

CHAPTER ONE

INTRODUCTION

This chapter consists of background of the study, statement of problems, objective of the study, research questions, significance of the study, and delimitation of the study and operational definition of the key terms.

1.1 Background of the Study

Gender is the state of being male or female in relation to the social and cultural roles that are considered appropriate for men and women. Gender is embedded so thoroughly in our institutions, our actions, our beliefs and our desires, that it appears us to be completely natural. According to West and Zimmerman (1987) gender is not something we born, and something we have, but something we do. Gender is something we perform (Bulter 1990). In other words gender performances are available to everyone, and where gender and sex come together.

Although the words gender and sex both have sense ‘the state of being male or female’, they are typically used in slightly different ways; sex refers to biological differences in males and females while gender refers to cultural and social ones. In simple words, gender the range of characteristics pertaining to, and differentiating between and from masculinity and femininity. American psychological association (2015, p. 2) mentions:

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

Female teachers face personal, familial and professional problems in their professional life. These problems vary with nature of job, working environment and personal life. Meanwhile, there are a lot of opportunities too for female teachers, during their professional life. A large number of women populations are engaged as school teachers in different portfolios in the context of our nation. There should be a determined commitment for balanced professional and personal life of female teachers. This research aims to identify the role and challenges of female teacher.

Teacher professional development (TPD) is a long term process through which a teacher tries to be an effective and successful figure in his/her teaching profession. TPD is a very much vast and complex phenomenon of teacher development that incorporates all the variables that have direct and indirect effect on an effective teaching such as motivation techniques, classroom management, content knowledge with appropriate skills and techniques to deliver, and student's evaluation strategies. TPD is a lifelong process of acquiring new knowledge and skills through formal programs (training, workshop, conferences etc) and informal activities (such as experience sharing,, journal writing, reflective and critical thinking, peer talk and so on) and during the process of acquiring knowledge the teacher take challenges as the opportunities for their professional growth. Professional development of a teacher is a lifelong process which begins with the initial preparation that teachers receive whether at an institution or job site and continuous until retirement. TPD is an aspect of teacher's personal development as a whole. Professional development becomes the most useful when it is embedded in the daily life of the school that is to say a culture of learning in the school or educational setting. In this sense, professional development enhances the competence of all teachers in a learning community to pursuit their lifelong learning.

This research explores the narratives of female teachers in Nepal through a narrative inquiry. The personal experience of female teachers working at three

different Government schools at Kirtipur, Kathmandu, Nepal has been considered for this research. Three female teachers from different schools of Kirtipur were selected using narrative inquiry. It is related to how gender is a challenge for women in teaching profession. Teachers are the important resources that contributed to developing the educational quality and the human capital of the nation. Like many other developing countries in Nepal, large number of educated woman is working as teachers in both the primary and secondary education sector. TPD can function as a tool to renew and modify the prior knowledge and skill of teachers with respect to dynamic change in teaching.

1.2 Statement of Problem

The problem of employed women may vary with the nature of job, sector in which they are working and family setup. Health related problems are more prevalent. Majority of the employees skip breakfast daily, and do not get time for simple exercise, relaxation and unable to engage in any recreation activities.

Professional development is defined “those processes and activities designed to enhance the professional knowledge skills and attitude of educators so that they must in turn improve the learning of students” (Tokey, 2000, p.16). In recent year male/female disparities in education has decreased. Poverty and credit is still very limited. Discriminatory wage structure and unequal access to earn income have not been reduced but have actually increased over the last many years both in agriculture and non-agriculture sector, in general and in the manufacturing sector in particular women are concentrate the lower end of the pay scale.

Female teachers are choosing teaching profession because they need to stay close to home, job security, opportunity that teaching provides to run family life, short working hours or also equally importance for many female teachers. A number of reasons such as desire to work with children, value of education

in the community, respect for the teaching profession, desire to share knowledge, influence choose teaching as profession but they cannot get the chance of job satisfaction and growth opportunity.

1.3 Objectives

The objectives of this research are as follows:

- 1) To explain the role of gender for female teachers' professional development.
- 2) To identify the challenges of female teachers' professional development.

1.4 Research Questions

On the premises of the stated objectives, the given research questions were formed to guide this study.

1. How gender is a dominant challenge for female teachers in Government schools?
2. What will be the roles and responsibilities of female teachers in professional development?

1.5 Significance of the Study

Nepal has set aside 33% of parliamentary seats for women through legislation under Article 84(8). Similarly, Sustainable Development goal has "Achieve gender equality and empower all women and girls in goal 5. Likewise, target number -5.5 (goal 5 of SDG) states " ensure women's opportunity for leadership at all level of decision making in political, economic and public life.

These statements try to empower the women capacities. Although, there are a lot of national and international laws and programs which always tend to uplift equality of life make inclusion in decision making and prosperous professional life of women, there is lack of implementation of these instruments in practice.

This research will focus on finding the real challenges of female teachers in government schools.

Similarly, this study is significant to the policy makers to develop the plans and policies for the Nepalese Government to make gender friendly approach in education. I hope this study would be beneficial to bring strong policy and provision for empowering female teachers.

Most importantly, as being an ELT practioner particularly as a researcher, this study will help me to explore the hidden reality of female teacher's life. It can be useful to the researcher who wants to undertake resource in the area of teacher professional development of females.

1.6 Delimitations of the Study

This study has the following limitations that future studies should address to shed more light on the subject under investigation.

-) The focus of this study was limited with three female teachers of Government schools at Kirtipur Municipality.
-) This research is focused on the challenges of female teachers of government school. This study was based on narrative inquiry research design using purposive sampling strategy through interview as research tools.
-) The area of this study was limited in three different government schools of Kirtipur Municipality, Kathmandu.

1.7 Operational Definition of Key Terms

The following terminologies will be used as the key term throughout this study.

-) **Gender:** Gender is the state of being male or female in relation to the social and cultural roles that are considered appropriate for men and women.

-) **Professional Development:** Process of improving and increasing capabilities of staff through access to education and training opportunities. One can be the professional through reflecting their own experiences, involving in different interaction and group work, sharing problems and success with colleges etc.
-) **Narrative Inquiry:** Teachers narratives are the stories of female teachers own experiences that they encounter during their personal and professional lives. The stories which they told help them to understand their past and present experiences, contexts and complexities in constructing their professional development.
-) **Teacher Community of Practice:** It is the place where the female teachers get ample opportunities to construct their professional development through shared stories. Dannillewicz (2001, p.14) views that participating in discourse community of education can be the powerful influence in evolving teacher identity.
-) **Government School:** A school that is maintained at government expense for the education of the children of a community or district that constitute a part of a system of free public education commonly including primary and secondary schools.
-) **Female Teacher:** A female teacher is female individual person carrying her teaching profession in government schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter deals with the review of related theoretical and empirical literature, implication of the study and conceptual framework.

2.1 Review of Related Theoretical Literature

This subsection deals with different theoretical perspectives related to gender role in teacher professional development. I have also reviewed different researches in this area, policy and provision of teacher professional development and so on.

2.1.1 Professional Development

Professional development is a process of improving and increasing capabilities. Simply, professional means relating to a job that requires special education, training or skill and development is the act or process of growing or causing something to grow or become larger or more advanced. Generally, development refers to progressive change or advancement towards positive direction. It draws on the teachers own inner resource for change. In a board sense, professional development refers to the development of person in his or her professional life. It is an ongoing, self-directed and autonomous effort of person to acquire new knowledge and skill.

Richard and Farrell (2010, p. 4) state that the professional development is a process that take place over time starts and ends with normal training of graduate education. This is a process along a continuum of learning and is about on-going professional development.

In addition to this, professional development is a process of improving and increasing capabilities. It refers to a variety of activities, both formal and informal, designed for the personal and professional growth of teachers and administrators. It is the process that improve and enhance the job related knowledge and skills of practicing teachers.

Teachers participate in professional development activities to learn and apply new knowledge and skills that will improve their performance on the job. In the same concern, Howell (1996) says that professional development activities are varied because they have to serve teachers and administrators not only at different level of instruction or management but also at different points in their career development. It involves a wide variety of subject and activities to insure that teachers acquire and maintain the competencies required to face the diverse challenges involved in teaching and learning.

Thus we can conclude that professional development is about improving and moving forward. It is about acquiring new skills and becoming a better teacher by learning new methods and information about their field by involving in various activities. It keeps teachers up to date on new research, how children learn emerging technology tools for the classroom, new curriculum resources and more. It is the process of developing professional excellence in the teacher by learning, experiencing, practicing and preparing oneself for new challenges and responsibilities to be encounters in teaching career.

2.1.2 Stages of Professional Development

Profession is that vocation which carries a sense of public service and personal dedication. Teachers also like doctors, dedicated themselves in public good. Thus, teaching is undoubtedly is a profession. The people who are engaged in language teaching profession have their own stages or phases that help the teacher to develop their professional development. The various stages / phases are listed below as suggested by Richards and Farrell (2008, p.63)

2.1.2.1 Survival phase

In this phase, teachers feel diffident, inadequate and ill prepared. This phase is the stepping stone for professional development where teachers are concerned with reconciling educational ideas and realities, maintain classroom discipline, establishing appropriate relationship with students. Teachers play the role of discovering new skills and attempt to get mastery of knowledge as well as instructional method, thus this phase is also called discovery phase.

2.1.2.2 Stabilization phase

In this phase, teachers consolidate the experience from the first phase; they gain confidence in teaching and master teaching skill. Teacher become flexible in their classroom management and better handles unpredictable situations. Teachers focus changes from 'self' to students for stabilization his teaching pace.

2.1.2.3 Experimentation and diversification phase

Teachers want something new; the teachers get motivated by the wish to increase their impact in the classroom and seek new challenges. Teachers should be expert personally on materials and classroom management skills. So, teacher gets diversification because of their desire to change themselves in their profession.

2.1.2.4 Re-assessment phase

Teachers get disappointed with the outcome of reforms, self-doubt and uncertainty increase in the part of the teachers. They also face monotony of classroom teaching and unpleasant working conditions.

2.1.2.5 Serenity phase

Teachers are less harmed to others perceptions of them “being able to accept myself as I’m and not as others would have me be”. There is making by a decline in professional investment and enthusiasm but greater confidence, more tolerance and spontaneity in the classroom. Teacher student’s relation is distanced.

2.1.2.6 Disengagement phase

Teachers want disengagement from professional commitment and allow more time for personal engagement. Disengagement can take the form of withdrawing and investing their time and effort elsewhere. This phase can either be ‘better’ or ‘serene’ to his professional career.

2.1.3 Strategies for Professional Development

There is not only one way to develop the professional development. There are many more methods, procedures, ways, strategies, and options available which adopted by teachers according to their conveniences. Different theories and principles are used by the teachers to develop their own profession in different situation. A teacher can use the locally based approaches that encourage the teachers to exploded their own context and construct their own knowledge and understandings of what takes place in their profession. Teachers and institutions should analyze their needs and particular context before deciding the strategies for teacher professional development.

A wide variety of methods and procedures are available for in-service teacher development. Richards and Farrell, (2008, p.14) present following strategies presented in table 1 can be used to facilitate professional development in language teaching.

Table 1: Activities for Teacher Development

Individual	One-to-one	Group-based	Institutional
) Self Monitoring	) Peer Coaching	) Case Studies	) Workshops
) Journal Writing	) Peer Observation	) Action Research	) Action Research
) Critical Incidents	) Critical Friendship	) Journal Writing	) Teacher Support
) Teaching Portfolios	) Action Research	) Teacher Support	Groups
) Action Research	) Critical Incidents	Groups	
	) Team Teaching		

These are the learning formats often used in professional development and that can be addressed to institutional improvement, individual development as well as pedagogical development. This is necessary to collect information about the teaching behavior and practices objectively and systematically and to use information as a basis for making decision about whether there is anything that should be changed.

A strategy approach to professional development starts with need analysis. Need analysis refers to both the institutions needs and perceived needs of the teachers. It is said that successful teachers are those who continue to develop throughout their professional life. The completion of of a pre service course and initial qualifications are only the beginning. Teachers themselves are an important aspect of their work as teaching. Learning to be a teacher requires the development of a professional development of a professional self and the context in which one works particularly the individual with which one interacts.

Need analysis should include the needs of both the individual and the institution as a whole. At the individual level, areas for training and development for different teachers in a program can be identified strategies recommended to assist them achieve their goals. However, in determining the needs of an institution it should be realized the research

on professional development emphasized the importance of horizontal decision making in determining goals (Sparks, 1989, p. 93)

So that professional development has to be resourced and supported at a level that gives it a reasonable chance of achieving the purpose. Learning strategies refers to the learning that is result of educators sharing what they have learned from their teaching experience, reflecting on specific works experience and knowledge to uncover new understanding colleagues share best practice they have discussed while trying out new programs or planning a project. So that, it provides English language teaching is an opportunity to develop the learning strategies of English language teachers for professional development.

2.1.4 Importance of TPD

Professional development helps teachers to develop the content knowledge and skills; they need to succeed in their classroom. By improving their skills and knowledge, teachers become better prepared to make right curriculum and instructional decision as content areas, teaching approaches, pedagogical change and develop teachers must grow and develop over the course of their carriers.

Adhikari (2009, p.10) mentions:

The knowledge related to the field of language teaching and learning is never constant. It goes on changing together with the changes in the theories of language learning and emergence of new approaches and methods. So, there is a need of regular opportunities for the teachers to update their knowledge and skills in this field.

Likewise, Richards and Farrell (2005) mention:

In most school and institution today, language teachers expected to keep up to date with developments 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.

Teachers have to expand their roles and responsibilities over time if they are to continue to find language teaching rewarding. Teacher's professional development is a key factor to bring the positive effect on the educational products so, a teacher should be advance in professional expertise throughout his or her career and this advancement does not depend on formal course or external input alone. Personal experience, self-reflection and interaction with colleagues in the institution are very important tools for personal progress.

2.1.5 TPD training in Nepal

The historical development of TPD in Nepal started with the establishment of National Educational System Plan (NESP) in 1971. Before the establishment of NESP, all the schools were established or managed by the local communities with their own local resources (Singh, 2015, p. 274). So, the concept of TPD was applied by the policy of NESP in 1971 which required professional qualifications of teachers in addition to academic qualification. It was the first policy which adopted the policy of academic qualification for the first time in Nepal. It made 10 months training compulsory along with the academic qualification for school level (NCED 2015, p. 2).

Likewise, National Education Commission (NEC, 1992) brought the policy that teachers who are involved in teaching profession must take training (NEC, 1992, p.130). This report mentions that there were two agencies for conducting teacher training: Faculty of Education and Ministry of Education and Culture which conducted Primary Teacher Training, package training, In-service training, short term training and other trainings. Another new step of teacher

professional development was the recommendation of High Level National Education Commission (HLNEC, 1998) which suggested the need of training and teaching license for teachers (Singh, 2015, p.275). so, to be a candidate of teacher, one has to pass teaching license exam.

All the reports argued for the professional development of teachers. If we look at the history of professional development of teachers, different plans or policies are made for the development of teachers from the establishment of NESP to now. According to NCED (2015), from 1980 A.D., 10 days to 2.5 months teacher training was conducted under the different programs such as Seti Education and Rural Development Project, Primary Education Project, Basic and Primary Education Project, Radio Education Teacher Training and Science Education Project. During that time, many teachers were untrained. Therefore, with the purpose of maintaining the minimum quality of learning by providing basic teaching skills, above mentioned training was conducted for those untrained teachers.

With the repetition of need of 10 months teacher training for secondary level and primary level, physical and institutional infrastructure were conducted to conduct it extensively by Secondary Education Project (SEDP) and Primary Educational Development Project (PEDP) respectively (singh, 2025).

Extensive Training Networking (ETN) was established under the Teacher Education Project (TEP, 2002-2009 B.S.) and Secondary Education Support Program (SESP, 2003-2009 B.S.). by establishing ETN, the national campaign-Backlog Clearance of untrained teachers were implemented. So, SEDP and SESP were implemented for the secondary teacher development.

School Sector Reform Plan (SSRP, 2009) offered two two separate professional career paths: one for basic (grade 1-8) and one for secondary teachers. There were four stages in the teacher professional career path: beginner, experienced, master and expert; for both basic and secondary level teachers (SSRP, 2009). This plan also determined the minimum qualification

for teachers which was as follows: i) higher secondary education or equivalent with relevant teacher preparation course for basic education, ii) M.Ed. or equivalent with relevant teacher preparation course of secondary level. Furthermore, SSRP proposed one-year Teacher Preparation course (TPC) in addition to minimum academic qualification.

This plan proposed the policy that teachers must acquire one month in-service training at least once in every five years to link this training with teacher career development. Regarding the provision of head-teachers' minimum qualification, the plan purposed B.Ed and M.Ed with head teacher preparation courses for basic and secondary schools, respectively. Foundation of Education (FOE) TU has been continuing implement T{C and qualification upgrading program, designed and developed under TEP, targeting both pre-service and in-service teaching force. Another provision made by SSRP was L/RC based demand driven refresher teacher training according to this provision, for all teachers working at various levels (ECED to grade 12) over a five year period of time, L/RC-based demand driven and refresher teacher training implemented. Job induction training was another provision to novice teachers for 7-10 days. There are 34 ECTs and 46 LRCS are working for teacher professional development under NECD system (Singh, 2015).

SSRP implemented TPD program as a new roadmap to develop teachers' competency from their daily experience (NCED, 2015). The worldwide stages of teaching learning process are i) apprenticeship of observation of own teachers when they were student themselves ii) pre-service teacher preparation course iii) job induction orientation iv) Professional development. Nepal had completed those prior three stages and TPD model had been implemented being based on fourth stage i.e. professional development. SSRP proposed the provision that every teacher should get opportunity of in-service training of 30 days over over a five year period of time. To implement this provision in practice, three stages of 10/10 days TPD model was prepared. These stages

were designed according to the need of teachers. The structure of TPD module is:

Phase 1: Training-workshop (5 days)

This phase is conducted in TPD hubs between participated teachers and expert/trainers in face to face mode for five days.

Phase 2: Self study exercise (3 days)

After completion of first phase, this phase is conducted in teachers' own school where teachers had to complete specified tasks for three days.

Phase 3: Instructional counseling (2 days)

In this phase, trainers go to the school of participated teachers and evaluate the task of teachers and provide the certificate. This phase runs for two days.

Thus, SSRP had given high priority to teacher preparation and its development. NCED was established in 1993 under the Ministry of Education, Nepal with the purpose of providing teachers professional development opportunity to the teachers as an in-service training program. NCED is conducting certification and recurrent training courses for primary and secondary level teachers through ECTs and other related training providers. Singh (2015) mentions that NCED has become the apex body to provide training by merging three related institution into one. NCED, Distance Education Center and Secondary Education Development centre merged into NCED (p.275). It is providing training to the teachers for their professional development. It has developed. It has developed policy, guideline, program handbook etc for the professional development of teachers.

2.1.6 Challenges of TPD Training

Teachers have different needs and expectations depending upon their diverse socioeconomic backgrounds and personality. It is difficult to meet their satisfaction level. In the context of Nepal, many teachers are not satisfied with TPD training. Similarly, there are many places in Nepal where even text books are not available because geographical barrier. So, there are different challenges of TPD training in Nepal. Adhikari, (2015) provides some challenges of TPD training. She states that some Resource Person and Roster Trainers are less experienced and competent. Similarly, another challenge is that there is lack of materials, physical condition, and competent human resources, lack of management of tools and materials in remote areas. She further mentions that there is no continuous evaluations, supervision and feedback from concerned authority and teachers even do not believe that they will develop their skill from ten days TPD module.

Similarly, Shrestha, (2012) also mentions some other challenges such as some teachers are not ready to fill out demand collection form and TPD programs has been conducted without collecting teachers' real needs. He mentions that some resource persons are biased in selecting Roster Trainers. Next challenge is teachers feel that TPD is compulsory than necessary there is lack of conceptual clarity of TPD among practitioners.

Thus, in Nepal, it is big challenge to implement TPD training because of such problems and this may be the cause of increasing the expectation of teachers and dissatisfied from TPD training. There are different challenges of TPD training which creates gap between the expectation and dissatisfaction level of teachers. Therefore, to fulfill the gap between them, need analysis and context sensitivity or particularity should be in major concern.

2.1.7 Gender and Development

Gender and development focuses on connection between gender and development initiatives and feminist perspectives. It deals with the issues, such as health and education, decision making and leadership, peace building, violence against women and economic empowerment. Development cannot be realized without the very significant component of gender. According to the World Development Report, (2012) gender is defined as socially constructed norms and ideologies which determine the behavior and actions of men and women.

The gender approaches is distinct in that it focuses on women and men not only women in isolation. Women are usually in disadvantages position in the workplace in comparison to men. Promotion of gender element like equality and mainstreaming implies explicit attention to women's need and perspectives. At the same time, there are also significant negative effects of unequal power relations and expectations on men and boys due to stereotyping about what it means to be a male. Instead, both women and men should be free to develop their abilities and make choices-without limitations set by rigid gender roles and prejudices base on personal interests and capacities. (Abebe, 2015)

2.1.8 Gender Inequality

Gender inequality in Nepal refers to disparities and inequalities between men and women in Nepal, a landlocked country in south Asia. Gender inequality is defined as unequal treatment and opportunities due to perceived difference based solely on issue of gender (Parziale, 2008). Gender inequality is a major barrier from human development worldwide as gender is a determinant for the basic of discrimination in various spheres such as health, education, political representation and labor markets. Although Nepal is modernizing and gender

roles are changing, the traditionally patriarchal society creates systematic barriers to gender equality.

2.1.9 Gender Issue in the Construction of Female Teacher Identity

Gender issue started along with the human civilization and it is the most prevailing issue of 21st century in the entire field including education. Growing research literatures in teacher professional development typically ignore gender. However, in the field of TESOL, panel discussion, paper presentation on gender. These discussions try to explore the concept of gender in wider perspectives. Opining similar view, Bowie (2006, p. 81-101) distinguishes gender from sex. For Bowie, ‘gender’ refers to the socially constructed roles, behaviors and and the attributes considered appropriate for men and women in given society. “Sex” refers to the biological category. Thus, gender is the social and cultural division whereas sex is the biological one.

Bhusal (2015) shares the stories that female teachers experience multiple forms of challenges, obstacles, and struggles in the complex socio-cultural context in the process of creating their identity within these multiple boundaries. She further discusses the need of essential factors in female teacher lives and argues that the dominant patriarchal discourse can be a tool for maintaining and legitimating the gender ideology. In the Nepalese context, school, a sub system of society is the key place of gender disparity however their motto is ‘to learn together without any discrimination’.

2.2 Review of Related Empirical Literature

A number of research works have been carried out on the field of gender role and teacher professional development. Among them, few are carried at the Department of English Education, T.U. I have reviewed the related research works carried out in the Department of English Education including others researches done in international context.

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

Accordingly, Jawarneh & Ababneh, (2014), “Ordanian EFL students’ attitudes and perspectives towards the gender of their English teachers the research based on survey. The number of students who participated in this study was one hundred and eighty-three. There were one hundred male students and eighty-three female ones. Questionnaire has been used as research tool where, 183 including male and female students were selected using purposive sampling procedure. He has analyzed the data in terms of means and t-test. From the findings of this study, first, students’ gender doesn’t play any significant role in determining their perspectives towards their English teacher. Both male and female students have the same beliefs in relation to their preference to be taught by male teacher, while the male students prefer to be taught by female teacher. Third, both male and female students share the same

ideas or perspectives about the characteristics which they like to have in their English teacher. Furthermore, teachers should bear in mind the needs of their students as it is important to create an appropriate learning atmosphere.

Likewise Shrestha (2015) conducted a research entitled “Activities of Female Teachers for their Professional Development”. The main objective of the research was to find out the activities performed by female teachers for their professional development and to find out the attitude of female teachers towards their profession. The research was limited to the Bara district and 20 respondents were only female teachers. The research tool was questionnaires (open –ended and close-ended) and carried out it through survey design. The findings of the research showed that female teachers play vital role in their profession and special training package is necessary to empower women in education, moreover, workshops, seminars and so on for their successful professional development.

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

All the developed and half of the developing countries has adopted legislation and constitute provision to insure women's equality under the law .But in practice discrimination persist .women in many developing countries marry when they are very young .almost 50% African women, 30% of Asian and 30% of Latin American women are married by the age of 18 years. (UN 1997)

Gender and development is emerging as a progressive issue in the development from the women's perspective and experiences .It's origins was associated with the third world women learning from effect made to integrate into main stream development and growing efforts of women from north and south to develop alternative analysis and action . It is a part of the large work creating and alternative development model for the world view which moves beyond on economic analysis in include environmental sustainable and qualitative aspect in its definitions of the women.

In the part of study made on developing countries, it is related that the women's role in economic development is considered in developing countries women's role is considered to be that nurturing while women's role is perceived that of bread winners .Time allocations and decision making studies shows that women have a major role both in managing agriculture production and process and providing labor. (Achara and Banett 1983)

A study made by CERID has concluded that a large number of girls are getting education in Nepal .Many school has opened in village. However, girls are still unable to receive formal education. Education is strong force from programmed and it is a prerequisite for improvement of the condition of present women and their daughter. (CERID-1993)

Although the constitution of Nepal is based on principal of equality and human rights, there are several law which explicitly discriminate against women on the basis of son and daughter by birth. This discriminated laws are highly apparent in case of nationality (Citizenships rights , property rights , marriage in family

, legal and court proceeding which are the main elements of social exclusion and suppresses practical gender needs as well as strategic gender interest (FWLD, 2000)

Women in Nepal as elsewhere, hold triple responsibility of reproduction, production and community management. However, reproduction is not treated as work and house holding is not considered a predicting job at least by the state organ. Women suffer from discriminatory practices in opportunities for education, personal mobility, which is required among others for skills development and independent decision making is highly restricted. Women in Nepal works for longer hours than men have many opportunities to gainful employment and process extremely limited property mainly landed property. Women are deprived from decision making about the household income (NESAC, 1998).

The social and cultural values of Nepali society do not encourage women to work outside home. A few of Affirmative action which are supposed to assist working women have had negative impact and severely restrict women opportunities for employment. The leads economic deprivation and dependences. As a result large numbers of women are still working as unpaid labors and their labor is not being valued. (FWLD, 2003)

Ghimire (2015) carried out research on the topic entitled “Transfer of Teachers’ Professional Development Training in English Language Teaching Classroom”. The objective of the study were to find out changes brought in ELT classroom by TPD training in teachers’ teaching learning operation in terms of personal qualities, planning of lesson, classroom presentation and evaluation. Twenty students were selected purposively and questionnaire and observation check list were used as a tool to collect the data. The study found out that fifty percent of the teachers were able to implement training inside the classroom. Teachers were found to use new and communicative techniques

inside the classroom. Similarly, teachers tried to bring some changes in planning of lesson, presentation and evaluation.

Different scholars viewed gender differently in different context. According to Williams and Burden, (1997 as cited in Estalkhi, N.N. et. al. 2011, p.2) “Teacher’s beliefs also influence teaching behaviors and finally learner’s development. But another person takes it differently, where “Male and female are different in both language teaching and learning for instant females seem to talk more about relationships than male do (Tannen, 1990). Moreover Tannen (1992) mentions “a man’s world focuses on competition, status and independence. Meanwhile women’s world focuses on intimacy, consensus and interdependence.

Appleby (2014 as cited in Hannan et. al. 2015, p. 1830) states that pattern of gender are clearly an affective part of the educational construction, as gender has always been associated with language teaching and learning. She adds that the importance of gender lies in the knowledge that gender is connected directly with different opportunities and barriers which shape the composition of the language teachers. Gender disparity has been a chronic problem in education ever since Nepal launched efforts for the development of formal schooling. All available educational indicators suggest that girls are far behind than boys in terms of enrollment, retention, grade promotion and learning achievement.

2.3 Implication of the Review of the Study

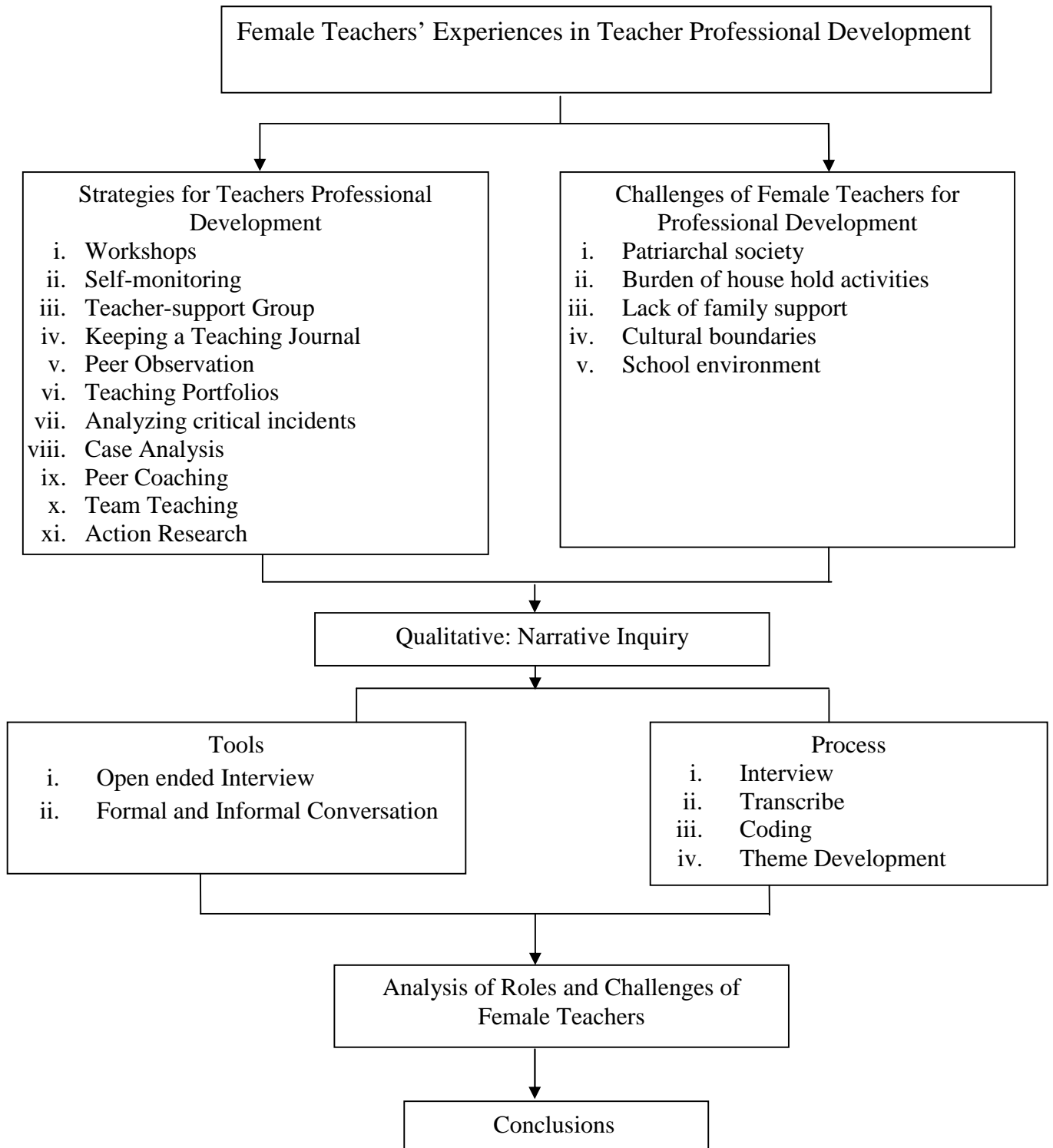
The above reviewed literatures (theoretical and empirical) have provided helpful information to my study. I have taken ideas and information on my research which has been more useful for my study based on procedure, methodology, source of data, tools and so on. This review of the study obtained information from the varieties of books, theses, and journal articles and so on. These entire sources helped me to build ideas related to research problems,

challenges, and new methodology and contextualize the finding and provide an opportunity for critical analysis.

Connelly and Clandian (1999), Vgytosky, Morgan (1997) stated an insight for building theoretical knowledge. Similarly, Bista (2006), Bhushal (2015), Adhikari (2013) were helpful to get ideas about gender inequality in Nepalese context. There are other valuable materials which are the part of my research included in the reference section.

2.4 Conceptual Framework

The present study on the title Female Teachers' Experiences in Teacher Professional Development is based on the following conceptual framework.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter is about methods or procedures I used to conduct my research study. This chapter includes the design of the study, population sample and sampling strategy, research tools, sources of data and interpretation procedure and ethical consideration.

To achieve the objectives of the study, following methodologies were selected in the research process.

3.1 Design of the Study

I selected narrative inquiry research design for the purpose of my research work. Narrative inquiry is an umbrella term that captures personal and human dimensions of experience over time and takes account of the relationship between individual experience and cultural context (Clandinin & Connelly 2000). Although narrative inquiry has a long intellectual history both in and out of education, it is increasingly used in studies of educational experiences. The study of narrative is the study of the ways humans experience the world. This general concept is refined into the view that education and educational research is the construction and reconstruction of personal and social stories, learners, teachers and researchers are storytellers and characters in their own and others stories.

Narrative inquiry is a way of understanding and inquiring into experience through “collaboration between researcher and participants, overtime, in a place or series of places, and in social interaction with milieus.” (Clandin & Connelly, 2000 p.20). Three common places of an narrative inquiry, temporality, sociality and place, specify dimensions of an inquiry and serve as a conceptual framework. Commonplaces are dimensions which need to be simultaneously explored in undertaking a narrative inquiry.

Steps of Narrative Inquiry: According to Josselson (2007), the following are the main characteristics of narrative inquiry;

-) Individual Experiences
-) Chronology of experience
-) Collecting individual Stories
-) Restoring
-) Coding for theme
-) Context of Setting
-) Collaborating with participants

Similarly, every research has its own steps which are followed by every researcher. Josselson (2007) presented the following steps of narrative inquiry research design which are presented below:

-) Identifying phenomena to explore that address in educational problem
-) Purposefully select an individual from whom you can learn about the phenomenon
-) Collect the story from that individual
-) Restory or retell the individual's story
-) Collaborative with the participant-story teller
-) Write a final report based on the story about the participant's experiences
-) Validate the accuracy of the report

According to Creswell (2012), a narrative research story must be consistent with the criteria for a qualitative story, in a narrative story, the following are guidelines a researcher might consider when evaluating the quality of the story.

-) The researcher keeps the focus on one or two individuals.
-) The study reports on the life experiences of the individuals as told through their stories.

-) The experiences are restoryed in a chronology that includes a beginning, middle and end.
-) The study includes significant amounts of detail on the context of the story
-) Contains an analysis of the stories themes that emerge (5-7) themes
-) The researcher collaborates with the participants to verify, contribute and approve of the story as it evolves into a study.

3.2 Population, Sample and Sampling Strategy

This study was related with female teachers of government school which mainly examined the experiences and challenges of female teachers largely determined by gender ideology.

In choosing my candidates, I used purposive sampling which focuses on the small size that is useful for analyzing the data properly, Cresswell (2007). So, I choose the participants teaching at government schools in Kirtipur Municipality, Kathmandu. It was difficult for me to find out the participants willingly to take part in this study. Thus, I became worried about the expected participant for my research. Then I began asking my relatives, friends and even school head teacher for providing the information for my requirement. Finally, I visited some schools in the valley and met teachers and talked to them informally about my research objectives. They were ready to participate in my research with some difficulties due to family matters. I found some of the female teacher willing to share their lived stories. So, among them, I only choose three who were interested in my research study disregarding their obstacles.

The collection of data therefore started from the selection of interested participants from different schools for my research. After getting permission from them we exchanged our number to each other. The following day, I provided them the consent letter including required information to them. After

1 week, they provided time for collection required information for my study. One of them called me at her home, and the rest at schools. During our ongoing conversation, we met many times and exchanged information on face book and cell phone as well.

3.2.1 Overview of Participant Female Teachers

A total of three female teachers were selected for the interview from various Government schools of Kirtipur area. They were asked to explain about their roles and challenges in their professional and social life. The general overview of the participants has been presented in table 2 below:

Table 2: General Overview of the participants

S.N.	Name	Age	Academic qualification	Family member	Children	Teaching school	Teaching experience
1.	A	28	B.ED	4	2	X	5 years
2.	B	35	B.ED	6	2	Y	8 years
3.	C	39	B.ED	7	3	Z	12 years

3.2.2 Brief Overview of Participants' Profile

Teacher A

She was born in Panchthar. She has settled down in Kirtipur, Kathmandu for two years. She worked as a lower secondary level level English teacher. Her husband used to work in Nepal Airlines Corporation. She has two children, 5 years and 3 years sons. She has grown up at Panchthar. Her father was a school teacher. He always motivates her to study well. She has two sisters and one brother her younger sister and elder brother are officers. Her elder sister is a housewife.

She made a decision to become an English language teacher because of her father and she believes teaching as a great profession for female. In our story

sharing, she shares that there is lack of trained English teacher and teaching materials. She commented that as being a female, she faced many challenges and troubles in her personal and professional life. Similarly, family and time management is the key challenges in her professional life.

Teacher B

Teacher B is from Kirtipur, Kathmandu. She is 35 years married female English teacher having two children. Her husband is also a college teacher. She received B.Ed. from Mangal Campus Kirtipur.

She has good teaching experiences. She joined teaching when she was a college student. After SLC she wanted to join nursing profession but because of financial factor, she was unable to study nursing and enrolled in education faculty with major English. Her experiences and her English teacher at school she studied were the motivation for choosing teaching profession. Although, she shared that, specific rules and responsibilities of society, child bearing and caring has influenced a lot in her profession. Due to the imbalance of family, she cannot develop her professional life like male teachers.

Teacher C

Teacher C is 39 years old married female English teacher having three children. She is from Parbat and now stays permanently in Kirtipur. Her father was a government employee. His motivation was the major factor for choosing the teaching profession. She shared that she loved to study English from her school days. She participated in speech competition, spelling contest, essay writing during school days. The early experiences lead her to become an English language teacher.

She mentioned that due to early marriage she was unable to continue her study. After marriage, she faced many problems. Because of bearing son and family management she could not develop her professional life smoothly. She loves

teaching, gets respects and thinks teaching as more prestigious profession for female. She wishes to bring the changes in society.

3.3 Data Collection Tools and Techniques

Data collection tools and techniques are used to find the detailed and relevant information about the phenomena. In this study entitled Female Teachers' Experiences in Teacher Professional Development, I used semi structured questionnaire for interviews and informal conversation as a research tool to collect data.

3.4 Source of Data

For my research, I used the primary and secondary sources of data. The primary sources of data of this study were interview with lived experiences. Similarly, I studied journal articles, books, previous researches and the other published and unpublished materials as secondary sources.

3.5 Data Collection Procedures

Data collection is considered as the important part in the sense that without data the whole activity will become incomplete. The researcher should focus on the certain and systematic procedures while collecting data.

For collecting data, I used face to face interview with semi-structured questionnaire. I took informal discussions with participants in the first meet and also exchanged our contact numbers to fix the time of the meeting on the favorable day. After one week of our first meeting, they informed me about their free time.

I started the interview by asking the general background of their personal lives. Gradually I entered to their personal and professional lives in follow-up interviews. They shared their stories randomly. I mean they shared the event they remembered during the interview. Sometimes, I jumped and asked more

about the challenges, women roles and regulation, support that they got and dilemmas encountered in their personal and professional lives. In our story sharing, they knowingly and unknowingly raised the family issues regarding the gender discourse and so on. In our different visit, even I shared my own story with them. When I was talking to them, I myself feel comfort with them because I was not only taking their stories but exchanging my story to them. My purpose of sharing with them was just to make them feel comfortable. However, I mostly conscious my role as a researcher in this study. Throughout the discussion with the participant teacher what I noticed is that along with these three female teachers.

Though I felt some difficulties while collecting data, I found the participant female teachers were very co-operative and supportive. When I needed further information, I called them. So, the informal conversation on social site and phone contact were made the research more interesting and fruitful.

3.6 Data Analysis and Interpretation Procedure

Throughout the journey of preparing this thesis, I encountered with several ideas and challenges in organizing the pile of raw data I gathered. In the beginning, I was totally confused for what to do and how to do. Later, I went through the work of Riseman (2008) for a discussion of a thematic approach to narrative analysis. In her study, she mentioned the differences between thematic approach to narrative analysis and thematic approach to analysis in other kind of research. She provided some considerable points regarding the analysis of data. She provided some considerable thought I adopted for my research was the consideration of whole story for theme building rather broken them into segments. I have selected this idea because it helped me to draw out theme quite easily.

I listened to the individuals; interview for the first time but it was not enough for transcribing them so I listened the interviews more than three times and

later transcribed interviews and typed up narratives. I transcribed the audio recording interview literally in Nepali language before translated it to English language. However, I felt very difficult in transcribing the most remarkable excerpt of the interview. Because it was challenging, attentive and time consuming work.

Another significant aspect in my study was related with translation skill. Translation of the data from Nepali language into English then becomes the central issue for researcher because the exact and accurate representation of the meaning cannot be fully guaranteed. However, as being a translator in this study, my attempt was to provide the themes rather than exact literal meaning. After all, I went through all the data to find the general sense. Later, I went through each participant file separately and outlined the major points. I typed up in separate page under their pseudo names.

In the next step, I put all the printed data together and coded data to explore the unique lived experiences of the participants' female teacher. Then, I developed the different areas as personal history, family influence, role of school, gender discourse for my own comfort. On the basis of coded data, I generated the following major themes on the basis of research objectives, questions, formal and informal interview, narrative reflections and activities observation:

-) Role of gender in TPD
-) Challenging factors for female teachers' professional development

I mentioned these particular themes in chapter four and major findings as chapter five. Under these major themes, In the process of further data collection and analysis, new themes were emerged which I categorized as sub themes such as construction of gender for TPD, family influence, marriage: a social boundary and so on. These themes were generated after analyzing and interpreting the data on the basis of narrative interview and related literature review.

3.7 Ethical Considerations

Ethical consideration can be the important aspect that the researcher should follow while conducting their research work. To accomplish my research work, I considered the different ethics. Generally I considered the following three types of ethical consideration:

-) Firstly, approval of research proposal with aim, the methodology and expected outcomes was taken from the Central Department of English Education, TU and research guidance committee.
-) Secondly, a written consent form was provided to the participants including detail as right to remain or leave themselves from process at any stage.
-) Thirdly, interview was conducted in flexible way they assumed and promised them not to disclose their confidentiality without their permission. Report would be shared with them if they will to expand their horizon.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter contains the analysis of lived experiences of my participant female teachers. Their stories reflected the memories and the experiences pertaining to their personal and professional challenges for their professional development. The information found in this section was obtained from face to face interview.

4.1 Analysis of Data and Interpretation of the Results

I have used thematic approach to determine what stories were told and what stories revealed about each individual teacher and what kind of challenges encountered during their professional life. On the other words, the narratives were first viewed holistically and then analyzed thematically. Thus, I have carried out the following major themes:

4.1.1 Gender Role for Female Teachers' Professional Development

Throughout the discussion with my participant, I came to know that the traditional gender discourse plays the crucial role in the development of their professional life. The gender discourse can be the powerful means to categorized specific rule for male and female.. In this regard it can be worth mentioning the ideas put forward by schmenk (2004) who describes the gender stereotype tendency throughout diverse culture and context where gender looks for specific traits inside person, neglecting the socio-culturally constructed dimension society (p.517). Thus, their stories revealed that the underlying gender discourse in our society bring the significant difference between two sexes. Thus gender is social and cultural division (Bowei, 2006) which creates the discrimination between male and female. Because of this reason, female teachers are facing challenges in their personal and professional lives.

4.1.1.1 Professional /Institutional Role

Becoming a teacher is also a process that continues throughout the ones' professional life. This process of becoming teacher is concerned with both internal and external images such as professional expectations, motivation and emotion about teachers and teaching and the whole social surrounding they are situated. Due to the patriarchal rules, regulation, values and norms female teachers encountered number of challenges in their personal and professional life. That is the reason; females always feel them junior and obedient than male in home and office.. Following the similar view, Gur (2014) mentions that teacher as persons besides their professional identities have other sub-identities including personal, parental, collegial and ideological, among others. Thus, female teachers have multiple responsibilities within her.

Teacher A articulated,

I am lower secondary level English teacher and class teacher of class 7. Being English language teacher I have to know the new techniques in teaching, because teaching English is not an easy task in our EFL context. I have to make teaching materials, lesson plan to make my class effective. I have to teach six periods in a day. I should come to the school at 9:45. As a class teacher I have to make plan for make my class good. I prepare lessons, unit tests, monthly test, question paper for tests and exams. Being class teacher I meet with parents and work closely with school staff. I am third parent of my students because I spend so much time with them. My job is to counsel students, help them learn how to use knowledge and connect it into their lives so, they will

become valuable member of society. I am always communicating about how to develop student progress with teachers and parents.

From the lived story of teacher A, I assumed that different contexts were responsible to be a passionate teacher. In order to be a successful female teacher one should be positive towards her profession and can be able to bridge the gap as well as should build the strong rapport with parents and teacher community. Teacher B further articulated that interaction with young kids and the different classroom activities make her feel good and positive in teaching. Here she raised the most important issue as teacher-student negotiation, which is the essential component of teacher identity and most influencing socio-cultural aspect (Fattah, 2016)

4.1.1.2 Familial Role

Women are the key to sustainable development and quality of life in the family. The varieties of role the women assume in the family are those of wife, leader, administrator, manager of family income and the mother. Women is the source of inspiration for her husband, the whole burden of child bearing and greater part of child rearing task are carried out by the women in the family. During the interview, Teacher C articulated that her father motivates her to be an English teacher. But her in-laws discouraged her.

Teacher C shared,

I am only one daughter in-law of my husbands' family. My in-laws are suffering from different diseases, I have to take care of them, I always go to home in interval to give them medicine. I wake up early in the morning and do regular works and prepare for school. I always focus on needs and discipline of my family. I go to the shopping once a week; I bring vegetables and other grocery for whole week because in other

days I am busy in my job. Because of low income of my husband, I have more economic responsibilities.

As teacher C shared 'I wake up early in the morning (around 4 am) and involve in doing works in kitchen and field and repeat same duties (after 5 pm to 10 pm). In this respect, her views seem in line with the research findings of Bhusal (2015) who mentioned the pressure of domestic works for married females than unmarried ones.

She further provided the additional explanation of choosing and staying her in teaching because of her supportive husband. Her husband helps her in cooking and takes care of his parents. Thus, the examination of teachers, story provided insight of understanding female's role in a family and how they are struggling to develop their professional life.

4.1.1.3 Societal Role

Professional development is determined by whether a female is married or single ones. There are different rules for married and unmarried females. Dhakal (2017) argued that our societies has given different sets of rules and regulations for husband and wife.

Teacher B shared,

Being a member of a society I should follow the rules and regulation of the society. Following the rule of my society, I got married at the age of 19. In my Newar community traditional male dominated rules are still existing even we are educated. After marriage we have to stay at home doing all household activities rather going to the job. Newar community has different rituals and festivals, being a Newar I have to attend them. I

should respects the elder and younger even they are so small than me. In my society female should be obedient, laborious, loving and so on.

Similarly, Teacher A shared that she also has to perform and participate in the societal activities like, marriage ceremony, funeral activities, baby shower, *Bartaban* etc in her society. Also she mentioned that she is one of the active members of Mother Group and local club of her society through which a lot of social activities are being performed.

Like other Nepalese working women, Teacher C articulated the societal roles which help them to learn something and sometimes, influencing their professional life. In the same way, their stories revealed that, marriage is the important determinant for their personal and professional lives.

4.1.2 Challenges of Female Teachers

The stories of of my participant narratives not only talked about the support that they got in their personal and professional life. More, this study concerned with some other hindering factors of their teacher identity construction.

Narrative inquiry in this study draws on the challenges that they encountered while developing their professional life. Therefore, this study draws the attention of people to understand the participants' effort to understand how they are constructing their professional development and what factor appeared as the obstacles for them. When our conversation was going on at different places, participant mostly shared socio-cultural perspective on gender factor as marriage and mother figure are more responsible.

4.1.2.1 Marriage: A Social Boundary for Female Teachers' Professional Development

Teacher professional development is determined by the marital status of a female. It greatly affected to female teachers professional development. In the context of Nepal, marriage was seen as the core indicator of differences between two sexes'. In her study Gender Based Motivation to Learn English at University Level, Dhakal (2017) argued that our societies have given different sets of rule and obligation for husband and wife these were the key indicators for difference. Like many other studies related to female status carried out in the context of Nepal, in this study also female teachers illustrated that it was marriage that hinder their teacher professional development. Teacher B mentioned that due to her early marriage, she could not have the time for self study. She further mentioned;

I think, marriage is compulsory for female in our context. Parents become worried when we grown up. They have deep believe on 'to have a good marriage at their early age' is much better than being single. On the contrary, they think about their son's higher study. Also, having early pregnancy and child demand by the in laws hinders not only our health but also the professional carrier. Because of these matters, I was forbidden to carry out my higher study in spite of deep insights.

Her views were similar with the research findings of Tremayne (2006). In the study of early marriage, Iran mentions, 'marriage itself remains fundamental to the social identity of all women, regardless of their achievements in other spheres of life'. From the data it is clear that in Nepalese society marriage is the foremost thing for women whether they are job holder or not. After marriage they should obey rules of husband and his family honestly. She further

mentioned that her family did not permit to go outside for days, ‘my family suggests me that not to go outside except working school’.

In the interview, the answers of teacher C reflect the same statements. Teacher C shared;

After getting married, we are bounded with some rules and regulations, when I was single there were no boundaries for me. I was free of doing anything, but the situations were different after marriage. I have to take care of my family. I have more economic responsibilities. So, it is challenging to continue both familial and professional life.

4.1.2.2 Parenting and Child Caring

I assumed from the stories of my participants who were married and accepted the reality of becoming the mother in the world. They loved the role of being mother as they experienced the kind and loving mother at their home. From the participant’s illustration it is clear that their multiple roles of being daughter, wife, and daughter in law and mother respectively were the challenging facts for professional development. Having three children of her own, teacher C shared;

Financial investment for children educational growth, caring their societal requirements, making them prepared for school, training them social rituals and responsibilities, discipline and morality sharing are some parenting responsibility a women has to invest time for what.

Teacher C felt herself good and honored when she was teaching to young children. To justify her view, it is worth mentioning the idea put forward by Grumpt (1988, p.6) who mentioned that, even we choose not to be a parent we

are not exempt from the reproductive process, for we have been a child of our parents. She further mentions the intention, assumption, emotions and achievement of educational practice and theory are infused with motives that come from our own reproductive histories and commitments.

Similarly, teacher B shared,

After having a child, it becomes the main problem for me. We are four members here in Kathmandu along with two children. My husband works in office. I have to do all the household chores myself than go to school. That's why I do not have more time for attending seminar, important meeting held inside and outside school. I always try to attend those activities as far as possible. However sometimes, because of family factors, I missed some important training and other professional activities.

Though she had to desire to become a professional teacher was affected by the family matters. Because of her small children and household chores she felt tired. Thus, she was unable to prepare the lesson effectively. This leads her to stress and affect her professional growth. We can find out the similar interpretation in the work of Alam (2014) who carried out the research related to female teacher who are trying to develop their professional life in Malaysia. The result shows that dual responsibilities lead women teacher towards psychological stress.

4.1.2.3 School Administration and Student Behavior

Participant explained that male colleagues and students used to underestimate them and treat them as someone under qualified for the job. They have faced the discrimination for being women.

Teacher B shared,

Because of my gender, I feel many students don't regard me as their teacher. They often try to tease me and make noise in my class. The school administration also never takes view points of female teacher seriously. I have experienced male students attempting to disturb my class because I am a female teacher. They also don't respect female teachers as compared to the males.

Similarly Teacher A articulated,

As you know in government school children come from very poor background. Rich or middle class people send their children to private schools. Talking about this school, here students come from very low and uneducated background. I feel, they never get love and academic help from their parents, there is lack of discipline and respect. When they found female teachers in their classroom, they start to make noise. Sometime they even call us (Mummy). They don't make noise in male teachers classroom, they may frighten with them. We females cannot be so rude with them so, sometimes they make noise in our classes. But I know it is an important part of teaching learning activity and I am taking it very positively and trying to improve myself in teaching. I can learn so many things from them too.

If we analyzed her circumstances, we found the same experiences of the research participant of Adhikari (2013) where she argued that school, a sub

system of society is the key place of gender disparity however their motto is ‘to learn together without any discrimination’. The male domination at school did not allow them to be a reflective practioners, decision maker and problem solver, Bandura (1986 as cited in Boyce, 2014).

In the following excerpt, Teacher C shared,

When the decision is to be made they would listen more to males since decision makers are males. They feel that ‘women know nothing’ I wish I had been born a male so that I could also get equal opportunity like men.

By observing the condition of my research participant, we can say that due to the gender, female teachers ‘are facing multiple dominations, obstacles, dilemmas and frustration in their personal and professional life.

4.1.2.4 Stress and Professional Development of Female Teachers’

Studies related to the status of women in Nepal have raised the issues of female teachers’ professional development (Poudyal, 2012; Adhikari, 2013; Bhushal, 2015). In this scenario, the stories of female teacher mostly revealed the frustration they encountered in their regular life. These lead them to stress. Being inferior sex, they have to face many challenges in their personal and professional lives.

In the interview, Teacher A shared,

People around always see me happy. They often share their problems with me such as husband-wife quarrelling, child care and other family matters. But they don’t think how difficult the job teaching for women likes me. I have to do all the house work, washing clothes, looking after

dog and chickens, cleaning house and so on. I have no more time even in Saturday.

From her illustration, it is clear that females are still dominated by men and the traditional cultural values. It is not only the case of Nepalese female teachers who are trying to develop their professional life rather it is the major issue of most of the female teacher in developing countries. Opining the similar view, Alam (2014) discuss the women participation in teaching and the challenges they encountered in their personal and professional life through Malaysian perspective. The finding suggested that due to the multiple workloads in family and job, female teachers in Malaysia view teaching is one of the stressful profession to them.

Teacher B shared

I spend 10-4 with school children. Then, I come back and handle all the household work. I am busy on doing household work until 10'o'clock. Then I feel tired and go to the bed without thinking for tomorrow's school activities. Thus, sometimes, it makes me depressed.

The data here shows the female teachers' dissatisfaction as being a teacher. The dual responsibilities lead them to stress. She further provided the additional explanation of the difficulty in maintaining her teacher identity. So, these female teachers' faced emotional and psychological challenges when they could not have time for engaging professional activities like their counter male teacher in school.

Another stress they are facing due to their students poor achievement. Students of various backgrounds were in school. Due to the lack of knowledge of how to deal with diverse background children at government school, it is difficult to handle the classroom.

Teacher C shared,

Ummm... It is the reality of government school. Most of the parents whose income is comparatively high send their children in private school but whose economic status is lower send their children in government school. And these children were not much interested in teaching because of their family environment, their parent doesn't care whether they are learning in school or not. As a result, they got poor achievement. Sometimes it makes me sad.

She further mentions, there were the students from different background. Therefore, only few students were interested in their teaching. Thus from the data, developing professional life in a boarder social-cultural context in challenging and critical, Tsui (2007).

Teacher C shared,

Because of my busy schedule, I don't get a single minute to think about myself. I always escape breakfast. I don't have time for relaxation activities and physical exercise. I am standing whole day so, I am suffering from back ache.

By analyzing their stories, it was found that there are certain factors that hinder in their teacher professional development. In the article factors affecting teachers' participation in professional learning activities, Kitty Kwakman (2002) talks about the importance of adult learning and social psychological theory of work stress. These theories talk about the active usages of learning opportunity and the challenging perspective on teacher development.

It can be concluded that female teachers' professional development was largely influenced by internal and external factors. Their stories revealed that the need of kind support, co-operation of family, society, institution for their professional development.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This is the final chapter of this research study which deals with findings, conclusion, and recommendations on the basis of analysis and interpretation of the data.

5.1 Findings

Trying to exploring the female teachers' experiences in government schools, I found the lived experiences they shared with me were highly accounted. Stories, a form of a discourse and a way of social interaction provided me huge amount of insights for understanding female teachers' life closely. In this part, I have presented the findings on the basis of semi structured face to face interview. Moreover I have tried to present the main theme of research finding separately from the data analysis, research objective and research questions.

5.1.1 Role of Female Teachers

The research particularly identifies three different roles viz. Professional, Societal and familial, of female teachers.

Professional/ Institutional Roles:

-) Female teacher has to prepare daily lesson plan and teaching materials. Time management for professional and institutional contribution is the major role for female teachers.
-) Teacher, student, parent interaction is another role so that individual student of particular class, as a class teacher, has to be taken care in an intensive way to make their English subject smooth and smart.

-) Parenting the students and making known the smartness and weakness of the students to their parents in a diplomatic ways so as to seek the practical approach to enhance the knowledge of weak student is another role of female teachers.

Familial Roles:

-) Time management at home, taking care of families, works at kitchen and gardens are major familial role of a female teacher
-) Economic management in a sustainable way (for the current and future time) and consideration of the ritual expenditures & management in a balance is another familial role of female teacher.
-) Female teacher has a hierarchical familial role of mother, wife and daughter in law.

Societal Roles:

-) Respect the social norms and spirits through the cultural, ritual and other social approaches.
-) Contribute to the society through Mother Group (*Ama Samuha*), *Toll Samuha* and local clubs etc respecting the inclusive rights of our constitution.

5.1.2 Challenging Factors for Female Teachers' Professional Development

-) The entire participant shared that gender issue was the main challenging factor for their professional development. They have not only faced the problems at home but also at school. Thus, gender inequality and discrimination at home and institution made them feeling depressed and marginalized.
-) Their stories revealed that societal norms and values bound them in certain area. They cannot cross the boundaries.

-) It was found that early marriage, becoming mother; bearing children and menstruation were the major factors that affect to grow up professionally.
-) They shared that, heavy work schedule at home and school leads them towards stress and frustration.
-) It was found that family management is also the most important issue for their professional development. They do not have sufficient time for self study because of household activities. They do not have sufficient time for sharing their stories with other teachers and gaining insight on it due to the lack of involving themselves in teacher community of practice.

The entire participant shared that they don't have time for relaxation activities and health care. Because of that they are suffering from different diseases.

5.2 Conclusion

This research focusing on the role of female teacher in TPD has popped up some important roles and challenges in their professional life. The research directs to the particular roles and particular challenges of female teachers in teaching profession and leads to some of the crucial conclusions.

Female teachers are abided and integrated with the societal, familial and institutional roles along with their mainstreamed professional roles. Females are prime role models for social norms and sprits without which the societal and familial competent and completeness are void. The cultural and ritual activities are stringent only with the ideal roles of females and their roles become important to materialize the prosperity output of the events. Hence, the female teachers need to harmonize and extend their societal roles along with their professional activities. Management of time not only for the profession but also for the family, management of the economic activities and maintenance and management of hierarchical relations and responsibilities

along with daily familial activities are major familial roles of female teachers that can be concluded through this research. Female teachers have to grow their professional carrier meanwhile uplifting the significant growth of their institution. Time management for professional and institutional contributions like preparation of daily lesson plans, collection and updates on the learning materials and technology, parenting the students etc. are some of the identified professional roles of female teachers. Besides, role of good leader for and by interaction with the parents, teachers and students has also been identified as professional ethics of female teachers to which they integrate their social and familial behavior for achievements.

The equity and equality for resources and opportunities at school is found one of the challenges that lead to the irresponsible guide when they are unequally and unevenly distributed. Professional completeness is always disturbed and lagged due to the female owned characters like, child bearing, parenting and caring of children and menstruation; and in some cases also by the early female child marriage. The female teachers are always bounded within the social and familial periphery which they need to obey and are hindered to expand and share their gained knowledge and intelligence in some circumstances.

Professional and familial work loads are some challenges that become reasons of female teacher's bad health. The female teacher's family management hampers their study, preparedness to the professional activities, updating to the advanced information and technology and relaxation.

Female teachers have integrated societal, familial and professional roles and responsibilities which are not devoid of respective challenges. These challenges are the output of their respective roles and the options to overcome and balance these challenges are of prime concern. Further in-depth researches regarding not only the roles and challenges but also of their opportunities and way forward is still farsighted research continuity by this research.

5.3 Recommendations

On the basis of finding and conclusion, some recommendations have been made to be applicable in:

5.3.1 Policy Related

Policy refers to plan, guidelines or arguments that justify a particular course of actions or activities of a particular person, institution or a nation. On the basis of the finding of the study following policy level recommendations can be made.

-) Findings of my study showed that in order to fulfill the existing gap within the Nepalese scenario, there should be the program for female teachers particularly and should involve them in administration and leadership and implemented strictly.
-) Similarly, the policies and provisions should orient towards equity in TPD program rather on bringing gender equality.
-) Similarly, for the improvement of female teachers' professional development, female friendly teaching environment, the government should bring the new perspective and new approach to address the gender related issue.

5.3.2 Practice Related

It is common across the literature of teacher education that practice plays an important role in the process of developing their professional life. I hope, this study is equally advantageous to those who are at the practice level. To develop the female teachers' professional life, some practice level suggestions in this level are:

-) By analyzing their lived experiences, it was found that female teacher who needs to deal with job and family face challenges due to the heavy

workload. So, they suffered from the psychological stress. To minimize their problems and frustration, female teachers need more supportive and encouraging school and family environment.

-) Similarly, teacher education expert also should suggest different female friendly program inside and outside the school and encourage them to participate.
-) Though it was my small attempt to bring out their stories, it will motivate other female ELT practioners who are facing multiple challenges.
-) Further, it will be beneficial for the female teacher researcher from multiple angles to explore the hidden reality through narrative inquiry approach.

5.3.3 Further Research

No work is final and no research is complete in itself. This study also could not cover all the areas of research. There might have some limitation as well.

While doing this thesis, I encountered with several topics and ideas. However, I have pointed out some related areas for further study:

-) The study was limited to three female English language teachers who are teaching at government school in Kirtipur Municipality, Kathmandu, Nepal. It would be more interesting to see how other female teachers from remote areas see themselves as ELT practioners.
-) Similarly, another possible direction to further research is related to male teachers' professional development. It can be more interesting if we investigate their stories/ experiences by applying the similar method.

Appendix A

Dear informant,

I would like to invite you to take part as a one of the participant in my research entitled **Female Teachers' Experiences in Teacher Professional**

Development under the supervision of Dr. Gopal Prasad Pandey, Head and Associate Professor, Department of English Education, T.U. Kirtipur,

Kathmandu, the purpose of my research is to explain the role of gender for female teachers professional development and to identify the opportunities to overcome the challenges. The expected duration of your participation will be two hours. The research tool will be the interview. Please, let me know if you agree to participate in it. Your participation will not only help me in my research work but it would definitely enrich my data and result.

Please inform me of your decision and hopefully your consent by responding.

Researcher

Jyoti Kharel

M.Ed. 4th Semester

University Campus, Kirtipur, Kathmandu, Nepal

Note:

) There will not be certain risk and discomfort associate for this research.

) The information you provide for the purpose of this research is confidential.

) Interview will be recorded.

Signature

Name

Date

Appendix B

General Interview Guiding Questions

The interview questionnaire has been prepared to collect information for the research work entitled, Female Teachers' Experiences in Teacher Professional Development. Under the guidance and supervision of Dr. Gopal Prasad Pandey, Associate Professor and Head, Department of English Education, Tribhuvan University, Kirtipur, Kathmandu, Nepal. I hope the informants will co-operate by providing invaluable information to accomplish my research.

Questions

- i. Name, family background, personal background(Qualification, experience)
- ii. What motivates you to enter into the teaching profession?
- iii. What is your opinion about TPD? Have you ever attended any TPD training?
- iv. Being a female teacher, do you feel any difficulties in classroom teaching? Do you feel any biasness for being female?
- v. How the students behave with you?
- vi. Does the school provide equal opportunities for both male and female teachers?
- vii. Being women, we feel difficulties in periods. Is there availability of sufficient water, pads and washrooms for female teachers and girls?
- viii. What are the challenges and opportunities of female teacher being working women?
- ix. How is your family background? Do they help/encourage you to develop your professional life?
- x. How do you manage your time for both personal and professional life?
- xi. Does your family member help you in household activities?
- xii. How does your society evaluate your profession? Do they motivate you to develop your academic career?

- xiii. How does the school administration address the problems and opportunities and interests of female teachers? Do they conduct any extra activities to empower female teachers?
- xiv. What should the Government and school administration do for develop female teachers empowerment? Please share your opinion.

Appendix C

This interview has been conducted to collect the viable insight for the research work entitled Female Teachers' Experiences in Teacher Professional Development. Under the guidance and supervision of Dr. Gopal Prasad Pandey, Associate Professor and Head, Department of English Education, Tribhuvan University, Kirtipur, Kathmandu, Nepal. I hope the informants will cooperate by providing valuable information to accomplish my research work.

Sample Interview Transcript

Researcher: Namaste, your good name, please?

Respondent: Namaste, myself.....

Researcher: How r u?

Respondent: Fine

Researcher: My name is Jyoti Kharel from TU Kirtipur. Today I am here for interview with you regarding my Master's Degree thesis in Teacher's Professional Development. My research seeks the female informants with child and you are the best informant for my research. Could you please tell me about your family background?

Respondent: Originally I am from Panchthar district, Province no 1 where our joint family of 13 members stays. But currently, we; my hubby & me with two sons, stay at Kirtipur, Kathmandu. My husband is an employer at Nepal Airline Corporation since 7 years and I have been teaching in this school since 2 years. My elder son is 5 years old while the younger one is only 3 years cared at child care center during our office time.

Researcher: Could you please tell me why you choose this job?

Respondent: My father, who was born in Terai (Madesh), was a school teacher in Panchthar district whose enthusiasm and motivation made me study Education English in higher study. Impressed with my father's prestige and evaluation of time contribution to my family i.e. my children can stay with me in the same school during my office time so that I can look after them, I choose this job.

Researcher: well... Could you please share your opinion about Teacher Professional Development?

Respondent: Ok. In my opinion TPD is a process of improving and increasing capabilities in teaching. It is long term process.

Researcher: Have you ever attended any TPD training? If yes what type of training did you get?

Respondent: yes I have attended TPd training two times when I was in Panchthar. But here I cannot get such opportunity. As you know it is Newar community and most of the teachers are Newar so, here is the discrimination between us. I have talked to the administration now, I hope next time I will get the chance. In Panchthar we learn teaching methods, Classroom management techniques, how to do action? research and so on.

Researcher: would you share the student behavior? Or being a female teacher, do you feel any difficulties in classroom teaching?

Respondent: (Laughs) as you know in Government school children come from very poor background. Rich or middle class people send their children to private schools. Talking about this school, here students come from very low and uneducated background. I feel, they never get love and academic help from their parents, there is lack of discipline and respect. When they found female teachers in their classroom, they start to make noise. Sometime they even call

us (Mummy). They don't make noise in male teachers classroom, they may frighten with them. We females cannot be so rude with them so, sometimes they make noise in our classes. But I know it is an important part of teaching learning activity and I am taking it very positively and trying to improve myself in teaching. I can learn so many things from them too.

Researcher: could you please share the behavior of male teacher? Do they really respect and support female teacher?

Respondent: (pause) yes they respect us. If we ask them for help they are ready to help. What I think is we are far back than male teachers in learning because of our own cause. Many of the male teachers I know are always in educational circle but we are not. I could not get the time for think about myself, skill development, and further study and so on. Because we are always busy in household activities. I think this is the main reason of domination because, male teacher are updated with new technology and methods, they have time to study and develop their professional life.

Researcher: As English language teacher how do you feel yourself in teaching profession?

Respondent: After engaging in teaching field, we have to be more serious. As an English teacher, there should be a good English exposure at school and home. If we got the enough exposure, there is no difference between male and female. If we have the time like male for reading, collecting teaching materials, we can also make our student more interactive in English language.

Respondent: In my society, teaching profession is considered as as a respected job than other profession though it is low incoming job. Societal norms and values are the significant factor for us and they hampers in our profession. For example: there are so many rituals in Madeshi's culture, I cannot attend all of them, and sometimes it becomes the great family issue.

Researcher: well, how do you manage your personal and professional life?

Respondent: (Being little nervous) it is not easy to be working women. I have to take care of my family, children, husband and my profession too. Though it is difficult, I have got the support of my husband. He helps me to do household activities and parenting child. He even calls his parents from village if we have an important professional program outside Kathmandu. My husband also busy on his own job so sometime it makes me depressed. But he understand my complexities so, I am still working with dignity.

Researcher: would you please share the hindering factor for your professional development?

Respondent: (Pause) what to say? (Laugh) there are so many things you know better than me. You see how difficult teaching for females due to many rules, norms, values and responsibilities inside and outside home. There are more hidden factors (Child bearing, Menstruation and so on). They directly or indirectly impacted our personal and professional life. I encountered several challenges in my personal and professional life. I could not get time for skill development and self study like male teachers. I have no time for personality development, attending training like males. Another important considerable point that matters is our marital status. Due to early marriage, we could not develop us as speed like with single. I even don't have a single minute to think about myself. I always escape breakfast because I have no time to eat. I have no time for relaxation activities and physical exercises. So I am suffering from backache. However, I am trying to manage all these.

Researcher: You are right.... (Paused sometimes).then how do you perceive your role as being daughter, wife and mother?

Respondent: Absolutely, being wife, mother, and other are the social boundaries for female. But w cannot go far away from this reality and could not be happy enough. We have to reconstruct ourselves as with social

construction. We have no other option escaping from this reality. I have accepted the reality that every girl later has to become a daughter in-law, wife and mother like me.

Researcher: bearing child and being wife are the two significant factors that bring change in female's professional development? Would you please share your opinion?

Respondent: yes of course. These are the natural duty for females. (Laugh) for example, for breed also, women are necessary. There are some conditions male could not do anything though they wish.

Researcher: All right, lastly, what do you want to tell the other females like you, who want to become a successful teacher?

Respondent: we should be positive towards our profession. And we should take every challenge as learning opportunities and believe ourselves than others, love your profession by heart.

Researcher: Thank you for providing your valuable time.

Respondent: You are welcome.

(Note: I have presented only some parts of interviews)

Appendix D

Participants Profile

Teacher A

She was born in Panchthar. She has settled down in Kirtipur, Kathmandu from two years. She worked as a lower secondary level English teacher. Her husband used to work in Nepal Airlines Corporation. She has two children, 5 years and 3 years sons. She has grown up at Panchthar. Her father was a school teacher. He always motivates her to study well. She has two sisters and one brother her younger sister and elder brother are officers. Her elder sister is a housewife.

She made a decision to become an English language teacher because of her father and she believes teaching as a great profession for female. In our story sharing, she shares that there is lack of trained English teacher and teaching materials. She commented that as being a female, she faced many challenges and troubles in her personal and professional life. Similarly, family and time management is the key challenges in her professional life.

Teacher B

Teacher B is from Kirtipur, Kathmandu. She is 35 years married female English teacher having two children. Her husband is also a college teacher. She received B.Ed. from Mangal campus Kirtipur.

She has good teaching experiences. She was joined in teaching when she was a college student. After SLC she wanted to join in nursing profession but because of financial factors, she could not able to study nursing and enrolled in education faculty with major English. Her experiences and her English teacher were the motivator for choosing teaching profession. Although, she shares that the specific rules and responsibilities of society and and child caring and

bearing influence her teaching profession. Due to the imbalance of family, she cannot develop her professional life like male teachers.

Teacher C

Teacher C is 39 years old married female English teacher having three children. She is from Parbat and now stays permanently in Kirtipur. Her father was a government employ. His motivation makes her teacher. She shared that she loved English from her school days. She participated in speech competition, spelling contest, essay writing during school days. The early experiences lead her to become a English language teacher.

She mentioned that due to early marriage she was unable to continue her study. After marriage, she faced many problems. Because of bearing son and family management she cannot develop her professional life smoothly. She loves teaching, gets respects and thinks teaching as more prestigious profession for female. She wishes to bring the change in society.

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