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DHARMATI BHATT

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CHALLENGES FACED BY MARRIED FEMALE STUDENTS IN MATHEMATICS LEARNING

**CHALLENGES FACED BY MARRIED FEMALE STUDENTS IN
MATHEMATICS LEARNING**

**A
THESIS
BY
DHARMATI BHATT**

**FOR THE PARTIAL FULFILLMENT OF THE REQUIRMENT FOR THE
DEGREE OF MASTER OF EDUCATION**

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

2023



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शिक्षा शास्त्र केन्द्रीय विभाग
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Letter of Certificate

This is to certify that **Ms. Dharmati Bhatt** a student of the academic year **2075/76** with campus Roll No. **299** exam Roll No. **7528177**. Thesis Number **1790** and T.U. Registration No. **9-2-820-45-2012** has completed this thesis under the supervision and guidance of **Mr. Krishna Prashad Bhatt** during the period prescribed by the rules and regulations of Tribhuvan University Kirtipur, Kathmandu, Nepal. The thesis entitled "**Challenges Faced by Married Female Students in Mathematics Learning**" has been prepared based on the result of her investigation conducted during the prescribed period under the Department of Mathematics Education, Central Department of Education, University Campus, Kirtipur, Kathmandu, Nepal. I recommend that her thesis be submitted for evaluation as the partial requirement to award the degree of Master of education.

Date: 25 October, 2023

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Mr. Abatar Subedi

(Head)



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Letter of Approval

This thesis entitled "**Challenges Faced by Married Female Students in Mathematics Learning**" submitted by **Ms. Dharmati Bhatt** to partial fulfillment of the requirement for the degree of master of Education has been approved.

Viva-voice Committee

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Recommendation for Acceptance

This is to certify that **Ms. Dharmati Bhatt** has completed her thesis entitled
"Challenges Faced by Married Female Students in Mathematics Learning"
under my supervision during the period prescribed by the rules and regulations of
Tribhuvan University Kirtipur, Kathmandu, Nepal. I recommend and forward her
thesis to the department of Mathematics Education to evaluate in the final viva voice.

.....
Mr. Krishna Prashad Bhatt
(Supervisor)

Date: 25 October, 2023

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Dedication

This is dedicate to my father Chandra Datt Bhatt, my mother Tulasi Bhatt, and my husband Mahesh Datt Bist, who love, support, and encourage have enriched my soul and inspired me to purpose and completed this research.

Declaration

This thesis contains no material that has been submitted for the award of another degree in any institution. To the best of my knowledge and belief, this thesis contains no previously published materials by any authors, unless due acknowledgment has been made.

.....

Dharmati Bhatt

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Abstract

This study entitled "Challenges faced by married female students in mathematics learning" The main objective of this study were to find the areas of challenges of married female students in learning mathematics and to find the causes of challenges of married female students in learning mathematics. The study is based on case study which is qualitative nature conducted with the sample of four married female students and two women mathematics teacher of Tribhuvan University, Central department of mathematics Education. The case were selected based on purposive sampling. Tools for data collection of this study was in-depth interview and the collective data were analyzed with the help of descriptive method.

From the above stated findings researcher concluded that Mathematics is a time consuming subject. This subject is not difficult, but married women are not able to take regular classes and can't spend time at home, so it has become a challenge for them. Such challenges include personal, family, socio-cultural, post-childbirth, etc. When women study for master's degree in mathematics after marriage, it is seen that some of them faced many challenges and some of them faced few challenges, while some of them got better opportunities than before marriage. It was seen that women who had children faced more challenges in learning mathematics than women who did not have children. Before marriage, when the financial status of parents was weak, they had to work and support them, but after marriage, women did not feel comfortable even though they were financially strong.

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Chapter 1

INTRODUCTION

Background of the Study

The background of the study is based on the personal experience. Marriage is a union between individual people. The fact of being married is called wedlock. Very often, people celebrate that they are getting married. The ceremony is usually called wedding. In most of the world, this is a union between a man and women (who became husband and wife). In the context of Nepal women face more challenges after marriage when learning mathematics.

Mathematics is one of the major subject which help to solve day to day. It is important to every step of life and science, commerce and even research for that mathematical knowledge is very essential (B. Acharya, 2074). Mathematics is often called backbone and fundamental concept of the literacy. "Different researches show that it is a gate way and critical filter to study for further study and employment"(shells, 1976).According to social constructivist, mathematics is a social and cultural product. Mathematics education is to a nation what protein is to a young human organism. It is a vital tool for the understanding and application of science and technology(Nizoloman, 2013).

Mathematics involves calculating measurements, discovering relationships, and solving spatial problems. Knowledge of mathematics is essential for our daily lives, to count objects, read and write numbers, perform arithmetic operations, and reason with numbers in exercises. Most people are successful in life, mathematics is the source as well as a great and effective tool to have a smooth and furious life as part of development. Mathematics is the study of numbers and computations, as well as correlations and combinations of spatial configurations and their structures,

measurements, and so on. It is a fundamental combination tool, an everyday combination including the frequent use of mathematical ideas and abilities, allowing one to comprehend the interpretation of all disciplines such as chemistry, physics, social sciences, economics, psychology, and engineering. This issue is really tough to comprehend.(Bhat, 2020). According to advance dictionary "Mathematics is the science of numbers and space, branches of mathematics include arithmetic, algebra, geometry, and trigonometry".

The term marriage is used when two people live with each other and have a legal-emotional relationship to form a family. In other words marriage is a kind of relationship between two individuals who make a commitment to live together (Kefalas et al, 2011).Marriage is an integral part of human necessities to fulfilling the biological, social, sexual and psychological needs of couples (Eskridge, 2014) . Marriage is essential in human life but after marriage female have more challenges when learning mathematics. Mathematics is a practical subject when learning mathematics skills, students need more practices but married students have not more time for practice, they were busy in house work and they were irregular in class. Students who pursue their higher education face many challenges. In particular, the backwardness of women has many causes and social factors that have prevented women from accessing education and social equality for a long time. (Upadhyay, 2010).

Women must collaborate with males to satisfy the economic demands of the family in the age of globalization and modern economic growth. As a result, women must take on a variety of tasks, and when they do so, they confront several hurdles in furthering their careers.(Bhat, 2020). Men and women's responsibilities in the classroom are not explained by biological distinctions; rather, it must be viewed as a social creation.

Mathematics education is becoming more dedicated to contents and pedagogy based stream of education. It relates the courses from new perspectives with influences from the different disciplines as diverse as psychology, philosophy, sociology, anthropology, feminism and mathematical sciences.

The distinction between mathematics and mathematics education lies on the nature of enquiry is made by mathematics and mathematics education researchers. Mathematicians established the pattern, structure and theory in the physical world and the mental world of forms, relationships, and try to convince other that they too can see the same things whereas Mathematics Education researchers established pattern and structure in the social-psychological behavior of students and the teachers of mathematics explore whether the phenomenon directs the future actions, and try to provide frameworks for enabling others to notice the same as well with the implementation of NESP in 1971, the collage of education at Tribhuvan University was restructured in 1972. Under the institute of Education, mathematics Instruction committee at Kirtipur Conducted different academic programs with training for in-service and pre-service mathematics teacher of different levels of schools. In 1976 two years M.Ed. programme of mathematics education specialization courses of 400 marks was started. The Nepali Mathematical science report was published with the initiation of the Mathematics Instruction Committee. Nowadays it conducted M. Ed. programme with semester system.

Statement of the Problem

The research will focus on the difficulties that married female students confront when learning mathematics. Finding married female students who study mathematics at a higher level is more difficult. In mathematics, married female students earn lower, higher, or adequate results than other students. Many people

believe that female pupils cannot study mathematics as well as guys. Girls have a hard time learning maths. The primary issue that females confront is early marriage. (Ghimire, 2019).

Our country Nepal is a male dominated country. Daughters are separated here from the womb. After birth, parents separate them into sons and daughters. Sons are educated in good schools and daughters are educated in ordinary schools, and daughters are made to do more housework. A son is sent to the city for higher education, while a daughter is rarely given such an opportunity. In many rural areas, they are married before the age of 20. Society starts talking about a girl becoming an old woman as soon as she turns 20/22 years old. After marriage, it is again divided into daughter and daughter-in-law. The daughter-in-law has a lot of responsibilities in that house. No matter how much you talk about ideals, there is a difference between living as a daughter and living as a daughter-in-law. A girl who gets married at the age of 20/22 is studying at the graduate level. A daughter-in-law has many duties to perform, such as cooking, washing clothes, cleaning, etc. She also has to give time to her husband, obey her mother-in-law and father-in-law. It is challenging to continue her studies while performing all these tasks.

Since mathematics is a technical subject, it requires persistence and a lot of time to study it. This subject is of a different nature compared to other subjects, it has its own signs and language. It is a big thing for a married woman to take care of her family and study mathematics. Some women have done their studies even after having children. Another thing is that most of the rural areas do not have a university for higher studies and even if there is no mathematics subject, they have to go to the city to study and that opportunity is only available to some. This is possible only for those whose families are educated and their husbands are supportive. Due to the fact

that they have to struggle a lot for their education, some women drop out of school and some leave mathematics and complete their degrees in other subjects.

After a married woman becomes a mother, she has to take care of the child for a long time. No matter how much her husband helps, naturally she has to breastfeed, so the woman has to study at night while taking care of the child. If she can't read mathematics class she will have more problems to read. She starved herself to complete her studies. Thus, this research is focused on the challenges faced by women who are married and have children while pursuing a degree in mathematics.

Objectives of the Study

Each research study has its unique set of aims. The following were the research objectives.

- To find the areas of challenges of married female students in learning mathematics
- To find the causes of challenges of married female students in learning mathematics

Research Questions

The study proposed to seek the answer to the following question

- What are the area of challenges to married female students in learning mathematics.
- Why do the married female students feel more challenges in learning mathematics

Justification of the Study

Mathematics is an essential part of the human life so many students study it as a major subject at higher level. Due to this reason the researcher was really interested

to "challenges faced by married female students in learning mathematics" the following were the significance of this study.

- It is helpful higher mathematics teacher to give equity in learning mathematics.
- It is helpful for the family members to evaluate the problem of their female students.
- This study help to develop positive attitude in equal opportunity in learning mathematics.
- The study help married female students to gain better achievement as male students.
- It is helpful for the access and inclusion Female students to learn the mathematics
- It help to find the married female students difficulties in learning mathematics.
- This study helps to get the way for new research working in this field.

Delimitations of the Study

This study carried out only Central Department of Mathematics Education Kirtipur, Kathmandu. It focused on the challenges of married female Students in mathematics education at university level only. Thus this study had some limitations which are listed below.

- This study involve married female students and subject teacher of a selected university only.
- This study based on qualitative research with case study approach.
- This study is limited only Tribhuvan University Central Department of education.

- This study was limited to only master level.
- This study will be limited only the married female students who study at Tribhuvan University.

Definitions of the key terms

Challenges. challenges faced by married female students who learning mathematics after marriage

Family. Family of married female students

Home environment. Home Environment of married female students

Married female. married female who learning mathematics

Students. married female students who learning mathematics

University level. Tribhuvan University central Department of mathematics Education

Chapter II

REVIEW OF THE RELATED LITERATURE

A profound understanding and clear perspective of the broader area is referred to as a review of relevant literature. The primary goal of a review of relevant literature is to determine what works have been done in the area of the research problem under investigation and what has been done in the field of the research study being undertaken. The associated literature study was completed with the assistance of research from both national and international scholars.(Yadav, 2019).In this chapter deals with the related literature about the challenges faced by married female in mathematics learning. The review of related literature helps to clarify the concept for the investigation.

Empirical Review

Upadhaya(2010), Women lag far behind men in educational development. Among them, there are many causes leading to the backwardness of women, social factors that prevent women from achieving educational and social equality in the long term. The researchers found that gender differences in math achievement decreased. However, the gender difference remains as preparatory courses are considered necessary to achieve the foundation for a future in advanced mathematics.

Nizoloman(2013), investigated on topic "The relationship between mathematical ability and achievement in mathematics among female secondary school students in Bayelsa state Nigeria". This study adopted multi-stage sampling technique. Data were collected from a sample of 121 female students from rural and 141 senior secondary school students from urban schools which were randomly selected using the random sampling method both at the local government, and at the school level. Two research question and instrument were raised for the study. The

instruments were students mathematical ability test (SMAT) with $r=0.68$ and mathematical Achievement Test (MAT) with 0.68 was established for the student. Simple linear correlation was used to analysed the data collect at 0.05 alpha. His results showed that there was a positive significant relationship between mathematical ability and achievement in mathematics. Using regression analysis showed that mathematical ability has a significant effect on achievement in mathematics with $B=0.386$ and $p<0.05$. Based on these findings, it was recommended that government should provide schools with facilities that will develop and sustains students' mathematical ability as it is a good predictor of students' achievement in mathematics.

Sharma(2014), conducted a study on "Effects of family environment in mathematics achievement". The main objectives of this study are to compare the mathematics achievement of students of lower secondary level with respect to their family environment. This research was based on the descriptive survey design along with comparative design and qualitative in nature. He was chosen thirty students from four public and private school in lalitpur district. Total sample size of this study was 240. The finding of the study shows that the mean achievement score of educated parent's children are high than the mean achievement score of literate parent's children.

Shrestha(2016), studied on "cultural diversity and difficulty in learning mathematics" Suggested that the culturally diverse students have many difficulties in learning mathematics. pupil's weak perception on mathematics, lack of culturally friendly curricular materials, mathematics anxiety, and traditional teaching learning activities, family's socioeconomic status, discrimination in classroom and home-school mismatch were the difficulties in learning mathematics of culturally diverse students at school.

Budha(2018) , researched on "challenges faced by physically disabled students learning mathematics" found that, there is negative attitude, beliefs and less interest of physically disabled students on mathematics learning. The school environment is not supported for learning mathematics and physically disabled students have no sufficient time for learning mathematics in classroom. This study also show that the guardian and parents of the physically disabled students have not regularly contacted on their children's study at school.

Das(2018), conducted on the topic "Challenges Faced by Dalit Students in learning mathematics" The objective of this study were to identify the access of Dalit students in mathematics learning, their challenges in access and to solve the challenges of Dalit students. His research design of the study was qualitative with case study approach. He selected the six Dalit students (3 boys and 3girls) secondary level in Bishnupur Gaupalika of Siraha district. Respective parents, mathematics were chosen for the study as sample and he had used purposive sampling. Class observation and interview were the main tools for the data collection process. After analyzed the data he found that poor economic condition of the family, negative social belief and tradition, household work load, cost of education, lack of motivation, psychological effect, lack of teacher-students interaction, irregularity, lack of parental involvement in school, distance of the school were the many challenges of the Dalit students in mathematics learning.

Karki(2018), conducted research on the topic "Impact of home environment on mathematics achievement of female students" The goals of this study were to determine the influence of the home environment on the mathematical success of female students, as well as the link between girls' mathematics achievement and family-related parameters. To collect data for this case study, a questionnaire and a

mathematical achievement score were employed. Home environment characteristics included father's occupation, mother's occupation, father's education, mother's education, father's income, mother's income, and number of family members, study materials, study room, study time, household burden, and parent's conduct. The questionnaire consisted of 38 pupils who were delivered to 135 students and asked to complete it out. The study's findings indicate that the home environment has an influence on student success. On student success, father's employment influenced 24.9%, study time influenced 22.7%, study resources at home influenced 15.1%, household workload influenced 12.8%, mother's occupation influenced 11.7%, father's income influenced 8%, study room influenced 8.2%, and parent conduct influenced 6.1%.

This study revealed that father's education, family size, mother's income, and mother's employment have little influence on their accomplishment. Among all aspects, the father's employment, the mother's education, reading materials at home, the study room, the study time, the father's income, the family burden, and the parent's conduct have a significant impact and a strong correlation in the accomplishment of girls in mathematics.

Sharma(2018), did a research entitled "Impact of Family environment in mathematics Learning." The objective of his study were to identify the learning environment of Sardar Students in the family, to identify the major factors involved in the family environments of Sardar students. His research was case study, which is qualitative as well as descriptive in nature. He selected the sample size of five Sardar students from grade VIII. He used interview schedule and observation tool for data collection and collected data analyzed by used different theories and triangulation method. He found that parents of Sardar students do not fulfill their basic needs, buy

books, pencil etc. Do not understand the value of education, motivation in household works than instructional works irregularity and non-participation of Sardar students in classroom activities and less interest of study were major influencing factors in mathematics achievement. The main concludes of his research is the family environment is the most important factors which effects mathematics learning of Sardar children. To make the appropriate environment for study of the Sardar family, parents guidance, counseling, positive culture and regular attendance in school contribute to good achievement in mathematics.

Yadav(2019), researched on "Effects of gender in mathematics learning" The objective of this study was to find out the effect of gender disparities in mathematics learning at grade nine and to analyze the effect of gender difference in mathematics learning, this is case study of ten students of Janata secondary school and mathematics teacher were chosen by purposive sampling for the study. Direct observation and interview for selected students, their parents and mathematics teacher were the main tools for the data collection. After analyzing the data, it was found that the mathematics achievement of boys students were higher than that of girl students. The present study fund that learning affected by culture, performance of girl were low in mathematics, girl were irregular in school and they are busy in household work.

Yadav(2019), conducted his thesis a study on the topic "Effect of gender in mathematics learning". The major objective of this study was to find out the effect of gender disparities in mathematics learning at grade nine and to analyze the effect of gender difference in mathematics learning. He used qualitative research design as case study approach. Direct observation and interview schedules used to data collection and collected data were analyzed and interpreted in descriptive form. The finding of his study that the mathematics achievement of boys students were higher than that of

girls students. His study found that mathematics learning affected by culture. The performance of girl were low in learning mathematics. Girls were irregular in school and they were busy in household work. Parental education, parent's occupation, interests of parents towards boys and girls, interaction between teacher and students, learning environment, local culture fest and festivals were major hindering factors of gender in learning mathematics.

Ghimire(2019), did research entitle "Participation of Girls in Mathematics at University Level" shows that the participation of girls in mathematics isn't similar to boys. Girls are weak rather than boys on same approach that are leading the group, classroom submission, involving in extra-curricular activities. She has also found that girls have many difficulties in learning mathematics. Early married is the main problem that faced by girls. Thus there is low participation of girls in higher level mathematics. It also concluded that social belief system and teacher behavior towards girls would be positive for empower girls on University Education.

Bista(2020), did research on entitled" Impact of home Environment on mathematics Achievement of Girls Students." The objective of his study was to find the impact of the home environment on mathematics achievement of girls students. His survey study, his sample of this study included 120 students of grade IX from six government schools of Achham district were selected through a simple random sampling method. Mathematics achievement test paper and parent's questionnaire were the main instruments for the study. The Mean, Standard deviation, Correlation, and regression coefficient were used as data analysis techniques. The variables liked:- parents education, family income, family size, was found be most strongly correlated with the mathematics achievement of chhetri girls and dalit girls. Similarly; the variable parent's occupation was found to be positive influence on chhetri girl's

mathematics achievement and family income have a strongly negative influence on dalit girl's mathematics achievement. Most of the children parents are engaged in agriculture. There is more variability in the achievement of job holders children than the farmer and business man's children. There is more variability in the achievement of low income and middle-income family's children than high income family children. Mathematics achievement of students were found to be positively associated with the parent's education, parent's occupation, family income and family size.

Bhat(2020), Her thesis was titled "problems faced by a female mathematics teacher in teaching mathematics at the university level." Her study's goal was to uncover the problem of female lecturers teaching mathematics at the university level. It focused on the particular subjects of developing major research questionnaire, in-interview schedule, and document analysis on the basis of challenges in teaching in Tribhuvan University's eight campuses. Snowball sampling was used to choose eighteen female instructors. The acquired data were evaluated using theories and associated literature. This research is based on twenty-one assertions. This declaration highlights eight issues faced by female instructors. Females encounter issues such as a lack of administrative designation for female instructors and a lack of dominating voice in teaching and learning. Problems include child rearing and childbearing, food preparation, menstruation, pregnancy, a home environment barrier to growing their carrier, and a lack of training challenge for developing their talent.

Caingcoy(2021), this study aimed at investigation the challenges of undergraduate married female students in higher education of Afghanistan. It also explored whether the participant' demographic variables such as class age and residential areas has any effect on their responses. The study employed a quantitative research design. A survey questionnaire with 29 items was used to collect the data

from 100 purposefully selected respondent at Takha University. This study found that Afgan married female students faced difference problems during their studies at the university and the challenges has a significant effect on them. It also revealed that there were statistically significant differences in the responses of the students by their class, age and residential areas. This study suggests that educational leaders should develop counselling programs at the universities to tackle the challenges of married female students and involve various stakeholders to improve their achievement.

Most of the researcher focused on mathematics learning difficulties of physically disabled students, Dalit students as well as some of research in cultural diversity and difficulties in learning mathematics, effects of gender of mathematics learning, participation of Girls in mathematics at university level, challenges of undergraduate married female students in higher education, effect of family environment in mathematics achievement, Impact of environment on mathematics achievement of girls students etc . Despite the fact that many researchers have conducted research in the fields of female and disabled students, girls participation, gender effect, and the impact of home environment, this research differs from the previously mentioned research in that it focuses on higher level mathematics difficulties, home environment, social value, college environment, classroom participation, administrative policy in college, and in-interview with married female students. This demonstrates how this research differs from the previous studies. With the primary goal of drawing regions and causing difficulties for married female students while learning arithmetic. This will be a qualitative study in which the researcher will employ both a case study and a descriptive approach.

Theoretical Literature

A theory is a rational type of abstract thinking about a phenomenon or the results of such thinking. The process of contemplative and rational thinking is often associated with such processes as observational study or research. The theoretical literature review help establish what theories already exist, the relationship between them, to what degree the existing theories have been investigated, and to develop new hypothesis to be tested.

Feminist theory. Feminist theory is the extension of feminism into theoretical, fictional or philosophical discourse. It aims to understand the nature or gender inequality. It examines women's and men's social roles, experiences, interests, chores and feminist politics in a verity of fields such as anthropology and sociology, communication, media studies, political theory, home economics, literature, education, psychoanalysis and philosophy. It is often focuses on analyzing gender inequality. Feminist theory is not only about women, it is about the world, engaged through critical intersectional perspectives.(Ferguson, 2017)

The feminist perspective arose from frustration with sociological ideas and the oppression of women in numerous disciplines. Feminists say that mathematics is a male-dominated topic that explains everything from the male perspective behind female, and that understanding the oppression and exploitation of women by males requires a feminist perspective. It contends that because women are barred from the field of mathematics, masculinity stays favored. Feminists contend that simply introducing or adding women to the realm of mathematics does not accomplish the objective of comprehending women or excuse women's absence from mathematics. They admit that there are anatomical difference between boys and girls but what is important are the ways in which girls and boys are socialized and brought up, how

they are treated and interacted and the ways they are taught the appropriate behavior (Yadav, 2019).

As feminist theory has mushroomed in the field of women's studies, new interdisciplinary bases have formed, and each of these contributes to the proliferation of feminisms. Similarly, feminist philosophy must now be considered a loose term for the many varieties of feminist philosophical discourses. Liberal, Marxist/Socialist, Radical/anarchical, ecological, phenomenological, postmodern, and Post - feminist(Noe & Bruder, Kenneth, 2011).

Traditional philosophy revolves around two main categories of questions and problems: ontological concerns about subjectivity and the nature of reality, and epistemological issues about truth and knowledge. Consciousness, moral concerns about morality and the good, and political issues about rights and obligations, so that we can see that philosophy as an academic discipline provides us with the foundations we need to comprehend everyday life as we experience it. It has historically portrayed itself as a collection of unbiased and disinterested discourses, and here is where feminist philosophers find the difficulty. Feminists regard traditional philosophy as a masculine set of theoretical beliefs based on sexism, underlying patriarchal systems, and societal fallacies; it is a phallogocentric (anthropocentric) rhetorical tactic. According to feminist philosophers, conventional philosophy has characterized women negatively, twisted them, and even rendered them subordinate. Feminist philosophy arose in reaction to these systematic inequalities and necessitates that the fundamental problems of philosophy be revisited before they can be reconsidered. Feminist philosophy is thus a rebuilding of the philosophical canon as well as a revisionist approach to misrepresentative philosophical assumptions regarding women. The challenge of feminist philosophy is to modify old philosophical notions

by developing new ones that incorporate women and women's difficulties and ideas, particularly in the world of others and the structure of the self. According to feminist thinkers, the contradiction between body and intellect, between emotions and reason, is the antithesis of gender. The area of feminist philosophy is defined by the conflict between these oppositions and the social identities that follow them.

Women's activist thought in common is frequently separated into categories known as to begin with wave, moment wave, post- woman's rights and third wave. Note that these refinements do have surmised timelines, but the borders are to some degree combined since women's activists don't all concur to be categorized and have independent thoughts that will carry over from one wave to another. As Marilyn Frye focuses out "Thought is widespread, but reasoning is local-temporally, socially and generally particular." One of the grandmas of women's activist thought was Mary Wollstonecraft (1759-1797). She was a forerunner of the first-wave women's activism movement, which did not begin in any organized sense until the 1850s and continued into the early twentieth century. A few researchers respect her as the originator of what is now the women's activist development. Wollstonecraft was especially fascinated by the instruction of ladies, restricting Rousseau's see that women's part was to it would be ideal if you men and be valuable to them in different caring ways. Wollstonecraft contended that teaching ladies to be the decorations and toys of men would have negative results for society within the long run as well as for the ladies themselves. She contended that ladies are as competent as men of the "manly" ethics of shrewdness and judiciousness in the event that they are allowed to develop them. She distributed a few imperative handouts and books. Counting what has presently gotten to be a classic of women's activist thought. *A Vindication of the Proper of women.*

Anna Doyle Wheeler (1765-1833) was another major donor to pre-first wave through. An Irish self-educated rationalist and an eager utilitarian, Wheeler distributed numbers articles some time recently collaborating with idealistic/ reformist / rationalist William Thompson (1775-1833). Together they distributed "The Offer of one Half of the Human Race, Ladies, against the demand of the other Half, Men to Control them in political, and Thereupon in Gracious and Residential, Salvery." In this paper Wheeler and Thompson contended that denying rights to ladies isn't reliable with the utilitarian guideline of the most prominent joy of the most prominent number. It was a mixing defense of break even with rights for ladies. Another critical utilitarian was Harriet Taylor (1807-1858) who was a vociferous defender of women's suffrage and was among the primary to attest that contrasts between men and ladies that are not organic are socially developed.

The major wave of women's activists pushed for voting rights for women, abrogation, and restraint causes; it witnessed some significant outcomes, including advances in the right to vote and property rights for women. However, larger societal difficulties remained: females were still educated in an unexpected way, were still viewed primarily as ornamental and sustaining, were still paid less, and were still regarded less favorably than men. The term second wave refers to the swell of women's activist activism within the United States, Britain, and Europe from the late 1960s through the late 1980s. To a few degree, second wave still exist, and a few second-wave scholars proceed to type in, so there's not a firm chronological boundary between the products.

Research Gap

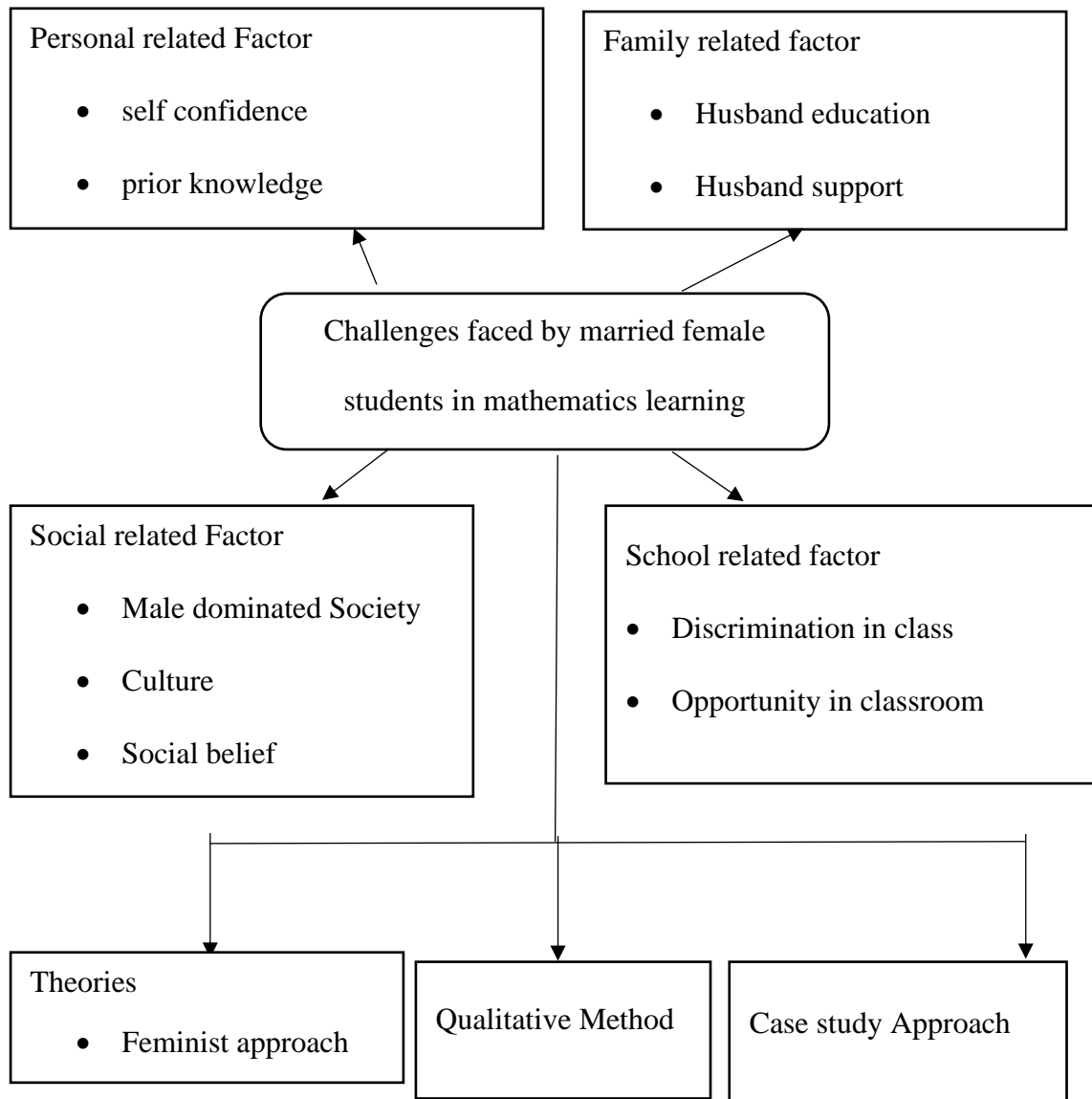
Overall review the related literature shows, challenges faced by physically disabled students in learning mathematics, challenges faced by dalit students in

learning mathematics, Effect of gender in mathematics learning, impact of home environment on mathematics achievement of Girls students, challenges of undergraduate married female students in higher education, participation of girls in mathematics at university level, problem faced by female teacher in teaching mathematics at university level etc. The researcher found many articles, books, and previous research studies, they have not study in this topic. The researcher noticed the gap between the literature and purposed title of this study.

The above literature review has helped me every step of the way from choosing the title of my study to its completion. This study challenges faced by married female students in learning mathematics is completely new. Married women have to face various challenges while learning mathematics at master's level. Such challenges can be personal related, family related, social cultural related and university related. My study has tried to find out the challenges that married women face in studying mathematics at master level and reasons behind those challenges.

Conceptual Framework

The theoretical framework is the structure that can hold or support a theory of a research study. From the concept of above review of literature and theory, the researcher had drawn the following conceptual understanding for the further study. This study found that challenges faced by married female students in mathematics learning may depend under different variables.



Chapter III

RESEARCH METHOD AND PROCEDURES

Investigate technique may be a logical approach, which bargain with the efficient strategy of collecting information and utilize fitting inquire about strategy. This chapter describes the technique of the think that was used to achieve the goal of the think and to encourage the response of the articulations of concerns. The study focused on "challenges faced by married female understudies while learning arithmetic."

Design of the Study

Research design is the most important part of the research. Research design is the plan which is developed before stating the research work. Therefore, research design is the base line of each research (Yadav, 2019). Inquire about plan is the doing in logical and precise way of the inquire about that guides I to reach the objective of investigate and discover out the explanation of the issue. Inquire about system is inferring from inquire about plan. Typically the case consider related to the troubles and causes of confronted by hitched female understudies whereas learning arithmetic. This consider was based on subjective information, so it is subjective inquire about.

Research Site

The site selection is also a very important task in order to find the appropriate information. Tribhuvan University Central Department of education, Kirtipur, Kathmandu is the research site of this study. This is qualitative research design so the sample size is not large. The total sample of my study was four married female students, two female mathematics teachers.

Tools for Research

Data collection is an important part of the study and tools are important factors for data collection. To attain the objectives and get the responses of research questions, the researcher gather the data by using such tools. There are many tools for the qualitative research to get the information from the respondents and the study site.(Ojha, 2021)

I had selected five married female students which are learning mathematics subject in Masters Level. Data collection is the most important part of the study. On the basic data, techniques, we can study and analyze every aspect of the study. The outcomes of the study depend upon techniques of data collection because the techniques provide actual way to the study. The validity of the study also depends on the techniques of data. Data were obtained from the case University, written documents and previous research report. But primary data were collected from target group using observation form and interview schedules. The following techniques de

In-depth interview. An in- depth interview is a flexible tool for qualitative data collection that enables multisensory channels to be used, for example verbal, spoken, and heard (B. R. Acharya et al., 2021).The interview is data collection tool which provides the basic and personal information towards anything. It is also known as oral questionnaire. The purpose of interview is not only to collect the superficial details about the interview but also prove the inner life of the interviewee.(Ojha, 2021) . The researcher conducted an interview with the respondent in this study. The researcher conducted the interview based on the goals. The interview schedule developed in semi-structure form. The interview had been conducted with the married female students and female mathematics teachers.

Data Collection Procedure

After preparing data collection tool and decline sample of the study, the researcher had taken permission letter from the Central Department of Education, TU, Kirtipur and visit to selected Campus Tribhuvan University Central Department of Mathematics Education Kirtipur, Kathmandu to interview students and teachers of fourth semesters of related university. Firstly, I established the report to the campus authority by introducing myself and starting the purpose and process of the research. To attain the objective of the study, I was conduct the in-depth interview with female mathematics teachers and students with the help of interview guideline. The conversation of those participants were recording by mobile phone to get the originality and neutrality of the data. Moreover, the researcher used data from previous research, Books, Articles and So on.

Data Analysis and Interpretation Procedure

Information elucidation is the precise prepare of displaying and appearing its impact. The examination of information is critical thing whereas we are planning investigate report. In this ponder, the information examination was graphic in nature. The collected data at to begin with, were categorized concurring to the category of the respondents, and their diverse respondent were within the content of meet and perception notes. After categorizing the collected information was translated and clarified the point of view of the respondents which were more accommodating to fulfill the destinations of this ponder. Cross coordinate or triangulation employments more than one method or instrument to gather more than one sources of information for making the investigate subjective and steadfast. It is related to the understudies, instructors and family individuals to gather the information for this inquire about. It was received to preserve the legitimacy and unwavering quality of the data. At that

point, the cross coordinated data was analyzed and which was expressive in nature. The case of the understudies which were collected from the diverse strategy, were the major components and their portrayal lead to the investigate in its full shape. The information investigation was translated by utilizing the system of the inquire about in writing looked into.

Ethical Consideration

The researcher has gathered data and information for the study from a variety of sources. These sources are not only based on her ideas and intention, but they were also discovered and gathered through a lengthy and thorough investigation. Therefore, taking into account ethical considerations, the researcher was provided with the citations or sources for these data and information. In addition, she was given references and in-text citations for considering plagiarism. She is also absolutely certain that her study did not hinder anyone by having any negative effects or a false impression on stakeholders. She has respected the writers, scholars, philosophers, and researchers with regard to the definition, categories, quotations, and other relevant information. She has also not twisted or changed even a little bit. Additionally, it is one strategy for overcoming the issue of the academic year. The informants in the study have been referred to by a researcher by a pseudonym.

Chapter IV

DATA ANALYSIS AND INTERPRETATION

This chapter deals with an analysis and interpretation of the collected data. The most important part of the study is to analyze the collected data because the essence of the study cannot be found without data. Data analysis include minimizing and organizing data, synthesizing, seeking for noteworthy patterns, and determining what the essential variables are (Ojha, 2021). The main focus of the study is to find out the areas of challenges of married female students in learning mathematics and to find the causes of challenge of married female students in learning mathematics. For theses purpose data are collected through in depth interview.

The researcher prepared an interview schedule and went to the concerned university. She sat face to face with his companions and had a deep conversation with them. The researcher collected the data in audio form by recording the interview in mobile phone and also noted in field note. The primary data were firstly transcribed in respondents own language then translated into English. After the coding, categorizing and finally theme was made. The result of the collected data was analyzed in following main themes.

- Personal Factors of studying mathematics after marriage
- Family related challenges of studying mathematics
- Social cultural Effect of married female on learning mathematics
- challenges of becoming a mother
- mathematics as challenging subject
- Challenges of regular attendance, Home assignment, class presentation, group work, peer work etc.

Participants of the Study

The six study participants were Mira, Rina, Chandra, Sima, Isha and Jiya (pseudonyms). Mira (a married woman with a child) had a mathematics teacher and 23 years of experience teaching university level mathematics at the central department of mathematics. The second participant Rina (married woman with a child) also had a mathematics teacher and 13 years of experience teaching university level mathematics at the central department of mathematics education. The third participant Chandra (married female) had a student of mathematics M. Ed. degree at Central Department of mathematics Education. The fourth participant was Sima (married female with a child) had a student of Central Department of education. The fifth participant was Isha (Married female with a child) had students of central department of mathematics education. The sixth participant was Jiya (married female) had students of Central Department of Mathematics Education.

Personal Factor of Studying Mathematics after Marriage

Mira. *After marriage, women have more emotions for some time, so it hinders their studies. You should be able to control your emotions. If the opinion of his family is positive, his daughter-in-law should also be allowed to study. She is a math teacher, she needs time to study. If she is told not to leave her duties when her daughter-in-law arrives, she will feel comfortable and her confidence will increase if her husband also supports her. When I was studying after having a child, I got pregnant while studying bachelor first year, got a child while studying in second year and while studying for degree, I was very sad when my child's finger got injured. Baby is God's gift. I can study next year, but baby will happen again or not. A mother's heart is not like a man's. Children are our future, so we have to face many challenges.*

From the information of my participant above, it can be concluded that sometime after marriage, women become more emotional, if the family increases the burden of housework on the daughter-in-law and if she is with a child, her education seems to be affected.

Rina. *The idea that mathematics is a difficult subject has not gone away and now the responsibility of the house has also increased. They choose other subjects. And the other side is that husband's job and financial condition also affects their studies. Many women have stopped studying mathematics after marriage because of the mentality that their husband's government job is ending, he has enough food to eat. A woman who dares to study mathematics even after marriage has to face many personal challenges. She spends a lot of time with his family and reduces his sleeping time to study at night. Being physically very weak during pregnancy and childbirth affects studies. After the birth of the baby, women have to do a double load. Baby is absolutely a woman's, no matter how much others help you her state of mind is connected with it.*

From the above information of my participant, it concluded that the mentality that mathematics is a difficult subject, when the economic condition of the husband is difficult, when the daughter-in-law has to do more of the housework, when she is physically and mentally weak during pregnancy and when the child is small, women There seems to be a lot of difficulty in studying further. My experience is that we as women spend our time thinking about how to make the family happy after marriage, what to cook in the morning and what to cook in the evening. Since we have to think about family rather than studies, we don't have time to study and because we can't do well in math, our confidence also decreases.

Chandra. *At the time of marriage, the responsibilities also increase. The family has expectations for the daughter-in-law. The mentality that I have to do all the housework comes naturally. Even if the family gives you time to study, what will the neighbors say, what will the society say that I did not do the housework. Psychologically, social cultural influences after marriage. Rather than studying, one should become a good daughter-in-law in the eyes of others. I am the daughter-in-law of the house and I think that I should fulfill my duty. He spends his days doing housework until he is at home. Interest in studies is decreasing. Staying in the city far away from home and giving full time to studying, but not getting good marks, the confident level of studying mathematics also decreases.*

From the above experience, sometimes after marriage will be disturbed due to high emotions, lack of time due to increasing household responsibilities, confidence level will decrease when husband and family do not support, when husband has a government job and family's financial condition is good, her mentality will change. Personal challenges such as being physically unable to read during pregnancy and childbirth are seen to come after marriage.

Family Related Challenges of Studying Mathematics

After marriage, a woman's family name and surname also change. Before marriage, someone's daughter, someone's sister, someone's niece turns into someone's wife, someone's daughter-in-law and someone's sister-in-law after marriage. And his role and duties also change. There are blood relations in the family and very close relationship between people. Therefore, the family has a direct impact on the life of a person.

Mira. *It depends on her husband and family that after marriage, the woman will not get the same environment as before. Whether the child is important or*

education also depends on the husband and wife's thinking. Family size, profession, economic condition greatly affects women in their studies. Mathematics is a subject that is closely related to science. It requires math lab and net environment. It depends on his financial situation. Similarly, husband's profession, education and his support have a lot of effect. My own experience I. Ed. I got married while studying. My husband is a qualified engineer which has made it very easy for me to advance in mathematics. We spend a lot of time with my husband, it will be much easier if both have the same profession.

The family environment is the most important factors which effects mathematics learning(S. Sharma, 2018).From the above information of my participant, it concluded that What kind of environment a woman will get after marriage depends on her husband and family members, if the husband is educated and he considers his wife's education important, if the family members are also supportive, if they help in the housework and if the financial situation of the house is good, then she can study mathematics easily. Found to be able. My experience is also consistent with this. If her husband and family are against her wishes, if they do not support her, it will not be possible for a woman to study after marriage.

Rina. *A woman's study has a direct effect on the education, size, type and economic status of her family. If the family number is large, there is a lot of duty to be done. If the economic situation is weak, the load has to be raised more. Had to start working extra. Who doesn't have money to buy vegetables here? There are very few families who think that the daughter-in-law should be educated only if she has everything in the family. If the husband doesn't create an environment for studying at home, if he doesn't buy it, if his financial situation is not good, it will have more impact. Mathematics is a time-consuming subject, so it is a challenge for a married*

woman to spend the same amount of time studying at home. This topic is not a topic that can be understood by reading it twice. You have to understand the logic. Had to take regular class, it takes time to understand the connections. Analysis should be done and peace mind should be thought. There is no time to study at home and instead of going to the library to study, you are afraid of what the family and society will say. Not everyone has a challenge after marriage, some of them have a supportive family and a better environment than others. At first, due to poverty at home, it was a problem to eat, the daughter of the condition of having to take care of her parents by working and not being able to buy, got a good family and was able to study easily. But this is not the case for many people, it depends on their intention and interest. I will study anyway, either by convincing the family or by telling them that I can study after fulfilling my responsibilities. But double step should be taken in such a situation

In the last decades, the household's energy demand has increased significantly in various countries including Nepal. In the case of Nepal, 94% of energy use in the domestic sector. (Shahi et al., 2020) Few families want women's education and women have to compromise a lot for their education.

Chandra. *I got married after completing my bachelor's degree and did my master's degree after marriage. Since my family is educated, I got a better environment after marriage than before but very few women get such an environment. I consider myself lucky in this. Many of my friends got married in 9th/10th grade. In 11/12, some studied for bachelor's degree and after marriage, many dropped out and remained confined to the kitchen. The main reason for this is the lack of family support. Those who have studied after marriage have also struggled a lot. After the marriage, after the relationship of the two families, something will be different*

because the responsibility of both families has to be obeyed. But marriage is not an obstacle to my studies. My husband is very interested in education. Even though he has studied less, he wants to go to work abroad for my education. I don't miss anything. He encourages me to read every now and then. He encourages me a lot. Everyone in my family is educated. The financial condition of the family is also good. My father-in-law is also a teacher, so I got a lot of inspiration from my family. I studied alone in the city. I have neither the expense nor the time. I have not faced any challenge for my studies as I have received all the support they can from my husband and family.

Sima. *I got married when I was studying for my master's second semester, at that time I was 24 years old. Being away from home, the atmosphere of studying for some time was the same as before. College was closed for some time due to covid-19 and my son was born at that time. Being a small child, I could not even go to college and had no time to study at home. There was no help from my family. Since my husband's job is also in another place, I had many challenges to sit and study with my child. Although my husband is also in the teaching field, he could not give me time to study. Financially, I did not have any problem because my husband had a job.*

Isha. *I got married after completing Bachelor. I was 22 years old at that time. Since my love marriage, my husband supported me in everything and also in my studies. I didn't have to live in his family so I didn't have to give time for family. And my family didn't help me much in my studies. Therefore, my family's education, financial status, size, etc. did not have any effect on my studies. Since my husband had a job, I did not have any financial problems. When I had my baby, I had a lot of problems because my husband was not with me. At that time I could take regular class. Now I am able to send my daughter to school and take classes.*

Jiya. *I gave M. Ed first semester exam and got married while studying second semester. At that time I was 23 years old. There was no difference in the reading environment after my marriage. Sometimes household responsibilities are not available for a while. I didn't get the freedom to live my own way after marriage. But I did not face any challenge to further my studies. The way she moved forward yesterday is as easy as today. I have been able to take classes continuously even after marriage. There is no family tension. I got full support from my family for my studies. My husband has also supported me as much as he can. Since my husband is also educated and studies in the same college, I have no problem. And his master's degree is over and now he is teaching. We don't even have immediate family planning.*

Family is very much connected in a person's life. The duties of the daughter-in-law at home are separated in our Nepali society and there are many. The education size, type and economic status of the family has a direct effect on the study of women. From the above experience, it was found that there was not much family tension because all the students who studied here lived in the city far away from their families. Since the husband had a job, there was no financial problem. But after having a child, it was found that due to the lack of support from the family, many challenges were faced for study.

Social cultural Effect of Married Female on Learning Mathematics

Since human beings are social creatures, they need society to grow and survive. Society helps fulfill human needs. Human culture is the complete creation and lifestyle created by human beings using their knowledge, skills and abilities. Culture originates in society and develops in society. It varies from community to community. It is the identity of a cultured society. Since society and culture are connected with human beings, it also directly or indirectly affects their lives

Mira. *Our social culture has nothing to do with education. I am the daughter of a Madhesi community, at that time it was very difficult for women to study. I am now 55 years old and cannot bring change by myself when I go to my husband's village. You should still hide your fists, hide when you see men, speak in a soft voice. Today everything is slowly changing.*

From the above information of my participants, it concluded that as she is a woman from the Madhesi community and belongs to her mother's generation, it was found that she could not change herself when she went to the village.

Rina. *With the change of time, the society has also changed a lot. In a society where girls should not be educated, today girls are able to study equally. Women's participation is seen in every sector of the country. But the daughter has to struggle a lot to move forward. Because in our society, daughter-in-law's workload is different. The daughter-in-law has a lot of role in cultural practices. For example, if relatives have to be invited and fed during Dashain festival, the daughter-in-law has to take a lot of responsibility. Daughter-in-law has a lot of role in performing puja at home. It hinders learning.*

Though in this twenty first century also feminism issue are widely raised out in all part of the world but in reality females are not attaining proper support or proper benefit what they need to attain from such a wide moment. (Paudel, Timalisina, 2021) from the above information of my participant, it concluded that since the role of daughter-in-law is more in cultural practice, it also has an indirect effect on math learning.

Chandra. *Women's education is greatly influenced by their society and culture. My family is educated, even if they give me time to study, I am not interested in studying at home because of what the society will say. I must be a good daughter-*

in-law of the house, I must fulfill my duty. It comes naturally. In our society, daughter-in-law has to do housework, what can she do by teaching her and parents discriminate that she is a caste that goes to someone else's house, but after marriage, the idea that daughter-in-law should go out of the house is still prevalent in our society. Society dictates where a girl can study mathematics. My own experience is that I study science in +2 because you can't study science, but math is easier than science. Because there is no good school in the village and he is afraid of his honor to send his daughter out. Thus, due to the stereotypes in the society, the daughter should be married off early. Many of my friends did not get to study after getting married early. Despite their desire to study, they have to limit themselves to housework due to the blind thinking of the society.

It was seen that the women who got married early due to the above attitude did not have much influence on the women who had given up their studies and reached this level after being challenged by the society. Social culture has an indirect effect on married women studying mathematics. Since the role of the daughter-in-law is more in cultural practice, it is measured for a little while, but it has no effect because she usually stays outside the house.

Challenges of Becoming a Mother

Many young women in Nepal graduate from college with a master's degree after getting married or having a child. It can be very challenging to choose a major in mathematics when you're just starting out in your career.

Mira. *Studying as a mother is a very difficult task. I got pregnant while studying bachelor first year, gave birth to a son in the second year and studying with the child was very difficult. I used to get very stressed when my child got sick. Now give importance to the child or study. I used to think that education is for me next*

year, but after becoming a child, it is God's gift, how can I leave it. Mother's heart will be soft. For a woman, her child is more important than her education. Because the society and the family look down on a woman who does not have a child. Therefore, as the future of a woman is a child, she should have a child on time. And since baby is naturally raised by women, she has to struggle a lot to study mathematics.

Rina. *A child is a woman's personality, no matter how much others help her, the child is with her and her mind is also connected with it. It is difficult to study any subject with a child. Since mathematics is abstract in nature, you cannot read it by yourself, so you have to take a regular class. Some women are not able to take classes because there is no one to look after the children at home. Yesterday a woman called me saying that my child is sick and I will not be able to take the exam. Women have to carry a double load to study with children. Women have to compromise on this. You have to cook food quickly, feed the baby, put him to sleep and read at night. If you don't do that, you will have to leave your studies.*

Isha. *My daughter was born during my M. Ed second semester. Some 1 year collage closed due to covid-19. When the collage opened I had a lot of problems. Because I have to come to Kathmandu and live alone. And I could not take class for some days. My studies became very difficult as my husband's job was in the village and no one from the family helped me. Now I send my daughter to school to take classes but I don't have enough time to study at home.*

Sima. *I got married during my master's second semester and was locked down due to covid-19 and my son was born at that time. I stayed alone to study. As my husband's job is in Darchula and my college is in Kathmandu, I could not take the class alone with my little son. That's why my third semester exam was not good. When*

the child was small, he had to be nursed all the time. Even when he is sick, he cannot sleep at night. My family is not with me and I have a lot of problems. I have faced a lot of challenges while studying for Master's level with a child

The mother should spend more time in taking care of the child. But when the husband and family are together, something becomes easier. According to the above experience, it seems that there are many challenges because she lives alone in Kathmandu and has to give full time to the small child.

Mathematics as a Challenging Subject

Mathematics is a very difficult subject. This is a subject for boys only. It is said that only those who are highly intelligent can read. In our society, we show fear towards the subject. Even mathematics teachers discourage their students. This leads to anxiety towards mathematics. Many people don't read it when they have to choose optional in class 9. In this too, the number of girls is very less. If we look at the upper level, the number of men is less than women in other subjects like Nepali, English, Health and Population. But the number of women in mathematics is very low. What is the reason for this? Is math difficult? The following is the response that came to my participants.

Mira. *Currently I am teaching Masters second semester. Out of total 21 students in my class 7 are girls which comes to 1:3 and 1 out of 3 are married and have kids. The main reason why the number of girls studying mathematics is less compared to other subjects is that it is not an emotional subject. Although this is a topic related to human society, it is a rough topic because there are no stories or poems like other topics. No one can read mathematics and no one can't. It is a matter of practice and those who work hard can do well at it. It is a misconception that only the intelligent can do it. Mathematics also has its own language and symbols. Not*

everyone can understand it and self study is also difficult. And another thing is that one day's class is in touch with the next day's reading. If you miss one day's class, it is hard to understand the next day. Therefore, you have to take regular class to study this subject.

From the above information of my participant, it concluded that, Since mathematics has a separate language, it cannot be easily understood, because it is not an emotional subject like other subjects, children do not like to read it, and it is considered a challenging subject because it is necessary to take a regular class to learn this subject. But according to my experience, the reason why Mathematics is becoming difficult is the lack of necessary prior knowledge. I passed SLC from normal school in remote village. I could take optional mathematics as an elective in that school. Even when studying mathematics in +2, the teacher did not teach the whole course. There was no improvement even at the bachelor level. And I had to struggle a lot while doing my master's degree.

Rina. *Less than 33% of my class is female. In that too, the number of married women is more. It seems that the number of married women has increased since last 2/3 years. The reason why the presence of women in mathematics is less than that of men is that from the school level they do not choose optional subject math and choose another subject. Another reason is that even if you study mathematics up to bachelor's degree, you will not get to master's degree is dropout. One of the reasons is marriage. Because after marriage the load of children and household is more. Since there is no time for taking regular classes in mathematics and there is no time for assignments, they have the mindset that they will get a degree if they study a subject that others can understand by themselves. Few people want to choose a challenging field. I have seen this as a major factor. Mathematics is a time consuming subject. Women spend the*

same amount of time at home and it is a challenge to read this subject, but women should not be unable to read. Mathematics is not difficult but there is a sequence in learning mathematics. Mathematics is a separate language. That particular language needs help understanding. If one level is not learned, it is difficult to understand the next level. As the usual language is used in other subjects, you can read the next unit without reading the first unit. But it is not the same in learning mathematics.

From the above information of my participants, it concluded that it is wrong to say that women can't read math because their ability is not good enough. One of the reasons why women do not want to study mathematics is marriage. After marriage, the duties of daughter-in-law in our society are more, women have to spend more and more time in housework and taking care of family members. Due to the fact that the responsibility of giving birth and raising children naturally belongs to women, it is only a problem in math learning that they do not have time to study.

Challenges of Regular Attendance, Home Assignment, Class Presentation, Group Work, Peer Work etc.

In the annual system, even if the students did not come to the regular class, they would attend only sometimes and would pass after studying for some time. After taking the semester system, students must attend regularly. Students who fail to attend the exam will not be able to participate in the exam. There is a provision of 40% internal assessment and 60% external examination. For internal assessment, marks from attendance, home assignment, class presentation are sent along with the exam. This has added more challenges to the students. The researcher has tried to find out how they have performed and what challenges they have faced.

Mira. *Married women also do home assignment, group work on time but they don't agree to stay extra time. They talk about problems such as having to bring*

children from school, there is no one to look after the children. They try to complete the formalities anyway.

Married women also do all the activities to fulfill all the criteria for internal evaluation but complete the formalities. My opinion on this is, women are more honest than men, they are also diligent, those who have time, those who do not have children, they have fulfilled their responsibilities well, but those who have children and family with them, because they do not get enough time, they only fulfill formalities.

Chandra. *Since it is a semester system, you have to attend regular classes, make presentations, and submit home assignments. We used to do all the tasks given on time, but in presentation, we were not very good compared to the boys. No matter how much you prepare, we will not be able to say what we want to say in front of the class. There was no discrimination between men and women in the class*

From the above information of my participant, it concluded that although women have a weakness in presentation, it was found that they do home assignment, peer work, group work, on time. It was found that even if they are married women who do not have children, they do not have any problem in doing extra activities and they do such activities like other students.

Isha. *When I was pregnant and even now, I could not attend classes regularly as the baby was small. That's why my attendance is not enough and the teachers have to fix it. I can't submit the home assignment on time, but you can give me a good number. Since I don't have time, sometimes I explain it to my friends*

From the above experience of my participant, it concluded that as she is a mother of a child, she does not have time to do tasks like home assignment, group work, peer work, so it was found that she only completes the formalities.

Sima. *I had to face a lot of challenges as I was studying in the semester system with a child. I couldn't take the class without having someone to take care of my baby. Sometimes I attended the class and gave presentations and submitted home assignments. After having my baby, I have a lot of problems to do my presentation, assignment, peer work, group work etc. The teachers excused my attendance.*

From the experience of my participants above, it can be concluded that marriage is not a problem in their studies. Those who do not have children are able to come to the collage regularly, so they devote their whole time to their studies. But it was found that those who have children cannot come to collage regularly and their attendance is low and it is also a problem to do other activities.

From the experience of all the participants above, when women study for master's degree in mathematics after marriage, it is seen that some of them faced many challenges and some of them faced few challenges, while some of them got better opportunities than before marriage. Before marriage, when the financial status of parents was weak, they had to work and support them, but after marriage, women did not feel comfortable even though they were financially strong and educated families and their husbands were employed. Due to increased responsibilities and having to give time for family meetings, there will be a hindrance in studies. Since the women without children could spend the whole time in school, there was not much problem in learning mathematics, but the women with small children were found to have a lot of problems. The areas of challenges faced by women after marriage are personal, family related, social cultural, after baby birth, etc

According to feminist analysis, in all cultures, girl have been socialized into gender roles, although the degree to which behavior is innate or environmentally determined is greatly debated. In must cultures and time periods of the world, girls

have traditionally played with dolls and toy cooking and cleaning equipment, while boys prefer toys and games that require more physical activity or simulated violence, such as toy trucks, balls and toy guns. Girls may be prevented from participating in many of the same activities that boys participate in at the same age, as a matter of protecting them from perceived outside dangers, such as boys and men or anything that may cause physical injury. Sometimes boys are presented to be more responsible than girls, except in the cases of caring for younger children, which is sometimes thought to be instinctual in Girls, as a group may be perceived as being more docile than boys and as being less capable of rational decision making and more governed by emotional responses.

Harriet Taylor (1807-1858) she was a vocal supporter of women's rights and one among the first to recognize that non-biological differences between men and women are socially produced.

"There is also a strong correlation between age at marriage and the educational attainment of women. Women in the first generation were married quite early. A few of them were married before they reached 10 years of age. A majority was not able to read and write. A few were literate. But no one had the experience of formal schooling" (Mishra, 2013).

According to my personal experience, I also did bachelor and master degree in mathematics after marriage. Studying as a daughter-in-law in our society is like fighting a big war. In our society, girls are discriminated from the womb. It was said that a daughter should learn to work in the house rather than study, because it was said that a daughter is a caste that goes to another's house. It connects the daughter with marriage. Still, there has been a popular belief in our society that if a daughter gets married before her first period, the parents will get merit. If the daughter was

young in the family, the parents were very afraid of her honor. It was very difficult to send my daughter out of the house. Even though my father was a teacher himself, he was more worried about my marriage than my studies. Ever since I was in class 10, there was talk of my marriage in my family. Even though I am the eldest daughter of the house, I have to get married soon. Due to my good education and my strong desire to study, I used to protest at home that I should study and not get married. After finishing school in SLC village, I talked about going to the city to study science subject in +2, but my parents did not agree to send me. He was admitted to study mathematics in the village school. At that time there were 4 girls out of 20 of us studying mathematics. Since it was a village school, the education was not very good, sometimes the whole course was not taught and 2 students passed, 1 boy and the other me. Other friends also got married and were confined to housework.

I got married while studying in my bachelor second year. I was 19 years old at that time. I got married with the consent to study even after marriage. Seeing my desire to study, my husband went to Malaysia for a foreign job saying that I will teach you instead of studying. Got pregnant while studying bachelor second year. Being physically weak during pregnancy, I could not go to my collage for study. In the same situation, when the second year exam was going on, I gave birth to a daughter and could not give the exam for 2 subjects. Now I have more problems. I could not leave the little girl as she had to be breastfed all the time and I stayed in the village for 8 months. When my friends all went to college and studied, I was very stressed. If you don't understand anything about mathematics, read the compulsory subjects a little. When the third year exam was approaching, I also came to the city and stayed in a room near the collage. As I was alone in the room, I could not leave the child even for an hour or two. And I asked my brother to stay with me and he would take care of his

niece for some time and then I would go to class. Since he is also a student of science, he also does not have time. Sometimes I used to go to class with my daughter. I used to spend all day taking care of my daughter and my daughter who did not sleep fast at night used to bother me a lot. I used to get time for my studies only at night and then my sleep time was only 1/2 hour. Sometimes my daughter was sick and I had to take care of her even at night. Thus I had to struggle a lot for my studies. I passed bachelor third year regular but two subjects of second year were left. Because of abstract subjects like analysis and geometry, I requested the teacher for a tuition class, but the teacher did not accept me to teach only one person. After 5/6 friends went to the teacher's room and requested, he helped a little. In this way, because I had a lot of problems to pass the bachelor's degree, I regretted that I could not study further from the subject of mathematics. I went to the village and started teaching in a private school and I also took my daughter to the same school. My husband also came from abroad. I taught for 2 years but left teaching after not being given a good opportunity in that school. Thinking that I should do master degree, I sent my husband to Kathmandu to find a job. After my husband got a small job, I left my 4-year-old daughter at home and came to Kathmandu. Because I wanted to complete my studies. After deciding to do my master's degree in mathematics, I took admission in the central department of mathematics education, TU. Since there is a semester system, I have to take regular classes and I got a chance to study regular classes. Since I did not study well in my bachelor's degree, I had some problems in studying mathematics due to the lack of necessary prior knowledge. I gave all my time to study and completed my master's degree easily. Thus, I had to struggle a lot to study mathematics after marriage. I was able to complete my studies after getting married, but some of my friends who studied with me could not even complete their graduation. A woman who

gets married early has to struggle a lot to complete her education. Because of this, some women drop out of education after marriage.

Chapter V

FINDINGS, CONCLUSIONS AND IMPLICATION

The researcher must provide the main findings, conclusions, and implications of the study after analyzing and interpreting the data that have been gathered. This chapter discusses the study's main results and findings as well as their implications. It also offers some potential directions for further research and their implications for the relevant bodies. Following are the separate headings under which the study's findings, conclusions, and implications are given.

Findings of the Study

- It was found that after marriage, women become more emotional, which hinders their studies.
- After marriage, there is more work in the household and the responsibility of the child comes, so there is no time to study mathematics, so interest in this subject decreases.
- During pregnancy and childbirth, women are physically and mentally weak, so it was found that mathematics learning was hindered at this time.
- It was found that there are many challenges to be faced in learning mathematics with family and children and the mindset of the wives will change if the husband has a government job.
- It was seen that the housework is expected from the daughter-in-law and some families did not support the daughter-in-law in her studies, so women had to make compromises in studying mathematics.
- It was found that the size of the family, education, and economic status of women have a direct effect on their education. It was found that if the number of families is large, they have to do a lot of duties, if the economic situation is

weak, they have to work, and if the family is uneducated, they do not support their daughters-in-law in their studies.

- It was found that it was easier for the wife to advance in mathematics if the husband belonged to the same field.
- In cultural practice, the role of daughter-in-law is also high, so it was found that it hindered women's mathematics learning.
- It was seen that women who had children faced more challenges in learning mathematics than women who did not have children
- When the family members and husband are far away from them and they live alone with the child, the women are not even able to come to college and they have to take care of the child all the time at home, which causes more challenges in learning mathematics.
- Mathematics is not a difficult subject, but there is a sequence in learning mathematics, if one level is not learned, it is difficult to understand the next level, its language is not as common as other subjects, it needs the help of others to understand its different language, it is necessary to take regular classes so that it is difficult for a married woman. A challenge was also found to be the subject.

Conclusion

From the above stated findings researcher can concluded that Mathematics is a time consuming subject. This subject is not difficult, but married women are not able to take regular classes and can't spend time at home, so it has become a challenge for them. Such challenges include personal, family, socio-cultural, post-childbirth, etc.

When women study for master's degree in mathematics after marriage, it is seen that some of them faced many challenges and some of them faced few

challenges, while some of them got better opportunities than before marriage. Before marriage, when the financial status of parents was weak, they had to work and support them, but after marriage, women did not feel comfortable even though they were financially strong and educated families and their husbands were employed. Due to increased responsibilities and having to give time for family meetings, there will be a hindrance in studies. Since the women without children could spend the whole time in school, there was not much problem in learning mathematics, but the women with small children were found to have a lot of problems.

Implication of this Study

From the above finding and conclusion the researcher would like to suggest some implication.

- This study helps to improve the mathematics achievement of married female students and it would provide useful tips to improve mathematics learning.
- This study help to minimize the challenges of married female students in mathematics learning.
- This study helps to married female students to be aware of the main problem of learning mathematics to adopt the required strategies for improvement.
- This study helps higher mathematics teacher to give equity in learning mathematics.
- This study helps for the married female students family members to evaluate the problem of their female students.
- This study helps married female students to gain better achievement as male students.
- It is helpful for the researcher who wanted to study in related topic.

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Appendices

Appendix-A

Interview Guideline for Teacher

- 1) You are a math teacher, what is the ratio of women to men in your classroom? How many married women are there?
- 2) In other subjects such as Nepali, health, population, AP, it seems that there are more women than men, but the number of women studying mathematics is still low? What is the reason for this?
- 3) Mathematics is a subject that is studied by men, only the very intelligent can study it? They say? Is mathematics really a difficult subject?
- 4) Just as a woman has the time and environment to study mathematics before marriage, will she have the same after marriage?
- 5) Does the married woman attend the classroom regularly?
- 6) Does it take a lot of time to study mathematics? What challenges do married women face when studying mathematics together with their families? What kind of experience do you have because you are a woman?
- 7) What kind of effect does the education, size, financial status of her family have on a woman?
- 8) Similarly, what is the effect of the husband's occupation, economic status, and support?
- 9) A married woman who is also a mother of a child, what challenges do she have to face when studying mathematics?
- 10) What kind of influence does society and culture have on married women studying mathematics?

- 11) Do married women in the classroom participate in home assignments, group work, class presentations like other students?
- 12) We don't get stressed when we miss one or two classes of compulsory subjects like curriculum, education, but do you get stressed a lot when we miss one class of mathematics? Why?
- 13) How many women are confident in studying mathematics after marriage?

Appendix-B

Interview Guideline for Students

- 1) Are you a married woman currently studying for a master's degree in mathematics?
At which level did you get married while studying? And how old were you at that time?
- 2) Do you get time and environment to study mathematics like before marriage even after marriage?
- 3) After marriage have you been able to take classes regularly or not?
- 4) What challenges have you faced to further your studies after marriage?
- 5) How has your family helped you in studying mathematics?
- 6) What kind of support have you received from your husband for your studies?
- 7) Why did you give birth before completing your studies?
- 8) Even after becoming a mother, what challenges have you faced while studying mathematics?
- 9) In a male-dominated society like ours, how much is the socio-cultural impact of getting married and completing your studies?
- 10) Has your desire to study mathematics decreased after marriage?
- 11) Mathematics is a subject studied only by men, is it said that studying this subject requires great ability? How much of this is correct?
- 12) A married woman, even after becoming a mother, has she been able to do home assignments and group work on time like other students?