

PERCEPTIONS ON IMPACT OF TEACHERS' GENDER ROLES AND THEIR STATUS

**A Thesis Submitted to Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Mira Devi Sharma**

**Faculty of Education, Tribhuvan University
Kirtipur, Kathmandu, Nepal**

2018

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Miss Mira Devi Sharma** has prepared the thesis entitled **Perceptions on Impact of Teachers' Gender Roles and their Status** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 17/07/2018

.....

Mr. Resham Acharya (Supervisor)

Teaching Assistant

Department of English Education

T.U. Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following **Research Guidance Committee:**

	Signature
Dr. Ram Ekwel Singh	_____
Reader and Head	Chairperson
Department of English Education	
T.U., Kirtipur	

Mr. Resham Acharya (Supervisor)	_____
Teaching Assistant	Member
Department of English Education	
T.U., Kirtipur	

Mr. Guru Prasad Poudel	_____
Teaching Assistant	Member
Department of English Education	
T.U., Kirtipur	

Date: 18/07/2017

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee**.

	Signature
Dr. Prem Bahadur Phyak Lecturer and Head Department of English Education T.U., Kirtipur	_____ Chairperson
Mr. Ganga Ram Gautam Reader in English Education Open and Distance Education Centre Department of English Education T.U., Kirtipur Expert
Mr. Resham Acharya (Supervisor) Teaching Assistant Department of English Education T.U., Kirtipur	_____ Member

Date: 05/08/2018

DECLARATION

I hereby declare to be the best of knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 17/07/2018

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Mira Devi Sharma

DEDICATION

Dedicated

To

My

Late Mother

Who inspired me a lot to struggle for self dependent through education.

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ABSTRACT

The study entitled **Perceptions on Impact of Teachers' Gender Roles and their Status** an attempt to finding out the perceptions of bachelor level learners towards their male and female teachers in EFL classroom, and identifying the role and status of male and female teachers and the strategies they used, and to suggest some pedagogical implications for the enhancement of better EFL techniques. Thirty bachelor level learners from three different colleges of Baglung District were the sample of the study. Two set of questionnaire containing open- ended and close- ended questions were used as a tool for data collection. The sample of the study was selected through purposive non-random sampling procedure. The researcher has conducted survey design to achieve the objectives of the study. The data were analyzed and interpreted using both statistical and descriptive tool. The major findings of the research shows that role of gender is existed in EFL teaching. It was also found that teachers are observed in terms of role they play in their classroom and status they gain due to their students' engagement and differ in social behavior, biologically engineered qualities and gender specific roles and other TPD activities. Likewise, most of the learners prefer female as better EFL teachers to teach younger learners, promote girls' education and more interactive with students. In addition it was found that male teachers are perceived as strong strict and controlled. Moreover, students prefer intelligent teachers rather than comparing male and female teachers in terms of competencies skills. In addition, participants recommended that teachers should involve in TPD activities to be better EFL Teachers in their educational journey. Most importantly, learners viewed that gender is something that emerges due to social structure they engage in.

This thesis contains five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational

definition of the key terms. The second chapter comprises the review of related theoretical literature, implications of the study, and conceptual Framework. Likewise, third chapter consists of design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedure, data analysis procedure and ethical considerations. The fourth chapter includes analysis of data and interpretation of results where data have been analyzed in terms of different thematic topics like; role of gender in EFL teaching, strategies used by the teachers in classroom, learners' perception on teachers' role and status. Similarly, the final chapter deals with findings, conclusion and recommendations based on the analysis and interpretation of the data. The references and appendices have been included in the last part of the thesis.

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ABBREVIATIONS AND SYMBOLS

BPEP	-	Basic and Primary Education Program
EFL	-	English as Foreign Language
ELT	-	English Language Teacher
F	-	Frequency
FL	-	Foreign Language
i. e.	-	That is
N	-	Number
P	-	Percentage
P.	-	Page
Prof	-	Professor
TPD	-	Teacher Professional Development
TU	-	Tribhuvan University
T	-	Teacher
S	-	Students
M	-	Male
F	-	Female