP market that most of the school have no sufficient instructional materials classroom supervisory system were poor and textbooks were only source of knowledge reference books were not used.

In Nepal mathematics has been taught one of the major subjects from grade one to ten. In lower secondary level mathematics is also being one of the major subjects for the foundation of secondary and higher level education. The objectives of lower secondary level curriculum are to make student able

- To develop appropriate mathematics skill for daily life problem.
- To develop basic mathematical concept of knowledge and skill for study of another subject.
- To develop mathematical knowledge skill and capacity for upper study.

It is necessary to achieve these objectives we must do effective learning. The teaching learning will be success if there is a co-ordinate among teacher, student and guardians. So, teaching learning is a triangular process. In the achievement of student's performance, teacher play great responsibilities. Those teachers who are trained can only manage a classroom properly to fulfill the need of students. About the aspect of teaching Bhatia and Bhatia (1986-87) said "Teaching is establishing a harmonious relationship between teacher, pupils and subject. It is causing the child to learn. It is stimulation and direction of learning. It helps the child to make effective adjustment. It guides the pupil's activity. The preparation of teacher is an indicator of

education quality. Preparing teacher for meeting the challenge of the changing world means equipping them with subject specific expertise, effective teaching practice, an understanding of new technology and a technology of teaching and ability to work collectively with other teachers, parents, student and member of community, many teachers, lack adequate training for their better performance in the classroom. Tenja (1997) added that teacher is the leader of the society. But society cannot easily accept easily female teacher as a leader of society so they are faced many challenges in teaching. Although the policy brought new awareness about the important of important of female teacher but they cannot achieve her professionalism because of different kind of problem, social beliefs towards women, their conservative role given by society, economic status, leadership and as well as qualification.

### **Statement of Problems**

Mathematics is being very important subject observing through the past results of each school level classes, it will be observed that the most of the student failed in mathematics. Thus, mathematics teaching and learning situation in Nepal seems to be poor. Mathematics subject has become a great wall for candidates of each class of school level education. Hence there must be some problems related to mathematics teaching and learning situation that affect concisely in teaching of mathematics. Since there are many problems faced by the female mathematics teacher while teaching in lower secondary level. The purpose of this study must explore and analyze the problem. The study is concerned in the problems of female mathematics teacher in teaching mathematics.

Generally, many people felt that female teacher are unable to teach mathematics. In other hand, there is shortage of female teacher in school and in the other hand, it seems that they are less involved in teaching mathematics. Many researchers have been lunched in other aspect of teaching mathematics. But none of the researcher has not yet been researched about female teachers' problem in teaching mathematics at the lower secondary level.



## **Objectives of the Study**

The main objectives of the study were given below:

- To identify the problem faced by lower secondary level female teacher while teaching mathematics
- To analyze the cause of problems faced by lower secondary female teacher while teaching mathematics

## **Rational of the Study**

Mathematics is one of the most important subjects in school curriculum. It included compulsory subjects at all levels of school education. In Nepal, a large section of society people is illiterate and ignorant. They send their children to school but do not take care of their children at home. so, the children cannot perform well at school. On other hand the teachers of Nepal are facing many problems while teaching in the classroom. Most of the students are weak in mathematics in lower secondary level. In fact, lower secondary female mathematics teachers are facing many problems while teaching mathematics in classroom. Most of the teacher and student take mathematics as abstract, difficult, and boredom. While teaching mathematics these types of problem may be arise because of confuse about subject matter, lack of physical infrastructure, Teacher training, various background of student, classroom management, scarcity of teaching materials, economically poor condition of school, Inadequate knowledge of curriculum and soon.

This study may provide some logical and valuable information about the current problem of teaching mathematics faced by lower secondary female mathematics teacher. Despite gender disparity has been chronic problem in education. Some of the research report show that female teacher is far behind than male teacher in teaching mathematics. Thus, the study is significant for the reason that it will help to provide information to the concerned agencies, curriculum designer to reform and improve the curriculum and teaching learning process in lower secondary level. In the regard, the following are the significant of this study:

- This study will identify the current problem faced by female teacher while teaching.
- It will make teacher confident for teaching effectively

- Students will also learn easy method of learning mathematics,
- This study will provide information to the concerned agencies to improve the mathematics teaching at lower secondary level.

### **Delimitation of the study**

Due to the time and financial constraints delimitation of the study was mentioned below:

- This study was concerned with the problem faced by female mathematics teacher.
- This study was limited to Siraha and Saptari district only.
- This study was limited to lower secondary level.
- Twenty-five female teachers were selected from Siraha and Saptari district for survey. Among them five female teacher was selected for interview.

### **Definition of Term**

- Teaching problem. The problem faced by female mathematics teacher while teaching mathematics.
- Lower secondary level. The level which indicates from class six to eight.

## **CHAPTER-II**

### **REVIEW OF RELATED LITERATURE**

It is essential to review the related literature to compare the study which provides strong knowledge about the related topic and helps to guide the research meet the theoretical way of the study. Several types of related literatures were reviewed in course of this study. This chapter consists of the review of the empirical literature, review of the theoretical literature and conceptual framework.

#### **Empirical Literature**

Number of books, research reports, paper and other booklets can be found that concerned with curriculum, teaching methods, classroom management and physical facilities need to review. Among them, few of them has been done in the related field. Reviewed of some related Laboratory are as cited below.

Baral (2000) in the study, "Problem faced by mathematics teacher in teaching mathematics" indicated that There were number of problems related to curriculum designing, textbook writing, teaching method, classroom situation, student's background, teaching materials, teaching training and soon

Poudel (2008) conduct a thesis entitled, "A study of Problem faced by primary level mathematics teacher for the implementation of mathematics curriculum in Newalprasi district." The major finding of the study was incompatibility of the mathematics textbooks programs. Program on teaching method and materials etc.

Pandit (1999) mentioned on an article 'Problem faced by mathematics teacher educator in the Implementation of three-year B. Ed level mathematics curriculum in Nepal. He concluded that mathematics teacher education program in Nepal is distributed by so many factors such as lack of lecturer's involvement in curriculum planning, lack of efficiency to conduct teaching materials and student weak background in the subject matter, lack of opportunities to upgrade their knowledge.

About the problem in teaching mathematics, Pandit (1999) Writes in his one article, teaching mathematics as the mathematics teacher may face different kinds of problem while teaching further there may be problem related with mathematics education program, which directly or indirectly affected to mathematics teaching.

Thapa (2005) conducted a thesis entitled "A study on problem faced by teacher in teaching mathematics at primary level." She concluded that teachers are facing many problems due to large class size, irrelevancy of teacher guide, lack of instructional materials, lack of supervisory help and soon.

Subedi (2008) conducted his thesis entitled "Problem faced by female teacher in teaching mathematics at primary level in Chitwan District. The objective of this research was identified level mathematics female teacher in teaching mathematics and to compare the problems faced by primary level female mathematics in schools. The population was all the female teacher teaching mathematics at grade V of government schools in Chitwan District. The sample of the study was twenty primary level female mathematics teachers, they were selected purposively from each of the strata (urban and rural). The questionnaire class observation form was data collecting tools. Collected data were analyzed by using average rank score. The finding of this research were mathematics classrooms are usually crowded causing hindrance for effective teaching especially in urban areas, female teachers do not relevant to their needs, the student's mathematics background is not adequate, the teachers are of the opinion that they could not benefit very much from the field supervisor either because they are not competent or because of their rare visit.

OSTI (2012) conducted on her thesis entitled "Problem faced by female teacher in teaching in teaching mathematics at primary level". The objectives of her research were identifying the problem faced by primary level female teacher in teaching mathematics and to recommend suitable solution about the problems face by female teacher in teaching mathematics at primary level. The research design was survey type. The population of this research was twenty- four female teachers were selected by the quota sampling. The questionnaire, class observation form and interview schedule were data collecting tools collected data were analyzed by using mean weightage. The major finding of this research was school's administration, doesn't provide sufficient learning materials for female teachers, school headmaster doesn't intend to grant leave for female teachers when they are in problem school administration doesn't give toward and punishment for their performance, the mathematics class are assigned for male teacher only, guardians harass female mathematics teachers, the curriculum of mathematics is not relevant to student need.

Chaulagain (2005) conducted his study entitled "A study off problem faced by secondary school mathematics teacher in teaching geometry" and made a conclusion that geometry teaching and learning in Kathmandu is not satisfactory. His nine different categories showed that teacher do not have significant problems on applying educational techniques and using locally available materials. Among the remaining categories, most of teachers have faced problem on either to student's evaluation techniques, geometry instruction, teacher's professional development and constructing and using instructional materials.

Amatya (1978) conducted a thesis entitled "A comparative study on the effective of teaching mathematics with and without the use of instructional materials". He concluded that the achievement of the students taught by using instructional materials is significantly higher than the achievement of students taught without instructional materials.

Sharma (2000A.D) did a research work on "A study on the availability and use of instructional materials in teaching mathematics at primary school of parbat district of Nepal". He has conducted that the availability of materials in most of the school expect the case of some materials such as meter scale, compass, clock model and abacus.

Pokhrel (2000) conducted his thesis entitled "A study of present states and current problems in new curriculum of grade vii mathematics in Gorkha district". He concluded that some lessons were difficult to understand and some lesson being longer than necessary, no proper use of teaching materials for new topics course could not be finished within assigned time. Teacher guide was not found available in sampled school.

Mitra (2001 A.D) on the topic "A study of teaching materials and subject wise classroom observation took the research in public primary school". The study found that trained and experienced teacher have inadequate interaction in the classroom environment.

Pathak (1986) conducted a thesis entitled "The Problem faced by the teacher in Kathmandu district in the implementation of mathematics curriculum for lower secondary school". He concluded that most of the teacher of Kathmandu district have been facing problem in the selection and use of the instructional materials but they are

facing problems in selecting proper evaluation device.

White and Dossey (1981-1982) conducted a research on "The second international Mathematics study" which was conducted in United States for grade eight at the sample. The study included students and teacher from 500 classrooms in 250 public and private school and conclude that curriculum focus on arithmetic rather than algebra and geometry but the achievement of arithmetic was not satisfactory.

Baral (2001) conducted a research entitle "A study problem faced by mathematics teacher in implementation of compulsory mathematics curriculum in grade IX". He conducted that it has been noticed that this problem can be mainly attributed by highly idealistic curriculum, inadequacy of textbook, lack of proper supervisory help, untrained mathematics teacher, deficit classroom situation, high enrollment of students, lack of supervisory help, untrained mathematics teacher, the dissatisfaction of job facilities and soon.

Bista (2009) did a research on "A study on problem faced by secondary school mathematics teacher in teaching mathematics". His study concludes that both trained and untrained teacher have been facing more and less similar problem.

Lamichhane (2001) conducted a study entitled "A study of problem faced by secondary level teacher in teaching mathematics in Kaski district" with the aims to identify the problem being faced by secondary level mathematics and to compare those problem in rural area and urban area. He selected a sample of thirty teachers from eighteen schools. He collected data from questionnaire and classroom observation form. In this study Mann Whitney U-test and Z-test were used to analyze for several problems faced by teacher. After analyzing the data, he concluded that the problem related to physical facilities, Curriculum, teaching method and evaluation technique were found.

Dhital (1985) conducted his thesis entitled "A study of the problem facing the teaching of English at lower secondary level of Dhankuta District. He concluded that there were number of problems in activities, teacher training instructional materials classroom situation and physical facilities etc.

Yadav (2002) conducted his research entitled "A study on the role of teacher behaviour in achievement of subject in mathematics teacher of Eight". He concluded that the achievement of student in mathematics related to the teaching behavior of teacher were found in deer easing order in accordance with more effectives and less effective teaching.

Acharya (2006) concluded that a research study entitled 'A study on the problem faced by higher secondary level mathematics teacher in teaching mathematics of grade twelve. He summarizes that the prescribed curriculum and the existing textbooks are not well planned, sequential, and practical problem well. It also concluded that trained and untrained teachers, both are facing similar types of problem on Kathmandu district.

Gautam (2008) conducted his thesis entitled " A study on problem faced by higher secondary school mathematics teacher" and concluded that there are myriads problems that causes teaching and learning process not at satisfactory level in Nawalparasi district. Problems are due to characteristics background of students, classroom management and educational administration. He further added that both public and private HSS mathematics teacher has been facing more similar problems.

Gautam (2009) described a thesis entitled "A study of problem faced by higher secondary school teacher in mathematics". The study of descriptive in nature; the population for the study was all Mathematics teachers, who have been teaching Mathematics in the Nawalparasi district in the grade XII. Eight teachers were chosen as a sample from 8 different colleges, 4 colleges were from rural area and from urban area. The teachers were chosen by the sampling method of purposive sampling. A questionnaire consisting of fifty-two items developed by the investigator was finalized in consultation with Mathematics experts and supervisor. Class observation form was also used for crosscheck information. Data were collected by visiting Sample College concerning the mathematics teachers. The collected data were analyzed and interpreted by the statistical tools like mean weightage. He concluded that the prescribed curriculum and the existing textbooks are not well-managed, not ordered in simple to complex sequences. Practical problems are not well.

Upadhyay (1985 A.D) conducted his thesis entitled "A comparative study on the classroom questioning behaviour of primary school teacher". He concluded that percentage of total time offered to question in mathematics was significant different in comparison to other subject and there was not significant difference existing between student talk generated by male and female and trained and untrained teacher while teaching mathematics.

## **Theoretical Literature Review**

Feminist approach came into existence 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 feminists' perspective is must to understand the subordination and exploitation of women by men. It argues that women are excluded from the domain of mathematics, thus masculinity remains privileged. Feminists argue that only including or adding women in the domain of mathematics does not serve the purpose of understanding women or justify the absence of women's presence in mathematics. They further claim that the biological difference 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 female in some subjects are usually lower, as they are for member of certain racial and ethnic group and for poor students. In the classroom, female prefer to use a conversational style that fosters group consensus and builds ideas on top of each other: the interrelationship of thoughts and action is paramount. Males, conversely, learn through argument and individual activity- behavior fostered early. Most classroom discourse is organized to accommodate male learning patterns (ong.1918).

Males generally had more positive attitude than female towards the subject area. Fennema and Sherman (1977) find that student's attitude was socially constructed as opposed to biologically determined. Not only are gender gaps in achievement on the mathematics in males 'favor enduring over time. More males are high achievers on the 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 towards mathematics than girls. Females tend to show less confidence in their mathematics abilities and less favourable attitude town a mathematics than males. These trends indicate that there is still much work to be done to achievement gender equity in mathematics.



There are many challenges that females currently face outside and inside the classroom about mathematics, such as stereotypical views held by parents and societal views of mathematics as being incongruent with being female gender differences determined by natural selection or are they dictated through individual captures. To answer of this question will need to exam the difference between how culture affects male and females. Boys have been found to seek a separation between themselves and their care giver, whereas girls tend to identify themselves through their social connection. These gender difference appear to follow a person into adulthood. For example, in group situation, men tend to focus on the task at hand whereas woman focus more on personal relationships (Gabriel and Gandeer, 1999)

### **About Social Dominance and About Leadership**

According to John Williams and Deborah Best, Men are more dominant driven and aggressive (John Williams and Deborah Best, 1900 a.p.15). There is no evidence of societies where women are more dominant than men (Pratto,1996). Gender differences are shrinking over time as women assume more managerial and leadership positions.

### **About Leadership**

Task leadership includes setting standards organizing and goal achievement. Task leaders most commonly have a dictate style once that can work well if the leader is smart and adequate to give good instructions or guidelines. Also, since the task leadership wants to achieve their goals, they would be good at keeping the group on track making something are getting done. Experiments done on the subject show that a mixture of detailed and perhaps tough goals and intermittent advertisement stimulate students' achievement. Social leaders include being sympathetize and on supportive, structuring teamwork and intervening conflicts this is often a self-governing method. Many researchers think this type of leadership is also, good for self-confidence also when workers feel they are in control over what they are doing, they are more likely to be motivated and therefore achieve more.

Social and cultural factor that manifest themselves as gender-based stereotypes in educational setting and outside of these institutions negative female interest in mathematics starting at a young age (Spelke,2005 Spelke and Grace,2007). Influential role models such as parents and teacher reinforce harmful stereotypes

about who is good at math, further dampening female interest in this field (Usher,2009)

Society believes that females are less mathematically capable than man. This belief is communicated to teachers' guardians, students. This reinforces the belief that they are not capable of doing well in math course in high school, colleges believing them too difficult. In the end the expectancies of their parents and teacher are fulfill and society has further "proof" of females' interior math ability. Thus, the number of lower secondary female mathematics teachers is obviously low, and guardians believe that female teacher are less capable than male teacher

Some of female math anxiety can be attributed to female role models such as female schoolteachers and mother. Having a female teacher who says she is anxious about math leads her students to share that attitude and score lower on tests (Beilock, Gunderson, Ramirez and Levme, 2010). A female teacher's teaching ability to perform mathematical tools has also to 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 math across content areas and providing for all educators on teaching math skills. Parents should support females who indicates an interest in math-based careers and become involved in helping students select the course that provide appropriate academic preparation for such fields. This types of behavior among parents is associated with greater retention and success in females pursuing math-based careers providing access to female role models who are involved in math careers.

Practitioners who design course and major requirements within STEM disciplines should be careful about how they emphasize the mathematical skills and abilities needed for success. There is common belief that females are less mathematically capable than males. This belief is not entirely unfounded although evidence from the many studies performed on gender difference in mathematics is inconsistent, small but statistically significant difference are the norm.

Teacher, believing that participation is an indicator of learning, are likely to ignore female because they participate less than males. Moreover, teachers are often unaware that they are concentration on teaching males because the process of classroom interaction is unconscious, and they respond automatically to student-

demands for attention. Males demand more attention, complain more than they are not receiving enough and their teacher and female peers expects them to get it. Analyses of classroom discussions involving children between the ages of 9 and 11 in different settings revealed that boys took three times as many turns speaking (Redpath & Claire 1989), and a study of colleges age students demonstrated that men dominate discussion even more as they get older, in some classes speaking as much as 12 times longer than women (krupnick,1985). School administration can help many ways in teaching math for female. Female teacher can get equal opportunities from school administration. The school administration has not reached out to all the affected female teacher and her association wants to see all women consulted. School administrations play vital role for female mathematics teacher in teaching. The feminism decided to set up at any school which has previously been named one of "The best school in the country "try to tackle these issues. After a long struggle, the feminist society was finally ratified.

## Conceptual Framework of the Study

This study was to focus to identifying the problem faced by female in teaching mathematics at lower secondary level. From the collection and studies of related literature made the following conceptual framework.

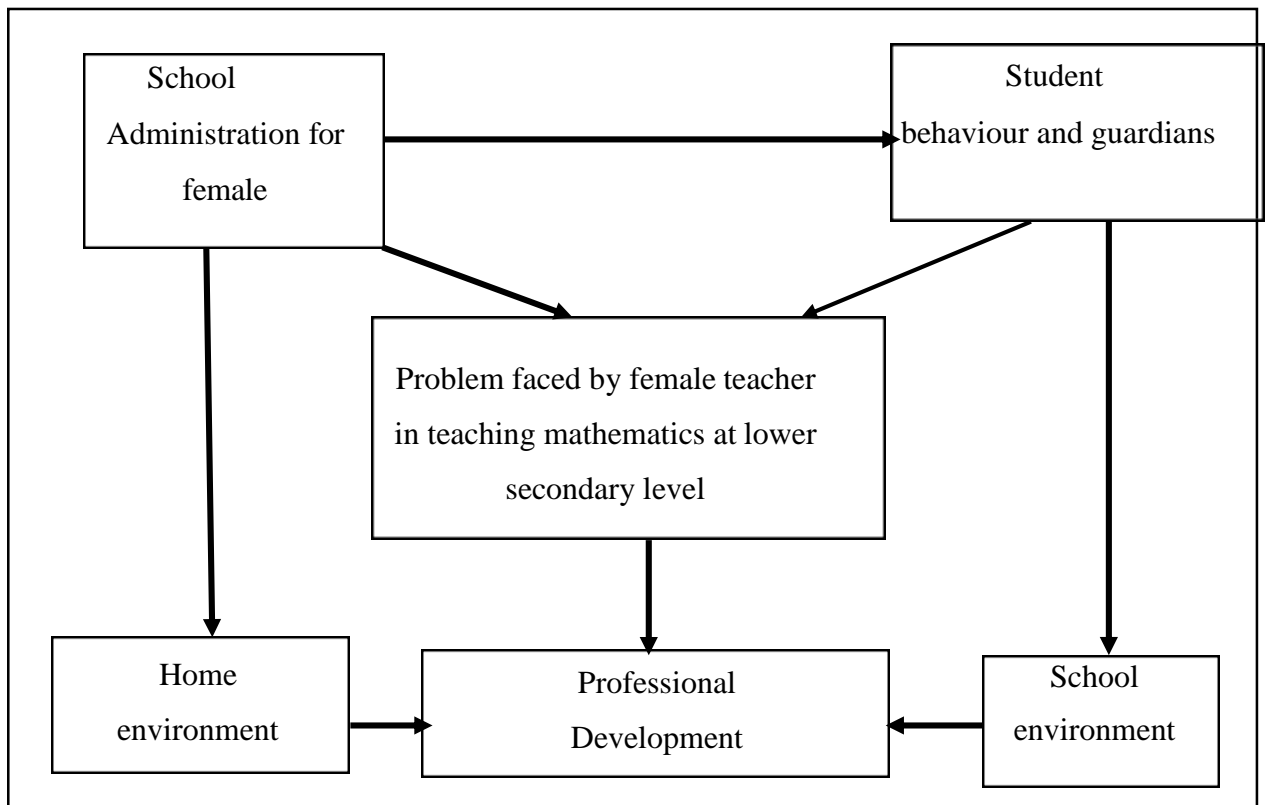


Figure 1: Conceptual Framework of the Study

In the conservative thinking there is a huge gender difference in school and home. As a result of these causes arises that there is a vast difference between the achievement of boys and girls in the educational area. Female teachers have no more time to spend in the development of their professionalism because they must do all their household work and social responsibilities. Male teachers can spare more time in classroom preparation, training, seminars, and other professional work. Thus, there is a difference between the professional development of male and female teachers. In practice, school administration is biased for female teachers. School administration presumes low achievement in their school if there is a female teacher. Because they think female teachers do not teach as well as male teachers. Society believes that females are less mathematically capable than men. This belief is communicated to students and guardians.

This reinforcement the belief that they are not capable of doing well in math. Thus, there is the vast difference between student behavior towards female teacher is negligible and they think female teacher are not good in mathematics and do not teach math well. Despite doing the well job the school administration though female teacher should not be a good mathematics teacher and they do not give the opportunities for female teacher. Thus, the female teacher faced many problems. But when solve this entire problem and use policy of equity then then achievement of female teacher will be high.

## **CHAPTER-III**

### **RESEARCH METHOD AND PROCEDURES**

Methodology is a scientific approach which deals with the systematic procedure of collecting data and use of appropriate research method. It presents the logistics of the study. It describes the design of the plan and the procedure of the study, which can be carried out to achieve the objectives of the study. The chapter explains design of the study, population of the study, sample of the study, data collection tools, data collection procedure and data analysis procedure.

#### **Design of the Study**

Research design is the plan structure and strategy of investigation constructed. This study is mixed method research. First is a survey study was done to find the problem faced by female teacher teaching mathematics at lower secondary level. This survey is useful in the research to collect the information about educational facts from female teacher. Then in the second phase case study will be used to analyze the problem faced by female teachers.

#### **Population of the Study**

The population of the study was all female teacher of lower secondary in Siraha and Saptari district. According to the district education office, there are 445 schools in Siraha and 550 schools in Saptari district. Among them 43 are male mathematics teacher and 10 are female mathematics teacher in lower secondary level. Similarly, there are 50 male mathematics teacher and 15 female mathematics teachers in lower secondary level.

#### **Sample of the Study**

Sample is the part of research universe which is selected from population as representation for the purpose of investigation. In this study the researcher was select twenty-five teachers from Siraha and Saptari district for survey. Among them five teachers were selected for interview.

#### **Data Collection Tools**

To fulfil the objectives of the study two tools was used.

#### **Questionnaire**

Questionnaire plays as important in descriptive research. The purpose of

questionnaire was identifying their problem in teaching mathematics. Here, the researcher was developed the questionnaire after details study of related literature on the basis of selected objectives to find the female teacher problems in teaching mathematics at lower secondary level. The survey was prepared based on conceptual framework.

### **Interview Schedule**

Interview schedule is a kind of widely used data collection method of educational research. Semi-structure interview was used to study the collected information about problem of female teacher. It helps to understand participant's perception, reaction view. Researcher was prepared interview schedule based on conceptual framework.

### **Data Collection Procedure**

This is the quantitative and qualitative research. So, the researcher collected the data through only primary sources. For the collection of data, the researcher visited each sampled school herself one by one and meet responsible administrative staff. After explaining the purpose of the visit, the researcher requested the teachers to fulfil up the questionnaire. Sometimes later [mention the time] in same day the researcher collected questionnaire.

After analysis the quantitative data, the researcher visited the sub sample of five teachers for interview. For this the interview schedule was based to collect the data. The interview was recorded with permission.

### **Data Analysis Procedure**

Analysis of the data means studying the organized materials to discovered inherent facts. To analyze the data researcher was qualitative and quantitative method. For this study, the researcher was analyzed quantitative data by mean and percentage, bargraph, chi-square statistic. Also, the researcher was analyzed qualitative data with following procedure.

- The recorded data was translated.
- The translated data was coded.
- The codes were grouped.
- The grouped codes were thematized

## **CHAPTER-IV**

### **ANALYSIS AND INTERPRETATION OF DATA**

In this chapter the collected data were analyzed. For this chapter the questionnaire and interview schedule was used by the researcher for the purpose of the study. In the questionnaire 15 questions were asked to teacher to fill up the form for survey and 5 questions were asked to teacher for an interview. 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 tool mean weightage, percent, bargraph and chi-square test.

This data was calculated item wise in the various problem related to community based and institutional school teacher. The whole data were categorized into five groups. They are school administration for female, student behaviour and guardians, home environment, professional development and school environment. Thus collected information were analyzed and discussed under the following topics.

- Problem related to school administration
- Problem related to student behaviour and guardians
- Problem related to home environment
- Problem related to professional development
- Problem related to school environment

#### **Analysis and Interpretation of Female Mathematics Teacher Response on School Administration problem**

Administration is the part of organization, which administrate that organization the classes, insufficient teacher, provide training for rigor and difficult topic and provide curriculum and other necessary things.



**Table 1**

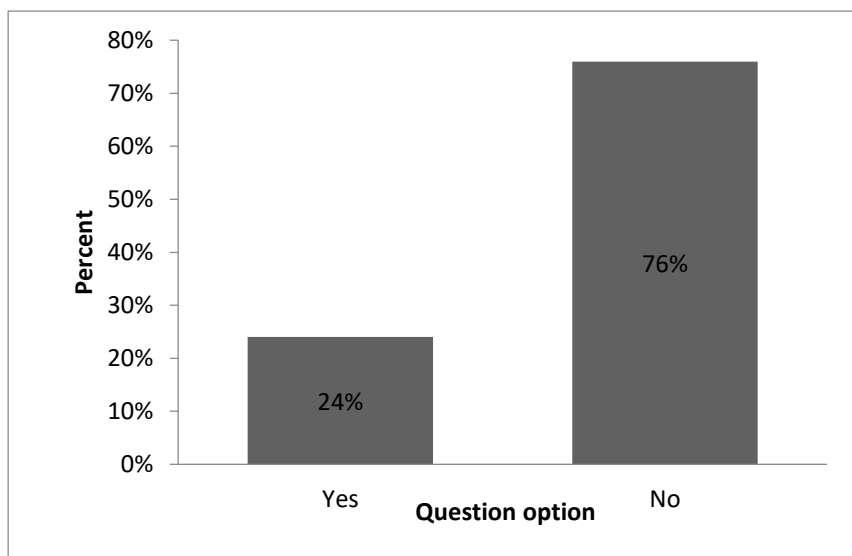
*Are you temporary or permanent teacher?*

S.N	Question	Option	Frequency	Percent
1	Permanent	Yes	6	24%
2	Temporary	No	19	76%
Total			25	100%

From the above table it is seen that 24% of female mathematics teachers are permanent teacher, 76% of female mathematics teachers are temporary teachers. Therefore, most of the teachers were temporary and few of them were permanent. The mean weightage is 1.76 which is less than 2. It indicates this statement is not satisfactory. And also this information is shown in barchart.

**Figure 1**

*Are you temporary or permanent teacher?*



**Table 2**

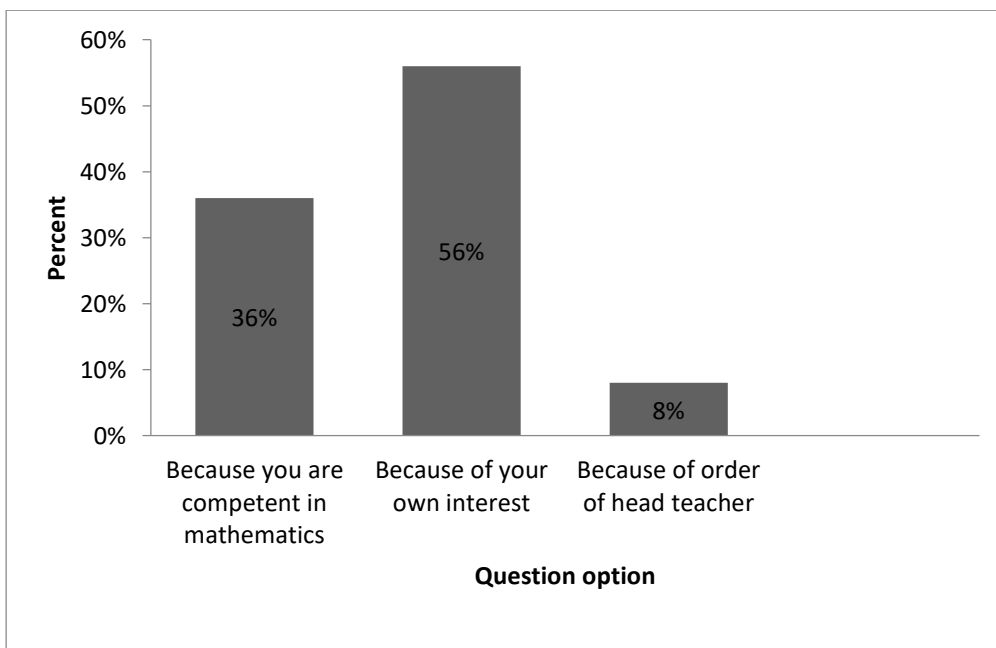
*You are teaching mathematics subject*

S.N	Question option	Frequency	Percent
1	Because you are competent in mathematics	9	36%
2	Because of your own interest	14	56%
3	Because of order of head teacher	2	8%
Total		25	100%

From the above table it is seen that Out of 25 female mathematics teachers (36%) have taught mathematics subject because they are competent in mathematics subject and (56%) have taught mathematics subject because of their own interest, only (8%) have taught mathematics subject because of order of head teacher and the mean weightage is 1.72 Therefore, teaching mathematics subject in lower secondary level by female mathematics teacher because of their own interest which was satisfactory in Siraha and Saptari district. And also this information is shown in barchart.

**Figure 2**

*You are teaching mathematics subject*



**Table 3**

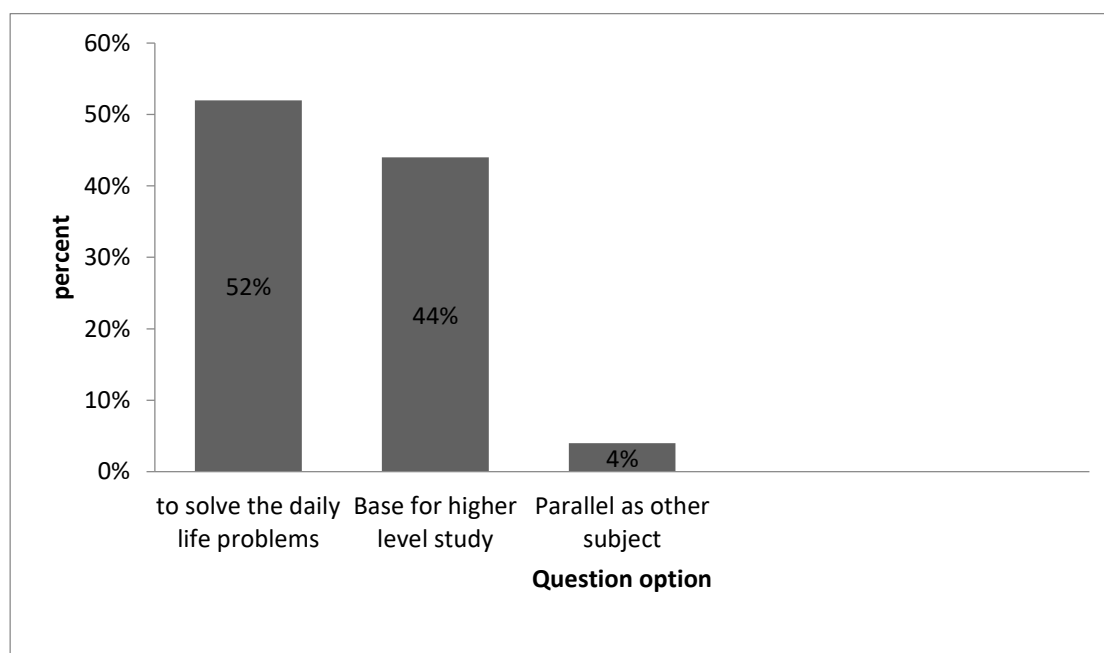
*Mathematics is compulsory subject in lower secondary level.*

S.N	Question	Frequency	Percent
1	to solve the daily life problems	13	52%
2	Base for higher level study	11	44%
3	Parallel as other subject	1	4%
Total		25	100%

From the above table it is seen that Out of 25 female mathematics teachers (52%) have told that mathematics is a compulsory subject in lower secondary level because to solve the daily life problems and 44% have told that mathematics is base for higher level study, only (4%) female teachers have told that mathematics is parallel as other subject. The mean weightage is 1.52. Therefore, most of the female mathematics teachers in Siraha and Saptari district told that mathematics is compulsory subject in lower secondary level to solve daily life problems. And also this information is shown in barchart.

**Figure 3**

*Mathematics is compulsory subject in lower secondary level.*



**Table 4**

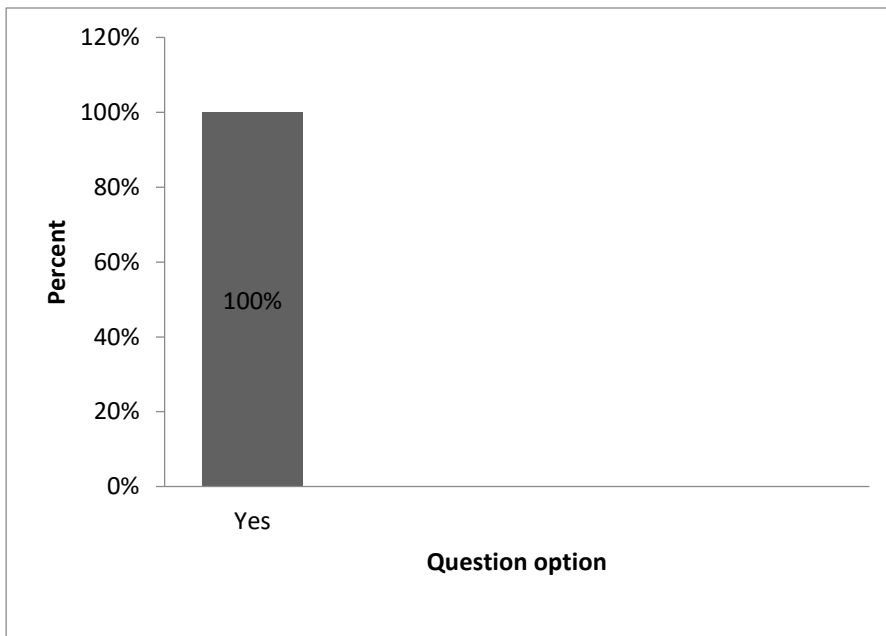
*Do you complete the course of mathematics in time?*

S.N	Question	Frequency	Percent
1	Yes	25	100%

From the above table it is seen that 25 of female mathematics teacher was complete the course of mathematics in time. The mean weightage is 1. Also above information is shown in barchart and the chart is given below.

**Figure 4**

*Do you complete the course of mathematics in time?*



**Table 5**

*Are you able to prepare lesson plan to other being a school teacher?*

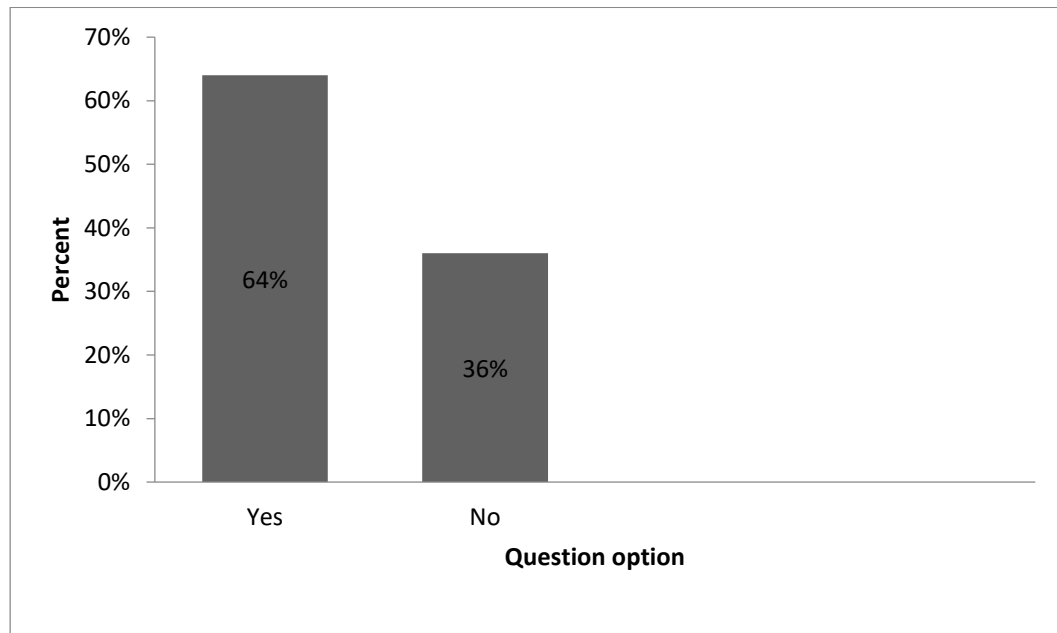
S.N	Question	Frequency	Percent
1	Yes	16	64%
2	No	9	36%
Total		25	100%

From the above table it is seen that out of 25 female mathematics teacher 64% of female mathematics was able to prepare lesson plan to other being a school teacher

and 36% of female mathematics teacher was not able to prepare lesson plan to other being a school teacher. The mean weightage 1.36. Therefore, it is claimed that most of the female mathematics teachers was able to prepare lesson plan which was satisfactory in lower secondary level in Siraha and Saptari district. Also above information is shown in barchart.

**Figure 5**

*Are you able to prepare lesson plan to other being a school teacher?*



School administration plays vital role to construction necessary instructional materials. But if it seems to be passive and it irresponsible then female teacher may face problem many on teaching learning process. For the understanding of the problem related to school administration. When the researcher reviews of Parbati Thapa (2015) thesis researcher found the problem like as there is not equal opportunity provides by school administration to female teacher like as male teacher. Also the other problem is that there was no support of administration to make instructional materials. If female teachers have no time to make this, then administration provide materials to the female teacher and teach how to use this in the classroom. Male teacher does not support the female teacher in teaching mathematics. They dominant her. This types of problem were seen on Parbati Thapa (2015) thesis.

But from the interview, researcher found that there is no any problem related to school administration. The school administration could provide equal opportunities to female teacher to take part in teaching program and also available the needed

materials like as reference books, magazines etc. Also the school administration is helpful in keeping efficiency to work for betterment. But the school administration could not provide reward for the good performance. School administration could provide materials to female teacher to teach mathematics. Male teacher supports female teacher in teaching mathematics. This information found the researcher from interview.

### **Analysis and Interpretation of Female Mathematics Teacher Response on Student Behaviour and Guardians Problems**

Social and cultural factors that manifest themselves as gender based stereotypes in education setting and outside of these institutional setting and outside of these institutional negative female interest in mathematics starting at a young age. (Spelke 2005, Spelke and Grace 2007). Influential role models such as parents about who is good at math further dampening female interest in this field. (Usher 2009)

**Table 6**

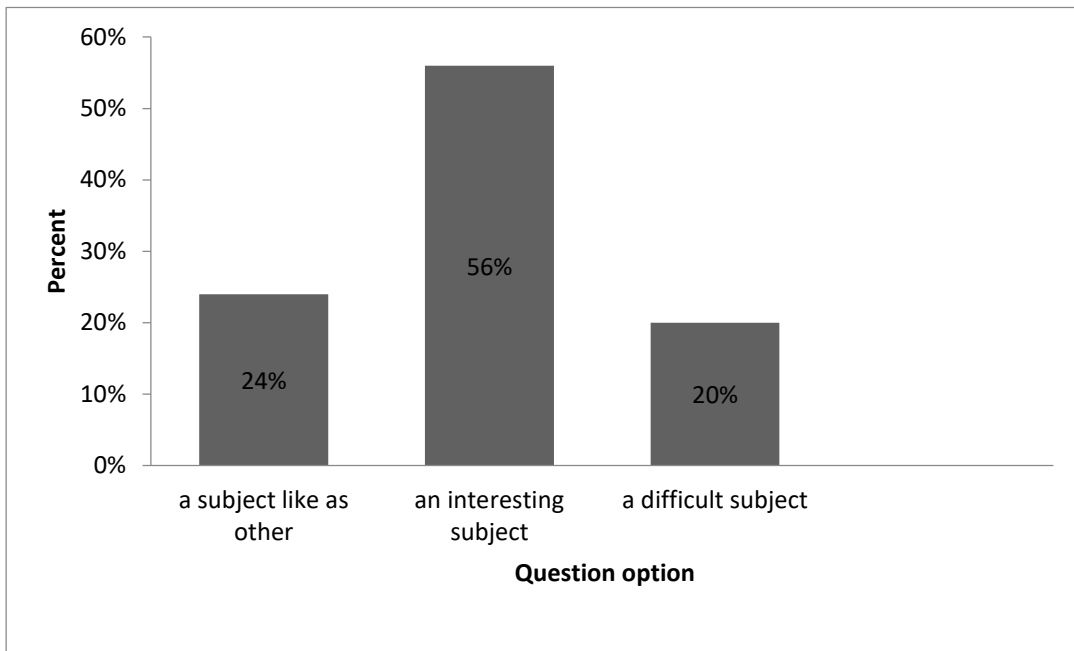
*In your view mathematics is*

S.N	Question option	Frequency	Percent
1	a subject like as other	6	24%
2	an interesting subject	14	56%
3	a difficult subject	5	20%
Total		25	100%

From the above table it is seen that 24% of female mathematics were chosen that mathematics is a subject like as other, 56% of them were chosen that mathematics is an interesting subject and 20% of them were chosen mathematics is a difficult subject. The mean weightage is 1.96. By observing this table, it can be claimed that most of the teacher had said mathematics is an interesting subject. So it is satisfactory in lower secondary level. Also above information is shown in barchart.

**Figure 6**

*In your view mathematics is*



**Table 7**

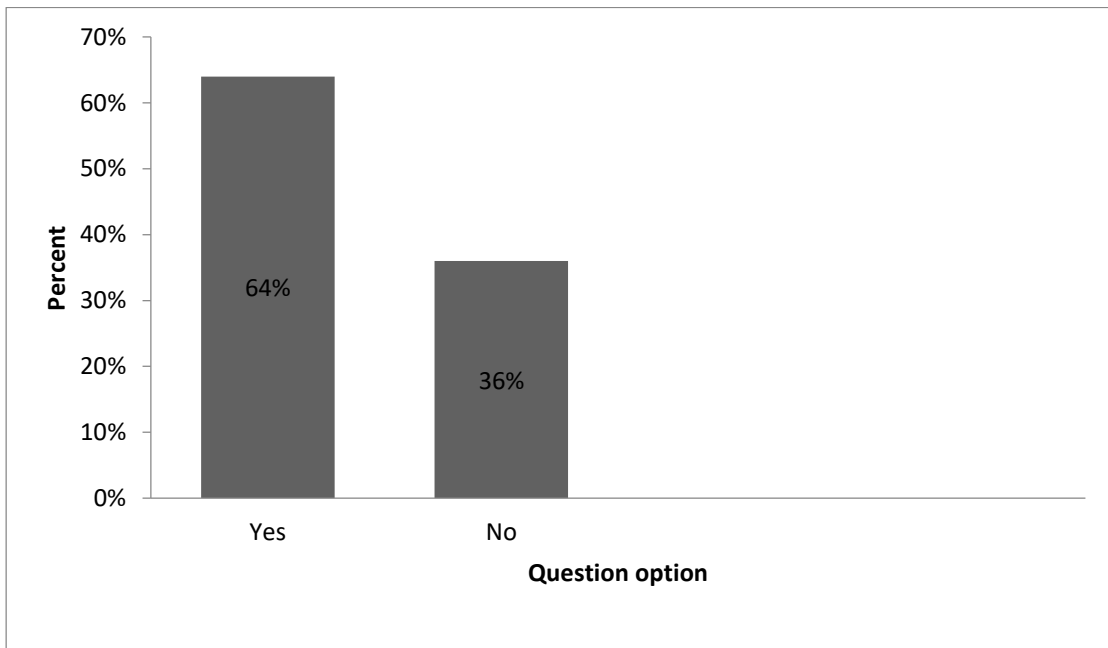
*Are student well motivated in female teacher class.*

S.N	Question option	Frequency	Percent
1	Yes	16	64%
2	No	9	36%
Total		25	100%

Out of 25 female mathematics teachers 64% of students are well motivated in female teacher class and 36% of students are not well motivated in female teacher class according to female teacher view. The mean weightage is 1.36. Therefore, most of the female mathematics teachers told that students are well motivated in female teacher's class on lower secondary level in Siraha and Saptari district. Above information is shown in barchart.

**Figure 7**

*Are student well motivated in female teacher class.*



Social leadership includes being sympathize and on supportive, structuring, teamwork and intervening conflicts. This is often a self –governing method. Many researchers think this types of leadership are also, good for self-confidence also when workers feel that they are in control over what are doing they are more likely to be motivated and therefore achieve more. Feminist approach told that guardians did not want to accept female as a mathematics teacher. The guardians told that female had not enough time to make pre-lesson planning. So, they could not teach as well. The feminist approach told that the students could not accept as a mathematics teacher as a female. They told that the women should not be a good in mathematics. It was found that guardians should not respect female teacher as they respect male teacher.

From the observation and interview of (Parbati Thapa 2015) thesis, researcher found that students neglect the female teacher in a classroom. They asked unnecessary question in teaching mathematics due to female teacher. It was found that they have to face many problems to control the class being a female teacher. Female teacher faced the disciplinary problem in classroom. Female teacher teaching ability to perform mathematical tool has also been shown to influence a student's confidence and interest in mathematics.



But from the interview, researcher found that there was also seen problem in non-problematic statement. Nepal is geographical country. Most of the students came from different area of Nepal. So they are different in cast, language and their behaviour. Students are different in nature. In the classroom some of the students are learner and some are not learner. So they make the class disturb. Thus, they neglect female teachers and also the grading system effect on student teaching learning activities student should thought they would have passed in the exam without reading and writing due to grading system. Students would have asked the interested question to female teacher in the classroom. But they could not do his /her homework on time. So female teacher faced many problems in the classroom while teaching mathematics. This types of information researcher found from the interview.

### **Analysis and Interpretation of Female Mathematics Teacher Response on Home Environment Problem**

The home environment entails emotional warmth displayed by parent while interacting with their children, provision of stimulating and learning experience in the home and physical surroundings such as safety of plays areas and cleanliness.

**Table 8**

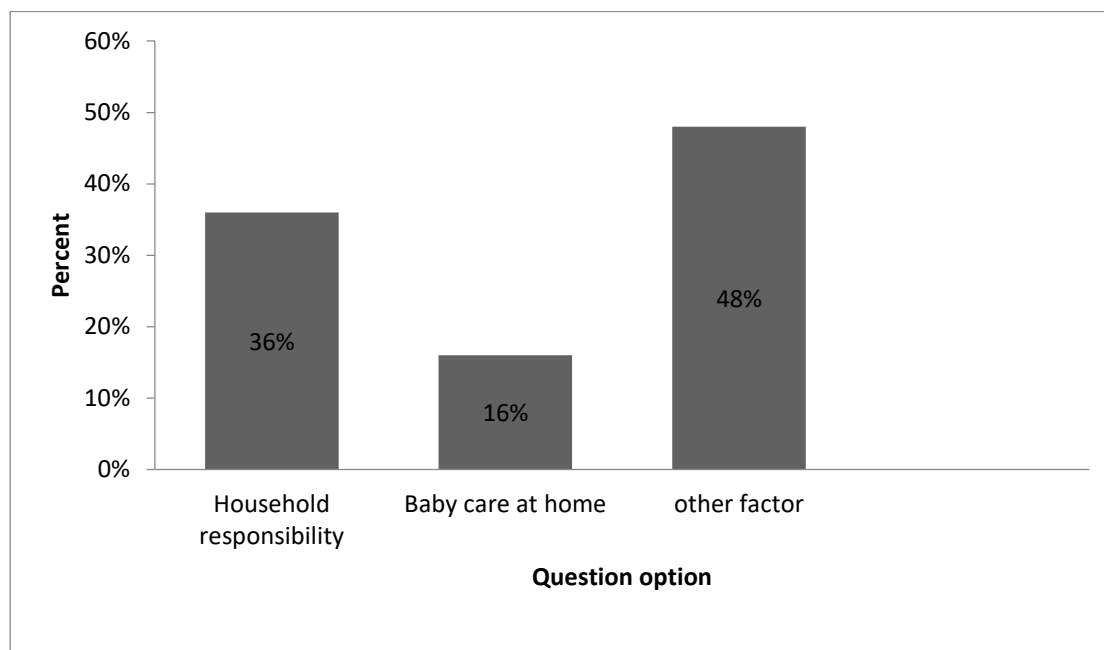
*You are female teacher. Which of the following factor must effect on your teaching?*

S.N	Question	Frequency	Percent
1	Household responsibility	9	36%
2	Baby care at home	4	16%
3	Other factor	12	48%
Total		25	100%

From the above table it is seen that out of 25 female mathematics teacher (36%) of female mathematics teacher have household responsibility, 16% have baby care at home and 48% have other factor affected. The mean weightage is 2.12. By observing this table, it can be claimed that most of the female teacher was affected by other factors in Siraha and Saptari district. Above information is shown in barchart.

**Figure 8**

*You are female teacher. Which of the following factor must effect on your teaching?*



**Table 9**

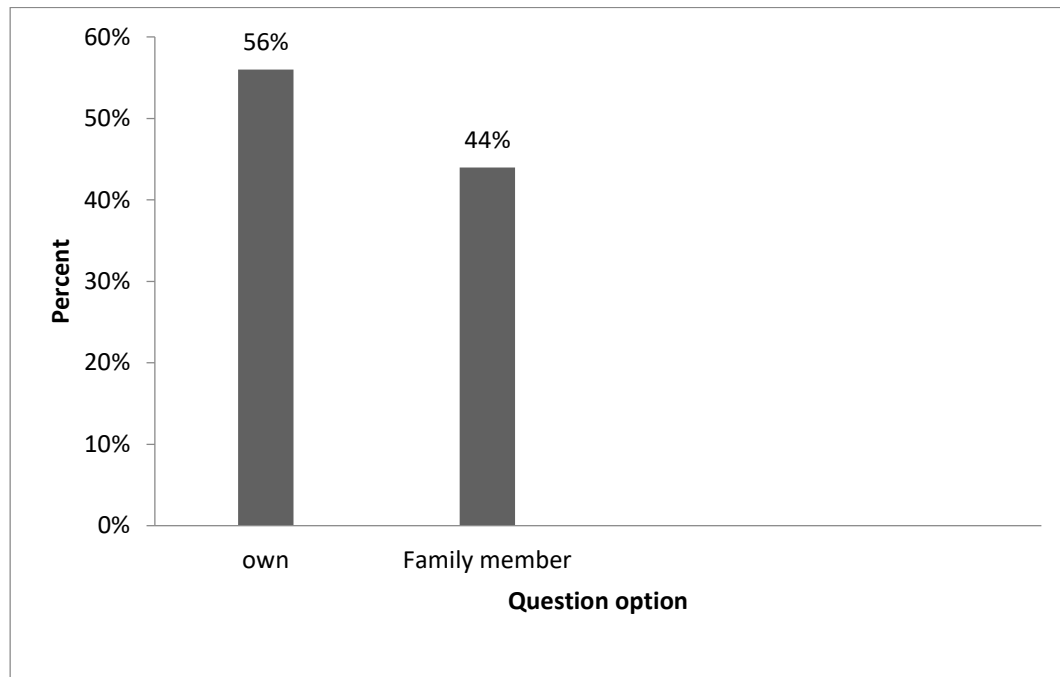
*Who encourage you to teach mathematics?*

S.N	Question	Frequency	Percent
1	Own	14	56%
2	Family member	11	44%
	Total	25	100%

From the above table it is seen that out of 25 female mathematics teacher 56% of female mathematics was encouraged by own and 44% of female mathematics teacher was encouraged by their family member. The mean weightage is 1.44. Therefore, it is claimed that most of the female mathematics teachers was interested to teach mathematics by own self which was satisfactory in lower secondary level in Siraha and Saptari district. Also the above information is shown in barchart.

**Figure 9**

*Who encourage you to teach mathematics?*



It was found that there was a lot of problem faced by female teacher at home. The feminist approaches told that cultural forces influence interest in mathematics with socialization occurring at anyone age about who should be interested in mathematics why mathematics is useful for accomplishing everyday tasks and which careers are suitable for which gender. Parents should support females who indicates an interest in math based careers and provides appropriate academics for such fields. This types of behaviour among parents is associated with greater retention and success in female pursuing math based careers providing access to female role models who are interest in math careers. There is a lot of household work to female teacher. To be a good female mathematics teacher they have a lot of time necessary. To solve these problems, the family member should help them to collect related reference and manage the time to study. From the thesis of Parbati Thapa 2015, it was found that the family member is happy with their teaching preparation. Their family member does not give permission for involving teacher training programme.

But from the interview researcher found that the family member is happy with their profession and also the family member helps her in teaching preparation for mentally and also their family member give permission for involving teacher training programme.

From the interview of Parbati Thapa thesis 2015 told that the family member does not cooperative her preparation and do not help to collected reference books journals. But from interview, researcher found that the family cooperative her preparation and do help collected reference books journals. But there are problems that the female should perform all household works before and after the school. Female teacher says some of the teaching techniques which learned from training are not useable in the class. According to feminist approach these problems should be solved to be a good female mathematics teacher. This types of information researcher got from the interview.

### **Analysis and Interpretation of Female Mathematics Teacher Responses on Professional Development Problems**

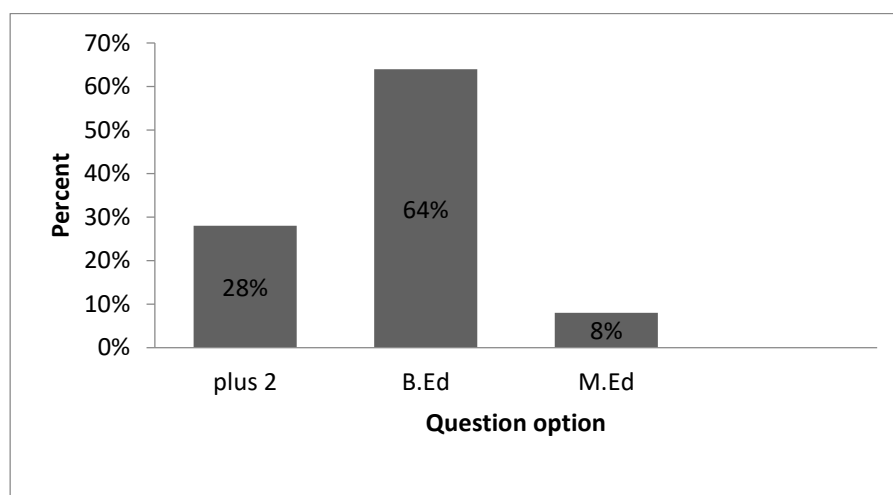
The development of skills and ability of teacher to perform well in related sector is known as professional development. As belief while taking about teaching professional development one should be aware to bring modern means of teaching learning activities into practical use. The teacher should make the teaching profession more meaningful by using the modern tools techniques and practical activities. Containing to be student willingness bring the practical choices. one can't be professional without bring the practical application of theory.

In the context of Nepal, most of the teacher need TPD training. But in Nepal, those people got TPD training whose have the political power. But those teachers who does not have political power that people is far from TPD training and that people does not get TP training. They could not get this types of training. So researcher found one thing that those people who have political power that teacher got this types of training easily. So there is problem in professional development.

**Table 10***Academic qualification of female teacher*

S.N	Academic qualification	Number of teacher	percent
1	plus 2	7	28%
2	B.Ed	16	64%
3	M.Ed	2	8%
	Total	25	100%

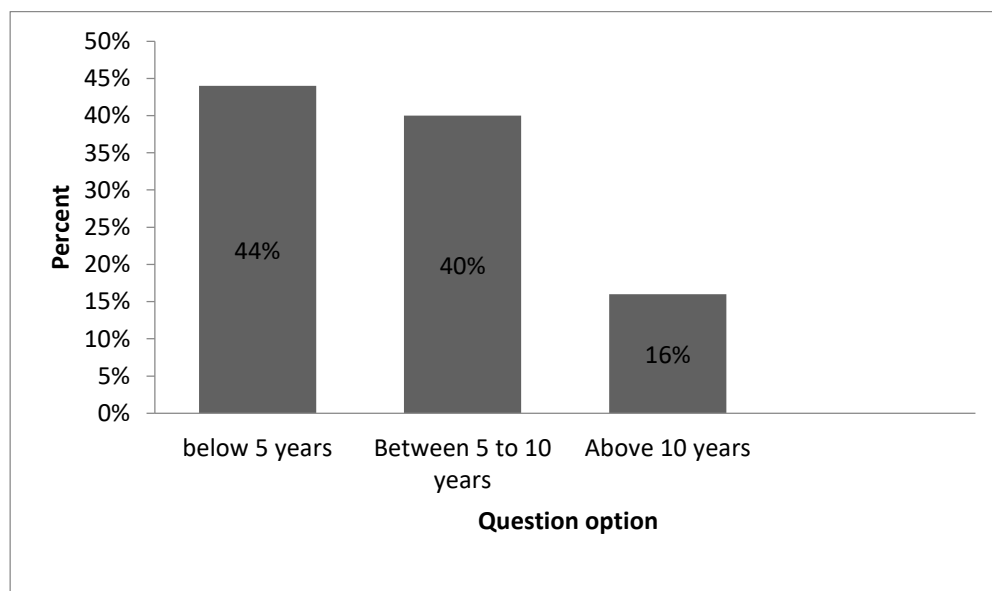
Out of 25 female teachers (28%) have passed intermediate level with majoring subject mathematics and 64% have passed bachelor's degrees with majoring subject mathematics, only 8% teachers have passed master degree with mathematics or other subject. The mean weightage is 1. 8000. Therefore, the academic qualification of the female mathematics teachers was satisfactory in Siraha and Saptari district. And also this information is shown in barchart.

**Figure 10***Academic qualification of female teacher*

**Table 11***Teaching Experience in Mathematics subject*

S.N	Teaching Experience	Number of teacher	Percent
1	below 5 years	11	44%
2	Between 5 to 10 years	10	40%
3	Above 10 years	4	16%
Total		25	100%

From above table it is seen that 44% of female teacher have below 5 years teaching experience, 40% of the female teachers between 5 to 10 years teaching experience, 16% of the female teachers have above 10 years teaching experience. The mean weightage is 1.72. Therefore, the experience of teacher is not bad. Among them most of the teacher were fresh, young and energetic. By observing this table, it can be claimed that there were experienced and qualified teacher. And the teaching experience of female teacher are shown in barchart.

**Figure 11***Teaching Experience in Mathematics subject*

**Table 12**

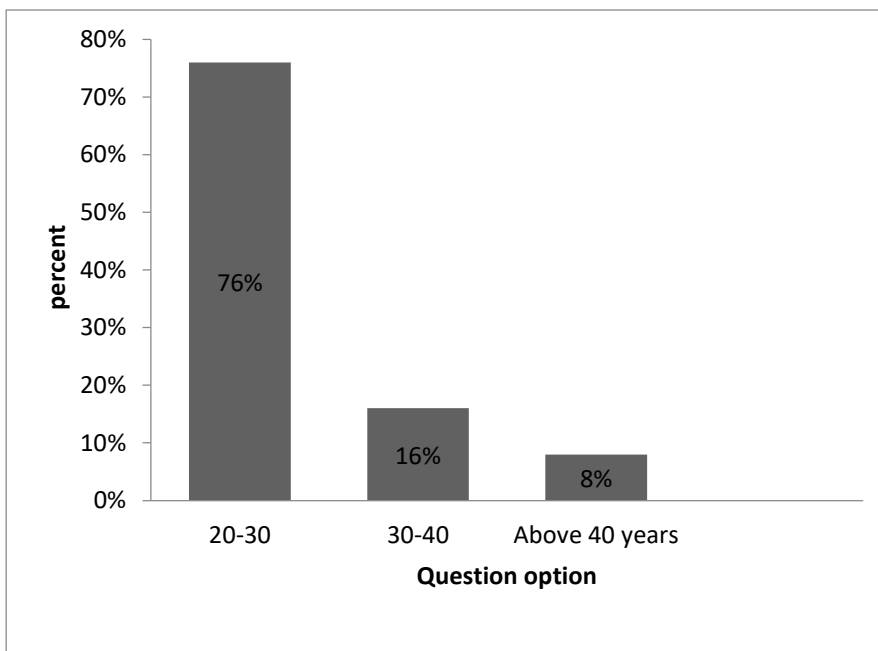
*Age of female teacher*

S.N	Ages	Frequency	Percent
1	20-30	19	76%
2	30-40	4	16%
3	Above 40 years	2	8%
Total		25	100%

From the above table it is seen that 76% of female teachers are at the ages are between 20-30 years, 16% of female teachers are at the ages between 30-40 years and 8% of female teachers are at the age above 40 years. The mean weightage is 1.32. And the teaching experience of female teacher are shown in barchart.

**Figure 12**

*Age of female teacher*



**Table 13**

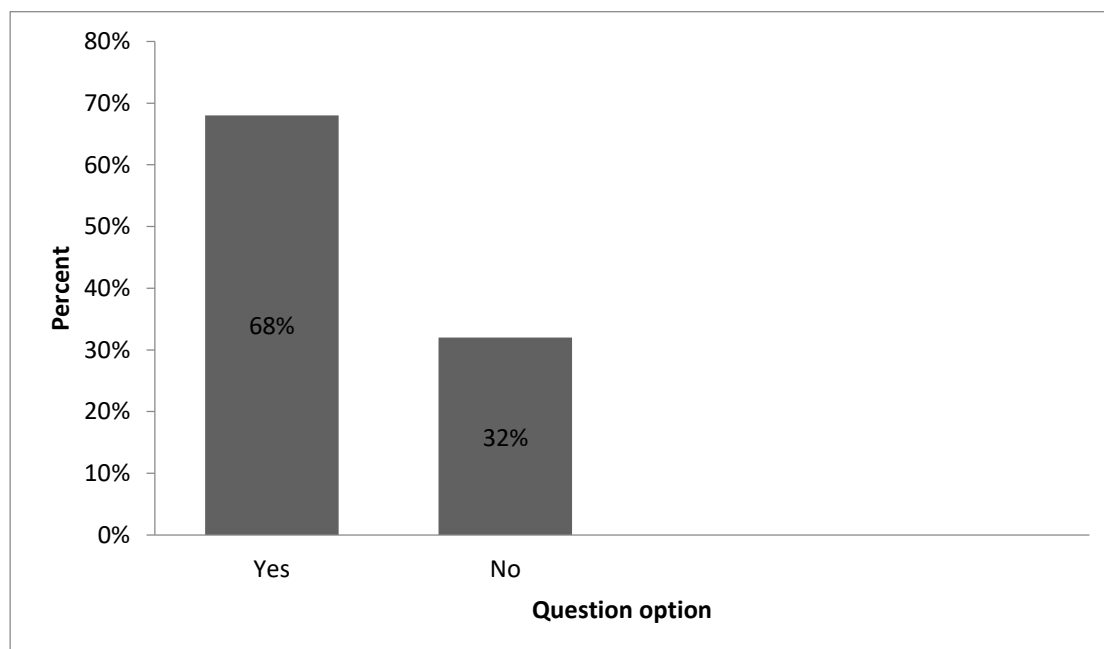
*Have you got any training course?*

S.N	Question option	Frequency	Percent
1	Yes	17	68%
2	No	8	32%
	Total	25	100%

From the above table it is seen that 68% of female mathematics teacher have got the training course and 32% of female mathematics teacher have not got any training course. The mean weightage is 1.32. Therefore, the training course of female mathematics teacher is not bad. Among them most of the teacher were fresh, young and energetic. By observing this table, it can be claimed that most of the teacher had got the training course in mathematics. And the teaching experience of female teacher are shown in barchart.

**Figure 13**

*Have you got any training course?*





**Table 14**

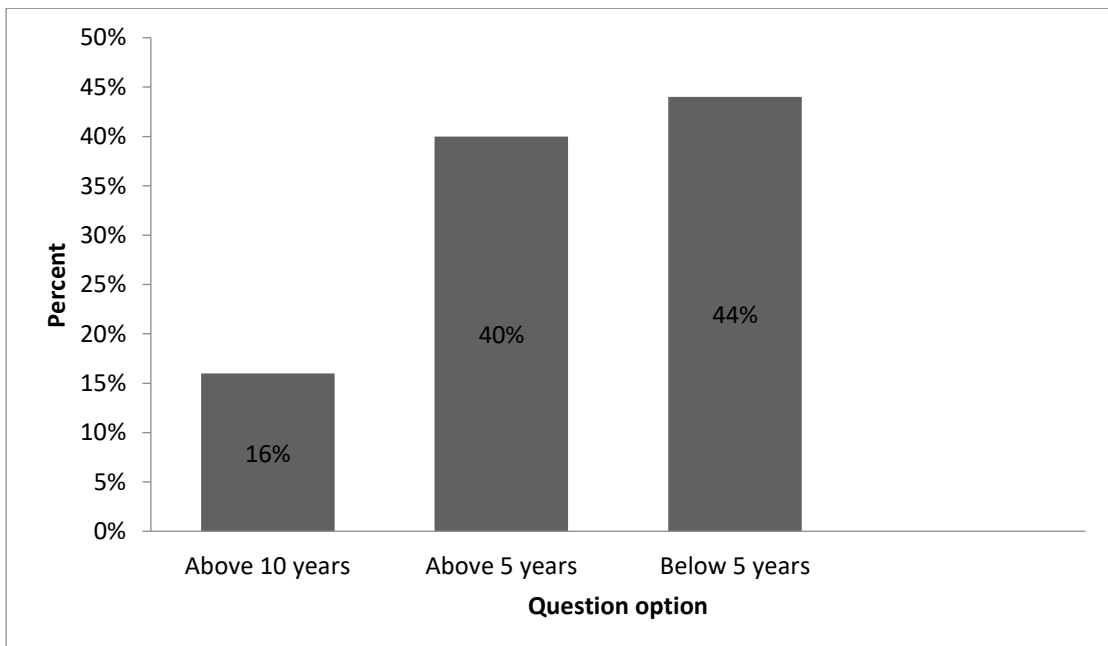
*How many years do you have experience in this teaching field?*

S.N	Question option	Frequency	Percent
1	Above 10 years	4	16%
2	Above 5 years	10	40%
3	Below 5 years	11	44%
Total		25	100%

From above table it is seen that 16% of female teacher have above 10 years teaching experience, 40% of the female teachers above 5 years teaching experience, 16% of the female teachers have below 10 years teaching experience. The mean weightage is 2.28. Therefore, the experience of teacher is not bad. Among them most of the teacher were fresh, young and energetic. By observing this table, it can be claimed that there were experienced and qualified teacher. And the teaching experience of female teacher are shown in barchart.

**Figure 14**

*How many years do you have experience in this teaching field?*



## **Analysis and Interpretation of Female Mathematics Teacher Responses on School Environment Problems**

School environment refers to the set of relationship that occurs among members of a school community that are determined by structural personal and functional factors of the educational institutional which provides distinctiveness to school. The school environment is an important factor when evaluating student well-being previous finding have shown that variables such as previous finding have shown that variables such as physical academic and social dimension influence school environments. This research seeks to explains the relationship between school environment and the well-being of primary educational students.

**Table 15**

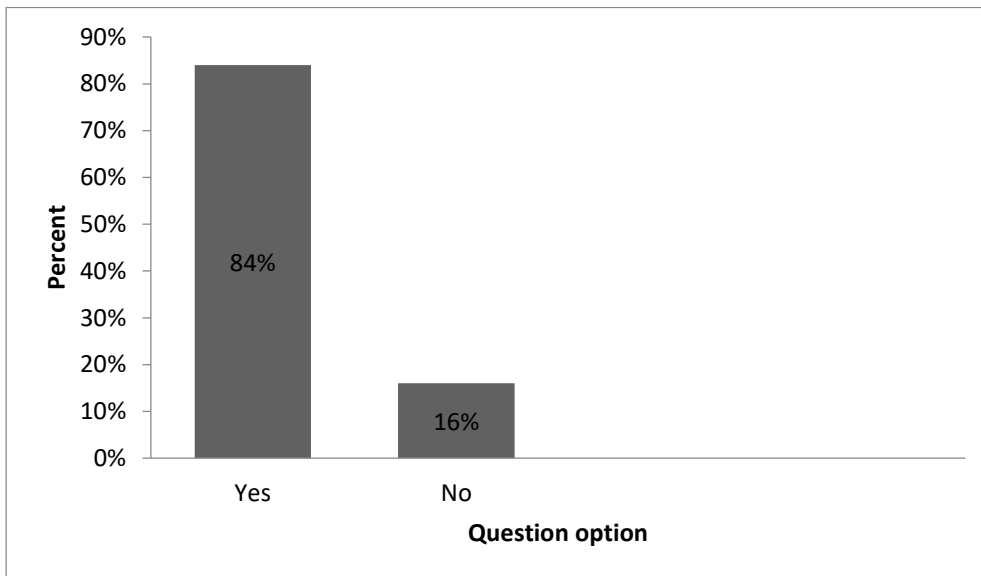
*Are you satisfied with this job?*

S.N	Question option	Frequency	Percent
1	Yes	21	84%
2	No	4	16%
	Total	25	100%

From the above table it is seen that out of 25 female mathematics teacher (84%) was satisfy with this job and 16% was not satisfied with this job. The mean weightage is 1.16. Therefore, it can be claimed that most of the female mathematics teacher was satisfactory with their profession in Siraha and Saptari district. Also the above informations are shown in barchart.

**Figure 15**

*Are you satisfied with this job?*



**Table 16**

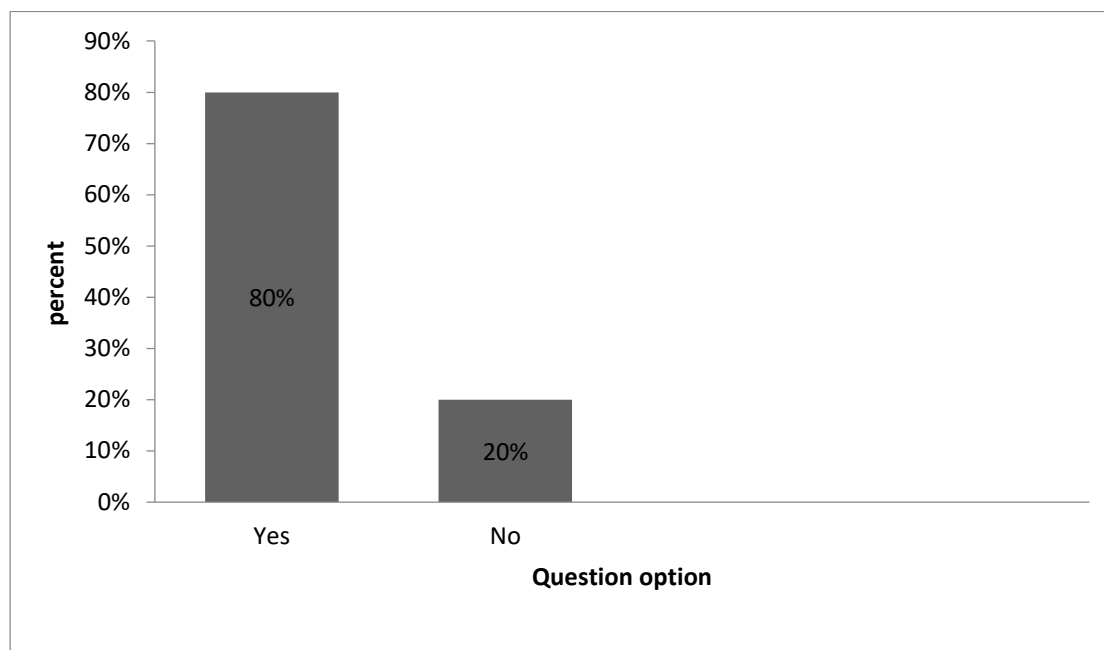
*Do your male colleagues help you in your profession?*

S.N	Question option	Frequency	Percent
1	Yes	20	80%
2	No	5	20%
	Total	25	100%

From the above table it is seen that out of 25 female mathematics teacher (80%) was helped by male colleagues in teaching profession and (20%) was not helped by male colleagues in teaching profession. The mean weightage is 1.20. So it is said that most of the female mathematics teacher was helped by their male colleagues in teaching profession which was satisfactory in siraha and saptari district. Also the above informations are shown in barchart.

**Figure 16**

*Do your male colleagues help you in your profession?*



**Table 17**

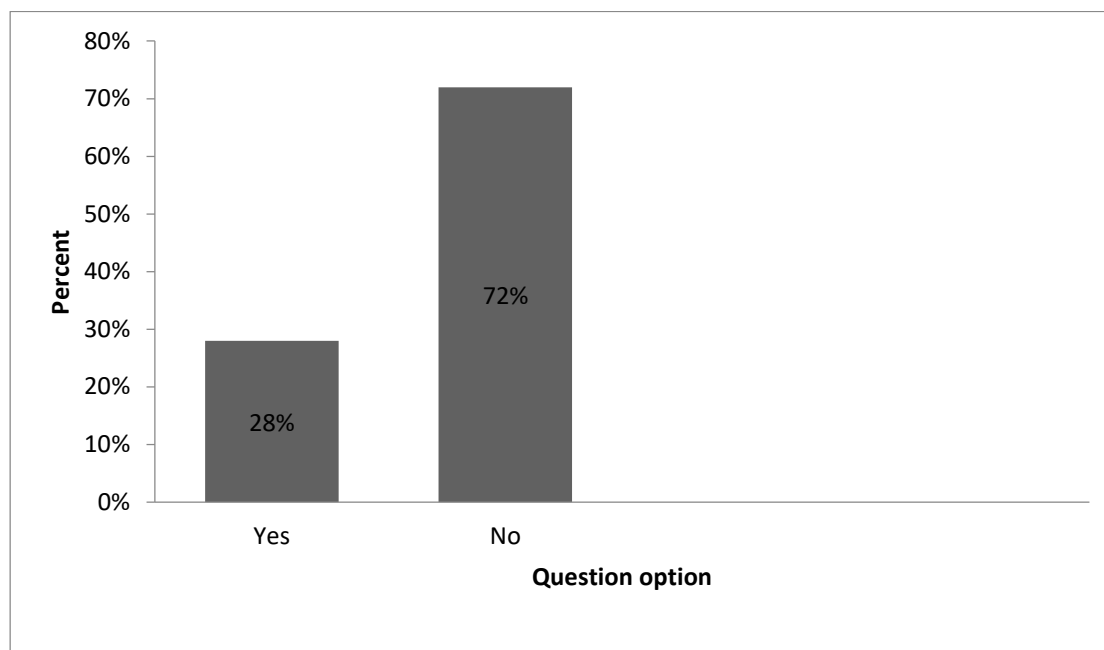
*Is mathematics a hard subject to teach?*

S.N	Question	Frequency	Percent
1	Yes	7	28%
2	No	18	72%
	Total	25	100%

From the above table it is seen that out of 25 female mathematics teacher 28% of female mathematics teacher and 44% of female mathematics teacher was encouraged by their family member. The mean weightage is 1.72. Therefore, it is claimed that most of the female mathematics teachers was interested to teach mathematics by ownself which was satisfactory in lower secondary level in Siraha and Saptari district. Also the above informations are shown in barchart.

**Figure 17**

*Is mathematics a hard subject to teach?*



**Table 18**

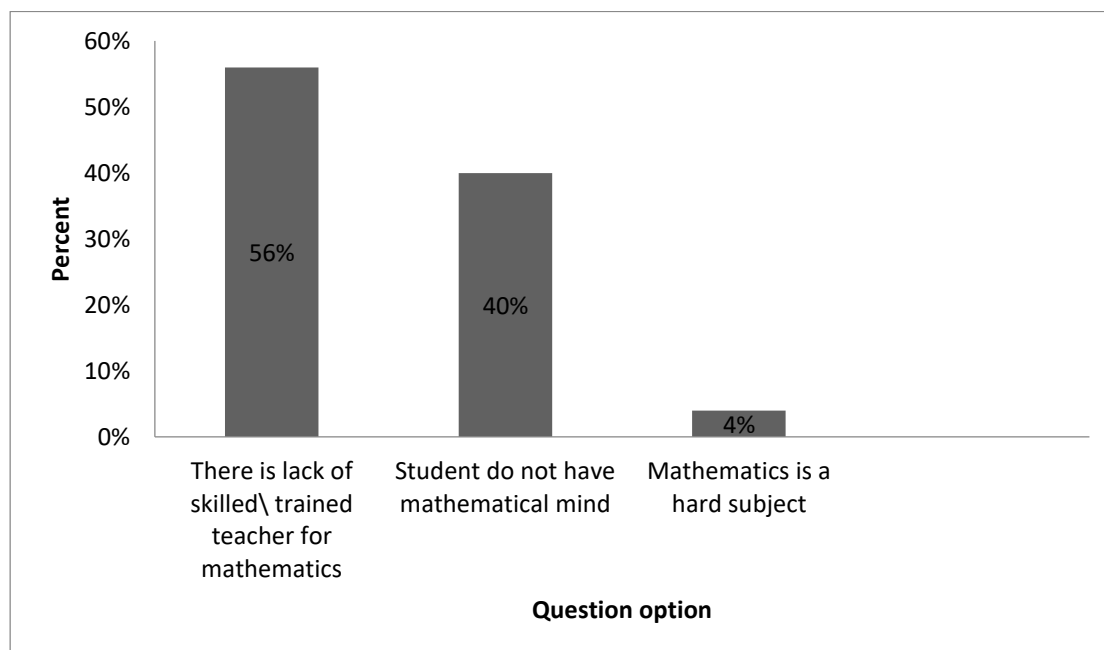
*Almost all the students are weak in mathematics because*

S.N	Question	Frequency	Percent
1	There is lack of skilled\ trained teacher for mathematics	14	56%
2	Student do not have mathematical mind	10	40%
3	Mathematics is a hard subject	1	4%
Total		25	100%

From the above table it is seen that according to 25 female mathematics teacher, 56% of female mathematics teachers told that students are weak in mathematics because there is lack of skilled\ trained teacher for mathematics and 40% of female mathematics teacher told that students are weak in mathematics because student do not have mathematical mind and 4% of female mathematics teacher told that students are weak in mathematics because mathematics is a hard subject. The mean weightage is 1.48. Therefore, it is claimed that most of the female mathematics teachers told that student is weak because there is lacked of skilled, well- trained teacher in Siraha and Saptari district. Also above information are shown in barchart.

**Figure 18**

*Almost all the students are weak in mathematics because*



This study of the physical social and academic administration organization of school's have been related to school environment. Nowadays, it has become more common to find empirical studies that identify the impact of school environment and a student well-being. Female teacher feels proud to be a mathematics teacher. Female teacher told that she would be happy that she teaches mathematics. Most of the student said that we shall do better in math.

### **Analysis and Interpretation of data by using Chi-Square Test**

The Chi-Square Test is a Statistical test used to check the statistical independence or association between two or more categorical variables. Here categorical variable is one that has two or more categories (values). Categorical variable can be divided into two categories. First one is nominal and second one is ordinal. In Chi-Square df means degree of freedom which is amount of information of your data provide that you can spend to estimate the values of unknown population parameters and calculate the variability of these estimates. Asymp.Sig means to make a conclusion about the hypothesis with 95% confidence in Chi-Square test.

**Analysis and Interpretation of Female Mathematics Teacher Response on School Administration Problem Using Chi-Square Test**

**Table 1**

*Are you temporary or permanent teacher?*

Female Teacher	Yes	No	Total	Chi-Square
Permanent	6	0	6	6.760 <sup>a</sup>
Temporary	0	19	19	
Total	6	19	25	

The Table 1 given above shows that, relation between permanent female teachers and temporary female teachers is significant,  $\chi^2 (1, N = 25) = 6.670$ ,  $p=0.009$  so  $p<0.05$ . This result concluded that, there is significant relationship between permanent female teachers and temporary female teachers in lower secondary level in Siraha and Saptari district.

**Table 2**

*You are teaching mathematics subject:*

Female Teacher	Competent in mathematics	Your own interest	Order of head teacher	Total	Chi-Square
Permanent	4	2	0	6	8.720 <sup>a</sup>
Temporary	5	12	2	19	
Total	9	14	2	25	

The Table 2 given above shows that, relation between permanent female teachers and temporary female teachers is significant,  $\chi^2 (2, N = 25) = 8.720$ ,  $p=0.013$  so  $p<0.05$ . This result concluded that, there is significant relationship between permanent female teachers and temporary female teachers in lower secondary level in Siraha and Saptari district.

**Table 3***Do you complete the course of mathematics in time?*

Female Teacher	Yes	No	Total
Permanent	6	0	6
Temporary	19	0	19
Total	25	0	25

This variable is constant. Chi-Square test cannot be performed.

**Table 4***Mathematics is compulsory subject in lower secondary level.*

Female Teacher	to solve the daily life problems	Base for higher level study	Parallel as other subject	Total	Chi-Square
Permanent	4	2	0	6	9.920 <sup>a</sup>
Temporary	9	9	1	19	
Total	13	11	1	25	

The Table 4 given above shows that, relation between permanent female teachers and temporary female teachers is significant,  $\chi^2(2, N = 25) = 9.920^a$ ,  $p=0.007$  so  $p<0.05$ . This result concluded that, there is significant relationship between permanent female teachers and temporary female teachers in lower secondary level in Siraha and Saptari district.

**Table 5***Are you able to prepare lesson plan to other being a school teacher?*

Female Teacher	Yes	No	Total	Chi-Square
Permanent	5	1	6	1.960 <sup>a</sup>
Temporary	11	8	19	
Total	16	9	25	



The Table 5 given above shows that, relation between permanent female teachers and temporary female teachers is not significant,  $\chi^2(1, N = 25) = 1.960^a$ ,  $p=0.162$  so  $p>0.05$ . This result concluded that, there is not significant relationship between permanent female teachers and temporary female teachers in lower secondary level in Siraha and Saptari district.

### **Analysis and Interpretation of Female Mathematics Teacher Response on Student Behaviour and Guardians Problems Using Chi-Square Test**

**Table 6**

*In your view mathematics is*

Female teacher	a subject like as other	an interesting subject	a difficult subject	Total	Chi-Square
Permanent	0	6	0	6	5.840 <sup>a</sup>
Temporary	6	8	5	19	
Total	6	14	5	25	

The Table 6 given above shows that, relation between permanent female teachers and temporary female teachers is not significant,  $\chi^2(2, N = 25) = 5.840^a$ ,  $p=0.054$  so  $p>0.05$ . This result concluded that, there is not significant relationship between permanent female teachers and temporary female teachers in lower secondary level in Siraha and Saptari district.

**Table 7**

*Are student well motivated in female teacher class.*

Female Teacher	Yes	No	Total	Chi-Square
Permanent	4	2	6	1.960 <sup>a</sup>
Temporary	12	7	19	
Total	16	9	25	

The Table 7 given above shows that, relation between permanent female teachers and temporary female teachers is significant,  $\chi^2(1, N = 25) = 1.960^a$ ,  $p=0.0162$ , so  $p<0.05$ . This result concluded that, there is significant relationship

between permanent female teachers and temporary female teachers in lower secondary level in Siraha and Saptari district.

**Analysis and Interpretation of Female Mathematics Teacher Response on Home Environment Problem Using Chi-Square Test**

**Table 8**

*You are female teacher. Which of the following factor must effect on your teaching?*

Female teacher	Household responsibility	Baby care at home	other factor	Total	Chi-Square
Permanent	4	0	2	6	3.920 <sup>a</sup>
Temporary	5	4	10	19	
Total	9	4	12	25	

The Table 8 given above shows that, relation between permanent female teachers and temporary female teachers is not significant,  $\chi^2 (2, N = 25) = 3.920^a$ ,  $p=0.141$ , so  $p>0.05$ . This result concluded that, there is not significant relationship between permanent female teachers and temporary female teachers in lower secondary level in Siraha and Saptari district.

**Table 9**

*Who encourage you to teach mathematics?*

Female Teacher	Own	Family member	Total	Chi-Square
Permanent	3	3	6	.360 <sup>a</sup>
Temporary	11	8	19	
Total	14	11	25	

The Table 9 given above shows that, relation between permanent female teachers and temporary female teachers is not significant,  $\chi^2 (1, N = 25) = .360^a$ ,  $p=0.594$ , so  $p>0.05$ . This result concluded that, there is not significant relationship between permanent female teachers and temporary female teachers in lower secondary level in Siraha and Saptari district.

**Analysis and Interpretation of Female Mathematics Teacher Responses on Professional Development Problems Using Chi-Square Test**

**Table 10**

*Qualification of teacher*

Female Teacher	Plus 2	B.Ed	M.Ed	Total	Chi-Square
Permanent	0	5	1	6	12.080 <sup>a</sup>
Temporary	7	11	1	19	
Total	7	16	2	25	

The Table 10 given above shows that, relation between permanent female teachers and temporary female teachers is significant,  $\chi^2 (2, N = 25) = 12.080^a$ ,  $p=0.002$ , so  $p<0.05$ . This result concluded that, there is significant relationship between permanent female teachers and temporary female teachers in lower secondary level in Siraha and Saptari district.

**Table 11**

*Teaching Experience of Teacher*

Female teacher	Below 5 years	Between 5 to 10 years	Above 10 years	Total	Chi-Square
Permanent	1	1	4	6	3.440 <sup>a</sup>
Temporary	10	9	0	19	
Total	11	10	4	25	

The Table 11 given above shows that, relation between permanent female teachers and temporary female teachers is not significant,  $\chi^2 (2, N = 25) = 3.440^a$ ,  $p=0.179$ , so  $p>0.05$ . This result concluded that, there is not significant relationship between permanent female teachers and temporary female teachers in lower secondary level in Siraha and Saptari district.

**Table 12***Age of teacher*

Female Teacher	20-30	30-40	Above 40	Total	Chi-Square
Permanent	2	2	2	6	20.720 <sup>a</sup>
Temporary	17	2	0	19	
Total	19	4	2	25	

The Table 12 given above shows that, relation between permanent female teachers and temporary female teachers is significant,  $\chi^2 (2, N = 25) = 20.720^a$ ,  $p=0.000$ , so  $p<0.05$ . This result concluded that, there is significant relationship between permanent female teachers and temporary female teachers in lower secondary level in Siraha and Saptari district.

**Table 13***Have you got any training course?*

Female Teacher	Yes	No	Total	Chi-Square
Permanent	6	0	6	3.240 <sup>a</sup>
Temporary	11	8	19	
Total	17	8	25	

The Table 13 given above shows that, relation between permanent female teachers and temporary female teachers is not significant,  $\chi^2 (2, N = 25) = 3.240^a$ ,  $p=0.072$ , so  $p>0.05$ . This result concluded that, there is not significant relationship between permanent female teachers and temporary female teachers in lower secondary level in Siraha and Saptari district.

**Table 14***How many years do you have experience in this teaching field?*

Female teacher	Below 5 years	Between 5 to 10 years	Above 10 years	Total	Chi-Square
Permanent	1	1	4	6	3.440 <sup>a</sup>
Temporary	10	9	0	19	
Total	11	10	4	25	

The Table 14 given above shows that, relation between permanent female teachers and temporary female teachers is not significant,  $\chi^2 (2, N = 25) = 3.440^a$ ,  $p=0.179$ , so  $p<0.05$ . This result concluded that, there is not significant relationship between permanent female teachers and temporary female teachers in lower secondary level in Siraha and Saptari district.

#### **Analysis and Interpretation of Female Mathematics Teacher Responses on School Environment Problems Using Chi-Square Test**

**Table 15***Are you satisfied with this job?*

Female Teacher	Yes	No	Total	Chi-Square
Permanent	6	0	6	11.560 <sup>a</sup>
Temporary	15	4	19	
Total option	21	4	25	

The Table 15 given above shows that, relation between permanent female teachers and temporary female teachers is significant,  $\chi^2 (1, N = 25) = 11.560^a$ ,  $p=0.001$ , so  $p<0.05$ . This result concluded that, there is significant relationship between permanent female teachers and temporary female teachers in lower secondary level in Siraha and Saptari district.

**Table 16***Do your male colleagues help in your profession?*

Female Teacher	Yes	No	Total	Chi-Square
Permanent	4	2	6	9.000 <sup>a</sup>
Temporary	16	3	19	
Total option	20	5	25	

The Table 16 given above shows that, relation between permanent female teachers and temporary female teachers is significant,  $\chi^2 (1, N = 25) = 9.000^a$ ,  $p=0.003$  so  $p<0.05$ . This result concluded that, there is significant relationship between permanent female teachers and temporary female teachers in lower secondary level in Siraha and Saptari district.

**Table 17***Is mathematics a hard subject to teach?*

Female Teacher	Yes	No	Total	Chi-Square
Permanent	1	5	6	4.840 <sup>a</sup>
Temporary	6	13	19	
Total option	7	18	25	

The Table 17 given above shows that, relation between permanent female teachers and temporary female teachers is significant,  $\chi^2 (1, N = 25) = 4.840^a$ ,  $p=0.028$  so  $p<0.05$ . This result concluded that, there is significant relationship between permanent female teachers and temporary female teachers in lower secondary level in Siraha and Saptari district.

**Table 18***Almost all the students are weak in mathematics because*

Female teacher	There is lack of skilled\ trained teacher	Student do not have mathematical mind	Mathematics is a hard subject	Total	Chi-Square
Permanent	5	1	0	6	10.640 <sup>a</sup>
Temporary	9	9	0	19	
Total	14	10	1	25	

The Table 18 given above shows that, relation between permanent female teachers and temporary female teachers is significant,  $\chi^2(2, N = 25) = 10.640^a$ ,  $p=0.005$  so  $p<0.05$ . This result concluded that, there is significant relationship between permanent female teachers and temporary female teachers in lower secondary level in Siraha and Saptari district.

### Discussion

In the modern time female also could be a good mathematics teacher. For this school administration, male teacher and parents supported them. Feminists approach argue that mathematics is a male dominated subject that explains everything from the view point of male behind female and feminists ' perspective is must to understand the subordination and exploitation of women by men. From the interview it was found that female mathematics teacher is excluded from the domain of mathematics, thus masculinity. Feminist approach argues that only including or adding women in the domain of mathematics does not serve the purpose of understanding women or justify the absence of women 's presence in mathematics. Parents should support female who indicates an interest in math based careers and become involved in helping students select the course that provide appropriate academic preparation for such fields. This types of behaviour among parents is associated with greater retention and success in females pursuing math based careers providing access to female role models who are involved in math careers. Practitioners who design course and major requirements within STEM disciplines should be careful about how they emphasize the

mathematics skills and abilities needed for success. There is a common belief that females are less mathematically capable than males. This belief is not entirely unfounded. Although evidence from the many studies performance on gender difference in mathematics is inconsistent small but statistically significant differences are the norm. (see Feingold 1988, Hyde Fenema and Lamon 1990(Lubinski and Benbow 1992; Maccoby and Jacklin 1974 for some reviews of the literature)

### **Analysis the cause of problems faced by female mathematics teacher in lower Secondary Level.**

There are many causes that face the female mathematics teacher in lower-secondary level while teaching at the classroom. Because of the female mathematics teacher, students neglected them to teach mathematics at the teaching time in the classroom. The female teachers are not enthusiastic to prepare the lesson plans due to lack of time. Female teacher did not receive opportunities to undertake training due to their family obligation. Some female teacher did not have time for preparation to look after their children and preparing food. Teaching school, the home does not necessary reduces our work burdened at home. To choose the work outside the home is to be prepared to assume the double responsibility of home and school. Cooking takes much of the time. The preparing food is our day-to-day responsibility. Aside from cooking we must bear a number of domestic tasks which does not appear to look after their children, so we ourselves have to take care of children while at work. The subject we are currently teaching to be difficult "Female mathematics teacher should read journals and news about the latest developments and trends in the teaching of mathematics. But female mathematics teacher is not unable to engage in recreation activities. Due to female teacher, she could not have got TPD training because the teacher who has political power the people only got TPD training.

### **Analysis situation of practice and opportunities to get free from these problems**

The observation of classroom activities was intended to identify the problems that arose in the classroom while the actual teaching goes on. From the observation, it is found that in the mathematics classroom the cleanliness is a problem. Most of the teacher faced the problems of the temperature and humidity. Lack of mathematics laboratory gave rise of the problem. The female teacher faced disciplinary problems in the classes because of the students. The student's participation in the class wasn't satisfactory. The researcher observed that there is a



lack of cognition about the construction and use of instructional materials gave rise to the problems. The researcher also observed that most of female teacher don't make lesson plans. The female teachers were not using available instructional materials to practice in a classroom. Qualities of homework were observed to satisfactory but the summarization and evaluation of lesson, the achievement of objectives and indication to the next lesson was not satisfactory some irrational question which are asked to female teacher by student.

From the interview schedule, it was found that some of the female teachers were trained but trained female teacher could not apply their experience in teaching mathematics at lower secondary level. They felt difficulty in teaching mathematics. They had household responsibility. Student are not well motivated from female teacher because lack of skilled to encourage students towards the subject and also lack of expertise about subject matter. Almost the students are weak in mathematics because there was lack of skilled trained female teacher and students are low interest in mathematics and student low interest in mathematics and teacher does not care of weak students and lack of student's more practice in mathematics and student have misconception about mathematics is very difficult subject for mathematics. From the interview Most of the female teacher says, there is no supervisor came. It was found that students often ask irrational question when a female teacher is teaching mathematics in classroom. There are many practices and opportunities should be done to get free from these problems First of all, school administration should be biased for female teacher. They have to give a lot of time to practice mathematics problems. Students should not have to ignore them. Of these types of problem solved in school by administration than female teacher also would a good mathematics teacher. To solve these types of problems school administration encourages them to take part in teacher training program. The school headmaster has to solve all these problems. The students have to understand that the female would also a mathematics teacher. In our society being female mathematics teacher family member are happy with their teaching profession but they do not help for teaching preparation and their professional development. They have to do their household work before and after the school. Male teacher should be support and help them. Family member should reduce their work burned at home. These are the main problems for female mathematics teacher in school and our society. Female perform as well as they do difference

between male and female performance is quite small compared to the stereotypes that many people hold. And these differences are getting smaller over time. This bodes well for the future. As these differences decrease, parents, guardians, administrators, male teachers will see more and more that females are capable of performing well in mathematics. This will lead to more parental and academic support further enhancing female's ability.

## CHAPTER-V

### SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter is basically concentrated in deriving some findings from the discussion of previous chapter. Besides findings and conclusion, it has some recommendations, which will be useful for further studies and educational implications.

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

Mathematics is more essential in the development of science and technology. It is widely used in all discipline in course of its development and application. In the contest of mathematics teacher Honn (1961) writes " The largest number of teachers who dislikes or fears mathematics has become a factor in children's attitudes are wide spread like all other attitude dislike in mathematics really acuminated to children either directly or unconsciously. In every field gender plays the significant role. But gender disparity has been a chronic- problems in education similarly, being lower secondary female mathematics teacher faced a lot of problems. This study was descriptive in nature. In addition to conduct the quantitative nature and qualitative nature by "Problem faced by female teacher at lower secondary level in Siraha and Saptari district " Not only focusing the problem, the researcher also tries to find the cause of problems. So the study attempts to accomplish the following objectives:

- To identify the problem faced by lower secondary level female teacher while teaching mathematics
- To analyze the cause of problems faced by lower secondary level female teacher while teaching mathematics

This study was divided into five chapters. In the first chapter includes, background of the study, statement of the problem, objectives of the study, rational of the study, delimitation of the study, definition of the key terms. In the second chapter researcher mentioned some literature that was related to the topic. The previous study of research reports was critically described and linked to the study, and it provide the way of the study. The international studies were also reviewed for the strength of the study. So, secondary data was also one of the source of the study. In the third chapter mentioned the basis of information from previous study, the researcher adopted some ideas to accomplish the objectives. Descriptive survey was adopted for the analysis of

the study. The nature of the study was quantitative as well as qualitative, but this study focus on qualitative nature. The problems responded by the teacher were analyzed in descriptive way. So, in this methodological section, different component such as, design of the study, population of the study, sample of the study, data collection tools, interview schedule, data collection procedure, data analysis procedure were clearly explained.

The study was based on 25 lower secondary level of female mathematics teacher of Siraha and Saptari district. Both primary and secondary data were adopted this study. For the collection of data, two tools are used, they are questionnaire and interview. The questionnaire is distributed to the 25 schools where the female mathematics teachers teaches. Female mathematics teachers were selected randomly in the interview.

In the presence of the researcher, they filled up. Then the data received from the questionnaire were analyzed in mean weightage, percentage, bargraph and chi-square. With the help of open- ended in interview schedule, the interviews were analyzed. To fulfil the objectives of the study, researcher had adopted mixed design and the respondents were the female mathematics teacher at lower secondary level schools in Siraha and Saptari district. Also the causes of low achievement were identified by interviewing with teachers.

### **Finding of the Study**

On the basis of data analysis and interpretation of the result, the summarizes of major findings were as follows

- Teacher's qualification, training, and teaching experience were strong in the averages
- Female teacher faced disciplinary problems students don't give equal respect for female teacher compared as male teacher, student ask question in the class which are not relevant to the topics.
- Student are not motivated in learning mathematics and ignore their teaching. They have to perform all the household work before and after the school because of the household works they can't manage time to attend the training which is organized with frequent changes in curriculum.
- Due to political powers, Female teacher could not get TPD training.

## **Conclusion**

From the above findings, it is concluded that the researchers came to conclude those female teachers who were teaching mathematics at lower secondary level of different areas of Siraha and Saptari district suffered from different problems. In their opinion, mathematics is an interesting subject but multiple responsibilities of long life problem, school administration and school management. In teaching mathematics most of the problems are arise because they have not sufficient time to read reference books. Female teacher gets less chance in teaching mathematics. Female teacher gets less respect from students and guardians. Student feel less happy when female teacher teaching mathematics at classroom. Female mathematics teachers are not supported by their family members in collecting and reading reference books and collecting and making teaching materials. Family member are happy with their teaching profession but they do not care about problem and professional development of female teacher. Female teacher themselves have no more practice and preparation for teaching.

## **Recommendation**

Proper immediate remedies should be taken into consideration to address the concerns and to minimize the problem faced by the lower secondary level female teacher. At last of this research the researcher makes the following recommendations.

- Male teacher should help female teacher in teaching mathematics.
- Female teacher must be granted leave in their problems
- Supervisor must be visit frequently and solve the female teacher's professional problems.
- School administration should not have biased in allocation of responsibilities to male and female teachers.
- School administration should provide teacher guides for female teacher.
- Female teacher should be given first priority in teacher training program because teaching develops skills.
- At least one period of mathematics should be given to teach to every lower - secondary level school teacher. Do you agree with views?
- Female teacher should be sufficiently empowered so that classroom performance improve and student will be motivated to take class with female teachers.

- Female teacher involved in mathematics workshops, seminars and meeting to be able to discussion of the latest trends in mathematics teaching and gathers ideas for effective teaching.
- Female teacher themselves care about good performance in the classroom and also they care about their professional development.
- Family members should co-operate the female mathematics teacher as teaching mathematics is a challenging job.
- Text book and subject matters should encompass the practiced problems so that students will be motivated to study mathematics.

### **Recommendation for Further Study**

This study is about female mathematics teacher's problems in teaching mathematics at lower secondary level is not an in depth study of the respondents. Thus finding and conclusions drawn from the study cannot be generalized for all female mathematics teachers. If the study was conducted in the wider area more sample then this study, the finding of the study will be more reliability. Then the finding and conclusion drawn from the study cannot be generalized for all female mathematics teachers, so the research makes the following suggestion for the further study.

- Similar study can be conducted in a wider geographical area.
- This study should be conducted quantitatively and qualitatively both method. So, it is called mixed method research.
- This study can be conducted in lower secondary level of all private and government school of Siraha and Saptari district.

## Reference

- Acharya, P. (2006). *A study on the problem faced H.S.E.B teacher in teaching mathematics of grade XI*. An Unpublished Thesis Department of Mathematics Education, T.U.
- Awasthi, A. R (2014). *Problem faced by mathematics teachers teaching at B. Ed first years*. An unpublished Master's Thesis of Department of Mathematics Education, T.U.
- Baral, S.K. (2000). *A study of the problem faced by mathematics teacher in implementation of compulsory materials curriculum in grade IX*. An unpublished Master thesis, submitted to Central Department of Education, T.U., Kirtipur.
- Bhatia, B.D and Bhatia, K (1987). *The principal of method of teaching*. New Delhi: Dove House, Book seller and Publisher
- Bista, R. K. (2009). *A study on problem faced by mathematics secondary school mathematics teacher in teaching mathematics*. An unpublished Thesis Department of Mathematics Education, T.U., Kirtipur.
- CERID, (1988). *A study on secondary education in Nepal*. Kathmandu T.U. Tripureshor.
- Chhetri, D.B. (2013). *Studies in mathematics education*. Sunlight Publication, Kirtipur, Kathmandu. First Edition
- Khanal, P (2011). *Education research methodology*. Kathmandu: Sunlight Publication.
- Lamichhane, H. (2001). *A study of problem faced by secondary level mathematics teacher in teaching mathematics*. An Unpublished Thesis Department of Mathematics Education, T.U.
- Nepal, B. (2010). *A study on the problem faced by mathematics teacher at secondary level of Palpa District*. An unpublished Master thesis, submitted to central Department of Education.
- Nepal, D.P (2012). *Education research methodology*. Kathmandu: Quascht Publication Kirtipur.
- Osti, K (2012). *Problem faced by female teacher in teaching mathematics at primary level*. An unpublished Master's Thesis, Department of mathematics Education, T.U.

- Pandit, R. P (1999). *Problem faced by mathematics teacher education in implementation of three years B. Ed level mathematics Curriculum*. Submitted Master's Thesis, T.U
- Pandit, R.P. (2001). *A study on the problems faced by mathematics teachers Educators in the implementation of Three Year B. Ed Level Mathematics Curriculum in Nepal*. A study report CERID.
- Thapa, P. (2015). *Problem faced by female teacher at secondary level*. An unpublished Thesis Department of Mathematics Education, T.U. Kirtipur
- Pathak, B. R. (1986). *A study on the problem faced by the teacher on Kathmandu District in the implementation of Mathematics Curriculum for Lower Secondary School*. An unpublished Thesis Department of Mathematics Education, T.U., Kirtipur.
- Poudel, B. (2008). *A study of the problem faced by primary level mathematics teacher for the implementation of mathematics curriculum in Newalparasi district*. An unpublished Master thesis, submitted to central Department of Education, T.U., Kirtipur.
- Poudel, M. (2015). *Problem faced by mathematics teacher at higher secondary level*. A published Master Thesis, submitted to central Department of Education, T.U. Kirtipur
- Rijal, B (2011). *Problem faced by teacher of Chitwan district in teaching mathematics at lower secondary level*. An unpublished Master's Thesis, Department of Mathematics Education, T.U.
- Stinnett, T.M. (1968). *Professional problems of teachers (3 rd Ed) New York: The Mac-Millan Company*.
- Thapa P. (2015). *Problem faced by female mathematics teacher at secondary level*. Submitted Master's Thesis, T.U
- Thapa, B.K (1999). *Financial education on development countries implication of Nepal*. Unpublished Ph.D. Thesis Development of Education Administration, University of Alberta.
- Thapa, P. (2005). *Problem faced by teacher in teaching mathematics at primary level*. An unpublished Master Thesis, submitted to central Department of Education, T.U. Kirtipur.
- UNESCO, (2001). *Women teacher in rural India, Indian National Commission for cooperation with UNESCO*. New Delhi: Ministry of Human Resources.



Upadhyay, H.P (2061). *Teaching mathematics, Kathmandu*: Ratna Pustak Bhandar, Nepal.

Upadhyay, H.P. (1985). *A comparative study on the classroom questioning behaviour of primary school teacher*. An unpublished Thesis of Central Department of Mathematics Education, T.U.

**Appendix: A**  
**Questionnaire form for teacher**

Respected teachers,

I am a master's degree student of Mathematics Education Central Department of Education Kirtipur, Kathmandu. I am going to conduct a research entitled on “Problem faced by female Mathematics Teacher at Lower Secondary Level” as the partial fulfillment of my degree graduation. Teaching learning activities couldn't be effective without addressing the real and factual problems of female teacher in teaching mathematics, so to complete this thesis I have prepared some questionnaire which are prepared to you. Researcher are given you a questionnaire form to fill and among them to take an interview of five female teacher. Researcher is very thankful for your valuable help. The information obtained from you that is very useful for this study. Test papers and your answers will be kept secret.

Thank You!

Researcher

Kanchan Kumari Panjiyar

Department of Mathematics Education

I request to fill this questionnaire as follows

- Please read carefully and respond as you feel
- For open questionnaire, please write your opinion
- Please don't leave blank for any question

**Appendix: B**  
**Questionnaire for teacher**

**Section –A**

**Teacher's Bio-Data Form**

Name: -

Qualification: -

Teaching Experience: -

School's name and address: -

Age: -

**Section-B**

1 Are you temporary or permanent teacher? If you are permanent teacher, then tick (✓) on yes and temporary teacher tick (✓) on No option.

a) Yes ( )                      b) No ( )

2 Have you got any training course?

a) Yes ( )                      b) No ( )

3) In your view mathematics is

a) A subject like as other ( )

b) An interesting subject ( )

c) A difficult subject ( )

4) You are teaching mathematics subject:

a) Because you are competent in mathematics ( )

b) Because of your own interest ( )

c) Because of order of head teacher ( )

5) Mathematics is the compulsory subject in Lower secondary level. What is the rationale behind it in your view?

a) To solve the daily life problems ( )

b) Base for the higher level study ( )

- c) Parallel as other subject ( )
- 6) You are female teacher. Which of the following factor must effect on your teaching?
- a) Household responsibility ( )
- b) Baby care at home ( )
- c) Other factor ( )
- 7) Are you satisfied with this job?
- a) Yes ( )                      b) No ( )
- 8) Do your male colleagues help you in your profession?
- a) Yes ( )                      b) No ( )
- 9) Do you complete the course of mathematics in time?
- a) Yes ( )                      b) No ( )
- 10) Who encourage you to teach mathematics?
- a) Name:                       b) Relation:
- 11) Is mathematics a hard subject to teach?
- a) Yes ( )                      b) No ( )
- 12) Are you able to prepare lesson plan to other being a school teacher?
- a) Yes ( )                      b) No ( )
- 13) Almost all the students are weak in mathematics because
- a) There is lack of skilled \ trained teacher for mathematics ( )
- b) Student do not have mathematical mind ( )
- c) Mathematics is a hard subject ( )
- 14) Are student well motivated in female teacher class.
- a) Yes ( )                      b) No ( )
- 15) How many years do you have experience in this teaching field?
- a) Above 10 years                      b) Above 5 years                      c) below 5 years

**Appendix: C**  
**Sample Teachers Profile**

S.N	Name of Teacher	Name of school
1	Sunita Maharjan	Baby Anjal English Boarding School
2	Rama Sah	Janta H.S School
3	Ranju singh	International Unique Academy
4	Pinkey Raut	Manokamana E.B. School
5	Biva Sah	Shree Ma.Bi Sanitha
6	Anju Mahato	Sagarmatha H.S School
7	Sangita Chaudhary	Laxman Lalita H.S School
8	Puspa Singh	Little Star H.S School
9	Kajal sah	Lord Buddha Unique Academy
10	Niva Purbey	Sunrise English Boarding School
11	Ranjana Gupta	International Academy
12	Gita Chaudhary	Nepal Public English Boarding School
13	Rubi Paswan	Lotus Unique Academy
14	Madhu Mahato	Parriya H.S School
15	Sonam Chaudhary	Shree Sarvoday H.S School
16	Rinku singh	Om Sunrise H.S School
17	Anju Yadav	Bal Bode H.S School
18	Renu Sah	Littler Flower Higher Secondary School
19	Kalpana Sah	Aadarsh Higher Secondary School

---

20	Poonam Mishra	Shree Jyoti English Boarding School
21	Juhi chaudhary	Swasthi Pathasala
22	Ambika Purbe	Everest H.S School
23	Suman Shresth	Merry Children Academy
24	Chandani Yadav	Convent H.S School
25	Amrita Yadav	Amar Singh H.S School

---

## Appendix: D

### विधालय शिक्षिकालाई सोधिने प्रश्न

- १) विधालय प्रशासनले तपाइलाई गणित शिक्षकको रुपमा सहयोग गरिरहेको रुपमा कसरी सहयोग गरिरहेको छ? बताइदिनु हुन्छ कि।
- २) तपाइले गणित शिक्षण गर्दा विधार्थीहरुले कसरी सहयोग गर्नुहुन्छ?
- ३) महिला गणित शिक्षक भएकोमा तपाइको घर परिवारले तपाइलाई कसरी सहयोग गरेका छन्?
- ४) गणित शिक्षकको रुपमा तपाइलाई आफ्नो शैक्षिक उन्नतका लागि कस्तो कस्तो अवसर पाउनु भएको छ?
- ५) तपाइलाई विधालय वातावरणमा गणित शिक्षकको रुपमा कस्तो लाग्दछ?

**Appendix: E**  
**Qualification of Female Mathematics Teacher**

S.N	Name of female teacher	Qualification
1	Sunita Maharjan	1
2	Rama Sah	2
3	Ranju Singh	3
4	Pinky Raut	2
5	Biva Sah	2
6	Anju Mahato	1
7	Sangita Chaudhary	2
8	Puspa Singh	3
9	Kajal Sah	1
10	Niva Purbe	2
11	Ranjana Gupta	1
12	Gita Chaudhary	2
13	Rubi Paswan	2
14	Madhu Mahato	2
15	Sonam Chaudhary	2
16	Rinku Singh	2
17	Anju Yadav	2
18	Renu Sah	2
19	Kalpana Sah	1
20	Poonam Mishra	2
21	Juhi chaudhary	2
22	Ambika Purbe	1
23	Suman Shresth	2
24	chandani Yadav	1
25	Amrita Yadav	2

**Note**

Qualification

1=Plus 2

2=B.Ed

3=M.Ed



**Appendix: F**  
**Age of Female teacher**

S.N	Name of female teacher	Age
1	Sunita Maharjan	2
2	Rama Sah	3
3	Ranju Singh	2
4	Pinky Raut	1
5	Biva Sah	1
6	Anju Mahato	1
7	Sangita Chaudhary	1
8	Puspa Singh	1
9	Kajal Sah	1
10	Niva Purbe	1
11	Ranjana Gupta	2
12	Gita Chaudhary	1
13	Rubi Paswan	1
14	Madhu Mahato	1
15	Sonam Chaudhary	2
16	Rinku Singh	1
17	Anju Yadav	1
18	Renu Sah	1
19	Kalpana Sah	1
20	Poonam Mishra	1
21	Juhi chaudhary	1
22	Ambika Purbe	1
23	Suman Shresth	3
24	Chandani Yadav	1
25	Amrita Yadav	1

**Note: -**

1=20-30

2=30-40

3=Above 40

**Appendix: G**  
**Teaching Experience of female teacher**

S.N	Name of female teacher	Teaching Experience
1	Sunita Maharjan	2
2	Rama Sah	3
3	Ranju Singh	3
4	Pinky Raut	2
5	Biva Sah	2
6	Anju Mahato	1
7	Sangita Chaudhary	1
8	Puspa Singh	1
9	Kajal Sah	1
10	Niva Purbe	1
11	Ranjana Gupta	2
12	Gita Chaudhary	1
13	Rubi Paswan	2
14	Madhu Mahato	2
15	Sonam Chaudhary	3
16	Rinku Singh	2
17	Anju Yadav	1
18	Renu Sah	2
19	Kalpana Sah	1
20	Poonam Mishra	2
21	Juhi chaudhary	1
22	Ambika Purbe	1
23	Suman Shresth	3
24	Chandani Yadav	1
25	Amrita Yadav	2

**Note: -**

1=Below 5 years

2=Between 5 to 10 years

3=Above 10 years

## Appendix: H

### Question Option Selected by Female Teacher

#### Q1. Are you temporary or permanent teacher?

S.N	Name of female teacher	Question option
1	Sunita Maharjan	2
2	Rama Sah	1
3	Ranju Singh	1
4	Pinky Raut	2
5	Biva Sah	2
6	Anju Mahato	2
7	Sangita Chaudhary	1
8	Puspa Singh	2
9	Kajal Sah	2
10	Niva Purbe	2
11	Ranjana Gupta	2
12	Gita Chaudhary	2
13	Rubi Paswan	2
14	Madhu Mahato	1
15	Sonam Chaudhary	1
16	Rinku Singh	2
17	Anju Yadav	2
18	Renu Sah	2
19	Kalpana Sah	2
20	Poonam Mishra	2
21	Juhi chaudhary	2
22	Ambika Purbe	2
23	Suman Shresth	1
24	Chandani Yadav	2
25	Amrita Yadav	2

**Note: -**

1=Yes

2=No

***Q2. Have you got any training course?***

S.N	Name of female teacher	Question option
1	Sunita Maharjan	1
2	Rama Sah	1
3	Ranju Singh	1
4	Pinky Raut	1
5	Biva Sah	2
6	Anju Mahato	2
7	Sangita Chaudhary	1
8	Puspa Singh	2
9	Kajal Sah	2
10	Niva Purbe	1
11	Ranjana Gupta	1
12	Gita Chaudhary	1
13	Rubi Paswan	1
14	Madhu Mahato	1
15	Sonam Chaudhary	1
16	Rinku Singh	1
17	Anju Yadav	2
18	Renu Sah	1
19	Kalpana Sah	2
20	Poonam Mishra	1
21	Juhi chaudhary	1
22	Ambika Purbe	2
23	Suman Shresth	1
24	Chandani Yadav	2
25	Amrita Yadav	1

**Note: -**

1=Yes

2=No

***Q3. In your view mathematics is***

S.N	Name of female teacher	Question option
1	Sunita Maharjan	2
2	Rama Sah	2
3	Ranju Singh	2
4	Pinky Raut	1
5	Biva Sah	2
6	Anju Mahato	2
7	Sangita Chaudhary	2
8	Puspa Singh	1
9	Kajal Sah	2
10	Niva Purbe	3
11	Ranjana Gupta	1
12	Gita Chaudhary	1
13	Rubi Paswan	1
14	Madhu Mahato	2
15	Sonam Chaudhary	2
16	Rinku Singh	3
17	Anju Yadav	3
18	Renu Sah	2
19	Kalpana Sah	2
20	Poonam Mishra	1
21	Juhi chaudhary	3
22	Ambika Purbe	2
23	Suman Shresth	2
24	Chandani Yadav	2
25	Amrita Yadav	3

**Note: -**

1= a subject like as other

2= An interesting subject

3= A difficult subject

**Q4. You are teaching mathematics subject**

S.N	Name of female teacher	Question option
1	Sunita Maharjan	2
2	Rama Sah	1
3	Ranju Singh	1
4	Pinky Raut	2
5	Biva Sah	2
6	Anju Mahato	2
7	Sangita Chaudhary	2
8	Puspa Singh	2
9	Kajal Sah	2
10	Niva Purbe	1
11	Ranjana Gupta	1
12	Gita Chaudhary	2
13	Rubi Paswan	1
14	Madhu Mahato	1
15	Sonam Chaudhary	2
16	Rinku Singh	2
17	Anju Yadav	3
18	Renu Sah	3
19	Kalpana Sah	2
20	Poonam Mishra	1
21	Juhi chaudhary	1
22	Ambika Purbe	2
23	Suman Shresth	1
24	Chandani Yadav	2
25	Amrita Yadav	2

**Note: -**

1= Because you are competent in mathematics

2= Because of your own interest

3= Because of order of head teacher

***Q5. Mathematics is compulsory subject on lower secondary level***

S.N	Name of female teacher	Question option
1	Sunita Maharjan	2
2	Rama Sah	1
3	Ranju Singh	1
4	Pinky Raut	2
5	Biva Sah	1
6	Anju Mahato	2
7	Sangita Chaudhary	1
8	Puspa Singh	1
9	Kajal Sah	1
10	Niva Purbe	1
11	Ranjana Gupta	3
12	Gita Chaudhary	2
13	Rubi Paswan	1
14	Madhu Mahato	2
15	Sonam Chaudhary	1
16	Rinku Singh	2
17	Anju Yadav	2
18	Renu Sah	1
19	Kalpana Sah	2
20	Poonam Mishra	1
21	Juhi chaudhary	1
22	Ambika Purbe	1
23	Suman Shresth	2
24	Chandani Yadav	2
25	Amrita Yadav	2

**Note: -**

1= to solve the daily life problem

2= Base for the higher level study

3= Parallel as other subject

***Q6. You are female teacher.***

S.N	Name of female teacher	Question option
1	Sunita Maharjan	1
2	Rama Sah	1
3	Ranju Singh	1
4	Pinky Raut	3
5	Biva Sah	3
6	Anju Mahato	3
7	Sangita Chaudhary	3
8	Puspa Singh	3
9	Kajal Sah	3
10	Niva Purbe	1
11	Ranjana Gupta	2
12	Gita Chaudhary	3
13	Rubi Paswan	1
14	Madhu Mahato	3
15	Sonam Chaudhary	1
16	Rinku Singh	2
17	Anju Yadav	3
18	Renu Sah	1
19	Kalpana Sah	2
20	Poonam Mishra	3
21	Juhi chaudhary	1
22	Ambika Purbe	3
23	Suman Shresth	1
24	Chandani Yadav	3
25	Amrita Yadav	2

**Note: -**

1= Household responsibility

2= Baby care at home

3= other factors



***Q7. Are you satisfied with this job?***

S.N	Name of female teacher	Question option
1	Sunita Maharjan	1
2	Rama Sah	1
3	Ranju Singh	1
4	Pinky Raut	1
5	Biva Sah	1
6	Anju Mahato	1
7	Sangita Chaudhary	1
8	Puspa Singh	1
9	Kajal Sah	2
10	Niva Purbe	2
11	Ranjana Gupta	1
12	Gita Chaudhary	1
13	Rubi Paswan	1
14	Madhu Mahato	1
15	Sonam Chaudhary	1
16	Rinku Singh	1
17	Anju Yadav	1
18	Renu Sah	1
19	Kalpana Sah	1
20	Poonam Mishra	1
21	Juhi chaudhary	2
22	Ambika Purbe	2
23	Suman Shresth	1
24	Chandani Yadav	1
25	Amrita Yadav	1

**Note: -**

1= Yes

2= No

***Q8. Do your male colleagues help you in your profession?***

S.N	Name of female teacher	Question option
1	Sunita Maharjan	1
2	Rama Sah	2
3	Ranju Singh	1
4	Pinky Raut	1
5	Biva Sah	1
6	Anju Mahato	2
7	Sangita Chaudhary	2
8	Puspa Singh	1
9	Kajal Sah	1
10	Niva Purbe	1
11	Ranjana Gupta	1
12	Gita Chaudhary	2
13	Rubi Paswan	1
14	Madhu Mahato	1
15	Sonam Chaudhary	1
16	Rinku Singh	1
17	Anju Yadav	1
18	Renu Sah	1
19	Kalpana Sah	1
20	Poonam Mishra	1
21	Juhi chaudhary	1
22	Ambika Purbe	1
23	Suman Shresth	1
24	Chandani Yadav	2
25	Amrita Yadav	1

**Note: -**

1= Yes

2= No

***Q9. Do you complete the course of mathematics in time?***

S.N	Name of female teacher	Question option
1	Sunita Maharjan	1
2	Rama Sah	1
3	Ranju Singh	1
4	Pinky Raut	1
5	Biva Sah	1
6	Anju Mahato	1
7	Sangita Chaudhary	1
8	Puspa Singh	1
9	Kajal Sah	1
10	Niva Purbe	1
11	Ranjana Gupta	1
12	Gita Chaudhary	1
13	Rubi Paswan	1
14	Madhu Mahato	1
15	Sonam Chaudhary	1
16	Rinku Singh	1
17	Anju Yadav	1
18	Renu Sah	1
19	Kalpana Sah	1
20	Poonam Mishra	1
21	Juhi chaudhary	1
22	Ambika Purbe	1
23	Suman Shresth	1
24	Chandani Yadav	1
25	Amrita Yadav	1

**Note: -**  
1= Yes  
2= No

***Q10. Who encourage you to teach mathematics?***

S.N	Name of female teacher	Question option
1	Sunita Maharjan	1
2	Rama Sah	1
3	Ranju Singh	1
4	Pinky Raut	1
5	Biva Sah	1
6	Anju Mahato	2
7	Sangita Chaudhary	2
8	Puspa Singh	2
9	Kajal Sah	1
10	Niva Purbe	2
11	Ranjana Gupta	2
12	Gita Chaudhary	1
13	Rubi Paswan	2
14	Madhu Mahato	2
15	Sonam Chaudhary	2
16	Rinku Singh	1
17	Anju Yadav	1
18	Renu Sah	1
19	Kalpana Sah	2
20	Poonam Mishra	1
21	Juhi chaudhary	2
22	Ambika Purbe	1
23	Suman Shresth	1
24	Chandani Yadav	2
25	Amrita Yadav	1

**Note: -**

1= own

2= Family member

***Q11.Is mathematics a hard subject to teach?***

S.N	Name of female teacher	Question option
1	Sunita Maharjan	2
2	Rama Sah	2
3	Ranju Singh	2
4	Pinky Raut	2
5	Biva Sah	2
6	Anju Mahato	1
7	Sangita Chaudhary	1
8	Puspa Singh	1
9	Kajal Sah	2
10	Niva Purbe	2
11	Ranjana Gupta	1
12	Gita Chaudhary	1
13	Rubi Paswan	1
14	Madhu Mahato	2
15	Sonam Chaudhary	2
16	Rinku Singh	2
17	Anju Yadav	2
18	Renu Sah	2
19	Kalpana Sah	2
20	Poonam Mishra	2
21	Juhi chaudhary	2
22	Ambika Purbe	2
23	Suman Shresth	2
24	Chandani Yadav	1
25	Amrita Yadav	2

**Note: -**

1= Yes

2= No

***Q12.Are you able to prepare lesson plan to other being a school teacher?***

S.N	Name of female teacher	Question option
1	Sunita Maharjan	2
2	Rama Sah	1
3	Ranju Singh	1
4	Pinky Raut	1
5	Biva Sah	1
6	Anju Mahato	2
7	Sangita Chaudhary	1
8	Puspa Singh	1
9	Kajal Sah	1
10	Niva Purbe	2
11	Ranjana Gupta	2
12	Gita Chaudhary	2
13	Rubi Paswan	1
14	Madhu Mahato	1
15	Sonam Chaudhary	1
16	Rinku Singh	1
17	Anju Yadav	2
18	Renu Sah	1
19	Kalpana Sah	1
20	Poonam Mishra	1
21	Juhi chaudhary	2
22	Ambika Purbe	1
23	Suman Shresth	2
24	Chandani Yadav	2
25	Amrita Yadav	1

**Note: -**

1= Yes

2= No

***Q13. Almost all the teachers are weak in mathematics because***

S.N	Name of female teacher	Question option
1	Sunita Maharjan	1
2	Rama Sah	1
3	Ranju Singh	1
4	Pinky Raut	1
5	Biva Sah	2
6	Anju Mahato	2
7	Sangita Chaudhary	2
8	Puspa Singh	2
9	Kajal Sah	1
10	Niva Purbe	1
11	Ranjana Gupta	1
12	Gita Chaudhary	2
13	Rubi Paswan	2
14	Madhu Mahato	1
15	Sonam Chaudhary	1
16	Rinku Singh	2
17	Anju Yadav	3
18	Renu Sah	1
19	Kalpana Sah	1
20	Poonam Mishra	2
21	Juhi chaudhary	1
22	Ambika Purbe	1
23	Suman Shresth	1
24	Chandani Yadav	2
25	Amrita Yadav	2

**Note: -**

1= There is lack of skilled/trained teacher for mathematics

2= Student do not have mathematical mind

3= Mathematics is hard subject

***Q14. Are student well motivated in female teacher class.***

S.N	Name of female teacher	Question option
1	Sunita Maharjan	2
2	Rama Sah	1
3	Ranju Singh	1
4	Pinky Raut	1
5	Biva Sah	1
6	Anju Mahato	2
7	Sangita Chaudhary	2
8	Puspa Singh	1
9	Kajal Sah	1
10	Niva Purbe	1
11	Ranjana Gupta	1
12	Gita Chaudhary	2
13	Rubi Paswan	2
14	Madhu Mahato	1
15	Sonam Chaudhary	2
16	Rinku Singh	1
17	Anju Yadav	2
18	Renu Sah	2
19	Kalpana Sah	1
20	Poonam Mishra	1
21	Juhi chaudhary	1
22	Ambika Purbe	1
23	Suman Shresth	1
24	Chandani Yadav	2
25	Amrita Yadav	1

**Note:**

1=Yes

2=No



***Q15. How many years do you have experience in this teaching field?***

S.N	Name of female teacher	Question option
1	Sunita Maharjan	2
2	Rama Sah	1
3	Ranju Singh	1
4	Pinky Raut	2
5	Biva Sah	2
6	Anju Mahato	3
7	Sangita Chaudhary	3
8	Puspa Singh	3
9	Kajal Sah	3
10	Niva Purbe	3
11	Ranjana Gupta	2
12	Gita Chaudhary	3
13	Rubi Paswan	2
14	Madhu Mahato	2
15	Sonam Chaudhary	1
16	Rinku Singh	2
17	Anju Yadav	2
18	Renu Sah	2
19	Kalpana Sah	3
20	Poonam Mishra	3
21	Juhi chaudhary	3
22	Ambika Purbe	3
23	Suman Shresth	1
24	Chandani Yadav	3
25	Amrita Yadav	2

**Note: -**

1= Above 10 years

2= Above 5 years

3= Below 5 years