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Punam Dahal

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Challenges of Secondary Level Female English Language Teachers for Their Professional Development

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

**Submitted by
Punam Dahal**

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

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Date of Submission: 07/09/2023**

Declaration

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

Date: 04/09/2023

.....

Punam Dahal

Recommendation for Acceptance

This is to certify that **Ms. Punam Dahal** has prepared her M. Ed. thesis entitled **Challenges of Secondary Level Female English Language Teachers for Their Professional Development** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 07/09/2023

.....

Dr. Hari Maya Sharma (Supervisor)

Lecturer

Department of English Education

Tribhuvan University, Kirtipur

Recommendation for Evaluation

This proposal has been recommended for evaluation from the following
Research Guidance Committee:

Signature

Dr. Gopal Prasad Pandey

Reader and Head

Department of English Education

Tribhuvan University, Kirtipur

.....

Chairperson

Dr. Renu Kumari Singh

Lecturer

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Dr. Hari Maya Sharma (Supervisor)

Lecturer

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Date: 21/09/2022

Evaluation and Approval

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

Signature

Dr. Gopal Prasad Pandey

Reader and Head

Department of English Education

Tribhuvan University, Kirtipur

.....

Chairperson

Dr. Ram Ekwāl Singh

Reader

Department of English Education

Tribhuvan University, Kirtipur

.....

Expert

Dr. Hari Maya Sharma (Supervisor)

Lecturer

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Date: 17/09/2023

Dedication

to

This thesis is dedicated to my parents, Mr. Ram Prasad Dahal and Mrs. Devika Dahal who have been my ultimate inspiration and because of whose efforts I am here today.

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In the same way, extend my votes of thanks to my valued respondents, female teachers of selected community schools of Kirtipur Municipality, Kathmandu for providing me the required information to accomplish my study.

Abstract

This study entitled **Challenges of Secondary Level Female English Language Teachers for Their Professional Development**. The main objectives of this study were to explore the professional and personal challenges of female teachers and to find out the working environment. Qualitative descriptive research design was used for this study. To meet the objectives of the study, four secondary level female English teachers currently teaching in community schools of Kirtipur Municipality were selected using purposive sampling strategy. In -depth interview were used as techniques of data collection and semi- structured interview were used as tools of collect the data. From the analysis of data and interpretation of results, the study showed that heavy workload, unsatisfactory salary, participation in teacher training, harassment, gender, lack of administrative support, domination and unequal treatment by the schools are the professional challenges of female English teachers. Likewise, lack of cooperation from family members, difficulties in time management, low economic status and negative perception of the society are the personal challenges of female English teachers. Similarly, unequal treatment, discrimination, negative attitude about pregnancy and menstruation, not given equal opportunities are the working condition of schools.

The thesis consists of five chapters. The first chapter deals with background of the study, statement of problem, objectives of the study, significance of the study, delimitation of the study and operational definitions of the key terms. Similarly, the second chapter consists of the review of the study and conceptual framework for the study. The third chapter deals with the methodological aspect of under which design of the study, population sample, sampling strategies, data collection tools, data collection procedure and data analysis and interpretation procedures and ethical considerations. The fourth chapter deals with analysis of data and interpretation of results. The fifth chapter includes the findings, conclusions and recommendations. Some recommendations related to policy, practice and further research are presented in this section. This chapter is followed by references and appendices.

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Chapter 1

Introduction

This study is on "Challenges of Secondary level Female English Language Teachers for their Professional Development." This chapter incorporates the background of study, statement of problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definitions of the key terms.

Background of the Study

Teacher is regarded as one of the most important components of education system and an important stakeholder of the teaching learning field who play the vital role to make teaching learning very effective. Teachers are those crucial persons who play direct and vital role to enhance, the quality of education and to achieve the targeted goal by conducting teaching learning activities. And to provide quality education there should be qualified teacher. The credit of quality education goes to teacher. For effective teaching a teacher needs to have a number of professional and personal skills. For instance, a teacher requires patience, love and care and to talk about female teachers they need the same qualities. Islahi (2013) states "Female teachers are more expressive, nurturing informal and open towards students". So, a female teacher is taken as a care taker of the students. Female teachers have important role because most girls are usually left at their home to do household chores and when parents see female teachers they encourage their daughters to go to school. Female teachers have crucial role and have huge influence on the wellbeing of the students particularly on girls in Nepal. The presence of female teacher in school has number of positive impact on promotion of girls' education such as enhance intake, retention, regularity and reduced dropouts. There is a very popular assumption that the more the number of female teachers appointed in school the more the increment in girls enrollment. Bista (2006, p.41) claims "There is positive association between the supply of female teachers and girls enrolment". He further says that Nepal National Education planning (NNEPC) has recognized the need for recruiting women in teaching profession as early as 1956. The Commission in its report entitled Education in Nepal states 'Women are better adapted to working with children of primary school

as than man'. It is believed that if women teachers are in school, both parents and girls feel secure. They are working hard and create friendly environment in their schools. So the students can easily learn without any fear and share their problems with female teachers. Similarly, a study has carried out by CERID (2004) states "Presence of female teachers helped to increase the number of girl in school". So, Female teachers are much more important to retain the young girl in the schools as they could give motherly affection to their students. Tomboukou (2000) states "Women teachers are expected to conform the model of mothering". Female teachers are very important for children because they can give the students motherly care. The presence of female teacher makes parents to send their children to school confidently. They also protect girls from sexual abuse and exploitation. So, deploying female teachers can be an appropriate strategy to address gender disparity in education.

Historically and globally, women teachers have been disadvantaged compared to men. Much of the early literature on women teachers experiences has approached gender simplistically and stereo typically (Acker, 1989). Female teachers tend to hold lower level position then male teachers even when they have sufficient skills to perform higher level positions. Similarly, Kirk (2006) states "Women are rarely found in positions of authority and leadership in schools, and career development for women teacher is rarely prioritized". There are very few female teachers who are in higher posts. If women work and get a higher post then people usually think that women has got their higher post because of favoritism and draw conclusions on her character rather than accepting her capability. So that it is very difficult for female teachers to get higher post and they have different problems as compared to male teachers.

Women involvement in teaching profession is beneficial for the nation. Female teachers can support and inspire girls to successfully remain in school and to complete their studies. Female teachers can have lots of positive impact to institution. Female teachers would contribute not only to increase enrollment rather it helps to motive for regular attendance and also to improve academic achievement of students. National Education Commission (1992) states "At least one female teacher in each primary school". It shows that the policy of Nepal is realized the importance of female teachers' show it focuses on female teachers' recruitment. Similarly, Gurung (2008) defines "Female teachers are necessary in all level of formal education for

equal representation of girls and better academic performance” (p. 92). It shows that the importance of female teachers in all education level. Female teachers play important role in student's learning activities.

In the context of Nepal, gender disparity has been a chronic problem in education field. Bista (2006) states “Majority of the women teachers are engaged in teaching profession especially in basic level”. It shows that female teachers are not equally treated as male teachers. They are only recruited in lower grade classes. In Nepalese context, female teachers have to fulfill their responsibilities at their home and school. Female teachers perform their roles and responsibilities in the same way as the male teachers but they have to face different difficulties and obstacles in their teaching not because they are less qualified than male teachers but because of their gender. They are faced multiple forms of challenges and dilemmas throughout their personal and professional life. Female teachers who are engaged in teaching profession do not have the significant space for sharing their stories and problems. So, it is very important to explore the experiences of female teachers about their professional and personal life.

Statement of the Problem

Female teachers role is regarded as a caretaker and a guardian of the students especially for girls, and the community as well because when the people of the community see them, then they also feel that women can also do something for the country as well as society, they will be inspired to send their daughters to schools. (Bhasin, 2000) states “Female teachers are the role models for girls as well as for their safety”. It shows female teachers have crucial role to increase enrollment retention of girls children. Often encourage girls’ education in the communities where sending girls to school is discouraged or difficult, but female teachers are not being equally treated as male. They have different problems like low salary, sexual harassment, lack of family support and gender roles.

Reviewing the literature, it is that a number of researches are carried out on gender equality, primary level problems of female teachers, and gender identity and psycho- social problems of female teachers. However, the research is about challenges of secondary level female English language teachers for their professional

development. We can find only few researches on female teachers so this research is new. In my own experience, I have observed the domination of male teachers towards female teachers. Male teachers view female teachers are less capable and less skilled. They are not aware their professional lives. So, mostly women teachers are engaged in teaching profession especially in basic level and they are paid less. Female teachers are faced different problems. They are faced the problems from their family relatives and workplace and they are dominated from their male colleagues and administration. Female teachers are struggling with professional and personal challenges. So, I am interested to find out the real experiences of English language female teachers. Female teachers' personal experiences help us to expose and understand how female teachers' private life and roles are hidden from the public sphere. To explore the real experience and challenges of Secondary level female English language teachers for their professional development. So, I have selected this area as my research topic.

Objectives of the Study

The main objectives of this study were as follows:

1. To explore the professional and personal challenges faced by the secondary level female English language teachers.
2. To explore the working condition or environment of female English language teachers in school.

Research Questions

The study investigated the following questions to fulfill its objectives:

1. What kind of challenges do secondary level female English language teachers face in their professional life?
2. What kind of challenges do secondary level female teachers face in their personal life?
3. What is the working condition or environment in schools for the secondary level female English language teachers?

Significance of the Study

This study will be significant for the female teachers who want to enter in teaching profession and to know more about the status of English language female teachers. In the same way, this study will be significant for the male teachers to know more about female teachers' experiences and help them to work with women as a colleague in the same environment. This study will be beneficial for those who are directly or indirectly involved in the field of teaching and learning especially in English education. Likewise, this study will be significant to the policy maker to develop the plan and policy for the Nepalese government to make gender friendly approach in education. Similarly, this study will be beneficial to bring strong policy and provision for empowering the female teachers.

Finally, this study will be helpful for the researchers who want to conduct research in this area because this study will explore the hidden reality of EFL female teachers' professional and personal life.

Delimitations of the Study

This study had following delimitations:

1. This study was limited to the professional and personal challenges of secondary level female English language teachers.
2. The area of study was limited to Kirtipur Municipality Kathmandu.
3. This study was based on four secondary level female English language teachers of community schools.
4. In- depth interview was used as data collection technique.
5. Research design will be limited on Narrative inquiry.

Operational Definitions of the Key Terms

The key terms of the study are as follows:

Challenges. In this research challenges means the problems that affect female English language teachers' professional and personal life.

Female English language Teacher. In this study female English language teachers are those who are involved in teaching profession to teach English in community schools of Nepal.

In - Depth Interview. In- depth interview is detailed information about a person's thoughts and behaviors, professional history.

Narrative Inquiry. Teachers narrative are the stories of female teachers own experiences that they encountered during their personal and professional life. The stories which they told help to understand their past and present experiences and challenges about their personal and professional life.

Personal Challenges. A personal challenge in my study refers to the challenges faced by female English teachers in their personal life while involving themselves in the profession of teaching. Time management, economical status, lack of family support are some of the personal challenges.

Professional Challenges. In this research professional challenges refers to the challenges encounter by the female English teacher in their professional life, gender discrimination, low salary, heavy work load are some of the professional challenges of female English teachers.

Professional Development. In This study it refers to the English teachers' professional development.

Chapter 2

Review of Related Literature and Conceptual Framework

This chapter includes review of the related theoretical literature on the topic of Teacher's Professional Development, Women in teaching Profession, Female teachers in Nepal, Gender issue in the construction of female teacher identity, Women teachers: the impact on students, Female teachers in teaching Profession, Status of women in Nepal, Working environment for female teachers in schools and review of empirical literature, implications review for the study and conceptual framework.

Review of the Related Theoretical Literature

Review of the Related Theoretical Literature without theoretical knowledge researcher cannot conduct the research. Under it, I have reviewed the relevant theoretical literature.

Teacher's professional development. Teachers' professional development concerns the growth and development of teachers in their professional roles so, that they can perform at their best. Professional development of a teacher is an ongoing and comprehensive process which starts with the per-service education, training. Fullan (1995, p. 265) mentions that teacher professional development is “The sum total of formal and informal learning pursued and experienced by the teacher in a compelling and dynamic change”.

It shows professional development is a process of improving and increasing capabilities. It is the process that improves and enhances the job related knowledge and skills of practicing teachers. Simply, development refers to progressive change or advancement towards positive direction. Similarly, Bredeson (2002) defines professional development as “learning opportunities that engage educators' creative and reflective capacities in ways that strengthen their practice” (p. 663). It shows a teacher also needs to have a drive for developing himself/herself professionally. It is an ongoing, self-directed and autonomous effort of person to acquire new knowledge and skill.

Richards and Farrel (2005, p.9) state “Professional development is directed towards both the institutions' goals and the teachers own personal goals”. It shows teachers participate in professional development activities to learn and apply new knowledge and skills that will improve their performance on the job. In the same concern, Joshi (2012) states “ Professional development is an aspect of his or her personal development as a whole”. It draws on teachers own inner resource for change. It refers to the development of person in his or her professional life.

Thus, we can conclude that professional development is about improving and moving forward. It is about acquiring new skills and becoming a better teacher by learning new methods and information about their field by involving in various activities. Richards and Farrell (2005) state “Eleven different strategies that facilitate English language teachers professional development they are workshops, self-monitoring, teacher support groups, keeping a teaching journal, peer observation, teaching portfolios, analyzing critical incidents, case analysis, peer coaching, team teaching and action research”. These teacher learning strategies are useful for a teacher who wishes to forward his or her teaching career.

Women in teaching profession. The women teachers find that teaching is the suitable and respectable profession which offers security and allows them to accomplish domestic and care giving commitments. More importantly teaching has provided them an outlet from their dull routine and complex familiar relationship (Pardhan, 2009). So, most of the female engage in teaching profession because it is regarded that teaching profession is suitable for female. In teaching profession female teachers can handle biological, traditionally prescribed gender and teaching together and also teaching profession is acceptable for family and society. Female teachers join teaching profession for various reasons like job security and financial support. Mostly teaching was considered as the job of female. Similarly, (Tasner, Mihelic & Ceplak, 2017)state “In Slovenia and in many countries the teaching profession was one of the first profession that are accessible to women, who were allowed to enter the labor market”. It shows that the main profession for female was teaching. Similarly, Tomboukou (2000) states:

It has been a widely discussed how, in the nineteenth century, teaching was for some women, practically the only way to get out the enclosed- circle of their

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

It means that teaching has regarded as the profession of female which link both families and their profession and links both private and public spheres of life. Likewise, Acker (1989, p.22) states “As a career teaching was supposed to hold different attraction for girls and boys. It was frequently assumed to hold different attraction for girls because of their natural maternal instincts and other feminine qualities”. Women are more naturally disposed towards nurture than men. There is a belief that the women have innate ability to teach especially the younger children and basically teaching is considered as a form of nurturing where the nurturing is a women’s job in life. Especially, female teachers are found in lower levels.

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

Rabelo (2013) states “Male teachers who are not appointed in primary level”. It shows that men cannot teach the lower grades of primary education because he does not have female characters to be a good teacher. Female are especially recruited in primary level because they are taken as the care taker of the child. It is believed that only female teachers can know the child’s feelings so, male teachers do not have female characters to be a good teacher. But Kelleher (2011) states “ Beyond the stratification associated with primary and secondary teaching, hierarchical imbalances appear to be an issue, with men containing to dominate managerial position, even in countries, Where female teacher in teaching profession where they are not in higher positions”. It shows that mostly female teachers are engaged in primary level or lower grades. Female teachers are somehow dominated by male so they are not involved in teaching at higher grades. In this regard Kirk (2006) states:

Another important issue is that women are often marginalized to low status position with in schools, usually teaching the lower grade classes and subjects considered ‘soft’. This means that men still dominate higher status position, teaching higher grades classes and subject with A higher prestige such as math and science. This low status position means that women teachers voice may be either excluded from policy and decision making process, or they may not be taken seriously (p.3).

It shows that women are dominated in schools. The male dominated society believes those females are emotional and weaker than men. Only the subject consider as easy are assigned to the female teachers. The subject like math and science are not assigned to the female teachers. Teaching is considered as women profession but they are not being equally treated by males.

Female teachers in Nepal. Female teachers have vital role in improve girl’s situation. Female teachers are the inspiration for female to be involved in profession. In Nepal requirement of female teachers is a common agenda. To talk about the female teachers in Nepal, there is increasing number of female in teaching profession. The Flash Report (I) 2015\16 shows explicit number of enrollment of female teachers in teaching profession. The share of female percentage is 39.2% 21.3% and 35.6% primary, lower secondary and secondary level respectively. From this data we can generalize the slightly improved status of female teachers in teaching field. Most of

the female teachers have difficulties who are involved in this profession. They face challenges in their personal and professional life. Female teachers in Nepal are facing several problems because of the superstitious dominated society. (Gnawali, 2017) says “Female teachers are stressed in their work place as a result of unclear role demanded by their job. The more they spend their time for household works, more they are stressed”. So, lack of clarity of work responsibility is main work stress. Their workings time on household work increase their stress. In Nepalese context gender roles have been rooted in the society so, it is difficult for female teachers to manage their time. They have to do their household works as well as they have to fulfill their responsibilities of their profession which is very challenging. The traditional gender roles of the society place women with in the domestic domain as caregivers. Therefore female teachers like to give priority for their family and the lack of commitment towards the profession hinders them to achieve their personal career goals.

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

Gender issue in the construction of female teacher identity. Gender issue started along with the human civilization and it is the most prevailing issue of 21st century in the entire field including education. Growing research literature in teacher professional development typically ignore gender. However, in the field of TESOL, panel discussion, paper presentation on gender. These discussions try to explore the concept of gender in wider perspectives opining similar view, Bowie (2006, p.81-101) distinguishes gender from sex. For Bowie, ‘gender’ refers to the socially constructed roles, behaviors and the attributes considered appropriate for men and women in

given society. 'Sex' refers to the biological category. Thus, gender is the social and cultural division where as sex is the biological one.

Bhusal (2015) states "female teachers experience multiple forms of challenges, obstacles and struggles in the complex sociocultural context in the process of creating their identity with in these multiple boundaries". She further discusses the need of essential factors in female teacher lives and argues that the dominant patriarchal discourse can be a tool for maintaining and levitating the gender ideology. IN the Nepalese context, school, a sub system of society is the key place of gender disparity however their Motto is to learn together without any discrimination.

Women teachers: The impact on students. Women are taken as polite and soft spoken in nature. Kirk (2006) states " mothers feel more comfortable talking about their children with a women teacher". It shows women teachers create friendly environment in their schools and their parents so that student can easily learn without any fear and hesitation .Parents also feel more comfortable to talk about their children. The students get that type of environment with female teachers because they can easily share their problems with female teachers. Especially, girls can share their problems with female teachers which they hesitate to share with male teachers. The learning becomes effective if the students get appropriate environment.

In the context of Nepal women in teaching profession are mostly linked with girls' education. If women teachers are in school, both parents and girl feel secure. Women teachers perceived that their presence in school support to increase the girls enrollment and retention. Similarly, seeing career women in positions of professional excellence contributes greatly to boost the self-image of young women who are aspiring to become teachers. They are needed not only as living role models but also are necessary to provide personal counseling and act as bench marks for morality (Common wealth secretariat and UNESCO, 2011, p.18).

Sultana, Zahir and Yaacob (2014) state " women's involvement in the teaching profession is beneficial to the country". It shows the presence of women teachers in developing countries encourages parents to send their daughter to school. In countries with cultural barriers, women teachers allow parents to feel more comfortable with the school because their daughters are supervised by other adult females. It can be

said that female teachers play a significant role in girls education through they have equal role towards boys and girls both.

Female teachers in teaching profession: challenges/ problems. Teaching is not an easy task for the female teachers; it is really challenging. They face different challenges in their profession because of various reasons like the lack of gender friendly environment and administrative support. Some female teachers have been posted in far- flung areas where they have to face the problem of lodging and protection and government does not provide housing lodging to female teachers (Shan 2014). They further mentions that female teachers are overburden with extra classes due to the shortage of female staff. It shows that female teachers have different problems because of the lack of security for them and the long spend of time in extra classes. Similarly, Farooq and Kai (2017) state “Majority of female teachers who are working in different levels are facing personal and social problems”. Traditional gender roles is taken granted for women, such roles demand their time and attention at home which makes their life complex. Female teachers try to manage their time on both their profession and home but have to do their household works as well as they have to fulfill their responsibilities of their profession which is very challenging. The biological stereotype gender roles and patriarchy culture heavily influenced the professional life of women teachers. It is difficult for female teachers to determine their full time on their profession because of the gender roles of the society place women with in the domestic domain as caregivers. Similarly, Sultana, Zahir and Yaacob (2014) state “ Female teachers like to give priority for their family and the lack of commitment towards the profession hinders them to achieve their personal career goals”.

They have difficulties on their professional as well as personal life. They are overburden with extra classes at school and they have to do all of the household works. Female teachers have difficulties to manage their time because they do not get proper support and do not get cooperation from children and family members. They face number of difficulties between family and job responsibility especially when they need to work more than the normal working time. Therefore, most of the female teachers suffer from psychological stress when they are unable to complete the task at the fix time. Bista (2006) states “in Nepal, sometimes socially and culturally it is not

acceptable for married and unmarried women go to a village and work as a school teacher". For female teachers there are lots of problems to involve in teaching profession. The beliefs and cultural values hinder them to involve in profession. The cultural beliefs not allow female to go for jobs and many female teacher face the gender disparity problems so that they are not equally treated in the teaching centers as male teachers.

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

Status of women in Nepal. In most Asian countries, women lack opportunities and access to education. The problem is similar to the context of Nepal. Though interim constitution (2007) assured the equality among cast and gender women are still being left behind compared to men because of sociocultural reasons. Most of the people of Nepal are Hindu. Beda (a religious book of Hindus) mention " the duty of women is to serve the male members of the family like father, husband and sons". Women are supposed to help household chores from the early age. Though the concept of gender equality has expanded in recent days, in some caste, communities and religion, the wide gender gap in educational access and opportunities still exists. Similarly, The Constitution of Nepal, 2015 article 38st there is about the right of women. Sub- article no.4 states Women shall have the right to access participate in all state structures and bodies on the basis of the principle of proportional inclusion. Sub-article no.5 states women shall have the right to special opportunity in the spheres of education, health, employment and social security on the basis of positive discrimination. It shows though the status of women has been little bit raised up then it was at past. They are still deprived of many facilities and rights which they deserve. Nowadays, some people are aware about the girls' education and

the government has also conducted various programs regarding women rights but the women are still low in number on every sector.

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

According to Meryl(2016) “ women have to make equal time for their work as parents to their children, grandchildren and other extended family members and it is difficult for women to be a principal”. It means that female teacher have difficulties to manage their time on their professional and personal life. Female teachers are also asked to do the house hold works in school like cleaning tables, making tea and serve tea on special function days; Female teachers are often expected to perform non-teaching tasks. Those non-teaching tasks and heavy workload doesn't allow sufficient time for them to be prepared for teaching. (Shah 2014) states “ The relationship with the headmaster and staff determines how the female teachers will be treated. Some principles or head teachers give favors to those female teachers who admit their orders and the female teachers who questions or ask support are ignored”. Female teachers are dominated by head teachers when the female teachers do not admit their orders. Likewise, Farooq and Kai (2017, p.547) state “The study also investigated that master servant environment and political grouping in the level of schooling also the main problem to hinder the teaching and learning environment”. The master servant environment in school effects teaching learning environment and its really challenging for female teachers.

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

Socialist feminism. Socialist feminism is a theory of feminism that rose in the 1960s and 1970s. Socialist feminism focuses on understanding inequalities between women and men and analyzing male power over women. Socialist feminism focuses upon the inter-connectivity of the patriarchy and capitalism. Its basic premise is that male dominance derives from the social, economic and political arrangement specific to particular societies. In this regards, Madsen (2000, p.186) states, "oppression of all women by men is the effect of culture or the social relations which define our existence as gendered individuals". Socialist feminism concerns with various issues such as violence, working condition, reproduction and sexuality. Socialist feminists see women's liberation can only be achieved by working to end both the economic and cultural sources of women's oppression. Socialist feminism focuses on patriarchy, women's suppression and oppression, violence against women, working condition of women and financial dependence on male.

Gender and development. Gender and development focuses on connection between gender and development initiatives and feminist perspectives. It deals with the issues, such as health and education, decision making and leadership, peace building, violence against women and economic empowerment. Development cannot be realized without the very significant component of gender. According to the World Development Report, (2012) says "gender is defined as socially constructed norms and ideologies which determine the behavior and actions of men and women". The gender approaches is distinct in that it focuses on women and men not only women in isolation. Women are usually in disadvantages position in the workplace in comparison to men. Promotion of gender element like equality and mainstreaming implies explicit attention to women's need and perspectives. According to (Abebe, 2015) states "women and men should be free to develop their abilities and make choices without limitations set by rigid gender roles and prejudices base on personal interests and capacities".

Women in society. A feminist perspective traditionally and historically, the social position of women and girls can be described as inferior within the Nepali patriarchal society. To give equal rights for both male and female, the plan and policies have to give priority. Dahal (2016, p. 6) states “Nepal has highly stratified society gender plays a significant role in shaping very different life experiences for men and women in Nepal as many socially constructed roles are based on sex”. It seems Nepalese society is patriarchal where father is the head of the society who makes the socio economic decision and after marriage female take males surname of husband. Historically, women have suffered and dominated by the patriarchy society in Nepal and have faced many problems and challenges. Women are taught to accept their position through the socialization process. Parajuli and Acharya (2008) states “women are found extremely discriminated in governance and management related positions”. In Nepalese society female are also dominated in governance and management related positions because of the male dominated society and the tradition norms and values. Fewer women enjoy the reputation and economic benefits in educational, management and leadership roles.

From the above division, I have reviewed all these documents that help to find the research objectives. So, these theoretical reviewed helped me to get more ideas about women situation for their professional development. Women's participation in the workforce has led to the study of career aspirations of women. Career aspirations are influenced by the factors such as gender, socioeconomic status, race, parents' occupation and education level and parental expectations. Mostly female teachers are limited at primary level and basic level as a care taker of small children. There are counted number who teaches in higher level in our context. Role of female teachers are seen primarily as promoter of girls' education as well. They face personal, familial and professional problems in their life. Our Nepalese society never encouraged and gave support for female to work outside of their home. So, I am interested to find out the challenges of secondary level female English language teachers for their professional development.

Review of Related Empirical Literature

Empirical literature review is an important part of analysis that contributes a valuable role during the process of literature. A number of research works have been

carried out related articles, Journals, studies and reports. Among them, few are carried at the Department of English Education, T.U. The reviews of some of the literature are as follows;

Bista (2006) carried out a research entitled, “Status of Female Teachers in Nepal”. He attempted to find out the work of female and working environment that exists in schools in order to identify problems and difficulties that female teachers face, to examine gender environment existing in schools and to identify the barriers and constraints that discourage women from joining teaching profession and serving in rural and remote schools of Nepal. He has used survey research design concerning focus group discussion and questionnaire as a tool. He analyzed the data using statistical package of SPSS. Its result shows, more men were found to have joined teaching after few years of work elsewhere as compared to women. Long holidays, need to stay close to home, job security, opportunity that teaching provide to run family life in parallel, short working hours, and desire to work with children were frequently, mention by female teachers. On the other hand, interest in the subject matter and desire to remain in academic environment were important to male teachers compared to female teachers. He talked more about status of female teacher in Elementary school but it lacked what more men were found to have joined teaching after few years of work elsewhere as compared to women. This is the role of society and culture and their challenges in teaching.

Similarly, Nadeem, Lone, Maqbool, S, Naz and Ali . (2011) carried out a research article on “Teachers Competencies and Factors Affecting the Performance of Female Teacher in Bahawlpur (Southern Punjab) Pakistan”. The aim of the research was to identify and analysis the factors affecting the performance of female teachers in urban and ruler areas of Bhawalpur. Survey method was adopted for data collection to find out the factors. A group of 1020 students and 204 teachers of higher schools/ higher secondary schools were recognized as sample to accomplish the study. The in-depth investigation of the findings opens a number of options for teachers and planners to manipulate the relationship for promoting the performance of female teachers. The finding was the study poor socio economic status of teacher affects the teachers’ performance. Poor socio- economic condition of the area where school was situated decrease the teachers’ motivation but society gives more respect to female

teacher's as compared with male teacher. Political interference also affects the teacher performance.

Bhandari (2012) conducted a research on "A Study on Attitudes of Female Teachers towards Teaching English". She attempted to find out the ELT situation in Nepal, the female teachers attitude towards teaching English the difficulties and obstacles that the female teacher face. Her study found out the female teachers attitude towards teaching English and their difficulties in the context of Nepal. However, the study did not clearly show the roles and responsibilities and the contribution that the female teachers give in their professional development.

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

Similarly, Sultana, Zahir and Yaacob (2014) conducted a research on "Women in Teaching Profession; Impact and Challenges". The main objective of this research was to analyze constrains faced by women teachers in managing their work and family responsibility. The research was quantitative and they used survey research design for the research. The participants of this research were 40 women teachers. Semi- structured questionnaire was used as a research tool. The findings of the study indicate that there are challenges for female teachers to balance their work and commitment towards their family and difficulties to manage family and profession

when they are frequently asked to attend meetings after duty. They also found that female teachers are facing the psychological and emotional stress when they are unable to complete the task in a fixed period of time.

Among these entire reviewed thesis, I really appreciate Sultana, Zahir and Yaccob (2014). The main objective of this research is to analyze constrains faced by women teachers in managing their work and family responsibility. It shows women in Nepal as elsewhere, hold many responsibilities. Women are suffering from discriminatory practices in opportunities for education, personal mobility, which is required among others for skills development and independent decision making is highly restricted. Women teachers try to manage their time on both their profession and home but have to do their household works as well as they have to fulfill their responsibilities of their profession which is very challenging. The finding of the study indicates that there are challenges for female teachers to balance their work and commitment towards their family and difficulties to manage family and profession. So, it is relevant in the context of Nepal women are deprived of many privileges decision making, patriarchal society, cultural boundaries and women empowerment etc. Though, they also found that female teachers are facing the psychological and emotional stress when they are unable to complete the task in a fixed period of time. They face number of difficulties between family and job responsibility especially, when they need to work more than the normal working time.

Likewise Shrestha (2015) conducted a research entitled “Activities of Female Teachers for their professional Development”. The main objective of the research was to find out the activities performed by female teachers for their professional development and to find out the attitude of female teachers towards their profession. The research was limited to the Bara district and 20 respondents were only female teachers. The research tool was questionnaires (open-ended and close-ended) and carried out it through survey design. The findings of the research showed that female teachers play vital role in their profession and special training package is necessary to empower women in education, moreover, workshop, seminars and so on for their successful professional development.

Rokaya (2018) carried out a research on “Identity Construction in Female English Language Teachers Professional Development; A Narrative Inquiry”. The

main objective of her research was to analyze the identity construction of female English language teachers in relation to the supporting and hindering factors in their teacher identity. To fulfill her study she used narrative inquiry as the research design. The study was entirely based on primary sources of data. The primary sources were the four participant's female teachers teaching at different public schools of Pokhara. She collected data through face to face, open-ended interview, narrative journal and activities observation. The main finding of her study showed that teaching is challenging profession because female teachers have multiple identities besides their professional identity which were largely shaped by different internal and external factors.

Even though, all of these reviewed study are related to the Status of Female Teachers in Nepal. Sultana, Zahir and Yaacob (2014) focus on the Women in Teaching Profession. The main objective of this research was to analyze constrains faced by women teachers in managing their work and family responsibility. Most of these studies only focus on the Activities of Female Teachers for their Professional Development, but none of these study attempts to find out the Challenges of Secondary Level Female English Language Teachers for Their Professional Development So, I am interested to find the challenges of secondary level female English language teachers for their professional development.

Implications of the Review for the Study

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

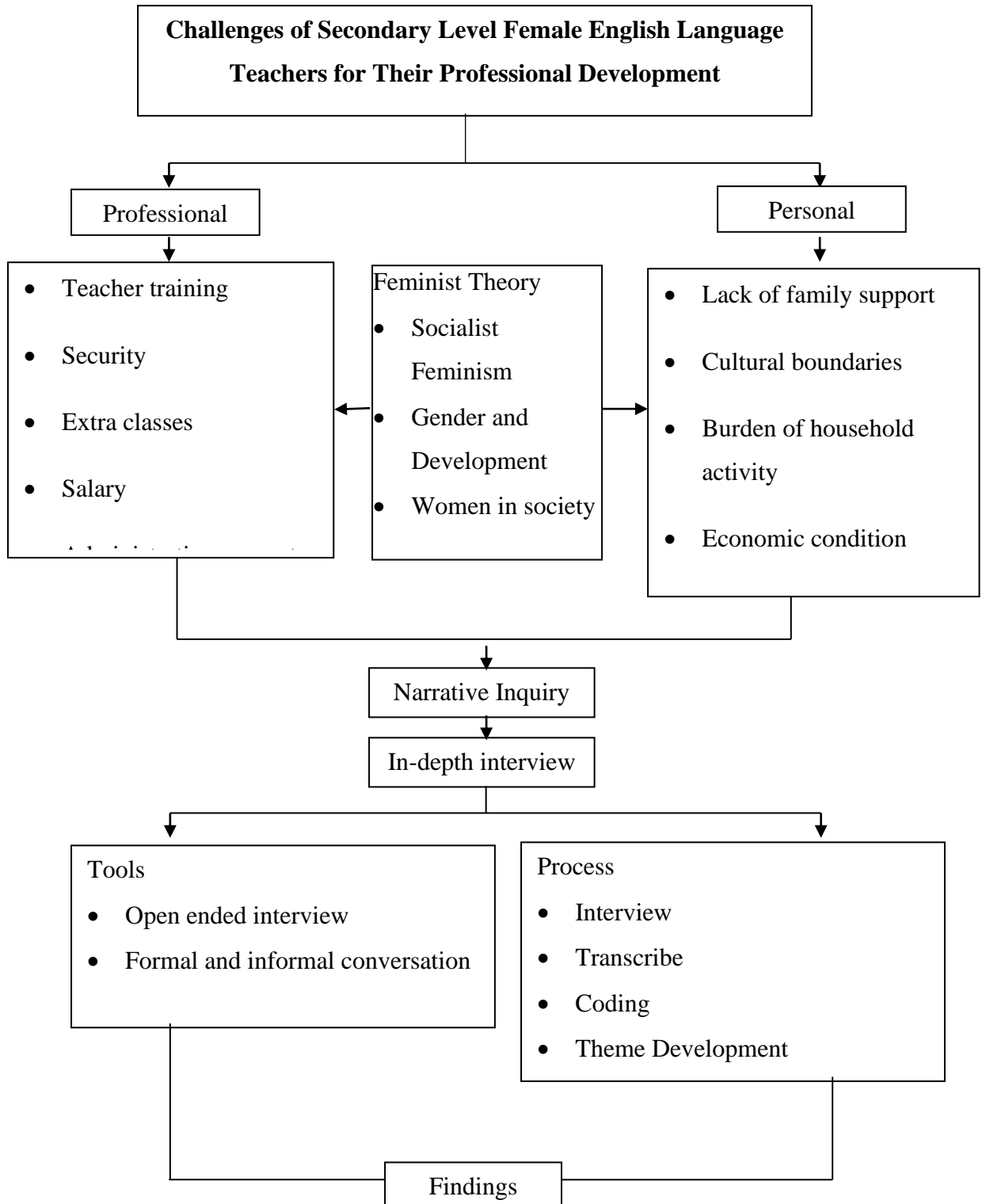
The study of Bista (2006) has helped me to form the research objectives and research questions of my study. It has also provided the information about the female

teachers' status in Nepal. Similarly, Shrestha (2015) has helped me to know the activities performed by female teachers for their professional development. In the same way, Paudyal (2013) provided me insides about collecting the real experiences of female teachers. Likewise Bhandari (2012) has helped me to know the attitude female teachers towards teaching English. The study of Sultana, Zahir and Yaacob (2014) has helped me to get idea about the challenges faced by female teachers. Similarly, Nadeem, Lone, Maqbool, Naz and Ali (2011) has helped me to know the factors affecting the performance of the female teachers' in urban and rural area. In the same way Rokaya (2018) has helped me to know more about EFL female teacher challenges and also helped me about how to conduct narrative inquiry.

Even though, all of these reviewed study are related to experience of female teachers and attitudes, but none of this study attempts to find out the challenges faced by secondary level female teachers for their professional development. Most of these studies only focus on the activities and attitude but not the challenges of female teachers. This study tries to find out the challenges faced by the female teachers for their professional development.

Conceptual Framework

Conceptual framework means the mental image of the process of what will be done in research. The main function of conceptual framework is to show the relationship among the various concept and variable of the study. The conceptual framework of the study is presented diagrammatically as follows:



Chapter 3

Methods and Procedures of the Study

This chapter is about methods or procedures I use to conduct my research study. This chapter includes the design of the study, population, sample of the study, sampling procedures, data collection tools, source of data, data collection procedures, data analysis process and ethical considerations.

Design and the of the Study

Research design is a systematic plan to study a scientific problem. There are many research designs which are used to find out the truth to a problematic question. This research study will employ qualitative research design. According to Merriam (2009) says "Qualitative research is interested in revealing the meaning of a phenomenon, understanding how people perceive their experience, how they construct meaning and how they attribute meaning to their experiences". Qualitative research reveals the experience and beliefs of people.

The design of the study is based on narrative inquiry. Narrative inquiry is a form of qualitative research which mainly emphasize on lived experiences. Murry (2009) argues narrative inquiry" is a generative term which encompasses a number of genres including case studies, diary, life histories, autobiographies and memories". Narrative inquiry uses field texts such as stories, autobiographies, journals, letters, conversations, interview, family stories, and photo and life experience as the unit of analysis to research and the way people create meaning in their lives as narratives. Narrative analysis mainly focuses on the life stories and peoples biography. It focuses on individuals stories of their life and reflects their individual experiences. Similarly, Creswell (2012, p. 502) states "a narrative typically focuses on studying the single person, gathering data through the collection of stories, reporting individual experience, and discussing the meaning of those experience for the individual". In narrative inquiry individual tell the story of their life which reflects their experiences. Open ended are asked to the participants for data collection Creswell (2012, p.507) has presented the following characteristics of narrative inquiry.

- Individual experiences
- Chronology of experience
- Collection of individual stories
- Restoring
- Coding for the themes
- Context or setting
- Collaborating with participants

Similarly, every research has its own steps which are followed by every researcher. Josselson (2007) presented the following steps of narrative inquiry research design which are presented below:

- Identifying phenomena to explore that address in educational problem
- Purposefully select an individual from whom :you can learn about the phenomenon
- Collect the story from that individual
- Restore or retell the individuals story
- Collaboration with the participant-story teller
- Write a final report based on the story about the participants experiences
- Validate the accuracy of the report

Narrative inquiry is a story telling process which explores the real experiences of an individual. Therefore, I will select narrative inquiry as a research design in my study to explore the real experiences and challenges of female English language teacher for their professional development.

Population, Sample and Sampling Strategy

The population of this research study consisted of all the secondary level of female English language teachers who are teaching at the present in community schools of Kirtipur Municipality, Kathmandu. Four secondary level female English teachers of community school were selected as sample size for my research study. The sample of the study was selected through purposive sampling procedure.

Overview of Participant Female Teachers

S.N.	Name	Academic Qualification	Marital Status	Family Members	Teaching School	Teaching Experiences
1.	A	M.ED	married	6	A	5 years
2.	B	M.ED	married	5	B	5 years
3.	C	M.ED	Married	5	C	8 years
4.	D	M.ED	Married	7	D	11 years

Brief Overview of Participants' Profile

Teacher A

She was born in Kathmandu. She worked as a secondary level English teacher. She is 35 year married female English teacher having two children. Her husband is also a college teacher. Her father was a school teacher. He always motivates her to study well. In her home there are altogether six members, her father and mother in law, her husband, and her two children. She got married before 9 years.

She made a decision to become an English language teacher because of her father and she believes teaching as a great profession for female. She said that, her father inspired her to be a teacher. She joined the teaching profession before 8 years and she teaches in secondary level. She commented that, being a female teacher, it is very difficult to manage her both personal and professional life. She faced many challenges and troubles in her personal and professional life. Similarly, family and time management is the key challenges in her professional life.

Teacher B

Teachers B is from Parbat and now stay in Lalitpur. She has five members in her family consisting her father in law, mother in law, her husband and one children. Her husband is a teacher, and her children is a student. To talk about her educational background, she has completed her school level, intermediate and bachelors level from Prabat and she has completed her master's degree from T.U. She explained that she was interested to study hotel management course in her bachelor level but due to

her family economic background she could not join that faculty and she decided to join education faculty.

She loves teaching profession and started her teaching career from her bachelor level in a private institution. According to her, she was inspired in teaching from her teachers. When she was continuing her bachelor level she was informed about the vacancy in one of the private schools of her village so she started her teaching journey from there. Although she was from a government school but she had good base in English from her childhood so she was encouraged to learn English subject. Now a day she is a government teacher. According to her experience, she had faced lots of professional and personal challenges. Her future plan is to be a professional teacher.

Teacher C

Teacher C is from Kirtipur, Kathmandu. She is married female secondary level English language teacher. She got married at the age of 22. Her husband is also a math teacher. She received B.Ed. from Mangal Campus Kirtipur and she had completed her Master degree from T.U.

She has good teaching experiences. She joined teaching when she was a college student. She feels lucky to join the Master course after the marriage. She said that, it was hard to convince her husband and family members to join masters. Not only this, having one small child very difficult to manage them all. Now, she feels blessed and happy because teaching profession is her passion. She mentioned that her role model and source of inspiration is her father and mother. From the period of childhood, she always dream to be a teacher and now her dream is fulfilled. So, her happiness is clearly seen in her faces. She feels tired, stress and become frustration but she never lose her confident.

Teacher D

Teacher D is from Kathmandu. She is 35 years old married female English teacher having three children. Her father was government employee. His motivation was the major factor for choosing the teaching profession. She shared that she loved to study English from her school days. She participated in speech competition, essay writing during school days.

She worked as a secondary level English teacher in school. She shared her husband also inspires her to study bachelor and master level courses as well as in her Teacher Service Commission Preparation.

Because of her family problems, she could not give enough time in her professional life. She has to take care of her kids, her in laws so; it is very difficult for female teachers to look both personal and professional life. She further revealed that not only the family problem but being a female teacher it is not easier her to maintain personal and professional life. She has faced many more challenges in teaching field but she always tries to make her classroom effective. She explained that later on after working 4/5 years she enjoyed teaching profession. According to her story, it is difficult for female teachers to handle both work and family but she is enjoying her profession. Her further future plan is to do M.Phil. And PhD. And to be a teacher of intermediate and bachelor level.

Data Collection Tools and Techniques

Data collection tools and techniques are used to find the detailed and relevant information about the phenomena. In this study entitled Challenges of Secondary Level Female English Language Teachers for Their Professional Development, I used semi structured questionnaire for interviews and informal conversation as a research tool to collect data.

Source of Data

In my study I used both primary and secondary sources of data.

Primary source of data. The fundamental basis of the study was on primary source of data. Female English language teachers of Kirtipur Municipality Kathmandu, having many years teaching experiences in secondary level were primary source of data. The data from primary source were collected by recording translating and transcribing their life stories, lived experiences and professional history.

Secondary source of data. For the facilitation of the research work, I consulted various articles, thesis, journals, written document, newspapers and books.

Data Collection Procedures

First of all, I prepared effective teacher narrative guidelines on the basis of objectives of my study. Then, I visited three community schools of Kirtipur Municipality Kathmandu and ask permission to carry out the research, explaining the purpose of my study. After that, I was meet the head teacher of different three schools and establish friendly rapport. For data collection I used in-depth interview. I was close with every participant so that it was quite easier for me to collect the data. At first, I asked their permission and ask about their free time. According to their schedule I went for the interview and create close relationship with selected teachers for their true narrations. After that, I asked the teachers for their stories in different time duration according to their context and start my interview from general talks by asking their family background and educational background. I gradually asked them about their narratives using my mobile phone and also note some important information in my diary.

Data Analysis and Interpretation Procedures

In this research collected data was analyzed through using qualitative data analysis procedure. I analyzed the data using the coding process and categorized the theme by incorporating data directly addressing my research objectives and research questions. I gave an effort to make my research work the best research work.

Ethical Considerations

Ethical consideration is one of the main parts of research. Regarding the ethical consideration at first I asked for their permission for collecting information

and inform them about my study and I assured them not to cause any harm to the informants when collecting data and not to analyze data subjectively. I made them sure about the honesty, trust, sincerity, truthfulness, attention on accuracy in research study. I made them sure that the collecting information is just for research study, and information will be keep confidential.

Chapter 4

Analysis and Interpretation of Data

This chapter contains analysis and interpretation of the collected qualitative data. It contains the lived experiences of secondary level female English language teachers. The data collected through narratives were coded with the themes and sub-themes and analyzed descriptively according to the objectives and research questions.

Analysis of Data and Interpretation of the Results

I have collected the stories of respondent teachers through their narratives. I made the themes and sub-themes to determine the lived experiences of secondary level female English language teachers. In this chapter I have presented the information about the teachers lived experiences regarding their professional and personal challenges.

At first to bring in- depth information from the participants I built rapport with them. I used to meet them and have informal talks with them. They were close with me so that it was quite easier for me to collect data. The collected narratives was translated, transcribed and coded. I have carried out the following major themes and sub-themes under it. The data is analyzed and interpreted into several themes and sub-themes under below:

Professional challenges. Professional challenges are the challenges that most of the female teachers face. Throughout the discussion, I came to know that female English teachers have their different professional challenges like heavy workload, unsatisfactory salary, lack of facilities and many other challenges. So in this part, I have presented the real stories about the professional life of 4 secondary level female English language teachers. According to the respondents I have generated some of themes in this section.

Heavy workload. Heavy workload is one of the main reasons of stress for female teachers. Female have their own responsibilities to be fulfilled and heavy workload make them distracted from their personal relationship with their family too. According to the respondents of my study female teachers have more workload and

they are not paid well according to their work. Here, all of the respondents shared their experiences about workload. Teacher A articulated:

In my school among seven periods I have to take five periods. Generally, we are given two leisure periods but in those leisure periods we have to check the homework and before going to the classroom we have to prepare about the course. In those leisure periods we check the homework likewise, personally we have to provide feedback for some students, we do such things so that there is no more rest time for us and due to those reasons there is work load.

From the above quotation, I found that female teachers have more workload. They have to teach minimum five periods per day and they have very few periods for rest. According to her story, they have only two leisure periods and in those leisure periods they have to do many works like checking the homework of students and providing feedback for the students. As being a teacher, they have to prepare for their classes too so they have no more time for rest. In the same vein, teacher B said:

Yeah... work load it is highly. We see we have five classes but I am taking seven classes there and they say that they will give salary for that but there is work load.

If we analyze her circumstances, it is similar with other participants' story. Normally in community school we have to take four classes and in the case of the respondent she takes five classes which is very challenging. As a teacher they always have to provide better education but when we have more workload we cannot give our best. It is very challenging because of our tiredness we cannot give our best to the students. Likewise teacher C commented:

We have to take 4 periods regularly and sometimes when our colleagues are absent we have to look their classes because there are no extra teachers. While taking those substitutes classes we have to take about 6 classes so that in such cases I feel work load. Especially when we go outside for field visit and while conducting other extra- curricular activities and while preparing lesson plan, method and activities I feel workload. I have to take only four periods but I have to be engaged in other activities of school so that I feel workload.

From the extract above, we can say that female teachers have to do other extra activities beyond teaching. They feel workload because they have to fulfill their extra duties. Her story signaled that even female teachers have few classes, in the absence of other teachers they have to take those vacant classes too. They have to do their other activities like preparation of lesson plan and activities which make them feel workload. Moreover, they are given more responsibilities regarding conduction of extra- curricular activities so female teachers have very less time to take rest. Similarly, teacher D said:

Per day I take six classes. We have to go to our school at early morning. We have to arrive there about 8 or 8:30 am and we have to work there up to 4:30 pm. We have to one leisure periods but sometimes we have to take the class of other teachers if they take leave. So that I feel workload.

The response of respondent shows the difficult phase of female teachers due to workload. The working time of school also creates stress for female teachers. She shared that she has to work about 7 hour per day where she gets one period as leisure but in absence of other teachers and due to unavailability of substitute teachers she is compelled to take those vacant classes too. So, working continually for seven hours without taking rest brings fatigue and workload for female teachers.

From the common problems of all the four respondent teachers, it was found that female teachers are unable to perform well due to the unwanted burden of workload. They do not have more leisure time to take rest. They have to take extra classes of their colleagues and they all take six and seven classes per day so that they feel workload. So in order to make them do their best the school administration should take essential steps to reduce the workloads of female teachers should be employed so that particular female teachers should not feel pressure of workload. Moreover, the family members of female should be equally helpful to the female teachers in performing household activities.

Unsatisfactory salary. Salary is one of the motivating factors for every teacher to dedicate themselves in work. From the interview, I came to know that unsatisfactory salary is one of the main problems of female teachers. All of the

respondents shared their stories about salary. While conducting interview, all of the respondents shared their experiences about salary. In this regard, teacher A shared:

To talk about salary satisfaction, I am a secondary level English teacher. I already told that the salary scale of secondary level teachers is not satisfactory. We have to labor hard in schools. Rather than salary there is difference in other facilities like holidays so that somehow salary is not satisfactory.

From the above extract, I came to know that teacher A is not satisfied with her salary. To work as a teacher is really challenging. Her stories clarify they have low salary, few leave and heavy workload. In this case female teachers they have more problems. Further with the same regards teacher B states:

No I am that much satisfied. I am staying here in a rent room so it is very difficult for me to survive. In my school too there are few female teachers in secondary level but in all levels mostly there are female teachers and they are paid less than male teachers.

From the above narrative, we can say that female teachers are facing problems regarding salary. Schools provide low salary to the female teachers in comparison to male teachers. In most of the private institutions there is a large number of female teachers but they do not get same facilities as male teachers. Likewise teacher C said:

I am satisfied but I am not fully satisfied with my salary. At first I feel that the salary I got is somehow good and I thought that I can do the work but while working there I feel the workload and that salary is not enough for me.

Teacher C has different opinion about salary than teacher A and teacher B. Her story generates that female teachers have high workload at their school. They have to do a lot of work at school so that the salary provided for them is not satisfactory according to their work. While discussing about the salary teacher D commented:

Salary... I am not satisfied with my salary. We have high expectation about the salary and we female have different needs to be fulfilled. I am a secondary level teacher so that my family also have expectation from me but I cannot

fulfill their needs. It is not sufficient for me so that I am not satisfied with my salary.

From the above extract, I found that female teachers have their own needs to be fulfilled. Her story indicates that family have expectation from their daughter, daughter in law when they know that their daughter is a secondary level teacher but it is very difficult for the female teachers to fulfill their own needs. The low salary not only creates difficulties for them to survive but also it hampers in their professional fame. While conducting the interview she was emotional. It is not only the problem of her but it is the problem of all female teachers who have low salary.

From the narratives of 4 respondents, I came to conclusion that female teachers are facing low salary. Here we can see that domination upon female teachers due to their gender. All of the respondents shared that their salary is not sufficient to fulfill their needs. In our Nepalese context we can see gender issues and somehow the policies are made in favor with female but in such prestigious job teaching we can see the domination upon female teachers.

Professional/ institution role. Becoming a teacher is also a process that continues throughout the ones professional life. This process of becoming teacher is concerned with both internal and external images such as professional expectations, motivation and emotion about teachers and teaching and the whole social surrounding they are situated. Due to a patriarchal rules, regulation, values and norms female teachers encountered number of challenges in their personal and professional life. Teacher A articulated:

I am secondary level English language teacher. Being English language teacher I have to know new technique in teaching, because teaching English is not an easy task in our EFL context. I have to make teaching materials, lesson plan to make my class effective .i have to teach five periods in a day. I have to make plan for make my class good. I prepare lessons, unit tests, monthly test, question paper for test and exams. I am third parent of my students because I spend so much time with them. I am always communicating about how to develop student progress with teacher and parents.

From the lived story of teacher A, I assumed that different contexts were responsible to be a passionate teacher. In order to be a successful female teacher one should be positive towards her profession and can be able to bridge the gap as well as should build the strong rapport with parents and teacher community. Similarly teacher B articulated that interaction with young kids and the different classroom activities make her feel good and positive in teaching.

Participation in teacher training. Teacher training programs help the teachers in various aspects like it helps to develop teaching skills, classroom management skills, to know more about teaching technique and strategies. But in our Nepalese society most of the females are found to be busy in their household works. The respondent teachers share some similar type of problems while having participation in teacher training programs. While narrating the stories of the respondents, I found that female teachers are not getting chance to participate in teacher training because of their personal problems. The male dominated society also creates some of the problems for them. In the same regard, teacher A commented:

About problems, yes we have problems sometimes the problems of female is periods (menstruation) this is the main problem. Sometime we get opportunities but we cannot grab it. I am married female teacher sometime due to my children, family environment they cannot grab the opportunity for training. Such kinds of problems are facing by female teachers.

The narratives of the respondent clearly show the problems faced by female teachers due to their personal problem menstruation. According to her, it is difficult for females to attend the teacher trainings when they have menstruation. Moreover, females have to spend most of their time on their family so they are unable to involve in such trainings due to lack of time. To talk about married female teachers they have to look after their children and family so that they have more difficulties than unmarried female teachers. Both married and unmarried female teachers cannot grab the opportunities of teacher trainings due to their personal problem, family and children. Likewise teacher B said:

I have attended some teacher trainings but regarding those they find ladies as inferior. So they don't give chance to talk for female and if female talks a bit,

they say oh! She is not that good she talks a lot. Being a teacher they still believe that the female teachers should not give their opinion. She is female so she has to stay in a limit so why she is talking. When we talk or when we give our opinion (pause) we are not strongly addressed. They feel that she is a female teacher and it is not necessary to listen to her opinion. So that was the problem I faced in teacher training.

The quotation above indicated that the male participants dominating over the female ones. According to her, females are not allowed to give their opinions and they are not given much priority as they being females. Her story clarifies that females are considered as inferior as male. They do not get chance to speak in those training's. In the same vein, teacher C shared:

We have to give our full time for our schools. Teacher training help us to develop ourselves but it is very difficult for female teacher to manage the time.

According to teacher C, it is difficult for female teachers to manage their time to attend such teacher training's due to their responsibility to complete their household works. Female teachers have difficulties to manage their time because they work at school and at home too. Likewise teacher D commented:

It is very difficult to manage the time for training's. We female have our monthly problem and sometimes we cannot attend such training's because of our own problems. Sometime family cannot support so it is very difficult to attend teacher training.

Another respondent of my study shared that is very difficult to manage the time to take participation in training's for female teachers.

Time management and female domination are the two major factor that can be figured out from the discussion with the respondents. In my view, the family members of the female teachers should be sensitive and help her to manage the time to help her to involve in teacher training programs.

Harassment. Female teachers have different professional challenges among them harassment is one of the main problems that female teachers face. This theme is generated from the narratives of teacher B teacher C teacher D. They shared their own story and the story of their friends. They said they are mostly harassed by the male teachers. Regarding this, teacher B articulated:

Some kinds of harassment I find a good example with myself so, let me not name of school but one of the schools I (pause) it was complained that one of the female teachers was harassed by a male teacher but she is not a secondary level teacher but she is a female teacher at the school and the male teacher or secondary male teacher was harassing her.

From her illustration, it can be corresponded that female teachers were harassed by male teachers. As she shared about the story that one of the female teachers was harassed by the male teacher but she is not a secondary level teacher. Here, the respondent wants to be secure while giving the information about the real event. Regarding this, teacher C shared:

Yes it is not good. Male teachers dominate us and to be frank they want to keep personal relationships with us. Such things make us difficult in our work.

The story of the respondent above reveals that female teachers have to face difficulties in their work. Male teachers usually dominate female teachers and in reality they want to keep personal relationships with them which creates problems for female teachers. When female teachers have these kinds of problems then they have to face different challenges in their professional life too. Further, in this regard teacher D commented:

This is the real event of my friend. One of my friends was harassed by the male teacher and he wanted to establish a relationship with her so that she was disturbed in her work so she decided to leave the school. When she did not attend in school I phoned her and knew that. I convinced her not to do so and also told her to share it with others but she told that she has her own fame and it will harm her. She was suffering from that problem but I convinced her.

Here, the respondent shared very painful story of her friend. This is not only the story of her friend but it is the story of all Nepalese female teachers who are being harassed. Her story revealed that female teachers are mostly harassed by male teachers which disturbed their life. In our Nepalese context if female share their bitter experiences about harassment or domination from the male, female themselves are perceived negatively in the society.

To sum up, the narratives of 3 respondents are very painful and heart touching. Even our societies are educated still there is harassment. Female teachers are not secure at schools. Teacher himself is educated person but such types of harassment's are created by them. So that male teachers have to change their dominating behavior and female teachers also have to take action. They have to speak out for the harassment.

Administration. All of the teachers need the support from administration. Without the support from administration there will be difficulties for teachers to conduct their work. The relationship between administration and its employee is most essential aspect. There must be the healthy relation, collaboration and support between administration and its employee so as to in educational field. In my research I found the one of the professional challenges of female teacher is lack of administrative support. The theme is generated from the narratives of teacher B and teacher C. They all explained about the difficulties when they did not get support from administration. In this regard, teacher B said:

The school often sends me for teacher training but when I return, I attempt to apply the knowledge and skill learn from there but I couldn't. It is because, when I ask the administration for providing me the required resources, it become passive and as irresponsible and reply me not to do that reasoning that is not necessary.

From this above discussion, we can said that most of the administrations are still irresponsible, careless and DE-motivation that DE-motivates the female teachers for effective teaching. Similarly, teacher C said:

The district education office provides some training. Similarly, curriculum development center uploads new journals, articles and researches in its websites that help me to learn and be updated time to time... However, the salary given by the government is not sufficient even to run household activities that make female teachers de –motivated. So, the government must pay attention about it and increase at least at the level of responsibilities that teachers bear.

Thus, it can be concluded that the school administration and government are playing vital roles for enhancing teachers' quality for exposing them to the public by organizing different educational programs and providing required teaching aids. The government and concerned authorities should support teachers by making relevant policies and practice. They should support teachers by providing suitable facilities and allowance.

Gender. Gender refers to the socially constructed roles of men and women. Gender determines the roles of men and women in the society. While narrating the stories of the respondents of my research study I found gender as a hindering factor for female teachers in their profession. This theme is generated from the narratives of teacher C and teacher D. They shared that gender hinders female teachers and being a female teacher they have different challenges. Regarding this teacher C articulated:

Because of gender female are paid less despite both male and female teachers have equal workload it is because that they are female. Because of gender female have low positions. Being a female teacher they have to face many challenges to teach in secondary level

Based on the story of the respondent, it can be said that female have low positions and they are paid less than male teachers due to their gender. She shared that secondary level female teachers face different challenges because they are female and gender really affect in their professional life. Furthermore teacher D regarding the same factor shared:

To talk about the gender yes it is one of the hindering factors. In any aspect male are given more priority than female teachers but female get no more facilities. So that gender is hindering factor.

The above mentioned extract shows that gender as a hindering factor for female teachers in their profession. Male are given more priority than female and they have more facilities than female. So she claims gender as a hindering factor for female teachers in their professional life.

By analyzing their stories it can be assumed that among the different professional challenges gender is one of the challenges of female teachers. As respondents explained that being female they have difficulties and they do not get equal facilities and equal treatment as male teachers. Both of them argue that male teachers get more facilities than female teachers because of gender. Female teachers face different difficulties, dilemmas and challenges in their professional life due to gender. We should view those situations seriously and have to provide equal treatment.

Unequal treatment. Every human beings have right to be treated equally. The discrimination between male and female has long history. Our history perceived male as superior and female as inferior and in the case of female teachers too we can see such inequalities. Under this topic, I have described the issues regarding inequalities experienced by the female English teachers while performing their tasks. In this context teacher, A said:

Male teachers are somehow confident in talking and for that reason by threatening or doing something else they decrease their workload. I found so... I found that the male staffs of secondary level who are working with us give their own works to other and they decrease their periods therefore, here who can talk or who have power can do anything.

From the response of the respondent, I came to know that male teachers are confident enough to talk with the school authority and they somehow manage to decrease their workload. They also handover their responsibilities to the junior teaching staffs. In the same respect, teacher C shared:

Being a female teacher, if we view our work place we have been paid low than the male teachers.

The above mentioned extract clarified that the female teachers are paid less than the male teachers although they have similar workloads to male teachers. Being a female they are paid less salary. Similarly, teacher D explained:

I haven't see the similar workload for male and female. I am facing the same condition and when I hear from my colleagues. I found different workload for male and female teachers. Male teachers shows their cleverness and interact and communicate fast than female teachers. if we have six periods then they have 3 or 4 classes. So that most of the schools female teachers are somehow dominated.

Teacher D also have similar experience to teacher A and B. According to her story we can generalize that male teachers develop good relation with the school management and manage to reduce their workload. We can find clear discrimination between male and female English language teachers in terms of workloads salary etc.

In the conclusion, it is found that discrimination regarding salary is the most common problem faced by female teachers despite of having more responsibilities in the work. So the administration should be wise enough to pay the employees according to their workload but not according to the genders.

Personal challenges. This chapter includes the personal challenges faced by female English teacher in their day to day life while engaging themselves in the profession of teaching. Some of the commonly faced personal problems of female English teachers are figured out on the basis of interview with the respondents.

Lack of cooperation. Every person needs family support and in the case of teachers they need more family support because they have to do their works at their school and at their home. Female teacher have to work according to their roles as like mother, wife and daughter. They need more cooperation from family members because they have to fulfill their all duties at their home and as a teacher too at school. Lack of cooperation from family members creates problems for female teachers. Most

of the respondents shared that lack of cooperation is one of the main personal problems for them. This theme generated to show how lack of cooperation distracts female teachers in their life. In this regard teacher A shared:

(Smiles) in reality ma'am, why to lie with you. I want to say the truth. I myself do all of the household activities like cooking cleaning etc.

The narrative of teacher A revealed that female teachers have to do all of the household activities themselves. From it can we interpret that female teachers do not get support in their household works as they wanted. In the same regard teacher B explained:

Family members they support, it doesn't mean that they don't support but they don't They let us to do our work on self so they are not going to help us in household works but supports in other aspects. They say teach on go on but they don't cook or they don't wash for us so that is the reality.

Here, from the response of respondent we can say that female teachers do not get support in all of the household activities from their family members. Their family members support them in many aspects but it doesn't mean that they are supported in their household activities. They have to do complete their all of household works. Similarly, teacher D said:

I don't have more problems but one of my friends who stay near to me, we work in same school. She stays with her family and is married so that she has different problems. She prepares food for children and do all of the household works herself. i am also married female teacher but I get family support. She shared me that her mother in law uses to say that being female she works outside from the house and enjoy with her friends. She shared that her husband used to listen to other family members and do not support her. I found that some married females have more problems.

From the response of respondent, we can analyze the pitiable situation of female teachers due to lack of cooperation from family members. In our context, as being female to work outside from our home is really difficult being part of Nepalese

society. Females have different responsibilities to be fulfilled and in the case of female teachers they have to do all of their household activities and as being teacher they have to fulfill their school responsibilities. The lack of cooperation from their family members. She shared the story of her friend where her friend did not get family support. It is very difficult for married female teachers to handle both professional and personal life.

All of narratives of the respondents show that one of the personal challenges of female teachers is lack of cooperation. They do not get support and collaboration from their family members, which is the main problem for them. They have different duties to fulfill like cooking, washing, looking children and family members. Even they work at school they have to do all of the household works and there is the negative perception about female so that still today when female work outside from house they are perceived negatively. So to bring the real changes in the society we have to change our misconception.

Patriarchal society. We human being are surrounding with the different social norms, values and practices. Nepal is one of the patriarchal based country. In teaching field there is less participation of female teachers. Female teacher have to balance their family, society institution where they engage. Because of their family duties and responsibilities they feel sometimes stress and could not manage their class properly. It is difficult to manage their both personal and professional life. In this regard teacher A said:

I feel difficulty to manage both but in other hand doing my job I am enjoying and I feel blessed. Being a mother I have my children's, I have to take care them properly. I have to do lots of tasks at home and feel tired and stressed. Because of fulfilling all my duties I don't have sufficient time to study and students get my weakness and makes noise in the classroom that's way sometime so difficult to manage and sometime it is easy to balance my both life.

The data clearly shows that it is not easy to engage in teaching profession. By fulfilling all the responsibilities being a mother, wife and daughter in law it is really challenging for all female teachers. Married female teachers have to take care of her

children, father and mother in law, doing household chores, society, relatives and doing the duties in institution they feels difficult.

Naturally, females are loving, caring and nurturing. In society also there is a high respect for male teachers in comparison to female. And also it is true that there are counted number of female teachers who teach in higher level. Similarly teacher B commented:

Female teachers are polite, loyal, loving, caring sensitive in comparison to male. In the beginning phase of my career I faced lots of domination from school society and students because of my gender which makes me tension and frustration. Female teachers are bounded in certain social values like have to marry, bearing children, doing all household works and so on. We already have lots of burden and family stress which hinders to manage the class.

From the response of respondent we can analyze due to the patriarchal society there are certain norms and practices we female are not free like male. In her stories it makes clear that as being one of the female teachers she faced domination and feels frustration. Hence, female teachers are enjoying in their profession by maintaining those all activities they have to fulfill their schools duties and responsibilities. They become the ideal examples of their society but our patriarchal society should not respect the work of female teachers. In this regard, teacher D said:

My society perceive me positively and some are surprised to see me. People surprisingly ask me how it is possible to balance both personal and professional career equally. There are responsibilities of family and school. I have to give my time for family, children, and laws, husband my school and my students, there is very struggle and risk.

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

Economic status. The one of the purpose of teaching is to enhance economic status. Most of the teachers expect to enhance their economic status but through the interview I came to know that low economic status is one of the main problems of female teachers. This theme is generated by listening the narratives of teacher A, teacher B and teacher D. regarding this teacher A explained:

In my case (pause) to talk about economic status I have maintained my economic situation myself after involved in job. I stay with my family. I have maintained the economic status for me but it is not sufficient for my family. Therefore, as I am secondary level teacher I cannot maintain the economic status. It means, I want to say it is negative thing because as a secondary level teacher I have to maintain for my family and me but it is not possible to maintain for both of us it is only sufficient for my personal needs. So, I don't say I have good economic status.

From the above extract, it can be said that female teachers have difficulties to maintain their economic status. As she explained, being secondary level female teachers it is difficult to fulfill their personal needs. Secondary level teachers can maintain their personal needs but in the case of female teachers it is difficult for them. In the same vein teacher B commented:

Yeah...it is difficult to manage all the things that I need. It is very difficult yes of course so that my economic condition is not so good.

The quotation above shows that female teachers do not have good economic condition. She also explained the dissatisfaction about the economic status. Her story reflected that female teachers have difficulties to manage all of the things for them due to their poor economic condition. Likewise teacher D explained:

To talk about my economic condition it is not so good. The salary which I get from school is not sufficient so that I feel difficulties to fulfill my needs. It is very difficult to stay in Kathmandu because of expensive.

Her story shows that female teachers cannot fulfill their personal needs due to poor economic status. Due to insufficient salary they cannot fulfill their needs.

The above mention stories of the respondents reveal the truth that female teachers have the problem of low economic status. The main reason of low economic status is low salary scale for female teachers. Due to economic status they have their own personal problems.

Time management. Every person has to perform countless activities to run his/her life on daily basis. In the other words a person not only spend his/her profess but there are various activities to be performed by a person for survival and if you are a female than definitely you should have much more things to be performed within the house and outside of house too. Under this topic, the participant female English teachers have commonly mentioned about the difficulties regarding the management of time to perform their various day to day activities along with the continuity of their job at the same time. In this context, teacher A said:

I already told I am a student and also a teacher. So, I found disturbance in my study and cannot give time for my study and personal things. I cannot go to the programs organized outside the schools. We have to go compulsory to the programs which are conducted by schools but to the personal programs such as marriage ceremony and in the formal program we cannot give time. The main thing that as being both student and teacher we find negative impact in our study because we cannot give sufficient time.

According to her story, it is very difficult for female teachers who are engaged in teaching. They do not have time for their study which creates difficulties to manage time for both teaching and studies. Similarly teacher B said:

We cannot give time at our home and family. To talk about the maintenance I cannot give my time. If we view the situation of married women we cannot give proper time and care for their husband, children and family which leads our children towards negative way in future.

From the response of respondent, I came to know that female teachers have difficulties in time management. Their family needs their support and time but due to their work they cannot manage their time for their family. Her story reflects that

married female teachers have more challenges than unmarried female teachers. In the same vein, teacher C said:

We cannot give our time and care for our children and we have to prepare them for their school. We cannot involve in the progressive works of society and we cannot get time to interact with people of society. Let's leave the society even we don't get time to interact with our family members. We cannot manage our time for our health, personal growth and development.

The above extract shows very miserable condition of female teachers. Female have different responsibilities at their home. They have to take care of their family members and children but due to their professional life they cannot manage their time for their family. They don't have time to take care of themselves. So from it, we can conclude that lack of time management not only hampers the health of the female teachers but it also brings gap in relationship. In the same response, teacher D articulated:

I cannot manage my time I have to do all of works myself. Through Saturday is the free time for me but also I cannot manage my time for my friends because of my personal works. Yes there are many problems, sometime I have my health problem but I cannot manage time for my health too. My relatives also say that I don't give time for them and they often satires on me saying that I am earning a lot and I forgot them(laughs) but I have my own personal problems. At home especially I faced the problem of time management. Sometimes I cannot attend in wedding ceremony of my friends due to my own problem.

Based on the story of the respondent we can say that female teachers do not have time for their personal conversation with their family members. They do not have time to care their health. Lack of time management really challenges female teachers in their personal life. They cannot participate in the ceremonies due to the lack of time.

By observing all the participants story, we can conclude that female teachers have the problem, of time management. They have their personal life beyond

professional life but they do not get time for their family members, relatives and even for their health too. They have different duties in their professional life so that they cannot manage their time for their personal life.

Working environment for female teachers in schools. Working environment determines the motivation of the workers towards their work. Positive working environment encourages the workers to fulfill their professional responsibilities. Poor working environment creates problem for teachers so that they are facing problems in their day to day activities. Under this topic, the participant female teachers have commonly mentioned have the difficulties regarding working environment in schools. In this context, teacher A said:

We are female teachers at secondary level but females are not equally treated in the work place. We are educated and more skillful than male, but they are paid less than male. I face different types of insecurity at workplace.

Based on the story of respondent we can say that female teachers are not equally treated in the work place they have fewer chances in promotion. They face discrimination at the workplace. In this same regard teacher B shared:

To talk about school environment that there is no direct discrimination but there is miss –concept that males are superior. I viewed that through we are not discriminated directly, we are discriminated unknowingly in their behavior as the first priority is given to the male teachers to conduct any programs saying that they do have the bold voice. In our school lack of English language supporting materials and teaching resources it hinders our professional career.

According to her story, that male teachers are given priority to conduct any programs. Female teachers do not have any roles by representing their schools. Female teachers are not given chance to take vital decisions. Likewise teacher C explained:

I cannot face so many problems in our workplace but one of my friends she faced different problems in her workplace. She shared that the female teachers are sexually harassed at their teaching career and negative attitude about

pregnancy and menstruation cause stress. So, the working environment for female teachers is not in favor with us. The teaching staff have negative attitude towards female teachers and they view we are less capable than male which is really challenging for us.

By observing all the participant story, we can conclude that female teachers have the problem in their work place. They are not equally treated in the work place. Working female is not taken to be as equally efficient worker as men and face discrimination at the workplace. So most of the female teachers are not happy. Female teachers face challenges in the workplace.

Chapter 5

Findings, Conclusions and Recommendations

This chapter concluded my study which I have drawn from 1 to chapter 5. I have presented the findings of the study based on analysis of data and interpretation of the results. It deals with the findings of the study, conclusion and recommendations.

Findings

I have tried to explore the professional and personal challenges of female English language teachers and I have tried to explore the working condition of female teachers which addressed the objectives and research questions. I found the lived experiences shared by the participants of my study were highly accounted. It helped me to understand the real pains, sufferings and challenges of female English language teachers of communicative schools. I get chance to understand their life very closely. In this section, I have presented the findings based on in-depth interview with the female teachers. Moreover, based on the interpretation and analysis of the data I have mentioned the major findings of this study as follows:

Professional challenges. According to the narratives of female teachers they are facing various professional challenges like heavy workload, unsatisfactory salary, harassment, participation in teaching programs, and lack of administrative support, gender, professional/institution roles, and unequal treatment. Based on the results I have mentioned the following major points:

1. The data showed that heavy workload is main professional challenge for female English teachers. They teach maximum five /six periods per day and also are engaged in schools activities which is really challenging for them.
2. The narrative of female teachers revealed that schools provide low salary for female teachers, which is the another professional challenge of female teachers.
3. Likewise, female teachers cannot participate in teacher training programs due to their personal problems (menstruation) and they are dominated and discriminated in teacher training programs considering they are talkative.

4. The data further showed that female English language teachers do not get leave even they have health and personal problems.
5. Similarly, the data revealed that female English teachers were not treated equally as male teachers. They have more workload in comparison to male teachers.
6. Likewise, the female teachers were mostly harassed by male teachers and they were dominated by each staffs consisting principal, male colleagues and working staffs of the school.
7. The data also exposed that female teachers do not get support from the school administration and there are no more facilities for female teachers like leave the personal problems of female teachers.
8. Finally, all the participant female English teachers, considered that gender issues is the main hindering factor of female teachers in their professional life.

Personal challenges. Based on the narratives of female English teachers, they are facing several personal challenges such as lack of cooperation from family members, patriarchal society, low economic status and time management. I have summarized the following findings regarding the personal challenges of English female teachers.

1. The narratives of the respondents revealed that female English teachers have lack of cooperation from family members is one of the personal challenge of female English teachers.
2. Their stories revealed that societal norms and values bound them in certain area. They cannot cross the boundaries.
3. Similarly, the data revealed that despite of working in the secondary level female English teachers have low salary which leads them towards low economic status.
4. Likewise, female English teachers have difficulties to manage their time for their family members and personal things.
5. Finally, the data further showed that parents do not believe that female teachers can better teach their children. The negative perception of the society towards female teachers is another personal challenge.

Working environment. Based on the narratives of female English teachers, they are facing some problems. I have summarize the following findings regarding the working environment for female teachers in schools.

1. The narrative of the respondent revealed that female teachers are not equally treated in the workplace.
2. Likewise, gender inequality and discrimination at school made them feeling depressed and frustrated.
3. Similarly, female teachers have sexually harassed at their teaching career and negative attitude about pregnancy and menstruation.
4. Similarly, female teachers were not given equal opportunities to organize or involve any schools programs in comparison to male teachers.
5. Finally, the data further showed in the public school, lack of English language supporting materials and teaching resources so that, it hinders their professional career.

Conclusions

The main objective of my research study is to explore the professional and personal challenges of female teachers. This research study also focuses working condition of female teachers at schools.

First of all, I was inspired to carry out this research because I had observed the situation of female teachers and I had experienced as being an ELT practitioner. While reviewing related theoretical and empirical study, I found very few researches on female teacher's challenges so it was quite difficult for me to review theoretical literature and to find out the existing gap. In Nepalese scenario only few of the researches were concluded on female teachers such as paudyal (2012), Bhusal (2015), Bista (2006). After reviewing those articles and research work I came in conclusion to carry out research on challenges of female English teachers because there are very few researches conducted on this area.

From the analysis and interpretation of the data I derived the major findings. The lived experiences of female English language teachers showed that female teachers are facing several professional and personal challenges like unsatisfactory

salary, heavy workload, unequal treatment, harassment, low economic condition, lack of administrative support, lack of collaboration from family members. female English language teachers showed that they are facing some problems at their workplace such as unequal treatment, discrimination and domination, negative attitude about pregnancy and menstruation.

To talk about the context of our country Nepal, for the female teachers the path of journey does not seem to be smooth due to various challenges they have been facing in their profession. It is not necessary to mention that Nepal is a male dominated society where females are deprived of various facilities and opportunities. To talk about the condition of females in the past, it has been observed a little improvement but not satisfactory till this time. So there is the requirement of various major steps that should be taken by the government and the related authorities to improve the present condition of females in Nepal. Females should be empowered and should be given equal opportunities so that we can find participating equally in the developmental and constructive works.

This research work is only based on the challenges of secondary level female English teachers for their professional development so it is almost impossible to figure out of challenges of females in every sector but only the challenges of females who are involved especially in English teaching profession are focused and discussed here. From the facts and data that are collected out from this research work, some major measures are suggested to be followed to improve the quality of female English teachers in the context of Nepal. When the environment is made suitable enough to employ the female teachers where they can work openly, freely and with much commitment and enthusiasm that we can observe a drastic change in the quality of education in Nepal.

This research work is believed to be a milestone to upgrade the standard and quality of female English teachers if the suggested measures are followed and implemented wisely by the concerned authorities, school administration and every individual. The data collected for this project are based on the lived experiences of respondent female English language teachers. Therefore, to bring positive changes in educational sector female teachers should be equally treated as male teachers. They

should be motivated towards their profession. So that they should get support from school authorities, society and family members.

Recommendations

On the basis of findings drawn from the analysis and interpretation of the teachers lived experiences I have summarized and concluded my study. Based on the findings I have recommended the major implications of the study into following three different sub- headings:

Policy related. There are different issues related to female teachers. In the context of male dominated Nepalese society female teachers have different challenges in their professional and personal life. The Nepalese government has somehow focused on the equality between male and female but in reality it has not been totally implemented yet. So that on the basis of the findings and conclusion, I have made some recommendations for policy makers regarding the things they need to take into the account to bring equality in educational sectors and to solve the problems of female teachers. The recommendations to be applied at policy level are as follows:

1. The government should enforce the policies about gender equality in teacher training programs and should make provisions about gender friendly environment in training programs.
2. The government of Nepal should conduct more awareness programs to reduce gender discrimination.
3. Likewise, Nepalese government should give priority for female teachers to be involved in leadership and administration.
4. Similarly, there should be provisions for female teachers to allow leave while having their personal problems (menstruation).
5. Government should make strict policies for the domination and harassment over female teachers.

Practice related. To bring the equality in teaching field there should be progressive changes in practical level. I believe that my research will be significant for ELT teachers, teacher educator, female English teachers who are engaged in teaching profession and helps to know about the real challenges in teaching field for

those female teachers who want to join this profession. The applicable practical level recommendations are as follows:

1. The narratives of the respondents revealed that female teachers are facing the problem of heavy workload so that female teachers should get supportive school environment distributing the responsibilities equally to all teachers.
2. Likewise, the data revealed that female teachers are dominated in teacher training programs so to reduce such situations teacher trainers should build female friendly environment while conducting such programs.
3. Moreover, school associations should behave with the female teachers in a friendly manner without any discrimination.
4. Similarly, school administration and principal should provide equal facilities for all teachers.
5. The school environment should be safe where the female teachers could feel secure to work there.
6. Likewise, female teachers should provide with extra leaves for their personal problems.
7. Similarly, school authorities should provide equal opportunities to every teacher to teach higher grades according to their qualification and capabilities but not on gender basis.
8. Every teacher should be paid according to their works but not according to the gender.
9. Further, the data revealed that female teachers are viewed negatively from the society so that school authorities should conduct some awareness programs to change negative societal perception towards female teachers in the society.

Further research related. Every researcher wants to carry out their research without any limitations but it is not possible. No any work is final complete in itself due to different limitations. Therefore, I confess that my research work also consists of some of the limitations as well. Here, I have pointed out some related areas for the further study:

1. This study was limited within four female English language teachers of secondary level teaching in community schools at Kirtipur municipality. So it

would be better to conduct the research on private schools female teachers in future.

2. Similarly, another possible direction for the further research is related to the methodological aspects. I have conducted the research based on narrative inquiry following in-depth interview. Therefore, in order to get more information it would be better to use the other sources like teacher's diary, class observation and written narratives.
3. The area for conducting research would be challenges of male teachers' professional development. It can be more interesting if we investigate their stories/experiences by applying the similar method.

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Appendix

Participant Information Statement

Dear informant,

I would like to invite you take to part in a research entitled “Challenges of Secondary Level English Language Teachers for Their Professional Development” which aim to find out the professional and personal challenges and working condition of secondary level female English teachers. Your participation will be helpful in completing this research and carrying out the findings. This study will take place under the supervision of **Dr. Hari Maya Sharma** lecturer of Department of English Education, T. U. Kirtipur Kathmandu.

The research tool mainly will be the interview. Please let me know if you agree to participate in it. Your participation will not only help me in my work but it would definitely enrich my data and result. The records that you provide will be kept confidential and your name will not be mentioned in the final product. No evaluation will be made about your performance on the basis of data that you provide. If you have any queries, you can talk me any time or supervisor.

Thank you for your kind cooperation!!!!

Researcher

Punam Dahal

Tribhuvan University

Department of English Education

Kirtipur, Kathmandu

Appendix 2

Teacher Narrative Guidelines

The following questions/ teacher guidelines will be asked based on the above objectives and research questions of the study:

- Please briefly introduce yourself.
- What are the challenges/ problems that you face in your profession?
- What is the working environment for female English language teachers in your school?
- What type of facilities are there in your school for female teachers?
- Have you ever attend in any teacher training?
- How many periods do you need to take per day?
- Are you satisfied with your salary?
- Does the school provide equal opportunities for both male and female teachers?
- How do you manage your time for both personal and professional life?
- Does your family member help you in household activities?
- How is your family background? Do they encourage you to develop your professional life?
- What type of challenges do you face in your personal life?
- How does your society evaluate your profession?
- Would you briefly describe about your school along with some positive and negative sides of your principal, administration, male teachers and students, and your relation with them?

Thank you so much for your response.

Appendix 3

This interview has been conducted to collect the viable insight for the research work entitled **Challenges of Secondary Level Female English Language Teachers for Their Professional Development**. Under the guidance and supervision of **Dr. Hari Maya Sharma**, lecture of the Department of English Education, T.U, Kirtipur, Kathmandu Nepal.

Sample Interview Transcript

Researcher: Good afternoon ma'am.

Respondent: Good afternoon.

Researcher: How are you?

Respondent: I am fine and you?

Researcher: I am fine too and how are you passing your days?

Respondent: I go to school and spend few hours for my study too. In such a way I am passing my days.

Researcher: My name is Punam Dahal from TU Kirtipur. Today I am here for interview with you regarding my master's Degree thesis in Challenges of Secondary Level Female English Language Teachers for Their Professional Development. Where I am focusing on the Professional and Personal challenges of female teachers and working environment in schools so I am here for the interview.

Respondent: At first thank you so much. I have experienced many things and that will be in your research so that I am very happy for that.

Researcher: Ok thank you once again. Your permanent address please.

Respondent: I am from Parbat and now I am here in Lalitpur.

Researcher: Oh! Parbat and how many members are there in your family?

Respondent: There are five members in my family father in law, mother in law, husband and my children.

Researcher: Ok there are only five members in your family so you have a small family and very enjoyable family.

Respondent: yes there are five members and yes it is enjoyable but sometimes I feel bad for my parents because we only visit our home in the occasion of festivals. My father and mother also feel happy to be with us in such special occasions.

Researcher: We all have these problems we are far from our home and please tell which profession you like most when you were a child or what was your dream?

Respondent: From my childhood... in my school there were no female teachers. Almost all of the teachers were male, when I used to listen about the female teachers in different schools I used to think about them. When my teachers asked me about my dream I used to say that I want to be a teachers as like other teachers.

Researcher: It means that your dream was to be a teacher?

Respondent: yes, of course.

Researcher: What is the main reason for selecting this particular English subject?

Respondent: yes there are many reasons to read English subject. In my childhood I didn't get chance to read in private school. In community school I was just able to write my family members name. When my teacher used to speak in English I thought that one day I will be able to communicate with them in English fluently. Especially I was motivated from my teachers so that I decided to read English.

Researcher: When did you start your teaching journey?

Respondent: I started my teaching journey from bachelor level. I taught in Parbat because of my family problems and it was not always possible to ask money from parents so I started my teaching career. I came here and continuing the same profession.

Researcher: It means it has been long period of time that you are engaged in teaching.

Respondent: yes it has many years (pause) about five years.

Researcher: you are one of the female English language teacher. So how do you feel being a female English language teacher?

Respondent: I feel very proud. I want to add the context of my village. There are very few who study English and to talk about female there are no more. To say in reality ... it seems that I am dominating others.

Researcher: what is teaching for you?

Respondent: For me teaching is one of the prestigious job.

Researcher: Ok we talked about the challenges while working in this field. What kinds of challenges have you faced in this profession?

Respondent: While working in this profession I faced many challenges. In this short period of time it is not possible to share all of the problems but I want to share some problems here. At first female teachers are dominated knowingly or unknowingly. We all say that male and female are equal but I find problem in it. (Pause) at first we have capability and qualification but they consider us weak and they say that we cannot teach in higher level. There are many female teachers who have completed their MAC but they are teaching in primary level. We are very few female teachers who are in secondary level.

Researcher: It's ok. Can you tell me working environment for female teachers in your school?

Respondent: our school has good working environment but we have to view all of aspects. If I talk about the salary it is not satisfactory. It is very difficult to manage our needs. Student in secondary level are teenagers and it is very difficult to control them. Another thing is that I found in the context is different from the school that I taught previously and the school that I am teaching now I feel difficulties. (Pause) if we ask for a leave when we have our personal problems they say that it is not possible for leave because it hamper students.

Researcher: How are you perceived by the society, Principal, administration, male colleague and family?

Respondent: Yes family perceives me in positive way but the society perceives us in negative way. They say that what have she done by getting higher education. Somehow they also view us in positive way but all of the people don't have positive

thought. In the case of principal too he/ she doesn't consider us much capable to teach in higher level classes in comparison to male teachers.

Researcher: Oh! It means that it is very difficult for female teachers.

Respondent: yes obviously in some cases.

Researcher: Have you ever attended any teacher training?

Respondent: yes I have attended some teacher trainings.

Researcher: Have you ever feel domination in teacher training being a female teacher?

Respondent: I feel dominated in this field. Regarding ladies as inferior if we share our opinion and ideas in those training programs we are considered as talkative. We have right to share our ideas but we are viewed negatively.

Researcher: How many periods do you take per day?

Respondent: Per day I take five to six classes. We have two leisure periods but sometimes we have to take class of other teachers if they take leave.

Researcher: Ok then do you feel workload or not?

Respondent: Yes of course. Being a teacher we feel tired because sometimes students don't obey us and we have to shout there so that we also have throat problem. We prepare for our class at our home too so that we have stress and pressure and yes there is work load.

Researcher: Are you satisfied with your salary or not?

Respondent: Salary... I am not satisfied with my salary. We have high expectation about salary and we female have different needs to be fulfilled.

Researcher: Ok we talked about the salary then please tell me about your economic condition.

Respondent: (smiles) to talk about my personal economic condition it is not so good. The salary which I get from my school is not sufficient so that I feel difficulties to fulfill my needs. It is very difficult to stay in Kathmandu because of expensive rent and my salary is not sufficient so that my personal economic condition is not so good.

Researcher: What do you think that gender is hindering factor or not to work as a teacher?

Respondent: To talk about gender yes it is one of the hindering factors. In my aspect male are given more priority than female teachers but female get no more facilities.

Researcher: Ok then what kind challenges do you face in your personal life as being female teacher?

Respondent: To talk about my personal life I have faced many problems. I cannot manage my time for my friends because of my personal works. Yes there are many problems sometimes I have my health problem but I cannot manage my time for my health too.

Researcher: What is your future plan?

Respondent: My future plan is... I also want to do my MPhil and PhD but I don't know what I will do.

Researcher: Ok thank you so much for sharing your experiences and challenges and working condition. This is so helpful for my research. I want to say thank you so much for your cooperation and help.

Respondent: Thank you mam for giving me the chance to share my experiences and problems. Once again all the best for your research.

Researcher: Thank you.

Respondent: Welcome.

(Note: I have presented only some parts of interviews)

Appendix 4

1. What are the challenges/problems that you face in your profession?
1. What is the working environment for female English language teachers in your school?
2. What type of facilities is there in your school for female English language teachers?
3. What type of challenges do you face in your personal life?
4. Have you ever attend in any teacher training?
5. How do you manage your time on your work and family?
6. Are you satisfied with your salary?
7. What type of challenges do you face in your professional life?
8. Have you ever attended any sorts of professional development sessions by paying yourself or?
9. How does the society perceive you a government teacher?
10. Does the school provide equal opportunities for both male and female teachers?
11. What motives you to enter into the teaching profession?