

# **CHAPTER: ONE**

## **INTRODUCTION**

The present study “Activities of Female Teachers for their Professional Development” revolves around the needs and importance of teacher development, attitudes of the female teachers towards their profession, the role of female teachers in teacher development, status of female teachers and the challenges that they face in their teaching. This section deals with general background of teacher development, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and the operational definition of the key terms.

### **1.1 General Background**

Language learning and teaching is one of the fields which has wider scope. Teachers are important stakeholders of the teaching learning field who play the vital role to make teaching learning very effective. Teachers are those crucial persons who play direct and vital role to enhance the quality of education and to achieve the targeted goal by conducting teaching learning activities. And a good teacher is one who can fulfill his/her role by developing them as well manner disciplined and capable manpower of the nation. Teachers are second parents for children and they have significant role to make a child well educated. The curriculum is effectively implemented by teachers and the goals are tried to be achieved which is determined in the curriculum.

Obviously, teachers are one of the most important stakeholders of the academic field and they play very important role to promote entire education system of any of the nation. The teachers need to develop and update themselves in order to make up to date with the knowledge of the cry of the

day and to promote their students quality education and make them adjust in the modern world since today's students are the backbone of tomorrow. Moreover, the education system of any nation determines the future of the nation. So, it is very important to make education system very strong and effective. That is why all the stakeholders have to be conscious about their professional development and labour hard in order to make them up to date with the current world. Since teachers play vital and direct role in the progress of the students, their own education and quality becomes a matter of major concern. So, teachers must develop proficiency in them. Not only this, but they should develop the sense of professionalism in themselves. Professionalism is a collection of conduct, qualities, skills, knowledge and attitude that make a profession. It is an amalgam of expertness characteristics of a professional person. The professional must be principled and knowledgeable in addition to being skillful in order to develop professionalism. So, it includes principles knowledge and skills collectively required to be a competent professional.

Regarding the teacher development, Richards and Farrell (2010, p.4) writes, 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. I often involve examining different dimensions of a teacher's practice as a basis for reflective review and can hence be seen as "bottom-up".

Similarly, Underhill (1986, as cited in Head and Taylor 1997, p.1) writes, Development means change and growth. Teacher development is the process of becoming 'the best kind of teacher that I personally can be.' Teacher development is a continuous process of transforming human potential in human performance, a process that is never finished.

Teachers should develop strong sense of professionalism so that the teaching activities will be fruitful. For this, teacher should take part in different types of training, seminars, conferences and workshops so that they can internalize ideas and apply those ideas in classroom situations. In this regard, Wallace (2010, p.6) suggests three models: Craft, applied science and reflective models of professional development. Adopting Wallace's (ibid...) ideas, teachers require professional expertise either by imitating the expert's techniques and following the expert's instructions and advice or by conveying the findings of scientific knowledge and experimentations to the trainee by those who are expert in relevant areas or by reflecting on their professional performance, particularly when it goes especially well or badly.

Here, my concern is on female teachers, importance of teacher development for female teachers and the roles of female teachers that they play on the professional development. Female teachers perform their roles and responsibilities in the same way as the male teachers but they have to face different difficulties and obstacles in their teaching not because they are less qualified than male teachers but because of their gender. So, for the development of professionalism in teaching and for the development of whole country women or female teachers should be equally treated and empowered professionally.

## **1.2 Statement of the Problem**

A teacher's role involves more than simply standing in front of a classroom and lecturing. In fact, even though a teacher spends the majority of the day in the classroom, the actual teaching component is only part of the job. An effective teacher understands that teaching involves wearing multiple hats to ensure that the school day runs smoothly and all students receive a quality education.

Both male and female teachers have equal responsibilities towards the students. Female teachers perform their duties to both boys and girls students. Especially, female teachers are important to the girls and the community as well because when the people of the community see them, then they also feel that women can also do something for the country as well as society, they will be inspired to send their daughters to schools. Female teachers often encourage girls' education in the communities where sending girls to school is discouraged or difficult.

Though the female teachers play vital role in teaching field and in teacher development, they are not given as much importance as the male teachers are given. Females are still back though they are provided the reservation seats in different governmental sector or civil services. Even in teaching, they are facing a lot of problems and difficulties not because they are less qualified but because they are females. So, the problem of this research was to find the roles of the female teachers in teacher development and the gender bias in the field of teaching.

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

This study had the following objectives:

- ) To find out the activities performed by female teachers for their professional development.
- ) To find out the attitude of female teachers towards their profession in terms of following variables:
  - classroom performance
  - classroom control
  - interaction
- ) To find out the challenges and obstacles faced by female teachers in their teaching profession.
- ) To suggest some pedagogical implication.

## **1.4 Research Questions**

The present research attempted to address these research questions:

- a) What are the activities that the female teachers do for their professional development?
- b) What are the attitudes of female teachers towards their profession?
- c) What are the challenges and obstacles that the female teachers face in their profession?
- d) How are the female teachers treated in their schools?

## **1.5 Significance of the Study**

This study reveals the perception of English language teachers towards teacher development, the attitudes of the female teachers towards their profession, roles of female teachers for teacher development as well as the available environment in the schools to make the female teachers aware about their roles and responsibilities in teacher development.

So, it is useful for the prospective researchers who want to undertake resources in the area of teacher development and female teachers too. The study is mainly focused on the female teachers and their professional development. So, it provides insights for all the concerned people who are related directly or indirectly to the teaching and learning activities. It is significant to find out the attitude of the female teachers towards other areas like designing curriculum and writing textbooks. This study is expected to be beneficial to minimize problems faced by the female teachers while teaching.

## **1.6 Delimitations of the Study**

The present study had the following limitations:

- J The study was limited to the challenges and obstacles that the female teachers face in their teaching.
- J There were 20 respondents from Bara district. The female teachers teaching at six schools of the district.
- J The research tool was questionnaires (open-ended and closed-ended).
- J Non-random purposive sampling procedure had been used to sample the study population.

## **CHAPTER: TWO**

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

This section includes review of the related theoretical literature review of empirical literature, implications of the review of the study and conceptual framework.

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

A number of articles, library sources, journals, books and writing have been useful. They are reviewed in this section as follows:

##### **2.1.1 Teaching as a Profession**

Profession is a job requiring special type of skill or knowledge. There are several personnel like doctors, pilots and engineers. Like others, teachers require special type of skill or knowledge to accomplish their particular job. So teaching is also regarded as one of the professions. Khaniya (2006) states, “Professional is he who performs tasks involving not only skills and knowledge but also expertise, and a teacher as a professional is necessarily responsible to bring about change or performs tasks after he receives instruction”(p.7). Walling and Lewis (2000) add “Professionals can introduce highly specialized expertise to solve complex problems and yet historically teaching has fallen short of the status of profession” (as cited in Villegas-Reimers, 2003, p.39). Similarly, Weiler (1995) states “Professionals are at the top of a hierarchical pyramid of occupations, they are the experts in a particular field and they rationally employ advanced knowledge for common good” (as cited in Villegas-Reimer, 2003, p.39).

There have been debates over the years and throughout nations as to whether teachers are professionals as opposed to mere 'workers' and whether teaching is a profession and not just an occupation. But, Villegas-Riemers (2003) says "Fortunately, the tendency over the last few years has been to begin to accept the teaching as a profession and consequently, the transformations from teacher training to teacher development" (p.36).

Thus, teachers are the major elements of the entire education system those are placed at the heart of education system and thus they have to be more professional in their business. By analyzing the above mentioned concept about teaching as a profession, it emphasizes that teacher must play the role of dedicated professional to their business to compete in this 21<sup>st</sup> century. Viewing teaching as a profession provides a motivation for continuous career growth. Now a days most of the people realized that professional organization of teacher is essential for the upliftment of the entire educational system. That is why this is an issue of great interest to those all concerned with the education system.

### **2.1.2 Characteristics of Teacher Development**

Teacher development is a lifelong process which begins with initial preparation to the retirement professionally, and until the death bed personally. It is a continuous and never ending process. It begins noticeable reformative change in teacher's professional and personal life. Rossner (1992, as cited in Head and Taylor, 1997, p.4) lists some key characteristics of teacher development. They are mentioned below:

- i) It is about dealing with needs and wants of the individual teacher in ways that suit the individual. The needs may be many and diverse



from confidence building to language awareness or technical expertise.

- ii) Much Teacher Development is seen as relating to new experiences, new challenges and the opportunity for teachers to broaden their repertoire and take on new responsibilities and challenges. This helps them to fight a feeling of jadedness and also to develop their careers as well as themselves.
- iii) Teacher Development is not to do with language teaching. It is also about language development (particularly for teachers whose native language is not English), counseling skills, assessment training, confidence building, computing, meditation, cultural broadening- almost anything, in fact.
- iv) Teacher Development in most teachers' opinions has to be 'bottom-up', not dished out by managers according to their own view of what development teacher need. This does not mean to say that managers should stop organizing in-service or other training courses.

On the basis of these points and the discussion so far, we can say that teacher development is a bottom-up process. It values the insider's view or focuses on individuals' needs. It is a continuous process and does not ever finish. Teacher development not only includes the development of teaching aspect but also includes personal, moral and value dimensions. It is a process of changing inner thoughts according to the outer teaching context. Though, it is the development of an individual teacher, it can be encouraged and integrated in teacher training and teacher education programmes.

### **2.1.3 Need of Teacher Development**

Teachers' quality is a single determination of students' learning. To improve the qualities of teachers, making them ready for continuous

learning, improving the classroom practices, increasing student learning, developing good curricula and curricular materials, developing collegiality, sharing knowledge and experiences among teachers and students, solving problems together, initiating various innovative works teachers qualities, capabilities and competencies need to be promoted and enhanced. In this regard, Australian College of Education (2005) clearly spells out that professionalism is essential for teachers and it helps teachers,

- a) to be knowledgeable on subject matter and pedagogy,
- b) to be effective in the care and development of all learners,
- c) to adhere to professional and ethical standard,
- d) to act as strong advocate for profession,
- e) to contribute to the development of profession,
- f) to reflect on strong ethical orientation across all areas of learning and teaching.”

The formal training provided to the teachers is time bound but they can continue with their professional development throughout their lives. Even after several years of teaching, teachers felt a need to refresh themselves and go on learning and developing themselves in order to accomplish their professional responsibilities effectively. There is not any moment in the life in which one can rest thinking that what s/he has learned is enough and need not learn further ahead. Experience alone is not sufficient for teachers to meet with students’ needs and expectations.

Chaudhary (2008) mentions:

It has been wrong tradition in our ELT society that experience is everything which is most prominent quality for teachers’

professional development. To some extent, experience plays the role for teacher development but it is insufficient basis for teacher development because teacher teaches in the classroom what they know or what have been taught to them by their tutors.

Experiences can scaffolds in teacher development (p.22).

The knowledge related to the field of language teaching and learning is never constant. It goes on changing together with the change in the theories of language learning and emergence of new approaches and methods. So there is need of regular opportunities for the teachers to update their knowledge and skills in this field. Head and Taylor (1997) say “Stale or narrowly subject bound teachers are menaced to the profession, yet a career structure which emphasizes training at the expense of development means that such teachers proliferate”(p.11).Hence, learning to teach is a lifelong process. Similar is the view put forward by Richards and Farrell (2005). According to them:

In most schools and institutions today, language teachers are expected to keep up to date with development in the field, to regularly review and evaluate their teaching skills and to take on new teaching assignments according to the changing needs of the institution.

They further mention that teachers have to expand their roles and responsibilities over time if they are to continue to find language teaching rewarding. Teacher development is a key factor to bring the positive

effect on educational products. So a teacher should advance in professional expertise throughout him/her career and this advancement does not depend on formal courses or external input alone. Personal experience, self- reflection and interaction with colleagues in the institution are very important tool for personal progress. In this technological driven age, one of the most challenging factor for teacher development is to be updated from new knowledge. Emphasizing the importance of updating oneself in teaching profession, Khaniya (2006) states:

People do not update themselves find it difficult to cope with the emerging situation because every discipline is prone to change and if changes are not kept abreast people working in that field will be left behind. For this purpose people involved in it should be allowed to work for its development, advancement and continuous improvement (p. 9).

To handle teaching profession effectively, teacher must be familiar with in modern technology then only s/he use his/her knowledge according to the need and interest of children. Not only that, s/he could be professional in his/her teaching business. As Ur (1996) mentions “The pre-service course provided to the teachers is not enough to start teaching with confidence and competence. It should also give the teachers tools and understanding for further development” (p.317). Ur (1996) further says:

Constant teacher development and progress can forestall or solve the problems caused by both first year stress and later burnout.

More positively, it is a necessary contributor to your success and

satisfaction in professional work today and to your career in the future as teacher and /or in other allied professional: materials, trainer, author and researcher (p.317).

Good teaching involves teachers' intellect and passion as well .So the teachers must feel comfortable physically, emotionally and psychologically. Regular teacher development opportunities can only ensure the all-round development, success and satisfaction of the teachers. Ashton and Webb (1986) found the following seven contextual factors that influence teacher sense of efficacy and competence:

- J Excessive role demands
- J Inadequate salaries and low status
- J Lack of recognition and professional isolation
- J Uncertainty
- J A sense of powerlessness
- J Alienation
- J The decline in teacher morale

Similarly, Villegas-Reimers (2003) points out the following factors to be considered when planning, implementing and assessing the professional development of teachers:

- J A culture of support : the role of school and education leaders
- J The role of context :multiple settings/multiple professional communities
- J Time
- J Financial resources
- J Stages in professional development
- J Steps of professional development
- J The use of technology for teaching process

- ) The role of unions in teachers professional development
- ) The role of teacher-educators

Besides these factors, the provision of teacher training and teacher education programs are not sufficient requirements for making teacher and school effective. For this, teacher development program is essential in order to address these factors and issues and to develop the better programs for teacher development. So, teacher development program must be systematically planned, supported, funded and researched in order to have quality education through the provision of competent, professional and committed teacher. They also should provide proper incentives for the teachers, opportunities for demonstrating the newly acquired knowledge and skill and regular researches on teacher's progress. Then only the teacher development programs can be successful.

#### **2.1.4 Difference Between Teacher Training and Teacher Development**

Teacher training and teacher development both contribute the teacher's professional betterment. However, they are different in many respects. "Training refers to activities directly focused on teacher's present responsibilities and is typically aimed at short term and immediate goals" (Richards and Farrell 2005, p.3). Teacher training is basically aimed at preparing a teacher to take new teaching responsibilities. Richards and Farrell (2005) further state:

Teacher training also involves trying out new strategies in the classroom, usually with supervision, and monitoring and getting feedback from others on one's practice. The content of training is usually determined by experts and is often available in standard

training formats or through prescriptions in methodology books ( p.3).

In teacher training, somebody learns the skills and gets prepared to become a teacher. It is generally focused on preparing a teacher in specific areas such as use of classroom aids and resources, effective teaching techniques, conducting group and pair activities, use of textbook, classroom management, and constructing test items.

'Training' according to Ur (1996, p.3), can imply unthinking habit formation and an over emphasis on skills and techniques. In this sense, teacher training has a narrower scope than that of teacher development. Teacher development is obviously wider in scope as it includes different areas like subject matter knowledge, pedagogical expertise, self-awareness, and understanding of learners' psychology, understanding of curriculum and materials and career advancement. According to Roberts (1998), "Training is characterized by objectives that are defined by a deficit in language, teaching skills, curricular knowledge or some other areas of expertise (p.121)". And "the notion of development implies more divergent objectives which allow for teachers' individual differences and which are determined by teachers' sense of their own learning needs (p.122)." In a sentence, as Richards and Farrell (2005, p.7) state, the difference between teacher training and teacher development can be understood by observing the difference between a novice teacher and an expert teacher.

Head and Taylor (1997, p.9) have compared teacher training and teacher development as follows:

## **Teacher training**

compulsory

competency based

short term

one- off

temporary

external agenda

skill/ technique and knowledge based

compulsory for entry to the profession

top- down

product/ certificate weighted

means you can get a job

done with experts

## **Teacher development**

voluntary

holistic

long term

ongoing

continual

internal agenda

awareness based, angled

towards personal growth and  
the development of attitudes/  
insights

non- compulsory

bottom- up

process weighted

means you can stay interested  
in your job

done with peers

From the definitions and differences mentioned above, teacher development seems to be a macro process and teacher training, a micro one. Teacher training is one of the strategies and pre-requisites to teachers' professional development. So in fact, teacher training and teacher development complement each other. "It is more useful to see training and development as two complementary components of a fully rounded teacher education" (Head and Taylor, 1997, p.9).



### 2.1.5 Tools for Teachers' Professional Development

There is no royal road to teachers' professional development. A wide variety of methods, procedures and options available are adopted by the teachers according to their convenience. There is not the only way for professional betterment than all the others. Teachers and institutions should analyze their needs and the particular context before deciding the strategies for teacher development. Different formal and informal tools of teacher development assist the teachers' professionalism right from the beginning of their career until their retirement.

Richards and Farrell (2005, p.14) present the following list of activities for teacher development:

**Table No.1**  
**Activities for Teacher Development**

Individual	One-to-one	Group-based	Institutional
i. Self monitoring	i. Peer coaching	i. Case studies	i. Workshops
ii. Journal writing	ii. Peer observation	ii. Action research	ii. Action research
iii. Critical incidents	iii. Critical friendships	iii. Journal writing	iii. Teacher support groups
iv. Teaching portfolios	iv. Action research	iv. Teacher support groups	
v. Action research	v. Critical incidents		
	vi. Team teaching		

These different activities can be planned and carried out by the teacher individually, by maintaining the collaborative relationship with the colleagues or as directed and supported by the institution.

Strategies for teacher development often involve documenting different kinds of teaching practices reflecting analysis of teaching practices, examining beliefs values and principles conversation with peer on core issues and collaborating with peers on classroom projects. However, although many things can be learned about teaching through self-observation and critical reflection, many cannot; such as subject matter knowledge, pedagogical expertise and understanding of curriculum and materials. Professional development, therefore, should go beyond personal and individual reflection. For example, it can include exploration of new trends and theory in language teaching, familiarization with developments in subject-matter knowledge such as pedagogical grammar, composition theory or genre theory and critical examination of the way schools and language programmes are organized and managed. (Richards and Farrell, 2005, p.4)

### **2.1.6 Roles of Female Teachers in Teacher Development**

Nature made men and women different. Human beings and their interpretations of socio-religious texts treated this sexual difference differently. A Nepali woman is presented in various socially constructed portrayals and positions. The woman is sometimes regarded a goddess and sometimes disregarded as Tyakta (to be a discarded person). Stromquist (1992, as cited in Roth Child, 2005) mentioned that in countries such as Nepal, with a history of rigid social and political control, an education system is often used to maintain existing gender construction by transmitting representations and beliefs about a natural and appropriate gendered social order (p.272). School experiences often provide girls and boys with messages that reinforce rather than challenge the prevailing gendered division of labor. As social institutions, schools

most often reflect current gender norms rather than challenge them (Roth Child, 2005, p.272).

Female teachers, being one of the integral parts of the nation are facing the problem of gender discrimination. It is found that although women teachers are in majority, having higher education and holding permanent position, the schools have men head teachers and decision making is influenced by the men teachers. Its implication is also seen on head counting approach for recruitment of women teachers. Biological, stereotype gender based roles, socialization process and patriarchy culture negatively implicated in professional image of women teachers and their professional development.

Multiple roles and expectations made women teachers' life complex and complicated. There is dilemma on strategic policy attentions to change the power relation and stereotype gender division of roles. The policy gap is also found in enhancing the capacity of women teachers to deal with diverse situations and present them as professional teachers to take the lead roles as per the situation demands. The discrimination between men and women teachers, among the women teachers and women employee of government needs to be eliminated. Similarly, policies in women friendly infrastructures at school and right based contextual policy on maternity leave with resource allocation are gaps which implicated women teacher physically and psychologically. This helps to enhance the respects for teaching profession by women which ultimately attracts women in teaching profession (Paudyal, 2012).

On the one hand, teaching is becoming a women's profession and on the other hand, respect for this profession is getting down. The researches carried out on females have shown that they are very honest and

hardworking in their duties or works. Similarly, the female teachers are hardworking and honest in their teaching profession too. In spite of multiple roles, some woman teacher pays more efforts and personal sacrifice for academic upgrading and professional advancement both. The temporary female teachers put efforts to enhance professional skill for keeping them in the profession whereas the permanent female teachers continue to put efforts for required qualification/academic degree with the objectives of getting promotion and improving professional life together. But because of some cultural and social beliefs, they are still back though they have great contribution in teaching profession and they are highly qualified (Bista, 2006).

Thus, to make the teaching profession more developed, the female teachers should be given respect and facilities that they deserve. To make them more professional, they should be provided different trainings because if the female teachers become professionally developed then it has direct impact upon the girls' education. Female teachers give more emphasis on girls' education than male teachers. So, we can say that female teachers have significant roles in teacher development as they are always doing something for the betterment of their profession.

### **2.1.7 Women at a Glance in World Scenario**

In the world even though women are the major founders of the society, women have not achieved equality with men. According to the Fourth World Conference on Women held in Beijing among the world's 1.3 billion poor people, it is estimated that nearly 70 percent are women. Between 75 and 80 percent of the world's refugees, 27 million are women. There are many countries where women are second-class citizens. No matter how talented they are, they never get chance to

develop their personality. A lot of countries are there where women are treated as subordinate and second class citizen though the equal right is preserved in the constitution.

The political participation of women in the world seems relatively low and it is only because of the existence of the patriarchal mind set even in the political parties in almost all countries in the world no matter how advanced and socially, economically, culturally and politically sound the countries are. According to the fourth world conference on women held in Beijing, the participation of women in parliament of Japan and USA is only 7.1 percent and 17 percent respectively. While in the countries like Rwanda it is 49 percent and Sweden it is 46 percent. The status of women in the development countries is also lower in all sectors. Leaving some exception of European, American and Asian countries, women in the world are socially, economically, culturally and politically dominated and they are excluded from the opportunities (Bhandari, 2012).

Throughout the world, women face violence every day. From the battlefield to the bedroom, women are at risk from violence in all areas of life. Violence against women persists because of society canopy. Virtually every culture in the world consist forms of violence against women that are often invisible because they are seen as normal or acceptable. The underlying cause of violence against women lies in gender discrimination-the denial of women's equality with men in all areas of life.

#### **2.1.7.1 Status of Women in South Asia**

South Asian countries are primarily linked with the status of women in family, society and the state structures. Traditional ethical code of the society expects women to remain restricted with in the four walls of

home, which is still a common occurrence. The Fourth World Conference on women held in Beijing presents, in some of the countries of South Asia, women are outlawed even to cast votes. In South Asian region, women are discriminated because of son preference tradition of the society dominated by religious beliefs. Daughters are discriminated from birth to funeral ceremony. Women are also suffering from domestic violence, wrong tradition and cultural malpractices. Some awful examples of violence are sex selective abortion, wife battering, child marriage, polygamy, rape, sexual violence, trafficking of women and forced prostitution, sexual harassment, dowry, tilak system, suicide, killings and domestic violence, still prevailed. Women are still accused in the name of witchcraft.

Women in South Asian countries are witnessing changes through development initiatives. Women are considered as poor people in developing countries. Though they are living under the same condition as men but suffer additional social and policy biases. Though this problem affects almost all sections of the people, women are recognized to be among the most disadvantaged groups. Political participation of women in the state structure and mechanism is still a far dream even in the advanced century. Though a constitutions of all the countries have ensured equal status of all citizens without discrimination based on gender in every layers of governance, political participation of women in South Asian countries in the very law. The decision and policy level positions are remains occupied and dominated by male majority of them with the patriarchal psyche.

Similarly, women in Nepal are also facing different problems. The proportion of women involved autonomously in social and public activities is extremely less. Women are underprivileged, underrepresented

and exploited in all spheres of society. Socio-cultural, political, economic and educational factors have forced them to live subjugation by men.

There are conservative communities which do not allow women to move freely outside the household work. They cannot wear the dresses as their wish. Child marriage, a restriction on widows remarrying and arrange marriages are still followed widely (Acharya et al. 1981). Property is inherited only through male line and therefore women's economic status both in the household and in the workplaces is lower than that of men.

Across the cultural diversity, the majority of communities in Nepal are patriarchal, a women's life is strongly influenced by her father and husband as reflected in the patrilocality residence, patriarchal descent and by inheritance systems and family relations. Such patriarchal practices are further reinforced by the legal system. Marriage has an overwhelming importance in a women's life in Nepalese society. The event of marriage determines almost all her life options and subsequent livelihood. And the social-culturally constructed son preference and dowry system also look at women can achieve salvation only through sons compels them to marry at an early age and compels to breed as soon as possible. Consequently, there are high rate of child marriage and pregnancy among adolescent girls. The heavy burden of pregnancy and child care at early age seriously limit female's chances to receive education and confine women's role within the household as wives and mothers. It also hinders women's participation in decision-making and politics (Laligurans Women Skill Development Centre, 2005).

Thus, we can say that women are still back in all sectors though they are educated because of different reasons. And most of the girls are not send to get education due to cultural and economic reasons. So at first females should be given opportunities so that they can also do something for the

nation. The females or girls should be themselves aware at first to get their rights.

### **2.1.7.2 Status of Women in Nepal**

In most Asian countries, women lack opportunities and access to Education. The problem is similar to the context of Nepal. Though interim constitution (2007) assured the equality among caste and gender, women are still being left behind compared to men because of socio-cultural reasons. Most of the people of Nepal are Hindu. Veda(a religious book of Hindus) mentions that the duty of women is to serve the male members of the family like father, husband and son. Women are supposed to help in household chores from the early age. Though the concept of gender equality has expanded in recent days, in some castes, communities and religions, the wide gender gap in educational access and opportunities still exists.

National and international efforts for Gender Parity and Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) was adopted by the United Nations General Assembly in 1979 and came into force in 1981. Right after the restoration of the multi-party democracy system in Nepal, the then interim government ratified CEDAW in 1991. CEDAW calls for equal rights for women in political and public life, equal access to education and equal choice of curricula, non-discrimination in employment and salary (National Planning Commission [NPC] and United Nations Children's Fund [UNICEF], 1996, p. 9). Moreover, World Conference on Women in Beijing in 1995 identified twelve strategic areas that need to be addressed. Women Education and Training is one of them. During Beijing Fourth World Conference on Women, Nepal made six commitments for advancing the



status of women in Nepal. Of the six commitments, to improve the educational status of women by strategic interventions such as providing scholarships, hiring female teachers and enforcing quotas in technical schools and training program is one of them. It has also endorsed the Millennium Development Goals (2000) which provides a vital roadmap for achieving universal primary education for every girl and boy child by 2015. One of the goals of Education for All (EFA) is to eliminate gender disparities in primary and secondary education by 2005 and to achieve gender equality in education by 2015. Similarly, of the seven themes, ensuring social equity and gender parity is one theme mentioned in EFA National Plan of Action (NPA). Therefore, the declaration of Human Rights, United Nations Conventions, particularly the CEDAW, EFA , MDG and Fourth Beijing Conference on Women have together provided a global framework of rights and equity for all, especially women, children and other vulnerable groups. Nepal is a signatory to all of these conventions and commitments (Paudyal, 2012).

The Fourth World Conference on women held in Beijing presents:

Nepal, a Himalayan country situated in South Asia, is one of the poor countries of the world. Majority reason behind this is the political instability and undemocratic rule for long other crucial factors for being the country very poor are due to lack of awareness and access to quality education. As a result, people have superstitious beliefs, there is gender discrimination and political leaders have decreased political vision. The socio-economic status of women in Nepal is very poor. The women are being

discriminated in every aspect of the society. These and so many other factors have contributed to turn Nepal a lower human development state.

Generally, the status of women in Nepal seems pathetic. Though the status of women has been little bit raised up than it was at past. They are still deprived of many facilities and rights which they deserve. Nowadays, some people are aware about the girls' education and the government has also conducted various programs regarding women rights but the women are still low in number on every sector. Some socio-economic and political status of women in the context of Nepal has been presented below:

**a) Socio-economic Status**

Nepal is a country of great geographic, cultural, ethical, religious diversity. Across the diversity, the majorities of communities in Nepal are patriarchal. A women's life is strongly influenced by her father, husband and son. Such patriarchal practices are further reinforced by the legal system. Women's relative status, however, varied from one ethnic group to another. The economic contribution of women is substantial but largely unnoticed because their traditional role was taken as for granted.

Ethical data have proved that situation of Nepalese women is too severe to compare with men. Women's situation is very poor in health education, political participation, income generation, self-confidence, decision making, access to policy making and human rights. At large part of women's work is not considered as economic activity. There are very few women working in professional work in Nepal. Women are excluded economically, socially and politically in Nepal. Those women who are in the frontline and may be working in high profile may be benefited but they are very few and their voice is rarely heard (Bhandari, 2012).

## **b) Political Status**

In Nepal, people were greatly influenced by different freedom struggles. They rose against the Rana regime. Women like Mangaladevi Singh, Sahana Pradhan started coming together and from 1914 until 1952, several women's organizations were born to raise the political and social consciousness among women in Nepal. While we talk about the women's participation in politics, the common and general answer constitutes as the root cause in poverty and lack of education indeed.

Nepali women have made significant contributions for the democratic process in Nepal. However, discrimination against women still exists even with in the politics. Women face hegemonic character from their male counterparts. They have always been kept away from the decision making roles. Socially and economically, men are always considered as superior to women, breadwinner, head of the family and the caretaker and this is major cause for the low participation of women in civil services in Nepal is in the traditional phase even though women are participating in the political field but it is not up to the level. In order to change the status of women in Nepal, socio-cultural change is required which takes a lot of time (Bhandari, 2012).

### **2.1.8 Teacher Scenario**

Teachers are very important for children. They come after their parents because they make a child well educated. The teacher scenario was started from the starting of the education. According to the government of Nepal, Ministry of Education Department of Education Sanothimi, Bhaktapur (2010), school level education statistics of Nepal, consolidated

report 2009, there are 1,53,536 teachers in primary level, 40,259 in lower secondary level and 29,109 in secondary level.

#### **2.1.8.1 Male Teacher**

The maximum numbers of teachers are male. According to School Level Education Statistics and Nepal consolidated Report (2009), the number of male teachers in primary level is 92,710, lower-secondary level is 30,321 and in secondary level 24,581(Bhandari,2012) which clearly shows that the number of male teachers is more in comparison to female teachers. But this statistics should be changed to make teaching field as well as the whole nation developed.

#### **2.1.8.2 Female Teachers**

School level educational statistics of Nepal consolidated report 2009 presents the number of female teachers in primary level is 60,826, lower-secondary level is 9,938 and in secondary level 4,528. From this data, what we can generalize is the status of female teachers is lower than the male teachers. It seems pathetic to justify this we can say that females were bound only to household works before some decades. Now this status has been gradually changing and scenario for female in the context of Nepal is in improving mode. Handling the house and involvement in teaching profession is really challenging for Nepalese female (Bhandari, 2012).

This research mainly focus on female teachers, female teachers' attitudes towards their profession, their roles toward teacher development and the challenges and obstacles that they face because of their gender.

### **2.1.9 Women Teacher: The Impact on Students**

Women are taken as polite and soft spoken in nature. Mostly, they do or handle the task very sincerely. They are very hard working. They can devote their whole life to their duties and responsibilities. In the same way, female teachers are also very hard working. They create friendly environment in their schools so that the students can easily learn without any fear and hesitation. The learning becomes effective if the students get appropriate environment. The students get that type of environment with female teachers because they can easily share their problems with female teachers. Especially, girls can share their problems with female teachers which they hesitate to share with male teachers.

In the context of Nepal, women in teaching profession are mostly linked with girls' education. If women teachers are in school, both parents and girls feel secure. Women teachers perceived that their presence in school support to increase the girls' enrolment and retention. Similarly, seeing career women in positions of professional excellence contributes greatly to boost the self-image of young women who are aspiring to become teachers. They are needed not only as living role models but also are necessary to provide personal counseling and act as benchmarks for morality (Common wealth Secretariat and UNESCO, 2011, p.18).

Thus, the presence of female teachers in developing countries encourages parents to send their daughters to school. In countries with cultural barriers, female teachers allow parents to feel more comfortable with the school because their daughters are supervised by other adult females. Female teachers are also less likely to perpetuate gender discrimination and harassment, creating a safe space for girls to learn. And it can be said

that female teachers play a significant role in girls' education though they have equal role towards boys and girls both.

## **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 as well as researches carried out in Kathmandu University.

Pandey (2009) conducted a research entitled "Mentoring as a Mode of Teacher Professional Development". The main objectives of the research were to find out where the language teachers are aware of mentoring as a mode of teacher professional development and whether mentoring is a relevant mode of teacher development in Nepal. The research was limited to the Kathmandu district and questionnaire and interview were used as the research tools. The findings of the research showed that almost all the language teachers are aware of the importance of mentoring in their professional development but unfortunately there is not any formal system of mentoring in the schools of Nepal.

Adhikari (2010) conducted a research entitled "Collaborative learning for Teachers' Professional Development". The main objectives of the research were to find out the attitudes of Secondary level English Language teachers towards collaborative learning and the school environment available to them for learning and practicing collaboratively. The research was limited to the Pokhara and Kathmandu valley and questionnaire was used as the research tool. The findings of the research showed that almost all the secondary level English language teachers have positive attitude towards collaborative learning and majority of them

are provided with supportive and favorable environment for collaborative learning within their institutions.

Joshi (2010) carried out a research on “Learning Strategies of English language Teachers for Professional Development” which aims to identify the learning strategies of English language teachers and the benefits they got from those strategies for their professional development. The research was limited to Kathmandu valley and questionnaire was used as the research tools. The finding showed that teachers’ own teaching experience, self-monitoring, workshops, conferences, seminars, learning from colleagues, peer-observation and team teaching are the most common learning strategies that have been practiced by the English language teachers and the strategies like mentoring, refresher courses, teaching portfolios, resource and teacher activity centers’, reflective logs and analysis of critical incidents are less common learning strategies among the English language teaching in different colleges of Kathmandu.

Khanal (2011) has carried out a research entitled, “Information Literacy for Teacher Development”. He attempted to find out the role of ‘Information Literacy’ for Teacher Development. The main objective of his research is to identify English language teachers’ perception towards information literacy and to find out the environment available for teachers in the institution to make them information literate. He has discussed about Teacher Development but lacked to explain the role of female teachers in Teacher Development.

Bhandari (2012) conducted a research on “A Study on Attitudes of Female Teachers Towards Teaching English.” She attempted to find out the ELT situation in Nepal, the female teachers’ attitudes towards teaching English, the difficulties and obstacles that the female teacher

face. Her study found out the female teachers' attitude towards teaching English and their difficulties in the context of Nepal. However, the study did not clearly show the roles and responsibilities and the contributions that the female teachers give in their professional development.

Likewise, Paudyal (2012) conducted a research on "Being a Woman Teacher in Nepal: Experiences of Social Exclusion and Inclusion." She attempted to find out the social exclusion and inclusion, they have experienced in their life because of their gender. Her study found out the female teachers' attitudes towards their profession. She used the survey research design to elicit the data from the informants. She found out the reasons of social exclusion and inclusion and why most of the females are interested in teaching. However, the study is only based on the problems that the female teachers face because of their gender but did not clearly show the roles that the female teachers have in their professional development.

None of the above mentioned studies focused the role and importance of female teachers in teacher development to my knowledge. Therefore, this study is different from the already existed research. It means, this study attempted to find out the importance of teacher development in case of female teachers as well as the female teachers' role towards its development, their attitudes towards teaching profession and the activities that they do for their professional development.

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

Implication of the review of this study refers to the act of explaining why the particular reviews are done and how the reviewed literature is related to the study. In order to make my study complete, I have reviewed different studies conducted on the different aspects of teachers'

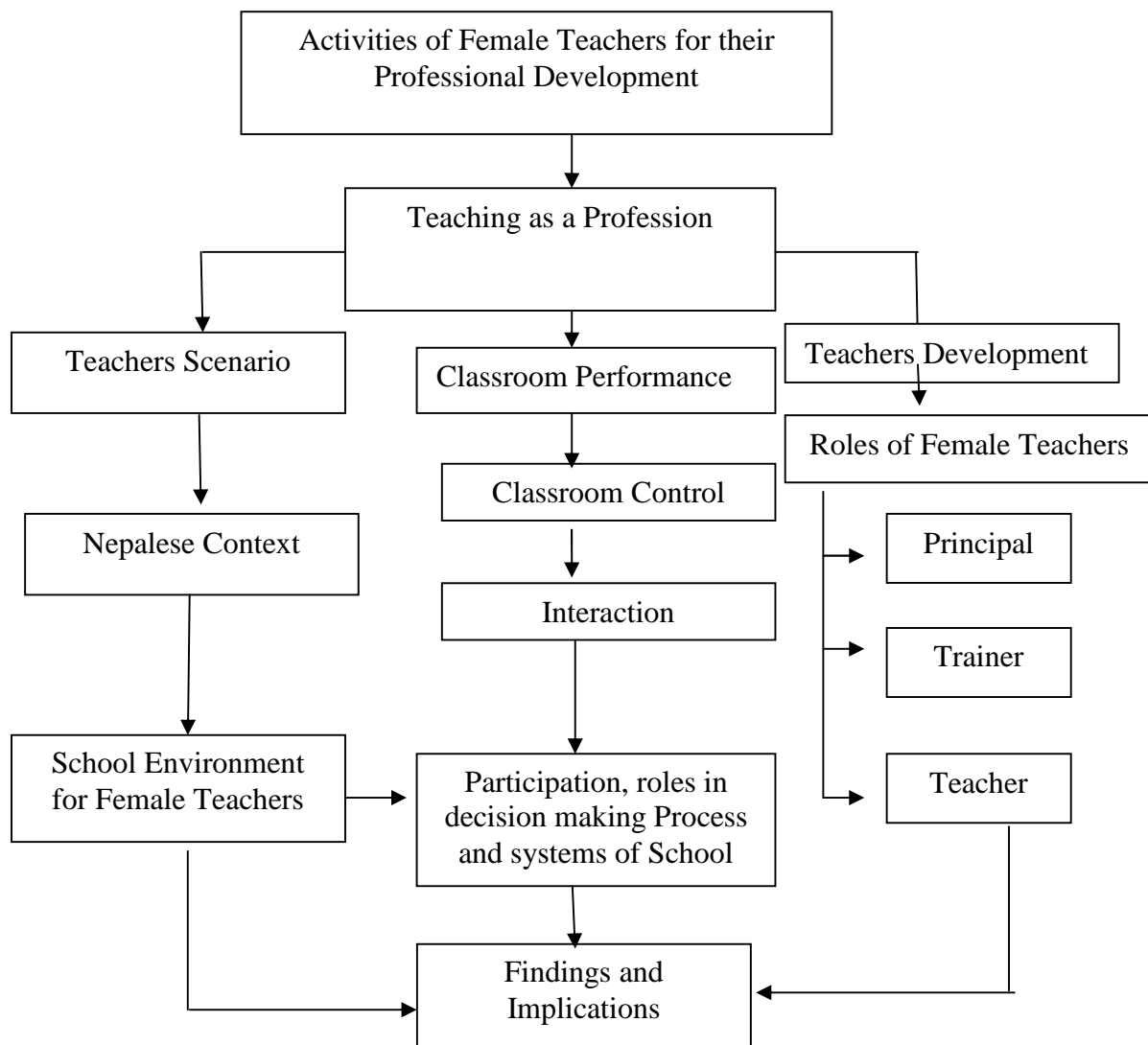


professional development and two about the female teachers. These studies are to some extent related to my study. Therefore, I have got many ideas regarding teachers' professional development and female teachers after reviewing those literatures.

Most importantly, I gained the ideas to conduct research study to enlarge my theoretical knowledge related to the teachers' professional development and female teachers and also to arrange the topics and to develop conceptual framework which is very beneficial to me.

## 2.4 Conceptual Framework

The following is the conceptual framework of the study:



## **CHAPTER: THREE**

### **METHOD AND PROCEDURE OF THE STUDY**

#### **3.1 Design and Method of the Study**

A research design is a fixed set of procedure of conducting a research. There are several designs in practice. This study follows Survey research design because it is suitable to elicit attitudinal data using this design.

Survey research is the most popular design of research in social science including in the field of education. Rosiers (1988, as cited in Ojha and Bhandari, 2013) defines survey research as:

Survey research in education involves the collection of information from members of group of students, teachers or other persons associated with the educational process and the analysis of the information to illuminate important educational issues. Most surveys are based on samples of all specified target population. The research often wishes to generalize the results obtained from the samples to the population from which the samples were drawn.

This is the fact that a large population is covered using sampling. But the sample has to be representative so that the findings can be generalized to entire population. Survey is cross-sectional study in the sense that is collected at a single point of time to obtain a snapshot of conditions, attitudes and events (Nunan, 1992).

Nunan (ibid...) suggests the following eight-step procedure of survey research in a more comprehensive way. The present study will follow the same procedure so as to abide the spirit of survey research.

- Step 1: Define objectives
- Step 2: Identify target population
- Step 3: Literature review
- Step 4: Determine sample
- Step 5: Identify survey instruments
- Step 6: Design survey procedure
- Step 7: Identify analytical procedure
- Step 8: Determine reporting procedure

This research design enabled me to find out necessary information (data) required to finalize the study.

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

The study population for this study was female teachers from Bara district. It was not possible for me to conduct the research with the universe so that the study population was sampled into a smaller group. The sample had 20 respondents. They were selected using non-random purposive sampling procedure.

**Table No. 2**  
**Population of the Study**

Population	Source	Total number
Female Teachers	Teaching at secondary level	2
Female Teachers	Teaching at lower-secondary level	10
Female Teachers	Teaching at primary level	8
Total		20

### **3.3 Study Area/Field**

The study area of this study was six schools of Bara district (Simara).

### **3.4 Data Collection Tools and Techniques**

Questionnaire was used for eliciting data from the respondents. Open-ended questions were used to find out their attitude and closed –ended questions were used to gather structured information regarding the research problem.

### **3.5 Data Collection Procedure**

I had followed the following stepwise procedure for data collection:

- ) I went to the field and contacted the respondents.
- ) After establishing rapport with them, I familiarized them with the research problem and purpose of the study.

Then, I distributed the research tools to them.

- ) Next day, I collected the research tools from them.

### **3.6 Data Analysis and Interpretation Procedure**

The systematically collected data were analyzed, interpreted and presented using appropriate statistical tools, tables and illustrations.

## **CHAPTER: FOUR**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

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

The results of the study have been described in this section. And, the data have been discussed qualitatively as well as quantitatively.

The questions had been arranged thematically into four groups to meet the objectives of the study. The collected data was analyzed and interpreted under the four main headings.

- ) Attitudes of female teachers towards their profession
- ) Challenges and obstacles faced by female teachers.
- ) Gender bias in teachers in schools.
- ) Needs of extra facilities and appropriateness of reservation seats for females.
- ) Importance of Teacher Training and the programmes that the government should bring to raise the present condition of females.

The participants were asked to respond to the 20 likert-type statements and 7 open- ended questions requiring the answer in their own words. The analysis of the collected data has been carried out as accurately as possible. The analysis and interpretation has been done both statistically and descriptively.

##### **4.1.1 Attitudes of Female Teachers Towards their Profession**

The study was limited to female teachers, their roles in teacher Development, the activities that they do for their professional development and their attitudes towards their profession. I attempted to find out the roles of females teachers in teacher development and their

views or attitude towards their profession. Attitude simply is the set of beliefs which stresses the integration of thought, feelings and deed. We do have attitude towards activities. People can hold attitude varying degrees of favorability towards themselves and towards any discriminable aspects of their environment.

In this regard, Ellis (1985,p.27) defines attitude as: sets of beliefs about such factors as the target language, culture, their own culture and, in the case of classroom learning, of their teacher and the learning task they are given. These beliefs are referred to as ‘attitudes’. They influence language learning in a number of ways.

In order to extract the required information for finding out the female teachers’ views or perception towards the roles and attitudes they have towards their profession, they were asked 4 closed-ended questions and one open-ended question to respond.

Being based on the responses provided by the respondents, the data has been presented in table no. 3 in the following ways:

**Table No. 3****Attitudes of Female Teachers Towards their Profession**

S.N.	Statement	Responses									
		SA		A		N		D		SD	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	The female teachers promote in girls' education than the male.	-	-	19	95	1	5	-	-	-	-
2	The girls feel more comfortable with female teachers than the males.	5	25	15	75	-	-	-	-	-	-
3	Female teachers do not have any vital roles in Teacher Development.	-	-	-	-	-	-	2	10	18	90
4	Most of female teachers are not satisfied with their profession because of different cultural factors.	-	-	16	80	-	-	4	20	-	-

\* SA= Strongly agree, A= Agree, N= Neutral, D= Disagree, SD= Strongly disagree, No. = Number of teachers

Table no. 3 illustrates the data on the roles and attitudes of the female teachers towards their profession. Among the 20 respondents, 90% strongly disagreed for the statement that female teachers do not have any vital roles in teacher development and 10% disagreed for the very statement. This data shows that females play various roles and responsibilities in teacher development. They are against the statement that they do not have any vital roles in teacher development. And 80% of

the respondents have agreed for the statement that most of the female teachers are not satisfied with their profession because of different cultural factors but 20% disagreed. The data reveals that female teachers have to face with different cultural factors such as being the women they have to do the house hold works and fulfill each and every desire of the family members which discourage them to teach but 4 female teachers among the 20, disagreed the statement. It means they are satisfied with their profession. It might be because of their supportive family.

Similarly, 95% agreed for the statement that female teachers promote in girls' education than the males. This data shows that majority of the population think that female teachers promote in girls' education than the male teachers. It is because the female teachers have understood and are well familiar with the barriers that a girl has to face to get education being a woman themselves. And among them, 5% did not want to respond. They might think that male and female both promote in girls' education. Likewise, 25% of the respondents strongly agreed and 75% agreed for the statement that girls feel more comfortable with female teachers than the males. The girls can easily share their problems with female teachers without any hesitation which they might feel shy with their male teachers for example they may feel shy if they have any problem related to their physical growth and about their period problems.



**Table No. 4**

**Activities of the Female Teachers for their Professional Development**

<b>S.N.</b>	<b>Responses</b>	<b>Number of Teachers</b>	<b>Percentage</b>
a.	Focus on team teaching, peer observation, workshops etc.	6	30
b.	Female teachers themselves must try to be skillful and qualitative.	3	15
c.	Must have the knowledge of time management and actively participate in each function of their schools.	10	50
d.	Try to be familiar with new methods, techniques and technologies of teaching and apply them.	8	40
e.	Female teachers should be strongly devoted towards their profession.	2	10

The table above depicts that majority of the population (50%) reasoned that female teachers must have the knowledge of time management and actively participate in each function of their schools for the question based on the activities that the female teachers should do for their professional development. This data tells that female teachers should try to manage time for pre-study though they have various responsibilities and they should take part or try to conduct co-curricular activities in their school which helps them in their professional development. Regarding this, T1 said, “*Female Teachers should engage them in co-curricular activities and try to manage time to know modern methods of teaching.*”

40% reasoned that female teachers should try to be familiar with new methods, techniques and technologies of teaching and apply them. It revealed that new method, techniques and technologies play vital roles in teaching profession. So, the female teachers should be familiar with those terms knowing the current needs in the field of education. And 30% of the respondents reasoned, “*Focus team teaching, peer teaching, workshops etc.*” The data revealed that team teaching, peer observation, workshops etc. help the teachers to be professionally developed. So the female teachers should focus on those activities to make them professional developed. Likewise, 15% of the populations reasoned that female teachers themselves must try to be skillful and qualitative. It shows that female teachers should try to develop skills in them and try to make their teaching as qualitative as possible. And other 10% reasoned that female teachers should be strongly devoted to their profession. It means they should work hard and should have the respect towards the profession. In this regard T5 said, “*We must be skillful and try to make our teaching qualitative.*” It shows that, to develop professionalism first female teachers themselves must be skillful.

#### 4.1.2 Challenges and obstacles faced by female teachers

**Table No. 5**

##### **Challenges that the Female Teachers face in their Profession**

<b>S.N.</b>	<b>Responses</b>	<b>Number of Teachers</b>	<b>Percentage</b>
a.	Burden of responsibilities both at home and schools.	8	40
b.	Lack of appropriate teaching materials.	9	45
c.	Lack of time for pre- study or lesson plan due to house hold works.	8	40
d.	Lack of knowledge about new methods and technologies.	6	30
e.	Compelled to teach in old methods.	4	20
f.	Lack of confidence due to lack of time for pre- study.	2	10

The data presented in Table No. 5 shows that most of the teachers (45%) opined that they have to face problems due to lack of appropriate teaching materials. According to 40% of the respondents, they reasoned that burden of responsibilities creates problems in their profession. They opined that they have different responsibilities at home also which have direct effect on their teaching. Similarly, 40% opined that they lack time for pre-study or lesson plan due to house hold works. Likewise, 30% of the teachers reasoned that they face problems due to lack of knowledge about new methods and technologies for example the use of email internet in the field of education. And 20% reasoned that they are compelled to teach in old methods so, they have to face with different

challenges and obstacles like sometimes they cannot fulfill the objectives of their teaching as they teach in the same way that they used to teach before 10 years or some years ago. One of the respondents said, “*We have been teaching in the same way because we are not given trainings to develop professional development.*” So, we can say that training is very essential for the teachers’ professional development.

To conclude, teachers provided various reasons and opinion on challenges and obstacles that the female teachers face in their classroom. Among the 20 female teachers, 8 viewed that they face challenges because of the burden of responsibilities, 13 respondents viewed that because of lack of appropriate teaching materials and new methods and technologies, the female teachers have to face problems. Similarly, 10 of them viewed that they lack time for pre-study or lesson plan and lack confidence due to house hold works. One of the responses was, “*We do not get time for pre-study which has direct effect on our teaching learning activities because we have to perform various roles being a wife, mother, daughter in law, etc.*” All these data reveals that teaching for female in the context of Nepal is really challenging and full of obatacles.

#### **4.1.3 Gender Bias in Teachers in Schools**

The study was limited to the female teachers teaching at different schools at different levels. I attempted to find out whether the academic field or school is untouched with gender biasness or not.

The respondents or teachers were provided 5 closed-ended questions and 1 open-ended question to respond. I tried to extract the views of the participants towards gender bias in their schools with the help of those questions. The teachers’ responses are presented in the following table:

**Table No. 6**  
**Gender Discrimination Between Male Teachers and Female**  
**Teachers in Schools**

S.N.	Statement	Responses									
		SA		A		N		D		SD	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Get equal opportunities to participate in various forum roles in decision making.	-	-	5	25	-	-	15	75	-	-
2	Equal opportunities in terms of training.	-	-	5	25			13	65	2	10
3	In terms of grade upgrading and promotion.	-	-	4	20	-	-	16	80	-	-
4	Female teachers lack confidence to conduct co-curricular activities in their schools.	-	-	-	-	-	-	2	10	18	90
5	Male teachers easily can conduct meetings but female teachers feel difficulty.	-	-	-	-	-	-	5	25	15	75

Table No. 6 illustrates that the data on gender discrimination between male teachers and female teachers in their schools. Among all the respondents, 25% agreed that they also get the equal opportunities to participate in various forum roles in decision making and 75% disagreed for the very statement. Likewise, 25% of the total population agreed that they are given the equal chance in terms of training, 65% disagreed for the statement and 10% strongly disagreed that they get equal

opportunities in terms of training. The data shows that they think that they are not given chance in decision making and training equally though 25% view that they are given.

Similarly, 20% of the respondents agreed that they are given equal opportunities in terms of grade upgrading and promotion and 80% disagreed for the very statement. It shows that female teachers are not equally upgraded and promoted. The female teachers from government schools agreed for the statement while female teachers from private schools do not agree that they are given equal opportunities to be promoted. While, 90% of the respondents strongly disagreed and 10% disagreed that female teachers lack confidence to conduct co-curricular activities in their schools. This data shows that female teachers are against the concept that is exist in our society that only males are confident and can organize programmes in mass. And 25% disagreed and 75% strongly disagreed that male teachers easily can conduct meetings but female teachers feel difficulty. The data shows that female teachers think that they are not weaker than the males. They also can do the works that the male do.

**Table No. 7**  
**School Environment Regarding the Gender Discrimination Between**  
**Male and Female Teacher**

S.N.	Responses	Number of Teachers	Percentage
1	No gender discrimination.	8	40
2	Male teachers are thought to be the best to manage any programme.	4	20
3	No direct discrimination but there is miss-concept that males are superior.	3	15
4	Female teachers are not given chance to take vital decision.	2	10
5	Male teachers are given priority to go out representing their schools.	3	15

According to the data presented in table No. 7, 40% of the respondents opined that they have not felt any gender discrimination between them and their male staffs. It shows that there is still gender discrimination between genders by the responses that the remaining 60% respondents have given. Though 40% viewed that they do not have to be the victim of the discrimination, the remaining 60% is the very big percentage to say that there is still the gender discrimination even in schools.

According to 20% respondents, male teachers are thought to be the best to manage any programmes. They are not given chance to organize any programmes in their schools. Similarly, 15% reasoned that there is no direct discrimination but there is mis-concept that males are superior. They viewed that though they are not discriminated directly, they are discriminated unknowingly in their behavior as the first priority is given to the male teachers to conduct any programmes saying that they do have

the bold voice. And 10% of the respondents opined that they are not given chance to take vital decisions. The data reveals that the female teachers are told the decisions later on but they do not have any roles in decision making. Likewise, 15% of the teachers reasoned that male teachers are given priority to go out if they have to go out by representing their schools. They viewed that male teachers of their schools are chosen if one has to represent the school.

By analyzing all the responses given by the female teachers, it shows that though 40% of the respondents opined that there is no gender discrimination in their schools, the other teachers' responses is sufficient to say that there is still gender bias in schools. Regarding this, *Teacher-15* said, "There is not direct discrimination but male teachers are sent if someone has to go to any programme representing the school." It means even if they are not discriminated directly, they are discriminated in the behavior.

#### **4.1.4 Extra Facilities and Appropriateness of Reservation Seats for Females**

In order to elicit the required information for finding out female teachers' perception on the extra facilities and appropriateness of reservation seats that is given to the females, the respondents were provided with 5 closed-ended questions and 3 open-ended questions to respond. Based on the responses provided by the female teachers, the data has been presented in Table No. 8.



**Table No. 8**  
**Extra Facilities and Appropriateness of Reservation**  
**Seats for Females**

S.N.	Statement	Responses									
		SA		A		N		D		SD	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Female teachers need special training package for the professional development.	5	25	15	75	-	-	-	-	-	-
2	The curriculum and textbook designer should address the females' matters more.	10	50	10	50	-	-	-	-	-	-
3	Female teachers need more family support than male.	20	100	-	-	-	-	-	-	-	-
4	The schools should practice local level innovations to promote women in teaching.	-	-	20	100	-	-	-	-	-	-
5	The reservation seats for females should be increased.	17	85	3	15	-	-	-	-	-	-

Among the 20 respondents, the collected data revealed that 25% female teachers strongly agreed that the female teachers need special training package and 75% agreed for the same statement. None of them disagreed for the statement. The data shows that all the female teachers opined that they need special training package. As our country is male dominant, female should be provided the extra opportunities to make them reach along with the males. So, special training package is essential for female teachers.

While analyzing the responses to the statement no.2, it was found that 50% of the respondents strongly agreed that the curriculum and textbook designers should address the females' matters more and 50% of them

only agreed for the statement. It reveals that all (20) female teachers want that the curriculum and textbook designer should address the females' matters more.

For the statement, "*Female teachers need more family support,*" 100% respondents have strongly agreed. It shows that female teachers should have the very supportive family. Female teachers have to perform the various duties being a daughter, wife, mother, etc. If they do not get support from their family, it becomes very difficult to give their best in their profession which has direct effect on the teaching learning activities in their schools.

Similarly, while analyzing the responses to the statement no. 4, all the respondents (100%) agreed that the schools should practice local level innovations to promote women in teaching. It shows that, they think the schools should practice local level innovations to help to promote women in teaching. Likewise, 85% respondents strongly agreed and 15% agreed for the statement no. 5 that the reservation seats for females should be increased. It means 17 out of 20 thinks that reservation seats for females must be increased and 3 female teachers view that it should be increased. So, it can be said that the female teachers think that the reservation seats for females is not sufficient.

**Table No. 9**  
**Special Training Package for the Female Teachers for their**  
**Professional Development**

<b>S.N.</b>	<b>Responses</b>	<b>Number of Teachers</b>	<b>Percentage</b>
1	Innovative training is needed.	3	15
2	Skill based trainings should be given.	5	25
3	Trainings about new technologies.	4	20
4	Trainings that build up self confidence in female teachers.	3	15
5	Trainings related to peer teaching, team teaching, workshops, action research etc.	2	10

The data presented in the Table No. 9 shows that majority of the respondents (25%) reasoned that skill based training should be given to the female teachers for the question based on the needs of special training package for the female teachers for their Professional Development. It shows that there is lack of different skills so the female teachers should be given skilled based trainings for their professional development. And 20% reasoned that trainings about new technologies is important so the female teachers should be given trainings about modern technologies which help them in their teaching. Among them, 15% opined that female teachers need trainings that build up self confidence in them. It means they lack self -confidence due to lack of trainings. So, they should be given that type of trainings. One of the respondents viewed, “*Skill based training and time management training should be given.*”

Likewise, 15% reasoned that innovative training is needed for female teachers. It means female teachers need new ideas and techniques which should be given by trainings. There were 10% of the respondents who

mentioned that trainings related to peer teaching, team teaching, workshops, action research etc. is essential for female teachers which help them to be professionally developed.

**Table No. 10**  
**Sufficiency of the Reservation Seat for Females**

<b>S.N.</b>	<b>Responses</b>	<b>Number of Teachers</b>	<b>Percentage</b>
1	Not sufficient	8	40
2	Must be increased.	7	35
3	Should be increased.	5	25

Similarly, another open-ended question was asked on the sufficiency of reservation seats for females. In response to this question, 40% of the respondents replied only, '*Not sufficient*' for the question. The data shows that the reservation seat for female is not sufficient. And 35% reasoned that it must be increased. It means it is very important or necessary to increase the reservation seats. Likewise, 25% replied that it should be increased.

The data revealed that though the respondents have reasoned the question differently, their opinion seems same. They all think that the reservation seat for female is not sufficient so it should be increased because the condition of female is not good.

**Table No. 11**  
**Preparation of Curriculum and Text books which address**  
**the Females' Issues more**

S.N.	Responses	Number of Teachers	Percentage
1	Yes, females' issues should be addressed more.	9	45
2	Should be address more so that it helps to create awareness among people.	5	25
3	Must be addressed more.	5	25

And another question was asked based on the preparation of curriculum and text books which address the females' issues more. In response to this question, 25% of the respondents reasoned that it should be addressed more so that it helps to create awareness among people through them and 25% of the respondents reasoned that it must be addressed more. And they have given reasons that it helps to promote the females' condition and make people aware about girls' education.

Similarly, other 45% female teachers reasoned only, "*Yes, females' issues should be addressed more.*" While analyzing the responses given by the respondents, we came to know that it is necessary to address females' issues more while preparing curriculum and textbooks.

#### **4.1.5 Importance of T.T. and the Programmes that the Government should bring to Raise the Condition of Female Teachers**

In order to elicit the required information for finding out female teachers' perception on "*Importance of Teacher Training and the programmes that the government should bring*", the female teachers were provided with 2 closed-ended and 1 open-ended questions to respond. The data has been

presented in Table No. 12 being based on the responses provided by the respondents.

**Table No. 12**  
**Teachers Trainings and the Programmes that should be brought by the Government**

S.N.	Statement	Responses									
		SA		A		N		D		SD	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	The essentiality of T.T.	20	100	-	-	-	-	-	-	-	-
2	The government should bring different programmes for females.	12	60	8	40	-	-	-	-	-	-

The data presented in the Table No. 12 shows that 100% respondents have strongly agreed for the statement, “*The essentiality of Teacher Training.*” According to the data, the Teacher Training is very essential for the teachers. Teacher training helps them to be professionally developed either male or female, all the teachers need training which help them to know the strategies that they can adopt to make their teaching effective and develop the sense of professionalism in them. Teacher training helps the teachers to be innovative and the current needs of the students.

And another statement was, “*The government should bring different programmes for females.*” For this statement 60% respondents have strongly agreed and 40% agreed that the government should bring different programmes for female teachers. The data reveals that it is very necessary to bring different programmes for females to raise their condition up from the national level.

**Table No. 13**  
**Ideas that the Government should adopt to Raise the Present**  
**Condition of Female Teachers**

<b>S.N.</b>	<b>Responses</b>	<b>Number of Teachers</b>	<b>Percentage</b>
a.	Special training package should be brought.	12	60
b.	Team teaching must be promoted rather than individual teaching.	1	5
c.	Female teachers should be given more facilities.	8	40
d.	Awareness programmes about girls' education should be broadcasted in T.V., radio, internet etc.	6	30
e.	Schools should be regularly observed.	1	5
f.	The modern technologies must be easily available in each schools.	2	10
g.	Trainings based on modern techniques and activities of professional development should be brought.	4	20
h.	Females should be awarded for their good works.	2	10
i.	Email internet services and Wi Fi services must be easily available in any educational institutions.	2	10
j.	Different programmes should be brought from the local level regarding females' issues.	4	20

Table no. 13 illustrates the data on some suggestions that the government should adopt to raise the present condition of female teachers. The respondents were asked to suggest some ideas. Among 20 respondents,

40% suggested that female teachers should be given more facilities. It shows that to raise the present condition of female teachers, first they should be given more facilities which make this profession very attractive for females. And 30% suggested, “*Awareness programmes about girls’ education should be broadcasted in T.V., radio, internet, etc.*” The data revealed that if these programmes are broadcasted through media, it helps to raise awareness in common people regarding females’ issues. Among them 20% suggested that females should be given trainings based on modern technologies and activities of Professional Development. They opined that to raise the female teachers’ condition up first they should be professionally developed.

Similarly, 20% opined that the government should make Email, internet, Wi Fi services easily available in any educational institutions. And 20% suggest the government to bring different programmes from the local level regarding females’ issues to raise female teachers’ condition up. This data shows that if the thing has to be changed, then it should be started from the bottom. 10% suggested that females should be awarded for their good works. This data reveals that to encourage the females to do more and more good things, they should be rewarded. They would be encouraged to work even if they have to face lots of difficulties. So, Teacher 17 said, “*Female Teachers should be given more facilities so that Female teachers and their family will be attracted towards their profession.*”

Among them, 5% suggested the government that the schools should be observed time to time. Likewise, 5% suggested the government to focus on team teaching rather than individual teaching. Majority of the respondents 60% suggested the government to provide special training for the female teachers. The data shows that the females’ condition can be raised up by providing special training package to them which help them to be professionally developed.



## 4.2 Summary and Findings

After the rigorous analysis and interpretation of the attitudinal data, the following findings have been listed:

- i. Female teachers play vital roles in teacher development as they perform their duties well as a teacher and ninety five percent (19) of the respondents agree that they promote in girls' education as it is one of the problems of our country that daughter should not be educated because most of female teachers themselves have the bitter experience of the very situation.
- ii. Seventy five percent (15) of the respondents viewed that special training package for female teachers is very essential which helps them to be professionally developed. They think that they need the trainings which help them to be innovative and skilled.
- iii. It was found that fifty percent (10) of the population agreed and remaining fifty percent (10) strongly agreed that it is necessary to address the females' issues more in textbooks and curriculum so that it helps to raise awareness among the people.
- iv. It was found that all the respondents think that the reservation seat for females is not sufficient as the condition of females is not good. Among them, sixty percent (12) responded that it must or should be increased and forty percent (8) responded only not sufficient. It means they also think that it is not sufficient so it should be increased.
- v. The females themselves should be aware about their duties, rights and responsibilities. Thirty percent (6) viewed that they should focus on team teaching, peer observation, workshops etc., ten percent (2) viewed, female teachers should be strongly devoted

towards their profession, fifty percent (10) viewed they must have the knowledge of time management and actively participate in each function of their schools, forty percent (8) viewed that they should try to be familiar with new methods, techniques and technologies of teaching and apply them and fifteen percent (3) responded that female teachers themselves must try to be skillful and qualitative.

- vi. It was found that hundred percent (20) of the respondents agreed that female teachers need more family support than male. As Nepal is a male dominant country and, because of the concept of patriarchal society, females have to take many responsibilities like they have to do all the works at their home even they work the whole day at their schools. So, the female teachers need very supportive family, who understand the value of their works and encourage them to work outside of their home.
- vii. It was found that there is still gender discrimination in schools in decision making, representing schools, conducting programmes etc. as male teachers are given priority. Twenty percent (4) of the total respondents viewed that they get equal chance to participate in various forum roles in decision making but seventy percent (14) disagreed for the same statement.
- viii. There is a concept that male teachers can easily conduct co-curricular activities but female teachers feel difficulties not because they are more talented in any case but because they are male. And in this regard, all the respondents disagreed that male teachers can conduct extra- curricular activities. (Ten percent (2) disagreed and ninety percent (18) strongly disagreed).
- ix. Teaching in Nepalese context for females is really challenging and full of obstacles because of various reasons like, burden of duties

or responsibilities both at school and home as Nepal is a male dominant country, lack of materials during teaching, lack of trainings to develop professionalism etc.

- x. Female teachers view that they have to face many difficulties in their teaching than the male teachers because they do not get enough time for pre study or plan the lesson due to various house hold works that they have to do at their home even if they are job holders.
- xi. The teaching in Nepalese context has become challenging because the appropriate supportive materials like projector, computers, etc. are still lack in almost all the schools of our country without which it is almost impossible to teach.
- xii. Thirty percent (6) of the total respondents opined that modern technologies like, email, internet, wifi, computers, projector etc. are nor easily available in all the schools of our country.
- xiii. It was found that the female teachers view that government should bring different programmes to raise the condition of female teachers up. Thirty percent (6) of the respondents think that government should bring awareness programmes about girls' education and broadcast through T.V., radio, internet etc., five percent (1) think that schools should be regularly observed, ten percent (2) opined, email internet services and wifi services must be easily available in any educational institutions by the government etc.

## **CHAPTER: FIVE**

### **CONCLUSION AND RECOMMENDATIONS**

On the basis of the discussion, analysis and interpretation of the data summary of the research has been drawn, findings has been listed, conclusions has been made and some recommendations have been forwarded for further research and policy as well as practice level.

#### **5.1 Conclusion**

The study was based on the female teachers, their roles in teachers' development, the activities that they do for their professional development and the challenges and obstacles that they face in their teaching profession. Study was done on 20 female teachers teaching in six schools of Bara district (Simara).

This thesis comprises five chapters. The first chapter deals with general introduction, objectives of the study and significance of the study. The second chapter deals with the review of the related literatures, implication of review for the study and conceptual framework. Third chapter deals with methods and procedures of the study. It contains information about design and methods used in the study, population of study, on sampling procedure, tools and techniques, data collection procedures and data analysis and interpretation procedures. Fourth chapter consists of the analysis and interpretation of the results. And the fifth chapter deals with the major findings of the study on the basis of the analysis and interpretation of the collected data. It also deals with some recommendations made, based on the major findings of the study. Finally, the fifth chapter is followed by the references and appendices.

## **5.2 Recommendation and Pedagogical Implications**

The following recommendations have been made on the basis of the above mentioned findings of the study:

### **5.2.1 Policy Related**

The following are the policy level recommendation:

- a) The government needs to provide special training package for female teachers.
- b) The teachers should be trained from time to time for their professional development.
- c) The female teachers should be encouraged to conduct co-curricular activities at their schools.
- d) Because of the concept of patriarchal society, female teachers have to face lots of problems. So, to decrease those problems, people should be made aware through different programmes.

### **5.2.2 Practice Related**

The following are the practice related recommendations:

- a) Female teachers are facing many challenges and obstacles in teaching because of the multiple responsibilities. To minimize the problems, the female teachers need extra time at school so that they can prepare for teaching at school.
- b) Female teachers should be given more facilities such as: they should be awarded for their works, they should be paid more for their teaching, so that their family also encourage them and support in their career making.

- c) Modern technologies and services like, computer, projector, tape recorder and Email, internet, WiFi services should be easily available in any schools or educational institutions.
- d) The reservation seats for females should be increased because the present condition of female teachers is not good in the comparison to male teachers. So, in order to improve the condition and to increase the females' number in public services the reservation seats for females should be increased.
- e) Documentary films about females and their works should be made and broadcasted through media so that people can see that the females also can do the things that the male do. And that helps to raise awareness among people.

### **5.2.3 Further Research**

The further researches can conduct research on the following key ideas which was kept to be captured in this research:

- A comparative Analysis of rural and urban female teachers in Teacher Professional Development
- A qualitative analysis of female teachers in Teacher Professional Development: A Socio Cultural Approach

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