

# CHAPTER ONE

## INTRODUCTION

This is the study entitled **Perceptions on Teachers' Gender Role and their Status**. This chapter moves on first with 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.

### 1.1 Background of Study

Simply, human perceptions refer to beliefs, values, behavior and attitudes of an individual due to his/her experiences. Here, perceptions of Bachelor level learners' means their feelings and emotions and thoughts toward their teachers throughout their learning experiences on the basis of teaching strategies they apply in EFL context. Our attitudes are influenced by social world and social world is influenced by our attitudes. Therefore, students have gained something about effective EFL classroom as they taught by their different teachers using different strategies throughout their experiences; they can perceive their teachers differently on the basis of how they engaged in.

Moreover, good learners are those who are curious, creative and enthusiastic and always willing to ask why and how to their teachers and read and write gaining the knowledge of the context.

Teachers are key actors who shape the learning environment and whose main tasks include motivating students to learn students and their motivational strategies can vary.

Although the words gender and sex both have the sense 'the state of being male or female', they are typically used in slightly different ways: sex tends to refer to biological differences, while gender refers to cultural and social ones. In simple words, gender the range of characteristics pertaining to, and

differentiating between and from masculinity and femininity. American Psychological Association (2015, p. 2) mentions:

Gender refers to the attitudes, feelings, and behaviors that a given culture associates with a person's biological sex. Behavior that is compatible with cultural expectations is referred to as gender-normative; behaviors that are viewed as incompatible with these expectations constitute gender non-conformity.

Among the different inevitable factors in all teachers that, to a varying degree, influence any aspect of classroom behavior, from the teaching task itself to basic daily communication between teacher and student, is the teacher's gender. Likewise, gender in EFL teaching refers to impact of male and female teachers toward their teaching as they engaged in. In the present study, it is important to separate the study of gender from any feministic perspectives or opinions and only focus on its value inside the classroom. There have been many studies concerning interaction that takes place in the foreign language classroom. According to Sunderland (1998 as cited in Mannynasalo, 2008, p.10)), "there has not been much research done on gendered discourse in the language classroom and that even though gender has been quite widely investigated in foreign language education, there are still very few studies of gender and interaction in the FL classroom". Gender and teaching are gaining increasing attention in the field of higher education. The significance of teacher gender seems even more crucial in an environment based on gender segregation. The impact of Teacher's gender in language classrooms is increasingly becoming a crucial subject among researchers.

Here, effective EFL teaching in the classroom refers to teaching English language appropriately and contextually by insuring its benefit in EFL classroom. To make language classroom more effective, teachers' role is major

in which single attempt is insufficient and incomplete for better learning. In most of the cases, all schools, universities, trainers and stake holders expect best methods, techniques, materials, resources, approaches, and strategies can enhance the effective learning. But what may be the teachers' role and how can it affect in EFL teaching in the classroom in terms of teachers' qualification, experience and other professional activities like case study, seminar, workshop, conference, journal writing and so on.

On the other hand, there are more other factors to be considered for the effective EFL teaching in the classroom. Among them, gender issue has got the position as one factor in English language teaching. Who teach English better is one recent issue for the discussion. Here, the major concern of the study is based on effective English language teaching either through male or female. So, to be more specific, Teachers' beliefs influence their consciousness, teaching attitude, teaching methods and teaching policies. Different scholars viewed gender differently in different context. According to Williams and Burden, (1997 as cited in Estalkhi, N.N. et. al. 2011, p.2), "Teachers' beliefs also influence teaching behaviors and finally, learners' development." But another person takes it differently, where "Male and female are different in both languages teaching and learning for instance females seem to talk more about relationships than male do (Tannen, 1990). Moreover, Tannen (1992) maintains "A man's world focuses on competition, status, and independence. Meanwhile women's world focuses on intimacy, consensus, and interdependence."

Appleby (2014 as cited in Hannan et. al. 2015, p.183) states that patterns of gender are clearly an affective part of the educational construction, as gender has always been associated with language teaching and learning. She adds that the importance of gender lies in the knowledge that gender is connected directly with different opportunities and barriers which shape the composition of the language teachers.

From these definitions, it can be gained that at least still there may gender differences in terms of roles and strategies among the teachers in case of effectiveness of EFL teaching in the classroom. Some of the researches have shown that there is no significance different between English teachers. So, these days' people are interested to study regarding gender issue which is debatable. Gender disparity has been a chronic problem in education ever since Nepal launched planned efforts for the development of formal schooling. All available educational indicators suggest that girls are far behind than boys in terms of enrollment, retention, grade promotion and learning achievement. In this context, the government of Nepal has for a long time adopted the strategy of deploying female teachers in schools in order to reduce gender disparity in education, but most particularly to increase girls' participation and retention in primary education. This study is being undertaken to minimize queries regarding how females are different from their male colleagues in EFL classroom.

## **1.2 Statement of the Problem**

These days, different strategies have been aroused to make the EFL teaching in the classroom more effective, just like teacher professional development, teacher training, teacher and learner autonomy, post-method pedagogy, EFL teaching techniques and methods and so on. In spite of this, whether the gender determines its effectiveness in EFL teaching in the classroom or not is genuine issue now. Simply, layman says, male teachers are better than female teachers in English language teaching on the basis of gender superiority they gained in the society. But it may not be the same case always in my view rather it is the matter of study to find the reality among the roles and status they obtain in the classroom. In most of the countries, the researchers have been conducted on role of gender in effective EFL teaching in the classroom whereas, some research like Porreca's 1984 and connell 2002 have shown males are perceived as better EFL teachers due to people's perception about gender inequality and others research like Hanan, Taqil, Salwa, Al-Darwishi, Rahima, Akbar & Nada

(2015) have shown females are perceived better knowledgeable and well-organized. In this sense, the role of gender in EFL teaching has been current issue. It shows still there is gap between male and female teachers in English language teaching. Even in the case of teaching subjects other than English may have such problem in terms of effectiveness taught by the male or female teachers. We can also find gender stereotype in teaching English language in Nepal as structured the role of them through our society. There is still misconception on teaching English that females are better for elementary school and males are for higher education. So, what actually the research shows and how it grows as issue is discussed accordingly.

On the other hand, the way of teaching makes its purpose strong and weak in case of providing comprehensible input. Different issues have been aroused for the effective EFL teaching where, gender gets one role to differentiate their teaching. But it does not mean that effective teaching happens due to the gender differences. Previous most of the researches result little differences of teachers gender specific teaching styles. If they are different, in which criteria they are differ either in teaching vocabulary, grammar, pronunciation and other language skills. Some documents like, (Miller & Swift, 2001) mentioned “many unconscious prejudices expressed through language that comes from cultural attitudes towards women, and to a lesser damaging to men.” Likewise, Abidin et al.(2012 as cited in Gritter, k. 2016,p.9) reveal “the attitudes of female students toward English are slightly higher than male ones, which is in line with that in the current study”. So, teachers also use different strategies in their EFL class.

Major concern of this study is to find out the role of male and female teachers, different factors to determine their teaching skill, knowledge and expertise. It quest the queries of male teachers are better for higher level and female elementary school or both can be suitable in any level studied critically. Moreover, it tries to seek teaching strategies they used in their EFL classes for

higher level of students engagement. To overcome these issues; I want to carry out this study.

### **1.3 Objectives of the Study**

This study has the following objectives:

- ) To find out the perceptions of bachelor level learners towards their male and female teachers in EFL classroom.
- ) To identify the role and status of male and female teachers in EFL situation in Nepal.
- ) To suggest some pedagogical implications for the enhancement of better EFL techniques.

### **1.4 Research Questions**

This study has tried to find out the answer of the following questions:

- ) What is the role of male and female teachers in EFL teaching?
- ) What are the techniques and activities to be effective EFL teacher?
- ) What problems do male and female teachers face in their jobs?
- ) Are male and female teachers seen and perceived differently by their administrators, colleagues, students, parents and community members?
- ) What type of strategies do they follow in their EFL classroom?
- ) How does socio-cultural aspect impact upon gender differences in teaching?
- ) Why do the teachers adopt different teaching strategies?

### **1.5 Significance of the Study**

The finding of this research study can be beneficial to all the ELT teachers, students, researchers and educationalist as well as curriculum designers. They get how to be familiar with the role of gender in EFL classroom as male and

female teachers presented. Moreover, they can be conscious about the way of performing, behaving students and making their EFL classroom more effective as much as possible. Accordingly, this research is equally beneficial to curriculum experts and textbook writers in the sense that they can utilize the findings of this research work while designing curriculums, syllabus and textbooks gender free conveniently. In the same way, this work is worthy and valuable ideas on gender differences in EFL teaching to all EFL practitioners who have started their professional journey. Lastly, this research study provided more other issues which be helpful for the future researchers to carry out further research in the related field.

## **1.6 Delimitations of the Study**

The study is limited to perceptions of Bachelor Degree students toward their male and female EFL teachers. It limited on perceptions of EFL learners toward their male and female teachers on the basis of their professional role and differences in their teaching as they engaged their learners using different strategies developed by. This study conducted being based on survey research design using purposive sampling strategy through questionnaire as research tools. The area of this study limited in three different colleges of Baglung district including 30 students.

## **1.7 Operational Definition of the Key Terms**

The key terms that are used in the study are listed and defined as follows.

**Differences-** it refers teachers' role, status, way of teaching and specific strategies of their choice

**Factors-** refer those elements which determine the effectiveness of teaching by male and female.

**Gender-** is to denote male and female teachers.

**Strategies-** it refers to those activities which are extracted by male and female teachers in their classroom.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

Under this chapter, I have reviewed related theoretical literature, empirical literature, implication of the reviewed of the study and conceptual framework of the study.

#### **2.1 Review of Related Theoretical Literature**

This sub section deals with different theoretical perspectives related to gender differences in EFL classroom in terms of male and female teaching. I have also reviewed different researches that have been done in this area, policy and provision of teacher professional development and so on.

##### **2.1.1 Students' Attitudes towards their Teachers in EFL Class**

Attitudes are considered as an essential factor influenced language performance and received considerable attention. The major factor of teaching effectiveness is related to teachers. The attitudes of teachers and learners about effective teaching cannot be denied. It is believed that learners themselves can take part actively in the course of language teaching by providing teachers with their own ideas and interests.

According to Gritter, (2016, p.1) "Attitude to language is a construct that explains linguistic behavior in particular". He further says that "females had more positive attitudes, especially cognitive and emotional toward and were more interested in learning English than males".

Similarly, Shams, (2008, as cited in Gritter 2016, p.7) in foreign language learning context, there are various factors that influence the learning process



such as motivation, attitudes, anxiety, learning achievements, aptitudes, intelligences, age, personalities etc’.

In this study, attitude or perception is considered as an essential factor influencing language performance, role and strategies adopted by the teachers. Additionally, it attempts to determine the influence of teachers’ gender on their attitudes towards learning and teaching English.

### **2.1.2 Effective EFL Teaching**

First of all, effective EFL teaching refers to teaching English language as a foreign language appropriately, contextually and successful in the classroom. In other words, it refers to the teaching English language by meeting its purpose what it actually intended to achieve students engagement. English language has widened rapidly throughout the world. It has been learned for different purposes in different countries. Harmer (2008, p.14) has presented five different factors which have ensured the widespread use of English. They are: a colonial history, economics, information exchange, travel, and popular culture. In this way, English language teaching differs in terms of different purposes in various places. Harmer (ibid) “EFL described situations where students were learning English in order to use it with any other English speakers in the world when the students might be tourists or business people.” Always people put their different view regarding effective teaching in terms of different criteria, just like approaches, methods, techniques, teaching strategies and so on. Here, Richards and Rodgers (2010, p. 15) define “The quality of language teaching will improve if teachers use the best available approaches and methods”. In the same way, Martin (2012, p.2) has presented some guidelines to be effective teacher.

- ) Establish authority from the beginning
- ) Always consider the learners’ need
- ) Be knowledgeable about the learners’ culture

- ) Don't assume that text book has enough for language
- ) Don't neglect useful vocabulary and teaching of listening
- ) Motivate your students with variety
- ) Don't teach linguistic and phonetics
- ) Be enthusiastic
- ) Allow time for free communication
- ) Be reflective

It regards effective teachers are those who conduct their teaching extracting good approaches methods, techniques and teaching strategies which is not prescribed for specific gender. So that, if both male and female can adopt these, role of gender should not be considered in EFL teaching in case of their effective classroom. Meanwhile what types of strategies they used to be preferred and students want in their learning is matter of interest to know.

### **2.1.3 Activities of Teacher Professional Development**

The role of teacher in teaching is crucial because there is not fix and final tool for its success in professional life. It is ongoing process which cannot stop until the teaching profession end. Single attempt is insufficient and incomplete for effective teaching because there may arises different sort of challenges during teaching one after another. So, teacher should improve his or her teaching according to the problems they faced in previous teaching. Some of the people take teacher training and teacher development synonymously but they are totally different. Teacher training is one of the activities of teacher professional development. Richards and Farrell (2095, pp.3-4) say,

Training refers to activities directly focused on a teacher's present responsibilities and is typically aimed at short- term and immediate goals. "But development generally refers to general growth not focused on a specific job. It serves a longer-term goal and seeks to facilitate

growth of teachers' understanding of teaching and of themselves as teachers". It is the concern of the study in the sense that, teachers should think about their responsibilities and need to develop them as teachers themselves.

Ongoing professional development keeps teacher up- to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. Richards and Farrell (2005, p. 14) present the following list of activities for teacher development: Self Monitoring, Journal writing, Critical incidents, Teaching portfolios, Action research, Peer coaching, Peer observation Critical friendships, Critical incidents, Team teaching, Case studies, Teacher support groups Workshops, Teacher support group

These above mentioned different activities can be carried out by teachers individually or by collaborating with others colleagues with the support of institution they are working. In the same way, teachers need to be familiar with changing knowledge and they should launch new kind of teaching strategies in order to enhance their teaching expertise. Moreover, it provides the teaching skills through critical reflection and self-observation to them.

Here, teachers who engaged in their educational journey should adopt above mentioned activities for their professional development throughout teaching. There are not separate activities prescribed for the teachers concerning their gender. Who have achieved more satisfaction in their profession either male or female on the perception of students towards their teachers from gender perspective is my concern of the study.

#### **2.1.4 Role of Gender in EFL Teaching in the World Scenario**

It has not found a long history of conducting researches on gender issue in English language teaching. Even it is not clear whether the gender play vital

role to differentiate language teaching or not. Individual differences are also one major factor to distinguish their professional strategies. Teachers' own expertise, knowledge, skills, qualifications and experiences might also determine the effectiveness of teaching.

1980s, -"linguistic Sexism" had already gained a good deal of support in the English speaking countries" (Lewis, (2011). Most of the linguists and sociologists had shown their interest to study on language in terms of sex. But very little concern was given in role of gender in teaching rather it was focused on learner differences in using language. Similarly, by Rosalie Maggio, (1987, as cited in Lewis 2011, p.2), "from 1970 on, various authors had showed interest in manifestations of sexism in EFL textbooks. Even today, textbooks are not gender free because most of the nouns and pronouns used in them are male representative to denote both genders". On the other hand, "Many unconscious prejudices expressed through language that comes from cultural attitudes towards women, and, to a lesser damaging to men" (Miller & Swift, 2001, as cited in Lewis 2011, p.3)

According to Porreca's 1984, as cited in Lewis 2011, p.5) study the most common sexist uses of language found in EFL textbooks are omissions (men are represented more frequently than women), "firstness" (when a man and a woman are mentioned, the man's name is almost always listed first) and professions are assigned to men: women are usually not represented as job-holders or they are mentioned only as teachers, nurses, and secretaries.

### **2.1.5 Emergence of Social Cognitive Theory of Gender**

From very beginning theory related to human beings aroused to identify their specific characteristics. Later on people started to generalize men and women as different in terms of strong and weaknesses. To differentiate the term 'sex' and 'gender,' on the basis of biology, social structure, culture and behaviors, various theories have been developed by the researchers.

Gender development is a fundamental issue because some of the most important aspects of people's lives, such as the talents they cultivate, the conceptions they hold of themselves and others, the socio structural opportunities and constraints they encounter, and the social life and occupational paths they pursue are heavily prescribed by societal gender-typing. It is the primary basis on which people get differentiated with pervasive effects on their daily lives. "Social cognitive theory of gender-role development and functioning integrates psychological and socio structural determinants within a unified conceptual framework". (Bandura, 1986, p.2).

According to Kohlberg, (1966, as cited in Bussey and Bandura 1999, p.3). "Cognitive Developmental Theory concern gender identity is postulated as the basic organizer and regulator of children's gender learning. Children develop the stereotypic conceptions of gender from what they see and hear around them." In contrast, (Martin and Halverson, (1981, as cited in Bussey and Bandura 1999, p.5) states that

Gender Schema Theory denotes this theory has many similarities to cognitive-developmental theory, but departs from it in several ways. Rather than requiring the attainment of gender constancy for development of gender orientations, only the mastery of gender identity, the ability of children to label themselves and others as males or females, is considered necessary for gender schema development to begin. Once the schema is developed, children are expected to behave in ways consistent with traditional gender roles. The motivating force guiding children's gender-linked conduct, as in cognitive developmental theory, relies on gender-label matching in which children want to be like others of their own sex. Boys and girls differ in the extent to which they

prefer same-gender activities, emulate same-gender models and play with same-gender peers, yet most studies find no differences in girls' and boys' gender stereotypic knowledge.

**Biological Theories** Researchers working within the framework of behavioral genetics examine gender differences in terms of the relative contribution of environmental and genetic factors to variation in given attributes. Identical and fraternal twins reared apart in different environments are tested for differences on a variety of cognitive abilities and personality characteristics. Based on the results of such studies, it is concluded that genetic factors make low to moderate contribution to personality attributes.

In sociological theories, gender is a social construction rather than a biological given. The sources of gender differentiation lie more in social and institutional practices than in fixed properties of the individual. Not all people of the same socioeconomic status, and who live under the same opportunity structures, social controls, familial, educational and community resources and normative climate, behave in the same way. Similarly, Talbot, (as cited in Meyerhof & Holmes, 2003 p. 472) “within the field of language and gender, the term “stereotype” is often used to refer to perceptions or unstated expectations of behavior rather than especially to representational practices”.

So that, learners have mostly express their attitudes based on their guided roles. From above mentioned theory, we can learn that there is somehow relation between gender and their teaching way but its role is not all in one.

### **2.1.6 Role of Male and Female Teachers**

People make their thoughts about gender stereotype being based on their culture and societal structure. In most of the countries, females are provided the role of nurturing and caring their children, and elderly people with heavy household activities. They get very few chances to enter into the outer world as

men do. Though there are some biologically engineered differences between male and female, most of the roles are later provided by their cultural norms and values. On the basis of the research done by Oktan & Kivanc 2015 and Ali 2016 following has been developed. According to gender stereotype existed in society, various respondents viewed role of gender in international researches as follow.

<b>Role of Male Teachers</b>	<b>Role of Female Teachers</b>
• They get wider exposure in society.	• They get less exposure in society
• More clear lectures	• Less clear lectures
• More suitable for adult learners.	• More suitable for younger learners
• More tolerance	• Less tolerance
• Less polite	• more polite
• Keep their class more control, organized	• Keep their class less control and organized
• Less patient and forgiving	• Less patient and forgiving
• Lack dedicated toward their job	• More dedicated toward their job
• Higher tendency to abuse students	• More trustworthy
• Men are less at nurturing and communication	• Women are better at nurturing and communication
• Children feel less comfortable to males	• Children feel more comfortable to female.
• Male teachers are always in same mood	• Sometimes burst and show too much emotion

These are not fix and final role of male and female teachers because it sometimes depends upon individual expertise and self- efficacy in their teaching. The reason is males don't play always strong role as people perceived and females also can play very strong role as men do. Result of the some researchers have shown that there is not significant different between male and

female teachers. To be more precise, it can be seen from NUJ, (1982, as cited in Meyerhof & Holmes, p.480)

“there is no reason why girls and women should be generally characterized as emotional, sentimental, dependent, vulnerable, passive, alluring, mysterious, fickle, weak, inferior, neurotic, gentle, muddled, vain, intuitive, Nor there any reason why boys and men should be assumed to be dominant, strong, aggressive, sensible, superior, randy, decisive, courageous, unemotional, logical, independent and ruthless.”

it specifies that role of teacher’s gender is given by their social values and norms. Gender stereotypes are closely linked with and support gender ideologies.

### **2.1.7 Strategies Used by the Teachers in their Classroom**

Gender of both students and teacher influences the quality and quantity of classroom strategies. In addition, the matter of gender has been considered differently in different countries and people from different cultures have different view towards it. Male and female teachers are somehow the same. However, there are some differences between male and female teachers in using some specific acts. Teachers are differing in terms of their use of learners-centered strategies. If we talk about the interaction technique, both the teachers prefer to talk with boys students. Of course, gender cannot only the factor influencing classroom interaction. As Tannen,( 1996 as cited in Rashidi and Naderi, 2012, p.35) ‘classroom interaction might be affected by a group of factors such as race, class, context and age differences along with sexual orientations, professional training and individual personality.’”



On the basis of research done by Rashidi & Naderi 2012 the following gender specific strategies have been developed;

<b>Male teaching strategies</b>	<b>Female teaching strategies</b>
) More repeated lesson	) Less repeated lesson
) Use more display questions	) Use more referential questions
) Less interactive with students	) More interactive with students, i.e. pair work or group work
) Use more directive instructions	) Use less directive instructions but they are requisiteness
) Give warning to students	) Use compliments and make rapport with the students
) Provide acknowledgement	) Provide feedback
) Good at speaking and vocabulary	) Good at pronunciation and listening
) Think homework and class work as supplement	) Think homework and class work as compulsory.

It is the concerned of the study that teachers use different strategies in their teaching, whereas, as researched shows above there are some gender specific strategies in EFL teaching. So, this study is focused on classroom strategies too.

### **2.1.8 Gender Differences in EFL Teaching**

The use of foreign language in the EFL classroom can be shaped by many factors, among which gender has a leading role. Gender, which is a prominent element of language learning, has become a subject of research for years. Many researchers tried to investigate the differences in male and female style of using language. However, the differences inside the EFL classrooms are not yet crystal clear. The culture and social environment play a big part in the gender differences in using language. In case of second language learning, male and

female students learn language differently. Sometimes, the differences between the language that males use and the language used by females can be observed very easily. Often, the intonation, tone, voice and some expressions that are used by females are quite different from the ones used by males. It would be inappropriate if a male person speak and behave the same way as females and vice versa. Moreover, Connell (2002, p.9 as cited in Ali, 2016, p.77) identifies gender as a social structure.

In the past, there was a big difference between men and women in the society; even now in some societies, men and women are not treated equally. In some societies which men are dominant all the time, the role and the power of women are under-appreciated and under-rated. In the government, in the parliament, and in the administrative positions, the majorities are men; even inside the family, it is the patriarch who decides. Moreover, in some societies, women are prohibited to communicate in public, interact with strangers, and participate in activities with men. Thus, in those societies people usually prefer baby boys more. These social discriminations certainly affect the performance of females in language use.

Due to its effectiveness, Williams and Burden (1997, as cited in Estakhi,et.al. 2011,p.2) raises the issue that “teachers are highly influenced by their beliefs. This means that teachers’ beliefs influence their consciousness, teaching attitude, teaching methods and teaching policies. Teachers’ beliefs also influence teaching behaviors and finally, learners’ development”

### **2.1.9 Basic Requirements for the Effective Teaching**

Every person has their own teaching style according to his or her individual expertise in teaching skills. It is very difficult to hypothesize males are better EFL teachers than females or vice versa. We are not to sit around and judge or consider which is better and which is worse in this sexist nature. Intelligent women and men both are great teachers that deliver their knowledge down to our children. Thus, gender is something that emerges out of social practices that men and women engaged in. I think teaching skills have much more weight in competency than gender.

Obviously, female teacher might have been more suitable for young children because of their biologically engineered nurturing qualities. Most of the children spent their more time with mothers in their family so; they feel more comfortable to female rather than male. But in case of higher education, who are better either male or female is debatable. Here, Wallace (2010, p.44) has presented some common modes of teaching and learning in higher education. Some of them are presented here; Brainstorming, Game, Group work, Guided reading, Informal lecture, Jigsaw learning, Lecture, Open learning, Project, Role play, Self-help group, Seminar, simulation, Snowball group and workshop.

That's why, a teacher should have such kind of performances then he or she will obviously be a successful teacher no matter whether they are male or female.

### **2.1.10 Policy and Provision Based on Gender Equality**

In most Asian countries, women lack opportunities and access to education. The context is same in our Nepal. If we look the history of women education in Nepal, there was no provision to send girls in school even after the Bir Samser freed education for common people in 2042. More, recently, the government has come to realize that women can play a more important role in making

decisions regarding the family income, child education, community well-being and the development of the country as a whole. There are several barriers and problems within women, society, nation's policies and laws. The laws are not gender friendly so that women have to raise their voice again and again.

According to the CBS 2011, as cited in Devkota & Bagale 2016, p. ( ) “The literacy rate of Nepal is 65.9%. The female literacy rate has jumped from 35 % to 57% in one decade which is seen as a significant improvement but comparing with the literacy of male i.e. 75% there is still a big gap between the two genders”. Even today female teachers are less than males in number both in community school and private institutions. But female teachers are more in community school in comparison to private institutions.

<b>Distribution of Female Teachers by Level and School</b>			
	<b>Indicator</b>	<b>Institutions</b>	<b>All type of community</b>
Primary	Total (based on reporting)	46,155	132,379
	Female%	52.4	41.0
Lower secondary	Total (based on reporting)	15,121	35,268
	Female%	43.4	19.1
Secondary	Total (based on reporting)	14,083	22,965
	Female%	23.1	13.8
Higher secondary	Total (based on reporting)	3,915	14,513
	Female%	13.6	16.1
Source: (DOE, 2012, as cited in Acharya 2014, p.13)			

Government has now adopted some policy and provision especially for female teachers' empowerment in education and other sectors too. Strategies and programs to ensure gender equity and social inclusion in education are grounded in the larger policy and statutory frameworks adopted by the country.

Some of such policies and frameworks are presented below.

<b>Statutory provisions and policy frameworks to address gender inequality and social exclusion in education</b>		
<b>Constitution, education specific provisions, plans, strategies</b>	<b>Major provisions</b>	
Constitution of Nepal 2072	<ul style="list-style-type: none"> <li>) Education is a fundamental right (Article 31)</li> <li>) Primary education in Mother Tongue Education</li> <li>) Free education up to secondary level</li> <li>) The State shall pursue a policy of encouraging maximum participation of women in national development by making special provisions for their education, health and employment.</li> </ul>	
Education Act 1971 (7th Amendment 2001);and adjustment as per Republic Strengthening and Some Nepal Law Amendment Act, 2066 (2010)	<ul style="list-style-type: none"> <li>) Representation of at least two female teachers District Education Committee,</li> <li>) Representation of at least one woman Village Education Committee,</li> <li>) Representation of at least one woman in School Management Committee</li> <li>) Special supports for girl children and the students from the Dalit and underrepresented ethnic groups of below poverty line</li> </ul>	
Education Rules 2002 (with 5th Amendment 2010)	<ul style="list-style-type: none"> <li>) Provision of free education to students living below the poverty line including those from ethnic groups, Dalits and female.</li> <li>) Provision of female</li> </ul>	<ul style="list-style-type: none"> <li>) Representation of a woman teacher in District Education Committee</li> <li>) A woman representative (social worker or educationist) in</li> </ul>

	teacher	Village Education Committee
	<p>position:</p> <ul style="list-style-type: none"> <li>) In primary schools where there are 3 approved teacher positions one must be female,</li> <li>) In primary school where there are seven approved teacher positions 2 must be female</li> <li>) Primary schools with more than 7 approved teacher positions must have 3 female teachers.</li> </ul>	<ul style="list-style-type: none"> <li>) A woman representation in the School Management Committee from among the parents to be selected by the parents themselves</li> <li>) Special supports for girl children and the students from the Dalit and underrepresented ethnic groups of below poverty line</li> </ul>
<b>Development Plans</b>		
Fifth Plan (1975-80)	Appointment of female teachers in primary schools in order to increase girls' enrollment	
The sixth Plan (1980-85)	Special programs to provide educational opportunities to girls and women from educationally backward communities	
The seventh Plan(1985-90)	Advocated for various incentive programs to girls such as scholarship, school uniforms, provision of hostels, free textbooks etc.	
The Eighth Plan (1992-1997)	Continuation of incentive programs, implementation of Basic and Primary Education Program (BPEP), one	

	female teacher in each primary school, NFE for 6 to 14 years out of schoolgirls.
The Ninth Plan (1997-2002)	Adopted mainstreaming, Gender equality and empowerment- a move towards gender justice Expansion of educational facilities and providing opportunities of quality education with continuation of BPEP
Three Year Interim plan (2010-2013)	Gender equity development and inclusive education are priority programs in education sector. Develop and implement national and local programs to increase women and other disadvantaged children's access to education.
Source: Acharya, 2014	

Additionally, as it is attitudes based study of bachelor level learners, I want to include the number of teachers in higher education here. Though it is not the study only belongs to role and status of teachers from higher education, it can be easier to understand the problems related to teachers' observation in this level only. That's why, it is to be noted that the teachers in community campuses are totally managed by the individual campuses including the levels. The number of male and female teachers is seemed unequal. According to emis report (2011/12), the numbers of teachers in different regional campuses are presented below.

Universities or Academies	Number of higher education only campuses:							Graduates
	Constituent	Community	private	Total	Females%	total	Teacher	
Tribhuvan University (TU), 195	60	336	520	916	46.3	382927	14422	50461
Nepal Sanskrit University (NSU)	13	2	6	21	17.1	1925	770	1925
Kathmandu University 1991	6	0	15	21	43.4	11310	323	1768
Pokhara university 1997	4	0	49	53	33.5	20229	62	1377
Purbanchal university 1994	3	5	106	114	40.7	26967	46	6636
Lumbini Buddha University	1	na	5	6	19.9	226	0	
Mid western university								
Far western university 2010								
Agriculture and Forestry university								

Above table summarizes the status of higher education institutions. It lists the number of universities, their constituent, community, private campuses and their student enrolment, girl's share, number of teachers, and graduation status. If it is looked from gender perspectives, there are vast differences in number of male and female teachers in higher education.



## **2.2 Review of the Related Empirical Literature**

A number of research works have been carried out on the field of Teacher Development and Female Teachers. Among them, few are carried at the Department of English Education, T.U. I have reviewed the related research works carried out in the Department of English Education including others researches done in international context.

Bista (2006) carried out a research entitled, “Status of Female Teachers in Nepal”. He attempted to find out the work of female teachers and working environment that exists in schools in order to identify problems and difficulties that female teachers face, to examine gender environment existing in schools and to identify barriers and constraints that discourage women from joining teaching profession and from serving in rural and remote schools of Nepal. He has used survey research design concerning focus group discussion and questionnaire as a tool. He analyzed the data using statistical package of SPSS. Its result shows, more men were found to have joined teaching after few years of work elsewhere as compared to women. Long holidays, need to stay close to home, job security, opportunity that teaching provided to run family life in parallel, short working hours, and desire to work with children were frequently mentioned by female teachers. On the other hand, interest in the subject matter and desire to remain in academic environment were important to male teachers compared to the female teachers. He has talked more about status of female teacher in Elementary School but it lacked what more men were found to have joined teaching after few years of work elsewhere as compared to women. This is the role of society and culture and their challenges in teaching.

Accordingly, Jawarneh & Ababneh, (2014), “Ordanian EFL Students’ Attitudes and Perspectives towards the Gender of their English Teachers the research based on survey. The number of the students who participated in this study was one hundred and eighty - three. There were one hundred male students and eighty – three female ones. Questionnaire has been used as

research tool where, 183 including male and female students were selected using purposive sampling p-procedure. He has analyzed the data in terms of means and t-test. From the findings of this study, first, students' gender doesn't play any significant role in determining their perspectives towards their English teacher. Both male and female students have the same beliefs in relation to their needs in the classroom. Second, the responses of female students reflect their preference to be taught by a male teacher, while the male students prefer to be taught by a female teacher. Third, both male and female students share the same ideas or perspectives about the characteristics which they like to have in their English teacher. Furthermore, teachers should bear in mind the needs of their students as it is important to create an appropriate learning atmosphere.

Likewise, Shrestha (2015) conducted a research entitled "Activities of Female Teachers for their Professional Development". The main objectives of the research were to find out the activities performed by female teachers for their professional development and to find out the attitude of female teachers towards their profession. The research was limited to the Bara district and 20 respondents were only female teachers. The research tool was questionnaires (open-ended and close-ended) and carried out it through survey design. The findings of the research showed that female teachers play vital role in their profession and especial training package is necessary to empowerment women in education, moreover, females themselves should involve in team teaching, peer observation, workshops and so on for their successful professional development.

Hanan, Taqi1, Salwa, Al-Darwishi, Rahima, Akbar1 & Nada (2015) entitled "Choosing an English Teacher: The Influence of Gender on the Students' Choice of Language Teachers." The purpose of his study are to establish whether there is gender bias involved in the students' selection of their teachers, and to investigate students' perception over who they think has more effective teaching skill. They have conducted this study based on survey research. Questionnaire was tooling for the major students at the college of

Basic education. He has analyzed the data using statistical technique. Finding shows that, not only does gender lead to stereotyping of their teachers' personal attributes, but also it extends to the prejudgment of their teachers' professional skills in teaching. The data reflected bias in the choice and evaluation of teachers in term of gender. Male teachers are viewed as being better prepared for lessons, help their students to learn more, better understand their students' educational needs, know how to engage the students in class activities, get less emotional in class, and are more objective in their grading. Female teachers are viewed as more knowledgeable and well-organized, yet apparently dis-preferred for some other reasons.

Oktan, & Kıvanç (2015) conducted a study on 'The Impact of Teachers' Gender Differences on Classroom Management'. This study seeks the link between gender and classroom management methods of EFL teachers. Objectives of this study were to find out experienced male and female teachers' use of classroom management strategies for the EFL classes. His study is based on qualitative research design including field notes, interviews, conversations, photographs, recordings and memo to the self as research tools. Data were collected within 5 hours teaching period in the Spring Semester of Preparatory School of European University of Lefke. He has analyzed the data through checklist. He has study on two experienced male and female teachers: Jane and John. The findings demonstrated that gender was not very related to classroom management strategies of the teachers. Although Cyprus isn't a developed country, gender discrimination in this field can be hardly seen. Therefore, this result approves what most of the literature have claimed about the similarity between male and female teachers' classroom management

All of the researches have not much focused on role of female and male teacher in terms of their using strategies, engaging learners and who are better on the basis of students' perceptions. So, this study attempted to find out the attitudes bachelor degree students toward their male and female teaching profession and

how can they improve their teaching to make it more effective. Moreover, it seeks whether gender differentiate their teaching in EFL teaching or not.

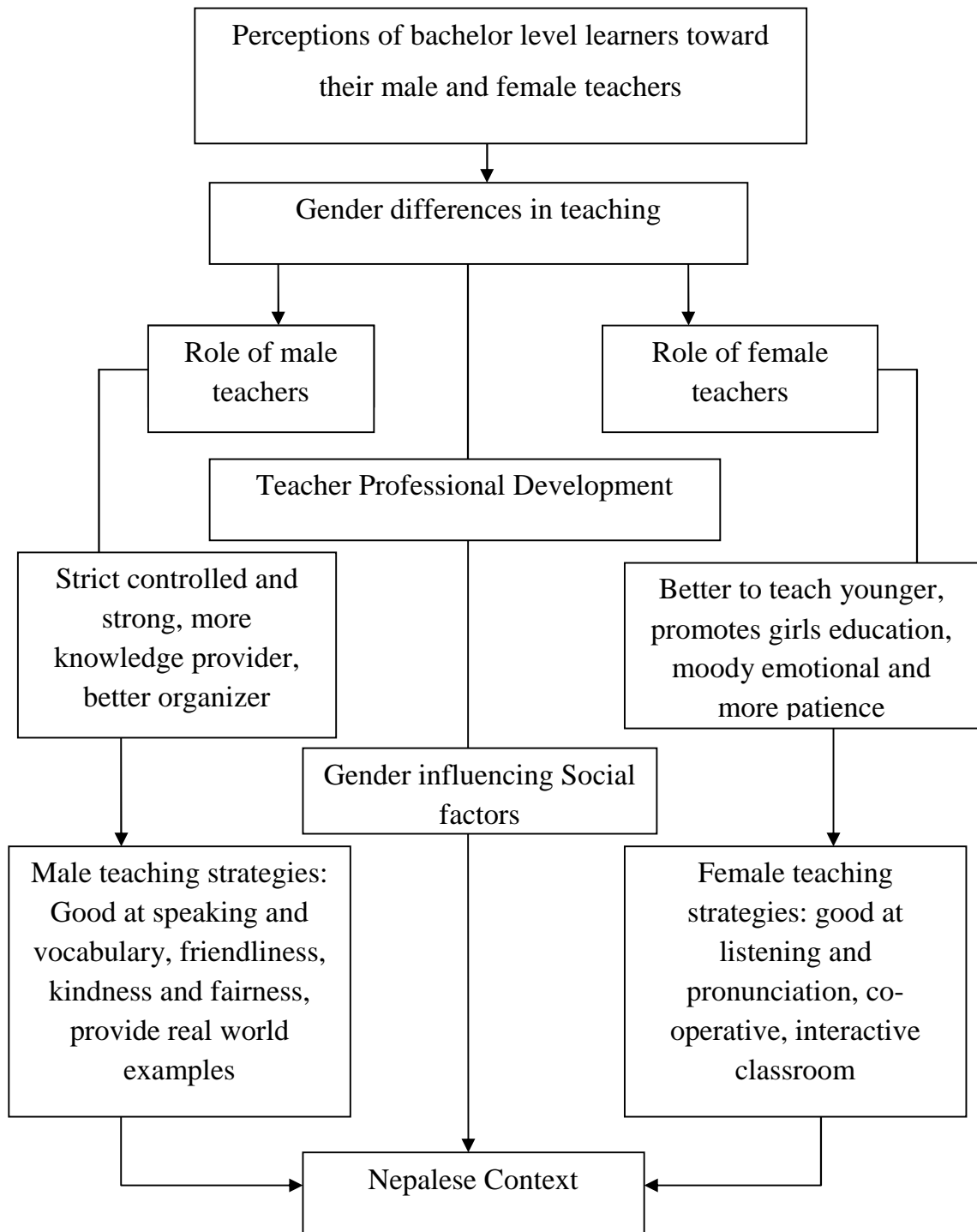
### **2.3 Implications of the Review for the Study**

In order to make my study complete, I have reviewed different studies conducted on the different aspect of male and female teachers' role, their activities, strategies they used and professional development. These studies are to some extent related to my study. Therefore, I got many ideas regarding teachers' professional development, different elements or determiners for effective teaching, gender stereotype and cultural affection on teaching, and role of male and female teachers in their professional journey. For example, when I study Gender Differences Among EFL Teachers-belief and Their Classroom Practices (Esthakhi,et.al 2011), I came to know that the position female get in their family, society, government and parliament, affects even in their teaching profession. That's why, it minimize the query regarding role of gender in EFL class. It also fulfill gap between gender and other factors to differentiate their teaching. The review helped to identify gap and design this study so as to minimize the gap. Most importantly, I gained the ideas to conduct my research to enlarge my theoretical knowledge related to male and female EFL teachers and it also helps me to arrange the information about gender issue and it enhances me to develop conceptual framework for the study.

### **2.4 Conceptual Framework**

The conceptual framework is the basis of the research problem. It seems from the theoretical framework and usually focuses on the sections which become the basis of the study Bista (2006). According to Miles and Huberman (1994,p.18 as cited in Ojha and Bhandari 2013,p.301), “conceptual framework is a visual presentation that explains either graphically or in narrative form, the main things to be studied-the key factors, concepts or variables and the

presumed relationship among them.” The following is the conceptual framework of the study.



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

The methodology adopted to fulfill the objectives of this study has been described in this chapter.

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

The research topic itself reveals the nature of the research to be undertaken. To be precise, I adopted the survey research design as my purpose of the study to reveal. Survey is a research design that is widely used in social and educational researches. Primarily, it is carried out in the large numbers of population to find out an attitude, belief or behavior of particular group of people or an individual as well. It is mostly used to generalize the findings in a large number of populations. It is cross-sectional in nature. In survey research, data are gathered from relatively large numbers of population using certain sampling procedure where the whole population for the data collection is not feasible. According to Cohen and Manion (1985, as cited in Nunan, 2010);

Surveys are the most commonly used descriptive method in educational research, and may vary in scope from large scale governmental investigations through to small –scale studies carried out by single researcher. The purpose of survey research is generally to obtain a snapshot of condition, attitudes, and/or events at a single point in time (p.140)

They further state that “The purpose of survey is generally to obtain a snapshot of conditions, attitudes, and or events at a single point in time.” In this sense survey research is different from other types of research s as experimental and quasi-experimental research in terms of population of the study, nature of

collecting data. In conclusions this study is of survey because of the following reasons:

- ) This study conducted to explore male and female teachers' differentiation in EFL classroom and strategies they used to make their teaching more effective, successful and purposive.
- ) This study represents the whole Baglung districts bachelor degree students while extracting their perceptions towards male and female teachers.
- ) Population sample carried out from the large number.
- ) The findings generalize to the whole population.

### **3.2 Population, Sample and Sampling Strategy**

Survey research demands a large number of populations. So, the population of this study was consisting of all the bachelor level students from Baglung district. Since it is a small-scale study, it is difficult to collect data from each and every member of the respondents. So, the required sample was of thirty bachelor level students. All together, three colleges of this district selected for this study. From each college ten students were selected as sample using purposive non- random sampling procedure.

### **3.3 Research Tools**

The main tool of data collection for this study was used as questionnaire. This tool was effective, appropriate and feasible for the respondents of this study and useful for the researcher to meet the objective of this study. Open and closed- ended questionnaire were used. Questionnaires were developed on the basis of related reviewed of the literature.

### **3.4 Sources of Data**

I carried out my study by analyzing both primary and secondary data. Different books, articles, thesis, reports, documents etc. analyzed as secondary sources of data collection (e.g. Bista 2006, Jawarneh & Ababneh 2014, Sherththa 2015, Oktan & Kivanc 2015). Similarly, for the primary sources, first-hand information brought from opinion of EFL learners toward their male and female teachers' throughout their learning stage.

### **3.5 Data Collection Procedures**

First of all, I visited the selected college of Baglung district and explained the purpose of my visit, asked for permission with the campus chief (authority) and built rapport with the learners. Getting permission, I provided consent form to the learners. Likewise, I provided the questionnaire along with a participant information statement to the learners who were ready to involve in the study. Then I collected the questionnaires after the allocated time. Finally, I expressed my gratefulness to the authority and the respondents, convincing them that their responses would be confidential.

### **3.6 Data Analysis Procedures**

All the questionnaires given to the 30 respondents were categorized based on the thematic idea of the questions. The major categorizations are: Role of Gender in Teaching, Strategies Used by the Teachers in their EFL Classroom, issues regarding role, status and strategies adopted on learners' perception. Likewise, descriptive as well as statistical approaches have been used to analyze the responses.

### **3.7 Ethical Considerations**

Ethical consideration is very essential in every research work. As per the demand of this research work, I obtained approval for this study from the



Committee of the Department of English at Tribhuvan University. After obtaining the approval I went to different campuses of Baglung district where ELT classes were running. Then I made them clear about the purpose of this study and got permission from the concerned authority in the selected campuses. Before I provided the questionnaires to the participants, I handed Participant Information Statement and a Consent Form (see appendix I for Consent Form and see appendix II for Participant Information Statement) to the informants, and gave them three days to make decisions about their participation in my research study. Then I provided the questionnaires to the 30 participants and gave them a week to provide me the information. Finally, all of the participants were assured that all identifiable personal information would be strictly kept confidential and that no name would be mentioned in the thesis as well as in any publications resulting from the thesis. I have also mentioned all the citation and references in my study.

## **CHAPTER FOUR**

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

This chapter deals with the analysis of the data collected throughout the study.

#### **4.1 Analysis of Data and Interpretation of Results**

The data collected are analyzed statistically and using statistical tools as well as they are analyzed descriptively to obtain useful information and achieved the objectives of the study. The results are derived and they are interpreted in terms of role of male and female teacher, strategies used by the teachers in EFL classroom. The analysis and interpretation of data obtained from the questionnaire has been presented in the following section.

##### **4.1.1 Role of Gender in EFL Teaching**

The section discusses the roles of male and female teachers in their EFL classrooms. In this study, the participants were asked thirteen questions to find out the role of male and female teachers in their classroom. The following subsections discuss the role of male and female teachers.

###### **4.1.1.1 Role of Female Teachers in EFL Classroom**

One of the major concerns of this study was to find out the role of male and female teachers regarding the role they play in classroom. Here, to be more specific responses of the learners regarding role of female teachers are presented in Table 1. The analysis is based on the six items included in this section.

**Table 1****Roles of Female Teachers in EFL Classroom**

S.N.	Responses	SA		A		N		D		SD	
		N	%	N	%	N	%	N	%	N	%
1.	Female teachers are better for teaching younger children than their male colleague.	13	43.3	12	40	3	10	1	3.3	-	-
2.	Female teachers get equal chances for being selected both in community and private institution.	3	10	20	66.6	3	10	4	13.3	-	-
3.	Female teachers promote in girls' education than the male teachers.	6	20	11	36.6	4	13.3	8	26.6	1	3.3
4.	Children feel more comfortable to female teacher than male.	8	26.6	15	50	2	6.6	5	16.6	-	-
5.	Female Teachers cannot distance themselves from their own personal life.	3	10	16	53.3	2	6.6	9	30	-	-
6.	Female Teachers do not have skill to control their moods and emotions which interfere in their own profession	2	6.6	4	13.3	2	6.6	19	63.3	3	10

(Note: A= Agree, SA= Strongly Agree, N= Neutral, D= Disagree, SD= Strongly disagree)

In Table, item 1 shows that the majority of the respondents, i.e. 43.3 % highly strongly agreed on the statement, i.e. *'female teachers are better to teach younger children than their male colleague'*. Here, 40% respondents agreed and only 3.3% disagreed on it, whereas, 10% of them neither agreed nor disagreed the statement.

Similarly, in item 2, where, majority of the respondents, (i.e. 66.6%) agreed the statement, i.e. *'female teachers get equal chances of being selected both in community school and private institution'*. Whereas, 10% of them strongly agreed neither agreed and nor disagreed the statement respectively. A few of them, (i.e. 13.3%) disagreed the statement.

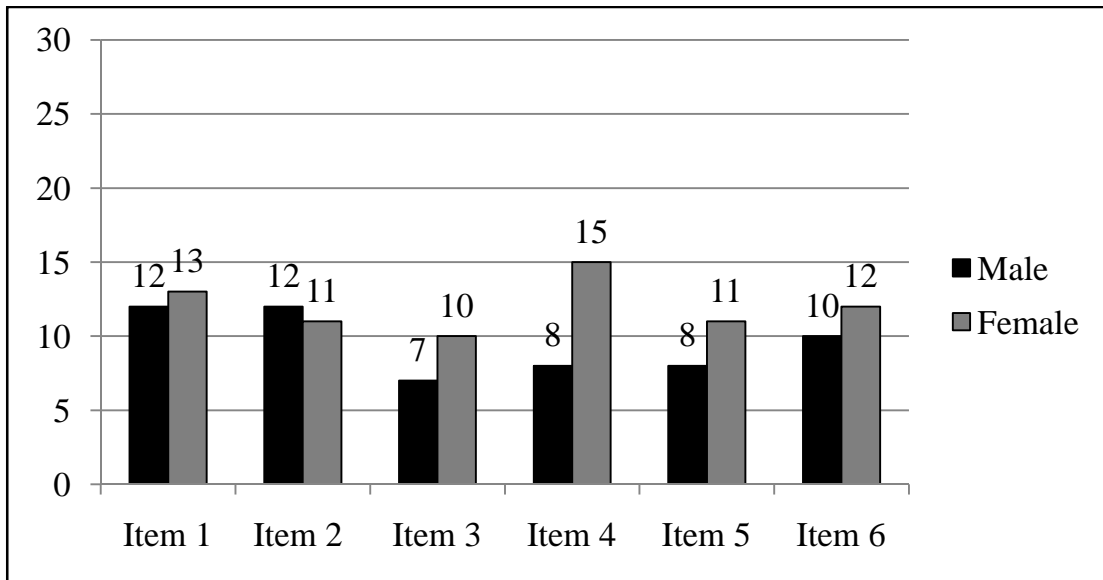
Likewise, while analyzing item 3, where, 36.6% of the respondents agreed and 26.6% of them disagreed the statement. But 20% of them strongly agreed and 3.3% of them strongly disagreed. Among them, 13.3% of them neither agreed nor disagreed the statement i. e. *'female teachers promote in girls' education than male teachers'*.

Accordingly, item 4 shows that 50% of the respondents agreed and 26.6% strongly agreed the statement, whereas, 16.6% of them disagreed and 6.6% neither agreed nor disagreed the statement i.e. *'children feel more comfortable to female teacher than male'*.

Additionally, 63.6% of the respondents disagreed and 10% of the respondents disagreed the statement i.e. *'female teachers do not have skill to control their moods and emotions which interfere in their own profession.'* Similarly, very few of them, 13.3% agreed and 6.6% strongly disagreed the statement. 6.6% of them neither agreed nor disagreed the statement.

On the basis of the above analysis, the results of it is analyzed from learners perspectives. Here altogether 30 respondents are supposed to be filled the open and closed ended questionnaire. Whereas, fourteen of them are male respondents and sixteen are females respectively. Even between males and

females participants there may arises homogeneous supporting. How many of them supported the same or opposite gender while perceiving the role of their teachers. So that, numbers of the males and females’ responses on statement has been included on the following bar-diagram.



As presented in Table 1, overall from this category, this research shows that role of female teacher is in-depth to enhance students engagement in EFL teaching. The result shows that there is not biased nature for the acceptance of statement because almost male and females equally agreed on it. They are better to teach younger children and children also feel more comfortable with female teachers. In case of job opportunity, while deploying teacher both in community school and private institution, there is no biased in terms of gender and female also get equal chance to be selected. More than 50% of them opined that female teachers play vital role to promote girls’ education. In this statement, most of the females agreed in comparison to males participation, so, it seems a bit superficial. More importantly, research shows that female sometimes cannot make distance themselves from own personal life, so it is challenge to them overcome on this. The above mentioned data make us clear that female teachers also have skill to control their moods and emotions to go away from hindrance from profession.

#### 4.1.1.2 Role of Male Teachers in EFL Classroom

Role of the teachers in EFL classroom is obviously significance. In order to gain some data about role of male teachers, participants were asked three items. This section consisting three items regarding role of male teachers intended to find out the perception of learners towards them presented in Table 2.

**Table 2**  
**Role of Male Teachers**

S.N.	Responses	SA		A		N		D		SD	
		N	P	N	P	N	P	N	P	N	P
7.	Male teachers are more knowledge provider than female.	4	13.3	3	10	7	23.3	13	43.3	3	10
8.	Male teachers organize their class better than female teacher.	4	13.3	6	20	4	13.3	12	40	4	13.3
9.	Male teachers always play strong, controlled, and strict role.	6	20	16	53.3	3	10	4	13.3	1	3.3

(Note: A= Agree, SA= Strongly Agree, N= Neutral, D= Disagree, SD= Strongly disagree)

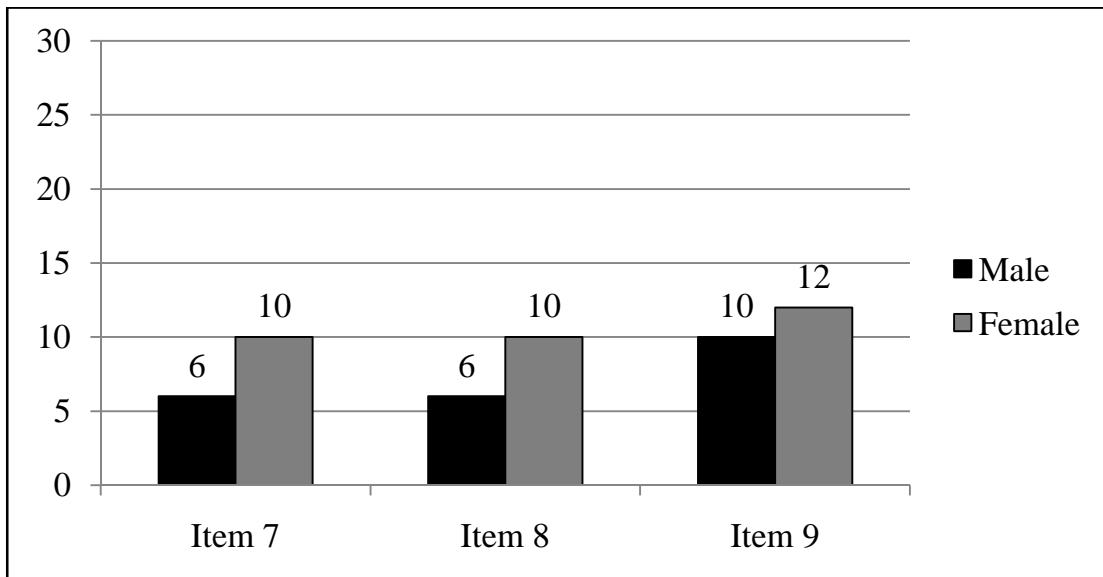
In Table 2, item7 shows that 43% of the respondents disagreed and 10% of them strongly disagreed the statement, whereas, 13.3% strongly agreed and 10% of them agreed the statement. But 23.3% neither agreed nor disagreed the statement, i.e. '*male teachers are more knowledge provider than female*'.

In the same way, in the item 8, nearly half of the respondents, (i.e. 40%) disagreed and 13.3% of them strongly disagreed the statement. But 20% of them agreed and 13.3% strongly agreed the statement. Only 13.3% of them

neither agreed nor disagreed the statement, i.e. *'male teachers organize their class better than female teacher'*.

Similarly, item 9 shows that most of the participants, (i.e. 53.3%) of them agreed and 20% of them strongly agreed the statement, whereas, only 13.3% of the respondents disagreed and 3.3% of them strongly disagreed the statement. 10% of them neither agreed nor disagreed the statement, i.e. *'male teachers always play strong, controlled and strict role'*.

Results are drawn on the basis of male and female participants' generalization in the following bar-diagram.



From the data regarding the role of male teachers, it can be recognized that male teachers are not only more knowledge providers in comparison to females. Rather it depends on how much they engage in the outer world. Likewise, in the case of organizing class better, most of the participants disagreed that male teachers are better organizers than females. It means gender may not impact on organizing class rather it is the teacher's personal skill and art. On the other hand, the study also shows that male teachers play a strong, controlled and strict role in the EFL classroom. Overall from this section, a teacher needs to overcome from gender

stereotype existence in the society. The results are supposed to be unbiased due to their inclusiveness in agreement.

#### 4.1.1.3 Social Factors to Determine the Role of Male and Female Teacher

Gender is social construction rather than a biological given. The sources of gender differentiation lie more in social and institutional practices than in fixed properties of the individual. This section consisting two items regarding role of gender based on social factor is presented in the following Table 3.

**Table 3**

#### **Role of Social Factors**

S.N.	Responses	SA		A		N		D		SD	
		N	P	N	P	N	P	N	P	N	P
10.	Students have different attitudes towards male and female teachers.	4	13.3	19	63.3	3	10	4	13.5	-	-
11.	Gender is something that emerges from social structure they engage in.	7	23.3	17	56.6	3	10	3	10	-	-

(Note: A= Agree, SA= Strongly Agree, N= Neutral, D= Disagree, SD= Strongly disagree)

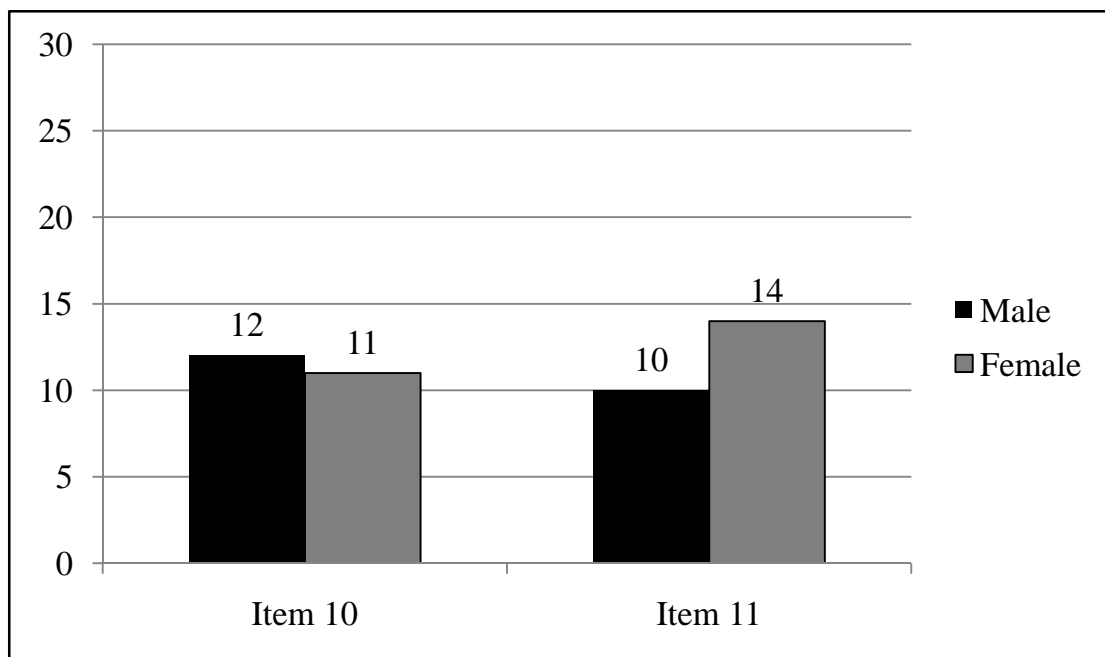


In Table 3, item 10 shows that most of the learners (i.e. 63.3%) agreed and 13.3% of them strongly agreed the statement, i.e. '*students have different attitudes towards male and female teachers*'. Likewise, 13.3% disagreed and only 10% of them neither agreed nor disagreed the statement.

Similarly, item 11 shows that more than half of the respondents, (i.e. 56.6%) agreed and 23.3% strongly agreed the statement, i.e. '*gender is something that emerges from social structured they engaged in*'. Whereas, 10% of them disagreed and neither agreed nor disagreed the statement.

Results are derived on the basis of learners' agreement on the statement.

Whereas, both of them supported on role of social factors that to determine the role and status of male and female teachers, which has shown below.



The analysis shows that gender is social factor which determine teachers' role as they engaged in, society they are living and growing. More importantly, students have different attitudes towards male and female teachers. It seems that both male and female participants are likely to equally agreed the statement.

#### 4.1.1.4 Role of Professional Development Activities in EFL Classroom

Professional development is ongoing process which cannot stop until the teaching profession end. Teacher should improve his or her teaching according to the problem they faced in previous teaching. Obviously, EFL class differs in terms of professional development activities they carried throughout their educational journey. In this section, the role of professional development activities regarding the EFL classroom has been discussed. The data based on this are presented in the following Table 4. Two of the items are analyzed to gain the data on this topic.

**Table 4**

#### **Role of Professional Development**

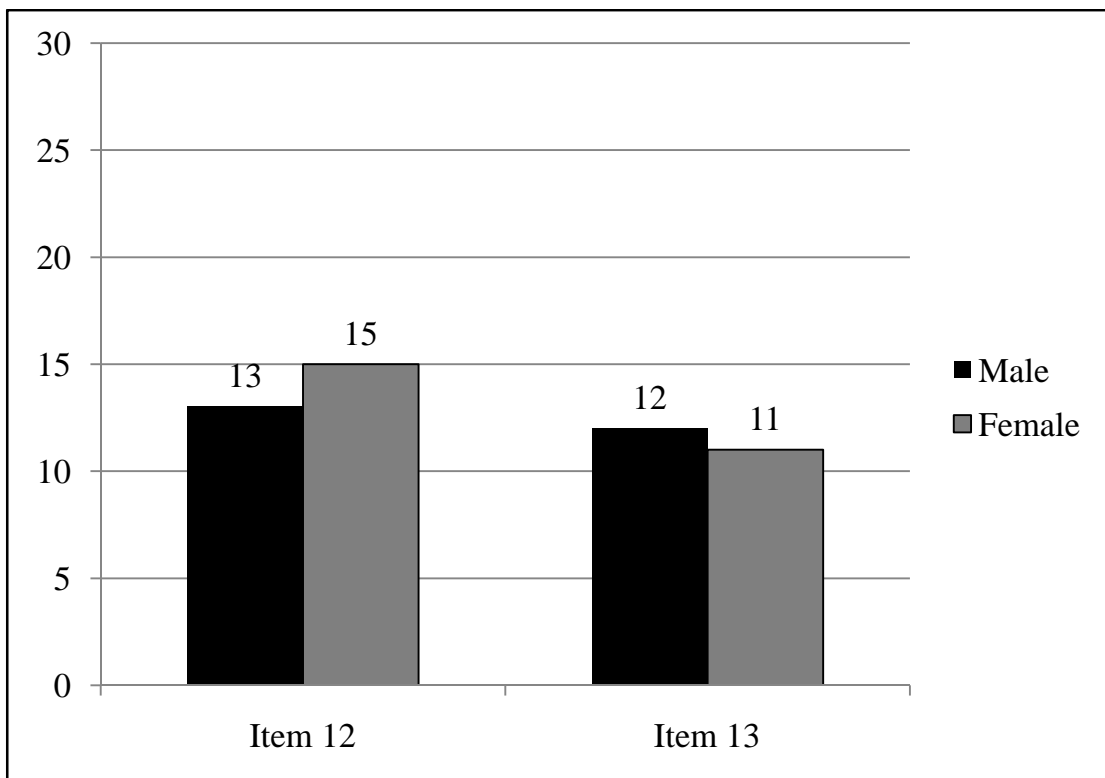
S.N.	Responses	SA		A		N		D		SD	
		N	P	N	P	N	P	N	P	N	P
12.	Teacher should have self-efficacy in their profession to be effective EFL teachers	11	36.6	17	36.6	2	6.6	-	-	-	-
13.	Students prefer intelligent teacher rather than comparing male female in terms of quality maintain.	10	33.3	13	43.3	2	6.6	4	13.3	1	3.3

(Note: A= Agree, SA= Strongly Agree, N= Neutral, D= Disagree, SD= Strongly disagree)

This section including two items, the information presented against item 12 in the above table reveals that majority of the respondents, (i.e. 56.6%) agreed and 36.6% of them strongly agreed the statement, whereas only 6.6% of them neither agreed nor disagreed the statement, i.e. *'teacher should have self-efficacy in their profession to be effective EFL teachers.'*

In the same way, item 13 shows that, 43.3% agreed and 33.3% of them strongly agreed the statement, i.e. *'students prefer intelligent teacher rather than comparing male female in terms of quality maintain,* whereas, 13.3% of the respondents disagreed and 3.3% of them strongly disagreed the statement. But, 6.6% of the respondents neither agreed nor disagreed the statement.

The data are interpreted in terms of role of professional development in EFL teaching. Number of the male and female participants is illustrated below.



Thus, it can be said that teacher should have self-efficacy, well teaching expertise, skills, and intelligence in their EFL teaching no matter whether they are male or female teacher. Students always prefer intelligent teachers rather

than comparing male and female on the basis of different professional activities they engaged in. Both the teachers need to think about effective classroom having involved in continuous TPD activities. It only depends on the opportunities they get to involve and their personal intention for the profession. Up to now, males are mostly involved in TPD works as they provided freedom in the outer world. Both the male and female respondents agreed on in-depth role of professional development in EFL teaching.

#### **4.1.2 Strategies Used by the Teachers in Their EFL Class**

This section is concerned with the strategies used by the male and female teachers in EFL classroom. In order to find out the different strategies they use, they engage and adopted, they were provided with some questions. The responses are presented in the following sub-sections.

##### **4.1.2.1 Strategies Used by Male Teachers in EFL Classroom**

In order to gain data regarding what kind of teaching learning strategies are used by male teachers, they were provided with some questions. Their responses are presented in Table 5.

**Table 5****Male Teaching Strategies**

S.N.	Responses	SA		A		N		D		SD	
		N	P	N	P	N	P	N	P	N	P
14.	Male teachers provide real world examples but female describe and discuss.	4	13.3	6	20	6	20	14	46.6	-	-
15.	Male teachers hold more personal traits, including friendliness, kindness and fairness.	2	6.6	11	36.6	12	40	15	50	-	-
16.	Male teachers interfere the students' talking in teaching then females allow students participation.	3	10	8	26.6	3	10	11	36.6	2	6.6

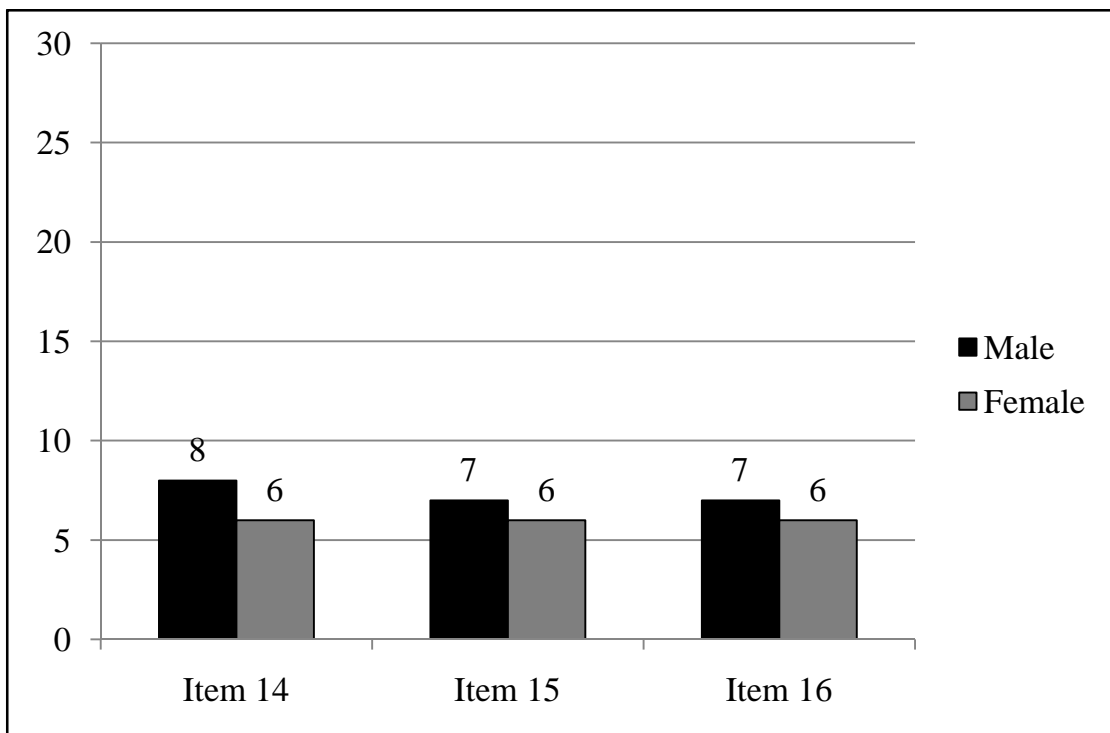
(Note: A= Agree, SA= Strongly Agree, N= Neutral, D= Disagree, SD= Strongly disagree)

Item 14 shows that 46.6% of the respondents disagreed and 20% of them neither agreed nor disagreed the statement, whereas, only 13.3% agreed and 20% of them strongly agreed the statement, i.e. *'male teachers provide real world examples but female teachers describe and discuss more'*.

Similarly, item 15 shows that half of the respondents, i.e. 50% of them disagreed and 40% of them neither agreed nor disagreed the statement, whereas, only 6.6% of them strongly agreed and 36.6% agreed the statement, i.e. *'male teachers hold more personal traits including friendliness, kindness and fairness'*.

Additionally, few of the respondents, (i.e. 10%) of them strongly agreed and 26.6% agreed the item 16. On the other hand, 36.6% of the respondents disagreed and 6.6% of them strongly disagreed the statement, whereas, 10% of them neither agreed nor disagreed the statement, i.e. *'male teachers interfere the students' talking in teaching then female allow students participation'*.

As analysis of the data assumed, most of the respondents disagreed on the male related teaching strategies. Whereas, more males reined male teachers as knowledge provider, friendly, kind and fairness and interfere of students talking but more females have supported male teaching strategies. So, it does not reveal the homogeneous agreement as shown in following diagram.



From above mentioned analysis, I argue that there is not vast difference between male and female teachers' in terms of strategies they used. The research shows that personal art and science differentiate selecting strategies rather than gender specific. Overall from this section it can be perceived that we need not to sit at the judge in this sexist nature because intelligent teacher both can be great if they devoted down towards their children.

#### 4.1.2.2 Strategies Used by Female Teachers

In this section, strategies used by female teachers on the basis of learners' perception are analyzed. To gain data on this, 4 items were provided for the participants. Their responses are presented in Table 6.

**Table 6**

#### **Female Teaching Strategies**

S.N.	Responses	SA		A		N		D		SD	
		N	P	N	P	N	P	N	P	N	P
17.	Females are good at listening and pronunciation whereas, males at speaking and vocabulary.	4	13.3	5	16.6	6	20	15	50	-	-
18.	The classroom is more interactive with female teachers whereas male teachers prefer silent.	3	10	5	16.6	3	10	17	56.6	2	6.6
19.	Students feel bore on long lecture in learning, so that, they want dynamic class and think female are co-operative than male.	2	6.6	17	56.6	7	23.3	4	13.3	-	-
20.	Female teachers think assignment as compulsory task whereas males think it is not always necessary.	1	3.3	4	13.3	11	36.6	13	43.3	1	3.3

(Note: A= Agree, SA= Strongly Agree, N= Neutral, D= Disagree, SD= Strongly disagree)

The table shows that in item 17, half of the respondents, (i.e. 50%) of them disagreed the statement. Few of the respondents (i.e.13.3%) agreed and 16.6% of them strongly agreed the statement. Whereas, 20% of the respondents neither agreed nor disagreed the statement, i.e. *'females are good at listening and pronunciation whereas, males at speaking and vocabulary'*.

Likewise, item 18 show that more than half of the respondents (i.e. 56.6%) disagreed and 6.6% of them strongly disagreed the statement. Only 10% of them strongly agreed and 16.6% strongly agreed the statement. Whereas, 10 % of them neither agreed nor disagreed the statement, i.e. *'the classroom is more interactive with female teacher whereas male teachers prefer silent.'*

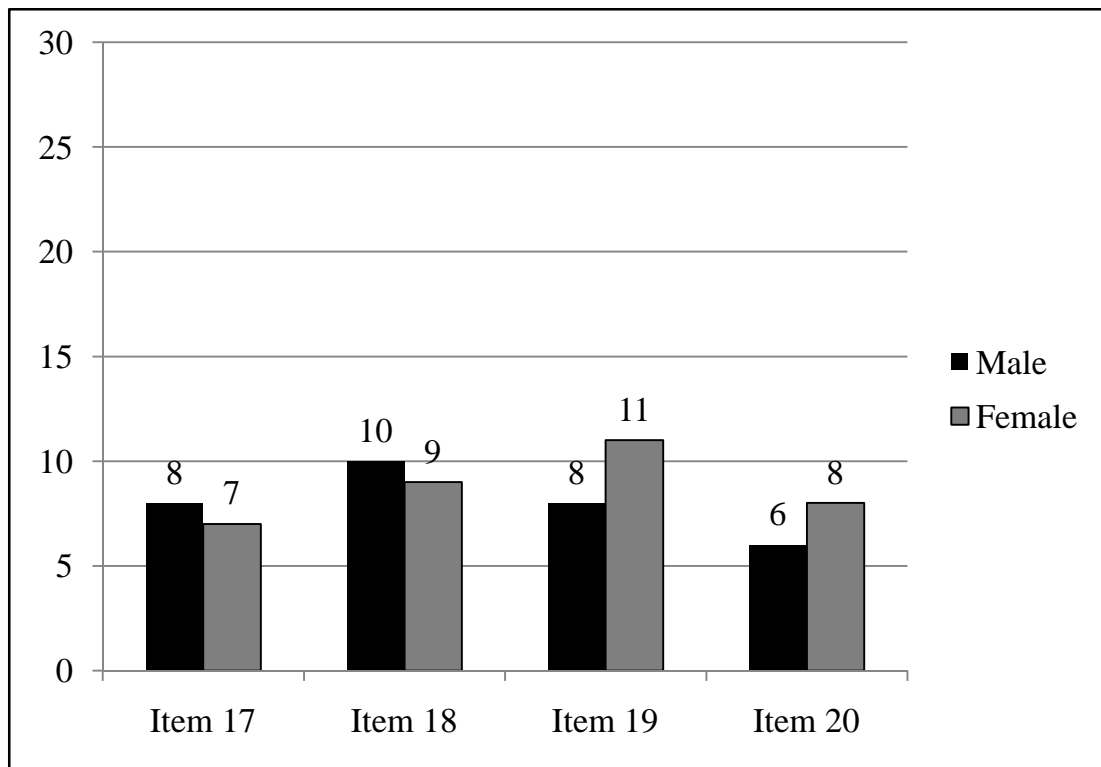
In the same way, while analyzing the item 19, more than half of the respondents, i.e. 56.6% agreed and 6.6% of them strongly agreed the statement. Only 13.3% disagreed and 23.3% of them neither agreed nor disagreed the statement, i.e. *'students feel bore on long lecture in learning, so that they want dynamic class and think female are co-operative than male'*.

Additionally, in the item 20, very few of the respondents, (i.e. 3.3%) strongly agreed and 13.3% of them agreed the statement whereas, 43.3% of them disagreed and 3.3% strongly disagreed the statement. Among them, 36.6% of them neither agreed nor disagreed the statement, i.e. *'female teachers think assignment as compulsory task whereas males think it is not always necessary.'*

In most of the statement both the male and female respondents disagreed on this gender specific teaching strategies. Though the study based on Rashidi and Naderi (2012) shows females are good at listening and pronunciation whereas male at speaking and vocabulary, this study shows negative agreement. They also disagreed with the statement like, female teachers think assignment as compulsory and male it as supplement. But respondents viewed female teachers are interactive and more cooperative. In this regards, highest number



of males than female regarded their female teachers as dynamic and cooperative as drawn in following diagram.



Overall from the section, most of the learners disagreed the statements so that, it can be said that students do not have comparison on gender specific strategies. Moreover, data shows that students feel bore on long lecture in learning, so that they want dynamic class and think female are co-operative than male.

#### 4.1.2.3 Strategies Used by Both Teachers

In this section, two items were provided to learners to gain the data based on their perceptions on strategies used by EFL teachers. This deal with the analysis and interpretation of data with regard to common strategies are presented in the following table.

**Table 7****Common Strategies**

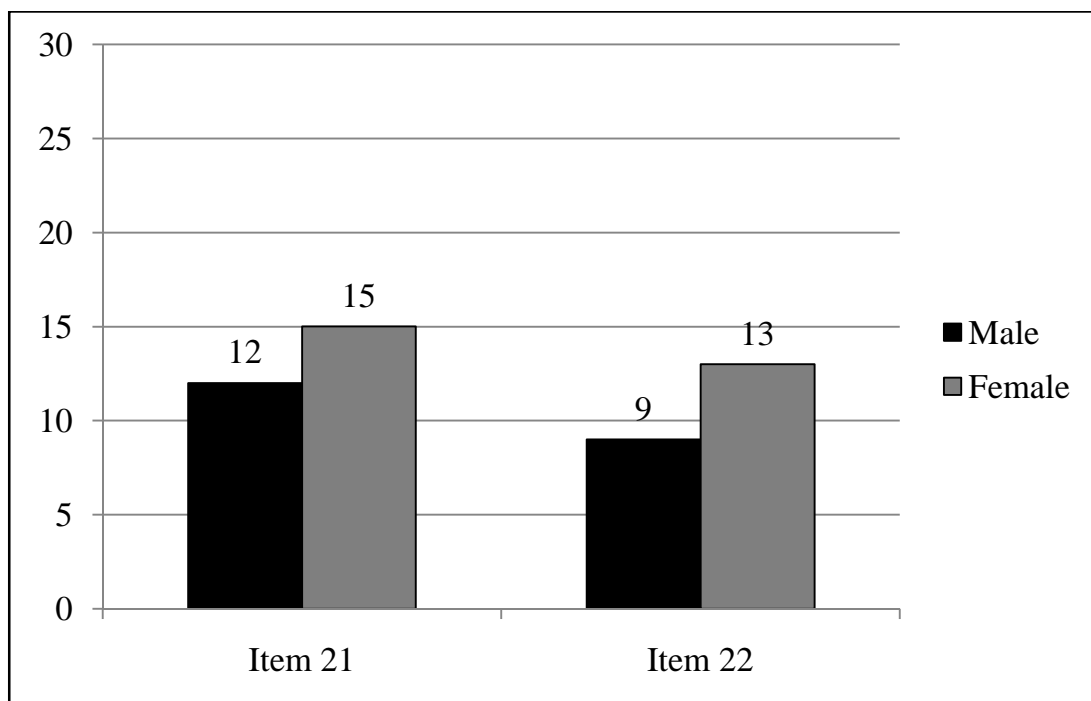
S.N.	Responses	SA		A		N		D		SD	
		N	P	N	P	N	P	N	P	N	P
21.	Both male and female can be great teacher if they are skilled, experienced and mastery over language with well expertise any level.	16	53.3	11	36.6	3	10	-	-	-	-
22.	Both male and female teachers treat or behave students in same way in terms of classroom environment.	3	10	19	63.3	4	13.3	5	16.6	-	-

(Note: A= Agree, SA= Strongly Agree, N= Neutral, D= Disagree, SD= Strongly disagree)

The table 7 shows in item 21 that, majority of the respondents, (i.e. 53.3%) strongly agreed and 36.6% of them agreed the statement, i.e. *'both male and female can be great teacher if they are skilled, experienced and mastery over language with well expertise in any level'*. Whereas, no one disagreed but 10% of them neither agreed nor disagreed the statement.

Similarly, while analyzing item 22, data shows that most of the respondents, (i.e. 63.3%) agreed and 10% of them strongly agreed the statement. Likewise, few of the respondents, (i.e. 16.6%) disagreed and 13.3% of them neither agreed nor disagreed the statement, i.e. *'both male and female teachers treat or behave students in same way in terms of classroom environment'*.

Both male and female participants accepted common teaching strategies to their EFL teachers rather than gender specified. Wallace (2010) also prescribed common modes of teaching elements. I also supported that teachers used their teaching strategies according to their skills and expertise rather than gender.



The table 7 results that most of the respondents accepted both male and female teachers as same status. The study also shows that both male and female can be great teacher if they are skilled, experienced and mastery over language with well expertise any level. Moreover, they opined that both teachers treat or behave students in same way in terms of classroom environment.

### 4.1.3 Issues Regarding the Role of Gender in EFL Teaching

This thematic topic is concerned with the issues related to roles of teachers' gender based on bachelor level students' experiences throughout their study. For this issue students were provided with open-ended questionnaire also regarding students' perceptions on teachers' role and strategies they used.

Among all participants, ten of the participants said that there is no role of gender in EFL teaching. Three of them said that there might be little difference between male and female teachers. Whereas, seventeen of them said that gender influence the teaching learning. One of the participants rejected his view on that EFL teachers should not be judged by their sex. Those participants who said gender influence positive role gave reason that biologically different male got more opportunity to learn from outer world, so they can teach better. Some of the learners said that male play strong, controlled and strict role in their teaching.

In contrast, other said that female care children, understand beginners better. So they told females are better teacher. One of the learner said that *females are affected by socio-cultural factors, for example, even the menstruation period hampers on their teaching*. In this way, they give critical view of the gender stereotype. If differences between male and female teachers occur either it is due to biological differences or socio-cultural factors, it affects the way they teach. Additionally, three of the participants viewed that very little differences can be occurred in teaching due to gender rather it is matter of other skill related qualities on individual teachers.

To conclude this section, it can be said that gender cannot be exceptional factor in teaching as perceived by learners. Bachelor level learners are experienced due to their intelligence to judge effective class wherever they were taught by both male and female teachers up to this level. On the other hand, skilled, experienced and qualified teachers both can be great teacher if they down

towards their children rather compared to them on the basis of their sex. So, EFL teachers should adopt effective teaching strategies and should go beyond the socially constructed gender role.

#### 4.1.4 Better EFL Teachers on Learners' Perception

This section is related to the learners' perception on effective EFL teachers; male, female or both. For this purpose, they were provided open-ended question to view on what they experience with reason. The responses of the participants are presented in Table 8.

**Table 8**

#### **Better EFL Teachers**

Responses	Male T			Female T		Both T	
	Students	N	P (%)	N	P (%)	N	P (%)
Who are better EFL teachers?	M	4	28.5	4	28.5	6	42.8
Male or female?	F	4	25	6	37.5	6	37.5
Total		8	26.6	10	33.3	12	40

As presented in Table 8, 26.6% of the participants said male are better EFL teachers. Those participants viewed *male teachers are better EFL teachers said that, male teachers are whole timer, hard worker, dutiful, punctual, and active, better organizer and promotes better effort on students of higher level.*

Whereas, 33.3% of them said that female teachers are better EFL teachers.

However, 40% of them said that both gender can be great teacher if they have well teaching expertise. Students do not have used biased ideology while generalizing their male and female teachers.

#### **4.1.5 More Interactive Teachers From Learners' Perspectives**

This section concerns the learners' perception on more interactive teachers in EFL Classroom. The information was provided with a question in order to drive data regarding this.

In equal range of number male participants perceived their female teachers as interactive and cooperative. Even the female participants' aptitude male as more cooperative. So, there is not influential behavior on learners. As a result, among thirty participants, eleven of the learners said males are more interactive than female teachers. They opined that male teachers are close to students but female remain static in lecture. Similarly, they added that, *male teachers can control class have good command, friendly and socialization skill*. On the other hand, ten of them said that female teachers are more interactive than male in the classroom. The respondents opined that *male teachers prefer silent classroom but female wants interaction among students*. Additionally, nine of them said that both are interactive in their teaching. Two of them opined that *female teacher are more interactive in primitive level whereas male at higher level*.

From above mentioned opinions, it can be understood that male teachers are more interactive in some cases as they got opportunities to engage on socialization. Female are also interactive because they let students to discuss rather than preferring silent. If so, both genders can adopt the interactive classroom according to their personal intention and level they are teaching.

#### **4.1.6 Strategies Used by the Teachers for Students Engagement**

In this section, participants were provided the data to opine the strategies used by their teachers to engage them. Here, participants didn't mention gender specific strategies rather they have included techniques and strategies used by both teachers in EFL classroom.

**Table 9****Strategies Used by the Teachers**

<b>S.N.</b>	<b>Strategies</b>	<b>Number</b>	<b>Frequency</b>
1.	Projector	2	6.6
2.	Role play	9	30
3.	Dramatization	6	20
4.	Story telling	4	13.3
5.	Games	1	3.3
6.	Lecture	3	10
7.	Dialogue	1	3.3
8.	Question answer	4	13.3
9.	Memorization	1	3.3
10.	Collaborative learning	1	3.3
11.	Group/pair work	4	13.3
12.	GT Method	2	6.6
13.	Audio-visual materials	1	3.3
14.	Guest speaker	1	3.3

Here, table 9 shows that, most of the learners 9 (i.e. 30%) respondent that role play is mostly used to engage the students. Likewise, 6 (i.e. 20%) learners opined that dramatization is used as teaching strategy. Similarly, some other 4 (i.e. 13.3%) viewed that teachers use question answer, storytelling technique and pair work or group work are also used respectively to engage students. Additionally, some of the learners 3 (i.e. 10%) opined that lecture method is use in the EFL classroom. Few of them 2 (i.e. 6.6%) added that project work and GT method is also little used by their teachers. Some other participants 1(i.e. 3.3%) viewed that games, dialogue, collaborative learning, guest speaker, memorization and explanation, and audio-visual materials are also used respectively in exceptional cases. One of the teachers said that *male teacher*

*use commanding strategy whereas female have pleasing voice and dramatic activities.*

From the result it can be inferred that role play is mostly used teaching strategy by the teachers in their classroom. Dramatization is also now has been the choice of teachers. Question answer, storytelling and group or pair work are also used sometimes as teaching strategies inn comparison to other strategies like games, projector, dialogue, audio visual materials, guest speaker and so on.

#### **4.1.7 Gender Influence on Effectiveness of EFL**

In this section, learners' responses on gender influence on effectiveness of EFL. They are provided with the question whether it is necessary to categorize as male and female teachers in terms of effectiveness. According to the learners' view, twenty-one of the learners said that it is not necessary to categorize in terms of gender. They opined that it is not due to gender rather it's because of their intelligent and performances, experiences, skill and qualification. It is not matter of male and female teacher effective classroom depends on how they handle the classroom?, how they deal with students and transfer the knowledge? Both teachers can better if they have good pedagogy, techniques and method. Nine of them said that it is necessary to categorize male and female. They opined those males are appropriate for higher level and female are in primary level. As they have different behaviors, their teaching is also affected by the gender.

In this way, it can be concluded that judge cannot be made on teachers 'effective proficiency' in terms of gender. On the other hand, biologically endangered quality may differ in some cases.

#### **4.1.8 Learners' Perceptions on Teacher Professional Development**

In this section, they were provided the data on teacher professional development activities. They opined that whether if they have well teaching



expertise or not. Twenty-seven of the learners said that both male and female teacher can be great teacher if they have well teaching expertise. Most of them included that a teacher should adopt the professional development activities like training, seminar, workshop, journal writing, making portfolio, analyzing critical incidents. They also included that teacher's personality, friendly, and confident manner and creativity develop teacher as professional. On the other hand, three of the participants said that female teacher are better and they engage in professional activity in teaching.

From above mentioned responses, it can be concluded that a teacher can be great if he/she has well teaching expertise along with other professional activities rather than the gender impact.

As a researcher's composition, I would like to link the results of primary data, related reviewed of the research and my reflection here. It is very difficult task to judge the role of teacher's gender in EFL classroom. Individuals are different in terms of personal, social and professional features. It is known that, there are not fix and final sorts of strategies to identify or measure the differences of male and female teachers. Even though, teachers can be evaluated by the learners according to their behaviors they performed in the classroom. This study is carried out on the basis of learners' perspectives on teachers' role and their status on the basis of strategies they extracted in teaching. Moreover, it belongs to experiences of learners from the beginning level of their education up to this level. This is because of the deep level of understanding about teachers' role and status different step and level of their teaching. It is also impossible to get the purposive data only being based on the teachers' role and status in higher education. Objectives of my study were to achieve the real feelings and attitudes of learners to the teachers' role and status up to this level. It seeks that what kind of role teachers played as the students came contacted from elementary to higher level. What is important to note here is that, there would be another problem if teachers are observed only in this specific level. It is inappropriate to identify the role and status of them in the

sense that there are not female teachers available equally in all campuses and it cannot covers the area of research that intended to achieve, i.e. teaching younger children.

Though it is somehow related to feministic perspectives, I want to take or describe it as relative study of teachers' gender on its value inside the classroom. So, I want to relate my study based on learners' perspectives, related reviewed of the literature connecting the ideas with my experiences.

According to the cognitive theory of gender, although there are some biologically engineered differences between male and female most of the roles are later provided by their social and cultural norms and values. The study also results that gender is something that emerges due to their social practices they engaged in.

Similarly, majority of the participants said that female teachers are better to teach younger children and children also feel more comfortable to female teachers. Kohlberg's (1966) cognitive theory on biological bases also said that female born having biologically engineered nurturing qualities. I agreed it in the sense that females have also socially provided the role and responsibilities of caring children as well as elderly people.

In the same way, the study shows that female teachers promote girls' education. Here, Connell, (2002) also defines that, "in the government, in the parliament, and in the administrative positions, the majorities are men; even inside the family, it is the patriarch who decides". Its significance is that female obviously wants to overcome these challenges and aware girls' for their education and rights. But I think it is impossible to bring female in the mainstream of state without government's education policy and provision. In another way, respondents viewed that female teachers sometime cannot distance themselves from their personal life. Most of the household activities

are responded on female in our patriarchal society, so it is challenge to female to handle personal and professional life at a time.

On the other hand, respondents opined that male teachers always play strong, controlled, and strict role. To look back on previous research like Oktan and Kivanc, (2015) and Ali (2016) reveal that “based on the gender stereotype existed in society, participants’ attitudes also differ. Here, even the bachelor level learners cannot be exceptional on this nature. Another cognitive theory of gender Kohlberg (1966) says “children develop the stereotype conceptions of gender from what they see and hear around them.”

Moreover, 90% of the respondents said that teachers should have self-efficacy in their profession to be effective EFL teachers. It means learners are supposed to be taken their teachers as dynamic and expert on their teaching. Wallace, (2010) also mentioned common modes of teaching about it. Based on my experiences towards my teachers, I think teaching skill has much more competency than gender. Learners don’t want their teachers on the basis of the choice of their gender rather they prefer intelligent teacher without comparing male and female in terms of quality maintain.

Though, some researches like Rashidi & Naderi 2012 differentiated the gender specific strategies, this study don’t evoke the same result. In contrast, participants mostly focus on common teaching strategies that can be adopted or extracted by both gender. For example, both male and female can be great teachers if they are skilled, experienced and mastery over language with well teaching expertise. Likewise, they treat students in same way according to classroom management. At least bachelor level learners can understand the position to identify the teachers’ skills and expertise. We cannot go beyond the truth as Richards and Farewell (2005) emphasized on teachers’ professionalism existed with longer-term concerned of recent phenomena (i.e. TPD activities).

In some cases, participants are captured by the gender stereotype and misconception. In spite of this, they have used their better experiences on teaching learning process. Even the female participants mentioned that male teachers are better EFL teachers and male participants also said female as better. So, It seems learners are not supposed to be biased on their nature to perceived same gender.

## CHAPTER FIVE

### FINDINGS, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Findings

The major concern of this study is to find out the perceptions of Bachelor level learners towards male and female teacher in terms of role and status, strategies they used to engage students in their EFL classroom. On the basis of the data analysis and interpretation, following findings have been drawn being based on the objectives of the study.

##### 5.1.1 Role of Male and Female Teachers in EFL Classroom

- ) Most of the learners (i.e. 83%) accepted female teacher as better to teach younger children. Similarly, majority of the participants said that female teachers get equal chance to be selected both in community school and private institution.
- ) Likewise, more than half of the respondents (i.e. 56.6%) opined that female teachers promote in girls' education. Whereas, most of the respondents, (i.e.76.6%) of them mentioned that children feel more comfortable to female teacher than male.
- ) In the same way, more than half of the respondents, (i.e.63.3%) of the respondents viewed that female teacher cannot distance themselves from personal life. But majority of the learners reign that female teachers do not have skill to control their moods and emotions which interfere their teaching.
- ) On the other hand, more than half of the respondents (i.e. 53.3%) said that male teachers are not only more knowledge provider in EFL teaching. Whereas, majority of the participants (i.e. 73.3%) mentioned that male teachers always play strong, controlled and strict role.

- ) Likewise, majority of the participants, (i.e.77%) of the respondents said that teachers are perceived or judged on the basis of students' recognition. In the same way, most all the participants, (i.e. 80%) of the learners viewed that gender is something that emerges due to social structure they engaged in.
- ) Moreover, almost all of the participants, (i.e.90%) of the learners recognized that teachers should have self- efficacy in their profession to be effective EFL teachers.
- ) Finally, the research shows that many of the participants, (i.e.76.6%) of the learners opined that students prefer intelligent teacher rather than comparing male and female in terms of quality maintain.

### **5.1.2 Strategies Used by the Teachers in EFL Classroom**

- ) Out of the thirty participants, most of them do not have judged the teaching strategies according to gender specific rather they presented opposite view down towards gender related prescribed strategies
- ) In spite of this, more than half of the respondents, (i.e.63.6%) of the respondents said that students feel bore on long lecture in learning, so that, they want dynamic class and think female are co-operative than male.
- ) Accordingly, almost all the participants, (i.e.90%) of the learners agreed that both male and female can be great teachers if they are skilled, experienced, and mastery over language with well teaching expertise in any level of learners.
- ) Moreover, majority of the participants, (i.e.74%) of the respondents viewed that both male and female teacher treat or behave students in same way in terms of classroom environment.

### **5.1.3 Learners' Perceptions on Teachers' Role and their Status**

- ) The study shows that 58% of the respondents said that gender influence the teaching learning process.
- ) Similarly, 47% of the learners said that both gender are better EFL teachers whereas, 23% of them said male and 30% of them take female as better.
- ) Likewise, most of the learners said that teachers should adopt role play, pair work or group work, question-answer, project work and dramatic activities to engage students actively.
- ) Most of the respondents, (i.e.70%) of the learners viewed that it is not necessary to categorize teachers in terms of gender. They also mentioned that effective classroom depends on how they deal with the students' problem, and their intelligent, performances, experiences, skills and qualification to teach.
- ) Almost all of the participants, (i.e. 90%) of the respondents said that both male and female teacher can be great teacher if they have well teaching expertise. Most of them mentioned that, a teacher should adopt the professional development activities like training, seminar, workshop, journal writing, making portfolio, analyzing critical incidents throughout their educational journey.

## **5.2 Conclusion**

Though it is not comparative study of gender in EFL teaching, it is the experience based perception of learners towards their teachers on the basis of different role and status they gain in professional life. Obviously, it is very difficult to judge gender influence on teaching based on their performances because individuals are differ according to their intention, perception, level of interest and devotion on their teaching. However, it is associated with the feelings and experiences of learners towards their teachers' role and status. So

that, it is a relative study of gender influence in EFL teaching based on perception rather than experimental.

Here, this study was carried out to explore the role and status of male and female teachers on the basis of teaching strategies they used and role they played to enhance students' participation. I have elicited the data collected from Bachelor Level Learners. I used open and close-ended questionnaire as a research tool to collect the data in course of research study. I selected 30 ELT learners with the hope to fulfill the gap between teaching and teachers' specific role.

Though the gender is something that emerges due to social factor, it plays vital role to determine who they are. Various researches on the learners differences based on gender are carried out in EFL learning, whereas, research findings also shows differences on learning by boys and girls. But very few researches have been carried out on teachers' differences in teaching. This research shows that male and female teachers differ in terms of social background of them, biologically engineered qualities, personal and gender specific roles, and some strategies they prefer in classroom. Most of the learners mentioned that female teachers are better to teach younger children in comparison to male. This is because of females are born having biologically engineered nurturing qualities. They take care of children with much love and affection as mother does.

Moreover, our society is patriarchal and females have dominated role which also affect their language use due to the lower exposure they get from outer world having societal prejudices, they play the greater role to promote girls' education aware to be independent. Accordingly, research shows that students feel bore on long lecture in learning, so that, they want dynamic class and think female are co-operative than male. On the other hand, some professional challenges may hinder the female teaching due to their personal and social life having different moods and emotions on their qualities.



This study shows that, most of the respondents supported that male teacher's play strong, controlled and strict role in their teaching. This happened due to their social status they gained and learnt from everywhere on the social activities they engaged in. Research findings show that there is not fix and gender specific strategies. Only it differs in terms of how they used and engaged students. Personal habit and devotion determines their strategies rather than categorizing with its gender.

In spite of this, 90% of the learners mentioned that both male and female can be great teacher if they are skilled, experienced and have mastery over language with well expertise. In the same way, research shows that teachers behave students in same way in terms of classroom environment.

Overall from the thesis, it can be concluded that teacher should have self-efficacy in their profession to be effective EFL teachers. Additionally, students prefer intelligent teacher rather than comparing male female in terms of quality maintain. So that, teachers should be skilled, expertise, qualified and dynamic no matter either they are male or female. But we cannot reject the truth that gender role is existed in both teaching and learning. Though its role is not vital, socio-cultural factors determine the role of male and female as they perceived throughout their generation even in their profession. For example, Nepal has adopted inclusion policy to empower the every backward victim people to bring them in the main stream of the nation. Whereas, females are also thought to be empowered and provided the opportunity to uplift. This is because of not equal position to male. Similarly, in case of education too, we can see such kind of challenges to female teachers. Females are restricted to involve in outer world, so, they get lower exposure in their teaching. In similar vein, most of the TPD works are handled and organized by male whereas, females have many challenges to run with the same pace as males do. This is the biggest matter of differences that influence on EFL teaching. What is important to know here is that gender stereotypes are closely linked with and support gender ideologies.

To sum up, it seems clear that the feelings/ attitudes of male and female students' styles are highly stereotypical in some extent. What it need to keep in our mind that gender does not matter if individual talents climbed higher than their personal life rather it should be more professional. Finally, we don't have to sit at the judge position in this sexist nature, both can be expert if they achieved target of their teaching down toward their children. Teaching EFL is step forward with better intellectual qualities.

### **5.3 Recommendations**

On the basis of the findings, some recommendations for pedagogical implications have been presented systematically in this section, i.e. policy related, practice related and further related have been made.

#### **5.3.1 Policy Level**

As this study, has shown that most of the learners said that they want intelligent, dynamic, and expert teacher than comparing male and female. Most of the TPD activities are conducted on city based so that, an effective policy should be made by NCED regarding training, workshop, seminar and other development activities to the teachers of rural area equally. Education planners, syllabus designers and material developer should make gender free curriculum to reduce the misconception of the learners because it is limited only on law of paper. Female teachers are prioritizing in ECD classes but they are perceived as child care person rather than teacher. ECD teachers are supposed to be provided better facilities of their great contribution. Government should grant the six months delivery leaves for female teachers because they cannot distance their personal life to professionalism.

#### **5.3.2 Practice Related**

The study is equally advantages to those who are at practice level. This study has demonstrated that the teachers who have started their educational journey

need to engage in teacher professional development activities. Teachers should manage to control personal challenges and need to be professional.

The study has also shown that learners want more dynamic and interactive class and think female as better. Therefore, male learners shouldn't be more strict and controlled always. Moreover, as research results, children feel more comfortable to female teachers and they are perceived as better to teach younger children. So that, female teachers shouldn't take it as burden to teach small kids and other should keep in mind that they are equally qualified to teach adult learners. Whereas, female teachers should get rid of personal life with their moods and emotions rather they should challenge them to be more professional.

Finally, both teachers need to have self-efficacy in their profession to be effective EFL teachers.

### **5.3.3 Further Research**

The study has been carried out about role and status of male and female teacher on the basis of teaching learning strategies among thirty bachelor level learners of three selected campuses of Baglung district. So, further research can be conducted in the area of challenges faced by female teachers, teacher professional development skill of male and female teachers, perception of teacher themselves on their teaching role, learning achievements gain through male and female teacher in same or other district of Nepal.

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# **Appendix I**

## **Department of English Education**

**Tribhuvan University**

**Name of the supervisor**

**Mr. Resham Acharya**

**Teaching Assistant**

**Department of English Education**

**Tribhuvan University**

**Kritipur Kathmandu**

**Mobile: 9841738920**

**Perceptions on Impact of Teachers' Gender Roles and their Status I**

### **PARTICIPANT INFORMATION STATEMENT**

#### **1. What is the study about and who is carrying out it?**

You are invited to participate in a research entitled 'Perceptions of bachelor level learners towards their male and female teachers, which aims to find out the role and status of male and female teachers related to strategies. Though very few researches have been conducted related to gender issues, they are limited on challenges and professional related issues. Therefore, this research is an effort towards finding role and strategies used and played by male and teachers on the basis of bachelor level learners' perception. it will also provide some pedagogical implications for effective EFL teachers.

This is being carried out by Ms. Mira Devi Sharma in partial fulfillment of the Master of Education English at Tribhuvan University. This study will take place under the supervision of Mr. Resham Acharya, teaching assistant. This participant information statement tells you about the study. Knowing what is involved will help you decide if you want to take part in the research. Please read this carefully and ask questions about anything that you do not understand or want to know about this study. Participation in this research is voluntary. So, it is up to you whether you want to take part or not.

By giving your consent for participation in this study you are telling us that you:

- ✓ Understand what you have read.
- ✓ Agree to take part in research study as outlined below.
- ✓ Agree to use of your personal information as described.

You will be given a copy of this participant information statement to keep.

## **2. What will the study involve for me?**

This study involves completing the set of questionnaire. The questionnaire contains 23 questions where you will be asked to choose the correct options according to your experiences in English as Foreign Language (EFL) of your male and female teacher from your beginning class up to this bachelor level. You will have a week time to complete the questionnaire.

It will take 10 to 15 minutes to complete this questionnaire. This study will not harmful to you in any cost.

## **3. Do you have to be in this study? Can I withdraw from the study once I've started?**

Your participation in this study is completely voluntary. Your decision whether to participate will not affect your current or future relationship with the researchers or anyone at your college. If you decide to take part in the study and then change your mind later, you are free to withdraw from the study. Submitting your completed questionnaire is an indication of your consent to participate in this study.

## **4. Are there any risks and benefits associated with being in the study?**

Aside from investing your time, there will not be any risks or costs associated with taking part in this study. This study will help you identify teachers' role and strategies they used for students' engagement. Furthermore, the findings of this study will help you make an informed decision about effective EFL teachers.

## **5. Who can take part in the study?**

The bachelor level learners who are studying English Language Teaching in campuses of Baglung district can participate in this study.



**6. What will happen if information about me that is collected during the study?**

The information you provide will only be used for the purpose outlined in this participation information statement, unless you consent otherwise. Your information will be stored securely and your identity/information will be kept strictly confidential, except as required by law. Study findings may be published but you will not be individually identifiable in these publications.

**7. Can I tell other people about the study and will I be told the results of this study?**

You are welcome to tell other people about the study and you will get the summary of the overall findings of the study.

**8. What if you like further information about the study?**

If you like to know more about the study, feel free to contact Ms. Mira Devi Sharma (email: [abaglung@gmail.com](mailto:abaglung@gmail.com))

**Appendix II**  
**PARTICIPANT CONSENT FORM**

Tribhuvan University

Department of Education

Name of the supervisor

Mr. Resham Acharya, Teaching Assistant

**Perceptions on Impact of Teachers' Gender Roles and their Status**

I,....., agree to take part in this research study. In giving my consent I state that:

- ) I understand the purpose of the study, what I will be asked to do, and any risks/ benefits involved.
- ) I have read the participants information statement and have been able to discuss my involvement in the study with the researcher if I wished to do so.
- ) I have got answers to any questions that I had about the study and I am happy with the answers.
- ) I understand that being in this study is completely voluntary and I do not have to take part.
- ) I understand that I can withdraw from this study at any time before I submit my responses to given questionnaires.
- ) I understand my responses to the questionnaires cannot be withdrawn once they are submitted.
- ) I understand that personal information about me that is collected over the course of this study will only be used for the research purposes. I understand this information will only be told to others with my permission, except as required by law.
- ) I understand that the results of this study may be published, and that publication will not contain my name or any identifiable information about me.

I consent to:

- |                                    |            |           |
|------------------------------------|------------|-----------|
| ) <b>Completing Questionnaires</b> | <b>YES</b> | <b>NO</b> |
|------------------------------------|------------|-----------|

**Signature** .....

**Name:** .....

# APPENDIX III

## (Open-ended Questionnaires)

**Dear Informants,**

I am conducting research paper entitled **Perceptions on Impact of Teachers' Gender Roles and their Status** under the Supervision of **Mr. Resham Acharya**, Teaching Assistant, Department of English Education, T.U., Kirtipur. So, I humbly request you to go through the questions and provide reliable and genuine information. I sincerely assure you that your responses will remain confidential and be used only for the study purpose. I am indebted to you for your invaluable contribution for completing this paper.

A. Personal information of the informant

Name: optional

Occupation:

Name of the college:

Subject:

Gender:

B. Please give your own views for these queries.

1. What do you think about the role of gender in EFL teaching?

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2. In your opinion, who are better EFL teachers? Male or female? Why?

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3. Who are more interactive, male or female in their teaching?

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4. What type of strategies/ activities they used in their class for students engagement?

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5. Is it necessary to categorize male and female teacher in terms of gender for the effectiveness of EFL teaching in the classroom?

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6. Do you think both gender can be great teacher if they have well teaching expertise? Or what things should be consider by a teacher for their professional development?

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**APPENDIX IV**  
**(Closed- ended Questionnaire)**

To be very précised, I have categorized closed ended questionnaire in terms of their roles and strategies they engaged through in EFL classrooms. Please, go through the questionnaire and tick according to your experiences.

**Role Related Questionnaire**

1. Female teachers are better for teaching younger children than their male colleague.

- |                      |              |
|----------------------|--------------|
| i. Strongly agree    | ii. Agree    |
| iii. Neutral         | iv. Disagree |
| v. Strongly disagree |              |

2. Male teachers are more knowledge provider than female.

- |                      |              |
|----------------------|--------------|
| i. Strongly agree    | ii. Agree    |
| iii. Neutral         | iv. Disagree |
| v. Strongly disagree |              |

3. Female teachers get equal chances for being selected both in community school and private institution.

- |                      |              |
|----------------------|--------------|
| i. Strongly agree    | ii. Agree    |
| iii. Neutral         | iv. Disagree |
| v. Strongly disagree |              |

4. Students have different attitudes towards male and female teachers.

- |                      |              |
|----------------------|--------------|
| i. Strongly agree    | ii. Agree    |
| iii. Neutral         | iv. Disagree |
| v. Strongly disagree |              |

5. Female teachers promote in girls education than the male teachers.

- |                      |              |
|----------------------|--------------|
| i. Strongly agree    | ii. Agree    |
| iii. Neutral         | iv. Disagree |
| v. Strongly disagree |              |

6. Male teachers organize their class better than female.

- |                      |              |
|----------------------|--------------|
| i. Strongly agree    | ii. Agree    |
| iii. Neutral         | iv. Disagree |
| v. Strongly disagree |              |

7. Children feel more comfortable to female teacher than male.

- |                      |              |
|----------------------|--------------|
| i. Strongly agree    | ii. Agree    |
| iii. Neutral         | iv. Disagree |
| v. Strongly disagree |              |

8. Gender is something that emerges from social structured they engaged in.

- |                      |              |
|----------------------|--------------|
| i. Strongly agree    | ii. Agree    |
| iii. Neutral         | iv. Disagree |
| v. Strongly disagree |              |

9. Teacher should have self- efficacy in their profession to be effective EFL teachers.

- |                      |              |
|----------------------|--------------|
| i. Strongly agree    | ii. Agree    |
| iii. Neutral         | iv. Disagree |
| v. Strongly disagree |              |

10. Students prefer intelligent teacher rather than comparing male female in terms of quality maintain.

- |                      |              |
|----------------------|--------------|
| i. Strongly agree    | ii. Agree    |
| iii. Neutral         | iv. Disagree |
| v. Strongly disagree |              |

11. Female teachers cannot distance themselves from their own personal life.

- |                      |              |
|----------------------|--------------|
| i. Strongly agree    | ii. Agree    |
| iii. Neutral         | iv. Disagree |
| v. Strongly disagree |              |

12. Male teachers always play strong, controlled and strict role

- |                      |              |
|----------------------|--------------|
| . i. Strongly agree  | ii. Agree    |
| iii. Neutral         | iv. Disagree |
| v. Strongly disagree |              |

13. Female teachers do not have skill to control their moods and emotions which interfere in their own profession.

- |                      |              |
|----------------------|--------------|
| i. Strongly agree    | ii. Agree    |
| iii. Neutral         | iv. Disagree |
| v. Strongly disagree |              |

### Strategy Related Questionnaire

14. Both male and female can be a great teacher if they are skilled, experienced and mastery over language with well expertise in any level.

- i. Strongly agree
- ii. Agree
- iii. Neutral
- iv. Disagree
- v. Strongly disagree

15. Females are good at listening and pronunciation whereas, males at speaking and vocabulary.

- i. Strongly agree
- ii. Agree
- iii. Neutral
- iv. Disagree
- v. Strongly disagree

16. Male teachers provide real world example but female describe and discuss more.

- i. Strongly agree
- ii. Agree
- iii. Neutral
- iv. Disagree
- v. Strongly disagree

17. The classroom is more interactive with female teacher whereas male teacher prefer silent.

- i. Strongly agree
- ii. Agree
- iii. Neutral
- iv. Disagree
- v. Strongly disagree

18. Both male and female teachers treat or behave students in same way in terms of classroom environment.

- i. Strongly agree
- ii. Agree
- iii. Neutral
- iv. Disagree
- v. Strongly disagree

19. Male teachers hold more personal traits, including friendliness, kindness and fairness.

- i. Strongly agree
- ii. Agree
- iii. Neutral
- iv. Disagree
- v. Strongly disagree



20. Students feel bore on long lecture in learning, so that they want dynamic class and think female are co-operative than male.

i. Strongly agree

ii. Agree

iii. Neutral

iv. Disagree

v. Strongly disagree

21. Male teachers interfere the students' talking in teaching then females allow students participation.

i. Strongly agree

ii. Agree

iii. Neutral

iv. Disagree

v. Strongly disagree

22. Female teachers think assignment as compulsory task whereas males think it is not always necessary.

i. Strongly agree

ii. Agree

iii. Neutral

iv. Disagree

v. Strongly disagree