

CLASSROOM MANAGEMENT APPROACHES OF FEMALE TEACHERS IN
PRIMARY SCHOOLS

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DECLARATION

I hereby declare that this dissertation has not been submitted for candidature for any other degree.

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DEDICATION

To All Female Teachers' of Primary Schools' in Nepal.

AN ABSTRACT OF THE DISSERTATION OF

Sheela Bhandari for the degree of Master of Philosophy in Educational Leadership presented on December 25, 2013.

Title: *Classroom management approaches of female teachers in primary schools.*

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Classroom management is one of the most essential skills of every teacher. It is an art how teacher teaches, manages, and solves classroom problems during teaching and learning process in the classroom. A teacher cannot conduct the class in an effective way in absence of effective classroom management skills. Thus, in order to explore and investigate female teachers' classroom management approaches I probed four research questions. All research questions attempts to explore and investigate on how female teachers conduct the classroom during their respective subjects. Female teacher's and stakeholders' perceptions, pedagogical skills, classroom environment, and teacher's professional development of female teacher's were explored to provide an in-depth knowledge on female teachers' classroom management approaches.

I followed qualitative research design for my study with interpretive paradigm to uncover meanings. The study is based on epistemological, ontological and methodological premises. Ontologically, my study relies on multiple realities of classroom management, and epistemologically meanings are interpreted, created, and constructed. So, two government schools were purposively selected from two

different districts i.e. Bhaktapur and Kavre districts for my research. I have generated knowledge from research participants and from extensive literature study through observations, in-depth interviews, case studies, and focused interactions. Besides, social learning theory, interactionism theory, and various models on classroom management approaches were reviewed and linked up while analyzing the data. During the research process, I was also aware that ultimate truth does not exist in the real world. So, my research participant's feelings, ideas, values, ethics, reality and their thoughts were best incorporated through interactions and interviews to maintain trustworthiness in the study.

Major findings of my study focused that an effective classroom is the one who can teach students with engaged pedagogy. In traditional classroom students often get distracted because students find themselves very much boring. So, a teacher's job in the classroom is not only to teach but to make sure students learn and know. It is essential for teachers to understand, know and to execute content knowledge, pedagogical content knowledge, and curriculum knowledge in a proper way. Understanding student's psychology, creating child centered learning environment, more learning activities, students' participations, student centered teaching methods, time on tasks, more interactive approaches in the classroom, use of more educational materials etc. are the major principals to female teachers for creating effective classroom management while teaching.

My study concluded that experienced teachers can teach in a better way as compared to novice teachers. Teacher's professional excellence comes with the number of teaching experience than having higher level of education. A sense of witness, attachment, pedagogical skills, appropriate classroom environment and caring to students' needs etc. leads towards successful classrooms which were found

in experienced teachers' classrooms. To the contrary, students were often found misbehaving, rude, indisciplined that turns the classroom in a chaotic situation due to inattentive practices of novice teachers' towards student's activities while teaching. Classrooms are multidimensional in nature and every classroom was found different. For creating an effective classroom management teachers need to be proactive; she has to play the role of a leader, facilitator, a friend, and a mother.

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ABREVIATIONS

BPEP	Basic and Primary Education Project
CDC	Curriculum Development Centre
CERID	Research Centre for Educational Innovation and Development
CK	Content Knowledge
DEO	District Education Office
DoE	Department of Education
EFA	Education for All
FGD	Focus Group Discussions
GoN	Government of Nepal
KU	Kathmandu University
MoE	Ministry of Education
MOES	Ministry of Education and Sports
NCED	National Centre of Education and Development
NESP	Nepal Education System Plan
OCED	Organization for Economic Cooperation and Development
OBE	Outcome Based Education
PCK	Pedagogical Content Knowledge
SLC	School Leaving Certificate
SMC	School Management Committee
TPD	Teacher's Professional Development
UNESCO	United Nations Educational, Social and Cultural Organization
UNDP	United Nations Development Project
UNICEF	United Nations International Children's Education Fund

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CHAPTER I INTRODUCTION

Classroom management is the most important component for classroom teaching and learning practices. It is the complex phenomenon that comprises of people management, instruction management and behavior management (Martin & Yin, 1997). How teacher manages, controls, engages, or organizes the complexity and multidimensional nature of the classroom plays an important and taxing role. Classroom management is therefore understood as an applied science rather than an art in which teachers need to effort for the most appropriate way out for creating a conducive learning environment (Brophy, 1983). It is the technique that teachers follow while teaching for creating the classroom in a desired way. Classroom management skill is therefore essential for every teacher to cope with student's problems and hardships for addressing their varying needs.

Teacher's classroom management skill is equated with student's performance because teacher imparts knowledge in the classroom. How students are taught and who teaches in the classroom is also important as teachers are transferring their skills to students. Therefore, it is only through teacher's attitudes, practices, and confidence teachers can cope classroom challenges by creating appropriate learning environment. They mainly influence and motivate students to attain the desired task.

The role of a teacher has a direct influence on student's academic achievement. Teacher is one who is responsible for creating the classroom blissful, playful, tedious or miserable. In a classroom a teacher is important rather than an academic achievement, school system or any government set norms. If the teacher is qualified and competent enough to manage classroom through active participation of students,

teacher is considered to be an effective manager. In a broad term, the term classroom management refers not only the physical structure of the classroom but also measures the effective use of time, minimize student's behavioral problems, creating an appropriate learning environment, influencing and motivating children for the active participation so that teachers can apply daily routines and procedures to attain set academic achievement (Lepage, Hammond, Akar, Gutierrez, Gunn & Rosebrock, 2005). So, the prerequisite of being a teacher is not only on mastery on related subject matter but also efficiency in classroom managerial skills otherwise the classroom turns out to be chaotic, disorder with high possibility of teacher's retention (Cotter, 2011; Kukur, 2011). Thus, the best teacher is the one who can manage and organize the classroom problems addressing student's varying needs and can prepare a sound environment for effective classroom instructions.

In the context of Nepal, classroom management has become an important issue soon after the declaration World Education Forum in 2000. The policy on "no child left behind the school" adopted from the forum has pressurized teacher to strengthen their teaching skills to achieve the standard goals as set by the government or the school system. Since the Universal Declaration of Human Rights in 1948, education is considered as basic human rights in which each child is accountable for right to access education, right to quality education, and right to respect the learning environment (UNICEF, 2007). According to the flash report, the drop out ratio in primary schools is 5.2 and the repetition rate is 10.7 (DoE, 2013). The high number of dropout and failure is the outcome of the classroom management; better the classroom management skills better will be the academic achievement and vice versa. The government has adopted at least one female teacher policy since the Eighth plan. So, I attempt to investigate and explore on different activities female teachers do

while managing the classroom. In order to make my study concrete I have used qualitative data collection method using both primary and secondary data for answering my research questions.

Setting the Scene

Quality of teaching and learning is determined by effective classroom management and organization skills. The term classroom management is defined as the action and strategies adopted by teachers to maintain a conducive learning environment (Brophy, 1983). Therefore, a teacher's role in an effective classroom is not "simply arranging desks, rewarding good behavior and choosing consequences for misconduct and misbehaviors" (Lepage, Hammond, Akar, Gutierrez, Gunn Rosebrock, 2005, p. 327). Hence, to become an efficient classroom manager problem solving skills and engagement of the learner are considered to be important. The way how a teacher manages his/her classroom will have a great influence on students' learning and behavior. For this purpose, skilful teachers are required while integrating both practical application and foundational knowledge of the classroom management (Stronge, 2002; Yasar, 2008). Creating an appropriate physical environment, structuring respectful classroom communities, teaching meaningful learning, selecting appropriate curriculum, organizing instructional planning and time management, teaching moral and character development etc. (Adeyemo, 2012; Gabriel & Matthews 2011; Kuku 2011; Lepage, Hammond, Akar, Gutierrez, Gunn, Rosebrock, 2005) are some the features of classroom management.

An effective classroom management strategy focuses on teacher's successful instructional delivery that influences students' learning process. Hence, a teacher plans and prepares for the organization of the classroom. The components of classroom management include room management, discipline, daily routines, and a

plan to teach to create a suitable environment in the classroom (OCED, 2009; Pitsoe, 2007). Teacher envisions all components to run the class smoothly. Thus an "... effective educator attends to these elements in a proactive way to establish a positive classroom climate oriented learning, much as a symphony conductor attends to many elements in performing a musical masterpiece" (Stronge, 2002, p. 26). Creating a proper classroom environment by every means is the prime responsibility of a classroom manager/teacher.

Classroom management has gone a paradigm shift from the traditional period. Studies found that (Brophy, 2006; Weinstein, 1999) teachers mainly focused on recognition and punishment of misbehavior of students in traditional period where as in the present context it is not the case. In traditional period teachers were viewed as managers or technicians and schools as factories or industries in which teachers corrected students misbehaviors through punishments (Lepage, Hammond, Akar, Gutierrez, Gunn, Rosebrock, 2005; Stronge, 2002). Today, an effective classroom manager/teacher is the one who do not only correct students' mistakes, misbehaviors and misconduct but also prevents them for occurring in future. An effective classroom promotes learning community through constructive and creative work. A "sense of ownership" and "sense of belongingness" is thus established among students by teachers' efforts. So, a teacher sets his/her classroom by" ...good planning, curriculum pacing, and instruction that keeps students profitably engaged in appropriate activities" (Brophy, 1983, p. 266). Therefore, good classroom management attempts for good instruction. Readiness to teach, good communications and instruct well to students by means of active engagement and creating child friendly environment in the classroom are some skills in a modern classroom. In this context, the job of an effective teacher demands not only in expert in one's own

subject matter but also knowledgeable in children developmental and the learning process.

Moving ahead towards the narratives of female teachers, in primary schools female teachers are mostly equated or stereotyped with loving, caring, nurturing, and sensitive being. That's why a female teachers are highly preferred than men in montessori, pre-primary and primary schooling (MOES, 2002; Skelton, 2002). It is because teacher's gender influences on student's performance, perception and academic practice (Skelton & Read, 2006; Wood 2012). How male or female teachers address students' interest, planning and instructional time, teacher's creativity in subject matter and capacity to understand students etc. is the outcome of performing better in one subject and worst in another. Various studies (CERID, 2006; Gnawali, 2001; Martin & Yin, 1997) found that female teachers can interact with children in a better way as they have the ability to interact as per students' need. So, female teachers are considered to be role models among students. According to Wiest (2003), women teachers have emotional quality of working with young children (youths) and are capable of imparting moral behavior to students. Therefore, positive attitude can be established among students in female teacher's classrooms by practicing proper classroom management skills (Carington, Tymms, & Merrell, 2008).

Likewise, the government of Nepal too has emphasized on having female teachers in primary schools if not at least one female teachers in every schools. My study therefore focuses on different approaches of classroom management adopted by female teachers for creating appropriate learning environment. According to Ismat (1998), students can learn better through active engagement and involvement rather than by imitation or repetition. A teacher is therefore responsible in creating sound

learning environment for student's active participation through inquiry, problem solving and collaborating with students for creating organized classrooms. For this purpose, a teacher has to plan and organize classrooms in terms of maintaining national goals and standards, learning materials, conducive learning environment, and addressing students' needs etc.

This study focuses on what is being taught and how students are taught by female teachers in the classroom. In a student centered classroom, teachers' role remains as a facilitator who carefully engages every student rather than being dominated with heavy loads of instruction which is dialogic, and much conversation in nature (Richardson, 2003). In such classrooms, teachers choose tasks that are developmentally appropriate and meaningful to ensure that all children in the classroom can understand the instructions. So, teachers are accountable in providing "appropriate scaffolding so that children are not frustrated by material that is too hard, or bored by material that is too basic" (Lepage, Hammond, Akar, Gutierrez, Gunn, Rosebrock, 2005, p. 332). Creating an appropriate classroom environment and empowering students to optimum is the responsibility of the teacher in well organized classrooms. Various efforts was done for promoting female teachers in primary schools in terms of recruiting, trainings, policy making by the government but there is no follow up on classroom management practices of female teachers. So, my study has investigated on everyday interaction of classroom management of female teachers in primary schools in Nepal.

Justification of the Study

In primary education of Nepal, female teachers play significant role for attracting more students in schools. Various studies show that female teachers have positive impact on students especially in primary schools (CERID 2006; UNESCO

2006a). According to the Flash report 41.5% are female teachers in primary schools as compared to 58.5% of male teachers and gender parity index is 0.71 (DoE, 2013). This huge difference of female teachers in a primary school setting has impacted in a negative way such as high ratio of dropouts, absenteeism, and detention especially girls. Studies (Chaudgar & Sankar, 2008; MOES, 2002) on female teachers' classrooms pointed that parents prefer female teachers to send their children to schools, especially daughters. Many reforms were made for promoting female teachers in fifth plan (1976-80) and in Eighth plan (1991-1995) in order to increase girl's enrollment in schools. In fifth plan, women who have completed grade 8 were eligible to receive 10 months B level training that qualifies them to become a primary school teacher in their locality (MOES, 2002). The Eighth Plan (1991-1995) emphasized on the recruitment of at least one female teacher in primary schools and is continued till the date (MOES, 1999; NPC, 2003). To increase more participation of students and female teachers in the education sector the government has increased the qualification of teachers up to SLC level. Only giving trainings to teachers is not the ultimate solution for female teachers, how female teacher conduct and manages the classroom is also taxing issue. Since I have found no researches or follow up on female teachers classroom management this study explores classroom management approaches of female teachers.

Statement of the Problem

Teacher's gender greatly influence in teaching and learning process especially for young and small children. In female teacher's classroom students' achievement is high as compared to male teachers regardless of student's gender (Chaudgar & Shankar, 2008). Moreover, female teachers are often stereotyped as soft, caring, nurturing etc. as role models. Studies found that female teachers impact positively in

the school environment, classroom climate and also one of the good reasons for attracting girl's enrollment in schools (CERID 2006; Krick, 2006; UNESCO 2006a). Female teachers are thus promoted in the primary schools by the government of Nepal for creating positive climate in classrooms and schools than men because men are often focused on maintaining classroom authority through strict discipline (Wood, 2012). Female teachers' classrooms were found to be more open and liberal as compared to male teachers (Chaudgar & Shankar, 2008) so parents seek for more female teachers considering that female teachers teach, care and nurture their children better than male teachers.

Effective use of time in the classroom plays an important role for classroom management practices. While working with different organizations, I have found that female teachers are often negligible. For instance, not going into the classroom on time, taking frequent breaks during the classroom, absenteeism, irregularity, going home early due to family problems etc. were the common problems. Besides, the government is recruiting more female teachers in primary schools. How efficiently a female teacher manages student's problems and address their needs in a child friendly atmosphere in the classroom are challenging issues.

It's a common agreed fact that an effective classroom management truly depends upon the teacher's skills rather than teacher's gender. Studies show that there is no relationship between student's achievement and teacher's gender, and both male and female teachers equally face similar problems and challenges for any changes in national syllabus (CERID, 2009; Driessen, 2007). However, this is not true in every situation. Parents still seek female teachers while admitting their children into the schools. The other side of the reality is that not all female teachers can teach better but only those teachers who have essential teaching skills. Therefore, it does not

necessarily mean that classroom conducted by all female teachers is more child friendly, well planned and organized with engaged pedagogy. An effective classroom management requires array of teacher's skills, self efficacy, student's engagement, instructional approach and time on task etc. so student's achievement is possible. Thus, while revisiting government policy on hiring female teachers my concern relies on is only hiring more female teachers important for the government than having skillful teachers for better achievement in primary schools?

Purpose of the Study

The general purpose of this study is to explore the classroom management approaches of female teachers.

The specific purpose of this study is to understand how female teachers can facilitate in the teaching and learning process in the classroom through various classroom management approaches in primary schools.

Research Questions

- How do female teachers and other stakeholders (HTs, students and male teachers) feel or perceive the way female teachers manage primary level classrooms?
- What essential pedagogical skills and knowledge do female teachers employ in their teachings for effective classroom management?
- How do female teachers create child friendly classroom environment for promoting effective learning?
- How do teachers' development and professionalism practices contribute to the enhancement of classroom management knowledge and skills among female teachers?

Significance of the Study

My dissertation is designed to explore classroom management approaches of female teachers. This study has been emerged because the government of Nepal has adopted at least one female teacher in every school since Eighth plan. Therefore, my study explores and investigates how female teacher manages classroom with her varying skills and different activities in the classroom. Besides, a female teacher is considered to be less strict than male teachers because female teachers are stereotyped as role models on being caring, nurturing and loving figure. In such context, how female teachers successfully transfer their knowledge by creating effective and successful classroom management is the bottom line of my dissertation.

Classroom management is a complex activity because it is multidimensional in nature. My study will identify problems, challenges and good practices of female teachers. Findings of my study can be useful to curriculum development for re-framing the course books of the primary schools in order to correct pedagogical issues. It can serve as a valuable resource for curriculum decision maker for choosing appropriate syllabus for the primary level in the national level.

As the GoN has implemented at least one female teacher policy for gender equity while recruiting staffs; the government has recognized the need of more female teachers in future (MOES, 2002). So, this study can be helpful for female teachers to conduct their classrooms. My findings can work as a guideline for novice and in-service female teachers to run class smoothly by fulfilling classroom objectives. In addition to this, findings may be useful for teachers training program, pre service and in service female teachers, MoES to understand how female teachers can manage the classroom in an effective way by practicing different classroom management skills.

Delimitation of the Study

My study mainly focuses on everyday interaction of classroom management approach of female teachers in primary schools of Nepal.

Organization of the Study

I have organized my dissertation in eight chapters. The first chapter is the introduction. It gives an overview and setting of the study, justification of the study, research problems, purpose of the study, research question, significance of the study, delimitation of the study and a concluding remark. The second chapter is the literature review. Third chapter discusses on research methods, research design, data collection strategies and research procedure. The empirical data collected from the field are presented, interpreted, and analyzed in chapter four to seven. Chapter four is an overview of different perceptions on classroom management from female teachers, students, HTs and male teachers. Chapter five is an analysis of pedagogical skills and knowledge of female teachers, chapter six is discussion on classroom environment. Chapter seven is about teacher's development and professionalism. Finally, the last chapter is the research summary, findings, conclusion along with recommendation and implications.

Concluding Remarks

This chapter gives an overview of my whole dissertation. It gives a reflection on importance of classroom management. Effective classroom management is only possible with qualified teachers who bring experience, knowledge, skills, positive climate and positive attitude in the classroom. In this chapter I have focused on classroom management of female teachers, problems and need of studying of female teachers' classroom, and its significance along with four research questions. All questions try to explore the different aspects of classroom management approaches of

female teachers. The first question tries to investigate female teacher's and stakeholder's perceptions on female teachers' classroom management. Second question deals with pedagogical skills and knowledge of female teachers for creating effective classroom management. Third is about creating child friendly environment for effective learning in the classroom. Last question tries to explore on female teacher's development and professionalism that contribute their skills and knowledge for creating effective classroom management. Overall all these four questions grasp the big picture of classroom management, trend of female teachers in the classroom, different activities female teachers, and government policy regarding female teachers in primary schools. Lastly, I have discussed the general organization of my thesis.

CHAPTER II

LITERATURE REVIEW

Earlier chapter discusses on the introductory part of my study. My overall concept, purpose, problem statement and research questions were identified. For my research topic 'classroom management approaches' and 'female teachers' are two key terms. Based on my first chapter this chapter reviews different national and international studies on classroom management approaches of female teachers.

This chapter reviews the literature on classroom management especially focusing on classroom management approach and practices of female teachers in Nepalese context. For this I have reviewed from three different lenses. First is thematic lens, I have reviewed on different themes like classroom management, the role of a teacher, metaphors of a good classroom management, and different approaches and models of classroom management. Second is theoretical lens, I have reviewed on two theories namely social learning theory and interactionism theory. These theories give me a strong foundation in terms of analyzing and interpreting on classroom management of female teachers. Third is empirical lens in which different international and national documents and study report on classroom management was reviewed. Finally, I end up my views and expression on classroom management.

Thematic Lenses

In thematic lenses I have explored classroom management, metaphors of classroom management and its components, and finally described the role of a teacher in an effective classroom management. This section gives an overview on concept of classroom management.

Conceptualizing Classroom Management

Classroom management is the term that defines the broad spectrum of classroom management that teacher does various activities like seating arrangement, instructional goals, behavioral management, pupil management, classroom environment, teacher's pedagogical management etc. It is the strategy adopted by a teacher to create an effective learning environment that supports instructional goals (Brophy,1988). A classroom consists of multiple characteristics like different cultural background of students, their varying language, family backgrounds, professions, casts etc. So, classrooms are multidimensional in nature (Ming- Tak & Wai-Shing, 2008). Teachers therefore need specific management skills to understand and deal with varying components of a classroom. In an effective classroom management teachers are capable in dealing with unpredictability, immediacy and spontaneity characteristics of the classroom environment to maximize the learning activities (Copeland, 1987). In a well organized classroom, a teacher establishes and prepares the condition in which classroom activities and instruction can take place effectively and efficiently. Classroom management is an art of designing environment that fosters an effective teaching and learning process than simply maintaining discipline, order, and physical setting of the classroom. So, only proactive teachers can teach and interact in a meaningful way for creating organized classrooms.

Over years, the concept of classroom management has undergone a paradigm shift. In earlier times, classroom management generally refers on recognizing, intervening, and controlling student's misbehavior by means of punishment. At present, classroom management is moving beyond behaviorism and disciplinary approach because horizons of classroom management are widened. Teachers thus develop a classroom into a learning community in which teachers establish different

norms and academic routines to form an appropriate classroom culture for preventing punishments (Weinstein, 1999). Teacher centered classrooms, the notion of reinforcement: punishment and rewards etc. define the earlier classroom management where as student centered classrooms, engaged pedagogy, teacher's facilitations and motivational skills, understanding every student's needs etc. define classroom management in present scenario. In earlier times teacher is termed as "managers", "boss" where as later as an "orchestration", "leader" that reflect a learner-centered environment in the classroom (Brophy, 2006; Lepage, Hammond, Akar, Gutierrez, Gunn, & Rosebrock, 2005). An effective classroom management focuses on student centered instructional techniques, strong curricular materials, classroom procedure and positive rapport with both student and teacher simultaneously.

The term classroom management has no single definition. Some researchers define it as a process to get his/her students get things done in classroom activities; some define it as technique for assuring physical and psychological safety; and some define classroom management as teacher's role, skills and competency (Manning & Baucher, 2007; Sule, 2011; Umar, 2004). Even though the classroom management is synonyms with classroom discipline in the past; it is in fact teacher's reaction to student's activities. Only effective teacher knows how to deal in the classroom because classroom management is "much more than controlling the students and preventing misbehavior"(Yasar, 2008, p. 9). Therefore, effective teachers manage classrooms whereas ineffective teachers practice disciplines (Wong & Wong, 2001). In line with this, researches on classroom management by Ademyemo (2012), and Idu (2012) found that misbehavior is the outcome of poorly planned activities in the classroom like disorganization of materials, uncomfortable physical environment, insufficient attention in developing norms, inability to practice participatory approach,

inefficient in creating positive attitude or climate in the classroom. Therefore a teacher is obliged to orchestrate the classroom in which proactive and reactive strategies are included, students' needs are best catered, less paperwork and more reflection and discussion took place (Randolph & Everston, 1994). In short, classroom management is "teachers steering and co-coordinating a complex environment for the purpose of effective learning and teaching" (Ming-tak & Wai-Shing, 2008, p. 47) which is always geared towards improved learning approach.

There is no single formula to follow classroom management approach. It is teacher's strategy and actions they adopt for creating conducive and effective learning environment. Over time, classroom management has changed its definition from behavior management and control to holistic approach. Hence, the broad spectrum of classroom management deals with student's misbehavior, discipline management, time management, time on task, selecting appropriate pedagogy, instructions management, teacher's planning, engaged activities so that teachers could orchestrate the teaching and learning process into a learning community (Brophy, 2006; Brophy & Good 1986; Stronge, 2002). It is the process in which teacher organizes the physical setting, develop relationships with students, facilitate and understand student's needs, maintain order and discipline, and establish student's responsibility in the classroom with different classroom norms and values. Classroom management has gained much importance without which classroom cannot be conducted successfully. Teaching and learning is almost impossible in poorly managed classroom especially while dealing with young children/students. Therefore, teaching profession requires special managerial skills to address as mentioned above because teaching is more than delivering lessons. Hence, it is essential for every teacher to create an appropriate atmosphere in the classroom for student's involvement in order

to cooperate, and learn in desired actions and topics in achieving the expected outcomes from students (Cotter, 2011; Umar, 2004).

Metaphors of Classroom Management

Classroom management is often equated with organizing classroom daily routines and dealing with misbehavior. Inclusions of curriculum, pedagogy, motivation, community development etc. are the key components of the classroom management. The metaphor of classroom management is to create a productive learning community. The various metaphors can be seen as appropriate physical layout, well developed rules and procedure, an appropriate planning of instructional techniques, sufficient learning materials, participative approach of teachings, a kind of teacher's autonomy, and developed teacher and student relationships (OCED, 2009; Shecter, 2010). In a good classroom management the dimensions move from reactive to proactive teachers' behavior. For instance, Kounin (1970) videotaped in eighty different classrooms to investigate orderly or disorderly in his research in 1977. From his observation, Kounin found that effective classroom managers are those who frequently monitored classroom behavior and interactions and could address the problem before they rose.

Good classroom managers are effective monitors of students, as well. These teachers are keen observers of student behaviors and adept at discerning and addressing potential disruptions. Over and over again, the term "with-it-ness", meaning awareness of surroundings, is used to describe teachers who are effective classroom managers. Moreover, effective teachers who are aware of student behaviors have a tendency to be near problems when they erupt, and so can quell them quickly. (Stronge, 2002, p. 27)

A classroom includes complex set of phenomenon and a teacher is responsible to manage that comes across in the classroom. Copeland (1987) states that a teacher should have special set of management skills due to multidimensional, multi cultural and multicomponent characteristics of the classroom. In classrooms things happen very quickly and a teacher has to be decisive on how efficiently he/she can transfer knowledge. A successful teacher is the one who can control the complexities of the classroom so that student's learning activities are maximum through out the day. An effective classroom is not only dealing with misbehaviors but to create an orderly and effective learning environment. "An orderly classroom management optimizes learning time, whereas inadequate planning causes disruptions and delays" (Lepage, Hammond, Akar, Gutierrez, Gunn & Rosebrock, 2005, p. 340). A successful learning is only possible in an appropriate learning environment.

Student's academic achievement is also important metaphor of the classroom. Student's academic achievement is measured by the quality of time spent in the curriculum and the lesson plan. The amount of time students spend learning the curriculum and the amount of instructional time is also one of the important factor in measuring student's achievement. Brophy (1983) and Stronge (2002) emphasized that maintaining proper schedules, routines and procedures for limiting disruptions and disengagement, qualitative time spent in learning process, varieties of instructional practices and carefully supervising students to finish their tasks etc. are the metaphors of a good classroom management.

Teacher's Role

Classroom management is the primary skill of a teacher. To conduct the classroom smoothly by daily routines, discipline, order, classroom activities, amount of time spent etc. requires a careful planning and organization. An effective

classroom management depends upon an efficient classroom teacher. The role of the teacher is important to create safe and orderly environment and optimize the learning environment for students. A good teacher is the one who is proactive, good at facilitation skills, meeting student's needs etc. Teacher's roles and responsibilities in effective classrooms are illustrated below:

Proactive Teacher: A teacher needs to be proactive rather than being reactive. A proactive teacher creates positive approach of classroom management. A teacher deals with preventive disciplinary problems rather than waiting for behavioral problems. A proactive teacher can minimize students' misbehavior by developing an alternative situation for problematic students. Like establishing rules, praising appropriate behavior etc. To the contrary, reactive strategy is the teacher's behavior upon children's inappropriate behavior. When teachers use reactive strategies, students respond negatively in spite of being remedial (Little & Hudson, 1998). It was found that teacher who used proactive strategies in the classroom; students achieve higher level of on task behavior (Wheldall, Houghton, & Merrett 1989).

Meeting Students' Needs: A teacher is responsible for understanding that children come into the classroom from different backgrounds. So, their needs may vary from person to person. According to German psychiatrist Alfred Adler classroom disruptions and students misbehavior is the outcome of the unmet needs of students (Malmgren, Trezek, & Paul, 2005). A teacher has to recognize inclusion of different instructional techniques. This is because students have varying degree of competence, different learning styles, different learning pace etc. (Wang & Walberg, 1983). So, another pre-requisite of becoming effective teacher is to understand student's needs.

Facilitation Skills: An effective classroom do not require an authoritarian teacher instead a good facilitator- who can help students most of the times. In authoritarian classroom teacher turns out to be a boss and a teacher controls the classroom regardless of students' needs and interest (Stronge, 2002). Rote learning and memorization is most prevalent in such classrooms. In the present context, a teacher needs to be good at facilitating skills. Creating conducive classroom environment through better pedagogy, interaction both with students and teachers, problem solving, play method etc are the major tasks of a teacher. Teacher focuses on moving away from controlling but working with students to learn and grow. The classroom turns into one community where children will learn and share the knowledge.

Different Approaches on Classroom Management

There are different approaches of classroom management. It becomes hard to manage the classroom if not followed any of the approaches. Classroom management approach helps the teacher to make an effective classroom. A teacher hence adopts different approaches in order to keep the classroom procedures smoothly. Here, I have illustrated three different approaches of classroom management. They are self discipline approach, instructional approach, and desist approach.

Self Discipline Approach

Self discipline approach is defined as," students regulating their own behavior with minimal adult monitoring and use of external rewards and punishments" (Bear,2010, p. 37). Self monitored, self guidance, self regulation, autonomy, and self responsible are the common features of this approach (Clark 1998; Watson,n.d.). This approach emphasized on student's decision on choosing every action with a sense of their own responsibility.

Self discipline approach is a positive behavior on managing classrooms (Clark 1998; Rogus, 1985). This approach is desirable in correcting and preventing student's behavioral and discipline problems in schools and classrooms. (Osher, Bear, Sprague & Doyle 2010). Therefore, teachers can help students for foundational development for creating self responsibility, and self monitoring (Watson, n.d.). Self disciplined approach is beneficial for teachers to create an appropriate learning environment in which teachers establish an active engagement, motivation, co-operation etc. in the classroom. Following these approach teachers can maximize their time in instructional management, or in curriculum guidance.

As students grow older students are guided by their own values and beliefs that are being taught directly and indirectly throughout the schooling in overtime. They are always consistent with their values and beliefs of a society. So, whatever students take actions; they do it with a sense of responsibility. Self discipline approach encourages students for knowing the right, attempting to do right, and involving in right activities in future (Bear, 2010). From this approach teachers are guiding to students than controlling them. For instance, when a student misbehaves teacher helps students to identify the appropriate solution of a problem. Students are responsible for correcting selves because they are responsible for every activity they choose. Students will understand that there is always an alternative solution of a problem. Self discipline encourages, "self control, self evaluation and self correction" as the pillars of developing social responsibility (Marshal, 1998, p.7). Self disciplined children hence analyze and observe their internal values of their own activities. " This explains why there is such an eagerness to substitute the term 'discipline' where 'control' would be correct" (Clark, 1998, p. 296). Students act as their own guarantor for controlling their own behavior and maintaining classroom discipline.

Based on self discipline approach, I've discussed other different models developed by Glasser, Gordon, Coloroso, Kohn etc. as follow:

Willam Glasser Model: Control Theory and Reality Therapy: Control theory and reality therapy is a classroom management model developed by Willam Glasser. First, Glasser developed control theory in 1984 and then extended in reality therapy in 1989. Control theory focuses on preventing behavior problems and reality theory is developed for correcting problems. This theory is based upon the premise that students can control and own their own behaviors in an acceptable way. In the classroom freedom and control has to be balanced because at times children might want freedom and it might not be possible every time. "Balancing need of children is a vital part of the control theory" (Nixon, 2004, p. 40). In order to balance the need Glasser (1984) suggested four components necessary for classroom management and discipline. They are love, control, freedom and fun (Gabriel & Matthews, 2011; Nixon 2004). These are the psychological strength for pursuing student's goal. Establishing a successful social relationship is the main principle of the classroom control. That is to say, for socially accepted behaviors basic human needs i.e. love, control, freedom and fun are considered so that they can self correct and own their behaviors.

According to control theory, children should be accepted and loved by teachers otherwise they are tempted for inappropriate behavior. So, various strategies should be adopted by teachers to make sure that all children are important and are being loved and accepted. In addition, children themselves should be taught to be loved and accepted to others. Classroom needs to be controlled by teachers in order to legitimize the needs of students. Freedom and fun are requirements of healthy classroom that make classrooms child-friendly, and allow students for freedom of

expressions. Teacher's role is to help students' to become responsible and productive classroom members. Control theory thus stress how students can be prevented from bad choices and practices good choices. Instead of punishing students, teachers continually stress student responsibility for their own behavioral choices.

Reality Therapy: Reality Therapy is another strategy used by teachers for effective classroom management. Unlike in traditional classrooms, student's misbehavior and misconduct should be replaced by promoting love and self worth through classroom meetings. Glasser emphasized that through classroom meetings self management skills can be identified. Hence, teachers take part in active role in classroom meetings to design the behavioral problems of students (Nixon, 2004).

Reality therapy is a clinical method of counseling student to find the alternative solution of students. Reality therapy is designed to help students in recognizing and correcting behaviors. Teachers are therefore responsible for creating "supportive environment necessary for children to embark upon a path of assuming increased responsibility for their own lives" (Tauber, 2007, p. 171). This therapy is based on the premise that students are rational beings and they own their rights for their behaviors. They can choose to be good or choose to be bad. So, teachers are responsible for structuring classroom environment for better choices. For this purpose, teachers adopt different strategies in the classroom in order to eliminate inappropriate behaviors. Students are required to develop a plan to correct their problems. Reality therapy helps students in i) identifying the problem ii) identifying the consequences of unwanted behavior iii) making value judgments of unwanted behaviors and iv) design a plan to eliminate inappropriate behavior (Erwin, 2004; Tauber, 2007).

In the first step of reality therapy teachers help to identify the source of inappropriate problems. In this stage, teachers do not blame students instead a teacher attempts to discover for the reason behind it. Students are encouraged to describe their behaviors and in the mean time teachers ask question which will identify students to clarify the problem (Nixon, 2004, p. 41). Teachers notify to parents and school personnel for their involvement in this process. The second stage is identifying consequences in which a teacher helps students that whatever he/she does is not appropriate. Teachers make them realize that students are choosing to become bad persons/citizens (Medick, 1979). When student understand that they are following inappropriate behavior a teacher develops a behavioral plan to solve his/her problem. Finally the third step of the reality therapy is to assess value judgments to compare how effective their behaviors are in the classroom or in the schools. During this process, teacher should have positive attitudes on student's negative attitudes. A teacher's role is to help for overcoming or correcting his/her behaviors rather than reacting or blaming to students.

Thomas Gordan Model:Teacher Effectiveness Training: Teacher effectiveness training(TET) is developed by Thomas Gordan (1974). This model is developed as an alternative solution of the classroom punishment. From many studies it has been found that all kinds of punishments increases misbehavior and incidence rather than to decrease. Such students usually perform poor in the classroom resulting poor self control and are not even controlled by teachers and parents (Taylor, 2004, p. 81). Punishment causes unpleasant or negative feelings to students so they tempt to become more aggressive. So, effective punishments should be given to students that decrease student's misbehavior. This model is based that punishment is only effective

if it successfully decreases the reoccurrences of behavior. So, the role of a teacher is as:

- diagnose the ownership of the problem
- avoid accusatory message while correcting student's misbehaviors
- Active listening between teachers and students,
- and students are encouraged to resolve their own conflicts through no lose process. (Ming-Tak & Wai-Shing, 2008; Wiseman & Hunt, 2008).

In TET model, when unacceptable behavior occurs, a teacher's job is to explore who owns the problem. The "diagnosis of a problem ownership is a key aspect of the successful functioning" (Ming-Tak & Shing, 2008, p. 99). So, a teacher has to determine who is responsible for the problematic situation – a teacher or a student. If the problem belongs to students, teacher asks appropriate questions and listen students to counsel through positive resolution. If the problem belongs to the teacher, "a clear, nonaccusatory message should be sent by the teacher" to students' (Wiseman & Hunt, 2008, p. 100). Teachers are supposed to let students know due to their behavior she/he is experiencing problem by interrupting in the flow of instructions and could not accomplish the goal. For creating positive leaning environment a teacher has to send I messages to students. I message explains i) student's behavior, ii) effect upon the teacher due to inappropriate behavior,iii) and let the students know how teacher experienced or felt due to their behavior and iv)consequences of their behavior etc.

In an effective classroom management students enjoy in teaching and learning process. Disruptions and misbehavior occurs in the classroom due to distractions of students. Students become distracted easily if their varying needs or interests are not met. In order to avoid this situation, an effective teacher has to use various methods

and strategies to make the classroom child- friendly so that inappropriate behaviors can be minimized. Active listening is an important aspect of TET model. Through active listening a teacher is responsible for taking their problem and is willing to hear and help them. However, student will come up with their own solutions.

Barbara Coloroso Model: Inner Discipline: This model is developed by Barbara Coloroso (2002). According to this model, students develop inner discipline that enhances them to realize their own mistakes, take the sense of responsibility, and solving and correcting their misdeeds. Her model teaches on sense of self worth and preserving dignity. Teachers therefore help students to develop good discipline with a sense of belonging, active participations, kind and considerable relationships (Charles, 2008, xviii). Schools are turned into learning communities where teachers and students work together to learn and to develop. This theory is more student oriented.

Inner discipline approach is a skill that teachers help to develop self motivation and student turns to be a self decision maker. So, students' becomes responsible. According to Coloroso (2002), children do not enjoy bribes, threats, rewards and punishment instead "encouragement, feedback and discipline" (p.77). Unlike in traditional classes, an effective classroom management does not enforce punishments.

In this model, students are treated with respect. Students are authorized for their self decision with the sense of self responsibility and they are liable for the consequences of their actions. Coloroso also suggest that teachers should guide students while taking self decision and "make sure that students' decisions don't lead to situations that are life threatening, morally threatening or unhealthy" (Moore, 2005, p. 407). Teachers therefore facilitate students to guide them between right and wrong consequences. Besides, Coloroso pointed that "discipline involves real world

consequences or intervention, or a combination of the two" (Charles, p. 80). That is to say, consequences must be logical and practical. A teacher's job is not to control students but to empower them.

Coloroso has identified three types of teacher's management style. They are i) Brickwall teachers ii) Jellyfish teachers and iii) Backbone teachers. Brickwall teachers are more authoritarian in which they enforce rigid rules. Those teachers often use power and punishment for the development of internal discipline and classroom control. The classrooms conducted by such teachers are often teacher centered. Jellyfish teachers are little structured than brickwall teachers. Such classrooms are often inconsistent in nature in which at times they empower students and in other times they control the classroom by threatening, reward and punishment etc. The backbone classroom management style is the one which empowers students and considers students as "self worth". Simple clear and purposeful rules are implemented. Backbone teachers help students to be creative and responsible. Students will realize for their own misconduct and misdeeds. Students own problems and teachers as guide or facilitator who helps to solve the problem. In such classroom, inner discipline is maintained; students and teachers both are respected.

Alfie Kohn Model: Beyond Discipline: This model is developed by Alfie Kohn in 1996 in his book, *Beyond Discipline: From Compliance to Community*. It's assumed that classroom problems are the fault of students. Teachers use variety of approaches to manage and organize the classroom including reward and punishment. According to Kohn, it's not only with students who creates problems in the class, classroom problems also come from ineffective curriculum, and teaching practices that does not meet student's needs (Moore, 2005). So, students alone are not responsible for ineffective classrooms.

Teachers are responsible for governing student's curiosity and addressing their needs. Kohn stressed that curriculum should not be too hard and boring. Ineffective teaching is an outcome of dull curriculum and poor teaching style. Kohn believes that students should be "... actively involved in their own learning, invited to play a role in formulating questions, creating projects and so on" (Kohn, 2004, p. 48). An effective classroom is only possible if teachers can nurture, pamper and address student's curiosity and needs. For instance, teachers give choice to students on different topics/ themes that interest them. According to Moore (2005), Kohn believes classroom management away from discipline in which "teachers work to develop a sense of democratic community that recognizes the needs and interests of both teachers and students" (p. 407). So, teachers do not emphasize much on standards of teaching instead they are allowed to think, write, and explore without worrying how best are they. Process of learning is much emphasized than achievement of learning. So, teachers help students for following student's own interests.

Instructional Approach

Instructional approach is based on the premise that classroom management is only effective when instructions are well planned and well organized. In the classroom students misbehave, or do inappropriate behavior due to failure of teacher to meet the needs of children; the class may be too boring or the curriculum is too hard where students can't enjoy (Wiseman & Hunt, 2008). So, managing instructions in an organized way is the essential task of a teacher. A teacher therefore can prevent most classroom problems through appropriate instructional management. "Instructional management system is designed to help the teachers to monitor the progress of his/ her pupils and make decisions on the pace of instructions, grouping

of children, sequence of lesson, and the individualized of instructions" (Geddes & Kooi, 1969). In a well planned instructional model students can enjoy a lot where their interests are met. Kounin model and Jones model are instructional approaches that are illustrated as below:

The Kounin Model: Kounin model (1970) is one of the effective model for classroom delivery and instructions. This model is best suitable to teachers for stopping inappropriate behaviors. Kounin focus on "withitness" (Taylor, 2004, p. 25) as teachers have to be aware what is happening in the classroom at all times. Scanning the class frequently, eye contact and having eyes on the back etc. are the major components of withitness (Moore, 2005). So, teachers have a greater control of classroom management by choosing appropriate attention and strategies to reduce student's behavior. The central idea of this model suggests that teachers should be alert what students are doing in the classroom at all times ; even at the time of delivering lessons. Kounin pointed that clarity, firmness and roughness are the major three characteristics of this model (Taylor, 2004). When the behavioral problem occurs a teacher should take immediate actions to stop it, and inform students clearly what to do for inappropriate behaviors. Student's engagement and their on-task participation are frequently determined by teacher's withitnes. Firmness is established when a teacher moves around the classroom, guides students for appropriate behavior, stop talking and looking around students etc. Those teachers who apply these strategies, students are likely to get busy. Roughness is teacher's behavior as expressing anger, punishments, threat etc. If a teacher is rough students are less likely to change their behaviors.

Lack of momentum management or instructional management enhances students towards boredom and less engaged. According to Kounin, lesson momentum

keeps students active and well behaved in the classroom (Taylor, 2004). So, an effective teacher maintains momentum by giving instructions smoothly and avoids disruptions and slowdowns. Teachers adopted varieties on classroom activities such as timely feedback, managing student's interests while giving instructions (making instructions challenging and functional through varieties of learning activities like role play, debate, lecturing etc), praising and accepting students' works, building trust to students on their ownership, freedom of expression etc. are some of the strategies that teachers practice in the classroom.

The Jones Model: Fedrick H. Jones has developed this model in 1979. She stressed that teachers are experiencing problem for managing classrooms. The problem arises from student themselves in which teachers could not manage instructional time. This results ineffective classroom management because the instructional time has been disrupted by student's activities and classroom turns to be disorder. Jones research has claimed that 80 percentages of classroom disruptions were student's talking to their neighbors' and others disruptions were caused by student's moving around the room (Steere, 1998, p. 51). Such disruptions are unavoidable in every classroom. So, teacher's preparation, planning, etc. will be nothing but waste of instructional time. Skillful teachers are required to organize classrooms in a desired way.

John emphasized on four strategies for creating instructional time management in the class. They are limit setting, body language, incentive systems, and giving help efficiently. Limit setting is the boundaries for appropriate behavior (Moore, 2005). A teacher thus establishes clear formation of rules of behaviors and expects students to follow those rules in expected way. Good body language is a non verbal communication that helps students to do their work without much disruption in

instructions management like physical proximity, eye contact, and facial expressions etc. So, a skillful teacher is desired in using appropriate body language, and tone of voice. A teacher is successful while utilizing instructional planning if he/she has good body language. Third one is incentives. A teacher can maximize instructional time through motivation and rewards for the preferred activities. Finally, Jones suggests that giving help to students efficiently will maximize time in an effective way. When a teacher helps to those students who are experiencing difficulty they will maximize the time in instructional management.

Desist Approach

Desist approach of classroom management allows teachers full responsibility for conducting the classroom. The teacher controls the classroom for correcting student's misbehavior. A teacher has the power to control in the classroom who enforces rules and regulations to students. This model of classroom management gives teachers "power to deal forcefully and quickly with misbehavior, they can be viewed as power systems" (Moore, 2005, p. 410). Assertive discipline and behavior modification model are desist approaches.

Lee Canter & Marlene Canter Model: Assertive Discipline: Assertive discipline was developed by Lee Canter and Marlene Canter in 1976. It is a systematic and structured approach in which a teacher is responsible for creating appropriate learning environment. This approach focuses on how teachers assertively communicate to students. It is based on the premise that teachers have the right to do what is best for students to teach, and students too have right to learn in an appropriate environment (Steere, 1988).

This model practices right to learn and right to teach in an appropriate environment. According to Canter & Canter (1976), students have right to learn in an

appropriate and conducive learning environment in which teacher will help them for inappropriate behavior. In a similar way, teachers too have right to teach in the classroom free from disruptions, and they have right to ensure that student's rights and responsibilities are met according to the discipline plan. According to this model, students fail to correct their own behaviors if teachers are hostile. Assertive discipline approach is mostly adopted by teachers.

Rules, reward and consequences are the major components of assertive discipline. Assertive teachers set rules and limits the classroom for appropriate behavior. Those students who follow set rules will get positive consequences. Those students will often receive material reward or special privileges but students who do not follow set rules and discipline in the classroom will get negative consequences like staying after school, going to principal's office, staying back in lunch time etc. (Moore, 2005). In assertive discipline, teachers clearly inform rules, limits and consequences to parents, students, other teachers and administrators to insist on teacher's expectations as per the discipline plan. In this model, a teacher is responsible to take charge of students in firm and positive manner. A teacher is required to be consistent, and be able to reward and punish as per the consequences of student's behaviors. Besides, a teacher who is willing to work in positive interactions with students by maintaining optimal learning environment in the classroom is mostly desired.

B.F.Skinner Model: Behavior Modification: Behavior modification model is based on B.F. Skinner's operant conditioning and reinforcement schedules. This model asserts that students will change their behaviors when they get rewards.

Behavior modification is the condition in which students change their behavior to follow actions and rules. Reinforcement principles are used for changing behavior

of students. Teachers give positive reinforcement for those students who obey and follow classroom rules and perform well in the classroom. Reinforcement can be positive and negative. Positive reinforcement occurs when a teacher is satisfied and expected result or behavior is performed by students; and negative reinforcement occurs who do not follow expected or desired behavior in the classroom.

Positive reinforcement, negative reinforcement, punishment I, and punishment II are four main categories used in this model for maintaining student's behavior. Positive reinforcements such as appreciation, grades etc. are given to students when teachers are pleased or satisfied with student's behavior. Negative reinforcement is given to correct student's expected desire in the classrooms (e.g. weekend homework, no visiting, or change in seating arrangements etc). Through punishments undesired student's behavior can be corrected by teachers. Sending student in a principal's office, isolation etc. are some of the techniques of Punishment I, where a teacher can discourage students for inappropriate behaviors. From this, a teacher attempts to decrease the chances of recurring same kind of behavior in future. To the contrary, punishment II is the "removal of undesirable stimulus or the withholding of an anticipated stimulus" (Moore, 2005, p. 411). For instance, students are excluded from school film, computer classes for a week, and loss of free time etc. The main aim of the punishments is to correct student's undesired behavior. So, both punishment I and II are for eliminating or minimizing undesired student's behavior.

Theoretical Lenses

Theory plays a vital role in any of the research. In this section I have reviewed theoretically so that I can produce knowledge by linking my ideas along with the theory. Theoretical review gives me a guideline while constructing my new knowledge in my research study that justifies for my study. In this section, I have

reviewed social learning theory and interactionism theory to understand and create new knowledge in classroom management approaches of female teachers.

Social Learning Theory

Social learning theory is based upon the idea that behavior is learned through observations. That is to say, children and people around them first observe, imitate and then learn. Bandura's theory of social learning has emerged against traditional theories that merely emphasize that learning changes the behavior through direct experience from stimulus and response consequences. So, students can learn behaviors without having trial and error. The process of learning is hard, if learners have to solely depend upon the effects of their own actions and decide what to do. According to Mulholland & Turnock (2013),

Fortunately, most human behavior is learned observationally through modeling; from observing others one forms an idea of how new behaviors are performed and on later occasions this coded information serves as a guide for action (p. 19).

According to this theory, human behavior is the mutual interaction between cognitive, behavioral and environmental influences. Human behavior, environment and interpersonal factors such as beliefs, thoughts, and self perception etc. are linked in or "reciprocal determinism" (Parrish, 2010, p. 121). This model is more triangular that incorporates cognitive behaviors, environmental factors and personal factors. This theory is based upon the principle that "highest level of observation learning is achieved by first organizing and rehearsing modeled behavior symbolically and then enacting it overtly" (Mulholland & Turner 2013, p. 20). So, the learner will develop self efficacy. Self efficacy is one's own belief in his/her capabilities that will impact upon his/her learning or can shape behavior

The components of observational learning are; attention, retention, motor reproduction and motivation. Attention included modeled events that have functional value and observer's sensory capacities like arousal level, re-enforcement etc. Retention is a symbolic coding, cognitive organization etc. Motor reproduction is the physical capacity, self observation, feedback etc. Motivation is external or internal reinforcement. Social theory emphasized both on cognitive and behavioral development of the children.

Bandura's social learning theory is based upon the idea that human beings learn better by watching or modeling. Classrooms are generally focused on interactions, learning and self evaluating among peer. In order to teach self efficacy to student teachers provide corrective feedback, strategic instructional approaches, goal setting and self evaluation of the learner.

Bandura opines that the goal of the observer is only successful when the outcome of the learned behavior is measured. Students/people too would like to attend model to achieve their goals. For this purpose, teachers either show them orally or in written modals to attain the goal. According to Schunk (2007), goals direct individuals or students to pay attention on the given task, expected behaviors and potential outcomes. Therefore, goals motivate students for extra efforts to finish the task on time. Learners are best motivated if they get rewards. Motivation is a success for learners and teachers. Motivation influences factor for learning in an interesting way, relating material and creating interest for the given task

Interactionism Theory

Interactionism theory builds around that societies are composed of interacting individual who act, perceive, interpret, and create. This theory stresses on interaction nature of man in society (Abraham, 2006) that deals with nature of interaction with

the dynamic pattern of social action and social relationship. Both human being and the social structure are more complex, unpredictable and active. So, individual is viewed as a changing actor and is in always in the process of becoming and never fully formed. "Social interaction, communication, and group processes introduce the self into which the individual organize all his experiences" (Abraham, 2006, p. 32). From an interactionist perspective man becomes the author of his own action than simply passively responding to external constraints. Man (individual) creates meanings through interaction. The entire process of interaction is symbolic with meanings that is being constructed by human beings; a social actor. People are associated with events, practices and procedure through verbal interactions and meaning associated with it (Blumer, 1969). The various interpretation we share with others defines the social world, and our perceptions, reality and truth emerge in the form of interaction (Abraham, 2006; Haralambos & Heald, 1980).

The theory of interactionism is very much applicable in the classroom management practices because classrooms are powerful settings where students and teachers interact; develop healthy behavioral and emotional growth. Classrooms are social places where various activities take place such as interaction, sharing ideas with peers and teachers out of which meanings are interpreted through different symbols. Blumer (1969) and his followers pay special attention on how human minds interpret and define actions of their own; reflecting on creating, acting oneself which is constantly linking meanings for objects of the surroundings. In modern classroom, the role of the teacher changes from an instructor/knowledge dispenser to a facilitator, coach or mentor. So, reflective teaching, critical thinking, analysis, group work, peer work etc. are used for creating the meaning. Unlike traditional approach "knowledge" is not considered as absolute and fixed. Therefore, every student's job is making

meanings. Interaction with the teacher and friends in the classroom therefore can stimulate critical thinking, problem solving strategies, creating new knowledge, motivation, engagement and support that recognize every child's need. A positive climate is hence maintained through the interaction in the classroom both with teacher and students: teacher-students, and students-students. Such an environment will impact on educational outcomes.

Interactionism theory is based on three premises. The first premise is that human beings act on things that have meanings. The second premise is meanings are derived from social interactions. The third premise is meanings are modified by means of interpretation and interactions in which one encounters. Interactionism is the specific characteristics of the social system. The specialty is that "...human beings interpret or "define" each others actions instead of merely reacting to each other's actions" (Blumer 1969; p.78). So, human's every action is influenced by symbols, interactions and interpretation. Blumer (1969) opines that this kind of interpretation is equal to that of stimulus and response of human behavior. Human beings thus engage in social action on the basis of meanings acquired from social sources including their own experience. Meanings are therefore derived from different social sources, defined and re-defined by using symbols. In the process of interpreting symbols and creating meaning human mind becomes reflecting in which human beings will learn. Therefore, human mind is a process that interacts and interprets symbols of the society. Human beings are both actors and reactors of the social system.

From an interactionist perspective, students learn to develop their minds in a reflective way so that meanings can be interpreted by using various symbols.

Meanings are therefore produced and reproduced with the help of language, symbols

and classroom interaction. Language and symbols act as a tool. Thus, human mind is a structure that processes according to the environment (Turner, 2004). Researches suggest that people, events, classroom routines and plans, conflict or co-operation etc. can be associated through an interactive environment (MacKinnon, 2005; Pianta, 2011; Reichers, 1987). In interactionist approach, it is helpful to resolve conflict, negotiations, co-operation and sharing ideas than merely creating meanings. Most teachers cannot establish social relation with the students in the classrooms. An adult mind is responsible for creating social relation with the child to find out what he/she can do by interacting with them. Hence, it can be argued that the success and failure in schools is a product of interaction situations and meanings being created (Haralambos & Heald, 2006, p. 208/9). Likewise, it becomes easy to understand teacher's perception and student's perception in the classroom because this approach acknowledges how an individual make a sense of the self and the world.

A classroom yields to be a vehicle for social justice towards more equitable and participatory education system. Teachers therefore teach children how he/she experience, understand and act according to the social issues during the time frame. Teachers who have critical awareness on the role of the school and role of self in the classroom can quickly establish good relationships with students by means of interaction. Hence, it becomes easy for teachers to encourage students for thoughtful and reflective participation in the classroom rather than transmitting knowledge and skills (Nager & Saphiro, 2007). Dewey too emphasized that in the school students learn not only skills and facts but also how to work as members of a community of co-operative inquiry (as cited in Nager & Shapiro, 2007, p. 12). The construction of knowledge is a process of assimilation, discovery and invention. So, students experience to predict and make assumptions, manipulating objects, probing questions,

seeking answers, investing and inventing, reflective thinking and critical analysis etc. Thus, meanings are created and recreated; meaningful learning is only possibly by means of interactionism approach.

Studies on Classroom Management: Empirical Lens

This section gives an empirical analysis on classroom management. Different national and international researches, articles and journals were reviewed. This section emphasis on how classroom management practices were conducted in different parts of the world.

International Studies

In Yasar (2008) master's dissertation, after the reform movement in elementary education in Turkey in 2005, classroom is oriented towards more student centered. Teachers were found to be more student centered. His result of Mixed Design Anova indicated that there was a significant difference between two classrooms management score of teachers. It means teachers' rating for classroom management inventory was significantly higher ratings for student centered than teacher centered. The new reform in curriculum of Turkish primary education has enhanced all teachers to teach in a constructivist way in which pedagogy has turned to be more students centered. This led towards more participative and democratic approach in the classroom. His findings indicate that teachers encourage students for "creative thinking, foster them to discuss the topics liberally, to explain their ideas freely" (Yasar, 2008, p. 55). In addition, teachers having more experiences have student centered classroom management approach than having less experience.

A study on UNESCO (2006b) report highlights that in many countries, qualitative teachers' supply has become an increasing problem. School age populations are constantly growing around the world that indicates more demands of

teachers in school. An effective teaching is possible only through quality teachers, "no State should be satisfied with mere quantity, but should seek also to improve quality" (cited in UNESCO, 2006b, p. 11). This report reflects that altogether 76 countries need to enlarge teaching forces (altogether 2.7 million) especially in sub-Saharan Africa, Arab States, and South and West Asia. Thus, only qualitative teachers can bring range of skills, strategies, competencies, motivation and are able to develop good relationship between teachers and students for creating a positive climate in the school via classrooms.

The demand of teacher is increasing day by day to meet the needs of the growing population. So, a teacher needs to be highly professional in terms of classroom delivery, organizing, instruction management and overall classroom management skills. A study by Anderson, L. W. (2004) emphasized that a teacher needs to be effective to create an effective classroom management skills. The role of teacher has become increasingly important while planning the educational system of any nation. "Commitment", "drive for improvement", "confidence", and "self-efficacy" defines the characteristics of an effective teacher (Anderson, 2004, p. 22). An effective teacher is the one who can organize the classroom and operate within them in an efficient way. Teachers are interlinked directly or indirectly with students' learnings because students are capable of learning what their teachers intended them to do. So, the role of the teacher is to create an environment in the classroom so that students will put forth their time and effort to learn by minimizing distractions and disruptive behaviors of students'. Planning intended outcomes, creating conducive learning environment, building positive climate in the school via classrooms are the roles of an effective teacher. This study emphasized that teachers effectiveness can be increased in a well organized classroom where teacher use student centered approach.

In student centered classrooms teachers focus on effective technique to make students' attentive in the classroom, age appropriate assignments, provide clear instructions, monitor and supervise students' work and their activities, and finally love and encourage student's effort for learning.

Andreson (2004) pointed that the improvement of children's cognitive, affective and social development is possible through an effective teacher. For this, a proper communication is required between teacher and student in a well organized classroom. So, the writer recommended policy makers and educational planners that communication skill is considered to be one of the primary criteria for selecting teachers. Second, an assessment of communication skill is required for on going evaluation process. Hence, for an effective communication in the classroom, teachers need to use dialogue and thoughtful discourse (instruction as a dialogue, conversation), demonstrating and modeling (showing and telling, providing feedback) techniques to create an effective classroom management.

An effective classroom management urges for qualitative education. So, policy reformation, training, proper monitoring and evaluation are the ongoing process of the quality of education. A UNESCO research report by Schwille, Dembele and Schubert (2007) pointed out on global perspectives of teacher learning. It stressed on the fact that in-service teacher education is the one time workshop or service in many countries. Quality of teachings is unlikely to happen because teachers are often isolated of the latest research findings, new strategies and techniques. Mostly training events may serve a limited purpose such as an introduction of new text books, awareness on gender disparities, pedagogical skills or standard based teachings. However, quality of teachings does not happen in a short term trainings and workshops because there is no follow up and interaction. Teachers might go home

with a new idea but their practice in the classroom is unlikely to happen (Schwille, Dembele, Schubert, 2007, p. 104). Poor design of teaching practice, lack of follow up, and insufficient support system etc. push teachers towards poorly managed classrooms. As a result teachers often face following situation.

...teachers too often return to their school and classroom with no opportunity for feedback on the application, no resource person or material to whom or to which they may turn their queries about the use of materials... (Schwille, Dembele and Schubert, 2007, p. 106)

This kind of situation therefore decreases teacher's professionalism with an adverse effect on students learning because students may lack opportunities to learn.

Facilitation, group work and participative approach of teaching become difficult that reinforce ineffective teaching in the classroom. Therefore, teacher's professionalism will enhance only upon proper feedback, evaluation, monitoring and supervision by the government. Relying only on few trainings are not enough for creating effective classrooms. So, constant follow up of teacher's trainings is also essential.

Classroom management is solely teacher's skill, their performances, and student's belief towards a teacher. Pistoe (2007) in his doctoral dissertation has analyzed if outcome based education is appropriate in constructive classroom management or in traditional classroom management. OBE is a movement away from content based education. It's an approach that implies all foundations of learning –curriculum, time table, teaching methodologies, teaching and learning resources as one. In other words, OBE can be understood as the end products of the learning process. Pistoe (2007) pointed that due to various reforms in primary education in South Africa, some tension was created. The government gave much attention in policy formulation without indication of how to translate policy into practice into

measurable outcomes. Besides, teachers were only provided with teacher's guide. The government has emphasized on classroom management for outcome based education which assumes that all teacher know constructivist philosophy. Thus, all teachers in OBE environment were required to equip themselves with knowledge and skills that are required for outcome based classroom management- a movement towards more democratic approach of teaching. Soon the government realizes only policy formulation does not work for creating effective classrooms as it depends upon how teacher preference in the classroom.

A classroom consists of multidimensional and multi components characteristics. Pistoe (2007) reflects that a teacher is responsible for managing every student's need as per the classroom objectives. In a well organized classroom a teacher is the one who can plan the classroom according to the pace of the students, (fast learners and slow learners), and understand the diversity of students like language, culture, family background etc. rather than policy reforms and reviews. So, for effective classroom management policies need to be flexible so that teachers can practice in a desired way. In an effective classroom, the role of a teacher changes from instructionist to constructivist facilitator in which teachers are responsible for taking on new roles like "engage more in strategizing the lesson", "organizing learning material or transmission of new knowledge", and "create collaborative learning environment" (Pistoe, 2007, p. 168). Traditional classrooms were found to be more teacher dominated where learner's needs are not much emphasized where as in constructivist approach, classrooms environment and teacher's strategies are dictated as per student's needs and has positive impact on student's learning.

National Studies

In an effective classroom management teacher sets the management of instruction, motivate students with well informed of content and pedagogical skills. So, teachers set the learning climate in the class. A study by NCED (2000) emphasized the fact that only teaching experiences, academic qualifications, and curriculum dissemination and training did not make a positive impact on student's achievement. Classroom is only effective if teacher utilizes his/her professional skills in the classroom. Hence, this study investigates how teachers use their training skills in the classroom.

An effective classroom management requires an effective teacher who can uses all her skills through formal and informal education. It matters a lot what teachers learn rather than how teachers learn (Hammond, Hammerness, Grossman, Rust, Shulman, 2005). This study is a follow up of the trained teachers from NCED in the classroom teaching practice. It was found that 77% of the trained teachers were approaching democratic practice by giving an opportunity to express ideas out of 82% of the trained teachers (NCED, 2000). Making lesson plans, use of resource materials, organizational skills, students and teachers interactions etc. were trained in the training phase for effective teachings in the classroom. To the contrary, only 26% of teachers were found following lesson plan as they have learnt in the training, which means only one fourth of the trained teachers. There is a positive relationship between classroom management skills and teachers training. However, most teachers do not utilize their skills in the classroom after the training period. In addition, trained teachers were found to be well informed in content. Methods of teaching, planning, content knowledge, use of resource materials, organizational skills, student and teacher interaction etc. were observed. 56% of teachers were adopting interactive

approach in the classroom where as others follow lecture method while teaching (NCED, 2000). In service training program have positive impact to teachers to create an effective classroom management. Training empowers teachers with different pedagogical skills, motivational skills, skills on proper use of educational materials, feedback and evaluations etc. Such trainings enhance teacher's professional development to make their classroom management and practice in an effective way with high level of student's achievement only if they utilize their skills.

A good metaphor of classroom management is using an age appropriate curriculum. Basic and Primary Education Project (MOES, 1999) has made a significant contribution for the development of primary education curriculum, textbooks and teacher's guide. The development of primary education curriculum follows a democratic approach for effective classroom management. This project enhanced on improving primary school textbooks because the prescribed text books yield to be overloaded with contents. Students do not understand if the course is very hard. Besides, in primary school textbooks, vocabulary was difficult for school children that basically focused on rote learning and memorization. "The word count of Mahendra Mala I (Nepali Grade I Textbook) revealed a vocabulary of 2300 words with more than half of the words (1200) appearing only once in the textbook" (MOES, 1999, p. 21). Likewise, English textbook for grade four and five were prepared according to the real life situation (family, friend, school, people focusing on reading, writing, listening and speaking skills). The major focus was on communicative pattern so lots of exercises and activities were included. The new textbook was found to be simpler, in depth content coverage, pictorial illustrations and diagrams etc. that helped students to understand more easily. Social learning theory too emphasize that students learn better by observing, imitating and copying.

The formulation of curriculum was adequate for children to develop their skills according to the age appropriate ability. An effective classroom therefore depends upon proper curriculum, textbooks, teaching methods, and interesting chapters.

Teacher's guide, curriculum book, reference book etc. also helps teachers for creating proper learning environment in the classroom. The development of curriculum guide was also produced for primary teachers so that they can minimize confusion in the classroom. This has helped primary teachers in an organized, methodological way in which teachers can conduct relevant activities in the classroom. Teacher's guide provide a detailed description estimated number of periods, techniques, activities, required materials so that teachings could be meaningful. The development of curriculum guide not only helped teachers but also construct learning materials locally. Various efforts like using age wise curriculum, improvement of physical facilities, resource center building and toilet design etc. was done by BEPE project to create effective classroom management focusing on child friendly teaching environment for achieving outstanding learning outcomes.

Engaged pedagogy or student centered learning method is prominent in modern classrooms. In a student centered teaching method teacher is the one who helps or facilitates students during teaching and learning process instead of giving directions to students. In Gharti (2006), Masters' dissertation of Kathmandu University, investigates the learner centered teaching practices in the classroom. In the modern classroom, the practice of rote learning and memorization is negated. Meaningful learning is only possible in engaged pedagogy where students are involved in meaningful activities. Hands on projects are key for learning. Unlike in traditional classroom a child should not be regarded as an empty vessel to be filled by teacher (Gharti, 2006) but a creator of their own knowledge. So, the classroom

environment is created in such a manner that teachers allow students to follow their own interests while exercising their rights. It was found that that still rote learning and memorization was prevalent in the case of Nepal rather than collaborative learning, or any class work activities.

In an effective classroom management, children develop their own knowledge from their own experiences and make sense, interpret, discuss and create meanings from those experiences (Weimer, 2013). Curriculum need to focus on problem solving for stimulating children in a challenging and encouraging environment. Gharti's (2006) study found that individual differences are not carefully acknowledged and teaching does not address the varying degree of students. An effective classroom thus requires constructive teaching and learning, and reflects child centered pedagogy in which teachers act a mere facilitator

CERID (2002) explores on effective teaching and learning on classroom delivery. A suitable curriculum is essential for effective classroom delivery to ensure quality education. This study analyzed the utilization of curricular material and teacher's skills (NCED, MoE, DoE training) attained by school teacher for classroom delivery. The study compared the observed classroom with curriculum, textbook, teacher's guide, and related training manual and the proper utilization of classroom delivery. In Nepal, textbook is considered as the sole curriculum material which teachers use for the purpose of classroom delivery. It's not surprising fact that "the way textbooks of various subjects were used, the emphasis seemed to be upon rote memorization of the content matter of the textbook"(CERID, 2002, p. viii). Rote learning and memorization prevails in effective learning environment because knowing the curriculum is one thing and knowing children and child development is another thing (Wood, 2007, p.5). Hence, in modern classroom rote learning and

memorization is considered as the lowest forms of teaching that mostly distorts student's creativity and knowledge construction. It does not necessarily mean that coming into the class is to indulge in huge texts, loaded with homework, listening boring lectures and too much assignments taking away one's childhood. The study (CERID, 2002) found that only in mathematics subject 69% of problems or exercises were done in the classroom. Else, frequent use of memorizing question and answer, paraphrasing teaching style, ignoring most of activities that focused on problem solving, inquiry etc. in social studies, environment education, and health education were prevalent. Moreover, teacher's guide was also not used properly; most of the time teachers are engaged in lecturing.

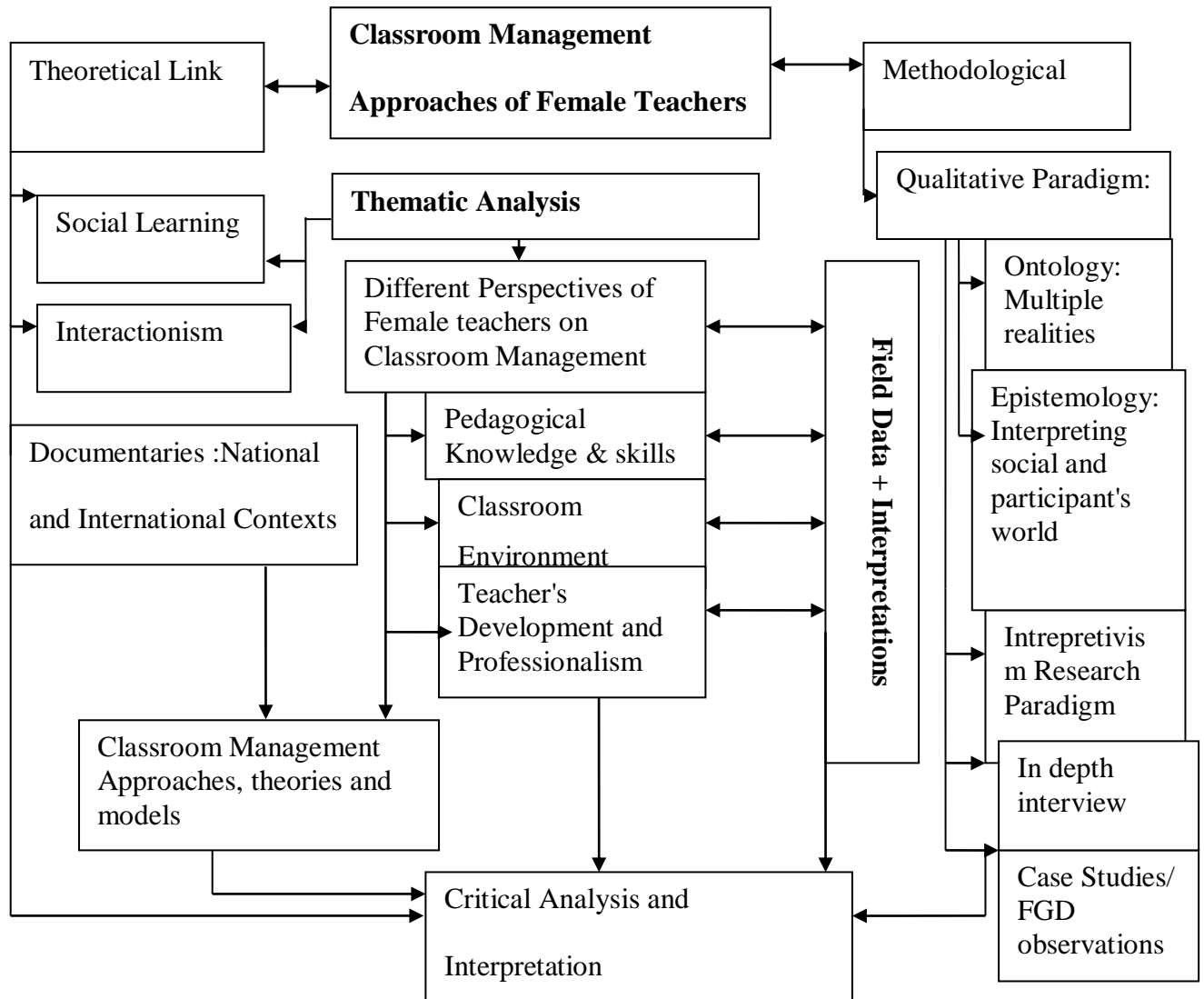
Trained teachers ensure quality education and are able to manage the classroom properly. Training provides teacher all necessitates for teaching preparation as lesson plan, organizing classroom, material collection, developing student and teacher relationship, pedagogical skills, transferring skills etc. A teacher therefore requires competency based skills in which a teacher is aware with programmed instructions, designed to train students in stepwise manners so that students won't get confused (Burns & Klingsteadt, 1972). However, the study suggested (CERID, 2002) that such skills were not found during classroom observation. It was found that negligence and ignorance occurred while teaching are due to insufficient skills in the training, no desire for teacher's professional commitment, lack of regular monitoring and evaluation of teachers', inefficient head teachers for managing schools and classrooms, and lack of financial sources etc. as major problems. It is essential that teachers have sufficient educational materials like reference book, teacher's guide etc. A teacher's guide having content elaborations,

indicators of learning outcomes and test specimen in a coherent and sequential manner can be helpful for creating effective classroom management.

My Conceptual Framework

Figure I

My Conceptual Framework



The concept of my dissertation is to explore the classroom management approaches of female teachers in primary schools. This conceptual framework gives

the picture how effective the classroom management female teachers use in line with different approaches, models, and theories of classroom management. I have analyzed female teachers' classroom management in terms of their own experiences and perceptions, pedagogical skills and knowledge, classroom environment, and teachers' development and professionalism. Based on this conceptual framework, I have applied the use of various documents national and international documents, empirical studies, and theoretical frames on interactionism theory and social learning theory for understanding and uncovering different approaches of classroom management of female teachers.

Research Gap

The above reviewed literatures found that teacher's teaching skills and trainings has directly proportional relationship with effective classroom management. The more teachers are trained the more he/she has potential for dealing with classroom resulting desired goals, objectives and high numbers of student's achievement. Along with trainings, numbers of experiences of female teachers add as another reason to become an efficient teacher. Various studies (Gharti, 2006; Gnawali, 2001; Kadel, 2007) mentioned that only having educational capability won't make effective teachers as they are not exposed to the classroom reality that is unmanageable, unpredictable and uncontrolled if not dealt properly. Hence, this leads crisis in managing and controlling the classroom where no teaching activities are possible. Fresh graduates thus often leave teaching professions.

Different national and international studies have concluded that teacher's skills, training and number of experiences counts the effective classroom management skills of a teacher. Knowing the subject matter, knowing the textbook is not important than knowing student and recognizing how much students have learnt so

far. The research gap found here is that how female teachers manage classrooms in Nepal where female teachers are more prioritized than men. Besides, various reforms were made by the government for promoting female teachers especially in elementary and primary schools. The government has made the policy that at least one female teacher policy in primary schools but there is no follow up on their hardships, technical barriers, dealing with students' etc. except few trainings provided by MOE, NCED or DoE. Besides, I did not find any literatures regarding female teachers' classroom management and their practices during my research. Thus, my research has made an effort to measure the female teacher's classroom management approaches in primary schools. It attempts to answer how efficiently female teachers conduct the classroom and tries to explore the challenges and opportunities faced by female teachers while managing the classroom.

Concluding Remarks

From various reviews, it can be said that classroom management is a very multidimensional issue. Only skillful teacher can manage the classroom. Classroom management is in fact not about the product (learning outcomes) it is about the process like what and how teacher do certain things and activities in the classroom. Let's say, classroom management skills establishes bond between teacher and students. If the teacher manages, understands and recognizes students varying needs then a teacher is a successful; if a teacher only order, command, and do not give space to students then a teacher is a failure for creating effective classrooms. Unsuccessful teachers face many problems like disruptions, misbehaviors, time on tasks, indiscipline and most of the time struggling with unproductive issues.

Based on the complexity of classroom management approaches, in this chapter I did thematic reviews, theoretical reviews and empirical reviews. Thematic reviews

deals with meanings and importance of classroom management, what constitute an effective classroom, and different approaches of classroom management like self discipline approach, instructional approach (Jones modal, Kounin modal etc.) and desist approach. In order to validate my research, I have linked up with "social learning theory" and "interactionism theory" to measure the classroom practices and management of female teachers' in Nepalese context. Finally different national and international empirical researches on classroom management were reviewed.

CHAPTER III RESEARCH METHODOLOGY

Previous chapter discusses on literature review on classroom management. It explores the meaning of my two research key terms "classroom management approaches" and "female teachers". This chapter attempts to define my study from different perspectives. Following this, my third chapter is about research methodology.

This chapter discusses on my research methodology that I have used during my study. It thoroughly discusses on the particular area or region, data collection procedure, different data collection instruments or tools, my research participants and explains how quality has been maintained in my study. Basically, this chapter is about my whole research process for collecting both primary and secondary data in the field.

My Research Paradigm: Interpretivism

A research paradigm is the basic belief system on how researcher presents his/her worldview (Denzin & Lincoln, 1994). It simply does not mean method of choices, but also ontologically and epistemologically in a meaningful way. That is to say, a researcher represents "...the nature of the "world", the individual's place in it, and the range of possible relationships to that world and its parts" (Denzin & Lincoln, 1994, p. 107). I also believe that research paradigm helps the researchers as a guide during his/her research process in order to investigate and explore the world with set of beliefs and assumptions. However, these belief systems are accepted on faith and do not create an ultimate truth.

My research paradigm is based on ontological, epistemological and methodological premises. For this, I choose qualitative approach for my study in which individuals (female teachers, students, head teachers, and male teachers) interpret the world. During my research study, I came to know that qualitative inquiry focus on use of multi-methods or triangulations so that in-depth phenomenon could be addressed. It is multiparadigmatic (Berg, 2007) in nature that uses array of techniques to seek answers to questions in a natural setting. So, qualitative researchers are mostly interested in lived experience, (human) and making meanings through symbols, rituals, social structures, social roles etc. (Berg, 2007, p.8). I have also understood that qualitative research emphasized on 'value laden nature of inquiry' to explore how society is created and meanings are defined (Denzin & Lincoln, 1994). Hence, I have tried to understand classroom management of female teachers from different perspectives where meanings are created and recreated.

Ontological Assumption

For me ontology is the branch of philosophy that is mainly concerned with nature of existence or reality. It is the study of being (Crotty, 1989). It mainly focused on what constitutes reality, how the world is built, and what can be known. According to this premise, knowledge is viewed as indeterminate and meanings are continuously in a state of revision (Bryman, 2008). That is to say, the relationship between social reality and human conceptions may be common, shared, or just multiple context-specific realities (Bryman, 2008). Based on this ontological paradigm, I have explored multiple realities of the classroom management of female teachers. Meanings are hence created and re-created as perceived by school teachers, class teachers, students, HTs and male teachers of the school. I believe that there is no single reality rather multiple realities regarding the classroom management of

female teachers. So, findings are more subjective to my research participant and their situation rather than being objective.

Epistemological Assumption

Human action is meaningful for social reality. The world consists of multiple meanings and multiple realities, so human understanding and meanings needs to be interpreted, created, constructed and co-constructed (Guba & Lincoln, 2005). That is to say, interpretivism attempts to understand the complex phenomenon world of lived experience from the point of view who lives. The goal of interpretivism is to grasp the meaning of social phenomena. So, meanings are generated from particular actors, in particular time and place by the process of social interaction that involves history, language and action (Denzin & Lincoln, 1994). Unlike positivists beliefs; realities of the world exist in multiple form i.e. in multiple mental constructions. So, interpretivism stressed that social reality has multiple meanings to understand. One must interpret it to understand the lived experience. Thus, human behavior and action is much emphasized to understand the reality.

Relying on my epistemological assumption, I have understood that my role as a researcher is the one who does interaction and interpretation in the study. As an interpretivist researcher, I have acknowledged that I am responsible for interpreting both social world and participant's interpretation of the social world. Descriptive analysis were done while interpreting the social world. Besides, qualitative method is often useful to reach the ground reality by exploring people's individual experiences; an attempt to make sense or interpret in terms of meaning people bring to them (Creswell, 2011). So, I have investigated and explored female teachers, students, and head teachers' personal experiences, definition perceptions, and interpretation on classroom management. My inquiry is hence focused on what, how, why, when,

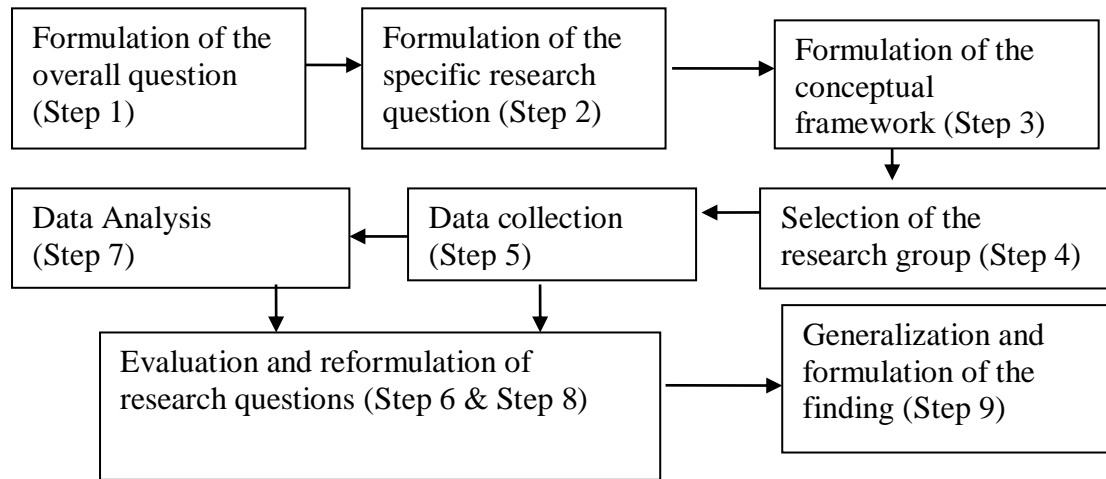
context etc. of school actors while interpreting. Based on my epistemological assumption, I want to portray a deeper understanding of everyday interaction and discourse of female teachers' classroom management that explores the subjective experiences of participants. So, representation, interpretation and reflection were used while doing the research.

My Research Design

Research design is the most important task of a researcher after one has selected the topic. If the researcher can use all components efficiently and able to function well, then only research design is considered to be high quality otherwise it is known as poor or flawed research design that cannot function well (Maxwell, 2004). The research design is a structure that guides the researcher on carrying out a research method and analysis from the obtained data (Bryman, 2008). To illustrate it is a plan for collecting and analyzing evidence that will make it possible for the researcher to answer his/her questions. Research design is understood as the arrangement of elements for functioning our plan to study (Flick, 2009; Maxwell 2004). Therefore, I have planned my research design by arranging all the elements such as data collection, methods, tools, sources of information and data analysis techniques.

Quantitative research starts with hypotheses whereas qualitative study starts with correctness of application over correctness of method, representation and reflection etc. (Flick, 2009). Thus, my research is qualitative in nature. The major components of my research design are objectives, conceptual framework, research questions, methodology and trustworthiness (Maxwell, 2004). I have frequently linked and interrelated into these four components for the consistency of the study. In order to legitimize my study I have followed several steps.

Figure II

Research Design

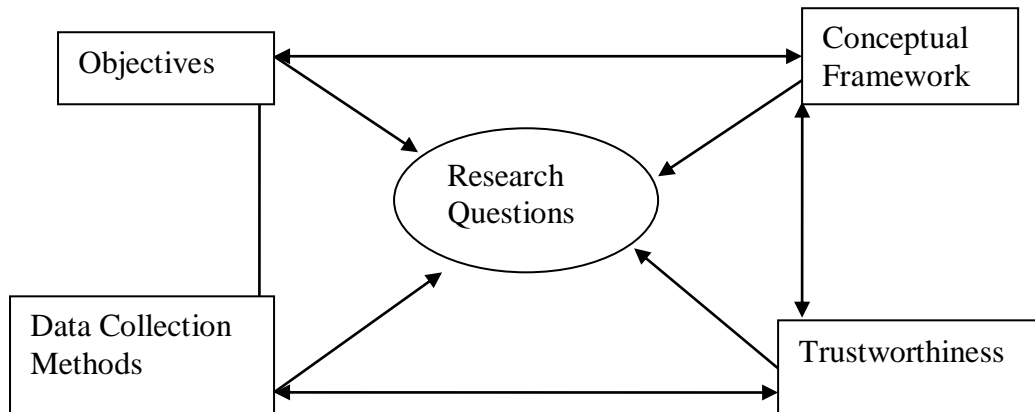
(Adopted from Flick, 2009)

I have adopted interpretive paradigm for my study because my research mainly concerned with people's set of beliefs and their feelings on classroom management of female teachers in primary schools. Through interpretive inquiry I aimed on understanding society's or social members' situation (Denzin & Lincoln, 2005). By using Interpretive inquiry I attempted to explore underlying meanings through interaction, observation, in depth interview, recreation of someone else meaning, questioning etc. for the proposed study. For this method, I have used language as the central medium for transmitting typification of meaning (Holestein & Gubrium, 1994, p. 263). By following interpretive paradigm I attempt to investigate multiple experiences of female teachers and students for creating an effective classroom management. I have also understood my role as the one who uses whatever strategies, methods, materials at hand for providing complete solution to a

problem of a situation (Becker, 1998, p.2. as cited in Denzin & Lincoln, 2005, p.4) or it can be best illustrated in the following diagram.

Figure III

Qualitative Research Modal



(Adopted from Maxwell, 2004).

So, my research design follows different ways for achieving the goal.

Data Collection

In this section, I have explained about how I approached in the field while collecting primary and secondary data. Classroom observation, in-depth interviews, focused interactions, and case studies were some of the methods while collecting primary data. Different on-line libraries, relevant documents, KU library etc. were used for collecting secondary data in order to have deep understanding and explorations of the experiences on female teachers' classroom management.

Site Selection and Setting the Criteria

Following an interpretive paradigm, my focus is on understanding the meaning of phenomena from participants' perspectives. I have selected those

participants, settings or sampling units on the basis of detailed and important understanding in which my objectives were fulfilled (Flick, 2009; Maxwell, 2004). Therefore purposeful sampling technique was used through which I can get thick description of their perceptions, experiences, knowledge that provides me meaningful data as per my research questions.

For the sampling of my study, two public schools were selected from two different districts; one in Bhaktapur district and another in Kavre district. Only those schools were selected where the numbers of female teachers are high especially in primary schools. This is because my study focuses on female teachers' classroom management. Only those schools were selected that were established for more than fifteen years (in Bhaktapur district school was established in 2017 B.S. and in Kavre district the school was established in 2018 B.S.). I also set criteria of experienced female teachers and inexperienced female teachers classrooms in both schools. Teachers teaching for less than 5 years are termed as inexperienced teachers and teachers teaching more than 5 years are termed as experienced teachers. In both schools experienced and inexperienced female teachers' classrooms are studied.

In both schools only hard core subjects like English, Nepali, Science, Mathematics or Social studies and Environment were selected for my proposed study. Altogether sixteen classes taught by different female teachers were observed from class grade 1 to 5. During my research process, I have constantly referred my conceptual framework and research questions again and again that directed me to note down and to collect information from different levels of respondents.

Research Participants

I have conducted in-depth interview with 3 female teachers in each schools. Classroom observations were done with 3 different subject teachers (female)

randomly from classes (1-5), one focus group discussion with 4/5 students from grade 3 to 5, interview with male subject teachers, and interviews from principals in both schools. I chose female teachers classroom because my study focuses on classroom management of female teachers. An interview was conducted with male subject teachers to explore and to interpret various dimensions of female teachers' classroom management. I believe that through interpretation "words can be seen as constitutive building blocks of everyday reality" (Holstoein & Gubrium, 1994, p. 263). So, I have interpreted every data to explore the reality. So, the first levels of respondents are female teachers who can reflect their experiences, knowledge and perception. The second levels of respondents are students taught by same female teachers in primary levels. Third levels of respondents are principals, and male school teachers (colleague) from the respective schools. They were purposefully selected because their experiences are highly perceptive for my proposed study.

Data Collection Methods

I have collected data through observation, in depth interview, unstructured or open-ended interviews, field notes, case study and document analysis. I used these obtained data to explore and to interpret female teachers' classroom management in primary schools. Data collection method was direct interaction, conversation, probing questions etc. with individuals, one to one basis or in a group. Field notes and record of informal conversations were carefully noted and elaborated for analysing data. Relevant documents, school records and journals, etc. were carefully studied, and noted down in the field note for data analysis.

While collecting the data both primary and secondary data were used. Primary data were obtained from the field in both schools. Various secondary data were obtained from MoE journals, reports, and archived documents. I have collected

secondary data from various resources like Kathmandu University library, CERID library, and different online sources. Both primary and secondary data were used to understand and explore the classroom management approaches of female teachers.

Observation

As an interpretivist researcher, "[h]e or she looks at the scene, literally or figuratively, through a one way mirror" (Bodgan & Biklen, 2011). While observing female teachers' classrooms, I was a non-participant observer. So, I did not involve in any of the activities in the classroom. Classroom /school documents like school records, charts, newsletters, teacher's lesson plan, were observed and noted down. Data observed from observation was carefully noted down, explained and interpreted. During observation I have emphasized on how students are engaged in the classroom, how time is managed by teachers and students, teacher's skills for creating child friendly environment, different teaching methods (teacher dominated classroom or student dominated classrooms), teachers' techniques for maintaining classroom control and discipline, classroom, culture and rules and school environment etc. were carefully noted. The data collected from observation was recorded in my field dairy note.

Case Studies

Two case studies of female teacher's classroom management were explored during the study. For this purpose, a single case is investigated in each school. In one school (Kavre district), a female teacher having more than ten years teaching experience was selected. How a female teacher facilitates while managing the classroom is addressed. In another school (Bhaktapur district), a female teacher having 3 years experience or less was selected to see how novice teachers manage the classroom. Through these two case studies, I tried to link up and investigate if there

are any significant contributions in numbers of teaching experience and effective classroom management. Besides, similarities and differences between novice and experienced teachers were figured out while conducting the classroom. The Appendix E in appendixes elaborates the different category while conducting case studies.

In- depth Interview

I believe that rich information is possible only through in depth interview. So, I have conducted in depth individual or group interview of students, female teachers, male teachers and head teachers in order to collect individual's or group experiences, knowledge, opinion, beliefs, feelings, and demographic data (Best & Khan, 2003). For this purpose, I have used interview guide approach for the study because I wanted to ask specific questions to different nature of the respondents. Besides, I also want my participant's expresses their opinions and experiences in a natural way rather than gathering information for my purpose. My goal through in-depth interview/interview is to reflect on students', female teachers, head teachers and male teachers' experiences, knowledge and perception on classroom management approaches of female teachers. I have also understood that informal and natural setting of conversation and interaction will allow a researcher to dig out subjectivity of meanings and interpretations. Hence, I was the one who was clarifying, probing, and asking questions to my participants in the entire research process.

I have conducted interview of female teachers, head teachers, and male teachers in the school, "...the interview is used to gather descriptive data in the subjects' own words so that the researcher can develop insights on how subjects interpret some piece of the world" (Bodgan & Biklen, 2011, p. 103). Through interview, I wanted to grasp life experiences of female teachers, head teachers, students and male teachers while managing the classroom by female teachers. I

recorded my research participant's experiences, opinions, perspectives and feelings so that multi layered meanings can be analyzed. During the interview process, I was taking notes, listening and recording their experiences, as well as captured few photographs as per their consent.

Document Analysis

School documents like brochures, news letters, notice board, wall papers, classroom notes, school records, student's class work and homework notes, teachers' notes, lesson plan and other relevant documents were observed, collected and noted down in my field diary. I have recorded every details and incidents in my field diary/note for analyzing everyday lives of female teachers and students in the classroom.

Focus Group Discussions

Focus group discussion was also conducted to dig out the ground reality of my study. It is a self contained method that serves as a primary way collecting data. In order to understand student's perspectives, and their experiences on female teachers' classroom management approach I took one focus group with students in both schools. Students from observed classes (3-5) were included in a group of 4 to 5 student members in FGD. Those students were taught by same female teachers that I have observed in the classroom.

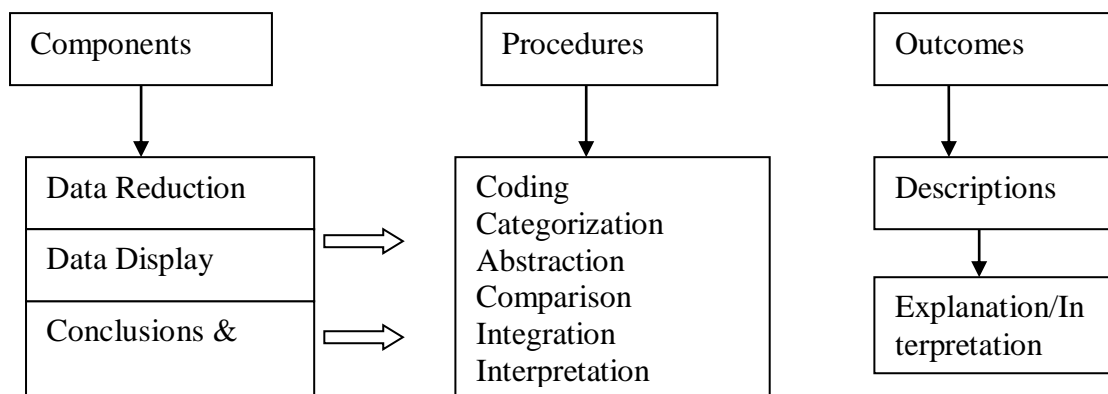
Data Analysis and Interpretation

I don't believe in one way of analyzing data. Data analysis and interpretation is the process of utilizing participant's descriptions, experience, and knowledge; and the researcher presents those data in an understandable and meaningful way through reflection (Creswell, 2011). The essence of qualitative inquiry relies on not only collection of data but tries to seek how a researcher uses and process those data in a

meaningful way. Breaking up and disassembling research materials into pieces and then "...reassembling the parts again into a coherent whole" (Boeije, 2010, p.76) are some process of data analysis. A researcher henceforth looks for patterns, search for relationships, organize and synthesize the field data, discover and tell the most important thing to the world (Boeije, 2010; Miles & Huberman, 1994). The qualitative analytic process can further be illustrated as:

Figure IV

Qualitative Data Analysis Process



(Adopted from : Brennan, 2005)

Considering the data collection process as mentioned above, I have managed my data in numerous ways. First obtained data were transcribed and organized in narrative form. Second coding categories, building in different thematic titles, comparing, abstracting, integrating participant's ideas along with my conceptual framework and as per research questions were done. The thematic coding of analysis was done through reflective analysis from field experience. The various perspectives, feelings, opinion etc. of respondents' responses were best incorporated through my personal experience and experiential descriptions from interviews, observations, case

studies and related literatures collected from the field. Few numeric tables and charts were also presented as per the requirement of the research. Finally, I have linked my findings in relation with theoretical perspectives to point out the gaps between theory and in practice. My different steps of analysing the data are as:

Step 1: Thorough study of the obtained data

Step 2: Transcribed respondent's response and stored in a safe mode

Step 3: Coding and categorized in different themes

Step 4: Analyzed data as per my research questions

Step 5: Make meanings by using theory

Step 6: Interpreted and explained as per ethical consideration

Step 7: Interpreted through reflexive mode

Reflective Analysis

Reflexivity is the researcher's awareness on how a researcher has influenced and incorporated meanings during the research process. It is the process of self examination and self awareness of a researcher while establishing the "sociology of knowledge" and "politics of doing and publishing of research" and varieties of actions while constructing and deconstructing the meaning i.e the researcher, the text/data, the participants, and the world (Alvesson & Skoldberg, 2009, p. 8). So, while interpreting and creating knowledge I have tried my best to incorporate my participant's voices as per my objectives of the study. Reflective analysis makes me easier to generate meanings from obtained data.

Quality Standards

Qualitative and quantitative researches cannot be judged in similar criteria while assessing quality of the research. Many writers (Bryman, 2008; Flick, 2009; Shenton, 2004) suggested that the appropriate criterion for quantitative research

seems to be lacking in qualitative research method due to different characteristics in nature. It is important to note that the validity in qualitative research is defined by means of gaining knowledge to understand the world. So, qualitative studies use different approaches and methods to determine trustworthy and accuracy of the data. The appropriate ways of accessing qualitative study are credibility, transferability, dependability, and conformability (Bryman, 2008; Krefting, 1991).

Credibility: Credibility is concerned with how a researcher has incorporated truth value in his/her findings. Truth value examines if the researcher has established confidence in the truth of findings while designing the research, informants and context (as cited in Krefting 1991, p.215). "Prolonged engagement, persistent observation, member checks" etc. are the methods of credibility (Flick, 2006, p. 376). Hence, I have spent a month and a half (mid June to end of August) in schools in order to explore answers as per my research questions. Through continuous engagement, observation, interaction, case studies, interviews along with school actors allows me to explore new discovery, familiarity and hidden facts to uncover the grounded meaning.

Authenticity: For me participant's voices, expressions and ideas are important. So, I have respected their voices and values. I did not interfere their values and opinion. In order to understand multiple realities and multiple meanings from my research participants I have used multiple theoretical lenses i.e. Ontological, epistemological, conceptual framework and research questions. I even tried to incorporate maximum my participant's voices, views and their problems in my research.

Ethical Considerations

I came to know that a researcher should be aware of ethical considerations. Ethics can be considered as "principles of right and wrong that a particular group accepts at a particular time" (Bodgan & Biklen, 2007, p. 48). It stresses on how to protect participants' information that brings insightful knowledge in our research project. Therefore, I felt certain obligation towards my research participants and schools. To maintain ethical considerations to my research participants I used informed consent, confidentiality and anonymity, freedom to withdraw, and avoid harm and disturbances while conducting the research.

Concluding Remarks

This chapter discussed on how I have conducted my research study. It has explained my role while collecting primary and secondary data from various resources. In order to conduct this study it was rather time consuming and of course not an easy task. I have discussed my ontological assumption, epistemological assumptions, selecting criteria of my research group, my research design, different data collection methods, and have discussed how quality has been maintained in order to legitimate the obtained data. To sum up, I have discussed epistemological, ontological and methodological procedure of my research study while collecting primary and secondary data.

CHAPTER IV

PERCEPTIONS ON CLASSROOM MANAGEMENT OF FEMALE TEACHERS

My previous chapter has discussed on research methodology. It gave an overview on different methods I have adopted while collecting primary and secondary data. Based on my third chapter, this chapter gives findings on female teachers' and other stakeholders' perception on classroom management. It attempts to answer my first research question.

This chapter discusses on four different parts. The first section discusses on how female teachers perceive classroom management based on in-depth interview and observation. The second part discusses on how students perceive female teacher's classroom management, third section discusses on head teacher's perception on female teacher's classroom management and finally fourth section discusses on how male teachers perceive female teacher's classroom management. The analysis and interpretation of this chapter is based upon observation, in-depth interview, interviews and focus group discussions.

Female Teacher's Perception on Classroom Management

This section discusses on female teachers classroom management as experienced and perceived by female teachers. The result of this section is interpretation from class observation, in-depth interviews, and case studies.

Classroom Management

Classroom management is multidimensional in nature. Every teachers need to know various forms of classroom management skills. According to female teachers, classroom management is the process of organizing physical set up of a classroom, enough sunlight, decorated classrooms, student's punctuality, cleanliness, educational

materials and a place to keep books and other things. Only few teachers were aware of broader concept of classroom management like behavioral modification, student's moral and character development and different pedagogical strategies. Seat arrangement is found to be the most important for effective classroom management because proper seat arrangement minimizes classroom disruptions. According to female teachers, even undisciplined students were found to be good by learning through friends. Therefore, teaching and learning turns into effective by rearranging seat planning of slow learners and fast learner students in the same bench. It has helped teachers a lot for effective classroom management.

Classroom Environment

An effective classroom management requires an effective classroom environment because it is the most valuable goal of schooling. Students spend a great amount of time in the classroom i.e at least 7,000 hours by the end of primary school (Jackson, 1968 as cited in Frasar, 2012, p.1). So, classroom environment and student learning has positive relationships. Better the learning environment better will be academic achievement and vice versa. Similarly, female teachers too considered child friendly environment is one of the major and important components for creating effective classroom environment. *"It is the place where students can play, read, have appropriate seating arrangement, and have easy accessible of educational materials"* (Sabina Tiwari, July 11, 2013). Teachers were found teaching students according to the age and level of students; and treat every students equally without any biasness as well as with respect regardless of caste, gender, good, bad, and average students for creating sound learning environment. Democratic teaching approaches, freedom of expressions, student centered teaching method, non-threatening learning environment, student's safety, motivation, love, praise, caring student's varying needs etc. were best

followed and prioritized for making effective classroom environment. A science teacher mentioned that in order to create a child friendly environment she attempts to create a joyful environment through play method. All teachers acknowledge that child friendly classroom requires for recognizing student's interest and their psychology. Teachers were thus found expressive and friendlier in the classroom.

Instructional Method

How much the teacher has known about the subject matter and how students will learn is an important factor of student's learning. A proper classroom environment also requires an appropriate instructional method. Most teachers teach students by reading, writing, explaining, discussions, drawing pictures on the board, showing and making educational materials, site visits, interactions, discussions etc. Students learn best when they are able to experience themselves or fully involved in active participation in the classroom. In order to bring attention of students' teachers were found using various educational resources and interacting with students. I have found that most female teachers entered the classroom with no lesson plans and have no appropriate idea on curriculum. *"Play method, language game, asking questions to one to one student, let students solve problems, doing exercise on the board, students interactions, showing educational material and site visits"* are the easiest form of learning method according to science teacher, Sabnam Shrestha. Only experienced teachers follow this method and most inexperienced and novice teachers follow traditional form of teaching method like rote learning, memorization, drill method, and whole class teaching and those teacher's classrooms were often teacher dominated.

Classroom Control and Discipline

Classroom management, classroom control and classroom discipline are the harsh realities of every educators. Discipline management is very much important to every teacher as it is the one thing that makes or breaks the teacher. Female teachers considered that running, jumping, student's movement from one place to another, frequent breaks for washrooms and for drinking water, coming schools without educational materials, not doing homework or class works, not paying attention in the classrooms, whispering with friends, talking, teasing and fighting with each others in the classroom etc. are the common problems of student. These activities create a problematic situation in the classroom. Such kinds of disruptions occurred due to family background because many students come from poor background and parents do not have enough money to buy pencil or copy. Secondly, an English teacher mentioned that "*students do not bring home works because they have to do in English medium, since most students do not have proper background in English they cannot do their assignments*" (Field note, July 8,2013.).

Behavioral and discipline related problems occurred in classrooms due to inefficiency in teaching strategies. According to Jones model, due to inefficiency of instructional time students create problem in the classroom. Most students were found moving in the classroom and not paying attention because few do not understand and few of them teachers ignore student's problems. As a matter of fact experienced teacher's classrooms were not found such problems as compared to novice teacher's classroom whose main tools were physical punishment and shouting to control the noisy classroom. So, teachers are required to establish clear code of conducts and expected behaviors in the classroom.

The classroom communication focuses on student's learning. Students can be controlled and communicated where students were considered as a learning community. Hence, the classroom discipline could be managed by creating the classroom in a learning community. For this purpose, female teachers used various techniques to control discipline are freedom of expressions, listening and paying attention to students, teaching moral lessons, respecting and caring student's individual needs, encouraging them by rewards and punishments, more engaged activities etc. First students are treated with assertive discipline in which teacher communicates with students so that learning environment will be problem free, if it exceeds then students are treated with clinical method of counseling i.e. through reality therapy. For problematic and severe students, who creates unwanted disturbances in the classroom were treated psychologically from subject teacher to HTs. According to Science teacher, Sabnam Shrestha;

We complain HTs, and HTs call student's parents to consult and understand the reason behind their behaviors. For the first time HTs give warning to students and if found repeatedly students are suspended foweek/weeks."(Field note, July 29, 2013).

In this way, first teachers themselves try to deal with problems if not head teachers were found helping in dealing with student's behavioral problems for creating sound classroom management to female teachers.

Student's Perception on Female Teachers

This section discusses on how students feel or perceive the way their female teachers manage their classrooms. It explores how students have found female teachers in their respective classrooms.

Teaching Approaches

Teaching is an art of science; which is both functional and process components (Mukalel, 1998). The complex phenomena of teaching comprises of approaches, procedures and techniques. Students like the classroom conducted by female teachers because "*they don't give us punishment and teach in a better way*". Students found female teachers were friendlier as compared to male teachers. Female teachers mostly teaches through modeling method like writing on the board, showing pictures, use of educational materials where as students have found that male teachers teaches only through lecture method. Most female teachers have adopted student centered approaches that comprises of various activities like reading, writing, question and answer, problem solving, quiz, acting etc. Some female teachers have adopted lecture and drill method in which the teacher dominates the classroom and students make noise because teachers could not clear confusions and students felt bore. Khon's modal of classroom management approach also mentioned that ineffective classroom is the result of ineffective curriculum and ineffective teaching practices (Moore, 2005). Experienced female teachers participated all students in teaching and learning activities. On finding that some students are experiencing difficulty in doing class work or studying teachers even arranges the classroom seat arrangement along with bright students. Students also urge that they understand in an easiest way when teachers interpret the chapter and solve questions by giving at least one example. When students do not understand the teacher revise the chapter. To the contrary, students mentioned that "*when we ask for more than three times they get angry and do not tell the answer*". This basically occurs in novice teachers classrooms as teachers were not capable in solving student's needs. As a result, classrooms are turned into chaotic with full of noise and disruptive behaviors' of students.

Students like interactions and communications while teaching the subject matter because classroom becomes more interactive and interesting. Female teachers give classwork and homework for evaluation. Only few female teachers or old teachers give written feedback otherwise most teachers give oral feedback.

If the classroom is quiet and chapter was easy, students could finish the task on time, if not same classwork is given as homework. Most of the time doing homework means either to copy from the book or doing handwriting. No creative works are given as homework. In addition, only few teachers like English and Nepali subject teachers students get written feedback. (FGD Discussion, July 12,2013).

So, teachers want their students to give enough time if it could not finish on time. However, most of the time teachers give only oral feedback and only few give them written feedback.

Classroom Environment

The classroom environment conducted by female teachers is enjoyable and child-centered most of the time. Students found female teachers classrooms as loving, caring, understanding students needs, and helpful in classroom activities. According to students, they could say and express ideas with female teachers than with male teachers. Sweta Sunwar, Maya Devi Chaudhary, Romi Tamang mentioned that most of the time boys do not pay attention in the class instead they make noise and play with coins. Hence, due to the nature of boys the class is disruptive and distracted." *Students are busy in playing coins while the teacher is teaching*"; this happened basically with inexperienced/novice teachers. Thus, students mentioned female teachers, " *to take care of different varying needs of students, strong and confident in subject matter so that classrooms are not noisy and teach discipline in a better way*". Therefore, a sense of "withitness" is highly desirable especially to novice teachers for controlling the classroom in an efficient way.

Head teachers Perceptions on Female Teachers

This section gives an overview of female teachers' classroom management approaches from head teachers' perspectives. It discusses on how head teachers have found female teachers classrooms in terms of classroom environment, classroom control and discipline.

Classroom Environment

An effective classroom management is the art of establishing good climate, effective instructions, and setting the classroom how the teacher establishes and implements their authority by offering interesting classroom environment (Ming-Tak & Wai-Shing, 2008). HTs mentioned that effective classroom environment requires child friendly classrooms which they found in female teachers as compared to male teachers. This is because female teachers create a child friendly environment by establishing mutual relationships with students and they love and understand students' psychology.

According to HTs, child friendly classrooms consist of positive climate and a strong bond between teachers and students in which loving and caring environment are flourished. In such a classroom students perform lots of activities with fun and play method. Teacher teaches in a simplified way so that every students are able to learn and teaching becomes effective. In addition to this, having female teachers in the school is worthwhile especially in managing the classroom because HTs found that only female teachers can control the classroom with small and young children; they teach in a loveable way as compared to male teachers. Students who were facing behavioral problems teachers give more suggestions and feedback. So, female teachers play the role of a mother and "*students too will also feel mother figure*".

Having female teachers are worthwhile in primary schools for creating effective classroom environment.

Female teachers are more expressive and are able to show love to students which male teachers could not. Beside, female teachers are represented as mother figure in the classroom and students can express freely and are able to teach in a desired environment.

Bhaktapur school, HTs Interview on 23 July, 2013

Classroom Control and Discipline

The role of a teacher is very much pervasive for controlling the classroom and maintaining discipline. A teacher is the one who model student's behavior for positive self confidence, establishing respect for others which is essential for establishing positive academic achievement (Davis-Johnson, 2001). According to head teachers, female teachers often face behavioral problems because student come from poor backgrounds and they do not understand the value of education. For those students work is important not education. In addition, parents too don't help their children in supporting and buying educational materials like pencil, pen, copies etc. "*Some students come with hungry stomach*". Since student's basic needs are not fulfilled students do not pay attention in the class and create behavioral problems. Besides, school does not have provision of giving lunch. HTs also mentioned that migration is also problem for these students causing misbehavior in the classroom. Their parents migrate from one place to another in search of work therefore they could not cope with teachers and students in the class.

The task of a teacher is to how to control impulsivity of students so that tasks are completed in time. A teacher's role is to be a good leader with good planning skills that goes a long way toward for creating classroom environment for maintaining appropriate learning behavior (Tileston, 2004, p.43). A teacher is responsible for

creating a proper norms and expectations of the teacher that definitely sets how students need to act, behave, talk, or do activities. When female teachers found difficult in handling with difficult students and their problems, head teachers helped them in creating supportive environment. They take various actions like, counsel student's behavior for corrective measures, organize meetings with parents and inform on student's activities, give constructive feedback etc. If the case is too severe head teachers even suspension or expelled those students from the school. Not only this, head teachers even helped female teachers by providing necessary educational material for teachers to teach in the class room.

Male Teacher's perception on Female Teachers classroom Management

This section gives an overview on female teacher's classroom management form male teacher's perspectives. It tries to analyze how male teachers perceive their female teachers' colleague. Following discusses on classroom management and teaching methods, content knowledge of teachers, personal issues, time use/management etc.

Classroom Management

Up to now we came to know that classroom management is the process of organizing, controlling, leading, and planning classroom components. According to male teachers, classroom management is creating systematic classroom environment that consists of child friendly classroom, proper way of physical set up, recognizing student's level and status like slow learners, fast learners, average learners etc, inclusive education with effective teaching and learning activity. Male teachers considered that having female teachers in the government school is worthwhile because students especially a girl student can express her feelings to female teachers as compared to male teachers. Besides, they have found that female teachers are

laborious and are sensitive towards student's feelings so they care students in a better way as compared to male teachers. "*Female teachers are more open to express their ideas with students*", so it's worthwhile that government too has adopted at least one female teacher policy in each school.

Content Knowledge of Teachers

Quality of education is the first concern of every school. Male teachers have found that female teachers have lack of content knowledge, pedagogical knowledge and curriculum knowledge as compared to male teachers. Further they mention that while teaching female teachers lack in giving contextual examples, ideas, analogies etc. but only bookish knowledge. They pointed that there is need of upgrading female teachers with their educational levels and teaching skills. For this purpose, female teachers require more trainings and skills for effective classroom delivery and updating with the real world events, news, journals etc. According to male teachers, the learning process never dies and in teaching profession teachers need to self evaluate, and self learning with new updates that comes across like new technology, ideas, and thoughts. Moreover, curriculum might be changing from time to time. So, an efficient teacher is always curious to learn and adopting new teaching strategies.

Female teachers lack world's knowledge. They should be updated with TV, news, or any kinds of events happening in the real world. They need to know more references while teaching. Hence, All female teachers should be encouraged in exploring knowledge in outer world rather than limiting in bookish knowledge.

Male Teacher's Interview, 23 July, 2013

Personal Issues

Any personal issues hamper the professionalism. With professionalism, one has accepted his or her responsibility to accomplish the task. It was found that most female teachers bring their personal issues. Such activities hampers in delivering

quality education. For instance, some teachers come late to school because their relatives have some family gatherings or cultural worship or someone is sick. So, for creating effective classroom management, female teachers need to value their professionalism with sense of ownership and sense of responsibility. If female teachers avoid making personal excuses, male teachers think that classrooms will be more manageable to deliver and execute the desired lesson plans. Male teachers (Sunil Thapa, Hari Shrestha, Hari Thapa) considered that in terms of delivering quality education male teachers are at least 2% ahead than female teachers. They consider that male teachers at least deliver 60% of learning skills as compared to 40% of learning skills of female teachers (Field note, 9 July, 2013).

Time Use/Management

Time management plays an important role for effective classroom management. A teacher teaches in the classroom within 45 minutes of time frame. Savage & Savage (2009), also pointed out that " Most teachers complain that there is simply not enough time in the average school day and school year to accomplish all that needs to be done" (p.80). So, a teacher needs a proper planning with proper strategy for effective instructional delivery. Male teachers considered that time management is not effective in female teachers classroom. Most female teachers do not show their professionalism because some teachers are irresponsible for not taking classes on time. Male teachers often found some female teachers are spending time uselessly and roaming outside during their period. According to male teachers, time management is the greatest social problem for most female teachers (Field note, July 9, 2013)

Teacher's raised the issue on time management of female teachers. Some female teachers do not take their profession seriously because those teachers either go to the classroom late or leave classroom earlier. Some female teachers were found gossiping with another class teacher, some were found skipping classes, some were not taking classes due to presence of few numbers of students in the classroom.

- Teacher's interview July 22/23, 2013

An effective classroom management requires effective time management.

Managing time is very much important in teaching and learning activities. It was found that female teachers are not sincere in their profession and waste their time uselessly.

Concluding Remarks

This chapter is a reflection of different perceptions of female teachers and different stake holders' on female teachers' classroom management. How female teachers are perceived in the school and classroom climate, how teachers are evaluated, how they contribute their time in their profession, how they teach etc. were discussed from different school actors. Female teachers have understood classroom management only in a narrow sense. Having female teachers are a worthwhile for students because they could address student's need and their psychology. Students too can express freely with female teachers as compared to male teachers. Besides, male teachers have found that time management, and pedagogical content is rather feeble in female teacher's classroom.

CHAPTER V

PEDAGOGICAL SKILLS AND KNOWLEDGE OF FEMALE TEACHERS

Previous chapter discusses on different perceptions on female teachers classroom management from different stakeholders. The chapter gave an overall impression on female teachers' classrooms by different stakeholders. Based on previous chapter, this chapter further explores pedagogical skills of female teachers.

This chapter discusses on different aspects of pedagogical strategies of female teachers in primary schools. It tries to bring the female teacher's classroom management skills and bring the perspectives of participants through direct quotation, interviews, interaction and few case studies.

In this chapter first section discusses on the content knowledge of female teachers, second on curriculum knowledge, third on different teaching methods, and fourth discusses on evaluation and feedback. Teaching is only effective if the teacher has the knowledge of subject matter, knowledge of learners and knowledge of pedagogy (Rojas, 2008, p. 1). In order to understand pedagogical content knowledge it is necessary to understand pedagogy. Pedagogy is a planning on how to teach, and what to teach. It is a conscious activity of a teacher while imparting the knowledge, skills or attributes to students (Watkins & Mortimer, 1999). A teacher requires various pedagogical skills and different justification strategies of discourse that occurs in the classroom. Pedagogical content knowledge (PCK) is the professional knowledge that teachers develop in overtime through their experience and area of expertise. It is an idea that teaching requires more than delivering subject content knowledge to students; students learning too are more than absorbing information (Loughran, Berry & Mulhall, 2012, p. 7). Hence, a tactful teacher is necessary for

making prompt decision, knowledgeable in the content, and skillful in understanding student's cognitive and emotional needs.

Content knowledge is the knowledge of the subject matter, pedagogical content knowledge is how teacher plans and performs the chapter with specific, content and contextual knowledge along with proper examples and analogies. Hence, an effective classroom management is only possible if teachers have conceptual clarity in their own subject matter for developing and practicing teaching procedures, strategies, and approaches as per the curriculum which is later linked to content, knowledge and pedagogy.

Curriculum knowledge is the determining factor for quality teachings. So, teachers need to understand how the course has been designed, what are the standard norms and criteria while teaching particular subjects. Without curriculum knowledge neither the teacher plans for the classroom nor could deliver chapters/lessons according to the national norms and standard. "...curriculum on disciplines concerns the view that children learn in this way" (Lawton, 2012, p. 75). So, curriculum decides what is to be taught, how is to be taught, what resources are to be used. So, the third part discusses on teacher's perception on curriculum, lesson plan and the content. Finally, the last part discusses on evaluation and feedback during teaching and learning process. The following analysis discusses on different pedagogical skills of female teachers.

Content Knowledge of Teachers

Content knowledge (CK) is considered to be an important aspect in teaching profession (Shulman, 1987). How well teacher know about the subject matter and does organization of various structures of the chapter (Grossman, Wilson & Shulman, 1989) is the important aspect of CK. CK can be understood as on how teachers reflect

their own understanding in terms of professional teaching. That is to say, it involves selecting appropriate discourses, choosing content based activities, effective educational materials, relevant ideas and explanations, and being knowledgeable in one's subject area- that is updating with changes in the subject area (Ball, D.L., Thames, M.H., & Phelps, G. n.d). Content knowledge is thus important because it affects in lesson plan, teaching and learning process, classroom discourses, explaining, instructional method, and in providing feedback and assessments.

In both schools, most female teachers were found confident in their content knowledge. During observation most female teachers were found aware on what were they teaching and how were they teaching. Teachers were found interacting with students, showing relevant educational materials like using wooden clock in class three to teach about time, drawing pictures on the board for teaching prepositions etc. Teachers who were more experienced (more than 10 years teaching experience), content knowledge was found to be strong, and confident. Those teachers were more updated with their subject areas as compared to novice teacher. To the contrary, inexperienced teachers (less than 5 years teaching experience) were not found confident in CK. For instance, a science teacher was teaching about plants in class 4; instead of showing different stages of plants she teaches chapter just by making students to read lines from the book. Teachers who were aware on content knowledge students were paying attention, and asking questions. Those teachers were found structuring their classroom with lots of engaged activities like doing class works, reading from the book, problem solving, activities from the text books, teaching through play method, giving examples from real life situations, discussions, peer work, group work, quiz and different interesting activities etc. Novice teachers were often found reading lines from the book, and skipping hard chapters or exercises. "At

least the teacher should give one example we don't know how to do without any examples or interpretation in Nepali grammar classroom", according to students in Bhaktapur school. Theory of interactionism emphasized that one can only learn if symbols are interpreted or explained. Immature mind are therefore not capable of making meanings without explanations and discussions. Besides, student will learn best through observations; they imitate and reproduce their own way of ideas or learning. Nevertheless, students were asked to solve the problem without any clue.

Novice and incompetent teacher's classroom management were often found fragile and feeble. Teachers could not express ideas on the subject matter and were unable to elaborate more than what the book says. Students were found moving around the classroom to change the seat, asking for educational materials with friends, teasing, fighting with each other, and whispering, drawing pictures at the time of teaching. It happened due to inability to transfer knowledge to students. An effective classroom management requires a good teacher who has strong content knowledge. According to Dersheimer & Kent, (1999), only in those classrooms students learn and perform best only if teachers have spend sufficient amount of time in content knowledge and provide learning activities as per the learning pace of different students (p. 24). Simply a content knowledge can be described as the knowledge of the subject matter, process and evaluation of the lesson or the subject. Proper CK enables a teacher on proper lesson plan or an idea how thy will deliver lesson solve student's misconception. It was found that experienced teachers were able to transfer subject matter through multiple types of conceptual interrelationships whereas novice teachers were not. Experienced teachers were best illustrating and explaining the content knowledge into in contextual knowledge. Hence, content knowledge enables teachers with reformed facilitation skills for better understanding of student's learning.

Teachers who have strong foundation on CK can adopt variety of teaching skills in the classroom.

Pedagogical Content Knowledge

Pedagogical content knowledge (PCK) is a process of teaching within a particular subject area. The skill of pedagogical content helps students in motivating for learning in a clear explanations, appropriate examples, and good presentation of the subject matters are various components of PCK (Shulman, 1987). In other words, PCK blends both the content and pedagogy in order to impart knowledge on particular subject; it addresses on how problems are organized and represented. The teacher too acknowledges diverse students for approaching different teaching skills of a teacher in order to meet different learning abilities of students.

Female teachers are found to be expressive while teaching. So, they teach through modeling i.e. writing on the board, showing pictures, and using educational materials in the classroom like numerical charts, wooden clock, showing beans and maize seeds etc. while teaching science. Bandura's social learning theory too mentions that by the use of modeling i.e. observation, examples, and by imitation human being can learn best (Bandura, 1971). Generally, the teacher starts the classroom interaction by asking them for a book, reflection on day before work, asking for educational materials etc. As per the subject matter and the content of the course, teachers first warm up students and they explain, discuss, show, drawing through pictures, group work, reading from the book in front of students, and give clear instructions and interpretations.

Experienced teachers asked question to students randomly to confirm how they have understood the chapter. In order to interpret in a better way, the teacher moves from one desk to another, tries to reach every students. Most experienced

female teachers were found clarifying the subject matter from the real life situations. For instance, English subject teacher first explain and clarifies the hard word meanings and ask students to make sentences out of those words like "household chores, whispering" etc. The teacher also uses her own pedagogical skills from simple to complex method by giving real life or contextual examples. Teachers are thus responsible to "...unpack the statements of knowledge in their standards document to drill down to more specific statements of knowledge and skills that can serve as the focus for instructional design and delivery"(Dean, Hubbell, Pitler & Stone, 2011, p. 5). Likewise, mathematics subject teacher in class 2, the teacher first explains which one is the smallest digit and the largest digit and then gives student for class work to distinguish the smallest and the largest number of four digits by looking at first 2 or 3 digits numbers. The presentation skill of experienced female teacher was found much better as compared to novice teacher. Experienced teachers are less authoritative and motivating students in the classroom.

Inexperienced teachers were not aware on how students will understand. Very less classroom activities, rote learning, not reaching to every student's desks, teaching directly from books, drill method etc. were the common practices of inexperienced female teachers. Experienced teachers were found to be loving, caring, and inquiring their needs where as new teachers were not aware with such factors, like student's age and their varying needs. PCK is not only teaching the subject matter as per teacher's skills, it is also about integrating subject matter as per the context and addressing the various backgrounds of students. So, an effective classroom management skill of teacher also requires a good understanding of multiculturalism because multicultural education stress on how knowledge of specific cultures of diverse groups affect in classroom behaviors and classroom interaction. Multicultural understanding was

found better in experienced teachers as compared to novice teachers. Most of the time novice teachers were found to be scolding, beating, directly jumping into the subject matter, inattentive to students' needs. According to students novice teachers' classrooms are not effective.

Students raised issue of Nepali grammar teacher for not having proper pedagogical content knowledge. She stands at the back of the classroom while teaching and we do not have any eye contact with her and we have to turn our back to ask questions. Besides, she do not give any examples or interpretation. (Student's FGD, July 19, 2013)

The student centered learning approach basically focuses on students at the center in which students learn through active participation, engaged pedagogy and from interactive method. A teacher simply acts as a facilitator or a resource person (Brandes & Ginnis, 1996). But the above example found that teacher was not helping or facilitating students in the classroom. Skipping hard chapters, not effective use of body language, ignoring student's need, lack of proper communication, physical punishments, etc. proves the incompetency of female teachers while conducting the classroom. These all activities are outcomes of lack of pedagogical content knowledge; and a teacher is not prepared for planning and executing the lesson. A class is therefore misguided due to lack of teacher's communication while teaching in which meanings are created and recreated by interaction and interpretation.

Teacher's Perception on Curriculum Knowledge, Content and the Lesson Plan

This section discusses on curriculum knowledge, content knowledge and the practice of lesson plan female teacher does while teaching. How female teacher perceive, practice and interlinked on curriculum knowledge, content knowledge, and lesson plan are discussed thoroughly.

Curriculum Knowledge

Curriculum knowledge is the guideline to the teacher what should be taught to different levels of students. The job of a teacher requires an understanding of the national curriculum. A curriculum gives guidelines to teacher to understand student's learning capability according to the age; national syllabuses, reform in courses, and to understand goals and objectives. According to Shulman (1986), curriculum knowledge is the full program designed for particular subject and the topic in a given standard level; in relation with different instructional materials for the related subject area and with characteristics of both the indication and contradiction for the use of particular curriculum or program material in particular circumstances (p.10). In both schools, almost all teachers do not follow the curriculum. While doing the research teachers did not talk, mention or display the national curriculum. Only few teachers know about the curriculum.

The government of Nepal had made easy accessible for all teachers by loading the curriculum in the Department of Education official site in www.doe.np.

Therefore, it's a surprising fact that most of the teachers do not have any knowledge on it. Regarding the importance on curriculum some teachers responded like this "*We go thoroughly from the content of the book. No, curriculum should be followed, but we just follow the textbook.*" (Interview with subject teacher, July 23, 2013).

According to the Nepali subject teacher, even the schools don't find necessary to have a curriculum in the school because teachers never asked for it.

Curriculum knowledge plays a vital role in teaching profession as it provides the master plan for conducting the annual program of the year. It gives guide line for teachers for deciding what to teach, how to teach, expected outcomes and values to be taught, inclusive of different educational materials and for designing the classroom

according to the subject matter. Curriculum and pedagogy are no doubt different but are interrelated. "Institutionally, curriculum defines the knowledge to be taught; pedagogy is conceived of as the delivery system" (Pinar, Reynold, Slattery & Taubman, 2008, p. 745). Shulman's model (1987) too identifies an effective teacher is the one who has content knowledge, pedagogical knowledge and curriculum knowledge. To the contrary, most teachers have understood curriculum and list of contents as the same thing. A teacher without curriculum knowledge is therefore misguided or confused in executing and delivering for the classroom purpose.

Curriculum and the Lesson Plan

Curriculum is essential for the lesson because it guides teacher to plan the classroom. It is helpful for teachers how to teach, what to teach, and what kind of teaching materials to be used. It gives an appropriate guideline for teachers for successful delivery of the classroom. The national curriculum book introduces the subject, objectives, specific objectives, learning achievements, elaborative explanations of teaching methods with examples, evaluation of the subject, time allotment including number of periods in a week, teaching techniques, teaching resources, and assessment (DoE, 2063). Thus, it seems mandatory to refer curriculum while making lesson plan.

Curriculum knowledge and the lesson plan are interlinked with each other. A teacher cannot teach properly without having proper lesson plan. To the contrary, it was found that most teachers do not have their lesson plan while teaching. It was found that only 2 teachers were following lesson plans out of 16 classroom observations. Mathematics subject teacher in Bhaktpaur school mentioned "*Yes, I used to make lesson plan but not now*". For any changes in the curriculum teachers ask with HTs. For making questions, weightage of marks, or time allotment they just

follow the textbook and old questions. It can be said that without proper knowledge of curriculum and the lesson plan a teacher can not provide quality education.

An effective lesson planning takes time with range of professional skills. All teachers need to master sooner or later for this skill because effective classroom demands effective lesson plan. The result of unsatisfactory lesson plan leads to poor classroom management, student's disruptive behaviors, unsatisfactory results etc. Mostly novice teachers were found struggling these situations in the classroom. An effective classroom management comes up with teacher's skills along with curriculum knowledge. Curriculum knowledge of teachers thus paves the path for lesson plan, classroom activities and executing the lesson. Lesson plan therefore helps teachers how to facilitate students, what exact resources to be used, what teaching method the teacher use, and what teacher expect from students, and different ways of evaluation of students.

Curriculum and the Content

There is a direct relationship between the curriculum and the content. A student fulfills the national standard curriculum through the course of the study i.e content. In addition to this, the content of the course should be appropriate according to the age and the level of students. Teachers do not find that the course of the study is hard enough in primary schools; sometimes they have print mistake. Mathematics subject teacher replied, "*I give one week time for hard topics otherwise I finish one chapter within 3 to 4 days*". Teachers pointed that if the course is too hard, students could not understand. However, teachers urge that the course content to be simpler, explanatory along with more pictures. Upon finding hard chapters students feel bore; and if the content of the course is too easy students do not pay attention. According to them, to create effective classroom, a perfect balance is required between content of

the course, student's age and the curriculum. Likewise, in Nepali subject there are some difficult words like "*Mocha*" that means some Japanese food. Teachers argue that such difficulties can be overcome by the use of pictures and simple language. Social learning theory also emphasized on pictorial illustration, observations, modeling so that students learn in an effective way. In a similar manner due to lack of pictorial illustrations and examples in science subject students could not do exercises without teachers' help. Science subject teacher has to show everything to students and students too can't follow teacher's instructions due to varying age in the classroom. Curriculum should therefore match on different ages and backgrounds and how they will understand the content that makes them easy or difficult (Shulman, 1986, p. 7). The primary task of the teacher is not only to relate the curriculum and the content; but teacher's job also includes how student understand the subject matter. Not only this sometimes government policy too hinders for effective teaching. The following example illustrates this:

The English subject teacher of class 5 in Bhaktapur school affirmed that the curriculum is good enough as per the age of students. The government has changed the policy of teaching in an English medium. It makes hard to teach students despite being easy and simple chapters. Being an English teacher, the teacher mentioned that students request her to teach in Nepali because she mentioned that students do not have strong foundation to learn in English medium.

Teacher's interview July 8, 2013.

Classroom management is only effective if the classroom has conducive learning environment. If the policy does not support the learning abilities of children, the classroom cannot be student centered. So, while implementing policy it is also necessary to acknowledge student's diversity, and their backgrounds. Otherwise it could not be practical. While implanting between policy and practice teachers have to struggle a lot and teachings in the classroom could not be effective.

Teaching Methods

All teachers have their own different teaching methods. So, the teaching methods vary from one teacher to another. Generally, there are two forms of teaching method. One is traditional method or teacher centered method and another is modern form of teaching method i.e. student or learner centered teaching method. Some teachers adopted student centered teaching method; some teachers adopted teacher centered teaching method. Due to teaching experience and pedagogical content knowledge female teachers execute and delivered the classroom in different methods.

Teacher Centred Teaching Method

Teacher centered teaching method is the most traditional way of teaching. It is the direct transmission of knowledge in which teacher is active and students are just listening what teacher says. Modernism least denies this method because this method hardly engage students in teaching and learning activities. Rote learning, memorization, whole class teachings are components of teacher centered method. Novice teachers were often found using teacher this teaching method. Female teachers were found to be autocratic, dominating, and do not care about student's learning abilities. They often ignore student's behavioral problems like fighting, teasing, and moving from one desk to another. Such classrooms are found to be contradictory to modeling or observational learning in which attention, retention, motor production and motivation are often absent (Mulholland & Turnock, 2013).

An effective classroom is the one where students learn more and better. Teacher centered teaching method is more passive, and few opportunities are provided to students for different ways of learning like collaborative learning, group learning, discussions etc. (Kousar, 2009). It was found that inexperienced female teachers only practiced students to read from the board or the book. Teachers often

stand at the side of the door, or in front of the blackboard or back of the classroom while teaching instead of moving from one desk to another. They were not found addressing student's needs and were often angry upon asking questions for more than two times instead they say, " *What did you hear when I was explaining? Didn't I tell before?*" In addition to this, some teachers were found on concentrating only first few benches and ignore what other students were doing.

Only novice teachers and inexperienced teachers were found to be adopted this teacher centered method. Novice teachers are mostly hesitant, and could not work with the same speed, fluidity and flexibility as compared to experienced teachers as they were unfamiliar with dynamics of classroom management (Unal & Unal, 2012). Ineffective time on task, no lesson plans, disruptive classroom behaviors, lack of pedagogical content knowledge, inability to understand student's cognitive, emotive and physical needs etc. were the common features in those classrooms. These all occurred in novice teachers classrooms due to lack of expertise in teaching skills, understanding student's needs, and unaware on different components of classroom management approaches. Inexperienced female teachers lack different techniques for creating effective learning environment. Instead, most of the time they controlled the classroom through punishment and abuse Educational act too emphasize in creating child friendly environment, and avoidance of physical punishments in the classroom. It was found that female teachers entered the classroom with sticks and pipes to threaten and control students. For instance, an eleven year old student studying in class four told that, "*We often get physical punishment if we do not bring homework or make noise in the classroom. She keeps us standing in her period and do not allow us to sit during her period.*"

Teacher and students have very much symbolic role to play in the classroom while teaching and students should not be taken as passive beings who tolerates teachers boring instructions for a long time (Sarangapani, 2003). A learning community was often absent because teachers was unable to cope with students learning abilities and teach according to that. Students were found monotonous due to one way of transmission of knowledge. This is just the opposite of interactionism, or social learning theory. Social learning theory is based upon the idea that students will learn best when they see examples, or through observations; interactionism links the relationships between teacher and student by means of discussion, interpretation, exploring meanings out of the subject matter. An effective classroom requires active participation of both students and teachers. The following example illustrates the picture of teacher centered classroom.

A Nepali subject teacher in class two at Banepa was teaching grammar. First she writes Barakhari (Ka, Ka, Ki, Ki..etc) on the board, and ask students to read from the book. She told student to read it by heart and even threatens that she will ask every students after some time. While reading from the book some students do not pay attention instead make noise and fight with each other. At the moment she gives punishment to those students like pulling ear, slapping on student's cheeks, and scolds them to concentrate on reading aloud from the book. (Observation log, July 12,2013)

Teacher centered teaching method is not effective for students. Such kind of teaching method is monotonous or boring for students. In order to create an effective classroom management, avoiding punishments and abuse, understanding student's behaviors, their needs and lots of activities are required. That's why in modern times student centered teaching method is highly desirable.

Student Centred Teaching Method

Student centered teaching method is the modern form of teaching. Student centered teaching method is the process of teaching that employs appropriate teaching

techniques in which student's learning growth is emphasized through student's active participation (Cogilli, 2008). Teacher acts as a facilitator to help students. Thus, this method is a gateway towards successful teaching and learning process.

The government of Nepal too has adopted to teach through this method and strongly recommend not giving physical punishment to students (DoE, 2063). Experienced teachers were found following student centered method. The number of teaching experience, expertise in teaching techniques, numbers of trainings, skilful in dealing student's behaviors', expertise in the subject matter, aware with the curriculum, understanding student's psyche, classroom management skills etc. led the classroom into student centered approach as compared to teacher centered method of novice teachers. A study found that novice teachers are often found to be struggling with classroom management skills (82%) and disruptive students (57%) for their professional success (Fideler & Haskelhorn, 1999) where as experienced teacher were found to be confident in managing classroom and dealing with disruptive students. Those teachers mainly gave importance on learning outcomes, learning abilities of students, different pace of the learners, participatory approach, different learning activities, and effective use of teaching and educational materials. Showing or displaying pictures and relevant ideas from educational materials, explaining, interpreting and discussing their personal life and linking with the chapter, proper attention to every students, teaching by loving, communicate and interpret according student's levels were found to be common features in student centered classrooms. Teachers often ask questions in between to confirm if they have understood the chapter. Students were also found interacting and expressing ideas with teachers without any hesitation and actively participate in teaching and learning process.

Teaching process was often found in interactive method and modeling method. Through this teaching method teacher's classrooms were often found to be busy, engaged and performed time on task (Tollefson & Obsorn, 2008). Teachers do different activities in the classroom like first showing activities, group and peer work, discussions, question answer, group competition, quiz, play method, and tell them according to the subject matter, explain, confirm if they have understood or not by giving class work and other assignments. According to the English and Nepali subject female teachers, *lecture and drill method is the least interesting method because they don't have patience to listen the same thing for a longer period (Field note, August 13, 2013)*. So, students need extra activities for their active participation. Asking questions, interpreting, explaining, showing examples are the common features of this teaching method. While facilitating teachers' moves around the classroom and make attention of every student needs. In experienced classroom teachers were not dominating but act like a facilitator who help and explore students' difficulties by reaching from one desk to another in the classroom. Sharpening student's pencils, arranging books to those students who do not bring books, interpreting and solving problems by writing on student's notebooks and keeping an eye to every students etc. are the different forms of facilitations. Experienced teachers following student centered approach were found helpful, and responded students problem instantly. Teachers were helping student to accomplish their task through various methods either by interacting, communicating or by showing. All teachers attempted problems to be solved by answering, interpreting from students because teachers wanted students to be active; which is also the motto of student centered approach. It is through body language, teachers and students collaborative approach meanings are defined and redefined to create the classroom into a learning

community. For this purpose, mostly teachers use pictorial illustration, on hand materials, and more engagement activities. Those teachers who were confident in their pedagogical content, and have taught from a long time were found practicing student centered approach in the school.

In class 4 in Banepa school, the science teacher was teaching about rotten and not rotten things from the environment. For this purpose, she divides the class into two groups and makes quiz between two groups. She asks them what things get rotten and what things/objects are not rotten from the locality. She was giving examples from the real life situation. As a result all students were paying attention and were actively participated in the quiz. By doing this, the teacher has almost finished half of the chapter and only half of the chapter remained for discussions.(Field note, July 29,2013)

Social learning theory states that children can learn fast and in an effective way if teachers are able to give or show examples from the real life. Modeling, observation etc. are the prime factors that students learn the best. From above example we can say that in order to make students attentive, student centered learning environment a teacher is knowledgeable to understand student's psyche, student's context, and the neighborhood students are living. So, a teacher can connect with the relevant examples along with the chapters and teaching becomes effective.

Evaluation and Feedback

Continuous evaluation and feedback is one of the strategies for effective classroom management. Through evaluation teachers acknowledge how much students have understood and how well they were doing, and feedback enhances corrective measures for student's improvement in their assessments, and learning (Marzano, Pickering & Pollock, 2001). All teachers provided evaluation and feedback during my observation. Different class works like reading from the book, problem solving, making sentences, question answers, copying from the board, asking

questions through play method, different exercise from the textbook, acting, group work, peer work were given. School administration takes at least 3 exams in a year for student's evaluation. For evaluation different forms of homework like revision of the chapter, different exercises from the textbooks, asking students to bring available seed, plants to study science, learn by heart etc. were given. In inexperienced classroom teachers often give home assignments are to copy from the book or handwriting; peer work and group work is hardly done in the classroom. In spite of this teacher corrects homework time On the other hand, teachers complained that only few students bring homework.

Almost all teachers provide feedback to student's activity as soon as student's response. Most inexperienced/novice teacher provide feedback only when the answer is wrong and experienced teacher provides feedback even when the answer is correct in order to give more information on that area. Evaluation and feedback provide students on using their skills and learning. Thus, teachers' job is not limited to teach but to ensure they learn. Feedback were given both on one to one basis and to everybody based upon the nature and the level of difficulty of the subject matter. Teachers were found giving oral reward upon good and best answer by praising students like saying "good", "thank you" etc. Some female teachers often gave written appreciation in their note books. Sometimes female teachers gave physical rewards to students on performing best such as pen, pencil and sharpeners etc. Those rewards were provided by the school administration.

Concluding Remarks

This chapter tries to capture what different skills female teachers do inside the classroom for creating effective classroom management. Teaching profession demands strong foundation on pedagogical knowledge, content knowledge,

pedagogical content knowledge, curriculum knowledge and different teaching methods. Pedagogy is teacher's planning on how and what activities teacher perform in the classroom. It was found that experienced teaches are well known with pedagogy, PCK, CK. As a result, experienced teachers classrooms were more active, student centered, participative and inclusive with the desired learning skills and outcomes where as inexperienced female teachers classrooms were more passive, teacher-centered, disengaged in learning activities with boring lectures.

For creating effective classroom management teaches are required to expertise with all pedagogical skills from planning, executing, delivering, and evaluating student's learning skills. Experienced teachers have good knowledge on curriculum knowledge as compared to inexperienced female teaches. Most female teachers have understood curriculum as the list of contents of the book. Curriculum guides the teacher what is to be taught, what objectives, what methods, how many period are conducted in a week etc. Different teaching methods, evaluation and feedback are also contributing factors for creating effective classroom management. Different forms of assessments like oral /written assignments class works, quiz, play method, asking questions, unit tests etc. were found to be different forms of evaluation. This chapter thus reflects on different pedagogical skills of female teachers for creating effective classroom management.

CHAPTER VI

CLASSROOM ENVIRONMENT

I have discussed different pedagogical skills and knowledge of female teachers in terms of pedagogy, CK, PCK, curriculum knowledge, lesson plan, teaching methods, and evaluation and feedback. Following teacher's skills and knowledge, I have further elaborated in this chapter on how female teachers create classroom environment in the classroom while teaching.

This chapter gives an overview of different aspects of classroom environment by female teachers. Classroom management covers a wide range of spectrum of different aspects of the classroom. So, creating a proper classroom environment is one of the essential components of classroom management. This chapter discusses on five different topics for creation of classroom environment by female teachers. The first section discusses on child friendly environment, second discusses on physical environment, third discusses on teaching-learning activities and student's participation, fourth discusses on behavioral management and classroom control, the last part discusses on time management.

Child Friendly Environment

Child friendly environment is the place where children can learn, grow and play in an appropriate environment. Child friendly classroom mean not only formal place of learning but a place where children owe the right to learn, right to be loved, right to be respected, right to be protected from violence and abuse and right to express his/her freedom (Ahuja & Heijnen, 2012, p. 166). According to female teachers, " *child friendly classrooms refer to teach students in loving and non-threatening environment through encouraging and motivating students; students are*

at the center and they are free to express their ideas" (Field note, July 10, 2013). It was found that most classes were child friendly. For creating child friendly classrooms teachers were constantly communicating and facilitating as per their needs. They organize the proper seat arrangements, bring educational materials from the office so that students may actively participate in the class room activity. While creating child friendly classrooms, teachers make attention of every student, use simplified language, and allow his/her freedom to speak so that teacher understands about their problems. Teachers were even found to be seated in circle while teaching science subject so that teacher can be close with students and the teacher knows how well students have understood the lesson. It was found that by seating in a circle the classroom communication was more friendly and informal among students.

Creating child friendly environment in the classroom depends upon teacher's skills and knowledge. Unless teacher is aware on student's psychology, small children physical and psychological developmental process teachers may not establish child friendly environment. Thus, creation of child friendly classroom depends upon how well teachers have understood their students, strong foundation on teacher's own subject matter, teacher's knowledge on child friendly classrooms, teacher's expertise in their subject matters knowledge on, national syllabus and curriculum etc.

Experienced teachers were found good in creating child friendly environment as compared to new teachers because number of teaching experience has enhanced their teaching skills. They were found doing different activities like helping and facilitating students like sharing from friend's book, sharpening a pencil, arranging seats of poor students with bright students, moving from desk to desk, call out student's name if they get distracted, counsel by giving good examples, constantly interacting, inspiring and encouraging students to do class work or homework etc.

According to HTs, "*female teachers do different activities like establishing friendly relationship to students, avoiding physical punishment, understand student's psychology*" (Field note, July 7, 2013) in order to create child friendly environment.

Inexperienced teachers could not maintain the child friendly environment because they were found hesitant, incompetent in teaching skills and are unable to cope with handling classroom and students' problems while recognizing student's varying needs. Rather novice teachers were found ignoring student's problems like teasing and fighting in the classroom, no freedom of expressions are allowed, classroom control is done through scolding, threatening, and giving physical punishments like by pulling ear, slapping or by showing sticks, teaching is mostly done by rote learning, memorization or by drill method in which teacher selects only easy chapters, unaware on national syllabus and curriculum etc.

A proper classroom environment can be maintained through pleasing and affirmative interactions with students. Use of educational materials, audio-visual teaching methods, and involvement of students' participation is required to make students attentive in the class. Thus, experienced female teachers take care of children, love them, proper use of teaching/educational materials, counsel and encourage for them to teach and try to understand student's physical, emotional and cognitive needs. An appropriate child friendly classroom is found in experienced teachers classrooms because they allowed students to express their ideas, views and opinions. In addition, teachers too listen what students are saying with great interest and act accordingly. Hence, an experienced teacher was found knowledgeable on creating child friendly classroom on how to interact, how to display educational materials and interpret meanings, listening and understanding students' feelings, and to pay respect to student's needs.

Physical Environment

Teaching and learning process is greatly influenced by the atmosphere in the classroom. Hence, proper setting is required for creating child friendly environment.

Classroom Decoration

In both schools classrooms are decorated in a satisfactory level. Some classrooms have few, and some classrooms do not have any educational materials. Especially it was found that in small classes like in classes 1, 2, and 3 were decorated with animal charts, numerical charts, map, globes, national anthem, charts on human body, displaying different kinds of fruits and seeds, wooden clock etc. and in class 4 and 5 were not decorated with educational materials but only with annual calendar.

Classroom Structures: In Bhaktapur district, the school was found congested for free movement of students and teachers due to high numbers of student's enrollment. The classroom wall was only partially blocked so noise comes from one class to another. The class gets disturbed while teaching and learning process.

Mathematics subject teacher mentioned that,

Sometimes teacher in one class has to control another class students or the teacher in one class has to wait another teacher to get into the classroom because noise comes form the partial wall" Field note,July 12,2013)

Some classrooms were found spacious and some classes were too congested. Almost all classes were found to have good provision of light, and air with sufficient doors and windows. Due to congested classroom even teachers find difficult to move around in the classroom; however teachers try to communicate with students to concentrate in the subject matter. All classrooms have whiteboard and some classes have both whiteboard and black board.

Seating Arrangement: A child friendly environment is not only the place for joyful learning. Teachers and students are responsible for making pleasing learning environment. For stimulating effective instructional approaches, classroom decoration, physical environment and seating arrangement plays a vital role (Ming-Tak & Wai-Shing, 2008). Desk and benches are arranged mostly by school administration, students, and sometimes teachers for doing classroom activities. Seat arrangement was found frequently at the time of peer work, group work, and for group discussions. Different subject teachers mentioned that up to now they were seated in v shape and round shape in the class. During observation all classes were seated in square shaped. According to teachers, seat arrangement makes bonding between friends, and teachers. Students of different heights come into the classroom. The science subject teacher says that, "*We arrange seats according to the height of the student because he/she won't see anything at the back seat. We arrange seats according to intelligence wise as well.*" Female teachers considered that seat arrangement is important for effective classroom management because it helps in teaching and learning process. Those students who were not willing to study; they turned into good students due to good and obedient friends in the same bench. Besides, seat arrangement for slow learner is effective when they are brought into the front desk. Teachers mentioned that students become active once they change their seats.

Teaching Learning Activities and Student's Participation

An effective classroom management requires an effective teaching and learning environment. So, good classroom management is the art of establishing good climate and establishing instructional management by motivating and encouraging students to learn through interesting chapters (Shing, 2008, p.45). For effective

learning environment a teacher is the one who does steering and coordinating the classroom environment in an efficient way. For this purpose, teacher does many activities in the class like paying attention to students, address student's needs, proper feedback and evaluation, explaining, interpreting, making the classroom full of fun and excitement etc.

For creating conducive learning environment female teacher performed many activities in the classroom. Teachers motivate students by telling jokes, singing, dancing, role play, simulation, interacting and communicating, asking questions, different quizzes and teaching through play method and act according to student's psychology. Usually, teachers start the classroom by revision and reflection on previous chapter, by playing short classroom games, asking homework, books, and asking their personal things like health, family matters, and finally relating to the subject matter telling some exciting thing about the chapter etc.

Teaching Methods

An appropriate classroom environment demands for appropriate teaching methods. Basically interactive method and modeling method was pre dominant in female teacher's classrooms. While adopting interactive method, teachers were found engaging in discussions, interpretation, explanation, peer or group work discussions, students and teachers discussions etc. while doing classroom activities. According to Myhill, Jones & Hopper (2006) pointed that learning is a social communicative process in which students learn through interaction with teachers and with their friends i.e. school actors. So, teachers are responsible for maintaining interaction or communicative process for transmission of knowledge. Proper communication guides students to do the desired activities. Learning is thus process and product. Most female teachers followed student centered teaching method in classrooms. Teachers

were found to be engaging in student's activities by means of modeling and interactive method. In modeling process, observation (like site visits), and showing examples by using educational materials etc. were followed. For instance, in class 4, science teacher brought the real maize, beans seeds. and while teaching "Rotten and Unrotten Things" she gives analogy of the real life, in class 3 while teaching preposition English subject teacher draws pictures on the board to ask where the proper locations. Novice teachers were following lecture and drill method, whole class teaching, rote learning and memorization with no extra educational materials or any other classroom activities but from the textbooks. Thus, a sound learning environment was best created by experienced female teachers as compared to novice teachers.

Teaching Techniques

Teaching technique can be termed as the activity in which a teacher affects the learner's encoding process (Dhand, 2008). Since teaching is not a monologue a teacher requires definite techniques for creating interest, enthusiasm, zeal among the learners. The different teaching techniques followed by female teachers for creating effective classroom environment are asking questions, revision of the chapter, telling jokes and stories, play method, solving problem on the board, quiz, cross questioning, group competition, use of simple language, showing and displaying educational materials, eye contact and body language etc. Through these various teaching techniques teachers were found promoting learner's goals, objectives, outcomes, effective time use and learning experience of students (Dhand, 2008). The way how teacher teaches in the classroom matters a lot for learners because if the teaching technique is not appropriate then students get distracted or felt bore. A student from class five says that, "*interpreting the chapter, asking questions, problem solving, giving examples etc. are the easiest way of learning*". In order to concentrate during

the teaching and learning process, most teachers moves around the classroom, step wise asking questions according to the age and level of students, if required they even pointed specific students, call student's names and ask the reason for not doing assigned task, monitor and supervise each and every students, do eye contact, ask for book, copies, pay attention to every students, brainstorm the ideas, more practical exercises, checks classwork and give feedback instantly etc. These techniques were specially followed by experienced female teachers whereas novice teachers just stand in front of the black board, by the side of the door or at the back of the classroom. According to Nepali subject teacher, "*Students are more happy if they are engaged otherwise they make noise do not have patience to listen the same thing for long period of time*". Teacher's sense of "withitness", teacher's varying skills for varying techniques is highly essential for creating effective classroom management for creating sound classroom environment. Effective teaching techniques come along with experience and knowledge. Thus, teaching technique was found more effective in experienced teachers' classrooms as compared to novice teachers.

Student's Participation

The three fundamental of modern teachings are i) emphasizing the learner, ii) guiding the learner, and iii) promoting learner development in which active participation of learners are essential (Kochhar, 2008). The role of a teacher is very much challenging because teacher's job is not only to teach but also to "engage their students more actively and increase their concentration span by discussing the subject matter being taught with them and encouraging them to ask questions" (Glasser 1998 as cited in Ming-Tak & Wai-Shing, 2008, p.50). Students are less likely to feel bore only if the chapters are interesting. So, students were found attentive only on showing educational materials, on site visits, acting, drama etc. that requires more

involvement. They are more excited to learn in practical and creative exercises like drawing pictures, group work, peer work as "*they are happy in learning by doing because they are more curious by nature*". In traditional approaches of teaching methods students find classroom boring because "*they seek attention from teachers with more examples, besides they need those classes that proceeds from simple to complex method*" (Nepali subject teacher, Fied note, July 7, 2013); which does not happen in lecture and drill method. Students were found to be distracted easily in those classes.

Students' engagement and active participation was found better in experienced teachers' classrooms as compared to novice teachers' classrooms. Novice teachers' classrooms were mostly dominated by rote learning, memorization, and study from the board or from the book. Students' engagement and their active participation were not found in novice teacher's classrooms. It happened due to incapability of coping with pedagogical content knowledge, curriculum knowledge and having superficial knowledge on the subject matter. Mostly students were found reading and writing from the book in those classrooms. This is quiet opposite to interactionism theory because meanings are best understood when it is interpreted and explained. As a result, students are not paying attention as they could not internalize, or contextualize the subject matter because teachers do not have proper discourses on the related topic.

In class 3, a female teacher while teaching a poem on "My country", she recites poem by singing. All students were found engaged and paying attention to the class. Later on she pointed weak students to read it from the book and helps them to read aloud and explains in between. The classroom was found very much interactive in which all students participate in classroom activities. After some time she asks a group of 3 students' recitation, and then divides the class into three groups and ask to recite the poem. She also asks in between if they have understood or not. Some students ask questions in between and she explained and replied as per student

query. However, the homework was not creative enough. She asks students to copy the same poem and she told that she will ask question the following day. (Classroom observation, July 10/11, 2013)

It was found that through interactive process teacher allows students for freedom of expressions. Students also asked questions or discuss freely when they have not understood well. Teacher too was found asking question or interpreted according to student's levels by means of interaction. Active participation and engaged pedagogy make student learn in a proper way. The theory of interactionism too stresses that one can understand meaning only if it is interpreted, or created.

Student's participation requires not only students' engagement in teaching and learning activities but also teacher's engagement on students' activities. It was found that teachers were facilitating every student's needs to participate students in the classroom activities. Kounin model of classroom management approach is found very much effective. Teacher's sense of "withitness" and scanning the classroom is the best approach for managing the classroom. Teachers who were found helping in addressing student's needs by motivating and encouraging them to do assigned task, by telling them success stories, and help students in doing step wise exercises were following teacher's instructions without any confusions, or being lost. Not only this teachers constantly monitor her students in order to motivate them to do assignments, frequently asked questions in between while teaching, use various educational materials and show them, help students by reaching their place, and check their assignment if students were doing their tasks in a right or wrong way, clear the confusions, praising and appreciating for good works, right answers etc. A successful classroom is considered where teachers take care of every individual needs. It was found in most female teachers' classrooms. They were even found arranging seats for

slow learners with active students if they found that some students are having difficulty in doing class assignments and homework.

Textbooks and Teaching Materials

Teaching and learning materials are essential for effective classroom. In a proper classroom environment teaching and learning materials, educational resources, teacher's guide/manual, handouts, other educational materials are considered to be mandatory. Teaching materials/textbooks is the basis or reference in the classroom in which teacher and student work together to fulfill the objective. According to Mukalel (1998) teaching materials consists of language material and instructional aids. The prescribed textbooks is the language material and instructional aid are those supplementary books that the teacher brings in her classroom to facilitate her teaching in an effective way. In both schools, teachers were found teaching about the subject matter primarily from the textbooks. Students also brought only textbooks. It was found that comparatively students from Bhaktapur district bring more books than in Banepa school, at least 80-90% of students bring textbooks whereas in Banepa students brought about 60-70% of textbook. Students' textbooks were kept in proper condition- nice and well covered.

Most female teachers use the prescribed textbook as the primary educational materials. Other educational materials or instructional aids like guide book, hand book, reference books etc. were not used by teacher. While teaching most teachers just follow the text books while some teachers like in Science, English, and Mathematics subject teachers use educational materials/instructional aids while teaching. For instance, science teacher has brought real maize, and beans seeds and give examples from the real life; English teacher draws picture on the board, and shows the wooden clock while teaching about time. Comparatively those teachers

who are more experienced were seemed to be using educational materials as compared to novice teachers. Novice teachers were not found using instructional aids but only textbooks.

School library was also found in Bhaktapur district which was built by "Room to Read" project. The school has also a computer lab to practice computer. In Banepa school no such facilities were found. It was found that schools do have lack of space for storing available instructional aids. So, in Banepa school educational materials were kept in head teacher's cupboard which was found locked most of the time. In Bhaktapur school, educational materials were stored in the office room in a big cartoon box. However, teachers mentioned that available educational materials were not enough for students in teaching and learning process. So, they made educational materials from the local resources for teaching and learning process. For instance, mathematics subject female teacher mentioned that she has made bundle of sticks to teach addition and subtractions in the classroom. Likewise, while teaching science at Banepa school, the teacher has made filter and show them how to put sand, clay and make purified water. Teachers mentioned that they need more educational materials in different subjects. Like tape recorder and cassette player for listening and speaking practice, thesaurus, dictionary etc, to teach Nepali and English subjects; more flash cards, more pictures, charts and for mathematics subject more marbles, sticks or any counting materials etc. are required. All teachers admit that having proper educational materials in the classroom better teaching and learning process.

Educational materials speak itself we do not need to explain so it address the need of every students in the classroom, sometimes when we make educational materials for class two it can be useful for class four and addresses all kinds

of students i.e. bright, average and normal. (English teacher, Banepa, July 8, 2013)

Behavioral Management and Classroom Control

Classroom is multi-dimensional in nature. So, a teacher has to be an effective manager to deal with the complex environment of the classroom. An effective classroom manager requires good management skills because the success and failure of the classroom environment begins and ends with the teacher (Savage & Savage, 2010, p. 20). In order to manage and maintain classroom discipline a teacher act as a leader where pupils/students will follow. During the classroom activities various disruptions were found such as whispering, teasing with peer, fighting, moving form one desk to another, complaining and blaming each other, not bringing educational materials like book, going for breaks without permission or in the middle of the classroom, taking away other's food, copy, pen, pencil etc. etc. In addition, students frequently go for washrooms and for drinking water and do not come to the classroom. The teacher has to send another student to fetch them. These activities made teacher burn out and stressed in the classroom. This situation is the result of disengagement in the classroom. Student engagement can be best done when the teacher assigned them to deliver a productive outcome or result which demonstrates their learning (Bruff, 2009). Hence, the requirement for teaching profession do not only demand in well known in one's own subject matter, but also well known on the causes and consequences of students' behavior at different times in different situation. A tactful teacher thus avoids behavioral problems in the classroom rather increases effective use of time in teaching and learning process.

In order to manage discipline and behavioral problems teacher has to play the role of a leader who needs to legitimize his/her power and authority (Savage &

Savage, 2010; p.26). Student's behavior and classroom control was found different as per teacher's skills and knowledge. That is to say, the class was found to be controlled and engaged in experienced teachers' classroom where as in inexperienced teachers' classroom turned out to be chaotic. Experienced teachers immediately manage student's problems and did not ignore their varying needs. For instance, teacher was found facilitating students needs on educational material by seat arrangement of disruptive and non-disruptive students, by providing and sharing books from friends or from the office, call students' name and pay attention to those students who were making noise and causing disturbances, giving moral lesson, counseling students, strong verbal command and tried to find out the reason. The teacher do not only uses her power but also helps to student for his/her needs. Teachers were found using both verbal and non-verbal actions like moving around the classroom, eye contact, ask students to come front and do exercises on the board, loving, sometimes punishments, participative activities, telling short stories, creating excitement and fun by focusing on subject matter and urges to ask questions if they have not understood etc. are some of the techniques for classroom and behavioral control. By means of assertive discipline teachers can control the classroom by practicing one's own authority in order to create proper leaning environment in the classroom (Steere, 1998). Novice and inexperienced teachers found disruptive students as the major problem in the classroom because they do not know how to deal with them.

Upon disruptive classrooms, even head teachers were found to be helpful for creating effective classroom management of female teachers. Through this many students have corrected their behavior in the classroom that minimizes disruptive nature, behavior and their attitudes.

Ignoring student's problem and their varying needs bring the undesired behavior in the classroom. "Above all, never ignore disruptive behavior and hope it'll just vanish. Only fool would ignore a glaring problem. You're no fool and you won't ignore classroom problems" (Groves, 2009, p. 150). This type of situation has occurred with novice female teachers. It happened because novice teachers were found unaware on classroom management skills and techniques. Due to inappropriate teaching method, least engaged activities, least interactive approach, dominating classrooms, only bookish knowledge of teachers, no relevant examples of the chapters leads the classroom as boring and monotonous. As a result classrooms turned into chaotic and disruptive. It was found that while teaching teachers stand in front of the classroom and ignore student's problem. Classroom disruptions were found mainly due to teacher centered classroom, teacher focusing on specific students, lack of clear and specific information and instructions, lack of teacher's pedagogical skills, lack of teaching and learning materials, student's own behaviors like running, jumping etc. Thus, such problems can be dealt with assertive discipline through interactive approach and by the use of reinforcement for both positive and negative behaviors.

Some pay attention and some do not. Most of the time students are teasing, whispering with their partners while studying. Teachers counsel and guide them through love and affection. Comparatively boys do not want to study in the classroom. They do not follow teachers' instructions and do not obey female teachers. They can be only controlled by threatening and scolding. Due disruptive nature of boys, girls and other students' who want to study are in problem. Upon requesting them on not to make noise and concentrate on the subject matter, they come to beat us (girls). They even beat us in exams if we do not tell or show our answers to them. (FGD Discussion, July 25, 2013).

Above illustrations pointed that a teacher has to face multiple things in the classroom. From above case, a teacher do not only solve student's problem but also address varying needs of students with respect to gender and age. Teachers are required to address both genders in the classroom to create a conducive learning.

Time Management

Time management is the most important factor of classroom management. How efficiently and effectively the teacher has imparted the subject matter according to the curriculum is the major concern. "...the common sense tells us that the more time student spends on task, the more likely she is to master the task"(Cummings, 2000, p. 31). Hence an efficient teacher manages his/her instructional design by considering the allotment time, instructional time, engaged time, and academic learning time (Mcleod, Fisher, Hoover, 2003). In both schools, time management was seen as distracted by various factors due to lack of pedagogical skills of a teacher, boring chapters, students movement, whispering, frequent breaks for washroom and for drinking water etc. On top of that, most teachers entered classrooms with no lesson plan, teacher's guide or any other reference. However, experienced teachers were found to be well prepared in their subject matter and use the time efficiently.

The various teaching and learning activities found were group work, peer work, reciting, asking questions, interpretation, individual work, feedback and evaluation, asking questions, group discussions, guessing, reading, writing, critical thinking, explanation, showing, use of educational material etc. used for effective instructional management. Generally, 5-10 minutes of time is wasted due to unwanted disturbances. In 45 minutes of classroom period it was found only 30-35 minutes student are engaged and are active in instructional activities. Unwanted

disruptions, noisy classrooms, uncontrolled classrooms etc. were often faced by novice female teachers due to lack of pedagogical content knowledge.

In class 3, a student's brother and sister get into the classroom without permission of the teacher to ask for educational materials. This creates unwanted disturbances at least for 10 minutes that hampers in effective use of time in teaching and learning activities. In a similar manner a science teacher was also found skipping her period instead gave classworks and stayed in the office room during her class period. It was also found that two female teachers (Nepali grammar subject teacher and math subject teacher) were found keeping students busy by giving class works to students and they themselves were gossiping at the corridor of two classrooms because HT was not present in the school on that day. (Observation log July 8 & 9, 2013)

An effective teacher is the one who knows student engagement, student active participation, and time on task. The above example illustrates that students were kept busy but no productive activities at all. Such activities reflect that it is deceiving towards one's own profession. Therefore, teachers need to understand the unknown factor for disturbing the classroom purpose and acknowledge that time is valuable. Classroom management skill is in fact a challenging and complicated task so an efficient teacher is responsible for value of time, and "time on task".

Concluding Remarks

"Child friendly classrooms", "child centered pedagogy", "child at the center" and "child friendly environment" has become the common metaphors for proper classroom environment. In this chapter I have emphasized on different components that contributes for creating proper classroom environment in the classroom.

Organized classrooms, teaching and learning activities, teaching methods, teaching materials, behavioral management, time management, teaching techniques, student's participation etc. are different components of classroom environment. An effective

classroom management requires proper classroom environment because it creates the suitable atmosphere for teaching and learning process.

I have found that experienced female teachers were well known for creating conducive classroom environment than novice teachers' classrooms. Students' participation was much effective than in novice teachers because they were found adopting modeling and interactive method while transferring the knowledge. To the contrary, novice teachers were unaware on student's psychology. They were often found teaching in traditional method. Effective use of textbooks and instructional aids also helped in creating proper learning environment in the classroom. Experienced teachers made their own instructional aids. It was found that classes turned out to be friendlier when teachers brought instructional aids, students enjoy while learning.

An appropriate classroom environment requires proper behavioral management and time management. Student's behavioral problems need to be solved immediately to maintain discipline and order in the classroom. It was found that some students are attention seeker and if teachers ignore them they will create problems. Time on task, time management, and instructional time are also important because if teachers could manage instructional time properly, classrooms turned out to be less disruptive. Female teachers often found very weak in time management, instructional time so classrooms turned out to be disruptive. So, experienced teachers classrooms were found least disruptive than novice teachers classrooms.

CHAPTER VII

TEACHER'S DEVELOPMENT AND PROFESSIONALISM

Classroom environment creates the learning situations in the classroom. My previous chapter deals with how learning environment is created by female teachers by using varieties of skills. Following the same line, this chapter discusses on how teachers development and professionalism of female teachers helps in creating effective classroom management skills. This chapter attempts to answer my last research question.

This chapter is divided in four sections. First, the chapter discusses on teacher's professional development (TPD) of female teachers and the relationship of classroom management. TPD is a life long process which can be expertise through trainings, in service education, practice, different workshops and conferences. So, choosing teaching profession is a long way to learn in order to update with various skills, change in curriculum, integration of technology etc. The second part discusses on teacher's training. This part has analyzed the number of trained female teachers and their impact on teachings. Third part discusses on education and teaching practice. This part tries to explore if attainment of higher education is helpful in the classroom management skills. An effective teacher also requires high level of education in order to understand teaching skills. Fourth part discusses on teaching and training experiences. It analyzed and interpreted how teaching skills are developed with the number of years of teaching. It explores what makes teaching difference in spite of high level of education. Training is integral part of the teaching profession so it analyses how training and teachings are interlinked with each other. Finally, the last part discusses on effective teachings in the classroom. In order to

become classroom effective students, teachers and the classroom environment is necessary. Moreover, a positive climate is required to foster student and teacher relationship. Hence, an eligible and efficient teacher's skills are required for creating effective classroom. This part analyzes different skills, methods, techniques for effective teachings.

Teacher's Professional Development

Teaching profession requires a consistent and life long learning. A teacher is a learner himself/herself because a teacher's job demands updating with new skills, knowledge, technology, information, various techniques and strategies in order to be fit in the classroom. Teacher's professional development (TPD) is a never ending process; TPD is a continuum process of change in which a teacher needs to expertise himself/herself overtime (Adhikari, 2010, p. 187). It is the way for becoming professional excellence through the process of experience, learning, practicing and preparing for upcoming challenges." Teacher's professional development emerges from a process of reshaping teacher's existing knowledge, beliefs and practices rather than simply imposing new theories, methods or materials on teaching materials"(Johnson & Golombek, 2002, p.2). So, improved teacher's educational background, enhanced knowledge on pedagogical skills, familiar with the curriculum and the subject matter, more practical teaching skills, increased teacher's competency levels, familiar with new teaching strategies and usage of new or advanced technologies for teaching skills are key ingredients of TPD (Adhikari, 2010; UNESCO, 2006b).

Teacher's Trainings

In 1971, NESP (National Education System Plan) has considered 10 months teacher's training as important and mandatory for training certificate in order to get

permanent tenure in the profession (NCED, 2009). So, different projects were launched for different capacity building programs to primary teachers. BPEP and Primary Education Development projects were established with a focus of primary teacher's ten months trainings in 1992; and NCED was responsible for managing primary teachers training activities in the country. Almost all teachers were found trained in both schools. The following table illustrates the number of teachers who were trained and not trained.

Table 1

Number of Trained Teachers in Schools

Name of the School	Total Teachers	Male	Female	Trained (male)	Trained (female)
Shree Prabhat Primary School, Banepa	7	1	6	All	5
<i>Shree Bal Bikas Lower Secondary School, Bhaktapur</i>	12	5	7	All	All

Training is an essential part of the teaching profession. Effective teaching is only possible if teachers are trained. Gulbrandson (2008) research report mentioned that teacher's quality and student's achievement has interconnection. It is only through trainings that teachers are enhanced with classroom management skills; and an effective teacher's skills is required for student's learning and student's achievement that crosses the age of all learners or economic and social status of students. Female teachers mentioned that training on time to time has updated them in classroom management skills along with understanding student's psychology to address their needs. Besides, the mandatory 10 months trainings teachers also

mentioned that they got other trainings for capacity building. They are Teacher's Education Progress by Ratobangala school, Teacher's Professional Training by NCED, Psychology and Genric by World Vision, Curriculum training by DEO, Radio Education Training, by DEO, Population and Environment Training by DEO, Pre-primary education training by DEO, Scout training and head teacher's training by DEO.

Education and Teaching Practice

According to NESP 1971, the minimum requirement for primary teachers is SLC (school leaving certificate) pass. In both schools teacher's qualification ranges from SLC to Masters levels of education. Most female teachers were found Intermediate and Bachelors and only few have done Masters level education. It was found that in spite of having high qualification, non experienced/novice teachers were often find difficulty in handling the classroom environment, students' behavior and pedagogical skills as compared to having minimum qualification with more experienced teachers. In the interview, both teachers and head teachers pointed out that government is responsible for updating all teachers by giving refreshment trainings, follow up, use of new technology and also updating teachers as soon as the curriculum or course of study changes. School teachers mentioned that, *"Refreshment training, new methods along with new techniques at least should be given once in a year –beginning of the session is fruitful so that teachers are updated with the nature of the course"*. So, teachers think that if refreshment training is given in the starting of the academic session it would be helpful for them in conducting classroom management skills.

An effective classroom management do not demand for high level of teacher's education but knowledgeable on different teaching skills, different techniques to

control the classroom and different ways to deal with the subject matter. As mentioned above this is only possible through training that enables teachers to build personal interaction between teacher and student and vice versa. So, a proper classroom environment can be maintained where both teachers and students can express and discuss freely. Interactionism theory too stresses on building relationships or networks so that both teachers and students can understand what one thinks, feels, say, discuss or interpret. Thus, education alone did not help teachers to conduct the classroom.

Training and Teaching Experiences

Training and teaching experiences have a positive relationship in the teaching profession. What teachers learn, how do they learn, what do they need and what they want, what is the best modality for teacher's education etc. are mostly neglected or not systematic (Rao, 2003). Teaching experiences of primary teachers were found from 2 years to 39 years. Teachers acknowledge that training enables to teach them in an effective way in the classroom. According to female teachers training gives them idea, techniques, teaching methods, to make, prepare, and demonstrate educational materials from the locally found resources. Teachers were found capable of making classroom fun and exciting by understanding student's psychology and their motives. Teacher also mentioned that training enables teachers on how students view, interpret and understand the classroom world. Teachers were thus capable to understand the reason behind student's every behaviors and actions. In interview female teachers mentioned that addressing student's varying needs, able to design classroom activities, feed back and evaluation process of students, time division for effective classroom management, able to make decision on selecting easy and hard chapters as per student's age for unit or terminal tests were some of the achievements of training.

Teacher's professional development is a life long learning. So, female teachers mentioned that training was helpful because teachers found themselves confident in the subject matter, taking control in the classroom, preparing lesson plan, and creating child friendly environment in the classroom. "Teachers appear to develop competence over a period of about five to seven years, and only a small percentage of teachers continue to develop into experts" (as cited in Hammerness, Hammond, Bransford & Berliner.et.al, 2005, p. 380). Hence teaching experiences has positive relationship with teaching skills. So, experienced female teachers were more confident and competent in classroom management approaches as compared to novice teachers. According to head teachers, trained teachers know the technical management of different aspects of classroom management where as untrained and inexperienced teachers only knows how to teach but are incapable of controlling the classroom. That's why in spite of having higher education novice teachers were found lacking in classroom management skills. Physical punishments, more complaints to HTs, misconduct behavior, threatening environment, weak command in subject matter, boring classrooms, time management, unable to understand student's psyche are the outcomes of inefficient professionalism. Training therefore enables to simplify the complex component of the classroom activities. *"We have understood how teaching can be done from simple to complex method just by showing educational materials; we could not teach when we teachers are confused"* (Field note, August 27, 2013). Therefore, training is very much effective for teaching process.

In order to understand teaching experience and training, two case studies were observed. One in Bhaktapur school and another in Banepa school. In Bhaktapur school, a female teacher having less than 5 years teaching experience was selected

where as in Banepa school a female teacher having more than 10 years teaching experience was observed. Different perspectives were studied and analyzed i.e pedagogical strategies, classroom environment and teacher's development and professionalism.

Effective Teachings in Classrooms

An effective classroom management requires an effective teacher. An effective teacher is the one who can purposively translate and transcends his/her goals, and able to execute well crafted plans into a successful outcomes or achievements (Farr, 2010). So, teacher's teaching skills, teacher's characteristics or behavior and the classroom environment determines the effectiveness of teaching. Social learning theory too emphasize that students learn, copy or model form the classroom environment. An effective teacher is necessary for creating appropriate learning environment, desired learning behaviors, and for being appropriate model to students for effective teachings. Students too will learn from imitation of models (teachers, friends etc.) as they spent most of the time in schools.

In both schools teachers who were highly experienced, trained, have a purposive planning, goals, good command i.e. verbal and non-verbal, more time engaged in teaching and learning activities, clear instructions etc., the classroom teaching was found to be effective. Students were found engaged with lots of interactive activities. Teachers too practice different methods of teachings like conversation, asking questions, playing games, problem solving on the board, group work etc. An effective teacher was found using more encouragement and motivation to students by praising, telling success stories, giving verbal rewards, making students modal in the classroom etc. Such characteristics were found in experienced teacher's classrooms. To the contrary, novice teacher's classrooms were found to be

ineffective. Those classrooms were not found child friendly and those teachers could not address student's varying needs in spite of having higher education. They just knew the subject matter but were not confident on executing their knowledge according to the age of students. So, those female teachers classrooms turned out to be disruptive, boredom with no activities, no verbal and non verbal command. Instead of loving, encouraging and motivating students they use stick, harsh words, and physical punishment for controlling the classroom.

Teacher and Student Relationships

One of the important techniques of classroom management is to identify student and teacher relationship. Positive teacher and student relationship could be only maintained through effective teacher. An effective teacher is the one who can give lesson clarity, instructional variety, task oriented activities, engaged learning process and student's success rate (Borich, 2012, p. 7). Student and teacher relationship fosters only in a child friendly environment where students could trust teachers in every aspects. Riley (2011) state that attachment theory is designed to regulate emotional distance and felt security in which care giver and care seeker endeavor to stay close and to remain comfortable (p. 12). In similar manner teachers who are more open to students and could understand student's psychology, teachers develop a positive relationship for conducting the class. For instances, teachers who dominate in the classroom, and do not pay attention to student's needs, or who thinks teachers as "boss" students could not express their opinion, ideas, feelings. Therefore, effective teaching is not possible where teachers are mostly autocratic and dominating. For instance novice teachers in various subjects as in Nepali grammar, Mathematics and Science subjects in Bhaktapur school, teachers could not control the classroom simply due to ineffective instructional strategy and lack of attachment with

students. It was found that teacher and student relationship strengthen when teachers allows freedom of expressions. In this context a girl student aged 8-10 years was found freely expressing her ideas in experienced female teacher's classroom who has taught for almost 39 years.

Teachers and student relationships were found friendlier in those classrooms where teachers follow democratic approach. Mostly experienced teachers were practicing freedom of expressions that allows them to speak their opinion, ideas, and thoughts in teaching and learning process. Due to teaching experience for a long period, technical knowhow of classroom management skills, expertise in the pedagogical content knowledge, skills obtained from various trainings, mastery in student's behaviors experienced teachers were friendlier than novice teachers. In those classrooms students were even found sharing personal problems to teachers. To the contrary in teachers' dominated classrooms teacher and student relationship were not fostered. In those classrooms, students were very much submissive and could not express their ideas. Student and teacher relationship is found effective only upon addressing student's psyche, motives and their varying needs by the teacher. Therefore, understanding teacher and student relationship is fundamental to classroom behavior and student's outcomes.

Concluding Remarks

Teaching and learning activities are life long process. Teacher's professional development is highly demanding because a teacher need to influence, communicate, direct, control, discuss and interpret to a great mass of pupil (Rodrigues, 2005). Updating with new skills, technology, curriculum, pedagogical content knowledge, mastery with the subject matter, trainings, workshops etc. are mandatory for teacher's professional development. However, there is no definite meaning of TPD, but it can

be understood that it is the life long process in which teachers provide professional skills and keen to become the best professionals (Rodrigues, 2005). This chapter mainly discussed on teacher's professional development, teacher's training, linking teaching experience with education level and in trainings and teacher and student relationships.

Teacher's professional development encompasses various dimensions like education, trainings, workshops, years of teaching experience, mastery of the subject matter etc. It was found that most female teachers were trained. Since teaching is an art it needs range of skills; in spite of having high education teachers were not able to control the classroom. New teachers with high education or fresher were often found to be confused in dealing with student's problem rather than insisting on bookish knowledge. To the contrary, teachers with number of experience, and training were found to be more efficient. There is a positive interrelationship between teaching and training experience rather than teaching and education level.

Classroom is only effective where teacher and student are positive. Teacher's professionalism comes along with time, experience, knowledge, skills etc. that mainly aims for pupil progress in the school and in the classroom. In the mean time teacher and student relationship is also developed in those classrooms. Experienced teachers classrooms were successful because they allow freedom of expressions, collaborative learning, peer and group discussion etc. Classroom is effective only at the time of bonding, or attachments with students. It was found that through professionalism teachers were able to create positive bonding for making positive classroom management practices.

CHAPTER VIII

RESEARCH SUMMARY, FINDINGS, CONCLUSIONS AND IMPLICATIONS

I have discussed and analyzed different aspects of classroom management of female teachers from chapter four to seven. Based on my analysis of all chapters, this chapter gives the summary, findings conclusions, and implication of my research.

This chapter outlines the major findings in my research on classroom management approaches of female teachers in primary schools. My research is mainly concerned with how female teachers put an effort to create an effective classroom management. It explores different activities that a female teacher does inside the classroom while teaching and learning activities. Various researches indicated that classroom management is essential component for effective classrooms and in absence of proper classroom management skills a teacher is a poor manager (Adeymo,2012; Brophy,1983; Yasar,2008). Maximum utilization of time for instructions, instructional management with engaged pedagogy, behavioral management or pupil management are basic components of classroom management. Therefore, a teacher is the one who have all potential skill for creating and inventing proper classroom management because the success and failure of the classroom depends upon the teacher. Potential teachers for good classroom management can organize, plan, communicate well, and solve problem while delivering instructions with engaged pedagogy in teaching and learning process.

Research Summary

After a long journey, I reached in my destination. I have started writing this research with a very broad knowledge on classroom management. With the help of my supervisor and teachers, I was able to break it down on "Classroom Management

Approaches of Female Teachers in Primary Schools'. The whole process of research writing was very much challenging for me. I revisited many journal articles, theories and thesis on classroom management that helps me as a guideline to begin the first chapter. Classroom management is essential element for effective classroom therefore a teacher needs to be skillful for this purpose. I understood that teachers, students and appropriate environment along with engaged pedagogy makes the classroom very effective. Teachers are responsible for organizing classroom components. Teachers are expected to be accountable for teacher leadership in the classroom, and one who can manage the complexity of classroom environment (Savage & Savage, 2010). In an effective classroom a teacher is not only a leader but a good facilitator, an organizer, a counselor, and a friend so that teachers can plan well for the set objectives in the classroom. To, the contrary, if teacher fails to lead the classroom properly, both teachers and students struggle during the classroom time, teacher's time is mostly spent on controlling student's misbehaviors and misconduct with poor result than what is being expected by teachers and parents.

Despite the challenging task of writing thesis, I begin to write Chapter I with reviewed knowledge and my own insights on classroom management. An effective classroom management demands for skillful teacher who does different activities in a class to promote student's educational value and their growth like emphasizing student's behaviors, collaborative learning, proactive and developmental classroom practices for maintaining positive environment (Brophy, 1983; Ming-Tak & Wai-Shing, 2008). This chapter therefore sets the scenario of my dissertation along with conceptual knowledge on classroom management, the problem, purpose and significance of the study. The main purpose of my research is to explore and investigate classroom management approaches of female teachers. In order to

strengthen my research purpose, I have developed four research questions that covers the periphery of classroom management approaches like teacher-centered classrooms, student centered classroom, teacher's pedagogical skills and knowledge, curriculum knowledge, content knowledge, teaching/learning activities, classroom control/discipline, classroom environment, government policies on having at least one female teacher, different perspectives of female teachers and other stake holders on classroom management approaches of female teachers' etc. The first chapter gives an introduction of my research on classroom management of female teachers.

To legitimize my research, I explored knowledge through the literature review in chapter II. All different headings discussed on chapter II reflects on classroom management approaches. I have divided the chapter in three different parts. The first part is thematic lens, the second one is the theoretical lens, and the last one is the empirical lens.

In thematic lenses, I have explored the broader meaning of classroom management and it's essential components. Different classroom management approaches i.e. self discipline approach, instructional approach and desist approach were discussed. Social learning theory and interactionism theory were linked in theoretical review. Making meanings, linking ideas, discussions, interpretations, modeling, observation etc. are the essential part through which students learn in the classrooms. Such theories give me the proper guideline and knowledge to analyze the classroom management skills of female teachers. Finally, in the last part different national and international empirical researches were reviewed on classroom management approaches and practices. Through empirical review I have found that classroom management is a complex phenomenon. Effective classroom depends upon teacher's skills and knowledge. So, a teacher is important in

the classroom because teacher is the most influencing and motivating factor for students for making classroom a success or a failure. While reviewing different national and international documents I did not find any researches that discusses on classroom management approaches of female teachers. Considering this fact, I am responsible to publish the research on classroom management of female teachers in primary schools.

Chapter three is the discussions on research methods. This chapter gives an overview different tools and it's usage during my research process. So, I have used qualitative nature of the research with purposive sampling and with interpretive paradigm in order to meet objectives of my research. Purposive sampling was done from school actors. They were head teachers, female teachers, students, and male teachers. From female teachers I set three tools i.e. classroom observations, case study and in-depth interview; from students I set student's focus group discussion, from head teachers and from male teachers I have set interview for the data collection. Both primary and secondary data were collected from various sources. For primary data collection, I have spent one and a half month of the time in the school premises from morning 10am till 4 pm in every school hour day. Secondary data was collected from flash report, DoE, DEO, KU etc. For trustworthiness and authenticity of data I was aware on who gives me the data and from where the data was being provided. While collecting the data I took an interview with primary school head teacher, 3 in-depth interviews with female teachers, one focus group discussion with students, 16 classroom observations of female teachers of hard core subjects (English, Nepali and Math or social science), case studies of classroom taught by female teachers in each schools. In order to maintain quality of the data analysis, I have set credibility, ethical considerations, informed consent, confidentiality and anonymity, freedom to

withdraw, and avoidance of harm and disturbance for my research. It really took me a long time to develop the research design process.

Chapter Four to chapter seven is an analysis part. Chapter four discusses and analyzes on perceptions on classroom management of female teachers, chapter five discusses on pedagogical skills and knowledge of female teachers, chapter six discusses on classroom environment, and the last chapter discusses on teacher's professional development. All these chapters were analyzed with the primary and secondary data. For this purpose, I collected all raw information, transcribed them, coded them under different themes and divided the coded data under different themes, heading and sub headings. While interpreting and analyzing those data I have categorized compared, abstracted and integrated for my thesis purpose.

Chapter four is a discussion on different perception on female teacher's classroom management by female teachers themselves and other stake holders (students, head teachers and male teacher). It was found that most of female teachers classroom are more manageable because students pay attention to female teachers as compared to male teachers. Besides, having female teachers in school was found worthwhile because due to feminine characteristics of female teachers, students are more comfortable to express and share their feelings and opinions as compared with male teachers. On the other hand, female teachers do not give much time for teaching and learning process. Male teachers pointed out the fact that female teachers roam worthlessly even if they have classes, or do not go in classes on time. I have also found such cases during observation and site visits. In this section classroom environment, classroom management, instructional method, classroom control and discipline, teaching activities, teaching techniques, active participation of students,

and a mutual relationships between students are teachers etc. are best explored from female teachers and other stakeholders on female teacher's classroom management.

Chapter five is a discussion on classroom environment. It's a well known fact that without appropriate learning environment effective teaching is not possible. I have analyzed how effective female teachers have maintained child friendly environment, physical environment of the classroom, seating arrangement, teaching and learning activities, student's participation, teaching methods, behavioral management and classroom control, available of teaching and learning materials, time management etc. I have found that to some extent female teachers were successful in creating proper classroom environment where as new teachers have to struggle for creating proper classroom environment.

Chapter six discusses on pedagogical skills and knowledge on female teachers. It basically analyze on content knowledge, curriculum knowledge, teaching methods, evaluation and feedback. This chapter actually tries to analyze how efficient is a female teacher inside the classroom regarding the subject matter and delivering the lesson. I have found that those teachers who were experienced in teaching profession were teaching better and in a satisfactory way. They could address varying needs of students. To the contrary, novice or inexperienced teachers were only aware on teaching matter or their subject but they were not confident in transferring their knowledge according to the age and level of students. As a result classrooms were found to be chaotic because new teachers could not address their varying needs and can not control students for proper discipline in the classroom.

The last chapter is about teacher's professional development. It analyzed how training, experience and education helped female teachers to have enhanced professionalism for creating effective classroom management. Teacher's professional

development is a long way to go through in which a teacher learns, develops different teaching skills with the number of years, and with numbers of experiences. An effective classroom management comes along with teacher's educational, technical and experimental knowledge (Marzano & Pickering, 2003). Thus, training is necessary component of a teacher's job to enhance teaching skills. In this section I have analyzed how teacher's training has impacted on effectiveness of learning outcome or teaching and learning process. I have analyzed and interpreted teacher's training, teacher's education, and teacher's experience for making effective classroom management of female teachers. I have explored how experience, knowledge, trainings are interlinked with each other for developing professionalism. Effective classroom management is thus only possible with professional development.

Research Findings and Discussions

In my dissertation, I have developed four research questions. They are as:

- How do female teachers and other stake holders' (HTs, students, male teachers) feel or perceive the way female teachers' manage primary level classrooms?
- What essential pedagogical skills and knowledge do female teachers employ in their teachings for effective classroom management?
- How do female teachers create child friendly classroom environment for promoting effective learning?
- How do teachers' development and professionalism practices contribute to the enhancement of classroom management knowledge and skills among female teachers?

All my research is based on these questions. My research activities are involved within the periphery of female teachers' classroom management. Findings of above

questions were interpreted and discussed in line with theoretical perspectives (i.e. social learning theory and interactionism).

The first research question attempts to explore the different perspectives of female teachers and other stake holders on female teachers' classroom management. Classroom management deals with teacher's attempt for making conducive learning environment through various actions or activities. An effective classroom management requires a skillful teacher who knows how to employ effective instructions, facilitate students as per the curriculum, and effective use of classroom techniques in the classroom (Marzano & Pickering, 2003). An effective classroom management requires array of technical, experimental and theoretical skills to meet varying needs of students in the classroom.

The term classroom management is understood different by different levels of respondents. Female teachers have understood only the narrow sense of classroom as proper physical set up and seat arrangement of the classroom. Seat arrangement is found to be important for female teachers so that they can arrange seats between disciplined and undisciplined students. By doing this, female teachers are able to help poor academic background students in which he/she can learn more from friends, and with little help.

The broader concept of classroom management includes student's behavioral problems, effective time use in teaching and learning process, pedagogical knowledge, classroom environment etc of teachers (Brophy, 1983). HTs, and male teachers have understood this broader concept on classroom management. According to them, classroom management is one of the important components of successful classrooms. HTs considered that avoidance of physical punishment and addressing every student's needs of students' is classroom management. In addition, male

teachers have interpreted classroom management as the systematic classroom environment that emphasized on child friendly classrooms, recognizing different pace of learners, proper physical set up etc. In short, classroom management is teacher's skills for creating conducive learning environment in the classrooms. The following table illustrates my findings as perceived by different by female teachers and other stake holders on various aspects of classroom management.

Table 2

Different Perceptions on Classroom Management of Female Teachers

Themes	Female Teachers	Students	Head Teachers	Male Teachers
Classroom Management	Proper physical set up and seat arrangements.	Knowing the subject matter properly.	Free from physical punishments.	Creating systematic classroom environment.
Classroom Environment	Joyful place to learn Easy access on educational materials, Proper seating arrangement.	Freedom of expressions Unable to address student's needs, friendly relationship with experienced teachers.	Child friendly, Understand student's psychology, Strong bond between teachers and students.	Pleasing, Expressive, Understand varying needs of students' in the classroom.
Teaching Method	Student centered, Active participation, Use of educational materials.	Student centered method/teacher centered method. Modeling method, Drill and rote learning method.	Student centered, Play method, Use of simple language.	Student centered Lack of content knowledge and PCK, lack of effective teachings.
Time Use	Effective only if the teacher is well known in subject matter, lesson plan and learning activities.	Only effective in experienced teacher's classrooms.	Effective, More learning activities through play method, group work, peer work etc.	Lack of time management, Ineffective teaching and learning activities.
Classroom Control and Discipline	Engaged activities	Understand student's psychology, Strong command in subject matter.	By creating proper norms and code of conduct, Communication, Counsel.	Time Management , Punctual, Interesting topics/chapters.

The above table 2 compares and contrasts on different perceptions as viewed by stakeholders on classroom management of female teachers'.

The second research question explores on different pedagogical skills and knowledge of female teachers for creating effective classroom management. Content knowledge, pedagogical content knowledge, curriculum knowledge, teaching method, evaluation and feedback etc. determines teacher's pedagogical skills of teachers. A teacher therefore needs to be expertise in his/her subject area because teaching is an art of science and teacher's job requires more than delivering the subject matter (Loughran, Berry & Mulhall, 2012). Making appropriate lesson plans, aware on curriculum knowledge, CK, PCK, developing learning activities, evaluation and feedback etc. give teachers to impart proper knowledge and skills to students.

Content knowledge is the foundation of every teacher. Without appropriate content knowledge of the teacher, students won't understand. A teacher is considered to be competent in his/her subject matter since teacher's CK influences the sequence of the learning process in the classroom (Ohale, 2010). It was found that most female teachers were well known in their content knowledge. Experienced teachers were found to be more confident and strong in their subject matter as compared to novice teachers. As a result students were also found paying attention to teachers.

Teaching is a creative art and a teacher is the creator of knowledge who not only has the capacity to store facts and ideas but to interpret and explain it in a beautiful way through interaction in the classroom (Hammernees, Hammond, Bransford, Berliner, Smith, McDonald and Zeichner, 2005). So, with engaged pedagogy, motivation, participation, interactions a teacher can minimize and prevent classroom problems which was found in experienced classrooms. Experienced teachers were found better in creating meanings while teaching and learning process.

They use mostly interactive approach to define, explain, showing examples etc. so that meanings can be best understood and students were excited. Social learning theory also emphasized that children learn best by watching what other people or students have done that is "... merely observing others behavior and 'perceiving the consequences' (e.g. reinforcement) through" observational learning" and "modeling" can influence the learning behavior" (Vousden, Wood & Holliman, 2012, p. 45).

Hence, it was found that only experienced teachers having strong content knowledge were able to understand students' needs, their varying behaviors and able to conduct engaged pedagogy in the classroom with lots of classroom activities and of course with less or zero disturbances.

Content knowledge of experienced female teachers was found to be very weak. Content knowledge is very much crucial to teaching because it gives direction for teacher's classroom instruction process. It was found that teachers were often found confusing, least discussions and interpretations with relevant examples, unable to give clear meanings, not giving enough time as mentioned by the curriculum, assigning class works or home works to students with no proper guidance, concentrating only on few students, no face to face interaction, no engaged pedagogy etc. were most prevalent. So, classrooms were turned to be disruptive in which most of the time students tempted for fighting, teasing, whispering etc. In such classrooms there is a little room for developing inner discipline as mentioned by Barbara Coloroso where students will realize their own mistakes. Therefore, imparting only bookish knowledge is not the teacher's job.

Teacher's pedagogical content knowledge is considered to be important because it helps students for motivating and understanding the chapter. It was found that experienced teachers were found to be confident in pedagogical content

knowledge than novice teachers' PCK. Teachers were found inspiring, motivating, and interpreting giving every day examples or real life situations, solve student's problem instantly, and checked and addressed varying pace and needs of different students in the classroom. Inexperienced teachers were not found confident in pedagogical content knowledge because they were found weak in communicating with students while dealing with their problems and needs. Skipping hard chapters, not giving or showing proper examples for solving the problem, practicing teacher centered approach, dominating and authoritative classroom were found as the common practices of those teachers. An effective manager in fact plan for the instruction, set objectives, teach lessons, evaluate student's learning and gives feedback.

Classroom management is also a study of student's behavior and their performances in the classroom. There is a positive relationship between theory of behaviorism and theory of classroom management. J.B.Watson methodological behaviorism says that learning is the outcome of the interconnection between the environmental events and specific behavior; it is also called stimulus-response (S-R) theory (Powell, Symbaluk & Honey, 2009). It was found that those teachers who could understand student's psychology, address varying needs, and creates appropriate environment accordingly students were found to be paying attention and engaged in teaching and learning activities. By doing different learning activities, a teacher can teach students the desired goal. So, the job of creating an effective and appropriate learning environment of the classroom is solely teacher's skills and responsibility.

Curriculum knowledge is very much crucial to the teaching profession. It helps teachers for "the capacity to plan instruction so that it meets the needs of students and the demands of content, so that it is purposeful and "adds up" to

important, well developed abilities for students....or that they learned from unguided classroom experience" (Hammond, Banks, Zumwalt, Gomez, Sherin, Griesdorn and Finn, 2005, p. 176). It was found that most female teachers do not understand the role of curriculum knowledge in teaching profession. For them, curriculum knowledge do not have much importance since all the chapters are given in a text book. It was interesting to reveal the fact that female teachers think that list of contents in the beginning of a book is a curriculum. Curriculum knowledge is important to teachers because it gives guide line for preparing the lesson plan. Female teachers found subject matter, list of contents and curriculum as synonymous.

Having a good lesson plan guides a teacher to execute the classroom delivery in an effective way. Since most teachers do not have the lesson plan, most of the time novice teachers were found confused in teaching; they were often lack in sequence of teaching and learning process. Even without having lesson plan experienced teachers were found classroom in coherence, and with proper sequence. Lesson plan hence guides teachers what plans, methods, activities or materials to be used while teaching.

Teaching is a complex task that demands not only to impart the knowledge but also requires an active interaction between teachers and students. A child should not be treated like an empty vessel that is to be filled by a teacher; a child is infact an arbiter of his/her own education (Gharti, 2006). Experienced teachers therefore followed student centered teaching method. Teachers cater student's interests, needs, strength in which students create knowledge from their own experience. Teacher just act as a facilitator, one who helps them to understand and create knowledge. They were found to be loving, caring, and teaching according to student's class, their level and age. Students were also found to be more expressive with female teachers. Students too were sharing and discussing family problems or family related matters

with female teachers than with male teachers. Novice teachers mostly followed teacher centered method in which absence of interactions; discussions; peer work and group work were found.

Feedback and evaluation is one of the important parts of the learning process. An effective teacher continuously support, monitor, evaluate student's assessment (Shepard, Hammerness, Hammond, Rust, Snowden, Gordon, Gutierrez & Pacheco, 2005). Asking questions, giving homework, class works, quiz, peer group etc. are the various forms of assessments found during the observation. Feedbacks are also provided. About 70% of evaluation and feedback is done through orally such as asking questions, discussions, briefings etc. Most of the time oral feedback is given and very less written feedback is given to students. The school administration takes 3 times test for evaluation and feedback.

An effective classroom management depends upon the proper timing of each and every activity in the teaching and learning process. Minimizing classroom disruptions and increasing teacher's time use in teaching and learning determines the effectiveness of classroom management. It was found that most female teachers could not utilize their time fully because they have to deal with student's behavioral problems in the mean time. Within 45 minutes of time allotment, teachers can utilize maximum 30-35 minutes in instructional design. The following table shows the comparative analysis of different pedagogical skills for creating effective classroom management.

The table 3 shows the different ways of delivering pedagogical skills of experienced and inexperienced female teachers for managing the classroom.

Table 3

Pedagogical Skills of Female Teachers

Pedagogical Skills	Experienced Teachers	Inexperienced Teachers
Content Knowledge	Well known with related all chapters, Prepared for different pace of learners, Confident in subject matters.	Only few topic/chapter are known, Not aware with student's learning ability, Fragile/confused in subject matters.
Pedagogical Content Knowledge	Teaches with relevant examples, analogy, Interprets, discuss and clarifies the subject matter Group work, peer work, quiz, play method etc. Use of educational materials, Sense of withitness among students, Addressing student's needs immediately.	Only bookish knowledge, No teaching and learning activities, No use of educational materials, or relevant references, "sense of withitness" is totally ignored. Teacher stands in front of the blackboard, next to the door, or back of the class while teaching. Ignoring student's varying needs.
Curriculum Knowledge	Not understood properly, Only few teachers have lesson plans, Time is given sufficient for the relevant chapters.	Not understood, No lesson plans at all, Sufficient time is not given for various activities.
Teaching Method	Student centered, Understand student's psychology, Good relationship with students, Freedom of expressions.	Teacher centered, Unaware with student's needs, No attachment with students at all, No freedom of expression-teacher dominated classrooms.
Evaluation and Feedback	Verbal and written, One to one, whole classroom feedback, Checks homework regularly, Provides feedback even the answer is correct. Problem solving, making sentences, group work, peer work etc. are different forms of evaluation given to students.	Only Oral feedback Provides feedback only when the answer is wrong, Reading from the board, copying from the textbook, or memorization was often practiced as class work or home work. Give exercises without clear instructions.
Classroom Control and Discipline	Interaction, Counseling, Recognizing students' needs.	Physical Punishments, Scolding/Beating. Do not address students' needs.

My third research question tries to investigate on different ways female teachers do for creating child friendly classroom environment in order to promote effective learning in the classroom. A proper classroom environment involves planning the curriculum, gathering resources, organizing time, frequently supervising student's progress in teaching and learning activities, minimizing and solving student's problems (McLeod, Fisher & Hoover, 2003). The following section explains my findings on third research question.

A child friendly learning environment is one of the competent of effective classroom management. Experienced female teachers' classrooms were found to be more child friendly environment as compared to novice teachers' classrooms. Experienced female teacher allows freedom to express ideas and thoughts, sharing personal opinion whereas novice teachers' classrooms were found to be dominating the classroom. Generally, in novice teachers classroom students were found inattentive, lack of educational resources, less teaching and learning activities. As a result it was found that novice teachers' classroom students found more monotonous and boring. In order to create child friendly environment experienced teachers often brought different instructional aids, educational materials, peer work, group work classroom activities. Not only this, teachers too were found singing a song, telling jokes, teaching through playing, giving contextual and relevant examples etc. It was found that in effective child friendly environment teachers often addressed student's needs. Teachers place students at the centre. Such kind of classroom environment was not found in novice teachers classrooms.

Classroom environment plays a vital role for effective teachings. Only those teachers having teaching experience for a long time, different pedagogical skills, and teaching techniques were found creating child friendly classrooms. It was found that

upon inappropriate classroom environment students' problems and misbehaviors' occurred. Student's behavioral problems are caused due to three main reasons. First, students come from poor family background where they do not value education; those students lack discipline and manner. Second, teacher's lack of witness or inattentive for varying student's needs, third is teacher's lack of essential teaching skills for creating proper classroom environment. Upon all these conditions, students were found to be teasing, whispering, beating friends etc. that causes teacher's efficiency in time use. Undesired classroom behaviors hinders the classroom instructional time. Poor curriculum, hard chapters, unmet needs, students and parent values, and different backgrounds of students etc. all play a vital role for undesired classroom behaviors. To the contrary, students were found monotonous in traditional approach of teaching in novice teachers classrooms in which female teachers' practice rote learning, lecture, memorization, etc. Experienced teachers were found using various techniques for dealing problematic students' behavior like freedom of expressions, listening and paying attention to students, teaching moral lessons, respecting and caring student's individual needs, encouraging them by rewards and punishments, more engaged activities etc. Problematic students are often counseled by parents, teachers, HTs or psychologists as well so that they can be well behaved in the classroom.

An effective classroom environment requires proper time use in the classroom. However, it was found that female teachers give less time for preparing lesson plan, making educational resources, preparing the subject matter. So, in most classes female teachers do not use any other educational resources or teacher's guide book but only the text book. That's why classes were found to be teacher dominated where scolding, shouting and threatening, and unable to express ideas mostly prevailed in

those classrooms. Inexperienced female teacher's negligence in teaching was found prevalent in both schools like skipping classes in absence of head teachers, not going into the classroom on time, gossiping outside the classroom during the classroom time etc. Principal was thus frequently requesting and telling female teachers to go classes on time. Time management is therefore found to be major problem.

Table 4

Female Teacher's Pedagogical Skills and Classroom Environment

Skills	Teacher's Activities in Classrooms		Student's Activities in Classrooms	
	<i>Experienced teachers classrooms</i>	<i>Inexperienced teachers classrooms</i>	<i>Experienced teachers classrooms</i>	<i>Inexperienced teachers classrooms</i>
Reading	Interpret and discuss the content in between	Read lines from the book	Actively participate	Passive listeners
Writing	Provide clear instructions, explain, desk to desk movement, eye contact.	Do not provide proper guidance or supervision in student's activities.	Do class work, peer work, group work, ask with teachers.	Roam around the classroom, fighting, teasing with each other, Waste time uselessly.
Listening	Interpret, explain, discuss, ask, and confirm from students.	Tell or explain from the educational materials generally from course books.	Students participate in teaching activities, Freedom of expressions and ideas.	Passive listeners, no freedom of expressions, students' are often confused with taught skills.
Numerical	First explain, discuss or show, solves the problem, and ask with students	Solves the problems with no explanations, Teacher scolds who do not understand. No revision.	Ask questions to teachers, problem solving activity, students' enjoy the learning.	Students get confused, make noise, fighting with friends, students are not able to solve the problem.

The above table 4 illustrates my findings on classroom environment and related activities found in experienced and inexperienced teachers in the classroom.

My last research question investigates on how female teachers' development and professionalism practices helps in creating effective classroom management.

Teacher's professional development is important because it helps teachers to expertise in their professional excellence through experience, learning, practicing, trainings and workshops in career life (Johnson & Golombek, 2002). Therefore, teacher's professional development helps in creating effective classroom management skills.

Effective classroom management has a positive relationship with trainings, experience and level of education. Classroom management was found effective in those female teachers classrooms who were teaching for a long period of time, considerable education level and sufficient trainings. Novice teachers' classrooms were not found effective as compared to experienced teachers because those teachers were unable to establish proper communication, classroom discourses and engaged pedagogy with students. Students too find novice teachers' classroom boring that does not apply interactive and participative approach. It is only through trainings, updating with the curriculum and the textbook teachers were able to deliver the classroom successfully. Training helps teachers to make educational resources from the local resources. Training therefore empowers teachers to become a good teacher, leader, and a facilitator in the class. It enables teachers as a guide line for planning the lesson, classroom delivery, teaching variety of methods, dealing with student and their problems, feedback and evaluation, understanding cognitive ability of each student etc. All female teachers acknowledge that refreshment training is required in the beginning of every session.

Since professional excellence comes over time it was found that experienced teachers who were trained in various teaching skills through workshops and trainings sessions were far better in terms of CK, educational act, PCK, different teaching activities, making educational resources etc. Due to professional excellence experienced teachers were found to be handling problematic students with ease and solve their needs which novice teachers could not. Teachers were capable in good command in subject matter, building relationships, and creating learning community in the classroom.

Experienced teachers were found creating the classroom in a learning community by means of interaction. The theory of interactionism states that "interpretive analysis of social action and...a casual explanation of its course and consequences" (Turner, 1988, p. 3). Classroom activities are only effective upon good communication, interactions, interpretations, exchanging ideas etc. Such skills and knowledge is only developed from teacher's professional development. Likewise, it was found that teacher and student relationships in female teachers' classroom are more prevalent. A kind of bond was found between teacher and students in experienced teachers' classrooms. According to Blumer, meanings are product of collective situation while interacting others as an interactive process by the medium of language (Reynolds, 2006). Teachers were found constructing and deconstructing meaning while teaching and learning process by asking, informing, sharing, showing, explaining, discussing etc. Experienced teachers classrooms were found using different techniques for initiating student's knowledge, motivating them, and make students to interpret what they think and feel. Teachers therefore act a facilitator. In novice teachers' classrooms due to immaturity of their professional excellence such skills were found absent. So, novice teacher's classrooms were often found to be

lacking in skills, knowledge and attitude towards students. Therefore, TPD enhance teachers' skills for creating effective classroom management.

Conclusions

This research basically investigates on different approaches of classroom management of female teachers in primary schools. It has elaborated and discussed on classroom management, the role of a teacher in the classroom, different approach of classroom management, pedagogical strategies of female teachers, classroom environment, TPD and has explored different ways female teachers create discipline and order for creating effective classrooms. It explained different activities that female teacher does inside the classroom while teaching and learning process.

Research participant's perceptions, views and ideas have been maintained in the research throughout in analysis and discussion part. The major concluding remarks of my research participant's perspectives are as:

Classroom management is important in the classroom without which it is difficult to handle the classroom. Most female teachers have understood classroom management as physical set up of the classroom and seat arrangement of students. It was found that every school actors or stakeholders considered that having female teachers in the classroom is worthwhile. Having female teachers it was found easy to handle small and young children because female teachers understand student's psycho-social needs as compared to male teachers. Most female teachers are mothers so female teachers' classrooms were found to be caring, loving, expressive etc.

An effective classroom management requires strong pedagogical skills in the classrooms. Hence, teachers need to be well known with CK, PCK, curriculum knowledge, evaluation and examination systems etc. How well the teacher can execute his/her lesson plan, subject matter, student's pace of learning, different

teaching and learning activities etc. (Grossman, Wilson & Shulman, 1989) are important aspects of pedagogical skills of teachers. It was found that experienced female teachers have executed their pedagogical skills much better than novice teachers.

Experienced teachers were found to be following student centered teaching method where as novice teachers were found to be using teacher centered teaching method. Due to number of teaching experience, professional excellence etc. experienced teachers were able to use different techniques in the classrooms. Understanding student's psychology, teaching through modeling method i.e. by showing examples, use of instructional aides, clear instructions, freedom of expressions etc. are some of examples. On the other hand, novice teachers were found to be following teacher centered method. Students are very passive resulting noise and disturbances in the classroom. Novice teachers were found struggling in teaching because they only follow the textbook with no explanations, or they give class work with no examples. So, novice teachers were found practicing rote learning, memorization, physical punishments, bookish knowledge, weak in the subject matter, CK, PCK etc. are some examples.

Curriculum knowledge and lesson plan plays a vital role for creating effective classroom environments as it gives guideline to the teacher to conduct the class in a desired way. However, it was found that most female teachers have understood CK as contents of the book. So they do not go through the curriculum book of DOE. Only few teachers know about the curriculum. It was also found that most female teachers do not bring lesson plans, or any other educational aids, reference books, or educational materials in the classroom.

Classroom control, discipline management, and time management are the essential components of creating child friendly environment in the classroom. A proper environment is only possible if the teacher could address the need of every student. Experienced teachers classrooms were more controlled, managed student's discipline, and effective use of time as compared to novice teachers. In novice teachers classrooms due to lack of addressing students' needs teachers could not control the class in a proper way. As a result, students were often found teasing, whispering to friends, changing seats, making noise, not doing assignments etc. were the common problems.

Most novice teachers were found not giving proper time in terms of classroom preparation, classroom conduction and feedback and evaluation as compared to experienced teachers. They often skips hard chapters, skips hard exercises and classrooms. They were found to be rude to students if they ask any questions, or do not understand any topics. Instead during their own classrooms they give certain tasks and then either go for gossiping, stand at the back of the classroom, take rest in the office, or stand by the side of the door ignoring student's activities.

Teacher's teaching experience and classroom management skills have positive relationships. It was found that classroom management skills are much effective with experienced teachers' classroom because professional excellence comes with continuous teaching practice, trainings and workshops. Those teachers were found using different techniques to address student's needs, using different educational aids, minimize classroom disruptions, effective time use, strong knowledge on subject matter etc. Novice was found to teach only bookish knowledge. Thus, teacher's experience and trainings play a role for creating effective classrooms. In short, teacher's active participation, clear instructions, strong relationships with students,

minimize student's disruptive behaviors, time management, proper classroom preparation, engaged activities, feedback and evaluation etc. determines the effectiveness of classroom management skills. .

My research explores the every possible ways to answer my research questions. Although this dissertation deals with four research questions, it only tries to answer classroom management approaches of female teachers in primary schools from different angles.

I conclude that only skilled and trained teachers can manage classrooms. The success and failure of student's learning depends upon teacher's skill and knowledge. Even though there are various reforms on teacher education especially female teachers, how can teachers maintain quality education as set by government is still a long way to go.

Implications

An effective classroom requires an effective teacher. At present, we accept the fact that due to various reasons like household chores, family problems, social responsibility, education level, negligence female teachers are still in the edge of professionalism. The number of female teachers are comparatively low than male teachers (DoE, 2013). Thus, sufficient skills and trainings are required for female teacher to become an efficient manager of the classroom. How much time a female teacher gives for her profession despite her personal priorities is still a question to be raised. The major concern is how female teacher uses her skills and knowledge for creating effective teaching in the classroom.

For Government

The government is responsible for creating quality education in the classroom and increasing the survival rate of students. For this purpose, government can reform

on teacher's quality and standard in order to deliver effective classrooms. Beside, the eighth plan has also emphasis at least one female teacher policy in every schools. No doubt the government has acknowledged the importance of female teachers. Having female teachers alone is not worthwhile, it is necessary to take major steps for creating and maintaining effective teachers in schools. Different refreshment trainings, curriculum training, subject matter training, training on pedagogical content knowledge, child friendly classroom trainings, and student's cognitive, physical and emotional training etc. enhance female teachers for creating and maintaining effective classroom management skills. So, the government can strengthen by revisiting on standard of teacher's education and training system for delivering quality education in the classroom.

For Schools

Classroom management is a complex phenomenon in schools. It becomes necessary to follow different approaches to increase net enrollment and survival rate in primary schools. For this purpose, school teachers, school HTs and every school actors are accountable for establishing effective classroom management. What are different things a teacher should do in order to conduct the classroom effectively so that children enjoy and love their classroom, friends and teachers is the major crux in the school. Teachers require doing different activities in a functional way in a given time frame. Understanding student's psychology and their varying needs, different pace of learners, different culture and background, student's behavior, teaching moral lessons, counseling etc. is a challenging task of a teacher. Both the school administration and the subject teachers are liable for effective classroom management. School is accountable for creating proper physical set up like spacious classroom, providing enough desk and benches, teaching materials and resources etc. and teacher

is responsible for creating child friendly environment and implying classroom management skills in the classroom. HTs are required to ensure that a classroom has all necessary equipments, educational resources, proper physical space so that teacher can teach in the classroom. In addition, HTs are also responsible to send teachers in classroom management trainings. In this sense, all teachers including novice and experienced teachers need classroom management skills to deliver quality education.

For Local Stakeholders

School is the public property of the community. Parents, students, teachers, and all community members in a society have a major concern with school activities. Quality of education has direct impact on community member's children because their children study in the school. Community awareness on importance of education, quality of education is essential for effective classroom management for female teachers. It becomes necessary to understand and aware community members that having female teachers is not worth for their children but having skilled and knowledgeable teacher is important. For this purpose, School Management Committee, Parents Teachers' Associations can monitor, counsel, and provide feedback to school HTs and female teachers. The community members therefore can select and recruit trained, skillful and knowledgeable female teachers in the school for quality education.

Further Research

In my dissertation I have studied female teachers' classroom management approaches in primary schools. Due to time constraints I have limited my study only in female teachers. While doing the research I have found that male teachers equally contribute for teaching and learning process. Therefore, I could not conduct the male teachers' classroom management approaches. A comparative analysis of male

teacher's and female teachers' classroom provides the similarities and differences of classroom management approaches. Thus, this research can be further explored on comparative study of male and female teacher's classroom management. Investigating and comparing what skills, knowledge, and techniques male teachers' use in the classroom as compared to female teachers' classroom can be an important contribution for pointing gaps, strengths and weakness in both male and female teacher's classroom management skills.

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APPENDIXES

Appendix A
(A Guideline for Classroom Observation)

Date: _____

Name of the school: _____ Class: _____

Students: Total _____ Girls : _____ Boys : _____

A. Pedagogical Strategies

1. What are the various ways that teacher and students interact, interpret or discuss on the subject?
2. What are the different approaches of teaching method in the classroom?
3. Does the teacher clarify the subject matter in relation with practical or experienced contexts?
4. Does the teacher follow the curriculum? How is the content of the course?
5. What kind of materials teachers use in her class apart from the textbook? (Lesson plan, reference books, or other instructional aids)?

B. Classroom Environment

6. How is the physical condition of the classroom?
7. What are the different ways female teachers create an effective teaching and learning environment?
8. What are the different activities female teachers do to facilitate or encourage students for effective teaching and learning ?
9. What are the different activities student do in the classroom?
10. What rules and strategies teachers adopt for effective use of time in T/L activities?
11. What often cause disruptions in the classroom? How?
12. What does a teacher do for minimizing disruptions in the classroom?
13. How teacher copes with student's misbehavior and behavioral problems in the classroom?
14. What are the different forms of feedback and evaluation given to students?
15. Does the teacher check assignments and homeworks?

C. Teacher's Development and Professionalism

16. Is the teacher trained? How long has she been teaching?
17. Is the classroom effective? How?
18. What kind of relationship is maintained between teacher and student?

Appendix B

(Checklist for in-depth interview with the Female Subject Teachers)

A. Pedagogical Strategies

1. How do you start your classroom? Tell me your teaching method, explain.
2. Do you prepare the lesson plan? If yes, what is the major focus of the lesson plan?
3. What kind of teaching method do students find the most interesting and least interesting? Why?
4. How do you find the course of the study? (hard/easy/too boring)
5. How do you manage the time in teaching and learning activities?
6. What would you do for minimizing classroom disruptions? What are the main reasons of classroom disruptions?
7. Do you think present course of study is age appropriate for this classroom? If not, why?
8. Do you ever follow curriculum while teaching? Did anyone talk about curriculum to you (principal, teachers, school management)?
9. What different educational materials you use in teaching and learning activities? Are available educational materials enough for students? If not, what do you need more?

B. Classroom Environment

10. What do you think is the most important for effective classroom management?
11. What are the different activities you do while teaching? (addressing varying needs of all learners, making classroom joyful place, active participation of students)?
12. Is there any relationship between subject matter, age of students and the way of teaching? How?
13. What causes behavioral problems in your classroom? What are the different techniques for maintaining discipline in the classroom?
14. Do you ever consult to parents to figure out behavioral problems? If so, how often?
15. How do you evaluate student's learning? What kind of feedback is given to students?

C. Teacher's Development and Professionalism

16. Do you get any kind of trainings for your professional development for effective teaching in the classroom? If yes what are they?
17. Do you think training and experience is helping you for classroom management skills? How?
18. In your experience what are the major problems in female teachers' classroom?

D. General

19. What do you know about classroom management?
20. What do you know by child friendly environment?
21. What do you want to see your students in the classroom?
22. What skills do you need for effective classroom management?

Appendix C
(Interview Guidelines for Head Teachers)

A. Female Teachers, Experience, and Training.

1. How many teachers are trained in the school?
 Trained male Teachers: Untrained male teachers:
 Trained female Teachers: Untrained female teachers:
2. What kind of difference do you find among trained and untrained teachers for effective classroom management? Why? How?
3. How the training of female teachers has helped to bring positive result in the classroom management skills?
4. What is the difference of classroom management skills between novice female teachers (less than 5 years) and experienced female teachers (more than 5 years teaching experience)? What are their problems while managing classes ?
5. Is there any positive impact of having female teachers in primary schools? If yes, why? If not, why?
6. How often do teachers come to discuss with you regarding classroom management skills for better performance?
7. Do you ever sent female teachers for training and professional development ? If yes, what are they?

B. Child Friendly Environment

8. What are the different activities female teachers do to create child friendly environment in the classroom?
9. How do you understand child friendly classrooms?

C. Parental Involvement and awareness

10. Do you invite parents in schools to discuss on effective teaching and learning process of everyday classroom activities?
11. Do parents come to school to discuss about their children teaching and learning activities?
12. Are parents informed about their children's behavioral problems, classroom activity etc? How do they response?
13. What do parents expect from school/female teachers about their children's learning?

E. Teaching Materials

14. Are educational materials (curriculum, textbooks, resources, references etc.) enough in your school? If not why?
15. What kind of educational materials do you need the most for primary schooling levels?

F. Feedback and Learning Assessment

16. How often female teachers give feed back and assignments in the classrooms?
17. Do teachers check every assignments and provides feedback?
18. Does she give reward or prize to those students who perform best?
19. What kind of learning assessment is required for better classroom management and effective teaching?

G. Discipline/Behavioral Management

20. How often female teachers face behavioral problems in the class? What are the main reasons of behavioral problems? How do they manage those problems?
21. What kind of support you provide to those female teachers for effective classroom management ?
22. Do students obey to female teachers in the classroom? If yes why? If not, why?

Appendix D
(Guidelines for Focus Group Discussions with Students)

A. Female Teachers

1. Do you like the classroom taught by female teachers ? Why?
2. Do you like the class taught by male teachers why?
3. Who teach better (male teachers or female teachers)? What is the difference?
4. Which teachers do you like the best? Why?
5. Whose classroom is too noisy and hard to study?
6. What happens in that time?
7. What does the teacher do during that time to control the classroom?
8. Whose class is more silent and who teach during that time?
9. What does the teacher do?
10. Do students pay attention in female teachers' classroom? How?
11. What female teachers do to concentrate on subject matter?

B. Learning Environment

13. Do you like the classroom? Why?
14. What are the different methods female teachers are teaching in your classroom?
15. Which method is the easiest way for you to learn? What are the different activities you do in your classroom?
17. Do your teacher gives you homework, class work, group work, peer work etc? Does she give you feedback after you checked your assignments?
18. What do you do when you do not understand the lesson?
19. Is your classroom boring or interesting while your teacher teaches the lesson?
20. Does your teacher give you reward and punishment? What are they? When does she give reward and punishment?
21. Do you finish your classwork or assignments on time? If not why?
22. What do you like the most about your teacher?
23. What you don't like about your teacher?
24. What do you prefer from your teacher ?
25. What skills should she have to teach in a better way?

Appendix E

(Guideline for Case Studies of Female Teachers Classroom Management)

Name of the Teacher:.....Date:.....

No. of Experience:.....Sub:.....

Class:.....

Pedagogical Strategies	<ul style="list-style-type: none"> ❖ Teaching method and practice ❖ Content Coverage 	Notes:
Classroom Environment	<ul style="list-style-type: none"> ❖ Child friendly ❖ Teaching and learning activities and participation ❖ Classroom discipline ❖ Classroom control ❖ Classroom structure ❖ Time allotment 	
Teacher's Development and Professionalism	<ul style="list-style-type: none"> ❖ Training ❖ Years of experience ❖ Education ❖ Effectiveness in teaching ❖ Teacher student relationships ❖ Result 	

Appendix F
(Interview with Male Teachers)

Name of the School..... Date:.....
Sub:..... Class:.....

1. How do you define classroom management?
2. Do you think female teachers in primary school are worthwhile? How?
3. What is main problem of female teachers while managing the classroom?
4. How do they overcome with that problem?
5. What kind of support do female teachers need?
6. Do female teachers get enough support from school management and the government? If not, what are they?
7. Do you think educational materials are enough? If not, what is required?
8. Who should support for that?
9. Do you think curriculum of primary levels is good for students? (interesting, boring, hard, simple etc). ? If not what is required?
10. What kind of change do you want to see in primary course book?
11. Recommendations and suggestions for female teachers in managing classrooms are:
 - ❖ Teaching strategy
 - ❖ Classroom Environment
 - ❖ Classroom Control
 - ❖ Classroom Discipline
 - ❖ Training/Education/Experience
 - ❖ Student and Teacher Relationship
 - ❖ Result
 - ❖ Support