

CLASSROOM MANAGEMENT BY FEMALE ENGLISH LANGUAGE TEACHERS: A NARRATIVE INQUIRY

**A Thesis Submitted to the Department of English Education
In partial Fulfillment for the Masters of Education in English**

**Submitted by
Bishnu Maya Khadka**

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

2019

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Bishnu Maya Khadka** has prepared the thesis entitled “**Classroom Management by Female Teachers: A Narrative Inquiry**” under my guidance and supervision.

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DECLARATION

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

Date: 29/05/2019

.....

Bishnu Maya Khadka

DEDICATION

Dedicated to my parents who devoted their entire life to make me what I am today.

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Bishnu Maya Khadka

ABSTRACT

This thesis entitled “Classroom Management by Female English Language Teachers”: A Narrative Inquiry was carried out to explore the factors which affect female English language teachers of Basic level to manage the classroom. To fulfill the set objectives of the study, both primary and secondary sources of data were used. The research was conducted by adopting the research tools; diary writing of class observation and semi- structured interview. The study shows that all affecting factors: social, physical and academic are prime factors for managing the effective classroom management by female English language teachers of basic level. It was found that to meet the teaching learning objectives classroom management is an essential part for creating fruitful and effective environment for teachers and students. Similarly, it was found that to overcome the affecting factors of classroom management, female English language teachers adopted various types of teaching techniques according to the need and interest of the learners as well as the content and context.

The present study consists of five main chapters. The first chapter deals with the introduction of the study along with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter contains the review of related literature and conceptual framework of the study. Similarly, the third chapter includes methods and procedures of the study, design of the study, population and sample, sampling strategies, data collection tools, data collection procedures, data analysis and interpretation procedures and ethical considerations. Likewise, the fourth chapter deals with the analysis and interpretation of the collected data descriptively. Finally, chapter five comprises the findings, conclusion and recommendations in policy related and further researches. At the end, the references and appendices are have been included.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>Abbreviations and Symbols</i>	<i>ix</i>
CHAPTER ONE: INTRODUCTION	1-6
1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	5
1.4 Research Questions	5
1.5 Significance of the Study	5
1.6 Delimitations of the Study	6
1.7 Operational Definitions of Key Terms	6
CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	7-24
2.1 Review of Theoretical Literature	7
2.1.1 Concept of Classroom Management	7
2.1.2 Factors Affecting Classroom Management for Female Teachers	9
2.1.3 Techniques Adopted by Female Teachers in Classroom Management	14
2.1.4 Reflection of Female Teachers in Nepal	16
2.1.5 Role of Female Teachers in English Language Classroom	18
2.2 Review of Empirical Literature	20

2.3	Implication of the Review for the Study	22
2.4	Conceptual Framework	24
CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY		25-31
3.1	Design and of the Study	25
3.2	Population, Sample and Sampling Strategy	27
	3.2.1 Overview of Participant Female Teachers	28
3.3	Data Collection Tools and Techniques	28
3.4	Sources of Data	29
3.5	Data Collection Procedure	29
3.6	Data Analysis and Interpretation Procedures	30
3.7	Ethical Consideration	31
CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF DATA		32-62
4.1	Analysis of Data and Interpretation of Results	32
	4.1.1 Background of my Respondents	32
	4.1.2 Classroom management by Female Teachers	35
	Theme 1: overview of classroom management by female English Teachers	35
	Theme 2: Diversity of the Students	38
	Theme 3 Female Teachers' Role in ELT Classroom Management	41
	4.1.3 Female Teachers' Experiences on Classroom Management	43
	Theme 1: Female Teachers' views on Classroom Management	43
	Theme 2: Various Affecting Factors	46
	4.1.3.1 Social Factors	46
	4.1.3.2 Physical Factors	49
	4.1.3.3 Academic Factors	52
	4.1.4 Challenges Faced by the Female English Language Teachers for Managing the Classes	55
	4.1.5 Classroom Management Techniques to Overcome the Factors	58

CHAPTER FIVE: FINDINGS, CONCLUSION AND RECOMMENDATIONS	63-69
5.1 Findings	63
5.2 Conclusion	65
5.3 Recommendations	67
5.3.1 Policy Related	67
5.3.2 Practice related	68
5.3.3 Further Research	69
REFERENCES	
APPENDICES	

ABBREVIATIONS & SYMBOLS

CERID	Research center for Educational Innovation and Development
DEO	District Education Office
ED	Education
EFL	English as a foreign Language
ELT	English Language Teaching
Etc.	Etcetera
HSLC	High School leaving Certificate
ICT	Information and Communication Technology
i.e.	That is
INGO	International Non- Governmental Organization
M.Ed.	Masters of Education
MOE	Ministry of Education
NGO	Non- Governmental Organization
PCL	Proficiency Certificate Level
SMC	School Management Committee
TPD	Teacher Professional Development
T.U	Tribhuvan University