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## **A Lived Experience of a University Retired English Teacher: A Narrative Inquiry**

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### **Abstract**

Teaching is a challenging job. It requires mentoring and helping students to grasp the meaning and understand the message the subject delivers. A teacher is one who inspires, guides, enlightens and motivates the learner. It is a lifelong process. This article is based on narrative inquiry research on the lived experience of a recently retired English teacher from Tribhuvan University who contributed a lot in English education. It explores how a master degree holder in English education joined at university and constructed and reconstructed his identity in his teaching profession unless he retired. Data were collected from face to face in depth interviews and telephone conversation then analyzed through narrative case analysis. The findings show that a university English teacher develops and modifies his identity through engaging himself in different professional development activities, interacting with different socializing factors and experiencing various emotions in university activities. He also works as curriculum developer, examiner, and invigilator, external and internal examiner in practical examinations. He has to labour hard in his whole professional period and has to balance his emotional behaviours, that is, happy moments as well as frustrated moments. The paper concludes with some implications for language teachers in context of education campuses under faculty of education in T.U.

*Keywords:* Academic activities, teacher emotions, teacher identity, teacher professional development, teaching English

### **Introduction**

English teaching and teacher appointment (getting a job as a university teacher) has now become difficult in Nepal. There is a tough competition in teacher recruitment. Many people are very interested to know the situation of the past when a recently retired English teacher began his career. In general, candidates for college or university teaching need, at minimum, a master's degree in 2nd division. Nowadays, they typically earn their MPhil or PhD degrees. Rowntree (1981 as cited in Rijal) conceptualizes 'profession' as any occupation that is regarded as prestigious, generally on the grounds

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that its members are not only well paid but also need prolonged academic training founded on some systematic body of knowledge. According to Hathib (2015), professional development of teachers is needed as there is the drastic change that occurs day by day in all walks of life. Teachers should go on updating their knowledge as well as skills related to teaching. Different factors like changes in the child psychology, change in the attitude of students, change in the taste of students, knowledge explosion in the world, development in the field of modern science , development in the field of information technology, changed curriculum and learning experience , latest trends in teaching-learning process, provisions for professional developments of teachers' pre-service training , in-service training, self-development force teachers to have professional development.

Professional career is developed by having more knowledge, skills, competence and experiences. Villegas- Reimers (2003) defines teacher professional development as the “growth that occurs as the teacher moves through the professional career cycle” (p. 11). Professional development includes various in-service training, seminars, workshops, meetings observation and imitation of excellent practices. Development, according to Richards and Farrell (2005 as cited in Bhatta, 2013) refers to general growth not focused on a specific job. Therefore, teacher professional development not only involves the knowledge, skills and attitudes that the teachers gain for their professional growth but it also influences classroom practice while taking on the concerns of the teacher and the learners. Guskey (2000) mentions seven models of professional development. They include training, observation/assessment, and involvement in a development/improvement process, study groups, inquiry/action research, individually guided activities, and mentoring.

Retirement from teaching can be similar to career change as one may not be expected to work full time and would have the freedom to decide on how to steer his/her life thereafter. Even though teaching is lifelong process but a teacher has to get retirement in fixed age and service years. Their experience is helpful to improve quality education. This study tried in looking at how retired teachers in TU view their social world as retirees, as they interact with other teachers in other academic institutions. What types of plans, choices and actions do they have within the opportunities and constraints of their post professional worlds? What short of contribution does a retired teacher do? Can a retired teacher become a substitute teacher? etc. are the common issues in educational field. So, there is gap on studying such type of issues in relation to educational research. Few research works have been carried out in relation to the usefulness of retired teachers' experiences to upliftment of education system in

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universities. So, I had selected the present research topic to mitigate the gap on it. The objectives of the study were to explore initial struggles for developing university level retired teacher's professional identities and to explore and analyse professional development opportunities and challenges of the teachers.

### **Teacher Identity and Emotion**

Teacher identity is a matter of 'being recognized as a certain kind of person' (Gee, 2000, p. 99) by the teacher himself/herself and by others. It is also said that teacher identity is fluid, dynamic, and multi-faceted (Beijaard et al., 2004, as cited in Yuan, & Lee, 2016), borne out of teachers' participation and practice in their situated professional and sociocultural contexts. Teacher identity is intellectual, rational (e.g. involving knowledge building and critical reflection), social, political, and emotional in nature (Lee & Yin, 2011; Zembylas, 2004, as cited in Yuan, & Lee, 2016). For the new teacher, the initial settlement stage is considered to be a key stage in the development of his/her professional identities. As teaching is a kind of skill, a good theoretical knowledge may not be enough. S/he is likely to encounter a wide range of emotions and problems in a new context which has a direct impact on the formation of teacher identities.

According to Zembylas (2005), the processes of teacher identity formation are fundamentally interrelated with their emotions. While emotions can inform and define teachers' professional and personal identities, identity can in turn guide and shape teachers' emotional decisions and reactions (Zembylas, 2003, 2005). Emotions emerge from various aspects of teachers' professional lives, such as their classroom teaching (Hargreaves, 1998), collegial relationship with colleagues (Cowie, 2011), and interaction with parents (Hargreaves, 2000), which constitute and transform who they are as teachers. In addition, teachers' emotions and identities are constructed and transformed through their negotiation with the school structures, culture, and power relations (van Veen et al., 2005; Zembylas, 2005 as cited in Yuan, & Lee, 2016).

Teachers' professional identities are associated with their sense of agency, which is determined by the individual's ability to reflect on their professional actions and achieved through their resistance to the institutional structures as well as the embedded emotional rules (Kelchtermans, 2005; Lasky, 2005 as cited in Yuan, & Lee, 2016). While teachers might confront different contextual challenges (e.g. constraining educational administration/policy and lack of collegial support) and experience feelings of vulnerability in their daily work (Kelchtermans, 1996), by exercising their professional agency, they can actively draw upon different arrays of social positioning,

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experiences, and resources and enact identities that align with their own beliefs and values (Sexton, 2008).

Lasky (2005) described how teachers tried to cater to students' social and emotional learning needs while facilitating their academic development. The lack of adequate professional training, hierarchical relationship between student-teachers and teacher educator (El Kadri & Roth, 2015) are major reasons where student-teachers are exposed to feelings of vulnerability and powerlessness (Flores & Day, 2006; Kelchtermans, 1996 as cited in Yuan, & Lee, 2016).

### **A Narrative Perspective on Teacher Identity and Emotion**

Narrative inquiry is a qualitative strategy in which the researcher studies the lives of individuals and takes the stories of one or more individuals about their lives. According to Connelly and Clandinin (1990) "Narrative inquiries are qualitative procedures in which researchers describe the lives of individuals, collect and tell stories about these individuals' lives, and write narratives about their experiences". It is believed that humans are storytelling organisms who lead storied lives individually or socially from the experience of the world. Then narrative researchers describe such lives, collect and tell stories of them, and write narratives of experience. Narrative characterizes the phenomena of human experience and studies social science fields as well as educational studies. There are recent educational developments researches in teacher careers, teacher's lives and careers, and teacher careers and social improvement which focus on professionalism.

Applebee's (1978, as cited in Connelly and Clendenin, 2016) work is a resource on children's storytelling and children's expectations of story from teachers, texts, and others. Applebee's work is an outgrowth of the uses of story in language instruction and much of this work has a curriculum development/teaching method focus. Recently, there are studies of adult language and second language through narrative. Life's narratives are the context for making meaning of educational institution situations. As narrative focuses on experience and the qualities of life and education, it is situated in a matrix of qualitative research.

Narrative inquiry is being used in different areas including in education for the studies of educational experience. It views that education and educational research is the construction and reconstruction of personal and social stories; learners, teachers, and researchers are storytellers in their own and other's stories. It also addresses the complexities of human experiences in teaching and learning. The voices in individual stories echo those of others in the sociocultural world. Meaning of a 'story' differs from

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researcher to researcher and can be long autobiographical accounts (big stories), small piece of conversation (small stories), extracts of interview data or teacher journals in story form (short stories), cultural differences in what story and storytelling means. Narratives are spoken or written texts which are produced by people who have something to tell and develop over time. Narrative inquiry focuses on phenomenon across time and space. It is a unique lived experience and the research can create a story out of the interviews. Stories are told (in narratives): to create common ground, to share experiences, to amuse and to instruct and to feed disputes and arguments. It is practice-oriented and ethnographic in nature. Narrative inquiry analyzes and criticizes the stories we tell. It explores lived reality of phenomena, lived experiences of people, journey of human struggles, challenges and gains and tries to build knowledge through storytelling.

Narrative inquiries make meaning in particular context or situation and “Narrative stories support for understanding the contextualized situations in which teachers come to know what they know and make the decisions that they do (Rushton, 2004). According to Connelly and Clandinin (2016) narrative stories “capture the richness and indeterminacy of our experiences’ Narrative inquiry brings storytelling and research together either by using stories as research data or by using storytelling as a tool for data analysis or presentation of findings. It also represents the voices and identities of professional teachers.

Sfard and Prusak (2005) state identities emerge from and through the collections of stories people create and tell about their lives. People construct and reconstruct their identities telling their own narratives and reflecting on the past and plan for the future. According to Holland, Lachicotte, Skinner, and Cain (1998 as cited in Yuan, & Lee, 2016) through narratives, people tell others who they are as well as they tell about themselves and they try to act as though they are who they say they are.

In light of this perspective, narrative inquiry provides a useful means of representing and understanding human emotions and identities (Golombek & Johnson, 2004; Zembylas, 2005 as cited in Yuan, & Lee, 2016). The negotiation and resolution of identity conflicts in relation to different emotions underscores the contested Using narrative inquiry, Karlsson (2013) also probed how student-teachers expressed and negotiated their emotions (e.g. feelings of embarrassment, inadequacy, joy, and success) and built up their identities as prospective teachers through narrative interactions. By living out different stories in their professional lives, student-teachers engage in their learning, interact with different others, and experience various emotions, through which they try to compose and transform their identities as teachers.

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### Method

This study employs a narrative research design (Clandinin and Connelly 2004; Creswell 2012), which typically focuses on studying a single person, gathering data through the collection of stories, reporting individual experiences, and discussing the meaning of those experiences for the individual (Creswell 2012, 502 ). The participant in this study was a male retired teacher of university – Krishna – who retired 5 years ago. Krishna (his real name has been changed to protect his anonymity).

This study was conducted taking information from a participant who was retired from teaching English in T.U. over 35 years. He taught different subjects of English at proficiency and bachelor level in two different constituent campuses under T.U. The study draws on in-depth interviews to collect storied experiences from Krishna in relation to his teaching experience. Three rounds of in-depth and hours-long interviews were conducted and audio recorded by the researcher. The first interview took place at his home on the first week of June in 2020. It aimed to explore the participants' personal socio-economic and educational background as well as the initial stage of teaching experiences in the University. The second and the third interviews were carried out focusing teaching and professional and leadership development activities. In the interview, he was asked to share his experience from initial stage to his experienced stage and at retirement and after retirement stage. The interviews were conducted allowing the participant to reflect on his overall teaching and how he perceived himself as a language teacher throughout the process of teaching. All the interviews were semi-structured and conducted in 'English' as the participant was interested to converse in English language. (see Appendix 1 for sample interview questions). The interviews were all audio-recorded.

In all his interviews, Krishna reflected his overall teaching experiences he perceived as a language teacher. He naturally and spontaneously shared his personal stories, thoughts and feelings regarding specific issues as in different academic and leadership activities he did during his service period. Before I took data, I made communication with Krishna through phone calls, and informal meetings (e.g. in his brother's house near my residence). Generally, this form of informal interaction helped me to set the background to take interviews. As he and I taught in the same campus about 8 years being very close to each other, there was not any problem to establish rapport with Krishna. Thematic analysis was employed in data analysis. First of all, the recorded interviews were transcribed in written forms and those interview transcripts (transcribed form) including all his episodes were sent to the participant (Krishna) for member checking and verification. As the interviews were in English, I just had to

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convert it in written forms. I further revised (made some additions in some points and deletion in other places) based on his comments and feedback. Afterwards, the interview transcripts were first read and re-read, and then segmented into meaningful units with a range of themes and categories identified, particularly related to the participant's identities in specific contexts (such as assistant lecturer, associate professor/reader, researcher, curriculum designer, examiner, supervisor, department chief etc ), as well as possible reasons of the formation of such identities. The data revealed the participant's conceptualization of language teaching and particular aspects of their identities were identified. Then the data were coded and sent to one colleague for feedback. Then after including the colleague's feedback, it was sent to a university teacher for feedback and comments. Then coding was converted to major three themes which include: Socio-economic Determinants of English Teacher's Identity, Professionalism and Professional Development, Retirement and Post-retirement Reflection. Following the identification of the three themes, I re-examined the themes in depth by rereading the original data. Through the process of deconstructing, constructing, and reconstructing the social meanings Krishna's narratives were developed. Narrative/thematic analysis of the collected data was interpreted, specifically, on the basis of three themes. To enhance the trustworthiness of the research findings, to validate the data analysis results, to enrich and enhance the narrative inquiry by gathering more insights from his further sharing of stories and comments on data interpretation, it was shown to Krishna. His comments and opinions on the draft of data analysis, were taken into consideration during the refinement of the final analysis which facilitated the data interpretation. Finally, the data analysis was conducted and sent to the experts for triangulation. The data were analyzed under the three broader themes. Socio-economic Determinants of English Teacher's Identity

### **Results and Discussion**

This study shows a detailed narrative account of how a university English teacher struggled from getting his university degree/qualification as well as constructing teacher identity, and professional development in university. The information I collected are categorized under the three broad themes. Socio-economic Determinants of English Teacher's Identity, Professionalism and Professional Development, Retirement and Post-retirement Reflection. It shows how a lower middle class family member achieved higher education and a job of a university teacher. The research also shows that he (Krishna) fulfilled two responsibilities at the same time: continuing his job at school and continuing his higher education (in different shifts). He has negotiated and navigated conflicting emotions during his teaching period. More

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importantly, it reveals the challenges, complexities, problems in the job and the academic solution following T.U. rules and guidelines. It also shows that his activities while fulfilling his duty have considerable impacts on his emotional experiences and identity construction. The study shows the challenges for a new teacher and the adopted solutions by the participant. It states different expressions of the participants in different contexts. It also shows how he established good relations with students providing necessary help. He had different experiences of teaching the students, compromising with them in teaching style/way. It also shows the experience of being external supervisor in practice teaching, being external examiner in practical examination, being invigilator in final board examination and struggle to implement T.U. rules and regulations. He has expressed his feelings at the moment of being promoted in his profession and not being promoted. He has expressed his views on how to succeed as an English teacher. He shows his view on the teaching profession. Krishna expressed his experience taking different responsibilities in different periods of time and always stood for quality education and fulfilling his responsibilities. He has the opinion that the teacher has an important role for quality education. He is retired from teaching. Though he was invited to do teaching after retirement by some of the institutions. But he decided to be free and spend time with his family members and with his society.

### **Socio-economic Determinants of English Teacher's Identity**

Socio-economic background is a major indicator to succeed to obtain higher education and settle in a good job. It is easier for high and middle socio-economic class people to grasp them but the lower middle class people have to struggle much for higher education and for a job. Krishna was born (in 2011 B.S.) and raised in a small city of Bhaktapur in a lower middle class family who did agricultural work for living. He received primary, lower secondary and secondary level education in his hometown, and I.A. and B.A. from Trichandra College, Kathmandu. He completed his one year B.Ed and M.ed from T.U., Kirtipur, and faculty of education. His literate father was an illiterate mother who educated all of their children. Krishna had to struggle hard for his education, continuing his job and study at the same time but in different shifts. Krishna shared his experience in his own words as:

Actually, I started teaching at lower secondary school after I passed I.A. I continued my study on BA at night along with my job (teaching) during the day. I studied M.Ed. with my job but in a different shift. (Interview 1).



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This account illustrates that Krishna represents many other people with low economic backgrounds who have to work hard or struggle much taking jobs and studying together for higher education.

Getting a job to teach English in a constituent campus of T.U. was easy in the past. After the completion of I year B.Ed, he was appointed as a secondary school English teacher and completed his M.Ed. study with the job but in different shift. Krishna reported that there was the great demand of English teachers in schools as well as in the universities at that time which encouraged/motivated him to study major English. Many of his friends moved to other professions, only a few friends appeared in the teaching field he reported. He remembers the time of his 1<sup>st</sup> appointment as an assistant lecturer at Tribhuvan University, an initial period of teaching at university in his own words:

One of the staffs from T.U. administration informed me whether I was ready to go to Pribhibi Narayan campus Pokhara or not. I accepted that and started to teach there from 2039 B.S. as an assistant lecturer (temporary) at the age of 29. My initial salary was Rs.570 + 25% remote i.e. Rs. 825 monthly. At first, I taught at certificate level and then Bachelors. Later, I was transferred to MahendraRatna Campus, Tahachal. I taught around 35 years in these two different campuses of T.U. i.e. Prithibinarayan campus, Pokhara and MahendraRatna campus, Tahachal Kathmandu. (Interview 1)

Getting a job as an assistant lecturer immediately after the completion of M.Ed shows that it was very easy to get a job in university at that time. It also shows that teachers were encouraged to go out of Kathmandu valley providing them additional allowances (remote allowances) to their salary. If we compare it to the present situation, many English teachers who have completed even Phd are teaching as a part time teacher over 15 years hoping to get a full time job. This also indicates that new teachers have to teach at lower levels first.

Motivation is important to do anything well. There were different major subjects for the students to study. Krishna selected English because it was regarded as a prestigious subject and major English students or teachers were also regarded as superior. There was a high demand of English teachers in schools as well in campuses. These factors encouraged/motivated him to study English. Getting a job as an assistant lecturer had both opportunities and challenges. He was very happy to get a job and also was aware of the challenges of the university English teacher. He always thought for the preparation on pronunciation as well as on content and teaching effectively

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following the legacy of his teachers in university and being permanent in his job. When he found the students not satisfied with his teaching, he treated them differently. He was aware of his responsibility which is expressed as:

I tried to follow the legacy of senior teachers who had talked effectively in the classes to encourage and facilitate the students to speak or to learn more during my student period. After every class, it was felt that something was to be done in a different way for better class and prepared well for the next class. When students showed dissatisfaction some kinds of modifications like group/pair work activities or any creative and interesting activities for the students, or changing techniques of teaching were brought in teaching. (Interview 1)

This shows that Krishna was professionally devoted in his teaching. He always worked to improve the quality of teaching using a variety of techniques for the students.

Good educational and social environment is a necessary requirement for successful teaching and learning. Senior teachers, his colleagues, campus administrators, and students all were very cooperative and always offered help for him. But there was a challenge to handle the new course with the students from remote areas and with medium ability, poor academic backgrounds. Krishna himself looked for the essential books from the market, especially from Kathmandu and bought when the library books were not enough to teach especially for a new course. He never compromised in academic work and always tried to implement T.U. guidelines and norms for practical examinations. Krishna noted:

It was a challenge to handle the course. Then, I consulted senior teachers, course designers in Kathmandu and followed the material preparation guide line and solved the problem. I had the view that students had to fulfill all the requirements of practical exams as well. In this context, I was not flexible and students had found me rather a strict teacher. In this sense, I could be to some extent different from other teachers. (Interview 1)

This account illustrates that Krishna solved the challenging task of handling new courses coordinating with senior teachers and course designers. He always tried to implement rules and requirements of examination.

### **Professionalism and Professional Development**

To construct teacher identity, teaching and involvement in other academic activities is equally important. In addition to his regular duty of teaching, Krishna experienced working as a department chief in which he had to bear additional

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responsibility and had to coordinate other teachers and campus administrators. Normally, he had established good relations with the students providing necessary help. He remembers that sometimes he was angry with the students and was in dispute with them but he tactfully solved the problem. He expressed in his own words as:

When the students did not agree to follow instructions needed to comply with the university requirement, (When they did not fulfil academic requirement) particularly in practicum and practical exam I was angry with them. Once they tried to force me to consider them to attend a practical exam without all required materials but instead, I extended some time for the submission of the required documents and materials and solved the problems. Sometimes students' leaders were involved in such matters. In another case of practice teaching, they tried to avoid attending assigned days/full days(required days) according to the provision of the university, I convinced them that they must submit all the requirements being flexible in time (added some days). In another context of practice teaching supervision, once I found some of the students trying to do proxy. In such cases, the real students were cut hold of and warned and stopped them and solved the problem tactfully. (Interview 2)

This shows that Krishna always implemented T.U. rules of exam solving the problems occurred.

He also got an opportunity to work as a coordinator of the free student union election committee. He expressed his experience in this way:

While working as a coordinator of the free student union election committee, there was a tussle between two students' organizations. I had to stay away from the campus for two days once. They threatened me to stop nomination and other election schedules etc. When some teachers and members of the election committee worked out peacefully it was settled. (Interview 2)

This indicates that Krishna was able to bear any responsibility assigned to him by the campus administration.

Teachers have to involve them in other activities in addition to teaching. He worked in a team of curriculum development process, worked as a question setter, as an examiner, external and internal examiner, external supervisor of practicum, as an invigilator and got different experiences. He always worked focusing on students and their quality. Krishna shared his experience related to examination:

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Being as an examiner, I experienced the students' achievement level which guided me while teaching the students. Similarly, while working as an external examiner, once when I reached one of the campuses of T.U. to conduct practical examination, the students were ready there but without required materials as mentioned in T.U. exam guidelines. I wanted to check all the required documents and project work mentioned in T.U. exam guide. So, I had to provide them sometimes, 2 or 3 days to do and prepare all their required tasks and involved them in exams according to the university requirement. While working as an invigilator, we tried to create such a situation in which students had no chance to violate the rules of the exam. If students tried to violate the examination norms, they were warned of expelling from the exam and stopped doing that. (Interview 2)

This observation demonstrates that some students are not preparing well for the examination and teachers always have to follow them. Teachers have to struggle a lot to implement rules and regulation of the examination.

There are different professional development activities to make teachers' identity. Krishna worked as a member of a research committee in which he had to help the students to sort out research thesis areas, topics and how to go ahead with it. He supervised 5/6 students in writing their master level thesis as a supervisor. He once conducted a visual material presentation workshop. He once got the opportunity of attending a three or four months training course but could not publish books or articles and could not go ahead for further study like M.Phil./Ph.D./Post-doc because of his personal and family problems. He had presented a paper once and once reviewed a research paper for journals in a project. He did a thesis and 1 research. He frequently participated supervising practicum of his students but rarely participated in workshops/seminars/ conferences/meetings as there were not such opportunities. He took membership of academic/ professional organization NELTA (Nepal English Language Teachers' Association) and participated in the activities and presented papers twice in the annual NELTA conference.

This indicates that Krishna was involved in different professional development activities.

Teachers also express their emotions in different situations. They are the required elements of human beings as well. Krishna remembers that he had expressed his frustration, irritation, anger, shock and (Strong disappointment and dissatisfaction) /fun, joy and pleasure in his teaching time. He was frustrated when very few seats in a

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long interval of time were advertised and candidates were many more in the context of promotion. The policies of promotions their marks were not transparent and frequently changeable, that is, experience, publication (books, articles), work experience of different geographical areas, academic /higher degree. Similarly, he was satisfied and happy, especially when he was promoted in his profession. He expresses his experience in his own words as:

Once, two seats were advertised but the candidates contesting for the seats were more than 15. Therefore, most of the teachers were frustrated and angry. After the political moment of 2046 the frequency of advertisement and seats were increased. I was satisfied and happy, especially when I was promoted in my profession, especially for being permanent. When I was promoted to a lecturer, among the ten contestants, I was one out of the two selected. As there were very few seats, and the contestant number was high, I did not apply for the professor. (Interview 2)

This demonstrates that in internal promotion, there is not a proper ratio in the vacancy advertisement which makes the teachers frustrated.

### **Retirement and Post-retirement Reflection**

There are problems and challenges for English teachers in teaching in Nepal. There is a need for training and refresher training for English teachers. Appropriate situation is needed to the learners who come with very poor English background to practice pronunciation of BBC English and reading authentic materials/books etc. There should be coordination among different components as the authorities, teachers, and students for successful teaching and learning. Krishna expresses his feelings in his own words:

It is the problem of conducting English speaking environment inside as well as outside the class. There is not a conducive environment in learning and teaching practically. There is no training or refresher training for the English teachers. Even after the course changed, the teacher had to teach in his own style/way feeling difficulty handling the new course. Teachers should also be laborious and should provide much more time on the preparation and teaching. The students also do not want to labour hard and to study authentic books. They always demand short notes for the teacher. We need to create a suitable environment to labor hard and study authentic materials/books being serious. (Interview 3)

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From the abstract above, it can be concluded that English speaking environment should be created to improve students' English. There should be the provision of training and refresher training and course orientation program for the teachers. Teachers' and students both should be laborious and students should be encouraged to read authentic books.

Role of students and teachers is important in teaching and learning. Teachers' and students' roles and behaviors can be different as the time is different. Krishna found the difference in the teacher and students' roles or behavior compared from the beginning of his career to the time of his retirement. According to him at the beginning, the students' number was small and the problems were limited. Teachers' had much more time for the preparation of teaching and the students were much more laborious and enthusiastic for the study. But at the time of his retirement, the students' number increased as a result, the problems were also increased. Students' political influence also increased and in course of time students became more dependent on teachers. They demanded more notes instead of studying authentic books on their own. Teachers got involved in other campuses as well, as a result they became less laborious.

Quality education is the cry of the day. Educational institutions as well as the teachers should always focus on quality. Krishna is not satisfied with the quality of education/ English education. He points out that the students' quality has been diminished and all the authorities and stakeholders should try to lift it. The quality produced now is compelled to compete internationally but it does not seem so. They are not getting job opportunities or higher education study opportunities internationally. To become successful in teaching career, making teaching interesting, engaging, effective, enjoyable, the teachers need to labor hard and take help from seniors. Similarly, one needs to engage himself or herself in different professional development activities like writing books, journals articles, presenting academic papers in national as well as international level. One also needs to be updated and be familiar to different activities and practices in the field of English language teaching around the world. The authorities should have a plan and policies to support teachers to get opportunities to participate in different international English teachers' seminars, training, and workshops so that they can update themselves. Moreover, they should be encouraged to participate in such programs personally providing some financial support as plane tickets, registration fees etc for the programme. Finally teaching, especially English is tough and challenging which requires continuous efforts. He expresses this in his own words as:

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Teaching profession, more especially English teaching at university is not a joke. It needs great and continuous efforts. In the 1<sup>st</sup> year of the new course, the teacher has to struggle much more than the coming years. To teach students who are from very poor backgrounds is extremely tough and challenging. To be engaged in different professional development activities level seems challenging for Nepali people. (Interview 3)

This shows that an English teacher by profession needs to labour hard and professionally update and equip with the new knowledge and techniques.

After retirement, some teachers are found teaching in different institutions as they are the experienced teachers. Some teachers do not want to engage them in such activities again. Krishna was retired three years before. Though two institutions offered him a job to teach at the colleges but he preferred to spend his time freely with family and grandchildren as well as involving him in some social work. He did some translation of one project/institution. He did not have any special plan for the future but just decided to spend free happy family life.

While comparing teaching profession with other professions like other government service or other jobs he states that we can't stand as a powerful person in a society, salary does not help to spend luxurious life but feel ourselves very free and socially respected. Krishna was not unhappy in this profession which helped him to live an ordinary life and gave him adequate time for his children to be put in a conducive educational environment. He further expresses his opinions:

It is unjust to compare the salary and other facilities of university teachers to other government officers. The facilities of university teachers of Nepal can't be compared to the university teachers internationally. Even if we look at power and amenities provided to government officials, there is enough place to sink one's mind. But I don't think the salary is bad in Nepali context though our salary does not help us to spend our life lavishly. It was a free and relaxed job which provided an academic family background in the academic line and its impact is great on the family members attached with me. Consequently, other family members also worked hard to attend academic careers. They knew the importance of academic work (Interview 3).

This account illustrates that though university teachers of Nepal have less facilities as compared to the facilities of other countries and government officials of Nepal, it is a free and relaxed job which provides academic atmosphere in the family.

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### **Conclusion and Implications**

Teaching especially, higher level (university) has remained an under-researched area. This study provides a detailed narrative account of how an English teacher struggled while getting his education as well as constructing teacher identity, and professional development in university. It shows how a lower middle class family member achieved a higher education and teaching job in a university. It also clears that how he fulfilled two responsibilities at the same time: continuing his job at school and continuing his higher education (in different shifts). He has negotiated and navigated conflicting emotions during his teaching period. More importantly, it reveals the challenges, complexities, problems in the job and the academic solution following T.U. rules and guidelines. It also shows that his activities while fulfilling his duty have considerable impacts on his emotional experiences and identity construction. This study has some limitations as well. The findings derived from the narrative analysis of interview data set of one of the teachers from Bhaktapur (Kathmandu valley) in a university in Nepal may not be generalized to other contexts i.e. the other teachers from the other parts of Nepal or the teachers from middle or higher level economic background. It only looks through the lens of narrative inquiry and reflects how a teacher develops his professional identity balancing his emotions (positive and negative) in different contexts. Similarly, the absence of field observation data makes it difficult to explore how the participant experienced different emotions and constructed his identities in real practice. Longitudinal research could be conducted to probe teachers' identity construction and understand at different stages of the teaching: from the very beginning of teaching to the time of retirement period. Follow-up research could also be carried out to track their ongoing identity construction process. Future research can make use of field observation too to draw a fuller picture of classroom teaching and interaction with students and other authorities. Research can continue to probe different other teachers' teaching experiences and professional identity formation, their challenges and solutions so that quality education can be ensured and the production of manpower can compete national and international level for better jobs. There is a need for more studies to explore the teaching context with a focus on the emotions new teachers might experience and how these emotions relate to their learning and identity formation in the real teaching context.

From the study/research findings, a number of practical implications can be drawn for the improvement of the quality of higher level education in Nepal. In terms of the design and implementation of curriculum/course, the concerned authorities should be very careful on focusing on student centred practical learning activities in



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different stages of the course/learning. It should be suitable to handle by the teachers and helpful for teachers in teaching and for their professional development. To facilitate teachers for teaching or doing different academic and leadership development activities in different contexts, more importance should be attached to student-teachers' relationship (open and democratic) so that both of them will be benefited in teaching and learning and improve the present situation of education using better techniques. The teachers should also be clear on teaching content at different stages of learning or there should be the provision to help them develop a clear understanding of language teaching across different stages. There should be the provision of opportunities for students to reflect their learning in different stages of their course. Students should not suffer from the lack of exposure in English. Rich and fruitful teaching and learning environment should be created. The factors that influence the development of their identities, as well as ways to cope with these factors in their present and future contexts. The concerned authorities should help teachers in facilitating identity development. Teachers could also be more aware of the social dimension of identity construction by looking at the sites of teacher learning beyond university-based teacher development activities to incorporate various social and professional networks, such as book clubs and online discussion forums into their curriculum. His experiences are equally applicable in teaching and learning. Many students even today are doing some kinds of jobs in one shift and study in another shift. His stand in favor of quality education, not being flexible to the rules and T.U. guidelines, equally important.

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