

# CHAPTER ONE

## INTRODUCTION

This study is entitled “Classroom Management by Female English Language Teachers”. This introductory section consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definitions of the key terms.

### 1.1 Background of the Study

Parallel to the changes in gender balance in the teaching profession, in a number of countries efforts have been made to reform education, resulting in a changed understanding of what constitutes effective teaching (Moreau, 2014). The author highlighted on reducing gender gap in teaching field. There have been debates in reducing gender gap in education sector. The gap is more challenging in developing countries like Nepal (Chage and Sifuna, 2006). In fact, female teachers in Nepal face multiple forms of domination in and out of institutions not because of being teacher but due to the gender (Bhusal, 2015). It is not easy for a Female to devote her in professional activities because of her family’s duties and responsibilities. However, some females have got chance to join in teaching profession. It is obvious when a female teacher goes to school for teaching, she cannot be free from her duties.

Naturally, female teachers are loving and caring for this reason they seem flexible, do not punish pupils and are less controller in their teaching classes. During my own teaching experience, to manage the classroom was a big deal because I had to use various types of teaching techniques to motivate the students’ attention. While teaching, the students were disruptive and noisy at the same time girls students were honest and less talkative. For effective teaching and learning, I used to manage the classes effectively as much as I

could. Because to be a teacher of private school was not an easy job. Being an English language teacher I had to make the English environment, I had to do hard work by preparing for next subject matter as well as to make my classroom well managed.

To achieve the determined teaching and learning goals there should be a well-managed classroom. For the successful and effective teaching, classroom management is the primary aspects. Classroom management is the skill in organization and presentation of the context in such a way that learners are actively involved in the teaching learning process. It includes several ranging from furniture arrangement to discipline management to dynamics, school and classroom roles, established routines, teacher response to the student behaviors, training, exposures, materials, and sufficient qualification and so on to promote a classroom climate conducive and productive. How the teachers manage their classes depend upon what teaching techniques they do apply in the classroom.

In this regard, Harmer (2008) says:

If we want to manage classrooms effectively, we have to be able to handle a range of variables. These include how the classroom space is organized, whether the students are working on their own or in groups and how we organize classroom time. We also need to consider how we appear to the students, and how we use our most valuable asset – our voice. The way we talk to students – and who talks most in the lesson – is another key factor in classroom management. (p.34).

It is impossible to have good/positive learning environment without classroom management .Good classroom management involves equal participation of students and teachers that solve the classroom related problems. Similarly, Mishra (2007) states that classroom management is a term by many teachers to

describe the process of ensuring the classroom lessons run smoothly despite disruptive behavior by students. It refers to the way in which students' behavior, movement and interaction during a lesson are organized and controlled by the teacher to enable teaching to take place most effectively. Classroom management incorporates the techniques to prevent disruptive behaviors in the classroom. A well-managed classroom requires a teacher who is characterized by high knowledge of content, context, pedagogy and personal discipline (Richards & Lockhart, 2005). So, the teacher is the key agent who is assumed to be the role model of classroom management. Thus, it is highly becoming a fundamental aspect and need for successful and effective teaching and learning. So, we can say that it is an essential part of teaching for the teachers.

Female teachers are facing the problems of required teaching materials, insufficient reference books, lack of training, exposures, they feel tired in school for managing family matters, they have less time for skill development, self-study and so on. Because of their family burden they have not sufficient time to prepare the lesson which makes the classroom disruptive. Therefore, I selected this topic in order to examine the affecting factors of classroom management of female English language teachers as well as the teaching techniques they adopted in their classes to overcome those hindering factors.

## **1.2 Statement of the Problem**

Most of the English language teachers do not know about the way of managing the classroom. Managing classrooms techniques differs from one teacher to another teacher. While comparing the male and female teacher classroom management techniques, it is quite different from each other.

Female teachers often face the problem to manage their classroom like misbehavior of students like talking with their mates, leaving one's desk without permission, passing notes, making noise, poking or hitting other

student or sometimes it creates seriously fight. Classroom management is a broad term that is affected by many factors and these factors make classroom manageable and unmanageable (Saricoboban and Sakizli, 2006). It means, there are various affecting factors which affect the well and good classroom management. Different types of teaching and learning factors like institutional, physical, psychological, academic, social and so on hinders them to manage their classroom effectively. But to overcome these types of factors female teachers adopt different teaching techniques. They have different beliefs about teaching by using different techniques in their classroom. Second language teachers hold different types of beliefs about how the target should be taught and what is the role of classroom management for teaching English.

Thus, well managed classroom is essential to achieve teaching objectives. Peaceful environment, his/her clarity of the voice, competence over subject matter and teaching techniques play role for managing the classroom. Importantly, the earlier studies primarily focus of classroom management but did not talk about female teachers' classroom management. So, I selected this study in order to examine the social, physical and academic factors of female teachers that affects their English language classroom. Likewise, the study also analyzed the different teaching techniques to overcome those affecting factors.

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

The objectives of this study were as follows;

- a) To explore the factors which affect female English language teachers of basic level to manage the classroom.
- b) To find out the classroom management techniques adopted by female teachers.
- c) To recommend some pedagogical implications on the basis of findings.

## **1.4 Research Questions**

The study addressed the following research questions;

- a) What are the factors that affect female English teachers of basic level to manage the classroom?
- b) How do they overcome those factors to manage their classroom?
- c) What are the classroom management techniques used by female teachers?

## **1.5 Significance of the Study**

The present study on “classroom management by female English language teachers” tries to explore the affecting factors and classroom managing techniques of basic level. Therefore, this study can be significant for all female teachers as well as male teacher, stakeholders, and practitioners’ involved in the field of English language teaching. It tries to find out the affecting factors of classroom management for female teachers. It also reflects how ELT female teachers apply teaching techniques for managing their classroom. In this sense it would be mostly benefited to the female EFL teachers towards their profession as well as the available environment in the schools to make the female teachers aware about their roles and responsibilities.

To sum up, this study would be beneficial for those who are directly or indirectly involved in the field of teaching and learning especially in English education like teacher trainers, teacher training instructors, subject experts, supervisors, observer teacher, curriculum designers and policy for Nepalese government to make gender friendly approach in education. This study is significant for stakeholders of education such as parents, scholars, educationist, NGO, INGO and other agencies because these stakeholders are directly or indirectly connected to the education field. This study is beneficial to bring strong policy and provision for empowering the female teachers.

## 1.6 Delimitation of the Study

The study had some delimitation which are listed below;

- a) This study was limited to the four female teachers who are teaching as an English language teacher in basic level in public schools.
- b) Similarly, the data were collected through diary writing of classroom observation and semi structured interview.

## 1.7 Operational Definition of the Key Terms

**Affecting factors:** In this study, affecting factors refer to those factors which affect the English language female teachers classroom teaching and learning environment.

**Classroom management:** In this study, classroom management refers to the wide variety of skills and techniques that teacher use to keep students organized, orderly, focused, attentive on task and academically productive during a class.

**Discipline:** In this study, discipline refers to the all behaviors performed by students in classes.

**Misbehaviors:** In this study, misbehaviors refers to the behaviors which is shown by students that is not acceptable to the teachers.

**Narrative Inquiry:** Teachers narratives are the stories of female teachers and their experiences that they encounter during their personal and professional lives. The stories which they have told help them to understand their past and present experiences about the classroom management. In my research, it refers to the experiences of affecting factors that affects female English language teacher for managing their classroom.

**Teaching technique:** Teaching technique, in this study, refers to the activities and actions which female teachers adopt to make language learning successful and enjoyable.

## **CHAPTER TWO**

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

This section consists of four subsections. They are: the review of theoretical literature, review of empirical literature, implications of the reviewed literature and conceptual framework.

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

In order to build the theoretical knowledge of the related field of review of the theoretical literature is largely beneficial. Therefore, the review of the related theoretical literature has been presented as follows:

##### **2.1.1 Concept of Classroom Management**

A classroom is a place where students gather to learn. Creating a safe and orderly environment in the classroom is a survival skill for teacher and optimizes the learning environment for students. These behaviors commonly labeled misbehaviors include talking or leaving one's desk without permission, trapping a pencil, passing notes and poking or hitting other students making hostile or sarcastic remarks or more seriously fighting assaulting the teacher or carrying weapons to school. Smith (1995) says that a good teacher is able to raise pupils' self-esteem, develop a positive work ethos without resorting to punitive regime, praise rather than criticize and use pupils' enthusiasm and interest in a creative and positive way. It can be defined as a teacher's ability to co-operatively manage time, space resources students' behavior and to provide a climate that encourages students' learning. Without proper classroom management we cannot achieve the determined objectives of teaching and learning.

Classroom management was thought as discipline or rather a matter of conducting pupils' misbehavior. Edwards (2004) says that classroom management is something different from controlling pupils' misbehavior. So, classroom management is an overall process that includes everything teachers do to organize the pupils, the time, the classroom equipment and teaching aids. The ultimate aim of this process is to support effective teaching of the pupils, making learning better, providing equal chances for pupils and giving them a chance to express themselves as well as increasing interaction with the teacher with due consideration to their individual, social and cultural circumstances.

Evertson and Weinstein (2006) define classroom management as:

The teachers create an environment that supports and facilitates both academic and social-emotional learning. In other words, classroom management has two distinct purposes: it not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning, it also aims to enhance students' social and moral growth.

I think, the concept of classroom management is not limited to classroom control however, it includes the good planning with view to achieving a suitable learning environment, Wilson (2006) claims that it is a group of intermingled actions practiced by a person or persons to achieve certain goals. This supports the view of Malki (2003) that classroom management includes; everything done by a teacher in classroom, verbal or non-verbal, this creates a suitable educational atmosphere for both the teacher and the pupils to meet their educational aims. This can ultimately change the behavior of the learners through what they acquire from knowledge, new concepts and skills that help them face practical life, in addition to equipping them with new positive values and trends that develop and modify their skills and abilities. The concept of



classroom management indicates the teaching and organizational tasks and procedures done by the teacher during the teaching process in classroom, these include discipline and control measures that help to ensure that students are calm, without fear of punishment, thereby assisting the achievement of the desired educational results.

Abdulrahman (2004) stresses the fact that modern trends in classroom management are based on the teacher as an educational leader, who his/her best to enrich the school curriculum performed by the students besides the use of all human and material resources available in support of the educational process. So, classroom management is not confined to managerial side of classroom discipline, however, it also includes the rules, activities and measures provided by the teacher to achieve a positive and interactive social atmosphere inside the classroom which helps to achieve the aspired educational goals.

Effective classroom management approaches are essential for creating effective teaching environment for teachers. The classroom management and mastering over inside the classroom are the most important factors in educational process and basic requirements (Salem al-amarant, 2011). To sum up, the concept of classroom management is not only confined to control the misbehavior of students as well as one of the important component of teaching and learning.

### **2.1.2 Factors Affecting Classroom Management for Female Teacher**

The educational literature identifies many factors and variables that can positively or negatively affect classroom management. It is crucial part of teaching as well as being ELT teachers they have ideas to manage the classroom successfully. There are some affecting factors that hinder the female teacher's classroom management. Ministry of Education, Guyana (2016) has mentioned the following affecting factors of the classroom management;

- a) Environment
- b) Approach
- c) Disabilities
- d) Home life

Similarly, there are various other factors which affect directly or indirectly for the successful managing classroom. I would like to present those factors in three sections;

**a) Social factors**

Women in Nepal are always being considered as the secondary citizens born to serve man and reproduce (Gadtaula and Chung, 2016). It means, in our society females are bounded in the four walls of their husband home by fulfilling their roles and duties. They are considered as a means of child reproduction, caring, bearing and so on. However, some of the female has got a chance to involve in a teaching profession which is for them, one of the easiest and secure profession. Due to our patriarchal system and societal norms and values there is a significant differences between male and female teachers. Most of the female teachers are deprived in terms of different facilities like training, workshop, and seminar and so on. They could not get the time to participate because of their family problems. Because of their heavy workloads (bearing child, managing all family matters) in both places and lack of socialization they are not aware of their personal affairs (Rokaya, 2018). Similarly, she further argues “contractions, dilemma, overloads, dominations, struggles create the great tension within these female teachers who attempt to shape and reshape their identity”. Therefore, it is necessary to understand the lives of female teacher that are shaped largely by the social and cultural world where they belong. Because of insufficient time female teachers are unable to grow their personal and professional career. They have to balance their family life, society and institution where they engage. They could not focus on their professional career because of her social values and norms where she has to bear the children,

fulfilling all the family and social responsibilities that makes them psychological stress and frustration.

## **b) Physical Factors**

A logical starting point for classroom management is planning and emerging the physical set of classroom then only the students will engage in a variety of activities in different areas of room. We need to permit orderly movement, minimize distractions and make efficient use of available space. For the successful classroom management physical factors also play the vital role for the teachers. A well organized and managed classroom will help students to be self-motivated, self-disciplined and responsible. Oktan and Kivanc (2013) says that a safe comfortable classroom can increase the effectiveness of learning in a classroom and can help to build a communicative atmosphere between teacher and students. It means, the organization of classroom directly affects students' behavior and learning. Some physical aspects to consider are; design of school, room management, code of conduct, sitting arrangement, the number of students, classroom decoration, appropriate teaching materials, and the availability of the equipment, bulletin board, white board, displays, lighting and temperature of room. If those aspects are managed properly in classroom female teachers will manage their classes properly. So a clean, safe and attractive classroom will help a classroom community peaceful, stimulate learning, and also it focuses on teachers activities in learning to achieve determined objectives of English language.

Similarly, Harmer (2008, p.34) argues that the importance of physical presence for the proper management of the classroom which is *proximity, appropriacy, movement and awareness*. Here physical presence means the habit of teachers, nature and physical characteristics. Furthermore, the way how the teacher moves and stands in class, how close they are to the students, how they maintain personal contact with the students and so on are very important to

manage successful classroom atmosphere. So, the environment of a classroom sends out symbolic message to those who enter in the classroom.

### **c) Academic factors**

Like physical factors some hidden academic factors also hinder the female teachers in their classroom management and setting. Most of the female teachers in our context of Nepal due to the patriarchal volumes, practices and norms their teaching profession seems stressful for them. Rokaya (2018) states that female teachers in Nepal do not have significant opportunity to be a professional. It is true in the sense that, like male teachers female teachers are deprived from facilities which they deserve from family, society and institution. For their professional development they are deprived to participate in training which may cause serious problem for their teaching. Because training provide essential skills, knowledge, innovative teaching tools and techniques as well as update with the latest new methods, provides pedagogical knowledge and classroom process that is necessary to equip themselves.

There are many reasons like child caring and managing family matters, they do not get chance to engage in training, workshops, seminar and research project. Due to the insufficient academic qualification most of the teachers lack to succeed in teaching. For that Government of Nepal has made policy of qualification requirement in Nepal. For basic level; HSLC in Ed/ PCL or one year teacher preparation course TPC and for the secondary level; it requires M.Ed. or master degree qualification and one year TPC. So the sufficient qualification of the female teachers know how to overcome the problem of teaching, learning styles, materials development, selection of teaching techniques to make the class well manage. So, insufficient qualification may hinders the female teachers for managing her classes appropriately.

Likewise, for the English language teachers there should be a good English exposure at school and home. If the female teachers get enough exposure there

is no difference between male and female teachers in teaching. If they have the time like male for reading, watching English related materials, self-study and so on female teachers also make their classroom control and makes more interactive in English languages classes. In this regard, Poudyal (2012) states female teachers are always tied with tradition values and norms which are not letting us to be free as male in home and school. Most of the female teachers are not able to manage her classroom because of her personal reason. They seem stressful then students get chance to make classroom disruptive.

Obviously, teacher's mood and motivation depends for effective classroom. If the teacher is able to make classroom environment humorous, students feel happy and they will focus on learning that make classroom warm, colorful and stimulating environment to create a positive space. Similarly, teacher's experiences and knowledge are also primary aspect for well managing classroom. We know that a well experienced and well pedagogical knowledge teachers build confident, and they always get success in his/her teaching profession.

The more experienced teacher support greater student learning for their colleagues and their school as well as for their own students. It is to say that experienced teachers are more concerned with managing activities during instruction and providing student information that facilitate towards learning. A good interaction between student and teacher and colleague plays a crucial role in managing the school environment as well as classroom environment. For it there should be a strong relationship between students and good rapport building. Only a motivating teacher can be a role model to a successful classroom. If the teacher is motivating he or she can make the class effective and the students can be able to focus on their learning properly. So, to make students learning effective motivation plays vital role in successful teaching profession. Classroom climate is important for motivating both students and teachers. If the teacher experiences the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching and optimal learning

they get victory in the process of management and the overall improvements of the institution.

So, these social, physical and academic factors create the great challenges and problems to manage female teachers English language classroom. In these sense, it is necessary to support the female English language teacher from the side of male teachers, their family, school administration and society to reduce those hindering factors as well as to make their classroom environment peaceful, collaborative and interactive. Therefore, I think this study will be one of the milestone for those female teacher for managing her ELT classes.

### **2.1.3 Techniques Adopted by Female Teachers in Classroom Management**

Managing and controlling the behavior of students in the classroom is a key issue for both male and female teacher. How successfully a teacher can manage the classroom has a strong influence on students' achievement and learning. No matter how difficult a task is effective classroom management techniques can make the task relatively easier for the teacher. Effective classroom management strategies are vital, in order to create and maintain a smooth-running, safe and productive learning environment (Lee Mccaw, 2018). For the effective teaching practice there should be a blend of appropriate methodological and classroom management practices that together set the environment for quality teaching learning in the classroom and impact positively on student achievement. There is no doubt that classroom management is crucial aspects for learning and teaching.

Without successful classroom environment, teaching cannot be fruitful. It is regarded as an intellectual job as well. Female teachers are more patient so they are able to deal with different types of students as well as more emphatic and better listener which can make them better teacher. Most of the female teacher classes student do not concentrate on her presentation, does not show any

interest and do not want to collaborate. Sometimes the poor selection of classroom techniques the learner could not pay attention, they feel bore. So, the successful language learning take place when the teacher use appropriate teaching procedures.

Dixie (2008, p.59) has given the following techniques for managing classroom;

- i. Body language
- ii. Eye contact
- iii. The voice
- iv. Gesture

Some psychological tips by Dixie (2008) has given below;

- i. Punctuality
- ii. Knowing pupil by name
- iii. The structure of lesson
- iv. Using praise effectively
- v. Scanning and circulating the classroom
- vi. The tactical pause and 'take up time'
- vii. Making the work relevant
- viii. Optimum control

Likewise, Ministry of Education, Guyana (2016) has also mentioned the following classroom management techniques;

- a) Get prepared
- b) Make your classroom attractive
- c) Set classroom rules
- d) Be enthusiastic about your lesson
- e) Be fair with your student
- f) Keep good student record

According to the content and context female teachers apply the teaching techniques for making the classes enjoyable and interactive. Most of the ELT teachers follow the child centered activities where students play the active role in the selection of contents, teaching materials and classroom activities. Nowadays ICT, information communication and technology can lead to improve students learning and better teaching method such as radio, cell phone OHP, television, websites and so on replace the other traditional materials of teaching. In the context of Nepal Ministry of Education has introduced the policy and provision of ICT. It makes the teaching learning joy able, collaborative, helpful in teacher profession as well as to make the classroom live. Similarly, pair-work, group work and project work techniques, makes the teaching learning collaborative and cooperative. It helps the female English language teachers of basic level to manage their classes.

There are other various teaching techniques for making classroom interesting like language games, individual work, dramatization role play, inquiry based, peer correction, discussion on the particular topic, debate, individual works, telling contextual jokes and stories etc. to motivate the students. Likewise, use of different language games provide better learning environment which always pushed towards success. Today, it is expected that teaching methods, techniques and activities should be learner centered and students should get chance to learn taking part themselves in various activities in a cooperative and collaborative environment.

#### **2.1.4 Reflection of Female Teachers in Nepal**

When we look at the condition of female teachers in Nepal, there are increasing number of female in teaching profession. The Flash Report (I) 2015/16 shows explicit number of enrollment of female teachers in teaching profession. The share of female percentage is 39.2%, 21.3% and 35.6% primary, lower secondary and secondary level respectively. From the given data we can know that the percentages of female teachers in teaching field is increasing. But,



majority of our male dominated society female have to fulfill multiple roles and responsibilities, work load in work place and home, cultural norms, values, non-supporting environment their lives become more stressful than male.

Mostly, Female teachers are limited at primary level and basic level as a care taker of small children. There are counted number who teaches in higher level in our context. Although role of female teachers is seen primarily as promoter of girl's education as well. But still there is a lack of women friendly environment. They face personal, familial and professional problem problems in their life. Most of the female teachers are suffered from discriminatory practices in opportunities for education, personal mobility and skills development and in the process of decision making. Our Nepalese society never encourage and support for female to work outside of their home.

Bhusal (2008) says Nepalese women are till under the rule of their husband and they are expected to take care of the household, children, husband, community matters and relatives, living their personal interest aside. The need of essential factors in female teachers lives and argues that the dominant patriarchal discourse can be a tool for maintaining the gender ideology. Our society believed that female should be bounded with in the household chores to bearing and caring the children, fulfill the family responsibility as well as they are fully dependent upon their husband's decisions.

Females choose this teaching profession because of various reason like job security, stay close at home, respectable job, and also helps to run their family, desires to spend the time with children and so on. However, female teachers have to deal with many adverse, attitudes, practical barriers and undesirable behavior from male teachers. Head teachers and school management committee believe that women teachers are incompetent and involved in their house hold chores (CERID, 2009 as cited in Poudyal, 2012). Similarly, in comparison to female teacher's male teachers have higher chances to upgrade their knowledge, qualifications, receive promotion, award get chance to participate

in trainings, workshop and seminar to uplift their academic and professional upgrading. So, it is necessary to respect the female teachers rather than dominated in the name of discrimination because they are important human resources to contribute for developing educational quality and human capital of the nation.

### **2.1.5 Role of Female Teachers in English Language Classroom**

Females have to fulfill the different roles to define their characteristics and need to play different roles in different situations as per the demand and responsibility. Being a female teacher she has to fulfill her roles and duties in her classroom as well as school administration. During a lesson she needs to manage the activities and the learners in the classroom in different ways which is her role. It means, she needs to behave in different ways at different stages of the lesson. Although, the female teachers are more satisfied with their career and influenced a better attitudes towards their profession. They spend so much time with her students and become the student's second parent.

Teaching is primarily a communication profession. The teacher has an important role in raising the educational level of students. Harmer (2008) lists different roles of teacher in a language classroom teacher as a controller, assessor, organizer, promoter, participants, resource provider, tutor and investigator. In female classroom they used various teaching methods and techniques to motivate and interact the students towards learning, always admire the students in their progress, provide positive feedback, makes a joyful learning environment, use less physical punishment, maintain positive attitude, provide love and affection and treated like their sister and mother, gives equal opportunity for students to participate in any tasks. Not only these female teachers always try to up-to-date with new teaching and learning approaches.

However, the role of female teachers is seen primarily as promotes of girl education, they are essential players in promoting equality in education as well.

Gurung (2018) states female teachers have crucial role to increase enrollment and retention of girl children and viewed both as role models and caretakers. They are the role model for girl students and parents feel more secure and comfortable to send their daughter in school. They can contribute to create gender friendly environment in school (Bista, 2006, p.136). Being an English language teacher she has to serves many roles like to set her classroom, build a warm environment, mentor and nurture students, become role model, listen the students and to overcome any kinds of problems. Not only these they play the role of the evaluator by evaluating and judging the students' performance and helping them to see if they have completed the task successfully. The role which they perform in class obviously may invite to live in a real situation using English. Teaching and learning are essentially social activities, implying role relationship between teacher and learners. These relationships are established, maintained and evaluated through communication. Even in every situation where teachers have primary responsibility for how they teach, they may assume very different roles within their own classrooms. The role of female teachers in English language classroom are presented below:

- i. Role model
- ii. Facilitator
- iii. Manager
- iv. Controller
- v. Mentor
- vi. Evaluator

By performing various roles she becomes an ideal guide for shaping the students' future. Beside, delivering the lessons female teachers have a crucial role in front of treating students, giving them care and affection as well as they are promoting gender equality.

## **2.2 Review of Empirical Literature**

A number of researches have been carried out in the field of classroom management at the Department of English Education. But no research has been carried out on “Classroom Management by Female English Language Teachers”. However some of the related literatures of present study have been reviewed here in this section.

Thani (2008) studied about “The Role of Classroom Management for effective English Language Teaching”. The objective of this study was to find out the role of classroom management for effective English language teaching. Both observation checklist and questionnaire tools were used in her study. Fifty teachers were selected in her study. She found that the concerned people related to the teaching profession should pay attention towards the role of classroom management in language classroom. Educational experts, teachers and the students themselves should be conscious of it. Physical and teaching aspects play the main role in classroom management

Paudyal (2012) carried out a research on “Being a woman teacher in Nepal: Experiences of social exclusion and inclusion”. She attempted to find out the social exclusion and inclusion, they have experienced in their life because of their gender. Her study found out the female teacher’s attitudes towards their profession. She used the survey research design to elicit the data from the information. She found out the reasons of social exclusion and inclusion and why most of the females are interested in teaching.

Shrestha (2015) carried out a research entitled “Activities of Female teachers for their professional development”. The objective of the study was to find out the female attitude of female teachers towards their profession and problems faced by female teachers in their teaching profession. The research was limited to the Bara district and questionnaire was used as a tool for data collection. The main findings of this research were that female teachers play vital roles in

teacher's development as they perform their duties as well as a teacher that they promote in girl's education. In Nepalese context for female teaching is really challenging and full of obstacles because of various reasons like; burden of duties both school and home as a Nepal is a male dominant teaching, lack of trainings to develop professionalism etc.

Oli (2016) studied on "Classroom Management in Teaching English at Community School". The main objective of this study was to find out the existing situation of classroom management. The major tool of his study was questionnaire and observation. The sample size of this study was ten English language teachers from Dang district. The findings showed that there were not adequate and comfortable physical infrastructures as well as teaching materials.

Rijal (2016) conducted a study on "A study on Teachers' Activities for Managing Teaching and Learning in ELT Classes." His main objectives was to find out activities used by secondary level English teachers for managing teaching in ELT classroom. He purposively selected twenty secondary level English teachers from twenty secondary schools of Parbat district as a sample of the study. He used non- random judgmental sampling procedure. Questionnaire and classroom observation checklist were used to collect the data for his study. His main finding of this study was that teachers' movement and proximity were most useful activities for effective managing of ELT classroom.

Yadav (2016) carried out a research on "Challenges in ELT Classroom Management. His main objective was to identify some common challenges academic, physical, disciplinary aspects that are faced while dealing with the students in the language classroom. The major tool of his study was questionnaire and observation checklist. The sample size of his study was twenty English teachers from Sindupalchok. The major findings of his study were, there were few teachers who used instructional materials and interaction

with their students and most of the teachers who taught without instructional materials and without any plan, were outdated.

Thapa (2017) conducted a research entitled “Activities used by Female Teachers in ELT classroom management”. Her main objective was to find out classroom management activities used by secondary female English teachers of Kathmandu district. Her primary sources of data were five teachers with four classes of each. She used purposive non-random sampling procedure.

Interview, questionnaire and observation checklist were used as the tools of data collection. The main finding of her study was that the teachers used techniques like use of teaching materials, motivation, warm up activities, providing feedback, use of rhetoric language frequent walking in the classroom, self-checking and peer checking, use of lesson plan, group division, managing physical facilities etc.

From the review of the literature mentioned above we can say that no research has been concluded to study the classroom management by female English teachers. Therefore this research has been a new study in the Department of English Education.

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

A comprehensive study and review of the existing literature under my research area is prerequisite to validate and justify my research. A new study cannot be conducted without having information about the area under research. So literature review of both types - theoretical and empirical have to play a significant role in every stage of our research.

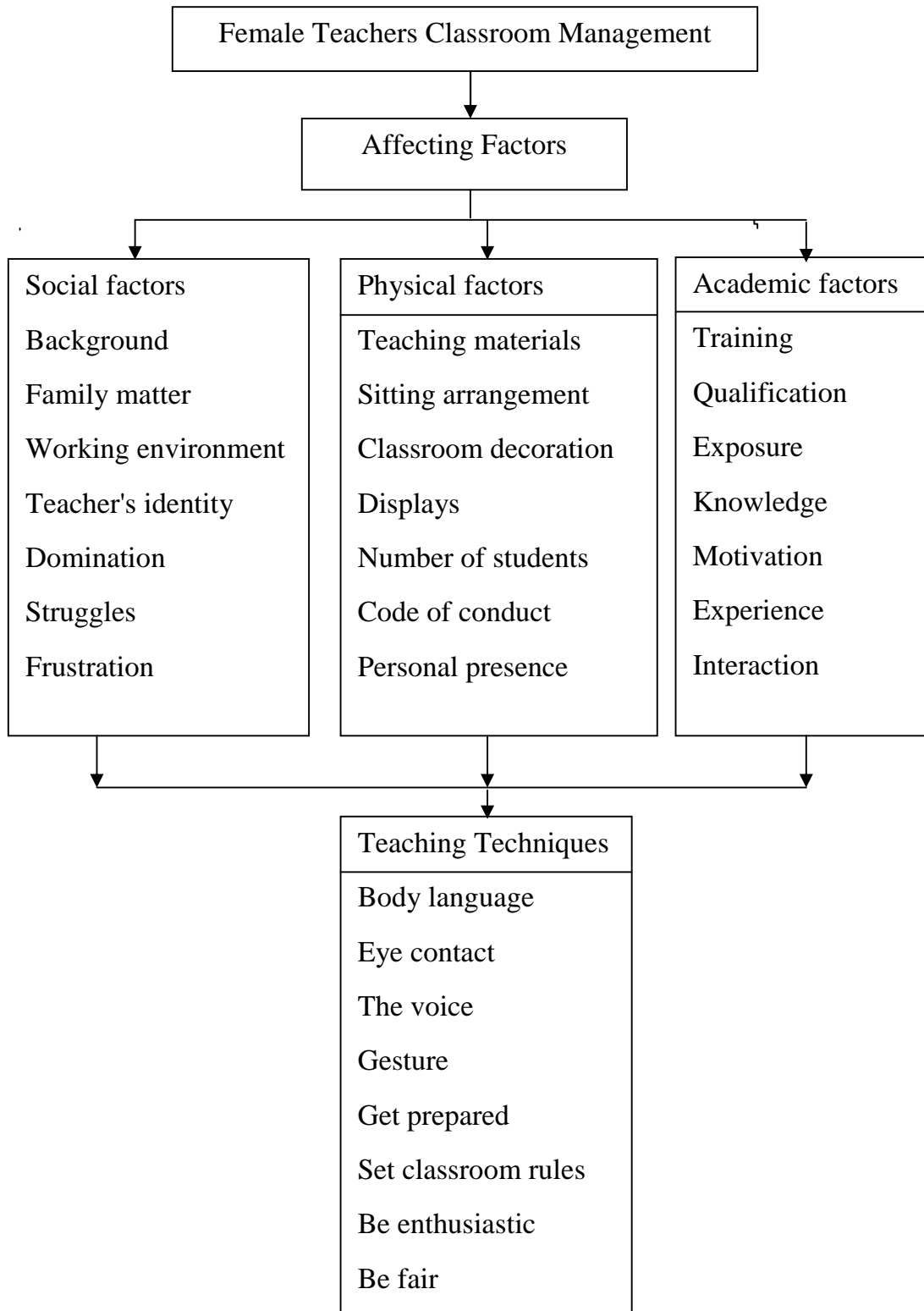
This entire source helped me to bring clarity and to focus on the research problem improve methodology and contextualizing finding. The review of related theoretical literature provided me an insight into the nature of knowledge concerned with my research area. Smith (1995) helped me to be familiar with the concept of classroom management. Richards & Lockhart

(2005) helped me to comprehend the nature of various variables and their relationship. Moreover, Harmer (2008), Dixie (2008), Mishra (2007) and so on provided an in-depth knowledge into the theories to the subject in question. It means to state that they helped me to be familiar with classroom management, factors affecting classroom management and different techniques used by the teacher to manage the classroom. Similarly, Bista (2008), Rokaya (2018), Bhusal (2008) and Gurung (2018) provided me an in-depth knowledge about Nepalese female teachers of Nepal. Furthermore, the above reviewed empirical literature including Thani (2008) ,Paudyal (2012), Shrestha (2015) ,Oil (2016), Rijal (2016), Yadav (2016) Thapa (2017) helped me to find out the research gap i.e. what has not been investigated yet. Moreover, it also provided me an opportunity to investigate the way other people have conducted their studies and what they have found. We can sometimes conduct a study in order to challenge their findings. However, the main purpose of empirical literature review is to find out the gap in the existing body of knowledge.

Therefore after reviewing those research works, I updated myself with research process, design and methodological tools which are very beneficial to my research work.

## 2.3 Conceptual Framework

The conceptual framework for the study is given below:





## **CHAPTER THREE**

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

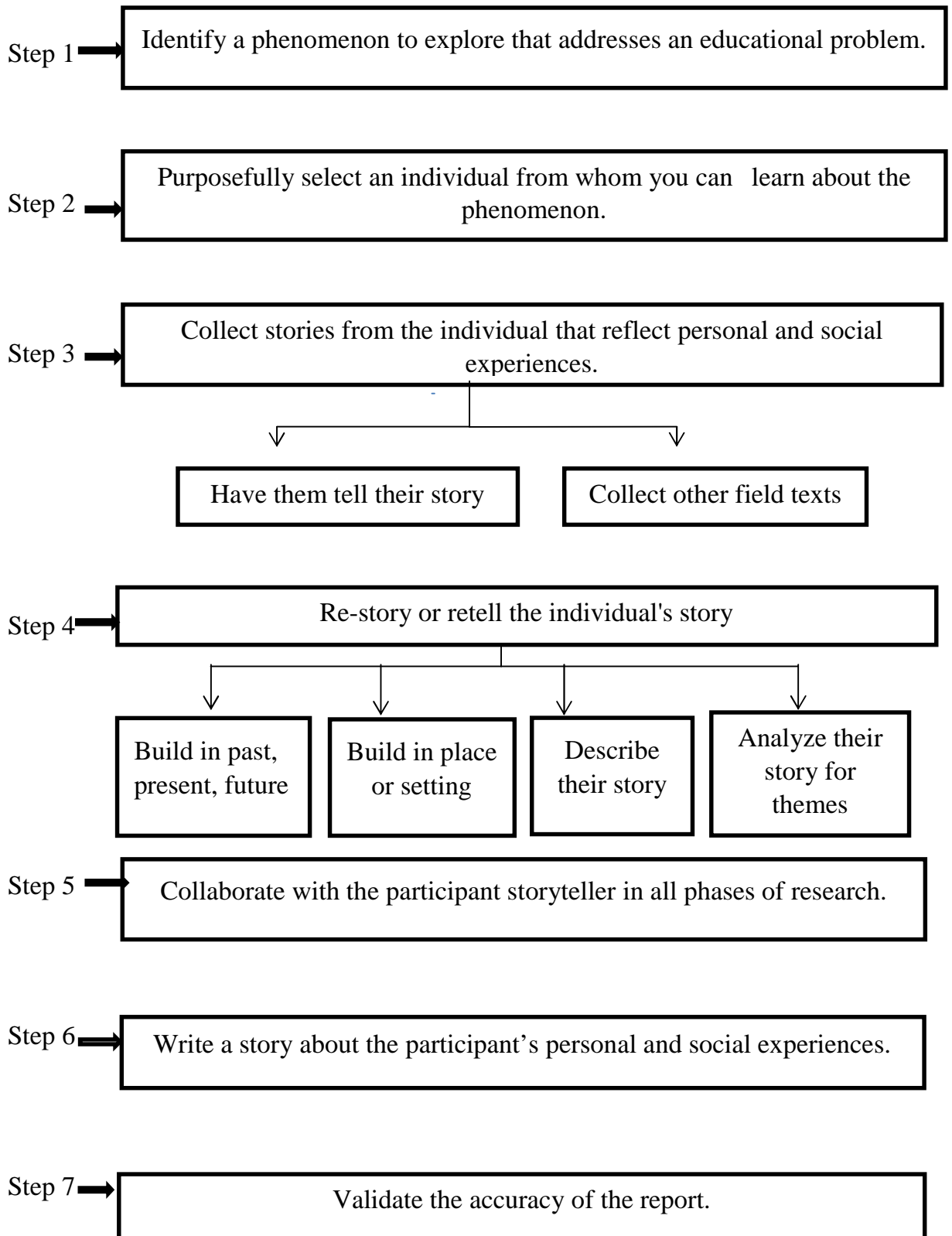
This section includes methods and designs of the study, population, sample and sampling procedures, data collection tools and techniques, data collection procedures, data analysis and interpretation procedures and ethical considerations. To achieve the objectives of the study, the following methodologies were selected in the research process.

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

The design of the study was based on narrative inquiry. It is a qualitative research design, which refers to the process of gathering information for the purpose of research through story telling. In narrative inquiry research, live stories and people's biography are the main subject matter of the research. Khanal (2016) states that in narrative inquiry research design researchers describe the lives of individuals, collects and tells stories about people's lives and writes narratives of individual experiences. So, it is a kind of investigation of people's experience or the story. To conduct narrative studies researchers establish an intimate relationship with the participants. Additionally, for participants in a narrative study sharing their stories make them feel that their stories are important and they are heard. Creswell (2012, p.507) presents the following characteristics of narrative inquiry;

- a) Individual experiences
- b) Chronology of the experiences
- c) Collection of the individual story
- d) Restoring
- e) Coding for themes
- f) Context or setting
- g) Collaborating with participants

**Figure 2: Steps for Conducting Narrative Research**



*Source: Creswell (2012, p. 514)*

In this way, narrative research captures an everyday normal form of data that is familiar to individual. In narrative research story is a sequence of real event or an account of such a sequence which can motivate to change others life. Thus it is an in-depth study about the respondents' live experiences/ story through narrative interview.

Moreover, I was interested to explore the factors which affect female English language teachers to manage the classroom. What are the realities have not yet been addressed by the researchers. Narrative research approach was the best design for me to explore their real stories of female teachers about classroom management.

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

The population of this research was the basic level female English language teachers of Ilam district. The sample population of the study was four female English teachers from four different public schools. I used simple purposive sampling procedure to select the schools and female teachers for my study.

I have chosen the basic level female English language teachers of Ilam district because Ilam is my hometown and I am familiar with different schools. Not only this, it was easier for me to go there and built a good rapport with school administration as well as with my respondents. Beside this, to make my study relevant and meaningful I used simple purposive procedure because the main purpose of my study was to collect the stories of female English language teachers about their classroom management.

### 3.2.1 Overview of Participant Female Teachers

The following table presents the overview of the information of each participant teacher;

**Table 1**  
**Respondents Information**

S.N.	Name	Age	Academic qualification	Marital status	Family members	Teaching school	Teaching experiences	Children
1.	Sumitra	32	B.Ed. English	Married	6	A	5 years	1
2.	Divya	40	B.Ed. English	Married	4	B	23 years	2
3.	Sunita	28	M.Ed. English running	Married	6	C	5 years	2
4.	Puspa	25	M.Ed. English running	Married	6	D	3 years	1

### 3.3 Data Collection Tools and Techniques

Data collection tools and techniques are used to find the detailed and relevant information about the phenomena. For the process of data collection, I used classroom observation forms and semi-structured interview for female English language teachers' as the major tools of my study. Beside these, as a tool diary writing of classroom observation was also used to elicit the in-depth factual information from the respondents for data collection for the fulfillment of specific objectives.

### **3.4 Sources of Data**

Data is the part of information like opinions, ideas, numbers or related materials from which further analysis will be included. There are two sources of data, Primary and Secondary. Both primary and secondary sources were used for the collection of required information.

#### **a) Primary Sources**

Primary source of data is known as first hand data which supposed most authentic. For the primary data, I went through semi-structured interview with four basic level female teachers of Ilam district and their classroom observation. The data from primary sources were collected by recording and transcribing their narratives.

#### **b) Secondary Sources**

For the secondary sources of data I have consulted different existing books about classroom management, articles, journal, online resources as well as published and unpublished thesis done in the department to elicit the secondary data and information needed to accomplish the study. I have consulted Harmer (2008), Dixie (2008), Mishra (2007), Bista (2006), Malki (2003), Gurung (2018) and Moreau (2014) as the secondary sources of data for the study.

### **3.5 Data Collection Procedures**

For collecting data, I mostly used two methods namely classroom observation and semi structured interview. First of all, I prepared classroom observation form and semi structured interview guidelines. Then, I visited the selected four public schools of Ilam district and asked the concern authority for permission to carry out the research explaining the purpose of my study. I met the participants personally, I told my research purpose and they were agreed to give their classes for observation and their valuable time for interview.

Basically, I observed ten classes of female English language teachers from (6-8) and noted important data in my diary as well as I took some pictures of their classroom.

We exchanged our numbers and they told me that they would inform me for the interview. They were busy for preparing questions for final examination. At first, respondent Sumitra called me in her school. Similarly, respondent Divya called me in her room, respondent Sunita called me in her home and finally respondent Puspa called me in her school. I took their interview where they shared their experiences about managing the ELT classroom, affecting factors, challenges and techniques and so on. At the same time, I recorded their narration using my mobile set and noted down some important information in my diary. After that, I transcribed the recorded oral narratives into written without losing their intention (see appendix V). At last, I coded and decoded their narratives and stories into several themes and analyzed thematically to draw out the findings.

### **3.6 Data Analysis and Interpretation Procedures**

The data analysis and interpretation procedure involved transcribing narratives and typing up them. I went through all the data to get a general sense of the information and to reflect on its overall meaning. I listened more than three times and later I transcribed oral narratives into written. I interpreted and analyzed the collected data through narratives and classroom observation simultaneously. I began with detailed analysis with a coding process. I developed themes by incorporating data directly addressing my research questions. I also looked for sub-themes. So, the systematically collected qualitative data are analyzed, interpreted and presented into several themes and these themes are also analyzed descriptively in to other sub-themes.

### **3.7 Ethical Considerations**

Ethical considerations play significant role in conducting a research study. Every researchers should be aware about the ethical consideration while conducting any research studies. For this at first, I took a formal letter from Department of English Education, Tribhuvan University asking permission to carry out my research study in different public schools and visited my fields. I asked permission with every individual teacher along with the school administration.

I made sure that the privacy and identities of the respondents were safe guarded. I kept all the collected information secret and stored the data securely. No names of participants and schools were used; instead of it I had given pseudo names for participants and schools identified with specific codes or number. Similarly, I avoided plagiarism by giving citation of the cited text. The participants' views were kept confidential. I provided a copy of their interview transcripts to the participants to make improvements if needed and assured them that their ideas had not been violated, avoided and modified.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATIONS OF DATA**

This section contains analysis and interpretation of the collected qualitative Data. The data carried out through the classroom observation of the female teachers and semi -structured interview were coded with the theme and sub-themes and analyzed descriptively on the basis of my research questions.

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

I started collecting information from my respondents through semi structured-interview that included female teachers' experiences about classroom management at basic level. On the basis of the respondent's experiences and most importantly the richness of the information in their narrative and readiness to participate in the research journey. Further, I selected one respondent from each school. The background and information of each respondent was elicited from the observation and their narrative is presented in Appendix (iii). The result drawn from those teachers' narratives and diary writings of class observation are interpreted as follows:

##### **4.1.1 Background of my Respondents**

###### **Sumitra**

Sumitra was born in Deumai Municipality, 3 Ilam. She is 32 years old. Her husband is a businessman. She has one five year old son. She settled down in her husband house. In her home there are altogether six members, her father and mother in law, her husband, and her one brother in law. She got married before six years ago. Her father is also a teacher and he is enjoying his retired life. She said that, her father inspired her to be a teacher. She joined the teaching profession before five years and she teaches in basic level.



She commented that, being a female teacher, it is very difficult to manage her both personal and professional life. In her narration, lack of extra exposure and time, lack of teaching resources and academic programs sometimes hinder the English language class seriously. She has been facing the problems to manage the English language classroom because she does not get enough time to be well prepared for the subject matter.

### **Divya**

Divya was also from Ilam Municipality-1 near of Ilam bazaar. She is 40 years old. She got married before 18 years ago and she has 23 years of teaching experience. She is also permanent teacher. In the initial phase, she was the teacher of primary level but since 2070 she was promoted to basic level teacher. And still she hopes to become a secondary level English teacher. She has two children, 15 years old son and 10 years old daughter. Her husband is also a social teacher. For her it takes one hour in vehicle to reach her school. She encountered many difficulties to become a teacher. As she remember her past in the beginning phase of her career she tackled with various circumstances but now she gets full support from the school and her family.

She mentioned that in her home she could not get sufficient time to prepare the lesson and update with new techniques. But she feels blessed and happy to join in teaching profession. She further argued that, her neighbors' women are surprised to see her. Moreover, she believes in her hardworking and confident.

### **Sunita**

Sunita is 28 years old married female English language teacher having two children. She lives in Deumai Municipality1, Mangalebare bazaar. She worked as a basic level English teacher in school 'C'. She has collected five years experiences of teaching. She joined her teaching career after completion of her SLC in private school. And after she got married and enjoyed in school 'C' as a permanent basic level teacher in 2070. Her husband is in abroad to earn money.

She shared her husband inspires her to study bachelor and master level courses as well as in her Teacher Service Commission preparation.

Because of her family problems, she could not give enough time in her professional life. She has to take care of her kids, her in laws so, it is difficult to manage all. She mentioned that it is very difficult for female teachers to look both personal and professional life. She further revealed that not only the family problem but being a female teacher it is not easier her to maintain personal and professional life. But she has tried to face the challenges in teaching field and tries to make her classroom effective.

### **Puspa**

Puspa is 25 years female English language teacher. She is married female and stay in Deumai Municipality 1. Her father is a retired police. She got married at the age of 22. Her husband is also a maths teacher. She had completed her B.Ed and doing her masters from Mahendra Multiple Campus, Ilam. She feels lucky to join the master course after the marriage. She said that, it was hard to convince her husband and family members to join masters. Not only this, having one small child very difficult to manage them all. Now, she feels blessed and happy because teaching profession is her passion.

She mentioned that her role model and source of inspiration is her school level social teacher. From the period of childhood, she always dreamt to be a teacher and now her dream is fulfilled. So, her happiness is clearly seen in her faces. She feels tired, stress and become frustration but she never lose her confident. She stresses that lack of extra exposures and teaching resources it is difficult to manage her classes effectively.

#### **4.1.2 Classroom Management by Female Teachers**

To find out the female teachers classroom management of basic level basically, I used two tools, diary writing of classroom observation with some photos and semi- structured interview which are presented in appendix part. More particularly my concerned was to find out the affecting factors and teaching techniques of classroom management which I found from the observation and semi –structured interview are analyzed in the following themes:

##### **Theme 1: Overview of Classroom management by Female English Language Teachers**

A well-managed and organized classroom is an essential foundation of mutual respect and caring between teachers and students. There should be the equal collaboration and participation between student and teacher. If the students could not pay attention towards learning and teaching it will be meaningless. Meaningful teaching and learning cannot be achieved in classroom environment characterized by noise making and other distractions by students (Romina Ifeoma, 2011). So, managing a classroom means managing students activities and behavior in a classroom as well as management of overall aspects like physical infrastructure, motivating students to learn, providing appropriate instruction and feedback, materials, managing student’s works as well as teacher and student behavior. Therefore, classroom management is crucial to create favorable, safe and positive learning environment inside the classroom. Good classroom management creates learners interest and become eager to learn without classroom management teaching will be meaningless.

This theme is generated from the diary writing of classroom observation. This theme expresses the overall classroom management by female teachers of basic level. I have observed ten classes of four female teachers of basic level.

On Falgun 19, 2075, at 12.30 pm I reached to observe the classroom of Sumitra, in grade 6. When I entered into the classroom there I found students

were sitting randomly not according to their height and displays were torn on the wall. Then the teacher started her teaching with questions and discussion. The teacher described the topic of *Famous People*. While presenting her lesson she did not use any materials except text book. The last bench of students especially boys were talking to each other. Her role was there as a facilitator and evaluator. She used questions and answer, group work and discussion techniques to make the learning collaborative or to say to make the class well managed. Similarly, there was a diversity in classroom. Students were from different linguistic, ethnic and cultural background. Their interest, level of learning differ from each other.

On Thursday, Falgun of 23, 2075, I entered to observe the classroom management of Divya, in grade 8. She started the class by checking homework and provided some feedback to the students. She wrote the topic on board *who makes a differences?* I saw the teacher was not fully confident she did not provide more details about the subject matter. She translated the sentences and new words. I thought she was not fully prepared about the content. But she tried to make her teaching enjoyable. Sometimes she used to ask questions to evaluate them. There were no charts and postures on the wall. The two boys from the last bench were talking out of the content and turning back also. To manage her class she used to talk with students individually and also sometimes she scolded them. At the end of the class she assigned them a homework.

Likewise, Monday, 27 of Falgun 2075, I reached the school at 10.40 am. Then, I observed the class of Sunita on second period in grade 8. The teacher started the class with background information of the Lincoln. And later she wrote the topic on board *Lincoln's Letter*. She asked the students to share the ideas if they heard this name. Then, she read the letter and explain it in Nepali language. I saw she was not looking well and later she told me she was suffering from fever. So, she felt difficulty to teach and control the students. Due to her bad health condition, students got chance to talk each other out of

the subject matter. That day she did not use any teaching materials and she did not say more details about Lincoln as well as the way of writing letter. Not all but some of the students were paying attention towards her. At last she asked the students to write the letter to his/her friend about Nepalese greatest politician Girija Prasad Koirala.

Similarly, on 28 of Falgun 2075, at 11.30 I entered the class of Puspa, in grade 8. The teacher started her class by asking one student about his plan after completion of final examination. Again, she asked other students randomly about their plans and intentions. Slowly, she entered to the topic on *Plans and Intention* and wrote on the board. She showed the pictures (mentioned in the book) and asked the students to describe the person's intentions. Then, she talked and provided more information about making plans and intentions but there she did not use any other supporting teaching materials. And also she was not using clear language while teaching. There were not well decorated room, no use of charts, postures as well as students were sitting randomly.

To conclude the above analysis of classroom observation, it is clear that for the female English language it is quite difficult to manage their classes because of the misbehavior of the students specially boys students. They used to make noise, turn back, moving from one desk to another and made classroom noisy. To talk about the condition of physical aspects, I found there was not well managed of sitting arrangement because students were sitting haphazardly and decoration of the room was also not satisfactory, displays were torn on wall. The number of the students were not large according to the size of classroom but in school '1' there was small room and students number was large. Students were not properly following the code of conduct of teachers while teaching. In every classes, I found the diversity of students because students were not from same linguistic and cultural background. So, the teachers were translating in Nepali language while teaching. It is bitter truth that in my observation session none of them used any teaching materials. I feel glad that female teachers got support from the side of the school and SMC family. There was not any bias

regarding on gender. There was good interaction between teacher and teacher and between student and teacher. Female teachers were doing their best in teaching profession. To manage their ELT classes they used various teaching techniques like group work, pair work, their gestures, their body movement, eye contact, and so on .I found they were punctual, hard worker, enthusiastic and they treated their students like their mother and care taker.

## **Theme 2: Diversity of the Students**

Nepal is multi- religious, multi- ethnic, multi-lingual and multi- cultural country with geographical diversity and inhabited by various regional groups. In the Nepalese society there is a much diverse varieties of classroom are experienced. All the students are not from same cultural background. The cultural differences between home and school can influence children's learning. In the Ilam district there are various multi- cultural communities having various multi – language. So, there students are from different communities background. During my observation, I went four different public schools and I found there students were from different community like Rai, Limbu, Tamang and Aryan and so on. The classroom in many societies is a representation of people with different social class, gender, age, ability, sexuality, religious, racial and or/ethnic backgrounds as well as different personalities (Plessis and Bisschoff, 2007). So, they are from different linguistic background too. In our context, English has been taught as a foreign language. Most of the public school's teachers face the problem to teach English language where the students are from different mother tongue. This theme is generated from both classroom observation and narratives of the female teacher.

In this regard, Sumitra shared;

*Our country is multi-cultural and multi- lingual where the students are from different caste and groups and having different mother tongue.*

*There is diversity in every classes so these we teachers not only me, faced the language problem of students. While teaching I have to translate the whole sentences and words into Nepali. Because of this reason sometimes students do not understand our instruction and used to talk with their friend.*

In every English language classes there is a diversity of students where, they are from different social, cultural and linguistic background. By analyzing her experiences, students diversity sometimes create the problem for English language teacher to teach and manage the classroom. Teachers have to translate the sentences and words in Nepal language. Having different mother tongue of the students in the classes, it makes difficult and they talk with their friends and make the classroom noisy.

Divya argued;

*Students are from different family background, cultural background, linguistic background and they have their different mother tongue. In my class it is very difficult to manage them to keep in the same desk and same room. Here is not enough resources and teaching materials and tools like other advanced schools. Thus, it takes time to provide clear sense of the subject matter if they do not understand they used to talk each other. But I always try to give my best.*

This data shows that, there were not similar background of the students. Every teachers have to concern about students' level, nature, style and learning strategies while teaching and involving them in activities. It is necessary to use different sorts of teaching techniques to achieve better learning achievement of the students. But lack of certain teaching resources and teaching materials like other private and other school English language teachers of public schools are facing the problems of modern teaching equipment.

Similarly, Sunita commented;

*For me, diversity of students sometimes hinder to manage my class, in my class, students are from different linguistic and cultural background as well as level of students are not same. Some students understand easily and some take time to understand and fulfill their activities and students have different mother tongue and having one period to teach English language is really challenging. Students makes more noise in English period because of their language problem and for me too it makes me problem to manage all.*

From the respondent illustration, it is seen that the teachers of public schools are facing lots of challenges to teach English language in a single period. Obviously, having only one period to practice and learn English language it is very challenging tasks for the students of public school of Nepal. Not only that, students have not same level and interest towards learning English language.

After analyzing the respondent's experiences and observation, there is diversity in classroom because students are from different linguistic, cultural, nature, family background. It is not easier for the teachers to keep all students under the same umbrella. Similarly, there is only one English language period where students are unable to practice as a result teachers have to translate the



language. Teachers are not getting an enough exposure to practice English language but they are their best to manage their classroom effectively.

### **Theme: 3 Female Teacher's Role in ELT Classroom Management**

The role of female teachers, they do not have a single role in her family, society, classroom and school. In classroom if the students become confused bored, uninterested, restless and make disruptive at that time teacher should have to play various role. I found that, they are punctual, loyal, caring, loving, they did not punish her students and sometimes scold her students. In school or community they are playing a significant role for promoting a girls' education because their parents and girls students feel comfort to share their problems. In English language classes they are playing different roles for maintaining a good classroom atmosphere. They always encouraged and motivated the students towards learning by providing positive feedback. I found after checking the student's tasks they admired their students and if they made mistakes she corrected it. Sanjaya (2007 as cited in Rindu and Muflin, 2017) states the teacher has six roles in managing a class during teaching and learning process, they are teacher as a learning source, facilitator, manager, demonstrator, guide and motivator. It means, teachers have no limited role in the classroom, according to the situation they perform various roles. So, in the English language classes female teachers play the role of facilitator, controller, evaluator, manager and so on for teaching and managing the classes. In this regard;

Puspa narrated;

*I do not have any single role while teaching and managing my classroom. We teachers have to play vital roles in the lives of the students in the classroom. In my classes, I serve many roles, I set and try to create classroom friendly environment, mentor and nurture students.*

*Likewise, I become their role model and listen student problems. So, in my ELT classes I play different roles according to the situation.*

According to the context and lesson every English language teacher needs to behave different ways at different stages. To make the classroom warm, enjoyable and collaborative teacher of English language should not perform only one single roles. Being closer with students, teacher should listen to the student problem and try to solve. By encouraging, motivating and inspiring the students towards learning and good way female teachers become a role model.

Likewise, Sumitra said;

*While talking about my role I do not have any single role while teaching English in the classroom. I play a multirole. Sometime I have to be a facilitator, evaluator, monitor, guardian, friend, care taker and so on. Because I have to play my role according to the need and demand of the situation. Not only these, but my main role is to encourage the students to want to learn.*

According to the need, interest and demand of the classroom she change her role towards students and teaching learning. It is obviously most of the female teachers in school play a vital role of care taker because they treat them like her own children. So, the teacher use to behave their students like their friends which helps them in collaborative learning.

After my observation and teachers narratives, I came to know that female teachers have a significant roles in their school, community and classroom. They are more considerable about fulfilling their duties and responsibilities towards their family, society and institution as well as their profession. They have positive vibes towards their career and their students. Female teachers

play a varieties of roles according to the situation i.e. friend, guardian, role model, facilitator, evaluator and so on. They try to overcome the students' problem too. By performing the various role it helps to create the classroom peace, clam, control, warm and makes learning enjoyable.

#### **4.1.3 Female Teachers' Experiences on Classroom Management**

Here female teachers' experiences are analyzed in the following themes which are developed from the teachers' narratives;

##### **Theme 1: Female Teacher's Views on Classroom Management**

A well -managed and organized classroom is the essential foundation to build a climate of mutual respect and caring between learners and teachers. If there is no effective classroom management students will find difficulties to attain their academic and language objectives. Good classroom involves equal participation of students and that to solve the classroom related problem. It helps to maintain positive classroom atmosphere. However it includes the rules, activities measures provided by the teacher to achieve a positive and aspired educational goals. In this regard, Sumitra articulated;

*Classroom management is a way of managing overall classroom for achieving the teaching learning objectives that includes time management, controlling the students, sitting arrangement as well as it is an action done for effective learning which is important in our teaching learning activities.*

According to the respondent experiences of classroom management it includes overall management of classroom to get success in achieving the certain teaching learning aims and goals. Moreover, the teachers have to concern about the sitting arrangement of students because if the students feel discomfort in their class they cannot pay the attention towards the teacher's presentation.

So, classroom management is the way of successful and effective teaching and learning.

Divya said;

*Classroom management is the first and foremost for getting output for proper teaching. If there is no proper classroom management our teaching activities cannot be succeed. It is a part of teaching learning activities which helps to achieve the objectives of the lesson. And also it depends upon our hand to make classroom warm and clam. Classroom management also includes furniture arrangement, time management, behavior of the students, code of conduct, school roles etcetera, if it lacks our teaching and learning cannot get the target point.*

The data revealed that without proper management of overall setting of classroom environment teacher cannot get success in their teaching. Classroom management focuses overall aspects of classroom and depends upon the teachers to make classroom well managed. It is the way of managing the students' behavior and control by the teacher to accomplish the goals.

Likewise Sunita narrated;

*I think classroom management is an action or plan that should be taken by teachers to handle the classroom properly or to create active learning environment. It is a management of time, management of students and teacher behavior, discipline, physical as well as psychological for creating learning environment collaborative and creative.*

Without the proper plan of teacher of managing the classroom the teacher cannot derive defensive action for disruptive students. She also highlighted the performance of both teacher and students in classroom. Because teaching and learning is the interaction between learners and teachers. For making a classroom well it is necessary of well physical infrastructure, decoration of room, size and number of the students and it is also important to know the learners level and background which helps teaching collaborative and interesting. Similarly, Puspa shared her experiences;

*In my point of view, classroom management is an overall management of classroom setting, sitting arrangement of the students, number of students, control the class and managing a time. It is an essential part of teaching without a good management of the classroom students' cannot understand what we taught and also aim of teaching cannot fulfill. For a good classroom management it depends on our teaching learning methodology.*

It is necessary to make the classroom well managed for achieving the teaching goals. For the proper classroom management teaching methods and techniques are important. The use of appropriate teaching methodology according to the context of the class may help the teacher for quality teaching and impact positively on students' achievement. Like others respondent she too focused on time management, sitting arrangement and control of the class.

Incorporating these all experiences of four respondents regarding on classroom management, it is found that classroom management is an overall management of classroom environment. It is a part of teaching learning activities which helps to achieve the objectives of the lesson. The entire respondents focused the importance of it. For the effective classroom teachers should manage their time, needs a well decorated room, well discipline of the students, appropriate

teaching methodology etc. Classroom management is to create positive learning environment, the way of managing the class in terms of physical and psychological supportive environment and making a suitable environment for teaching and learning. According to them it is important to manage a sitting arrangements in the classroom that need comfortable desks and benches, size of the room, displays on the wall and so on. It can be concluded that classroom management is the process of creating the best teaching and learning environment.

## **Theme 2: Various Affecting Factors**

This theme is developed from the experiences, narrated from the female teachers. For the effective management of the English language classes teachers should manage the different affecting factors. It is an essential part of teaching and learning which is organized from different factors like social, physical and academic. Most of the female teacher's classroom students do not pay the attention and make the classroom disruptive. Because of different factors they face the problem to manage their classes properly. Here, I would present the participants stories by categorizing those factors into three different parts;

### **4.1.3.1 Social Factors**

We human beings are surrounding with the different social norms, values and practices. Nepal is one of the patriarchal based country. In the teaching field there is less participation of female teacher. Female teachers have to balance their family, society institution where they engage. Because of their family duties and responsibilities they feel some times stress and could not manage their classes properly. It is difficult to manage their both personal and professional life. Sunita shared;

*Of course, I feel difficulty to manage both but in other hand doing my job I am enjoying and I feel blessed. Being a mother I have my little son, I have to take care him properly. I have to do a lot of tasks at home. I feel tired and stressed. Because of fulfilling all my duties I do not have sufficient time to study and students get my weakness and makes noise in my class, that's way sometime time so difficult to manage and some time it is easy also to balance my both life.*

The data clearly shows that it is not easy to engage in teaching profession. By fulfilling all the responsibilities being a mother, wife and daughter in law it is really challenging for all female teachers. Married female teachers have to take care of the children, father and mother in law, doing household chores, society, relatives and doing the duties in institution they feels difficult. Doing these all household activities it affects them to manage her classes. Although, female English language teacher of basic level they are happy and satisfy in their teaching profession.

Naturally, females are loving, caring and nurturing. In society also there is a high respect for male teachers in comparison to female. And also it is true that there are counted number of female teachers who teach in higher level. In this regard, Puspa argued;

*Female teachers are polite, loyal, loving, caring and sensitive in comparison to male. In the beginning phase of my career I faced lots of domination from school and students because of my gender which makes me tension and frustration .Female teachers are bounded in certain social values like have to marry, bearing children, doing all household*

*works and so on. We already have lots of burden and family stress which hinders to control and manage the classes.*

From the respondent illustration, it is seen that teacher's physical qualities and their nature depends to manage the classroom. Their strong and bold behavior support to maintain classroom more managed. Due to the patriarchal society there are certain norms and practices we female are not free like male. In her stories it makes clear that as being one of the female teachers she faced domination and feels frustration. Hence, female teachers are enjoying in their profession. By maintaining those all activities they have to fulfill their school's duties and responsibilities. They become the ideal examples of their society. In this regard, Divya shared;

*My society perceive me positively and some are surprised to see me. For me it takes one hour in vehicle to reach here (school). People surprisingly ask me how it is possible to balance both personal and professional career equally. There are responsibilities of family and school. I have to give my time for family, my two kids, my laws, husband, my school and my students, there is very struggle, risk also up to now I am here.*

Female teachers have lots of workloads in their home which sometimes make them difficulty to take a professional career along with them. Beside the difficulties they are trying to do their best to keep their both personal and professional career in balance. The main thing is that society and the family should respect the work of female teachers. To keep aside their personal desires, they are happy to join in teaching profession and inspires others.



By analyzing their stories, it is not an easy for them to handle both personal and professional life. Our social norms like marriage is compulsory for all the women they directly or indirectly hinders their personal life and happiness. Being one mother, wife and teacher it is not easy for them. Because of insufficient times and household works they could not prepare well and lacks confident, lacks their identity, feels stress, frustration faced domination and biased. By suffering from that they are unable to manage their classes.

#### **4.1.3.2 Physical Factors**

This theme is generated from both respondent's experiences and my observation. Physical factor is also one of the most essential affecting factor. There is a strong relationship between the physical structures of the classroom such as size of space, lighting, room organization, decoration, displays and so on helps for good classroom management.

Divya commented;

*Unlike other factors, physical factor is one crucial part of the classroom management. The physical aspects like, sitting arrangement, room decoration, and cleanliness of the classroom plays a vital role in classroom for learning and teaching aspects. Students sit randomly not according to their height but they want to sit with their close friends, which you have already seen not? So, they were side talking while teaching and as a result classroom environment become noisy and disruptive.*

From the above narration, I came to know that the physical factor is the most important aspects of classroom management. It includes the decoration of room, cleanliness, spacing and so on. Without proper sitting arrangement it will

be difficult to manage the classroom properly for every teachers. In classroom there should be some space to move around the class for the teachers. So, the sitting arrangement should be managed according to the students' number and height.

Sunita shared;

*Classroom management is a board term where lots of factors are interrelated, they cannot separate from each other. It includes all aspect like teaching materials, sitting arrangement according to their height, as well as size of the room, teacher habits and nature. In case of mine my flexibility of nature hinders my class. My polite voice and loyal behavior sometimes makes my classroom out of control. So, we have to take care about this too.*

According to her she focused on the teacher's nature and habit or to say in single word personal presence. If the student do not follow the teachers' code of conduct and instruction it is meaningless to teach. Sometimes female teachers' loyal and polite nature hinders the classroom management. Teacher's behavior and habit is directly related with the teaching and learning activities. Not only do that, in the absence of appropriate teaching materials students do not pay attention to the teacher. So, the teachers have to use supported materials for making the learners clear about the subject matter.

Likewise, Puspa narrated;

*Physical factors are not limited within the school's building, furniture and room of the classroom. It is more essential part to give the room personal touch with various arts, postures and so on. In my classroom's walls are not colorful it seems dirty and need to be painted, no use of*

*charts, calendar, routine, motivational quotation on walls, bulletin board and so on. So, it is necessary to conduct art programs in our school and classroom which makes classroom lively and attractive. So, the lacks of managing those all sometimes I failed to manage classroom environment.*

From her story we can say that to get good classroom management we have to concern about proper management of physical aspects. The attractive and colorful setting of the classroom attracts the students' motivation and curiosity. But there, I did not found the proper management of displays like charts, postures and other routines inside the classroom. As well the condition of walls and school building should be painted. So, it is necessary to reduce these problems as soon as possible.

In these experiences and my observation I found that, the proper sitting arrangement, space, decoration of the room, teaching materials, their personal presence etc. I found that the condition of walls and displays were miserable because there I did not found any motivational quotation, walls were dirty and some charts were torn and student's drawing were only hanging on the wall. According to them their nurturing and loving behavior sometimes makes trouble and get chance to make noise. They all have similar stories that to get mastery over the teaching there should be the well management of all physical aspects.

#### **4.1.3.3 Academic Factors**

Academic aspects are also essential factors for teachers to upgrade their professional career. To become a successful teacher it requires experiences, workshop, training, qualification, knowledge and so on. In case of female teachers somehow they are deprived from it. To polish the professional life it is necessary to have required academic skills. For the good classroom

management, teachers need classroom management skills, to update with new teaching approaches and new innovative knowledge. For it teacher training and academic program will helps to grasp those skills. But most of the female teachers could not get opportunity to participate. In this regard, Sumitra articulated;

*While talking about TPD training, in the beginning phase of my professional life I got chance to involve in TPD training but I could not continue that training due to my pregnancy. I collected two days experiences of training. And in the case of others academic program, workshop and seminar up to now I did not join any of them. Training is one of the sharp weapon for all English language teachers to achieve new skills which are necessary for us.*

In her beginning phases of career she was not enable to complete her training package. Most of the female teachers are searching the opportunities to participate in different sorts of training which is provided from the MOE, DEO and local government. Obviously, teacher training is the foremost for English language teachers to achieve new skills and knowledge. Without knowledge he/she cannot grow up their professional life. Similarly, Sunita also shared her experiences about training.

Divya said;

*Yes, I got an opportunity to participate. I already told you that, I have almost twenty three years experiences. So, during my profession I got an opportunity to involve in TPD training and workshop.*

According to her, she had collected twenty three years experiences in teaching profession. During this period she had an experiences various training

programs. ELT training and other academic programs helps the teacher to develop their English language teaching methodologies, language awareness, makes familiar with new approaches that helps to apply in their real classroom practices.

Sunita articulated;

*I got chance to participate the first package of TPD training before 3/4 years but could not able to attend. That time the health condition of my mother in law was very worst, my husband admitted her in Dharan hospital in an emergency ward. So, I had some responsibilities regarding to my family members for this reason I did not join my training sessions as well as I took a chance to participate in one day training before one year where, I learn basic knowledge. Lack of sufficient training and others program sometimes makes feel me difficulty to teach and manage my overall classes.*

Her story is also similar with other respondent. It means, for the female teachers it is difficult to make balance between their personal and professional life. She stressed that because of her family matter she did not get chance to join training. After a marriage she has to give her time to her family in both and good moments. To make classroom more interesting and well managed, materials and exposures also plays a vital role. It is true that for the married female teachers they cannot get much time to enhance their profession which helps them in classroom management.

Divya shared;

*I told you that it takes me one hour in vehicle to reach my school from my home. It is not easy, I feel tired after completing my school but I*

*have to do all household chores. I get little time (showing her finger) to study or to say to search new things in internet. Sometimes, to study extra books and articles but it is impossible. Not always but sometimes I make some teaching aids which helps me to make the students clear about the text, good way of interaction, motivates student towards learning and to avoid nonsense students' talk. So, it is hard for me to get extra support that enhance me for management my time and classes.*

From her illustration we can say that getting an extra exposures and teaching materials should help them to create a good and well managed classes. She has almost twenty three years of experiences. She shared me her teaching experiences support her to become successful teacher and mother. The appropriate teaching materials help to avoid the students' side talk, helps to motivate the students, engage two way of communication and good interaction between teacher and students.

Likewise, Puspa said;

*In case of getting an extra exposures it is not easy for me. To be honest my husband is also a math teacher. After the school he watch television, listen news, and study articles but for me I have to engage in household activities. If my husband help me to do my household work I get some time to read articles and search on Google. I feel tired, stress and become angry myself. If I do not prepare about the tomorrow's content I lacks my confident and students catch my weakness and make a noise. Like private school, in my school here is not enough extra materials like audio visual, cassette and projector too like other public school.*

By analyzing their stories, I found all my four respondents did not completed their master's degree. They shared me that they want to join degree but yet could not get the time. So, they believed that to become a competent teacher certain qualification is one of the primary aspects. They further says that they may learn in masters courses about teaching learning approaches, language skills, educational theories and international teaching trends that may support to apply in real classroom. In case of teacher professional training only one responded share me the experiences of training and other programs. To achieve the teaching learning goals classroom management is the primary factors which requires the knowledge of the teachers, appropriate teaching materials, teaching experiences, to have a good rapport building with students and colleagues that may help to bring classroom more enjoyable, collaborative and motivated towards teaching and learning.

#### **4.1.4 Challenges Faced by Female English Teachers in Managing the Class**

As a female teacher, she has to tackle the different problems in the classroom. The participant stories makes clear that handling both professional and personal life together there are lots of circumstances which they have to overcome. Although woman teachers play a significant role towards the overall development of the family but they face challenges in managing family as well as their job responsibility (Sultana, Zahir and Yaacob, 2014). It is not an easy tasks for the female teachers to keep balance between family matters and professional activities. In the classroom also they have to tackle with many problems. Keeping their family matters in one side in ELT classroom too they face lots of problems like lack of sufficient teaching materials, getting enough exposures, dealing with misbehavior of students, lack of motivation of students different levels of students and so on which makes complexities to manage the classes. Classroom management is one of the challenging tasks that teachers have to deal with (Caner and Tertemiz, 2014). In this regard,

Sumitra narrated;

*There are lots of challenges while managing our ELT classroom.*

*Students are from different family background, sometimes they quarrel with their friends, move from one bench to another, try to break code of conduct and boys try to dominate girls and all this problem I have to minimize. Classrooms are not well decorated buildings and walls are so dirty which are also creating problem in classroom management.*

The data shows that, the misbehavior like students side talking, moving here and there without any reason, not following the rules and regulations, passing notes and copies from one bench to another, makes the classroom noisy and it disturbs other classes too. Likewise, boy students dominate and tease girls, they always think that they are superior. And most of the classes' girl students are talented, sincere, punctual and hard worker in comparison to boys.

Sunita said;

*Classroom management is necessary for a teacher. I already told you it helps to create a fruitful learning environment. There are many difficulties and challenges to manage classroom effectively such as handling the students behavior, physical management, about the students home life and other management also, about their discipline, obedient it is not only sufficient to manage but also psychological study of the students also necessary.*

This data revealed that for the good classroom setting it is important to deal with misbehavior of the students. Lack of the time she was unable to know properly about the student home background and did not recognize their



guardians. We have to make balance between student needs and interest and our content. There is need of comfortable desks and benches according to the number of the students. Specially, male students shows the misbehavior in the class. They sometime tease their friends, run here and there and make noise. In this regard,

Puspa shared;

*While in my own experiences, I faced many challenges regarding to the management of the classes. Students make noise while teaching and do whatever they like, try to talk outside of the content matter, sometimes boys students crack rubbish jokes and talks, use to insult their mates and laugh. And to talk about myself, sometimes lack of my time I was unable to prepare the content, materials and so on it create me problem because students ask me lots of question and if I lacks my confident they get my weak point and make classroom noisy.*

The data revealed that, mostly the boy students shows their misbehavior in the school and classroom. Some of the boys students, not all they show their bad habits and behavior, do not follow the rules and they do not attend regular in school, do not come in school uniform, do not complete their homework, and do not listen the teacher. Similarly, because of in sufficient time for preparing the lesson and materials create a trouble in female teachers' classroom.

When analyzing their stories I found that female teachers are facing lots of challenges and problems for managing their classes. Misbehavior of the students like talking, making noises, cracking rubbish jokes , dominating girls by boys, not following the code of conduct, insufficient physical infrastructure, lack of content knowledge and so on they are handling and making their classes effectively.

#### 4.1.5 Classroom Management Techniques to Overcome the Factors

This theme is generated from both observation and experiences of the respondents. It is equally important for managing and controlling the behavior of the students for both male and female teachers. If the teachers adopt the effective teaching he/she can easily tackle with affecting factors for the good classroom setting. In the English language classes, there are many teaching techniques emerged but teacher have to apply it according to the demand of the content and context. In my observation session female teachers used various techniques like questionnaire, gestures, body movement, group and pair work, treated equally etc. to develop the concentration of the students. Most of them used child centered techniques for making their classes enjoyable and interactive. To get rid of from the problems and obstacles female teacher apply different solutions for classroom management.

Sumitra shared;

*To manage the challenges and those affecting factors we teacher should think that all the students are equal for us we should not do any biasness and have to treat them equally and another thing is that there should be a fair judgment without biasing them. Day by day new techniques and approaches are emerging we have to be up to date with that new knowledge, techniques and have to involve in TPD training and try to apply the techniques on the basis of learners need and interest and demand of the context. I have no single techniques for managing my classes while teaching. Mostly, I use group work, pair work, gestures, postures, eye contact and my body language and so on.*

According to her, she focused on different sorts of techniques and also emphasis on training. From the training, teacher can get knowledge about teaching skills, methods as well as knowledge about classroom management skills. Female teachers should update the latest approaches and methodologies of teaching English. I found that the female English language teachers of basic level have adopted different techniques like; pair work, group work, eye contact to deal with the content and students. So, the teachers have to use different techniques according to the situation.

Divya articulated;

*Exactly, we need techniques to manage classroom because students have different nature, so we need techniques to apply inside the classroom but we have to create some techniques on the spot. Before we planned but the situation sometimes does not work so we have to create new techniques while teaching according to the situation and according to interest of the students. Sometime we teach but they do not listen to us and they do not understand and make noise at that time what to do? Whether to leave the classroom or to teach or to change our techniques that is very important.*

Her view was similar to the previous respondent. Obviously, teachers have to understand the level and interest of the students because students are diverse in their nature and style. It is true that, teachers have to create new methods as the demand of the class. If the teacher do not listen and pay attention while teaching, student use to make noise so, it is important to change another techniques. So, the use of different teaching techniques bring the classes more lively, interactive and communicative.

Likewise, Puspa said;

*Basing my own experiences, let me say how I am managing my classes I adopt student centered teaching techniques to engage the students in classroom activities. Like, group/pair work and I always use to motivate my students, I praised and admired their task and always provide positive feedbacks. To attract my students towards the learning first of all I used to be clam and listen to their problems and I try to overcome it. Sometime I use my mobile for showing pictures and videos related to my topic. Which is very supportive me for motivating the students. So, I always try to keep my classroom well by using different teaching techniques and methods.*

This data revealed that for the classroom management female English language teachers mostly used child centered methods. Female teachers have to encourage and motivate their students towards the subject matter. They should give emphasis on students' feelings, emotions, interest and creativeness. While teaching teachers have to use their phone because now a days every teachers use smart phones to show video and important documents related to the content. In public school I found the lack of projector and electronic devices where students and teachers are facing the problems of ICT. I think if the teachers get the facilities of it, it helps the learner to make the learning live and enjoyable.

Thus, using different varieties of teaching techniques brings the learning interactive and helps to achieve the goals. According to all respondents we can say that according to the context teacher immediately and automatically have to change the techniques. Only single teaching methods could not work and could not attract students' attention and use to make noises. I found on the

observation of schools there was no availability of the projector in classroom but one respondent shared me the use of mobile which helps her to control the students. So, managing all the affecting factors and challenges it is not easy for the female teachers they tackled many circumstances on the way of teaching but different techniques supports them for the good classroom management.

To conclude, from those all the themes and sub-themes regarding on class observation and teachers' narratives that female teachers were source of inspiration and motivation in society and school and helps to increase girls' enrollment. They all have positive vibes and feel blessed to engage in teaching profession though they are facing challenges and obstacles on the way of teaching. Lack of extra exposures and teaching resources, diversity of students in terms of their language, level and so on which hinders them to manage the English language class. By fulfilling all their duties like bearing the children, caring them, doing household chores, they did not have sufficient time to upgrade their knowledge and to prepare materials. Sometimes due to their stress and frustration they could not able to control the class. Similarly, their loving, caring, polite voice and flexibility make problem but another side they are becoming the role model of the students.

Furthermore, the condition of classroom of the public school was not satisfactory. Because of untidy rooms and walls, no use of charts, bulletin board, students sits randomly as well as the condition of desks benches were not well managed which affects both male and female teachers. Thus, they are trying to best to make the English language classroom well managed, interactive and enjoyable by applying various teaching techniques to overcome the factors and challenges. They used various techniques like pair/group work, inductive methods, communicative methods, discussion, and questionnaire but importantly they adopted teaching techniques according to the demand of the students, content and context.

## CHAPTER FIVE

### FINDINGS, CONCLUSION AND RECOMMENDATIONS

In this chapter, I have presented the summary and conclusion of the study on the basis of presentation, analysis, interpretation of collected data and drawn findings. Likewise, I have recommended some pedagogical implications for practice level and also suggested some applications for the policy level and further research area.

#### 5.1 Findings

Based on the analysis and interpretation of the collected data the followings findings can be extracted:

- a. The study shows that all the affecting factors: social, physical and academic are major factors for managing the effective classroom by female English language of basic level.
- b. In our cultural norms and values female should get married and continue their natural process like child bearing, caring and other duties and responsibilities. As a result they face stress and they do not get enough time to prepare the lesson, prepare material which make their classroom less effective.
- c. During the study, it was found that the classroom were not well decorated and there were no proper display, charts, bulletin board, routines etc. and there was no proper sitting arrangement in classroom.
- d. Similarly, female teachers were not given equal opportunities to involve in TPD training and other academic programs in comparison to male teachers' as a result female teachers could not uplift their knowledge.
- e. In the public school, lack of English language supporting materials and teaching resources like audio visual materials, supplementary materials and so on hinders their professional career as well their classroom also.

- f. It was found that there was not enough interaction between teacher and student but the interaction between students were found rarely.
- g. From the study, I came to know that the voice of female teacher was less commanding in comparison to male teacher.
- h. The next finding clearly shows that female teachers' classroom was noisy and uncontrolled because of their caring, loving, polite and flexible nature.
- i. Students were from various linguistics, cultural, nature and levels, which makes the teacher difficulty to teach in same room and same desk.
- j. From the study, it was found that for the English language teaching classroom, female teachers played crucial role, their role was facilitator, mentor, controller, evaluator, friend, mother as well as they were role model for the students.
- k. Likewise, in every school there are certain rules and regulation which teachers and students have to follow. But some of the students especially boys were not following the rules and some of the boys students misbehave with their friends and girls students.
- l. To meet the teaching learning objectives, classroom management is an essential part for creating fruitful and effective environment for teachers and students.
- m. Female teachers got the supportive environment from their family as well as school administration without biasness regarding to their gender.
- n. It was found that female teachers used their cellphone to motivate and control the learners towards learning but lack of ICT devices teachers were unable to update their knowledge and apply it in the classroom.
- o. To overcome the affecting factors and challenges of classroom management female teachers used various type of teaching techniques like pair work, group work, interaction, discussion and so on. Hence, the data clearly shows that they use the techniques according to the demand of the learners, content and context.

## 5.2 Conclusions

The major concern of my study was to explore the factors which affects female English teacher of basic level to manage the classroom through the narratives and class observation. This research study was focused to find out the techniques adopted by female teachers. So, on the basis of the analysis and interpretation of the result. Here, I would like to discuss some conclusion.

My study was mainly based on the classroom management by the female English language teachers and as being a female ELT practitioner it was somehow easy to carry out this study. In order to carry out my research study I went through different primary and secondary sources which was helpful for my study. For the same purpose I selected four female English language teachers of public school who were the representative of female English language teachers as a whole. Though the number was not sufficient for a complete study. Then, I went through four different public schools of Ilam district and talked with school administration about my purpose. Later, with the permission of female English language teachers I tried to revel the live stories of four different female English language teachers. For this, I observed ten different classes of the same respondents.

Similarly, there are various affecting factors of classroom management. Among them, social factor is one of the important factor. Female English language teachers who are not only engaged in professional life but they too have their family and personal life. They have multiple roles to play sometimes they become frustrated and stressed which affect the classroom environment.

Female teachers are the source of inspiration and motivation which in the same time helps the girl's enrollment in learning. The peaceful environment of the classroom can be helpful for effective teaching and learning process.

Sometimes the classroom management of English language teachers seems to be disruptive and noisy because they could not manage the time and exposures for teaching effectively. Physical factor is another main factor effective



classroom management it includes the sitting arrangement, spacing, classroom environment, physical layout, classroom decoration. The lack of time management and less availability of the teaching resources female English language teachers may not be able to provide enough knowledge for learners. The sitting arrangement of the classroom was unmanaged, students were sitting haphazardly. The use of teaching materials in the classroom should be appropriate and visible for the effective classroom management.

Not only this, academic factors also play an important role in classroom management. Without knowledge of subject matter it is impossible to teach for the learners. There are various workshop, seminar, TPD training, refresher and so on which support to uplift the professional career of teachers. For the good classroom setting and good rapport building interaction is important aspect for fruitful teaching and learning.

Overall, not only one single factor affect the classroom management but all factors are equally important. Although, basic level, female English language teachers are performing their active role in their classroom. The role of facilitator, evaluator, caretaker, motivator, friend, mother as well as the role of role model. To overcome the affecting factors they adopted various teaching techniques for the good classroom management according to the interest of the learners, content and context. Sometimes female English language teachers' classroom management may not be well managed because of their personal matter, family matter, lack of supporting exposures and teaching resources. But as a whole they try to minimize those all factors and challenges by doing their effort and hard work for creating well classroom.

## **5.3 Recommendations**

On the basis of the findings drawn from the analysis and interpretation of the data, some recommendations of this research have been made. The recommendations of this research have been divided into policy level, practice level and further research related level which are briefly discussed in the following;

### **5.3.1 Policy Related**

Female teachers in Nepal face multiple problems because of their multiple roles in their profession and personal life. It is obvious that the classroom management techniques by male and female is somehow different. However, female English language teacher tries to manage their classes' effectively. On the basis of my narratives stories and observation the following policy may be applicable to the policy maker;

- i. Lack of adequate teaching resources of English languages like audio visual, projector and other electronic devices female teachers and others teachers are facing the problems so, it will be better to make a policy regarding ICT.
- ii. The policies and provision should focus on the development of teaching materials and teaching English exposures to enhance the female teachers' professional development.
- iii. Similarly, the policies and provisions should focus on implementing TPD training, academic programs and refreshment training for the female teachers from the side of schools and local government.
- iv. For the improvement of classroom physical layout administration and stakeholder should be considered about painting the school and classroom walls, labeling different postures, charts, bulletin board, rules and regulations and motivational quotation.

- v. Similarly, the students should be provided enough exposures and time by the teachers and there should be policy regarding to the English language teaching practices which helps to manage the classroom.
- vi. Likewise, various types of academic programs like seminar, workshop should be conducted which helps in classroom management from the side of stakeholders and concerned authorities.

### **5.3.2 Practice Level**

The major implications from the findings of this study in practical or day to day life are recommended under the practical fields. This study may be significant for the textbook writer, language teacher, curriculum designers, trainers, supervisors, students and more specially for female English language teachers who are engaged in teaching profession. Some major practical implications are;

- i. By analyzing the stories and observation, it was found that female teachers' classroom affected from various factors i.e. social, physical and academic so, to minimize such problems they need more support from family and school administration.
- ii. My study was small attempt to bring out the stories of female English language teachers' regarding to the classroom management, it can motivate other female English language teacher who are involved in teaching profession.
- iii. Similarly, the physical factors and infrastructure are also one important aspects in managing the classroom so, the school management committee and administration should give emphasis on classroom management.
- iv. The trainers should trained female English language teachers by understanding their physical, social and academic need to manage the classroom which helps to motivate female English language teacher in teaching profession.

### **5.3.3 Further Study**

Findings drawn from the analysis and interpretation of the result, this study helps to the researchers who want to conduct their research in the similar area or topic in coming days. I am hopeful that, this research study will help to better understand the different affecting factors of classroom management as well as techniques of classroom management. The followings area will be related for the further study:

- i. This study was limited to four female English language teachers who are teaching at public school in Ilam District. It could be more interesting to see how other female teachers from other district.
- ii. This research will be major secondary resource for further study.
- iii. This research is qualitative in nature. So, further research can be carried out taking quantitative data.
- iv. Further research can be conducted to find out the challenges and problems of classroom management of female teachers.
- v. This current study has been limited to female English language teachers. Therefore, further research can focus on male teachers' perception towards classroom management.

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## Appendices

### Appendix I

#### Class Observation Form

Name of the teacher:

Date of observation:

Experience:

Qualifications:

Level of observed class:

Name of school:

S.N.	Observation Items	Description
1	Development of learning objectives	
2	Use of soft language	
3	Role of the teacher	
4	Physical aspects	
5	Classroom activities	
6	Students behavior	
7	Students motivation, engagement and preparation for learning	
8	Use of materials	
9	Teaching techniques	
10	Feedback	

## **Appendix II**

### **Semi Structured Interview Schedule**

1. Personal background; qualification, experience and level.
2. Family background; family members, children link to teaching
3. Teachers' understanding of classroom management.
4. Importance of classroom management in teaching learning activities.
5. Different affecting factors faced by teachers in managing classes.
6. Overcome those factors in managing English language classes.
7. Experiences on managing both personal and professional life.
8. Teachers' role in classroom.
9. Techniques adopted for effective classroom management.
10. Challenges facing in managing ELT classroom.
11. Solutions for good and well managed classroom.

## **Appendix III**

### **Diary Writing of Class Observation**

## Appendix IV

### Pictures of Female Teacher's Classroom







## **Appendix V**

### **Transcription of Teachers' Narratives**

#### **Respondent Sumitra**

**Researcher: Good afternoon! Mam.**

Respondent: Good afternoon!

**Researcher: How are you mam?**

Respondent: I am fine and I am very good.

**Researcher: It's me Bishnu maya Khadka from T.U. Kirtipur. I am here to take your interview for my research purpose. I see you are a married female English language teacher. How is your life going on mam?**

Respondent: ummmmm, my life is going smoothly.

**Researcher: Your permanent address mam?**

Respondent: I live in Deumai Municipality, 3 Ilam.

**Researcher: Will you provide me your family background mam?**

Respondent: There are six members in my family, my father and mother in laws, husband, brother and my little son.

**Researcher: When did you get marry?**

Respondent: I got marry before six years ago.

**Researcher: Will you share me your educational background?**

Respondent: I have completed my bachelor degrees and after completing my bachelor degree, I am involved in teaching profession.

**Researcher: Your teaching level mam?**

Respondent: I am teaching basic level.

**Researcher: When did you start your journey in teaching mam?**

Respondent: Before five years ago.

**Researcher: Do your family and school support you?**

Respondent: Of course, my family and school are very supportive that's way I am doing my job.

**Researcher: In your opinion what is mean by classroom management?**

Respondent: Ummmmm, Classroom management is a way of managing overall classroom teaching learning objectives that includes time management, controlling the students, sitting arrangement as well as it is an action done for effective learning which is important in our teaching learning activities.

**Researcher: What kinds of challenges did you face while managing your ELT classroom mam?**

Respondent: There are lots of challenges while managing our ELT classroom not only mine, I have seen others classroom also. Hummmmmm, students are from different family background, sometimes they quarrel with their friends and boys try to dominate girls and all these problem I have to minimize. Ummmm, sometimes they move from one bench to another, try to break code of conduct and so on.



**Researcher: What kinds of affecting factors hinders you to manage your classroom mam?**

Respondent: Ummmmm, there are lots of factors which affects classroom management they are social, physical, academic and students diversity also one of the factors and problem for me and other teacher which affects.

**Researcher: Then, how can diversity of students affects the classroom management mam?**

Respondent: Paused.... Ummmmm, our country is multi- cultural and multi-lingual where the students are from different caste and groups and having different mother tongue. There is diversity in every classes so these teachers not only me, faced the language problem of student. While teaching I have to translate the whole words into Nepali. Because of this reason sometimes students do not understand of our instruction and used to talk with their friends.

**Researcher: Then, what about physical and other factor mam?**

Respondent: Exactly, they are equally affects the classroom management.

**Researcher: How do manage your both personal and professional life mam?**

Respondent: It's very difficult to manage both, I faced lots of challenges and obstacles there to manage it.

**Researcher: In your home do you get sufficient time for preparing materials and exposers to enhance your professional life which helps you in classroom management?**

Respondent: Being a female, I have to engage in my household work, take care of other family members and sometimes I do not even get a chance to prepare for next lesson. And here in my school also there is not sufficient teaching

resources and materials that's way ummmmm it is so difficult you know to get an exposures. So, that lack of it sometimes I could not manage my class.

**Researcher: Do you participate any training and academic programs mam?**

Respondent: While talking about TPD training, in the beginning phase of my professional life I got chance to involve in TPD training but could not continue that training due to my pregnancy ummmmmm because I was pregnant at that time and I was admitted in hospital for my delivery. I collected two days experiences of training. And in the case of academic program, workshop and seminar up to now in did not join any of them.

**Researcher: Do you think, it is needed in teaching profession?**

Respondent: For me training is one of the sharp weapon for all English language teachers to achieve new skills which are necessary for us.

**Researcher: What kinds of role do you play while teaching and managing class?**

Respondent: While talking about my role I do not have any single role while teaching English in the classroom ummmmm, I play a multirole. Sometime I have to be facilitator, evaluator, monitor, guardian, friend, care taker and so on. Because I have to play my role according to the need and demand of the situation. Not only these, but my main role is to encourage the students to learn.

**Researcher: What kinds of teaching techniques do you adopt to avoid those challenges and factors mam?**

Respondent: ummmm to manage the challenges and those affecting factors we teacher should think that all the students are equal for us we should not do any biasness and have to treat them equally and another thing is that there should be

free judgment without biasing them. Ummmm, day by day new techniques and approaches are emerging we have to be updated with the new knowledge, techniques and have to involve TPD training. There is not only one limited techniques ummmmmm in English language teaching, according to the need and the demand of the context I have no single techniques for managing my classes while teaching. Ummmmmm, mostly, I use group work, pair work, gestures, postures, eye contact and my body language and so on all of these are my teaching techniques.

**Researcher: Ok mam thanks for your time thank you so much!**

Respondent: Mention not and if you need any help then I am always there.

**Researcher: Ok mam, thanks again.**

Respondent: Welcome!

## **Respondent Divya**

**Researcher: Namaste Mam.**

Respondent: Namaste!

**Researcher: How are you mam?**

Respondent: I am fine and I am very good.

**Researcher: It's me Bishnu maya Khadka from T.U. Kirtipur. I am here to take your interview for my research purpose. I see you are a married female English language teacher. How is your life going on mam?**

Respondent: Ummmm good.

**Researcher: your permanent address?**

Respondent: ummmm. My permanent address Ilam 1. And it takes one hour in vehicle to reach here in school.

**Researcher: Will you provide me your family background mam?**

Respondent: Exactly

**Researcher: How many members in your family?**

Respondent: Four members, one son, one daughter and my husband. He is also a teacher of secondary level....social teacher.

**Researcher: When did you get marry?**

Respondent: 18 years ago.

**Researcher: Will you share me your educational background?**

Respondent: Ummmm, I have completed B.Ed.

**Researcher: Why don't you complete master degree mam?**

Respondent: Ummmm because of my family matters but I wish in future surely, I will join. hahaaaahhaa

**Researcher: You're teaching level mam?**

Respondent: Basic level

**Researcher: When did you start your journey in teaching mam?**

Respondent: I have been teaching since 2052.....ummmmm before 23 years ago.

**Researcher: Oh, my god 23 years.**

Respondent: Hahahhhhhhaaa (she laughed)

**Researcher: Do your family and school support you?**

Respondent: I have got full support from them. In my school there is no any biasness.

**Researcher: In your opinion what is mean by classroom management?**

Respondent: Hummmmm, classroom management is the first and foremost for getting output for proper teaching. If there is no proper classroom management our teaching activities cannot succeed. It is a part of teaching learning activities which helps to achieve the objectives of the lesson.

Hummm, and also it depends upon our hand to make classroom warm and clam. Classroom management also includes furniture arrangement, time management, behavior of the students, code of conduct, school roles etc. if it lacks our teaching and learning cannot get the target point.

**Researcher: What kinds of challenges did you face while managing your classroom?**

Respondent: Ummmm,in classroom there are many difficulties, student is not same, some are very low, some are very excellent we have to focus both types of students. And some of them are negligence they do not want to listen, study, they only pass their time. So, it is very difficult because of government school as well as students are from different background.

**Researcher: You mean that due to the student diversity? Then how can it affects your classroom mam?**

Respondent: Exactly Exactly, you got the point. Let me explain.

**Researcher: Sure mam.**

Respondent: Ummmm, students are different family background, cultural background, linguistics background and have their different mother tongue. Hummm in my class it is difficult to manage to keep in the same desk and same room. Here is not enough resources and teaching materials and tools like other advance school. Thus, it takes to provide clear sense of the subject matter if they do not understand they used to talk each other. But I always try to give my best. In my opinion I think so.

**Researchers: What kinds of affecting factors hinders you to manage your classroom?**

Respondent: Of course there are many factors which directly and indirectly affects my classroom one of them is physical.

**Researcher: Would you like to share me mam?**

Respondent: Ummmm you know unlike other factor, physical factor is one crucial part of classroom management. Hummmm, the physical aspects like

sitting arrangement, room decoration and cleanliness of the classroom plays a vital role in classroom for learning and teaching aspects. In my school here is not sufficient management of English language resources and exposures.

Students randomly not according to their height but they want to sit with their close friends which you have already seen not? So, they are side talking while teaching and as a result classroom become noisy and disruptive.

**Researcher: You mean that physical factors are major hindering factors?**

Respondent: Ummmm not only physical but others factors also.

**Researcher: In your home do you get sufficient time for preparing materials and exposures to enhance your professional life which helps you in classroom management?**

Respondent: I told you that it takes me one hour in vehicle to reach my school from my home. It is not easy, I feel tired after completing my school but what to do I have to cook, wash the clothes, clean the home, take care of my laws and my kids send them in school and so on are my duties which I have to fulfill. I get little time (showing her finger) to study or to say search new things on internet. Sometimes, ummmm, I think if I do not have those duties I will study extra book and articles but it is impossible. Not always but sometimes I make some teaching aids which helps me to make the students clear about the text, good way of interaction, motivates students towards learning and to avoid nonsense students' talk. So, it is hard for me to get extra support that enhance me for management my time and classes.

**Researcher: How do you manage your both personal and professional life mam?**

Respondent: There is a great role of time management. I tries my best to manage both.

**Researcher: Do you participate any training and academic programs mam?**

Respondent: Yes, I got an opportunity. I already told you that, I have almost 23 years of experience. So, during my profession I got opportunity to involve TPD training and attended some programs too.

**Researcher: Do you think it is needed in teaching profession?**

Respondent: Of course yes.

**Researcher: What kinds of role do you play while teaching and managing class?**

Respondent: Ummm, in my classes I play different role to manage my class ummm like controller, mentor, care taker and my main role is there facilitator to facilitate my students.

**Researcher: What kinds of teaching techniques do you adopt to avoid those factors mam?**

Respondent: Exactly, we need techniques to manage classroom because students are not same, they have different nature, so we need techniques to apply inside the classroom but some techniques immediately we have to create. Before we planned but the situation sometimes does not work so we have to create new techniques also while teaching according to the situation and according to the interest of the students. Ummmmm, ummmm, sometime we teach but they do not understand and make noise at that time what to do? Teaching and teaching or to change our technique that is very important.

**Researcher: Ok mam thanks for your time and co-operation.**

Respondent: hank you it's my pleasure.

**Researcher: If I need again any support then I will call you.**

Respondent: Ok sure.



## **Respondent Sunita**

**Researcher: Namaste Mam!**

Respondent: Namaste!

**Researcher: How are you mam?**

Respondent: I am well, good.

**Researcher: It's me Bishnu maya Khadka from T.U. Kirtipur. I am here to take your interview for my research purpose. I see you are a married female English language teacher.**

Respondent: Yes you said I am a female English language teacher professionally and teaching in government school in basic level.

**Researcher: Ummmmm, how are you feeling now mam?**

Respondent: ummmmm, I feel so excited and also curious about you question.

**Researcher: Mam will you provide me your permanent address?**

Respondent: Of course, I live in Deumai Municipality-1 Ilam.

**Researcher: Will you provide me your family background mam?**

Respondent: There are five and along me six, my husband, my two sons my father and my mother in law and myself.

**Researcher: When did you get marry?**

Respondent: Hummmm, it has been six years ago I got married.

**Researcher: Will you share me your educational background?**

Respondent: of course, I have done my school from government school, SLC in 2065 B.S and after that I continued my intermediate level from same school in 2067 in Education faculty and after that I have done my bachelor degree in same faculty English as my major subject.

**Researcher: When did you start your journey in teaching mam?**

Respondent: Yes, I have started this teaching profession or overall I have spent five years in this profession.

**Researcher: Do your family and school support you?**

Respondent: Yeah of course, they both support me but also doing that job my own problem and I get support from my school and school administration.

**Researcher: In your opinion what is mean by classroom management?**

Respondent: Ummmm, I think classroom management is an action or plan that should be taken by teachers to handle the classroom properly or to create active learning environment. It is also a management of time, management of students and teacher behavior, discipline, physical as well as psychological for creating learning environment collaborative and creative.

**Researcher: What kinds of challenges did you face while managing your classroom mam?**

Respondent: Classroom management is necessary for a teacher. I already told you it helps to create a fruitful learning environment. Hummmmm, but there are many difficulties also such as handling the students behavior, physical management about students home life and other management also, about their discipline, obedient it is not only sufficient to manage ummmmmmm but also

psychological study of the students also necessary. That's way there are many difficulties and challenges while managing the classroom..... I have faced.

**Researcher: Then, what about student diversity?**

Respondent: Oh yes students' diversity.

**Researcher: How can it effects mam?**

Respondent: For me diversity of student sometimes hinder to manage my class here students are from different linguistic and cultural background as well as level of the students are not same. Some students understand easily and some students takes time to understand and fulfill his or his activities. Hummmm, and you know in our classed students have different mother tongue having one period to teach English period because of their language problem and for me too it makes me problem to manage all.

**Researcher: What kinds of affecting factors hinders you to manage your classroom?**

Respondent: There are so many factors you know which affect not mine others too, to manage the class. Such as physical, social institutional as well as academic also.

**Researcher: Will you please explain that?**

Respondent: oh yes, let's talk about physical....ummmm it includes all aspect like teaching materials, sitting arrangement according to their height as well as size of the room. Not only these, it covers with teacher habit and nature. In case of mine my flexibility of nature hinders my class. My polite voice hummmm and loyal behavior sometimes makes my classroom out of control. So, we have to take care about this too.

**Researcher: How do you manage your both personal and professional life mam?**

Respondent: Of course, I feel difficult to manage both but in other hand doing my job I am enjoying and I feel blessed. I have my little son, he is only eight months for him I have to feed him and have to take care him properly. And my big son he goes to school, for him also I have to make him ready for his school and help him in doing his homework sometimes I feel tired and stress.

Ummmmm, because of fulfilling all my duties I do not have time to study and students get my weakness and makes noise in my class, that's way sometime so difficult also and sometime it is easy to balance both life.

**Researcher: In your home do you get sufficient time for preparing materials and exposures to enhance your professional life which helps you to manage your classroom?**

Respondent: Not always but sometimes yes, I must say yes, I can handle, I can management my time but sometime due to my personal problem I do not have sufficient time to get exposures and others.

**Researcher: Do you participate any TPD training and academic programs mam?**

Respondent: I got chance to participate the first package of TPD training before 3/4 years but not able to attend. I felt too bad at that time. That time the health condition of my mother in law was worst, my husband admitted her in Dharan hospital in an emergency ward. And then ummmmm, I had to look my son and father in law. So, this reason I did not join my training sessions as well as I took a chance to participate one days training before one years so, there I learn basic knowledge. But lack of sufficient training and others programs sometimes makes feel me difficulty to teach and manage my overall class.

**Researcher: That was so bad mam.**

Respondent: Ummmmm

**Researcher: Do you think it is needed in teaching profession?**

Respondent: Why not?

**Researcher: What kinds of role do you play while teaching and managing ELT classes?**

Respondents: There I play various roles sometimes I become a controller, girls students share me their problem freely so that time I become I friend, like my small children I have to nurture them.....ummmm, like evaluator, care taker, mentor and so on while managing my class.

**Researcher: What kinds of teaching techniques do you adopt those challenges and factors mam?**

Respondent: Actually for managing above mentioned challenges and affecting factors, there mostly I use inductive and communicative language teaching method.

**Researcher: ok mam thanks for time, thank you so much.**

Respondent: Thank you too.

**Researcher: See you mam.**

**Respondent: Ok.**

## **Respondent Divya**

**Researcher: Namaste mam!**

Respondent: Namaste!

**Researcher: How are you mam?**

Respondent: Fine.

**Researcher: It's me Bishnu maya Khadka from T.U. Kirtipur. I am here to take your interview for my research purpose. I see you are a married female English language teacher. How is your life going on mam?**

Respondent: Ummmm, my life is going well.

**Researcher: Your permanent address mam?**

Respondent: Ilam Municipality-1, Nepaltar

**Researcher: Will you provide me your family background mam?**

Respondent: In my home there are altogether six members. My mother in law, and my two brother in law, my small daughter, me and my sir.

**Researcher: When did you get marry?**

Respondent: Before three years ago.

**Researcher: Will you share me your educational background mam?**

Respondent: I am competed my B. Ed and now I am joining my masters.

**Researcher: Your teaching level mam?**

Respondent: Lower secondary ummmm, basic level

**Researcher: When did you start your journey in teaching mam?**

Respondent: Teaching journey before three years ago after my marriage.

**Researcher: Why are you engaging in teaching before the completion of your study?**

Respondent: Because of my own and family reason.

**Researcher: Do your family and school support you?**

Respondent: Ummmm they support me. What to say in the initial phase of my carrer my faced some biasness and domination from school and student. But now a day school administration supports me because now they understand my dedication towards profession.

**Researcher: In your opinion what is mean by classroom management?**

Respondent: In my point of view, hummm classroom management is an overall management of classroom setting, sitting arrangement of the student, number of students, control the class and managing a time. It is an essential part of teaching without a good management of the classroom students' cannot understand ummmmm, what we taught and also aim of teaching cannot fulfill. For a good classroom management it depends on our teaching learning methodology.

**Researcher: What kinds of challenges did you face while managing your classroom mam?**

Respondent: While in my own experiences, I faced many challenges regarding to the management of the classes. Students make noise while teaching and do whatever they like, try to talk outside of the content matter, sometimes boys students crack rubbish jokes and talks, use to insult their mates and laugh.

Ummmm, not only these some boys' students try to discuss unnecessarily with

friends. And to talk about myself, sometimes lack of the time I was unable to prepare the content, materials and so on it create problem because students ask me lots of question and if I lacks my confident they get my weak point and make classroom noisy.

**Researcher: Oh, it means there are so many challenges to manage the classroom?**

Respondent: Of course yes. And similarly different students' levels and styles also sometimes make problem.

**Researcher: What kinds of affecting factors hinders you to manage your classroom?**

Respondent: Ummmm factors like students level, some are genius and some are not, and social, institutional and physical factors all are affecting factor not?

**Researcher: Yes mam and would like to share that factors separately mam?**

Respondent: Ummmm now let's share our school building, classroom and infrastructure overall physical setting ok.

**Researcher: Ok mam go on.**

Respondent: Ummmm, physical factors are not limited within the school's building, furniture of the room. It is more ummmm essential part to give the room personal touch with various arts, postures and so on. In my classroom's walls are not colorful it seems dirty and need to be painted, no use of charts, calendar, routine, motivational quotation on walls, bulletin board and so on. So, it is necessary to conduct art programs in our school and classroom which makes lively and attractive.



So, the lacks of managing those all sometimes I failed to manage classroom environment too.

**Researcher: Then do you have any idea about academic factors?**

Respondent: Ummmm, I think it is overall depend upon teachers' knowledge, our academic qualification and teaching experiences right? Oh yes it also affects.

**Researcher: How do you manage your both personal and professional life mam?**

Respondent: It is not easy to balance my both life there I tackle with many circumstances but my hardworking, passion and dedication helps me to manage both life.

**Researcher: in your home do you get sufficient time for preparing materials and exposures to enhance your professional life which helps you to manage your classroom?**

Respondent: In the case of getting an extra exposures it is not easy for me. To be honest my husband is also a math teacher. After the school he watch television, listen news, study articles but for me I have to wash dishes, dirty clothes and my kitchen hahhhhaaa, I think you got the point.

**Research: Ummm, Yes mam.**

Respondent: If my husband help me to do my household work I get some time to read articles and search on Google. Feel tired, stress and become angry myself. If I do not prepare about the tomorrow's content I lacks my confident and students catch my weakness and make a noise. Like private school, in my school here is not enough extra materials like audio visual, cassette and projector too like other public school. These are some weakness of getting exposures.

**Researcher: Do you participate any TPD training and academic program mam?**

Respondent: In the initial phase of my profession I got chance to participate but except that I did not take a part of it and any others academic programs.

**Researcher: Do you think it is needed in teaching profession?**

Respondent: Obviously it is important to achieve new techniques and methods in the teaching field.

**Researcher: What kinds of role do you play while teaching and managing ELT classes?**

Respondent: I do not have any single role while teaching and managing my classroom. We teachers have to play vital roles in the lives of the students in the classroom. Ummmm, in my classes, I serves many roles hummmm I set and try to create classroom friendly environment, mentor and nurture students. So, in my ELT classes I play different roles according to the situation.

**Researcher: What kinds of teaching techniques do you adopt those factors mam?**

Respondent: Basing my own experiences, let me say you for managing my classes I adopt student centered teaching techniques to manage the students in classroom activities. Like, group/pair work and I always motivate my students, I praised and admired their task and always provide positive feedbacks. To attract my students towards the learning first of all I used to be clam and listen to their problems and try to overcome it. Ummmmm, sometime I use my mobile for showing pictures and videos related to my topic. Somehow it support me to motive the students. So, I always try to keep my classroom well by using different teaching techniques and methods.

**Researcher: Thanks for proving your time mam'**

Respondent: Ummmm, Welcome!

**Researcher: If I need any help from you then I will meet you mam.**

Respondent: Ok you can.