

Identity Construction by Female English Language Teachers

2023

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

Alina Khatri

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Submitted by

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Department of English Education

Faculty of Education

Tribhuvan University,

Kirtipur, Kathmandu, Nepal

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Declaration

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

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This is to certify that **Ms. Alina Khatri** has completed her M.Ed. thesis entitled **Identity Construction by Female English Language Teachers** under my guidance and supervision.

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Dedication

Dedicated to

My family and respected teachers who always inspired me for my betterment.

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This study is an output of the continuous encouragement of my respected thesis supervisor, teachers, family members, dear friends, seniors, and participants, who provided me continuous support and proper guidance during this process. I therefore would like to thank to each individual for their regular inspiration.

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Abstract

This research study entitled **Identity Construction by Female English Language Teachers** was conducted to explore the identity construction of female English language teachers in secondary school and to identify the supporting and hindering factors faced by female English teachers. I used qualitative research design and adopted narrative inquiry as the method to carry out this research work. The population of the research included all the secondary level female English teachers of Kathmandu metropolitan city. In addition, four English language female teachers having more than ten years experiences were selected as the sample for the study by using nonrandom purposive sampling. I conducted in-depth interviews to elicit the required data. Moreover, the data were analyzed by using thematic approach. The finding showed that constructing the identity of secondary level female English language teachers is a challenging work because they have to complete most of the works at their homes. Likewise, it was also found that they felt more comfortable if they got support from their family, institution and society as well. However, they are struggling with the obstacles in front of them to construct their identities as secondary level English teachers.

This study consists of five chapters. The first chapter deals with the introduction of the study which consists of background of the study, statement of the problem, objectives of the study, research questions, rationale of the study, delimitations of the study, and operational definitions of the key terms. Similarly, second chapter is about the review of theoretical as well as empirical literature and its implication for the study. Moreover, it also includes the conceptual framework. Likewise, third chapter deals with the methods and procedures of the study which includes design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations. In the same way, the fourth chapter includes the analysis and interpretation of the data. Finally, the fifth chapter incorporates the conclusion and recommendation of the study followed by some policy, practice, and further research related recommendation based on the study.

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List of Abbreviations/Acronyms

B.Ed.	-	Bachelor of Education
DFID	-	Department for International Development
EFL	-	English as a Foreign Language
ELT	-	English Language Teaching
M.A.	-	Master of Arts
M.Ed.	-	Master of Education
PCL	-	Proficiency Certificate Level
PD	-	Professional Development
SLC	-	School Leaving Certificate
TESOL	-	Teaching English to Speakers of Other Language
TPD	-	Teachers Professional Development
T.U.	-	Tribhuvan University
UGC	-	University Grant Commission

Chapter 1

Introduction

The title of this study is **Identity Construction by Female English Language Teachers**. This chapter incorporates background of the study, statement of problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

Forming one's identity is a fundamental aspect of being human. Constructing identity encompasses life experiences, relationships and connections, a solid mental or emotional stamp on a human. It also encompasses the abstract expression of thoughts and emotions in a symbolic or metaphorical manner, crafting a conceptual visual representation. When artists engage in the creative process, they not only make art but also shape and define their own identities. (Dowling, 2011).

In education system, teacher is considered as one of the most important components. In teaching learning activities, teachers are important stakeholders who play vital role for imparting knowledge and skills to students. The function of teachers is to help students learn by imparting knowledge to them and by setting up a situation in which students can and will learn effectively. To provide quality education there should be qualified teacher. In classroom there may be male and female students equally. To teach them effectively the teacher needs to have professional and personal skills. For instance, a teacher requires patience, love and care and to talk about gender and construction of identity they need the same qualities. We, as social beings, have different identities according to place, time and circumstance.

Teacher's identity construction is one of the most essential aspects of teaching profession that makes teachers well-known in their professional field. To talk about female teachers, they have to face different challenges while teaching in schools in comparison to males because of the social and gender construction of belief system of our society. Likewise, Andreouli (2010, p.141), depicts identity 'as a process which incorporates self-identification and recognition by others. Identity is a social construct to look at how a person understands his or her relationship with the world, how that relationship is constructed across time and space, and how a person understands the possibilities for the future' (Norton, 2013, as cited in Basnet, 2017).

Women's identity is bounded in ambiguity. Their roles are positively interpreted in basic or lower-level grade. Women involvement in teaching profession is beneficial for the nation. Female teachers can support and inspire girls to successfully remain in school and to complete their studies. Female teachers could have lots of positive impact to institution. They would contribute not only to increase enrollment rather it helps to motivate for regular attendance and also to improve academic achievement of students. Education Regulation (1992) has ensured to recruit at least one women teacher in every primary school. It shows that the policy of Nepal realized the importance of female teachers' show it focuses on female teachers' recruitment. The females are known as subordinator to male who are only appropriate for primary level or can handle only small children.

Identity includes the inner and outer nature of a person who may or may not be the English language educator. Those nature of a person can play important role to create the beliefs towards nature of English language. More specifically, pedagogical practices of them may be guided by their beliefs towards nature of learning secondary language that is English language (Luitel, 2019). It shows what kind of people they are, which society and culture they belong to, and their influence in society.

Identity can be established by focusing on the person's past, visualizing their present, and then realizing their future expectations (Leary & Tangney, 2011). The social interaction process of males and females is the same but a female's identity construction is more difficult due to our social norms, values, and psychology. The female teachers have many identities created by the male dominated society. Human physical strength has always been associated with masculinity, where fragility and vulnerability go with femininity; and such discourses construct the gender disparity about man and women. Handling students in the male dominated classroom becomes the subject of challenging job for teachers. And female teachers become victim of belief system that says females are weak and emotional. Females are given roles in performing in lower classes or given roles to teach so called minor subjects.

In the context of Nepal gender disparity has been a chronic problem in education field. Bista (2006) majority of the women teachers are engaged in teaching profession especially in basic level. It shows that female teachers are not equally treated as male teachers. They are only recruited in lower grade classes. In Nepalese context female teachers have to fulfill their responsibilities at their home and school.

This shows that their identity is related to nurturing and caring small children and being busy in household activities. Female teachers have difficulty to create equal identity to male as society and government anticipates female acts accordingly. A woman can increase her educational status but cannot give up her domestic duties and loyalties.

Statement of the Problem

In a male-dominated society, females are expected to prioritize household chores and nurturing children, with their professional lives being minimized. Females are habituated to fulfill the male expectations and are subject to challenges within their families, workplaces, and from male colleagues and administration (Frances et al, 2003, p.141). As a female, I have personally witnessed the difficulties in creating one's identity in male dominated society. It can be seen that the less number of female teacher are existed in teaching field at secondary level in comparison to male teachers in the context of Nepal .Struggling with personal and professional obstacles, female teachers' real experiences in the certain field of English language teaching, shed light on the societal gender biases and identity construction challenges they encounter That's why, supporting factors and hindering factors need to be revealed for establishing their identity as female English teachers. This research tries to explore and understand the hidden aspects of female teachers' personal lives and roles, disclosing the gender bias existed in society and challenges faced by female English language teachers in their professional development. Similarly, this study aims to address the questions of whether female teachers have a distinct identity, the supporting factors and hindering factors involved in constructing that identity and the reasons behind identity gaps.

Objectives of the Study

The objectives of this study were as follows:

- a) To explore the ways of creating identity of female English language teachers in secondary school.
- b) To identify the supporting and hindering factors faced by female English teachers.
- c) To suggest some pedagogical implications.

Research Questions

The study addressed the following research questions:

- a) How do the female English teachers construct their identity?
- b) What are the supporting and hindering factors faced by female English teachers to construct their identity?
- c) How is gender dominant factor to construct their identity?

Significance of the Study

This study would be fruitful for the female teachers who want to become a teacher and to know more about the status of English language female teachers. In the same way, this study would be significant for the male teachers to be familiar regarding female teachers' experiences and help them to work with women as a colleague in the same environment. This study would be beneficial for those who are directly or indirectly involved in the field of teaching and learning especially in English education. Likewise, this study would be significant to the policy maker to develop the plan and policy for the Nepalese government to make gender friendly approach in education. Similarly, this study would be beneficial to bring strong policy and provision for empowering the female teachers. Finally, this study would be helpful for the researchers who want to conduct research in this area because this study will explore the hidden reality of EFL female teachers' personal, professional and socio-cultural life.

Delimitations of the Study

This study was limited to the supporting and hindering factors of creating identity of female English language teachers. Research design was limited to narrative inquiry. Similarly, in depth interview was adopted as research method. Interview guidelines were used as a research tool. The study was limited to four secondary level female English language teachers of community school of Kathmandu metropolitan city.

Operational Definitions of the Key Terms

The key terms of the study are as follows:

Identity Construction. In this research identity construction means a process in which Female English Language Teacher develops a unique view of themselves

and of their identity. Self –concept, personality development and values are all related to it.

Female English Language Teacher. In this study female English language teacher are those who are involved in teaching profession to teach English.

Supporting Factors. In this study those components which are supported to create female teachers' identity like family support, institutional positive roles.

Hindering Factors. In this research hindering factors refer to the constituent which make problems to construct identity of female English teachers. Multiple responsibilities, time management, heavy workload, discriminating and dominating behaviors are some of the hindering factors.

Chapter 2

Review of Related Literature and Conceptual Framework

This chapter incorporates review of related theoretical literature, review of empirical literature, implications of the study and conceptual framework.

Review of Related Theoretical Literature

Without theoretical knowledge researcher cannot conduct the research. Under it, I subsection includes teaching English in Nepal, teacher professional development identity construction of teachers, women in teaching profession, female teachers in Nepal, gender identity, gender issue in the construction of female teacher identity, female teachers in teaching profession: challenges, status of women in Nepal, working environment for female teachers in schools and current scenario of female teachers.

Teaching English in Nepal

Teaching English in Nepal started not too long ago. It was mostly taught in schools and only a few people spoke English in Nepal. This began around the 17th century when King Pratap Malla had ruled in Kathmandu. But back then, it was used for specific purpose only (Awasthi, 1979; as cited in Sapkota, 2014). Prime Minister Jung Bahadur Rana became interested in English education system under Darbar School at Thapathali after he visited Britain. Then Chandra Shumsher decided to use English language for higher education and opened Tribhuvan Chandra College in 1918 AD (Khaniya, 2007).

The oldest Nepali University, Tribhuvan University, established a century later in 1959 AD and after in different times intervals nine other universities are in the existence now. Under National Education System Plan (NESP, 1971) institute of education, TU started B.Ed. program as a form of English teaching. (Awasthi, 2009, as cited in Sapkota, 2014, p. 25). In the current scenario of Nepal, English language is being used as a foreign language. It is developed as the fulfillment of the purpose of international communication in Nepal. Here, English language is being taught as a compulsory subject from grade One to Bachelor 1st year and from PCL to Masters Level, it is being taught as a major subject in the Faculty of Education, Humanities and Social Sciences. Relating teaching English as the medium of instruction Khati

(2016) says that after the restoration of democracy in 1990, many private English schools started EMI from grade one and public schools followed the same pattern. Similarly, Sah (2015) states, "The medium of instruction is implementing EMI policy to ensure quality education in public schools and increase the number of students by considering Nepalese parents' perception of having of their children's better future". In these present days, people can remain illiterate if they are not familiar with English language because most of the sources of knowledge are in English language such as most of the books, articles, journals and magazines are found in English language. Although, it is the necessity of teaching English language in Nepal even though there are several problems regarding teaching English language in terms of administrative support, language lab, peer cooperation, heterogeneous classroom, size of the classroom, number of the students inside the classroom, teaching techniques and strategies and so on. So, the teachers, students, stakeholders, government, curriculum developers, textbook designers, policy maker are to be conscious about overcoming the problems mentioned above. They all are to be aware of exploring and implementing more advanced policy and strategies to improve and develop the English language teaching practice in Nepal.

Teacher Professional Development

Professional development entails enhancing and expanding one's capabilities. In this context, profession refers to an occupation that demands specific education, training or expertise, while development denotes the process of growing or advancing to a higher level. Broadly speaking, professional development encompasses the advancement of an individual in their career. It constitutes a continuous, self-driven, and independent endeavor to gain fresh knowledge and skills, drawing upon the individual's internal effort for change.

The enhancement of teacher professionalism involves numerous steps activities and systems that are inherently influenced by the cultural, social, political and economic aspects and circumstances specific to each given environment. (Bautista & Ortega-Ruiz, 2015 Tan & Dimmock, 2014). Kazemi & Hubbard (2008) and Opfer & Peder (2011) emphasized the need for more complex understandings, arguing that TPD has the capacity to impact many aspects of teachers' professional and personal lives, impacting on teachers' knowledge, competences, and values (Kazemi & Hubbard,2008, Opfer & Peder 2011 as cited in Bautista & Ortega-Ruiz,

2015). In this monograph, we subscribe to the definition proposed by Avalos (2011), as it nicely articulates a number of relevant topics that have been discussed in recent years by researchers in the field. As captured in Avalos' definition, we consider that the focus and ultimate goal of teacher professional development should be the benefit of students' learning and achievement. Professional development refers to teachers learning, learning how to learn and transforming the knowledge into practice for enhancing students' progress. Teacher professional learning a complex process, which needs cognitive and emotional participation of teachers personally and collectively. (Avalos, 2010; p.10 as cited in Bautista & Ortega-Ruiz, 2015)

Richard and Farrell (2010, p.4) states that professional development is an ongoing journey that commences with standard graduate training and extends over time. It encompasses a continuum learning experiences, highlighting the importance of continuous growth in one's career.

Professional development means getting better at one's capabilities. It includes different things like classes or workshops, both formal and more casual that help teachers and school administration grow and get better at what they do. It's all about enhancing and improving the job-relevant knowledge and skills of active teachers.

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

Teachers engage in ongoing professional development to acquire and implement fresh expertise and abilities, ultimately enhancing their effectiveness in their roles. Howell (1996) emphasizes that professional development encompasses a diverse range of activities tailored to meet the needs of educators and administrators across various instructional or managerial tiers as well as at different stages of their career progression. This encompasses a broad spectrum of subjects and exercises, all aimed at ensuring that teachers gain and sustain the necessary skills to effectively address the multifaceted challenges inherent in the process of teaching and learning

Hence, professional development entails progress and enhancement. It involves the acquisition of fresh skills and the advancement of teaching proficiency

through the assimilation of contemporary techniques and insights within one's field. This engagement encompasses a spectrum of activities, ensuring that teachers remain current with the latest research, evolving educational technologies updated curriculum resources and other relevant developments. Ultimately, it constitutes the journey towards achieving professional excellence by means of learning, hands-on experience, practice and readiness to face the forthcoming challenges and responsibilities inherent in the teaching profession.

Identity Construction of Teachers

Identity construction, also called identity development or identity formation, is a complex process in which humans develop a clear and unique view of themselves and of their identity. Self-concept, personality development, and values are all closely related to identity construction. Individuation is also a critical part of identity formation. Continuity and inner unity are healthy identity formation, while a disruption in either could be viewed and labeled as abnormal development; certain situations, like childhood trauma, can contribute to abnormal development. Specific factors also play a role in identity formation, such as race, ethnicity, and spirituality. One person can have different identities in different places.

Within the sociocultural process, the identities of teachers are constructed from a social and personal perspective (Salinas & Ayala, 2018, Beauchamp & Thomas, 2009; Johnston, 2012; Miller, 2009; Richards, 2009). From a personal perspective, teacher identity construction involves agency, emotions, meaning systems, and the self (Salinas & Ayala, 2018, Beauchamp & Thomas, 2009; Beijaard, Meijer, & Verloop, 2004); and from a social perspective, it involves influences of the context, traditions, experiences, social interactions, and positioning (Salinas & Ayala, 2018, Beauchamp & Thomas, 2009; Coldron & Smith, 1999; Kelly, 2006; Miller, 2009). All these personal and social factors are intertwined and result in a process where teachers have the possibility of constantly negotiating and reshaping their identities in communities through social interactions and experiences. By this various perspective of teacher identity, it can be said that teacher identity varies in terms of person, society and culture.

Women in Teaching Profession

Nepal's educational planners and policymakers have consistently acknowledged that employing female educators can serve as an effective educational approach to tackle gender inequality in schooling. Despite the extensive discourse on policies aimed at augmenting the presence of female teachers, there remains limited understanding of the circumstances faced by those who are already part of the teaching profession. The women teachers find that teaching is the suitable and respectable profession which offers security and allows them to accomplish domestic and care giving commitments. More importantly teaching has provided them an outlet from their dull routine and complex familiar relationship (Pardhan, 2009). Most of the female engage in teaching profession because it is regarded that teaching profession is suitable for female. In teaching profession female teachers can handle biological, traditionally prescribed gender and teaching together and also teaching profession is acceptable for family and society. Female teachers join teaching profession for various reason like job security and financial support. Mostly teaching was considered as the job of female. In Slovenia and in many countries the teaching profession was one of the first professions that are accessible to women, who were allowed to enter the labor market (Tasner, Mihelic & Ceplak, 2017). It shows that the main profession for female was teaching. Similarly, Tomboukou (2000) states: It has been widely discussed how, in the 19th century, teaching was for some women, practically the only way to get out the enclosed- circle of their families and assert themselves as:

Independent individuals, apart from being the only respectable career assessable to women teaching would also enable them not to distance themselves to much from their private spaces. Teaching was seen as the communication channel, joining the private and public spheres of life. (p.4)

It means that teaching was regarded as the profession of female which link both families and their profession and links both private and public spheres of life. Likewise, Acker (1989, p.22) states “As a career teaching was supposed to hold different attraction for girls and boys. It was frequently assumed to hold different attraction for girls because of their natural maternal instincts and other famine quality”. Women are more naturally dispose towards nurture then men. There is a belief that the women have innate ability to teach especially the younger children and

basically teaching is considered as a form of nurturing where the nurturing is a women's job in life. So especially female teachers are found in lower levels.

Now, the rate of female teachers in teaching profession is increasing day by day and they are regarded as positive change agent to bring social rights and justice for women. Female teachers are the bearers of important social change in the field of political and other rights of women and girls. Female teachers are most educated women and are aware of the position of women in society (Tasner, Mihelic & Ceplak, 2017). So, female teachers not only encourage girls to participate in formal education, they not only bring changes in teaching profession but also play a great role as change agent in their society. Moreover, female teachers know the problems of female student better than male teachers do. Female teachers can better understand the problems of girls, their needs, household problems and the psychology of girls due to the sharing of same gender. Krik (2006) defines teaching profession for female differently. He states that there is low number of female teachers in school because they are not educated and their gender roles hinder them to be a leader. Here Krik (2006) talked about the gender roles which hinder female to be involved in teaching profession. Gender disparity in our society does not give the right space for female to perform their duties. Female teachers have to face the problems on their workplace and home. They are expected to perform housewife responsibilities at their home and school duties at their workplace so they are overburdened.

Rabelo (2013) states some believe that men cannot teach the lower grades of primary education because he does not have female characters to be a good teacher . Here, he talks about the male teachers who are not appointed in primary level. Female are especially recruited in primary level because they are taken as the care taker of the child. It is believed that only female teachers can know the child's feelings so, male teachers do not have female characters to be a good teacher. But Kelleher (2011) states that beyond the stratification associated with primary and secondary teaching, hierarchical imbalances appear to be an issue, with men containing to dominate managerial position, even in countries, where female teacher in teaching profession where they are not in higher positions. It shows that mostly female teachers are engaged in primary level or lower grades. Female teachers are somehow dominated by male so they are not involved in teaching at higher grades. In this regard Krik (2006, p.3) states that there is a big problem is that women in schools are sometimes

given less important jobs, like teaching younger kids or subjects that people think are not as hard. On the other hand, men often get the better jobs, like teaching older kids or subjects like math and science that people think are more important. Because women have these less important jobs, sometimes their opinions are not heard when it comes to making rules or decisions for the school or people might not take them seriously.

It shows that men often have more power than women in schools. The patriarchal society believes that women are more emotional and not as strong as men. They usually give women the easier subjects to teach. Even though teaching is seen as a job for women, they are not treated the same way as men in this profession.

Female Teachers in Nepal

Female teachers have vital role in improve girl's situation. Female teachers are the inspiration for female to be involved in profession. In Nepal requirement of female teachers is a common agenda. To talk about the female teachers in Nepal, there is increasing number of females in teaching profession. The Flash Report (I) 2021\22 show explicit number of enrollments of female teachers in teaching profession. The share of female percentage 51.9% teachers in basic (1-5), 34.7% teachers in basic (6-8) and 47.3% in basic (1-8). Last year, this share was 44.3% at basic (1-5) and 24.9% at basic (6-8). Across all types of schools, female teachers make up 17.0% at secondary (9-10), 12.4% at secondary (11-12) and 15.9% at secondary (9-12). Last year, this percentage was 18.9 at secondary (9-10) and 19.3 at secondary (11-12). From this data we can generalize the slightly improving status of female teachers in teaching field. Most of the female teachers have difficulties who are involved in this profession. They face challenges in their personal and professional life. Female teachers in Nepal are facing several problems because of the superstitious dominated society. Female teachers are stressed in their work place as a result of unclear role demanded by their job. The more they spend their time for household works, more they are stressed. Lack of clarity of work responsibility is main work stress (Gnawali, 2017). Female teachers in Nepal have their responsibility towards their family. Their working time on household work increase their stress. In Nepalese context gender roles have been rooted in the society so, it is difficult for female teachers to manage their time. They have to do their household works as well as they have to fulfill their responsibilities of their profession which is very

challenging. The biological stereotype gender roles, and patriarchy culture heavily influenced the professional life of women teachers. The traditional gender roles of the society place women with in the domestic domain as caregivers. Therefore, female teachers like to give priority for their family and the lack of commitment towards the profession hinders them to achieve their personal career goals.

Female teachers in Nepal are still ignored, harassed, and overloaded not only with teaching but also with household chores. They have difficulties on their professional as well as personal life. Bista (2006) states that in Nepal, sometimes socially and culturally it is not acceptable for married and unmarried women to go to a village and work as a school teacher. For female teachers there are lots of problems to involve in teaching profession. The beliefs and cultural values hinder them to involve in profession. The cultural beliefs not allow females to go for jobs and many females' teachers face the gender disparity problems so that they are not equally treated in the teaching centers as male teachers.

Gender Identity

Gender identity refers to the incorporation of a feminine identity associated with a female English teacher's role within the context of English language education. It signifies how a person views their own status, whether it aligns more with masculinity or femininity within the cultural context (Perry & Pauletti, 2011; Stets & Burke, 2000; Tobin et al., 2010; Younger & Warrington, 2008; Wood & Eagly, 2009). Similarly, gender identity can be defined as associating with particular gender-related behaviors within social contexts (Tobin et al., 2010; West & Zimmerman, 1987). Thus, according to Vantieghem et al. (2014), gender identity affects the way people perceive the sphere throughout them concerned with their activities. The literature discussed earlier has shown that gender identity undergoes development from a young age as a result of socio-cognitive and categorical processes that continue throughout one's life. Therefore, the examples mentioned above illustrate the challenges in forming an identity for female English language teachers within a culturally entrenched context.

Gender Issue in the Construction of Female Teacher Identity

Gender is socially and culturally constructed principles, beliefs feelings, ethics manners, and behaviors sanctions and customarily structured dichotomously as

feminine and masculinity in various societies and cultures. Gender may be defined as a complex system of thinking and feeling, norms and values, sexual ethics and moralities, identities and personalities, attitudes and behaviors events and measures and various social understandings make a distinction women and men through a process of social construction that has a number of distinctive components and dealings. In everyday life, the term gender is used to refer to the distinction between women and men, at the same time as the term sexually can be kept for erotic manners, actions, requirements, performers, behaviors, recognitions, identities, personalities and practices (Uprety, 2011). In general, gender indicates to political, economic, legal and sociocultural assigns, prospects outlooks, manners, opportunities, fortunes, ethics, myths and outcomes allied with being female or male within a society.

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

According to Bhusal (2015), female educators face a range of difficulties, barriers and hardships within the intricate sociocultural framework as they endeavor to establish their identities within various confines. She further emphasizes the importance of certain elements in the lives of female teachers, asserting that the prevailing patriarchal narrative can serve as a means to uphold and reinforce gender-based ideologies. In the context of Nepal, schools which are integral component of society, play a pivotal role in perpetuating gender disparities despite their stated aim of fostering inclusive learning without any form of discrimination.

Female Teachers in Teaching Profession: Challenges

Teaching is not an easy task for the female teachers; it is really challenging. They face different challenges in their profession because of various reason like the

lack of gender friendly environment and administrative support. While the government is preparing to implement its policy of recruiting a female teacher in each school, one study has demonstrated that having a single female teacher in school is tantamount to not having one because one single woman cannot make any impact in a male only school environment (Bhatia and Turin, 2004). In Nepal, it is sometimes not acceptable both socially and culturally for a young married or unmarried woman to go to a village and live by herself and work as a school teacher. Bhatia and Turin's study has recommended that the government should consider hiring a minimum of two female teachers per primary school. The study goes further to recommend that at least one of these female teachers should speak the local language. A study has blamed female teachers for not being prepared to work in rural schools (Yamashita & Yamashita, 2000). It was reported that female teachers tend to move to towns soon after they are hired to teach in rural schools. This ultimately creates a situation where there is over supply of female teachers in urban areas and serious shortage in remote areas. The study reports that the female teachers in Nepal have negative reputations due to highly politicized and centralized recruitment procedure. It is claimed that posts of female primary school teachers are hijacked by the wives, daughters or daughters-in law of prominent politicians or bureaucrats. Elsewhere, it is mentioned that initially those most likely to be able to take advantage of any opportunity will be those who have political and other kinds of access (Anderson, 1997).

Some female teachers have been posted in far- flung areas where they have to face the problem of lodging and protection and government does not provide housing lodging to female teachers (Shan et al, 2014). They further mention that female teachers are overburden with extra classes due to the shortage of female staff. It shows that female teachers have different problems because of the lack of security for them and the long spend of time in extra classes. Similarly, Farooq and Kai (2017) states that majority of female teachers who are working in different levels are facing personal and social problems. Traditional gender roles is taken granted for women, such roles demand their time and attention at home which makes their life complex. Female teachers try to manage their time on both their profession and home but have to do their household works as well as they have to fulfill their responsibilities of their profession which is very challenging. The biological stereotype gender roles, and patriarchy culture heavily influenced the professional life of women teachers. It is

difficult for female teachers to determine their full time on their profession because of the gender roles of the society place women with in the domestic domain as caregivers. Therefore, female teachers like to give priority for their family and the lack of commitment towards the profession hinders them to achieve their personal career goals.

Female teachers in Nepal are still ignored, harassed, and overloaded not only with teaching but also with household chores. They have difficulties on their professional as well as personal life. They are overburden with extra classes at school and they have to do all of the household works. Female teachers have difficulties to manage their time because they do not get proper support and do not get cooperation from children and family members. They face number of difficulties between family and job responsibility especially when they need to work more than the normal working time. Therefore, most of the female teachers suffer from psychological stress when they are unable to complete the task at the fix time. Bista (2006) states that in Nepal, sometimes socially and culturally it is not acceptable for married and unmarried women to go a village and work as a school teacher. For female teacher there are lots of problems to involve in teaching profession. The beliefs and cultural values hinder them to involve in profession. The cultural beliefs not allow female to go for jobs and many female teachers face the gender disparity problems so that they are not equally treated in the teaching centers as male teachers.

Female teachers are found to have temporary status despite several years of service and most of the female teacher were either trained or partially untrained (Bista, 2006). Most of the female teachers can not involve in teacher training because of their gender roles and they think trainings are only for male teachers, not for them. Gender roles, lack of family support and traditional view about female hinders female teachers from teacher training. Female who are engage in teaching profession are basically concentrate in lower qualified primary level job and the lower number of female teachers in secondary level. In Nepalese context female teachers are limited at primary level and basic level.

Status of Women in Nepal

In most Asian countries, women lack opportunities and access to education. The problem is similar to the context of Nepal. Though interim constitution (2007)

assured the equality among cast and gender women are still being left behind compared to men because of sociocultural reasons. Most of the people of Nepal are Hindu. *Beda* (a religious book of Hindus) mentions that the duty of women is to serve the male members of the family like father, husband and sons. Women are supposed to help household chores from the early age. Though the concept of gender equality has expanded in recent days, in some caste, communities and religion, the wide gender gap in educational access and opportunities still exists. Generally, the status of women in Nepal seems pathetic. Though the status of women has been little bit raised up then it was at past. They are still deprived of many facilities and rights which they deserve. Nowadays, some people are aware about the girls' education and the government has also conducted various programs regarding women rights but the women are still low in number on every sector.

Working Environment for Female Teachers in Schools

Working environment determines the motivation of the workers towards their work. Positive working environment encourage the workers to fulfill their professional responsibilities. Shonje (2016) states that poor working environments create a problem for teacher so that they are facing problems in their day-to-day activities. Talking about female teachers working conditions they have different problems at their work. Woman's position and the roles in the workplace are influence by the societal expectation of what they have to do at workplace. Female teachers generally face the problems like sexual harassment, mental pressure, safety issue and working load. Females are not equally treated in the workplace. Even they are educated and more skillful then male, they are paid less then male. They have fewer chances in promotion.

According to Meryl (2016) women have to make equal time for their work as parents to their children, grandchildren and other extended family members and it is difficult for women to be a principal. It means that female teacher have difficulties to manage their time on their professional and personal life. Female teachers are also asked to do the house hold works in school like cleaning tables, making tea and serve tea on special function days, Female teachers are often expected to perform non-teaching tasks. Those non-teaching tasks and heavy workload doesn't allow sufficient time for them to be prepared for teaching. The relationship with the headmaster and staff determines how the female teachers will be treated. Some principles or head

teachers give favors to those female teachers who admit their orders and the female teachers who questions or ask support are ignored (Shah et al.2014).Female teachers are dominated by head teachers when the female teachers do not admit their orders. Likewise, Farooq and Kai (2017, p.547) states' 'The study also investigated that master servant environment and political grouping in the level of schooling also the main problem to hinder the teaching and learning environment' 'The master servant environment in school effects teaching learning environment and its really challenging for female teachers.

Most of the teachers are not happy and they believe their problem and salary isn't satisfactory because of favoritism. The gender roles determine female as weaker and emotional than man. There is believe that female cannot do the works as man so female teachers face challenges in the workforce. The proficiency and skills of female teachers are neglected and mostly they are promoted in lower grades.

Current Scenario of Female Teachers

According to Bista (2005 p.1), the problem of gender disparity is increasing. This means they are not getting the same chances to learn and do well in their classes. The indicators show that there is a growing gap between boys and girls in terms of enrollment, retention, grade promotion and learning achievement. This is one reason that girls are more likely to drop out of school, which 3 Sitaula: Paradoxes Taced by Women Teachers in Practicing professional Ethi Published by Virtual Commons-Bridgewater State University, 2023 furthers the problem of less women's participation in every field of economic development in Nepal. The low level of educational attainment is associated with a lower representation of women in the teaching profession. Women reported a higher unemployment rate of 13.1 percent, which is 2.8 percentage points higher than of their male counterparts (Nepal Labour Force Survey 2017/18, p. XI). According to Paudyal (2013), only 26 percent of women have paid employment in Nepal. The average monthly earning is 3,402 rupees for women and 5,721 for men (Central Bureau of Statistics, 2008, pp. 65-89). This indicates either they are paid less, or they are engaged in lower paid jobs. In certain economic sectors such as civic service, employment of women is as low as 15 percent (Paudyal, 2013 as cited in Ministry of General Administration). Overall, gender disparity is shown to have a significant impact on the employment opportunities and outcomes for women in Nepal.

The initial underrepresentation of women in the education sector prompted proactive measures to increase the proportion of female educators. The percentage rose from 19% in 1980 to 23% in 1990, and significantly jumped to 52.6% in 2017 (Bajracharya, 2020, p.9). According to the UGC Report (2010/11), there has been a substantial surge in female enrollment in higher education. The report highlights that over the past three decades, women's enrollment in higher education has surpassed that of men: "Furthermore, if we observe the share trend from 1980 to 2010, the share of males has been declining (changed from 81 percent to 41.8 percent) whereas it has increased sharply in case of females (19 percent to 41.8 percent)" (p.10). The efforts to address the status of women in the education sector commenced during the Sixth Plan (1981-1985), albeit with a predominantly welfare-oriented approach. However, during the Tenth Plan (2001-2007), substantial strides were made in integrating women's participation across various sectors, with a focus on poverty reduction, including teaching. This further underscores the increasing opportunities for women's employment. Following numerous reforms aimed at involving women in the education sector in Nepal, policies and plans were instituted to introduce a novel concept to promote inclusivity in this domain. This initiative sought to enhance the involvement of girls from underrepresented and marginalized communities in alignment with the goal of Education for All (EFA). Thus the objective was devised with the recognition that just as having a woman teacher tends to attract girl students, having Janajati or Dalit staff has a positive impact on those groups (DFID & World Bank Report, 2006, p.18). The primary vision behind formulating and implementing this plan was to increase the enrollment of girls in schools and bolster strengthen the presence of women as educators, ultimately contributing to economic growth. Despite the progress in the female enrollment in schools and their representation in the education sectors, there persist inequalities and concerns that women confront in this field. This underscores the ongoing need for efforts to ensure equality.

Review of Related Empirical Literature

A number of research work have been carried out related articles. Journals, studies and reports. Among them, few research carried out at the Department of English Education, T.U. The reviews of some of the literatures are as follows;

Bhandari (2012) conducted research on "A Study on Attitudes of Female Teachers towards Teaching English". She attempts to find out the ELT situation in

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

Similarly, Paudyal (2013) carried out research entitled "Being a Women Teacher in Nepal; Experiences of Social Inclusion and Exclusion". The main purpose of this research was to analyze women teachers' experiences on the issue of social inclusion and exclusion. The researcher selected six public schools, three from Kavre, two from Kathmandu and one from Lalitpur district purposively. The participants of the research were twenty-one women teachers. Out of ten women teachers, who got involved in this research were from Dalit, two from ethnic group and five from Brahmin and Chetry community. The methods for the data collection were in – depth and open-ended dialogical interviews, observation and analysis of written document. She found that not only the positive factors but negative factor such as regret also motivate female teachers to involve in teaching profession. Another important finding of this research was married women teachers with small children have more difficulties. She also found that women teachers' personal and relational power, head teachers position power was in Centre to excluded and included female teachers.

Similarly, Sultana, Zahir and Yaacob (2014) conducted research on "Women in Teaching Profession; Impact and Challenges". The main objectives of this research were to analyze constrains faced by women teachers in managing their work and family responsibility. The research was quantitative and they used survey research design for the research. The participants of this research were 40 women teachers. Semi- structured question naire was used as a research tool. The findings of the study indicate that there are challenges for female teachers to balance their work and commitment towards their family and difficulties to manage family and profession when they are frequently asked to attend meetings after duty. They also found that female teachers are facing the psychological and emotional stress when they are unable to complete the task in a fixed period of time.

Shrestha (2015) conducted research entitled 'Activities of Female Teachers for their Professional Development' 'The main objective of the research was to find

out the activities performed by female teachers for their professional development and to find out the attitude of female teachers towards their profession. The research was limited to the Bara district and 20 respondents were only female teachers. The research tool was questionnaires (open-ended and close-ended) and carried out it through survey design. The findings of the research showed that female teachers play vital role in their profession and special training package is necessary to empower women in education, moreover, workshop, seminars and so on for their successful professional development.

Rokaya (2018) carried out research on “Identity Construction in Female English Language Teachers Professional Development; A Narrative Inquiry”. The main objective of her research was to analyze the identity construction of female English language teachers in relation to the supporting and hindering factors in their teacher identity. To fulfill her study, she used narrative inquiry as the research design. The study was entirely based on primary sources of data. The primary sources were the four participant’s female teachers teaching at different public schools of Pokhara. She collected data through face to face, open- ended interview, narrative journal and activities observation. The main finding of her study showed that teaching is challenging profession because female teachers have multiple identities besides their professional identity which were largely shaped by different internal and external factors.

Tharu (2019) carried out research on a topic entitled “Teacher Identity Construction in EFL context of Nepal: A narrative inquiry”. The objectives of this study are to analyze identity constructed and teachers' strategies for identity construction by English Teacher and recommended pedagogical implications. For guiding his research, he has formulated four major questions as, how does community perceive English teacher. How do English teacher feed in their professional carrier for constructing identity? How English teachers tackle classroom situation for students' program? In addition, what strategies would be better to apply to construct English language teachers identity? Similarly, the research design of this study is qualitative narrative inquiry. In this research, he has chosen four secondary level English teachers two from private schools and two from community in Banke District, Nepal. The sources of data are both primary and secondary. Likewise, data collected through in-depth open ended interview, formal and informal conversation and narrative

reflections. Therefore, he took in-depth interview with ELT in order to get their deep level of professional experiences for the fulfillment of the objectives of this study. Finally, he concluded that the shared stories of the participants were vital to construct teachers' identity in teaching.

Kharel (2019) conducted research on “Female Teachers Experiences in Teacher Professional Development”. She attempted to find out the experiences about female teachers. The objectives of this research were to explain the role of gender for the female teachers' professional development. She raised the issues regarding gender. She focused on the day-to-day experiences of female encountered. She selected the narrative inquiry research design for the purpose of her research work. She selected three female teachers of community schools purposively in Kirtipur Municipality. She used primary and secondary sources of data to complete her research. She used semi-structured questionnaire for interviews and informal conversation as a research tool to collect data. The research directs to the certain roles and challenges of female teachers in teaching profession. Female teachers are abided and integrated with the societal, familial and institutional roles along with their mainstreamed professional roles. Management of time is not only for the profession but also for her family, management of the economic activities and maintenance and management of hierarchical relation and responsibilities.

Pandey (2022) carried out research on “English Language Female Teachers' Identity Construction in EFL Context”. She attempted to find out the status of female English teachers' and different personal and professional problems that they are facing in their day-to-day life. The objectives of this research were to explore the identity construction of female English language teachers and to identify the challenges of female teachers' professional development. She raised the issues regarding gender. She focused on the day-to-day experiences of female encountered. She selected the narrative inquiry research design for the purpose of her research work. She selected three female teachers of community schools purposively in Kirtipur Municipality, Kathmandu. She used primary and secondary sources of data to complete her research. She used semi-structured questionnaire for in-depth interviews as a research tool to collect data. The finding of this research is; females have to face various problems like discrimination by school administration, such as unequal salary as male teacher, devaluation of their academic qualification giving more periods and

negative perceptive of family and community. Furthermore, they have lack of helping hands, lack of support in various aspects because of this they have difficulties on balancing their personal and professional life.

Implications of the Review of the Study

Literature review is one of the integral parts of our research. Literature review includes various sources which includes books, journal, articles, research and previous done thesis. This entire source helps us in different aspect like it helps us to determine our objectives and focus on research problem. The above review literature (theoretical and empirical) has provided helpful information to my research. Similarly, it helps the researchers to form research questions, to select the research tools and data. It gave the clear concept about the status of female teachers in Nepal and in different countries. Likewise, I got the information about the gap for research and it encourages me to conduct research on Identity construction by female English teachers.

The study of Bista (2006), Kharel (2019) and Tharu (2019) helped me to form the research objective and research questions of my study. It also provided the information about the female teachers' status in Nepal. Similarly, Shrestha (2015) helped me to know the activities performed by female teacher for their professional development. In the same way, Paudyal (2013) and Pandey (2022) provided me insights about collecting the real experiences of female teachers. Likewise, Bhandari (2012) helped me to know the attitude female teachers towards teaching English. The study of Sultana, Zahir and Yaacob (2014) helped me to get idea about the challenges faced by female teachers. Similarly, Nadeem et al. (2011) helped me to know the factors affecting the performance of the female teachers in urban and rural area.

In the same way Rokaya (2018) helped me to know more about EFL female teacher challenges and also helped me about how to conduct narrative inquiry. Even though, all of these reviewed studies are related to experience of female teacher and attitudes, but none of this study attempts to find out the social, cultural, personal and professional support and barriers faced by secondary level's female teacher to construct their identity. This study tries to find out what kind of support and barriers they get personally, professionally and socio-culturally for their identity construction as a secondary level female English teacher.

Conceptual Framework

Conceptual framework is the representation that shows how a researcher sees and connects different ideas and things in their study. It is like drawing a map to help understand theories and how they relate to each other. According to Miles and Huberman (1994, p. 18; as cited in Ojha and Bhandari, 2013, p. 301), “Conceptual framework is a visual presentation that explain graphically or in narrative form, the main things to be studied- the key factors, concepts or variables and the presumed relationship among them”. After conducting in-depth study of various theories and empirical researches, I have formulated the subsequent conceptual framework, which is presented in the following Figure 1.

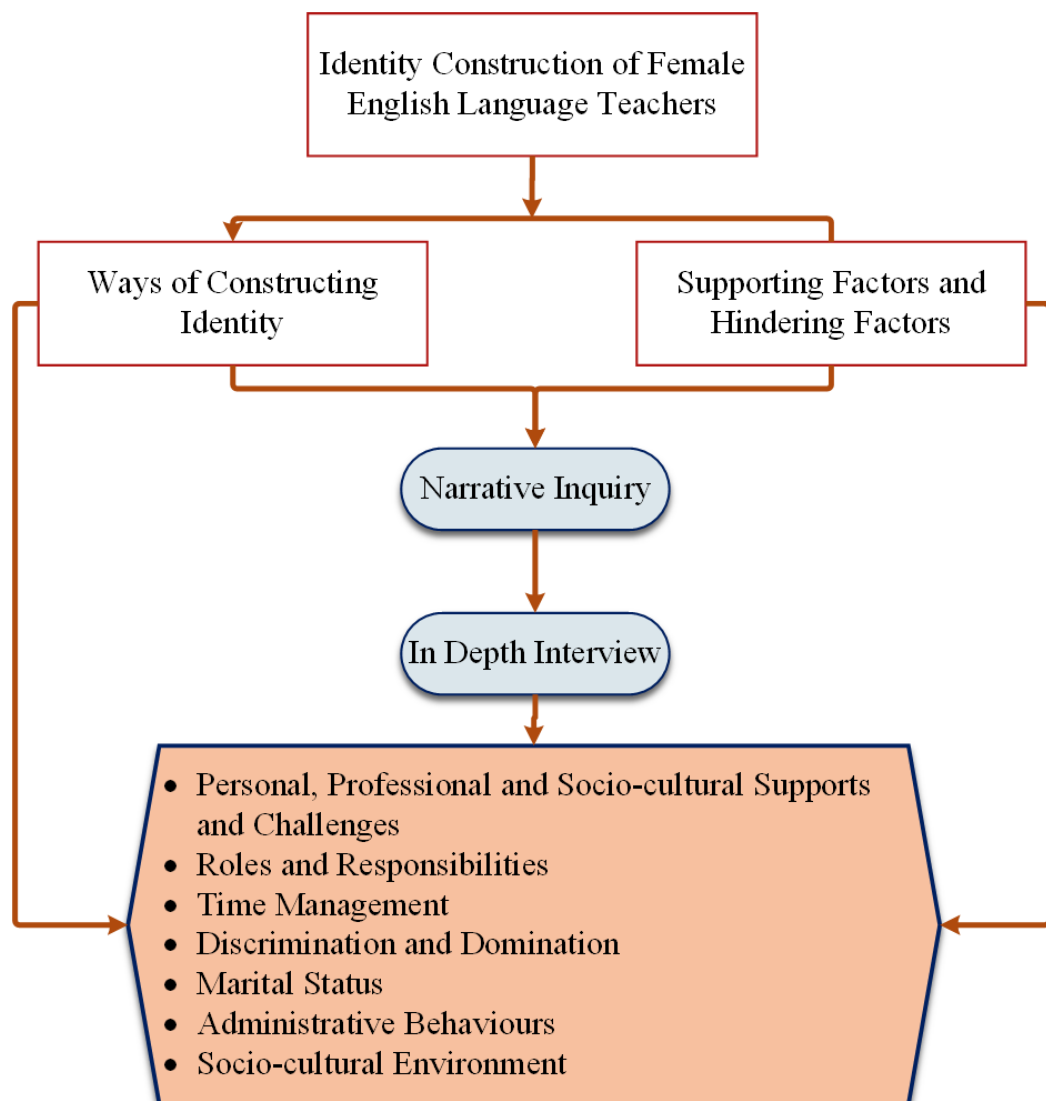


Figure 1: Conceptual Framework

Chapter 3

Methods and Procedures of the Study

This chapter deals with methods and procedures of research. This chapter covers the design of the study, population sample and sampling strategy, research tools, sources of data and interpretation procedure and ethical consideration.

Design of the Study

As a research design I selected narrative inquiry for the purpose of my research work. Narrative inquiry is the main part of qualitative research so I adopt Narrative inquiry to study it. Narrative research or inquiry is one of the more recent qualitative methodologies that focuses on life stories as the essence of people-oriented sciences. As a research inquiry, narrative approaches endeavor to attend to the ways in which a story is constructed, for whom and why, as well as the cultural discourses that it draws upon (Bochner 2007; Trahar 2009). Narrative research is based on the premise that people understand and give meaning to their lives through the stories they tell (Andrews et al. 2013; McMullen and Braithwaite 2013). In doing so, people utilize narratives to compose and order their life experiences. Through the use of story forms, people account for and give meaning or significance to their lives. Narrative inquiry uses field text, such as stories, autobiography, field notes, letters, conversations, interviews, family stories, photos and life experiences as the units of analysis to research and understand the way people create meaning in their narratives. Narrative inquires think normatively about experience throughout inquiry. It highlights ethical matters as well as shapes new theoretical understanding of people's experiences.

According to Pinnegar and Daynes, (2007p.4) Narrative researchers hold in common is the study of stories or narratives or descriptions of a series of events. Similarly, Creswell (2012p.507) has presented the following characteristics of narrative inquiry. They are individual experiences, chronology of experience, collection of individual stories, restoring, coding for the themes, context or setting and collaborating with participants.

Narrative inquiry is a story telling process which explores the real experiences of an individual. Therefore, I selected narrative inquiry as a research design in my

study to explore the real experiences of female English language teacher of secondary level for their identity construction.

Population, Sample and Sampling Strategy

The populations of this study were secondary level female English language teachers of community schools of Kathmandu metropolitan city. The sample of the study included 4 female English language teachers; they selected purposively. The teaching experience of participants were more than ten years.

Data Collection Tools and Techniques

I collected the data through in-depth interview. I took in-depth interview from the participants. It is one of the techniques that involves conducting intensive individual interview with a small number of respondents to explore their perspectives on a particular idea, program, and situation. In this study, I used semi structured questionnaire for the interviews and informal conversation as a research tool to collect the data.

Source of Data

In my study, I used both primary and secondary sources of data. However, most narrative studies commonly used interviews as a key research tool. Data were transcribed, and then transcripts of these interviews made available to the participant for further discussions, and these form part of the narrative record. The participant then interpreted her own biography as a series of causal, meaningful events.

Primary Source of Data

For this research four female English language teachers of Kathmandu metropolitan city were selected as the primary source of data. The data from primary source collected by recording translating and transcribing their narratives.

Secondary Source of Data

To fulfill the research work, I went through different articles, thesis, written document, newspapers. Not only these, data collected from many sources such as autobiographical writing, documents such as class plans and bulletins, journals, field notes, interview transcripts, observations, storytelling, letter writing, pictures, metaphors, and personal philosophies.

Data Collection Procedures

I followed all the procedures to accomplish my research. First, I prepared effective teacher narrative guidelines on the basis of objectives of my study. Second, I visited some schools of Kathmandu metropolitan city. After that, 4 female English language teachers of secondary level who had more than ten years teaching experience selected as the informants purposively. For data collection I used in-depth interview. I focused on rapport building procedure to be close with every participant so that it would be quite easier for me to collect the data. At first, I asked their permission and ask about their free time. According to their schedule, I went for the interview. I created close relationship with selected teachers for their true narrations. After that, I asked the teachers for their stories in different time duration according to their context. I started my interview from general talks by asking their family background and educational background. Gradually, I asked them about their narratives using my mobile phone and also note some important information in my diary.

Data Analysis and Interpretation Procedures

In this research, I analyzed and interpreted through using qualitative data analysis procedure and thematic analysis I analyzed the data using the coding and decoding process. While transcribing the record I did my best effort to make the real sense of the original text.

Ethical Considerations

Ethical considerations in research are a set of principles that guide research designs and practices. Researchers must always adhere to a certain code of conduct when collecting data from people. Regarding the ethical consideration at first, I asked their permission for collecting information and I informed them about my study and I assured them not to cause any harm and I made sure about the honesty, sincerity, truthfulness in research study. I made realization that the collecting information is just for research study, and information would keep confidential.

Chapter 4

Result and Discussion

This chapter presents results and discussion on the basis of analysis of collected data, which have been presented thematically below;

Overview of Participant Female Teachers

Four female teachers were selected for the interview from different government school of Kathmandu metropolitan city. They were selected on the basis of their teaching experiences above ten years. The general overview of participants has been presented in Table 1.

Table 1

Overview of Participant Female Teachers

S.N	Name	Age	Academic qualification	Family member	Children	Teaching school	Teaching experiences
1	A	30	M.Ed.	3	1	P	11 years
2	B	40	M.Ed.	6	2	Q	18 years
3	C	36	M.Ed.	5	1	R	12 years
4	D	42	M.Ed.	7	1	S	15 years

Teacher A is 30 years married female English teacher of secondary level. She has a daughter of three years. She is from Hetauda and now stays permanently in Kirtipur. She completed master from Kathmandu Sikshya Campus, Kathmandu. She is from middle class family. Because of this her parents always motivates to study well. She has made decision to become a teacher because at her school days no teachers were female. From that time, she had curiosity regarding “why female teacher doesn’t teach us?” Later on, because of her uncle’s inspiration as well she decided to choose teaching profession. She has around 15 years teaching experiences as she has started to teach when she was in class 12. According to her, although many

challenges and obstacles have to face by female teacher herself should be more active to make her identity as a teacher.

Teacher B is 40 years married female teacher. She was born in Hetauda, Makwanpur and now she stays in Kalanki, Kathmandu. She is working as a secondary level teacher. She belongs from medium class family. She became a teacher as she studied education subject from class 9. And she continued her study in English education from 11 to master degree. She prefers this profession as she is engaging in this profession from early age.

Teacher C was born in Hetauda, Makwanpur. Now she has settled down permanently in Kalanki, Kathmandu. She 36 years old married female English language teacher. She has a ten years old son. She has been working as a secondary level teacher. She lost her father when she was 6 months. Because of this she faced many challenges in her life. At that time their financial condition was not good and she had fulfilled most of the responsibility of her family. She wants to become a nurse after SLC but she couldn't join due to financial condition. After SLC she joined in teaching profession and continued her study as well. She engages in teaching profession to run her family properly. Later on, she made decision to become a teacher as it is good profession and it has many advantages.

Teacher D is 42 years married female teacher. She was born in Hetauda, Makwanpur and now she stays in Hattiban Lalitpur. She is working as a secondary level teacher. Her parents are retired banker of Nepal bank. She wanted to study management but due to her parents she joined in education faculty. And she inspired to study English subject from her English teacher. Now she feels proud as becoming teacher because only this profession helps to change one's life.

Personal, Professional and Socio-cultural Challenges and Hindering Factors

Female teachers faced various challenges and obstacles regarding their personal, professional and socio-cultural life. Bhusal (2015) states that female teachers have come up with multiple form of challenges, obstacles and struggles in the complex sociocultural context in the process of creating their identity within these multiple boundaries. This means most of the female teachers working secondary levels are facing personal, professional and socio-cultural obstacles. Among the personal obstacles multiple responsibilities are more dominant. Similarly, among the

familial problems household workload was identified as major problems area. Furthermore, among socio-cultural life time management was found as major problem. From the discussion, I came to know that female English teachers have various personal, professional and socio-cultural challenges. The story revealed that female teachers have different challenges like: multiple responsibilities, household workload, time management, dominating and discriminating behaviors and many other challenges. Thus, in this section, I have presented the real stories about the personal, professional and socio-cultural life of four secondary level female English teachers. Based on the responses of respondents I have discussed some of themes in this section.

Multiple Responsibilities

As being working women, they have to play the various roles and responsibility. They have to fulfill their role at home as a daughter, sister, wife, daughter in law and mother as well. In this situation, a female teacher has different works to complete at home. Similarly, female teacher is also a social being. She should have played the role as social member in society. On the other hand, they have also school's separate responsibility. It is more challenging task for female teacher. In this regard Teacher A said:

In my family, as being a mother of a little child, I have to bring her school and brought from school. At the time of her illness, I have to take care of her. Similarly, I have to do all the household work. Similarly, I have to take care of my parents and my in laws in the difficult situation. In the similar vein, as being social member, I have to attend in social and cultural ceremony. Further, I have different responsibility at my school. I am subject teacher, subject coordinator, representative of school management committee and member of discipline maintain committee. I have to do these duties at the same time.

From this response of respondent, it can be vividly seen that female teachers have multiple responsibilities. They have to complete household works and at the same time they have to fulfill the responsibilities of school. It is quite challenging for female teachers. Due to such different roles, it is more difficult to make balance of all responsibilities. Even if they are job holder, they must have to do the work of home because house hold works are basic. Teacher C said:

We are five family members at my home. I am now mother, daughter in law, wife and main guardian of home. My husband has to go out for official work I have to do the household work with charming face even if I am feeling tired by returning back from school. I have to handle family, guest, festivals and all kind of family function and celebration. Anyway, it is my home. I must have to do the work and I am doing it till now.

From the extract above, females' teachers have more responsibility than male teachers. They have to fulfill various responsibilities at the same time. It is challenging to them but they are trying to do happily. Due to such different roles, female teachers have to make one responsibility less priority. They have to leave a work for another responsibility.

From the above discussion, we can say that female teachers have various responsibilities. In our family and society as well, it can be vividly seen the reality of females who have engaged in teaching profession. In this regard, Gnawali (2017), asserts that the more they spend their time for household works, more they are stressed. The common response of all the respondents is that they have variety of responsibility at home. At the same time, they have to run their professional life together. Due to this kind of various responsibilities, female teachers have more difficulties to create identity as professional teacher in such condition. That's why, in order to make them do their best member of family should be equally cooperative to them at household works. The policy makers need to make such kind of policy that need to be changed the perception of society regarding female.

Discriminating and Dominating Behavior

Female teachers are assumed as they are not capable in secondary level like male teachers. In the current scenario as well, the number of female teachers can be seen less than males in secondary level. In contrary, the number of female teachers in primary level is higher. In this situation, school administration also wants to hire male teachers in higher level and female teachers in lower level. Similarly, the perception of school and other people to female English teachers is different from male in this regard, Teacher A shared:

It is different thing that my school's administration could not tell me directly but if our child has been sick, obviously I have to stay more leave rather than

my husband. And due to such kind of main roles female should be absent in school many times. And school administration wants to hire male teacher in higher level because female could not give extra time to school.

When I was teaching at lower secondary level in private school, at that time, while talking with my staffs I come to know that school administration had different agreement in terms of salary that female had been paid lesser than male teacher. It was a huge discrimination. Similarly at the time of teacher's service commission exam I had selected third position in regional level and first position in Kathmandu district. At that time my male friend told me as I appointed Kathmandu as being female. In our society, if we have been selected by open competition as well, people assume as we are from reservation and some kind of preservation. Further, in my friend case, although she had been selected on secondary level but she had not given chance to teach in that level.

By analyzing her experiences, female English teachers are being behaved differently than male teachers in our social and administrative scenario. They are supposed to come from reservation and some kind of preservation even if they have selected from open competition like male English teacher. School administration also wants to hire male teachers in secondary level. Even if female teachers selected in higher level, administration do not want to provide responsibility at the same level. In such a way they are being suppressed knowingly or unknowingly in the context of Nepal. In this regard Teacher D shared:

Females are regarded as a little weak person. In our society, it is assumed that they cannot do the same activities as equal to males. They have to complete their household work than after only manage their time on their job. By this we can see the real situation of females. In our society, there is difference between male and female. If a jobholder female could not give time on household works, family members also suggest her to resign from job rather than supporting her. But in my perception females are braver than males because they have multiple activities to do at home. And at the same time, they are managing their profession.

By the response of respondent, there is discrimination between male and female at home as well. The respondent openly shared what she faced in her life that

in our society males and family are still dominating over females. The female teachers themselves have to be active and strong to move forward and to be independent woman. If they frighten to face the challenges in front of them it is very difficult to be professional personality.

In our patriarchal society, gender discrimination and domination are still existed. Relating to Bista (2005), the problem of gender disparity is a chronic problem. The perception of society and other surrounding is not changed. Females' first priority should be always household work. If they do the responsibilities better than male out of home, people have many doubts and unbelievable behavior. But in current situation, females are being bolder and more courageous to become independent and to construct their own identity.

Marriage

In our society marriage is compulsory for females. In this regard, Tremayne (2006) states 'marriage itself remains fundamental to the social identity of all women, regardless of their achievements in other spheres of life'. It is the compulsion that females have to go to husband house after marriage. When she is in her father's house, she has less responsibility. But when she goes to her husband's house, her responsibilities also increase. Being daughter and daughter in law is totally different in our society. In this regard Teacher D said:

In our time we had a kind of fear that we had not allowed to go out without parent's permission at being my maternal house. But in other things, if I had been a daughter, I would complete my M. Phil. and P. hd. easily. It means, there would not be such level of cooking and serving tension. As being daughter in law we cannot devote the time. In such situation how to run our study. In my experience, there is vast different between a single daughter and married woman.

By her experience, it can be vividly seen the differences between married and unmarried females. The role of a daughter and daughter in law is distinct in our society. After marriage, female teachers have many difficulties to run their household work and school's duty together. After marriage female teachers have unlimited duties at home. That's why they could not bear equal time at school as well. In this regard Teacher C shared:

In our patriarchal society, I think, there is totally different between a daughter and a married woman. After marriage, we have to face totally different environment than our parents' home. Gradually our relationships also increase. How the relationship added as the same way our responsibilities also be increased. In parents' home we have more freedom to explore the things according to our desire. After marriage we have to become wife, daughter in law and mother. Naturally, we have more responsibilities. Furthermore, in laws family think that our priority needs to be family and family matter. In such a way there is many things that affects because of marriage of a girl.

By the response of respondent, we can analyze that marriage also affects the life of a female. As being female they is already discrimination in comparison to males. Further, in Nepalese context females have more boundaries after marriage. For female English language teachers, it is challenging to fulfill responsibilities.

By analyzing the discussion above, it can be interpreted that marriage is also a dominant factor for females to create their personal as well as professional identity. There is huge distinct between married women and unmarried girls. Relating this the finding of Bhusal (2015) mentioned that the pressure of domestic works seems more than unmarried ones. It not only the case of these respondents but in national scenario as well such differences can be observed. In such a way females have such seen and unseen many difficulties in their life.

Socio-cultural Barriers

Nepal is diverse in culture. In a society, women's work load depends on cultural and religious values and assumptions. In house hold works as well, responsibility depends on the culture and society. Mangolian females are supposed to be more freedom rather than Aryan females. In Aaryan society, females have more responsibility than male in household work. In this case Teacher B says:

In our society there is no difference between males and females. Till now I have not seen and experienced the difference between male and female like Aaryan society. In Aryan society, from childhood females are restricted to do various work as supposing and following their culture, for example at the time

of mensuration and others. But in our culture females are free like males to do any work.

Based on the response of respondent, in the context of Nepal Aryan society's females have more social and cultural boundaries. They have more restriction to do the works what they want. In Mongolian society, we could not find more discrimination between male and females in terms of work division. In contrary, in Aryan society we can see the discrimination between male and female. In this regard Teacher C shared:

There are huge socio-cultural barriers to females because we have to do all the responsibilities of home, child bearing and others things. Such kind of responsibilities are created due to our rituals and culture. Females have to do most of the activities at home. In my case as well, if my husband am me reach home together after our job. But I have to give him tea. In our culture male's role is to work out of home and earn. In contrary, female's role is to conduct house properly, child bearing, etc. For females involving in job is optional. That's why in my perception our social stereotype cannot be changed.

From above response of respondent, due to our country's religious and cultural rituals female should be aware regarding household activities. As being female there is certain responsibilities biologically. More than that our society created the roles of female and male. Females have to do the household activities even if both are jobholder.

In conclusion, the more family function and celebration has been at home and society, the more female teachers have to engage in such activities. It means female teachers' work load also increases due to social norms and rituals. Because of this they could not give time to their profession. By this we can say, female teachers have more socially constructed obstacles in comparison to males. On the other hand, some religions and rituals supposed to be given more freedom to females than others. Such freedom can help them to be open and stronger. If there is equal freedom to explore the new things females can do more than current scenario.

Time management

Time management is most challenging task for a female teacher. Due to the different responsibility, they have to balance school, home and society at the same

time. Because of this, they could not make priority school's work sometimes. That's why it may hinder their professional development. At the process of data collection as well I felt more difficulty to get their time. Even though they want to provide time but they could not manage many times due to their household responsibility. And later on, they were telling me that it is very difficult to manage time as being female. In this connection Teacher A shared:

Today as well, I have to attend a training of class eleven, twelve. Recently, my phone was ringing for that training. I was in dilemma whether I would go there or not. Later on, I thought that I have given time to you as well. Last time as well I could not provide time due to guest had come at my home. At that time, if my husband was in my situation, he could provide time to you. Today as well, I have to go for bringing my daughter from school in time. That's why today, I could not attend the training. Like this we are managing time very tightly.

By the above response of respondent, we can analyze that female teachers do not have sufficient time to do what they want. Due to multiple responsibilities, they cannot provide time in all responsibilities. Some time they have to leave one activity for another. Commonly, they have busy schedule in their daily life. In this connection Teacher D shared:

It is very challenging to manage time for female teachers. Because we have to handle all the works at home. In our family, there use to come guest usually. And at that time, I have to do the works. If I have to study or other personal works, sometimes I do not sleep till one/two am. It is because we have to be involved in smallest task of our home. To talk to you as well I have managed time otherwise, I could not provide when I want. In comparison to me, my husband do his official works but not household activities.

From above response of respondent, we can say that female teachers feel more challenges to manage their time on all the duties. All the household activities have to be completed compulsory by them. They have to do their personal works at night when all are being slept.

By the discussion above, it can be analyzed that female teachers have busy work schedule. As we can see in our society as well, females have to do cooking and

cleaning in morning time at the same time males used to go out and talk with friends taking tea. Female teachers sometime do not have time to manage their personal life. It is common problems for all the females of Nepal. To complete any work someone, have to enough time. But in the case of female, they do not have sufficient time. Due to lack of time, they could not manage properly their professional duties as well.

School Administrative Behaviors

School administration also does not want to keep female teachers assuming that they have not extra time due to their household work and child bearing. Similarly, they assume female teacher could not handle secondary level. Some time they do not tell the female teachers directly but female teachers can realize their behaviors.

Teacher A articulates

In our male dominating society, school administration doesn't want to give some responsibility to female teachers. They question out "Is it possible to manage your time?" Although we go against of such types of behaviors, we can see the biasness as they want to hire male teacher mostly. Last time I had questioned out to the administration as you say male teacher should be hired, what is the reason behind it? At that time, they were laughed. Female teachers are supported less from school administration. Although it is challenging for female teacher, we ourselves should move forward and try our best.

By the response of respondent, sometimes school administration do not believe female teachers as equal to male teachers. The administration do not want to provide responsibilities to female teacher assuming that they do not have sufficient time for school's activities. Similarly, in secondary level they want to hire male teachers rather than female. Female teachers are raising the voice against the behavior of administration in current scenario. But they supported less from school administration. In this connection Teacher C said:

Sometimes, school administration behaves differently according to the person. Perhaps, the post and responsibility is like that. In terms of some opportunity they give others than me. But I don't care. I ignore because I have to do my own job. I would satisfy with students and other colleague. I am not close to the administration of my school.

From the above response, school administration do not have such noticeable support to the female English teachers. Administration behaves distinctly according to person to person. But female teacher does her own duty rather than caring about the behavior of administration.

By analyzing discussion above, female teachers do not get the support from administration how much they want. They get slight support from administration. If they behaved equally like male teachers, they would feel easy to make their identity.

Supportive factors for female teacher identity construction

Female teachers can create their identity more easily as an English teacher if they have supporting hands around them. In our context, female teachers get slight support on household works. But if they get more support of family to move forward on profession as well as study, they can make them as successful teacher. In the context of Nepal, there is gender discrimination is socially constructed, female teachers assume tiny support and motivation as well leads them to do more on their profession. In our context gender discrimination vary from culture and society. In this topic, it is discussed that what kind of family support the participant teachers have got in their carrier life.

Family Support

Family plays the vital role to make a person's dream successful. Ones activities and dedication towards their duties and responsibilities determines whether they have family support or not. So, it can be said that family is also a determinant factor to create the identity of female teachers. In our context, although female teachers have to do most of the household activities, they have motivation and inspiration of family members. In this regard Teacher A said:

From childhood, my parents motivated me to study properly. My mother always focused on education and studying matter. She used to say, if we studied attentively then only, we can live our life qualitatively. They could not study, that's why they want us to be something through the education. In such a way, my parents' dedication also led me to here. Similarly, my husband is also supportive. He helps to care and bear our daughter when I have been at school. He inspires me to explore the new thing along with my higher

education. He helps to do the household works when I have been sick. He motivates me to do my school's responsibility better.

From the above response of respondent, family support matters for a jobholder female. If they get motivation and inspiration, they can manage the responsibilities that they have to accomplish. Regarding their study as well parents' stimulus and proper guidance leads them towards success. That's why, parental and family supports play the vital role for a female teacher. In this connection Teacher D said:

I have full support of my parents as becoming a secondary level English language teacher. In my husband's house, all the family members are from medical background, because of that the perception regarding teaching profession was a little bit distinctive. But now they support me as being a teacher. Similarly, my mother-in-law helps me to do household works but I myself feel uncomfortable before completing the works to leave her only.

By above response of respondent, they have full support from their parents. Similarly, in her husband's house as well they supported her gradually. In her husband's house, if mother-in-law helped to them, they feel a little bit odd. It is because female teachers have felt a mother-in-law are not be allowed to work if there is daughter in law at home.

By the discussion above, family is the key factor to develop personally and professionally for female teachers. As a whole, the common response was they have moral and emotional support from their family. Sometimes family's level of education and occupations they do can create some misconception regarding teaching profession. But as a whole, they have motivation and inspiration to make them success personally and professionally. That's why it can be analyzed that family's environment and behavior affects female teachers' professional growth and identity.

Findings of the Study

The study principally intended to explore the ways of creating identity of female English teachers and to identify the supporting and hindering factors faced by female English teachers. After the analysis of collected data, the study has come up with the following major findings.

Personal, Professional and Socio-cultural Challenges and Hindering Factors

The study revealed that secondary level female English teachers have more hindering factors in comparison to supporting factors. They are struggling with those factors in their daily life to create identity as a female English teacher. The finding of this study showed that female teachers have multiple responsibilities at different places. First and foremost, they have to work home like nurturing children, taking care of family and kitchen work. Similarly, they have to prepare for teaching, fulfill the responsibility of subject coordinator, class teacher at school. Further, they have to fulfill social responsibilities like attending in family and social function. To create identity as teacher is most challenging task by fulfilling these household and social roles for secondary female English teachers. Similarly, female teachers are not supposed to assume as equal male as teacher in society as well as schools too. In secondary level, school administration wants to hire male teachers rather than female. Socially, female teachers have to prioritize the household chores rather than their professional lives. In the similar vein, it was found that there are vast differences between married women and unmarried girls in our society. The roles given to married women are numerous in comparison to unmarried girls. That's why, it is tough to construct identity as teachers to married women.

Moreover, social rituals and culture also makes distinct female teachers' workload. As a whole, females have to play vital roles in socio-cultural function. More than this, in the context of Nepal, there is more unseen roles for Aryan family's female than Mongolian ones. As the similar way, the finding shows that time management is very challenging task for secondary level female teachers. They have busy schedule in their daily life for their chores. At the time of data collection as well, I have felt very difficult to get their time due to their other many duties. Furthermore, female teachers are not getting support from administration as how much they want. They are behaved distinctly than male teaches. While giving extra responsibilities to female teachers also school rethinks as they have no time to do the tasks.

Supporting Factors for Female Teacher Identity Construction

The study showed female teachers have moral and emotional support from their family. They are getting motivation and inspiration from their family members especially, from their husband. In such a way finding shows that female English

teachers of secondary schools have more hindering factors than supporting ones. In this situation, they are creating their identity as a secondary level English teacher struggling with those hindering factors.

Chapter 5

Conclusions and Implications

This is the last chapter of my research work which deals with conclusions and recommendations based on analysis and interpretation of the data.

Conclusions

The study has explored the ways of identity construction by female English language teachers of secondary level along with supporting and hindering factors in Kathmandu metropolitan city, Kathmandu. While taking interview with the participants, I was being astonished by knowing the real scenario of female teachers of my research site because female teachers are facing different challenges and obstacles which are directly related to female teacher's identity construction. Some of the major hindering factors to create identity of female teachers are multiple responsibilities, discriminating and dominating behaviors, marriage, socio-cultural barriers, marriage and time management. The narratives of participant teachers portrayed that how seen and unseen problems of female teachers help to create their identity personally and professionally. On the other hand, female teachers are getting moral and emotional support from their family. It plays key role to construct their identity as secondary level female English teachers.

Similarly, in our social construction, there would not be applied all the rules and provisions that are made by government. Male and females are distinct biologically and regarded as complementary to each other naturally. But in our social scenario females are regarded to the subordinate of males. They have to face many difficulties to become renowned person and move forward in their life. Generally, they have equal opportunities but they have to face different path for gaining those opportunities. In this condition, female teachers are facing distinct complication to construct their identity. But they are started to raise voice against the discriminating behaviors to the females.

To sum up female teachers are found to face several difficult situations, for example, they have to fulfill dual roles that make difficult for them to fulfill in the same time. Thus, concern authorities should give attention regarding eliminating those hindering factors. Then only, female teachers can have equal chance to reach in certain position.

Recommendations

I have collected all the data from different sources, analyzed and interpreted. On the basis of findings and conclusions, some recommendations have been made to be applicable in:

Policy Related

The study showed that the common view was female teachers are being harassed in our community due to our rituals. They have more social boundaries rather than male teachers. Thus, I recommend that government should make different types of strong laws against those types of cases. There should be free higher education for female to make equally participating to the males. Government should conduct the mass awareness program that need to be in the favor of female teacher for making equality between male and female. Government should make the policy of perceiving teaching profession as more prestigious in comparison to other professions.

Practice Related

From all the data sources that I have collected shows that the female teachers have different problems in their professional and personal life. They get tiny supportive hands around them. Similarly, in schools too, there should be conducted female teachers' friendly program for their motivation. Further, female teachers have to be given responsibilities in higher class as being they have selected for the particular post. The dedication of female teachers should be evaluated rather than perceiving from other angles.

Further Research Related

Although there are many researches have been carried out in this area but no research or study is final. This research also could not cover all the area of research. That's why there should be conducted more other researches in this area. Here I have pointed out some relate areas for further study: I have conducted this research on four female English teachers of community school of Kathmandu Metropolitan city. It would be more significant if other researches carried out from other different place of Nepal. This research included the experiences of female teachers. I would be more interesting if other researches done incorporating the experiences of male and female teachers both.

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Appendix 'A'

Consent Form

Dear informant,

My name is Alina Khatri. I am a researcher from Tribhuvan University, Department of English Education, Kirtipur Kathmandu.

I am doing my research entitled **Identity Construction by Female English Teachers** under the supervision of Dr. Gopal Prasad Pandey, Reader and Head, Department of English Education, T.U. Kirtipur, Kathmandu. The purpose of my research is to

explore the ways of creating identity of female English language teachers in secondary school and to identify the supporting and hindering factors faced by female English teachers. The expected duration will take around an hour. The research tool will be in-depth interview. The shared information during these sessions will be kept confidential. Every effort will be made to maintain the anonymity of the participants. The institution where you work will not be identified by name; details that might make it easy to identify will be changed. Please, let me know if you agree to participate in it. Your participation will not only help me in my research work but it would definitely enrich my data and result.

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

Name:

Signature:

Mail Address:

Date:

Appendix 'B'

Research Questions

Guidelines for interview

1. Would you introduce yourself? (Name, family background, personal background)
2. Would you tell me your academic journey?
3. Who inspire you to become an English teacher?
4. Which factor motivated you to become a teacher?
5. How do you perceive teaching profession?
6. In your point of view how society and culture perceive you as an English teacher?
7. What kind of responsibilities do you fulfill at your home?
8. What kind of roles do you play at your school?
9. Which position do you held at your school?
10. In your experience, how your male counterparts perceive you as being female teacher? (principles, male teachers, and students)
11. Would you tell me regarding administrative support and obstacles?
12. Was it your interest or compulsion to become a teacher?
13. Do your family support to do the household work?
14. How do you balance your personal, family, professional, and socio-cultural life?
15. What kind of challenges did you face in your life?
16. How would you describe teacher identity?
17. What kind of supporting factors and barriers/obstacles have to face for constructing teacher identity?
18. Is female teacher identity differs from male teacher identity? Or Are they similar?
19. How training and workshop, seminar, conferences help you to construct your identity as teacher?

Appendix 'C'

Interview Transcript

Teacher A

Interviewer : Namaste. Ma'am. I hope you are fine and healthy!

Interviewee : Namaste. I am fine and I hope you are also fine!

Interviewer : I am also fine Ma'am. Thank you. I would like to welcome you in this interview session for my thesis. I hope you will share your experience openly, which makes my research worthy.

Interviewee: Thank you miss. I will try my best to share my experience.

Interviewer: Could you please introduce yourself?

Interviewee: I am I am originally from Hetauda, Makwanpur. Now I live in Baneshwor with my husband and a daughter of three years old. And now I am working as a secondary level teacher in Adarsha secondary school.

Interviewer: Could you please share your educational background?

Interviewee: I completed my SLC, B.Ed. and M.A. while being in Hetauda. Later on, I have completed my M.Ed. from Kathmandu Sikshya campus after coming Kathmandu. Now I am studying M.Phil. Third semester in TU Graduate School of Education along with my job.

Interviewer: Oh, that is great! I appreciate your hard work.

Interviewee: (Smiled)...thank you.

Interviewer: Ok, how many years you have spent in teaching profession?

Interviewee: I have been teaching for eleven years.

Interviewer: And which position do you held at your school?

Interviewee: I have working as a secondary level English teacher.

Interviewer: How did you become an English teacher?

Interviewee: I belong from quite educated middle class family of village area. And my parents inspired me to study hard and become something in life. And I used to imitate my teachers' behaviors from my childhood age. Another reason is when I

studied at school level no ma'am was a teacher. Male teachers only come in our classroom to teach. At that time, I had felt as why female teachers don't teach us? Don't they become a teacher? or whether ma'am has not studied. And later on, my uncle also helped me to study education faculty. Like this, my parents' dedication towards study, my uncle guidance and my natural behavior inspired and motivated me to become a teacher.

Interviewer: How do you perceive teaching profession?

Interviewee: Yah.... teaching was my passion from my childhood. It is obviously good profession as I am being dedicating in this profession. All the people use to tell me as I am born for becoming a good teacher. Even my husband use to say so. I have motivated many students who want to become a teacher because this is not only self-becoming profession but also making something to other people or making other people's future. That's why I would tell you that teaching profession is in my every vein.

Interviewer: Was it your interest or compulsion to become a teacher?

Interviewee: Obviously, it was my interest to become teacher.

Interviewer: In your point of view, how your society and culture perceive you as a teacher?

Interviewee: yeah (pause). We often talk and discuss about this subject matter. In this subject matter, we should see by connecting our own interest and self-satisfaction rather than what society says. In ancient time, teachers used to be respected than other. At that time teachers were as regarded as very respective personality. But now it has been changed. Other non-teaching professions are regarded as better than teaching. It can be seen that people use to come in this profession if they could not get other job. But this is not applicable in my case because I have confident on my subject matter. Nobody make dominated us if we are competent. I think the person who wants to do better in this sector as well have good opportunities. That's why negative perception of society on teaching profession gradually will be changed. Therefore, we have to move forward being positive and making it better and more contextual. I never compared with other profession. (pause) While asking to students regarding their future aim, most of the students use to tell as becoming doctor, engineer, etc. When I listen such answer, I thought as why this is happening? But we are being

dedicated for making change and making renowned profession. Slowly and gradually, it will be change. The right time is coming for assuming teaching as highly prestigious job. That's why we have to convince regarding this profession. In this way, gradually teaching profession will be very respective job.

Interviewer: How many periods do you teach in a day?

Interviewee: I teach four periods in a day.

Interviewer: What kind of struggles did you face for becoming a secondary level English teacher?

Interviewee: Ahh.... In this regard, I studied hardly till completion of SLC Then when I started to study plus two, I engaged in teaching from class twelve in a private school for four years. Before that I had also taught in my own school from which I have completed my SLC (after SLC within gaps). After teaching four years, I got a better opportunity in another private school as a coordinator and vice principle. After I have been selected on TSC as an English teacher in lower secondary level. At that time I was studying my master degree. After that, nine months later I have selected on secondary level and I came in this school.

(Pause)but one thing, after the result of TSC secondary level I had selected third position in regional level. Then I had chosen Kathmandu district for continuing my study as well. In case of Kathmandu district my rank was in first position. After that I had selected current school. At that period one male friend told me “You appointed in the center area of Kathmandu as being female.” At that time, I had been totally surprised. In our society, if we have been selected by open competition as well, people assume as we are from reservation and some kind of preservation.

In this way it was obviously challenging to run up job and study continuously at the same time.

Interviewer: What kind of responsibilities have you given to you at your school?

Interviewee: I obviously a secondary level English teacher. Beyond this, I am subject coordinator and subject head of school. Then I am a member of discipline maintain sub-committee and teachers' representative in school management committee. In morning time, I teach plus two as well. More than this I am also running my study.

Interviewer: Would you tell me regarding administrative support and obstacles?

Interviewee: In our male dominating society, school administration don't want to give some responsibility to female teachers. They question out "Is it possible to manage your time?" Although we go against of such types of behaviors, we can see the biasness as they want to hire male teacher mostly. Last time I had questioned out to the administration as you say male teacher should be hired, what is the reason behind it? At that time, they were laughed.

(Pause) It is different that my school's administration could not tell me directly but if our child has been sick, obviously I have to stay more leave than my husband. Because I am caring my child more than my husband. And due to such kind of main roles female should be absent in school. And school administration wants to hire male teacher in higher level because female could not give extra time to school. Such kind of discrimination can be seen in our schools. Female teachers are supported less from school administration. We can sometime hear as females do not provide time for school and enjoy in household works Although it is challenging for female teacher, we ourselves should move forward and try our best. Till now it is challenging but I hope like your researches will bring some changes.

Further, in my friend case, she had been selected on secondary level teacher service commission examination and came to school. But she had not given periods in class ten rather primary and lower secondary level teacher taught in class ten. Still, such kind of discriminating behaviors can be seen but we are doing work against such challenges and behaviors.

Interviewer: In your experience, how your male counterparts perceive you as being female teacher?

Interviewee: I think, it differs from every individual. We can see some male teachers' perception is different. We can see the biasness in their behavior. (may be due to their culture and homely environment) They see female teachers have come school only for spending the time (who they have narrow mind). On the other hand, some male teachers use to respect female teachers (who have broad and understanding thinking). Now a days, they started to see the work than gender. So I want to say, still we see two kind of perception.

Interviewer: In your experience, how your students perceive you as being female teacher?

Interviewee: In my case students do good behaviors with me.

(Pause) while connecting with this we can see the differences. As I am also a member of discipline maintain committee some students use to tell me to some my colleagues that Students do not obey ma'am because she do not scold them and leave loose to them and sir make their class more tight and scold them because of this students obey sir than ma'am. In our Nepalese classroom we can find some differences but it is different to every teacher. I have not felt such behaviors by students. May be I could not get informed. In some cases, I have been listened complain that students do not obey and make noise in class room because there is female teacher in class.

Interviewer: What kind of responsibilities do you fulfill at your home?

Interviewee: In my family, I am a mother of a child so I have to take care of her. Similarly cooking and cleaning are the basic things to do. I have my in laws. Although we do not stay together but I have taken care at the time of difficulties. Similarly, in my maternal house, my brothers are out of countries so I have to support in difficult situation.

Interviewer: Do your family support to do the household work?

Interviewee: My husband is also job holder. So, he supports me a little in household works. More than this he inspires me and provides motivation.

Interviewer: How do you balance your personal, professional and socio-cultural life?

Interviewee: Laughing..... This is little more challenging. Sometimes, in our school different kind of examinations are being held like public service commination and other test exam. In school, I should have given time more time as per my various responsibility. That's why, sometime I could not attend in family function because of that relatives use to tell me as I could not be sociable.

(Pause) After having baby, if we have to go somewhere with them, it is more complicated because they have been sick. Because of that, I thought, I would not go anywhere if possible. I am trying to adjust with the situation but it is more challenging to manage those all things. Thus, I have to give less priority to one. At that time, I have to hear that I have been left to become social.

I usually get up 4.30-5 am in the morning and go to bed 10 pm at night. Normally, I use to engage with in this period. Sometimes, I go for providing training. I have to continue my study and give time to my daughter as well. By this, sometimes, I had not time for my study. In such a way I attempt to manage and balance my responsibilities.

Interviewer: Thank you for your time and sharing!

Interviewee: It is my pleasure to share my experiences.