

CHALLENGES OF FEMALE ENGLISH LANGUAGE TEACHERS

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

**Submitted by
PratimaGiri**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2019**

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DEDICATION

Dedicated to

my parents who always played a role of mentor and encouraged me to trust on myself. Their love, support and faith upon me have always been an inspiration for me to find myself enthusiastic at my work.

DECLARATION

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

Date: 22/07/2019

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PratimaGiri

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Pratima Giri

ABSTRACT

The study entitles **Challenges of Female English Language Teachers** was carried out to explore professional and personal challenges of female English language teachers. Narrative research design was used in this study. In order to collect data in-depth interview was used as a research tool. Four secondary level female English teachers were taken as the respondents of the study. The study employed qualitative data analysis procedure. The findings of the study showed that unsatisfactory salary, heavy workload, participation in teacher training, issues regarding personal leaves, harassment, favoritism and kinship, 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 economical status and negative perception of the society are the personal challenges of female English teachers.

The present study consists of five chapters. Each chapter is divided into different headings and sub-headings. The first chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Similarly, the second chapter consists review of related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework. Likewise, the third chapter incorporates design and methods of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis and interpretation process and ethical consideration. The fourth chapter includes the analysis and interpretation of the results and the final fifth chapter deals with the findings, conclusions and recommendations. The last section of this research includes the references and appendices.

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ABBREVIATIONS & SYMBOLS

B.Ed.	Bachelors of Education
BBS	Bachelor of Business Studies
CERID	Research center for Educational Innovation and Development
EFL	English as a Foreign Language
ELT	English Language Teaching
et.al	More than two writers
etc.	Etcetera
M.A	Masters of Arts
M.Ed.	Masters of Education
M.Phil.	Masters of Philosophy
M.Sc	Masters of Science
P.	Page
PhD.	Doctorate of Philosophy
SEE	Secondary Education Examination
SLC	School Leaving Certificate
T.U.	Tribhuvan University