

FEMALE TEACHERS' EXPERIENCES IN TEACHER PROFESSIONAL DEVELOPMENT

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

**Submitted by
Jyoti Kharel**

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

2019

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Proposal: 01/03/2019
Date of Submission: 24/06/2019**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Jyoti Kharel** has worked and completed this thesis entitled **Female Teachers' Experiences in Teacher Professional Development** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 24/06/2019

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Date: 11/07/2019

DEDICATION

Dedicated to

My family and respected teachers who always encouraged me to take challenges and inspired me for my betterment

DECLARATION

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

Date: 23/06/2019

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Jyoti Kharel

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Jyoti Kharel

ABSTRACT

This research entitled **Female Teachers' Experiences in Teacher Professional Development** was an attempt to analyze the roles and challenges of female teachers professional development. In order to provide the viable insight about their journey as teacher, I adopted the narrative inquiry as the research design. Three female teachers of three different government schools at Kirtipur were chosen purposively, interviewed with semi-structured questionnaire, the information was transcribed, analysed and concluded. The findings of the study reveals that teaching is challenging profession because they have multiple responsibilities beside their profession. Further, the finding also showed that female teachers faced challenges, dilemmas and tension due to the gender most. Similarly, three different roles of female teachers were identified viz. professional, societal and familial, of female teachers. Thus, gender inequality and discrimination at home, society and institution made them feel depressed and marginalized. Due to these facts, female teachers donot have the significant space for sharing their stories to others. Time management, child rearing and caring, economic management and multiple role of mother, wife and daughter in law are the most influencing challenges for female teachers' professional development.

The present study consists of five chapters. Chapter one is an introductory chapter. It includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms. Chapter two deals with review of the related theoretical literature, review of related empirical literature, implication of the review and conceptual framework in relation to experiences of female teachers, their challenges and opportunities. Chapter three includes design of the study, population, sample and sampling strategy, research tools, source of data, data collection procedures, ethical consideration. Chapter four presents the analysis of the data and interpreted of the result. Finally, chapter five includes the findings, conclusions and recommendation of the study. The study ends with my reflection which include my experiences regarding writing this thesis.

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LIST OF SYMBOLS AND ABBREVIATIONS

B. ED	Bachelor in Education
COP	Community of Practice
EFL	English as a Foreign Language
ELT	English Language Teaching
FOE	Foundation of Education
I.Ed	Intermediate of Education
M. Ed	Master of Education
NCED	National Center for Educational Development
NEC	National Education Commission
NESP	National Educational System Plan
No.	Number
PEDP	Primary Education Development Project
Prof	Professor
SEDP	Secondary Education Development Project
S.L.C	School Leaving Certificate
SSRP	School Sector Reform Plan
TEP	Teacher Education Program
T.U.	Tribhuvan University
TPD	Teacher Professional Development.