

CHAPTER ONE

INTRODUCTION

This study is on **Challenges of Female English Language Teachers**. This chapter incorporates 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 definitions of the key terms.

1.1 Background of the Study

Teacher is regarded as one of the most important component of education system. To provide quality education there should be qualified teacher. The credit of quality education goes to teachers. 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 that female teachers are more expressive, nurturing, informal, and open towards students. So, female teacher is taken as a care taker of the students. Female teachers have important role to empower and educate women and girls. They play 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. In this regard Kelleher (2011, p. 5) states “while from the perspective of educating women and girls the presence of women teachers has been a major contributory factor”. Female teachers can contribute to the development of girl’s education. The empowerment of female teachers in education sector can create girls friendly environment which makes comfortable environment for girls in learning. Female teachers have different responsibilities; they are not only taken as teachers but also taken as a mother. Tomboukou (2000) states that 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 teachers 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 stereotypically (Acker, 1989). Female teachers tend to hold lower level positions than male teachers even when they have sufficient skills to perform higher level positions. Similarly, Kirk (2006) states that women are rarely found in positions of authority and leadership in schools, and career development for women teachers is rarely prioritized. In many countries where the percentage of women teachers is high, there are rarely many women head teachers, education officers and managers at the district, regional and national levels. It shows that female teachers are not getting equal rights as male teachers. 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 also be there to guide and protect girls from undesirable actions from boys or male teachers. We can see gender related problems in our country in such conditions female teachers help to increase the number of girls in schools. Gurung (2018) states that the policy of Nepal is in favor to increase the number of female teachers in schools, mostly in primary levels. Education Regulation (1992) has ensured to recruit at least one woman teacher in every primary school. It shows that the policy of Nepal realized the importance of female teacher so it focuses on female teacher's recruitment. When I reviewed some research works in Nepal I found female

teachers are suffering from different problems. Duwadi (2009) states that female teachers in Nepal are marginalized to low status positions within schools; usually teaching in lower grade classes and subjects considered to be easy. It shows that female teachers are not equally treated as male teachers. They are only recruited in lower grade classes.

Male teachers are generally viewed as better teachers when compared to female teachers (Taqi et al., 2015). To be a female teacher is not easy because they are not viewed as proficient as male teachers. In Nepalese context female teachers have to fulfill their responsibilities at their home and school. Sometimes house works hinder female teachers to pay full attention to school and towards their profession. Female English language teachers in Nepal are suffering by the prevailing gender stereotype. They face multiple forms of challenges, and dilemmas throughout their personal and professional life. The gender role is affecting factor for them in their professional and personal 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.

1.2 Statement of the Problem

Female teacher's role is regarded as a caretaker and a guardian of the students, especially for girls. Most of the girls are away from education and female teachers play vital role to involve them in schools and to reduce gender disparity in education. There is belief that female teacher's participation increases girls' participation 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 was found that a number of researches were carried out on gender equality, primary level problems of female teachers, gender identity and psycho-social problems of female teachers, such as Nagatomo (2012), Sultana, Zahir and Yaacob (2014), Rashid and Maharshi (2015),

Khoddami (2011), etc. However, the research about professional and personal challenges of female English language teachers has not been done so far. We can find only few researches on female teachers. So, this research is new. In my own experience, I had observed the domination of male teacher towards female teacher. Male teachers view female teachers as less capable and less skillful. So, mostly female teachers are recruited at primary level and they are paid less. Female teachers face different problems. They face the problems from their family, relatives and workplace and they are dominated from their male colleague and administration. They are as a promoter of girl's education and caretaker of small children. But still in our Nepalese context, we can see the lack of women friendly environment and they are not getting equality on their job. They are struggling with professional and personal challenges. So, I became interested in finding out the real experiences of English language female teachers. Female teacher's personal experiences help us to expose and understand how female teacher's private life and roles are hidden from the public sphere. Exploring female teacher's realities and making their lives visible helps us to expose and correct the patriarchal bias. So, to explore the real experiences and challenges of female English language teachers I have selected this area.

1.3 Objectives of the Study

The main objectives of this study were as follows:

- i. To explore the professional and personal challenges faced by secondary level female English language teachers.
- ii. To suggest some pedagogical implications.

1.4 Research Questions

The study investigated the following questions to fulfill its objectives:

- i. What kind of challenges do secondary level female English language teachers face on their professional life?

- ii. What kind of challenges do secondary level female English language teachers face on their personal life?
- iii. What is the working condition or environment in schools for the secondary level female English language teachers?

1.5 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 teacher's experiences and help them to work with women as a colleague in the same environment. Likewise, it will also be helpful for the students to know more about the gender issues and challenges in teaching profession. Similarly, the findings of the study will help to raise the awareness among policymakers, school administrations and teachers about gender parity and equality. 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.

1.6 Delimitations of the Study

This study had following delimitations:

- i. The study was limited to the professional and personal challenges of female English language teachers.
- ii. The area of study was limited to Kathmandu district.

- iii. This study was based on 4 secondary level female English language teachers of private schools.
- iv. In-depth interview was used as the only research tool for data collection.
- v. The research design was limited on narrative inquiry.

1.7 Operational Definitions of the Key Terms

The key terms of this study are as follows:

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

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

Professional Challenges- In this research professional challenges refer to the challenges encountered by the female English teachers in their professional life. Gender discrimination, low salary, heavy workload are some of the professional challenges of female English teachers.

Personal Challenges- Personal challenges in my study refer 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.

Narrative Inquiry: Teachers narratives are the stories of female teachers own experiences that they encounter 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.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

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

2.1 Review of Related Theoretical Literature

Without theoretical knowledge researcher cannot conduct the research. Under it, I have reviewed the relevant theoretical literature.

2.1.1 Women and Teaching Profession

The women teachers find that teaching is a 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 routines and complex familiar relationships (Pardhan, 2009). Most of the females 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. In Slovenia and in many countries, the teaching profession was one of the first professions that are accessible to women, who were allowed to enter the labor market (Tasner, Mihelic&Ceplak, 2017). It shows that the main profession for female was teaching. Similarly, Tomboukou (2000) states:

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

circle of their families and assert themselves as independent individuals. Apart from being the only respectable career accessible 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 was regarded as the profession of female which link both families and their profession and links both private and public spheres of life. Likewise, Acker (1989, p. 22) states, “As a career, teaching was supposed to hold different attractions for girls and boys. It was frequently assumed to hold different attractions 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. So, especially female teachers are found in lower levels.

Now the rate of female teachers in teaching profession is increasing day by day and they are regarded as positive change agent to bring social rights and justice for women. Female teachers are the bearers of important social changes in the field of political and other rights of woman and girls. Female teachers are most educated women and are aware of the position of women in society (Tasner, Mihelic&Cheplak, 2017). So, female teachers not only encourage girls to participate in formal education, they not only bring changes in teaching profession but also play a great role as change agent in their society. Moreover, female teachers know the problems of female students 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. Kirk (2006) defines teaching profession for female differently. He states that there is low number of female teachers in schools because they

are not educated and their gender roles hinder them to be a leader. Here, Kirk talked about 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 house wife responsibilities at their home and school duties at their workplace so they are overburdened.

Rabelo (2013) states that some believe that man cannot teach the lower grades of primary education because he does not have female characters to be a good teacher. Here, Rabelo talks about the male teachers who are not appointed in primary level. Female are especially recruited in primary level because they are taken as the care taker of the child. It is believed that only female teacher can know the child's feelings so, male teachers do not have female characters to be a good teacher. But Keller (2011) states that beyond the stratifications associated with primary and secondary teaching, hierarchical imbalances appear to be an issue, with men containing to dominate managerial positions, even in countries, where female teacher numbers are extremely high. Keller talked about the high number of female teachers 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 positions within schools, usually teaching the lower grade classes and subjects considered 'soft'. This means that men still dominate higher status positions, teaching higher grades classes and subjects with a higher prestige such as math and science. These low status positions

mean 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 that females are emotional and weaker than male. Only the subjects considered as easy are assigned to the female teachers. The subjects 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.

2.1.2 Nepali Society and Gender

Gender and sex are different. Gender roles are determined by our society. Lindsey (2005) states that gender refers to those social, cultural, and psychological traits linked to males and females through particular social context. Sex makes us male or female; gender makes us masculine or feminine. Likewise, Butler (1990, p.6) states "the distinction between sex and gender serves the argument that whatever biological intractability sex appears to have, gender is culturally constructed: hence, gender is neither the causal result of sex nor as seemingly fixed as sex". It means that the gender role is determined by our society and culture. Gender roles determine the works of males and females. Talking about the gender roles in Nepal it varies with context, caste, religion, ethnic group and socio-economic class. Nepal is known as male dominated society where females are disadvantaged by traditional practices like dowry system, son preference, early marriage, family violence, and the segregation of women and girls during menstruation. In the present situation government has made different plans and policies to provide equality for women.

Gender equality is a policy priority in Nepal because it is perceived that only policies can improve socio-economic development and reduce poverty. (Atteraya, Gnawali&Palley, 2016). Gender discrimination is a significant social issue in Nepal. 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. Likewise, 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”. He further argues that Nepalese society is patriarchal where father is the head of the society who makes the socio-economic decision and after marriage female take male’s surname of husband. Historically, women have suffered and dominated by the patriarchy society in Nepal and have faced many problems and challenges. Women were taught to accept their position through the socialization process. They are neither considered as individuals with a personality of their own, nor do they have any personal life. Similarly, Parajuli and Acharya (2000) states that 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 traditional norms and values. Fewer women enjoy the reputational and economic benefits in educational, management and leadership roles.

Becket (2016) states that in Nepal most of the men expect to do the household work by women. They are expected to complete household chores, feed family and cook meal. It shows that women are mainly taken as the worker to do the indoor works. They have the responsibility to fulfill all of the household chores. The male dominated society and the culture does not give women to do what they really want. The discrimination of women can be seen in some popular culture expression. One of the most popular idioms in Nepali when a woman gives a birth to a child “*Chorapayekhasi, choripayefarsi*” which means women will get goat and pumpkin to eat if she give birth of boy and girl respectively (Pokhrel, 2008). Traditionally, women have been the under-privileged ones in the society, not enjoying the same rights as males. Likewise, Bhusal (2008) states:

In Nepalese society, the proverbs hang on the mouth of the people that determine the situation of women. Some of such proverbs are “The daughter is others’ property let there be son albeit late; the daughter is a two-day’ guest; A party of mutton goes at son’s birth; But pumpkin at that of daughters. (p. 144)

It shows the gender discrimination in Nepalese society. Women are dominated when they give birth to the daughter. Sons are taken valuable and daughters are taken as the burden for parents. Daughters are taken as guests who go to their husband’s house after marriage.

2.1.3 Female Teachers in Nepal

Female teachers have vital role to improve girls’ situation. Female teachers are the inspiration for female to be involved in profession. In Nepal recruitment 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 show 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. Female teachers are stressed in their work place as a result of unclear role demanded by their job. The more they spend their time for household works, more they are stressed. Lack of clarity of work responsibility is main work stress (Gnawali, 2017). Female teachers in Nepal have their responsibility towards their family. Their working time on household work increases their stress. In Nepalese context gender roles have been rooted in the society so, it is difficult for female teachers to manage their time. They

have to do their household works as well as they have to fulfill their responsibilities of their profession which is very challenging. The biological, stereotype gender roles, and patriarchy culture heavily influenced the professional life of women teachers. It is difficult for female teachers to determine their full time on their profession because of the gender roles and patriarchy culture. Gender role determine female to do the household chores so, female teachers have to fulfill their roles. The traditional gender roles of the society place women within the domestic domain as caregivers. Therefore, female teachers like to give priority for their family and the lack of commitment towards the profession hinders them to achieve their personal career goals.

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

Female teachers are found to have temporary status despite several years of service and most of the female teachers were either trained or partially untrained (Bista, 2006). Most of the female teachers cannot involve in teacher

training because of their gender roles and they think trainings are only for male teachers, not for them. Gender roles, lack of family support and traditional view about female hinders female teachers from teacher training. Female who are engaged in teaching profession are basically concentrated 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.

Bista (2006) further mentions that the average number of hours spent by female teachers on a day-to-day basis on household chores were 6 hours as opposed to 4 hours for male teachers. Female teachers spend more time on their household chores like cooking. Women still perform majority of the care giving role in the family. Maintaining a balance between the professional and personal lives of female teachers, they still have the major responsibility for housework and childcare which is challenging for them.

2.1.4 Female Teachers in Teaching Profession: Challenges\ Problems

Teaching is not an easy task and 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 (Shah et al., 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 span of time in extra classes. Similarly, Farooq and Kai (2017) states that majority of female teachers who are working in different levels are facing personal and social problems. Traditional gender roles is taken granted for women, such roles demand their time and attention at home which makes their life complex. Female teachers try to manage their time on both their profession and home but

the negative perception towards female are formed due to the social system of gender division of roles. Female teachers also face the problems of low salary. They are not well paid as male teachers and they are viewed as less capable than male teachers. In this regard A.P.S (1869) states that female teachers are not paid well in many towns. The wages paid to female teachers is less than that paid to servant girls in the kitchen. Female teachers are sometimes paid half the salary of their male co-worker. Majority of women are employed in informal sectors and less paid or sometimes unpaid. There are only few sectors in which women are equally paid. Female teachers are also less likely to be given permanent positions because of the perception that they may leave work for marriage or after they had a child.

Likewise, according to Shamima (2006) female teacher's contribution is hardly recognized by the organization and the society. Female teachers have working loads in schools and they spend their more time on their classes but the society and organization never praise them for their work. Similarly, Barik (2017) states that married female teachers are unhappy with the work life balance and they are struggling hard to manage their time between work-life. Barik explained about the struggling life of female teachers who have difficulties to manage their time. It shows that female teachers have working loads at their schools which is difficult for them to manage their time. According to Bista (2006) female teachers have more teaching loads and they are assigned more non-teaching task than male teachers. They are asked to teach the subjects outside their choice, experience, teaching and academic background. He further claims that female teachers are dominated in different contexts. They are asked to teach the subjects which are out of their choice and they have more teaching loads than the male teachers. So, most of the female teachers face the challenges because of the dual responsibilities, timemanagement, and working loads. Female teaches have difficulties in managing the household work, children and the school at the same time (CERID, 2004). Female teachers have to fulfill their different duties. They have to fulfill their duties as mother,

guardian, and wife and in professional life as a teacher which is very difficult to be fulfilled at the same time.

The majority of female teachers are suffering from psychological stress when they are unable to complete their task in fixed time and balance the role between works and family. In this regard, Gnawali (2017) states that working females have to involve in work and responsibilities which hinder their work domains and it cause stress. Female teachers are going through psychological stress due to the problem with the time management and the responsibilities. Female teachers not only face the personal and professional problems but they also go through the psychological stress.

2.1.5 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. Shonje (2016) states that poor working environment creates a problem for teachers so that they are facing problems in their day to day activities. Talking about female teachers working condition, they have different problems at their work. Women's position and the roles in the workplace are influenced by the societal expectations of what they have to do at workplace. Female teachers generally face the problems like sexual harassment, mental pressure, safety issues and working load. Muling (2015) states:

The existence of gender-based discrimination in the workplace is as old as women's entry into what was once a male domain - the labor market.

Today's workplace is a permutation of a pattern of gender differentiated work experiences, occupations, and rewards that has prevailed much longer than the era of industrial capitalism. Women face a number of disadvantages that include often being paid less than men even where they

have comparable education (skills) and experience, having less promotional chances and limited access to positions of authority, and being concentrated in particular types of jobs, usually lower status unskilled or semi-skilled service jobs. (p.2)

Females are not equally treated in the work place. Even they are educated and more skillful than male, they are paid less than male. They have fewer chances in promotion and especially females are promoted in low status job. Females face different types of insecurity at home, and workplace. They face the problems like sexual harassment and threats at work. Working females face the problems like role conflict, job strain and inadequate household help. Many females are prohibited from work by their families and communities for working outside from their home. Working female is not taken to be as equally efficient worker as men and face discrimination at the workplace.

According to Meryl (2016) women have to make equal time for their work related responsibilities as school principals and their personal responsibilities 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 teachers have difficulties to manage their time on their professional and personal life. Female teachers are also asked to do the household 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 does not allow sufficient time for them to be prepared for teaching. The relationship with the headmaster and staff determines how the female teachers will be treated. Some principles or head teachers give favors to those female teachers who admit their orders and the female teachers who question or ask support are ignored (Shah et al., 2014). Female teachers are dominated by head teachers when the female teachers do not admit their orders. Likewise, Farooq and Kai (2017, p. 547) states “The study also investigated that master servant environment and political grouping

in the level of schooling also the main problem to hinder the teaching and learning environment". The master servant environment in school effects teaching learning environment and it is really challenging for female teachers.

Most of the teachers are not happy and they believe their promotion and salary is not 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. Bista (2006) states:

Male teachers characterize their female colleagues as being lazy, talkative, more concerned with household work, less capable for organizing extra-curricular activities, less regular and punctual in class, less competent, more appropriate for smaller grades as teachers, less sincere and hardworking, less prepared to take on difficult assignments, less able to work as strong administrators, and less competent to teach science and math in comparison to men. (p. xxii)

He further mentions female teachers have more working load in school and they have less chance to upgrade their qualifications, receive promotion and receive awards. Some of the female teachers are sexually harassed at their teaching career and the negative attitude about pregnancy and menstruation cause stress. So, the working environment for female teachers is not in favor with them. The teaching staff have negative attitude towards female teachers and they view female teachers as less capable than male which is really challenging for female teachers. The lack of teacher training, master servant environment, shortage of resource in girl's primary schools, huge syllabus, unnecessary emphasis on clerical work, not enough materials and overburden with extra classes are the main problems faced by the female teachers.

2.2 Review of Empirical Literature

Empirical literature review is an important part of analysis that contributes a valuable role during the process of literature. It contains the review of the related articles, journals, studies and reports. The reviews of some of the literature are as follows:

Duwadi (2009) conducted a research entitled “Female Teachers at School in Nepal; Cats on the Hot Tin Roof”. The main objective of his research was to describe and analyze the existing gender disparity at schools in Nepal. He used qualitative methodology and interpretative paradigm. The participants of the study were six female teachers, two social workers and two school management committee members. The major findings of his research were that female teachers do not get support from their family members and they do not feel comfortable with woman teacher in school. She also found that most of the female teachers were dominated and have unequal opportunity for professional advancement (trainings). Another important finding of this research was that there is hardly and gender friendly environment at most schools in Nepal.

Likewise, Shafique, Anwar, Akbar, Shahid and Shokat (2010) carried a research on “Problems Encountered by Women in Education Sector of Bahawalpur”. The main objective of this research was to explore the problems faced by professional women in education sector. The participants of this research were 200 respondents including women working in education sector both in private and government. Interview was the only tools to conduct the research. They found that female teachers were dissatisfied with the salary. Another important finding was that married women face greater challenges than unmarried women. Furthermore, unmarried women have challenges like time management and transformation.

Khoddami (2011) conducted a research entitled “Being a Female English Language Teacher: Narratives of Identities in the Iranian Academy”. She explored the feelings and perceptions of female teachers in the Iranian context

and their sense of identity. She took eight Iranian female English teachers as the respondents. The data were collected using in-depth interview and email correspondence by the two years collaboration with the participants. The findings provide a glimpse to the fact that the Iranian female teachers' experiences in reconstructing a professional identity at Iranian universities are the result of interplay of gender and professional discourses.

Similarly, Nagatomo (2012) carried out a research on "The Impact of Gender on the Professional Identity of Seven Female Teachers of English in Japanese Higher Education". The main objective of this research was to analyze the impact of gender on the professional identity of female teachers of English in Japanese higher education. The participants of the study were seven women working from highly prestigious national universities to academically upper and middle level private universities. She used narrative approach as a research design. The research tool for this research was interview. She found that the participants' gender was also seen to be a barrier that prevented them from having same rights and privileges as their male colleagues. Similarly, there is a real and complex relationship between gender and power, on which is directly related to study of English in Japan and to the employment of female teachers of English in Japanese higher education.

Likewise, 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 woman 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 woman teachers. Out of ten woman teachers, who got involved in this research were from dalit, two from ethnic group and five from bramin and chhetry community. The methods for the data collection were in-depth and open ended dialogical interviews, observations and analysis of written documents. She found that not only the positive factors but negative factors 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 teacher's personal and relational power, head teachers' position power was in centre to excluded and include female teachers.

Younas, Jafari, Asad, Ali and Akram (2013) carried out a research on "Female EFL Teachers Facing Challenges in Career Making: A Comparative Study of Pakistan and Iran". The main objective of this research was to investigate the challenges confronted by female EFL teachers in Pakistan and Iran. The participants of the study were eighty EFL female teachers. The data were collected through a questionnaire based on three-point rating scale. The main finding of this study was that the absence of organizational justice and social disapproval and social beliefs are the greatest challenges that the EFL female teachers face in Pakistan and Iran.

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 design for the research. The participants of this research were 40 women teachers. Semi-structured questionnaire was used as a research tools. 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.

Likewise, Rashid and Maharshi (2015) conducted a research on "Problems of Female Teachers in District Kulyam". The main objective of this research was to analyze the problems faced by female teachers in educational institution. The

research was based on descriptive analysis and stratified random sampling was used for sampling. Questionnaire and interview were research tools for this research. The main finding of this research was that the main problems for female teachers were unnecessary clerical works, huge syllabus, low female teacher ratio, lack of reference materials, inadequate support from head and institute on and their colleagues and inadequate in-service training. Another important finding of this research was lack of cooperation of family members, husband and children is one of the major problems of female teachers.

Similarly, Singh (2017) conducted a research on “A Critical Study on the Problems Faced by Women Teachers of Government Colleges within Imphal Urban Area, Manipur”. The main objective of the research was to find out the social, economic, personal, academic, administrative and infrastructural problems of women teachers. The methodology of the research was descriptive and the design was survey. Questionnaire was the tools used in this research. The participants of this study were 100 women teachers working in 6 government collages. His main finding of the study was female teachers have the problem in infrastructure area, such as in classroom, teaching learning materials, sports materials and library facility. They also have the problems in academic and administrative area.

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 female teachers teaching at different public school 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.

2.3 Implications of the Review for the Study

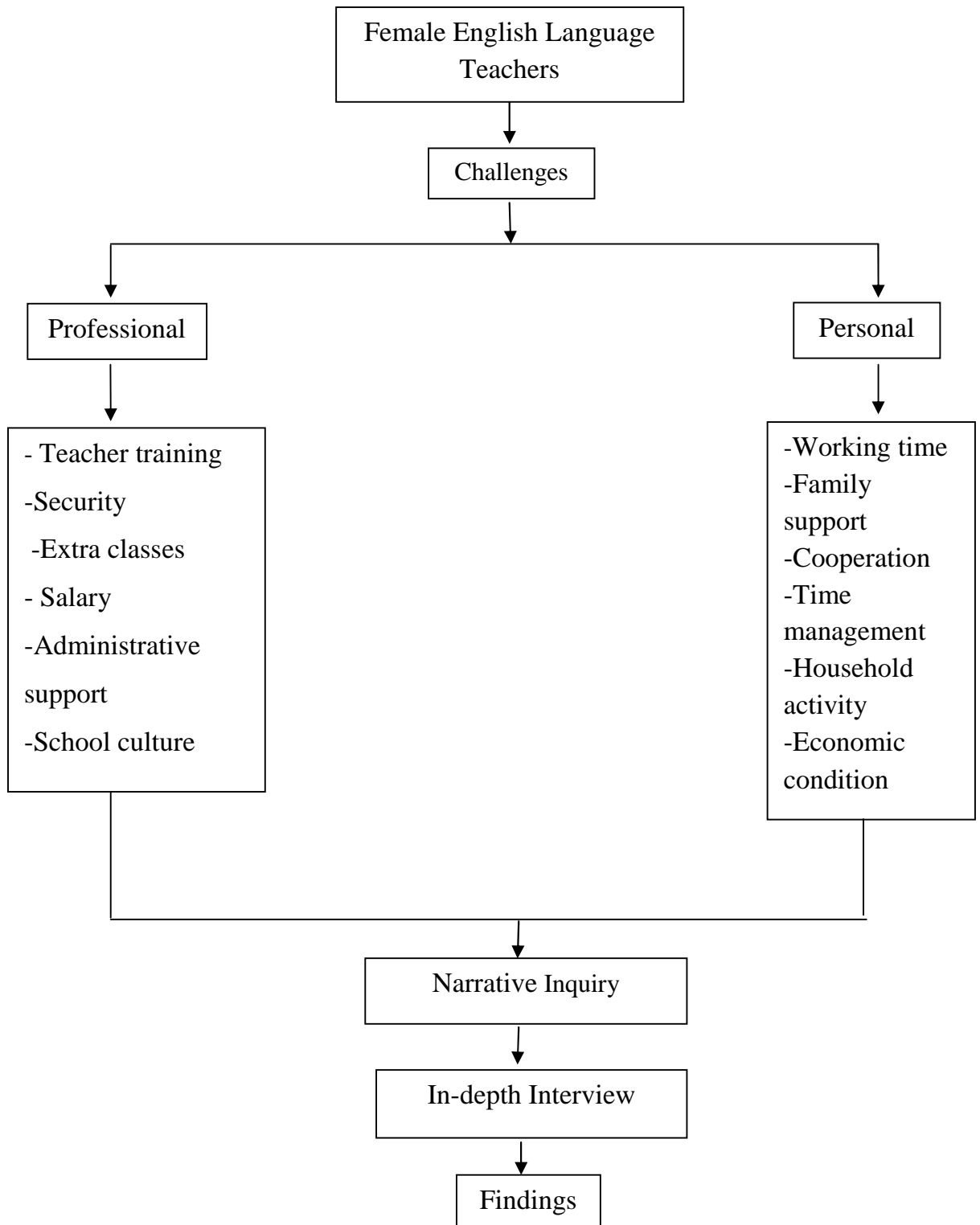
Literature review is one of the integral parts of our research. Literature review includes various sources which include books, journals, articles, research and previous done thesis. This entire source really helps us in different aspects like it helps us to be clear in our objective and focus on research problem.

Similarly, it helps the researchers to form research questions, to select research tools and data. To be specific, those above mention research works are really helpful for my study. 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) helped me to form the research objectives and research questions of my study. It also provided the information about the female teachers' status in Nepal. Similarly, Duwadi (2009) helped me to know more about the female teachers' problems in Nepalese context. The study of Shatique, Anwar, Akbar, Shahid and Shokat (2010) helped me to get idea about the challenges faced by female teachers. Likewise, Nagatomo (2012) helped me to gain knowledge about condition of English female teachers and also helped me about how to conduct narrative inquiry. In the same way, Paudyal (2013) provided me insights about collecting the real experiences of female teachers. Likewise, the study of Rashid and Maharshi (2015), Farooq and Kai (2017), and Singh (2017) provided insights about the condition of female teachers in primary level and government collages. On the same way Khoddami (2011), Kazerouni, Sadighi and Iran (2014), Younas et al. (2013) and Rokaya (2018) helped me to know more about EFL female teachers challenges.

2.4 Conceptual Framework

Conceptual framework means the mental image of the process of what will be done in the research. The main function of conceptual framework is to show the relationship among the various concepts and variables of the study. It is also called the pathway or roadmap of research. The conceptual framework of the study is presented diagrammatically as follows:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter includes the design of the study, population, sample, and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations.

3.1 Design and the Method 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 employed qualitative research design. According to Merriam (2009) “Qualitative research is interested in revealing the meanings of a phenomenon, understanding how people perceive their experiences, how they construct meaning and how they attribute meaning to their experiences”. Qualitative research reveals the experiences 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. Webster and Mertova (2007) states that narrative inquiry is a set in human stories which provides researchers with rich framework through which they can investigate the ways humans experience the world depicted through their stories. Likewise, Murray (2009) argues narrative inquiry is a generative term which encompasses a number of genres including case studies, diary, life histories, autobiographies and memoirs. Narrative inquiry uses field texts such as stories, autobiographies, journals, letters, conversations, interview, family stories, photos and life experiences as the unit of analysis to research and the way people create meaning in their lives as narratives. Narratives necessarily tell the events of human lives reflect human interest and support our sense making process and have the ability to transform our lives and the contexts in which we live (Bold, 2012). Narrative analysis mainly focuses on the life stories and people’s biography. It focuses on individual’s stories of their life

and reflects their individual experiences. Similarly, Hatch and Wisniewski (1995) states narrative inquiry as qualitative research designs in which stories are used to describe human action. In narrative inquiry researcher establishes an intimate relationship with the participants. It also emphasizes on the experiences of an individual or few participants than those of a larger group. Only important and useful stories are included and used in the research. Likewise, Creswell (2012, p. 502) states “a narrative typically focuses on studying a single person, gathering data through the collection of stories, reporting individual experiences, and discussing the meaning of those experiences for the individual”. In narrative inquiry individual tell the story of their life which reflects their experiences. Open ended questions are asked to the participants for data collection. (Creswell, 2012, p.507) presents the following characteristics of narrative inquiry;

- a) Individual experiences
- b) Chronology of the experiences
- c) Collection of the individual stories
- d) Restoring
- e) Coding for themes
- f) Context or setting
- g) Collaborating with participants

Narrative inquiry is a story telling process which explores the real experiences of an individual. Therefore, I have selected narrative inquiry as a research design in my study to explore the real experiences and challenges of female English language teachers.

3.2 Population, Sample and Sampling Strategy

The population of this study was secondary level female English language teachers of Kathmandu valley. The sample of the study included 4 female English language teachers. The sample of the study was selected through purposive sampling procedure.

The following table provided the overview of the information of each participant teacher:

Table 1
Overview of Participant Female Teachers

S.N	Name	Academic qualification	Marital status	Family members	Teaching school	Teaching experiences
1	A	M.ED	Single	Five	A	Five years
2	B	M.ED	Single	Five	B	Five years
3	C	M.A, B.ED	Single	Five	C	Ten years
4	D	M.ED	Single	Nine	D	Five years

Table 1 showed that all of the participants have completed their master's degree. They are secondary level female English teachers of private schools in Kathmandu valley. They all have five years of teaching experience in private schools. Among them, teacher C has ten years of teaching experience in private school. Teacher B and teacher C are the product of English medium private school and teacher A and teacher D are from Nepali medium school. All of the participants were single.

Under the topic brief overview of participants' profile, I am going briefly discuss about the each participant's personal story.

3.2.1 Brief Overview of Participants' Profile

Teacher A

Teacher A was born in Letang Morang 5. She is working as a secondary level English teacher in one of the private schools in Kathmandu valley. She has five members in her family consisting her father, mother, brother and sister. Her father is a foreign employer and her mother is a housewife, her brother is a student of bachelor level and her sister is studying in class ten. To talk about her educational background, she has completed her school level, intermediate level and bachelor's level from Letang and now she is doing 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 economical 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. She said that she has selected English as her major subject due to the scope of English language. 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. According to her experience, she had faced lots of professional and personal challenges. Her future plan is to be a professional teacher.

Teacher B

Teacher B is from Ilam and now she is staying in Kirtipur Kathmandu. She has five members in her family, her two sisters, father and mother. Her parents are literate, her elder sister is doing masters and her younger sister is doing BBS. Her parents are Nepal police. To talk about her educational background she visited different places for her study due to her parents' profession. She completed her SLC, intermediate level and bachelor level from Ilam and joined T.U. for her masters. In her childhood she liked to be a pilot but she loved teaching profession too.

She shared that when she use to teach her sisters she decided to be a teacher. She said that she liked to interact with the people and she was being encouraged to be a teacher. She select English as a major subject because she was from private English medium school background so it was quite easier for her to study English subject and later on she found career in English. She feels very proud being a female English teacher. She confessed that she would have

been a counselor if she had not been involved in teaching profession. Her further future plan is to be a government school English teacher and to give teacher commission examination.

Teacher C

Teacher C is from Nayabazar Ilam. She is staying in Chawni Kathmandu. There are five members in her family, her father, mother and two brothers along with her. Her parents are illiterate and one of her brother has completed his intermediate level and her another brother has completed his school level. To talk about her educational background, she has completed her school level, intermediate level, bachelor level and master's level from Ilam. In her teenage, her dream was to be a nurse but she could not fulfill her dreams.

She explained that she did not wanted to be a teacher in her early days but engaging in teaching profession aimlessly, later on after working 4/5 years she enjoyed teaching profession. When she completed her bachelor level she was offered to teach in her leisure time so she got engaged in teaching profession. She shared that she feels proud being a female English teacher. According to her story, it is difficult for female teachers to handle both work and family but she is enjoying her profession. She further said that she would have been doing her own business if she had not engaged in teaching profession and her future plan is to establish her own school.

Teacher D

Teacher D was born in Panchthar and now she is staying in Kathmandu. There are nine members in her family, her father, mother, two sisters and four brothers. Her two sisters got married, one of her elder brother is in a foreign country, her younger brother is in Indian army and her two brothers are studying at Ilam. To talk about her family educational background, her parents are literate, her elder sister got married after her intermediate level, and her elder brother went to abroad while he was studying in bachelor level due to her

family condition so, he couldn't continue his further study. Her younger sister has completed her bachelor level, her two younger brothers completed their bachelor level and one of her younger brother has given SEE examination. She is from a medium class family background so she did not get chance to study in any of the private English medium school. To describe about her educational background, she completed her school level from one of the Nepali medium school in Panchtar. It was very difficult for her to complete her school level because her school was about two hours far from her home. She completed her intermediate and bachelor's level from Ilam and master's level from Kathmandu. Her teaching career started from her intermediate level. Her dream was to be a staff nurse but due to her family poor economical condition she did not get chance to be a nurse.

Her childhood dream was to be a teacher. Her main inspiration to be a teacher was her teacher. In her childhood she used to wonder how the teachers have all of the information and one of her English teacher challenged her to communicate with him in English after completing her master's level so she decided to be an English teacher. She explained that she did not get chance to build good English language because she did not get chance to read in any of the English medium school and she learnt English alphabet in class two. For this very reason she decided to study English. She shared that she feels very proud being a female English teacher because there are very few English teachers in her village and it is difficult to find female English teachers. She said that she would have been involved in public service commission if she had not been teacher. Her further future plan is to do M.Phil. and PhD. and to be a teacher of intermediate and bachelor level.

3.3 Research Tools

In this study the main tool for data collection was in-depth interview.

3.4 Sources of Data

Both primary and secondary sources of data were used for this study.

3.4.1 Primary Sources of Data

The fundamental basis of the study was on primary sources of data. Female English language teachers of Kathmandu valley, having 5 years teaching experiences in secondary level were the primary sources of data. The data from primary sources were collected by recording, translating and transcribing their narratives.

3.4.2 Secondary Sources of Data

I consulted various books, articles, journals and research documents relating to the present study, some of which I had consulted are: Acker (1989), Barik (2017), Butler (1990), Kelleher (2011) and Lindsey (2005).

3.5 Data Collection Procedures

First of all, I prepared effective teacher narrative guidelines on the basis of objectives of my study. Then, I visited selected schools and ask permission to carry out the research, explaining the purpose of my study. After that, 4 female English language teachers of secondary level were selected as the informants purposively. 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 asked about their free time. According to their schedule I went for the interview. I established close relationship with selected teachers for their true narrations. After that, I asked the selected teachers for their stories in different time duration according to their context. I started my interview from general talks by asking their family background and educational background. I gradually asked them about their professional and personal challenges. At the same time, I recorded their narratives using my mobile set and also note some important information in my diary. I translated and

transcribed the recorded narratives without losing their intentions. At last, I coded and decoded their narratives and stories into several themes and sub-themes and analyzed them thematically and derive the findings.

3.6 Data Analysis and Interpretation Procedure

In this research collected data was analyzed through using qualitative data analysis procedure. I analyzed the data using the coding process. I categorized the themes by incorporating data directly addressing my research objectives and research questions.

3.7 Ethical Consideration

Ethical consideration is one of the main parts of the research. Every researcher should be aware about the ethical considerations while conducting any research studies. First of all I made the participants sure about their privacy. I assured them that the personal details and the information they gave to me would be strictly confidential. I articulated the purpose of my study and informed participants about how the data would be used. I made them sure that the data they provided to me would not be used for any other purpose. I provided their interview to make improvements if needed and assure them that their ideas and views has not been violated, and modified. To accomplish my research work, I considered the ethical values and norms of the research study.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter contains analysis and interpretation of the collected qualitative data. It contains the lived experiences of 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.

4.1 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 female English language teachers. In this chapter I have presented the information about the teacher's lived experiences regarding their professional and personal challenges.

At first to bring in-depth information from the participants I build rapport with them. I use 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 mainly categorized two major themes and sub-themes under it. The data is analyzed and interpreted into several themes and sub-themes under below:

4.1.1 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. The story revealed that female teachers have 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 responses of the respondents I have generated some of the themes in this section.

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

To talk about salary satisfaction, I am a secondary level English teacher in private school. I already told that the salary scale of secondary level male teacher and secondary level female teacher is different. Similarly, if we compare our salary scale there is vast difference. We have to labor hard in private institutions than the government schools but we have vast difference in salary. Rather than salary there is difference in other facilities like holiday so that somehow salary is not satisfactory. The same subject we have to teach and we have the same period but male teachers are provided more salary than female teachers and female teachers are offered low salary.

From the above extract, I came to know that teacher A is not satisfied with her salary. Female teachers have to work as male teachers and they teach same subjects but the salary scale for male and female teachers are different. To work as a teacher in private institution is really challenging. Her story clarifies that in many aspects private teachers do not get equal facilities like government school teachers, such as they have low salary, few leave and heavy workload. In the case of female teachers they have more problems. They are paid very less than the male teachers. Further, with the same regards teacher B states:

No I am not that much satisfied. I am staying here in a rent room so it is very difficult for me to survive. Regarding the salary too (pause) in most of the private schools, the salary given to the female teachers is very low in comparison to the male teachers. 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 the male teachers.

From the above narrative, we can say that female teachers are facing problem regarding salary in private institution. Private schools provide low salary to the female teachers in comparison to the male teachers. In most of the private institutions there is large number of female teachers but they do not get the 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 lot of works 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 stay in rent and my salary is not sufficient for me. I am far from home and I am a secondary level teacher so that my parents 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. The female teachers who stay away from their home have to fulfill their needs themselves. Her story indicates that parents have expectation from their daughter 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 in conclusion that female teachers are not equally paid as male teachers. Even they have same classes, female teachers have low salary. It is one of the main challenges that secondary level female teachers are facing. Here we can see that domination upon female teachers due to their gender. They are capable as male teachers but they are not paid equally as male teachers. All of the respondents shared that they stay in rented room and 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.

4.1.1.2 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 at private institutions 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 eight periods I have to take six 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 private institute female teachers have more workload. They have to teach minimum six periods per day and they have very few periods for the 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's highly. Normally in a private school if we see we have six 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 private schools we have to take six classes and in the case of the respondent she takes seven 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 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 a.m. and we have to work there up to 4:30 p.m. We have two leisure periods but sometime 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 8 hours per day where she gets two periods 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 eight hours without taking a rest brings fatigue and workload for female teachers.

From the common problems of all of 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 the 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 and make sure that all the teachers should be equally employed so that particular female teachers should not feel the pressure of workload. Moreover, the family members of female should be equally helpful to the female teachers in performing household activities.

4.1.1.3 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 techniques and strategies. But in our Nepalese society most of the

females are found to be busy with their household works. The responded teachers shared some similar types 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 still unmarried but if we view the situation of married female teachers sometime due to their 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 the 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 the lack of time. To talk about the 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 talk or a female 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 so 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. Female teachers are dominated by male teachers in teacher trainings. Her story clarifies that females are considered as inferior than male. They do not get chance to speak in those trainings. If female teachers share their ideas they are considered as talkative and they are considered negatively. Male and female are considered equally but in teacher trainings if female teachers speak they are considered as talkative and nonsense and female teachers are not addressed as male teachers. In the same vein, teacher C shared:

We have to give our full time for our schools. Teacher trainings 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 trainings 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 trainings. Sometimes they conduct those teacher trainings at 7 o'clock before the school hour and I am far from school so it is difficult for me. It is one of the problems of female teachers. We female have our monthly problem and sometime we cannot attend in such trainings because of our own problems. I also feel dominated in this field. To give an example if we share our experiences and ideas in those training programs we are considered as talkative. They say that they are unnecessarily sharing their experiences and ideas. We have right to share our ideas but we are viewed negatively.

Another respondent of my study shared that it is very hard to manage the time to take participation in trainings for female teachers. While conducting the teacher trainings, trainers do not consider the comfortableness of female teachers. From the participant's story we can generalize that male participants dominate female teachers. The female participants are not taken wise if they share their views during the trainings and they are not listened too.

Time management and female dominations are the two major factors 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. Moreover, the male teachers should appear cooperative to the female teachers. Instead of domination, female teachers should be encouraged to express their views, opinions and experiences which help them to appear a well skilled teacher.

4.1.1.4 Personal Leaves

Under this topic I have figured out some common problems regarding personal leave. According to the respondent teachers, sometimes they have difficulties in their work during the occurrence of menstruation cycle in them but they are not allowed to take a leave in such cases. Regarding this, teacher A stated:

We have specific problem at home. We cannot get more leave or holidays, only Saturday is our free time so we cannot give time at our home.

Respondent articulated that female teacher's main problem is lack of leave. They have to give their time for their family too but there are no other holidays unless Saturday so, they cannot give enough time to their family. Likewise, teacher B articulated:

We female have personal problem the male don't have that problem. In during that problem or during that time we will not get holiday. Or even

we get a holiday our salary will be deducted. So that is very problematic one.

From the lived experience of the respondent, we can assume that female teachers have to face problems while they are having menstruation. They are not granted to take a leave and if they take a leave their salary is deducted. The males are unaware of such problems of female teachers as they don't have to face such problems in them. While sharing the stories, teacher C said:

To be specific there is not specific facilities for female teachers. If female teachers have any problem they have to take leave for it...leave means school provides us some of the leaves and those leave are cut off if we take leave. There are no any facilities for female teachers. There is no any specific leave from our school for female teachers like for delivering the child, leave for our sickness and leave for specific problems of female teachers and there is no any extra facilities for female teachers. Sometime we have our own women's problem at that time we have to manage ourselves to cope with those problems.

From the illustration above, we can conclude that it is hard to work during menstruation. If female teachers take a leave then their leave is cut off from the facility of certain days leave provided by the school to the teachers. Moreover, they are also deprived of leaves at the time of delivery of child and sickness. There are no any facilities for female teachers. In the same vein, teacher D shared:

If we ask for a leave when we have our personal problems we are denied most probably. They say that it is not possible for leave because it hampers the study of the students. If we take leave they cut off our salary. It is very difficult to take the leave even we have our health problem. Sometime we have to give our time for our family at that time we don't get leave. They say that it is your working time so that you cannot get the leave. We have our personal problem and at that time if

we ask for leave they say that we always ask for the leave and we are perceived negatively.

From the pitiful response of the respondent, we can say that female teachers are not granted a leave at the time of menstruation and personal problems. They are denied mostly saying that it hampers the study of the students. They cannot give their time to their family. If they ask for a leave when they have difficulty in their health they are denied and perceived negatively by the school.

From the above discussion, I came to make a conclusion that female teachers are deprived of having time to be spent with their families due to very less leave granted to them. Moreover, the school administration should be well known about the natural problem of females (menstruation) which makes the female teachers really hard to perform their duties in its duration so, they should be provided with additional sick leave in the time of menstruation in them without keeping any conditions. If these things are brought to the action then definitely the female teachers could have breathe of relief and get encouraged performing well in the curricular activities.

4.1.1.5 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. It consists of discrimination in the salary basis and opportunities provided to the respondent teachers. 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. Her story signaled that male teachers have somehow dominating power than female teachers. The communicative power plays main role in this context because who can communicate frequently and have power dominate other teachers and take more facilities. 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:

Second problem is that it is difficult for unmarried female teachers like me. In their view we don't remain at school for longer period of time so that we are paid less than the male teachers. They think that unmarried female teachers leave the school soon after they get married and go to their husband so that we are paid less and they view us negatively

According to her illustration, we can say that the school management takes the unmarried female teachers as a short period employee. They think unmarried female teachers leave the school soon after they get married to their husbands. For this reason female teachers are paid less comparatively. Furthermore, she shared:

I haven't seen 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 show their

cleverness and interact and communicate fast with principal than female teachers. When they build rapport with principal they listen them because they think that male teachers can stay permanently so that they have not more working load as we female teachers have. If we have six periods then they have 3 or 4 classes. They get full time salary from school and they go for part time job too. So that in 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. The schools are happy to pay good sum of money to the male teachers taking them as a long term employees although they work less in comparison to female English teachers. We can find clear discrimination between male and female English teachers in term of salary and workloads where female teachers are dominated.

In the conclusion, it is found that discrimination regarding salary is the most common problem faced by the 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. If these things could be brought into the practice then it could help to solve the problems of female teachers abolishing the bad practice of discrimination between male and female in the term of payment and responsibilities.

4.1.1.6 Harassment

Female teachers have different professional challenges among them harassment is one of the main problems that female teachers faced. This theme is generated from the narratives of teacher B teacher C and 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 the school but one of the school I (pause) it was complained that one of the female teacher was harassed by a male teacher but she is not a secondary level teacher but she is 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 teacher was harassed by male teacher. As she shared about the story that one of the female teachers was harassed by the male teacher but she is not the 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 relationship 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 relationship 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 the same regard teacher D commented:

This is a real event of my friend. One of my friends was harassed by the male teacher and he wanted to establish relation 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 told that it will also harm the fame of her parents too so she refused to share with others. She was suffering from that problem but I convinced her and now we are working in the same school

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 teacher which disturbed their life. It makes them to decide to quite their job. 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. Therefore, most of the female do not speak over such domination. The narrative also showed the same situation of the female teacher.

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. They are dominated and harassed by male teachers. Teacher himself is educated person but such types of harassments 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.

4.1.1.7 Domination

In the male dominated Nepalese society we can find domination between male and female in various aspects. In the sector of teaching too there are dominations over the female English teachers and here I have figured out some of the common experiences of respondent teachers. In this regard, teacher B explained:

Female teachers are not as respected as male teachers. Even the principal, even peon they find she is a female teacher so we can dominate them, they think female are less strict than male teachers. The peon, the helper or the assistance also discriminate between male and female teachers. They find that male teachers as superior than female teachers.

From the above extract, we can say that principal and other male staffs have different eyes to see the male and female English teachers. In other words, male English teachers are highly respected whereas female English teachers are found to be dominated even from the lower level staffs. Male teachers are regarded as superior than the female teachers. Similarly, teacher B said:

Yeah obviously as our society is patriarchal society. We find those domination everywhere, in every parts. The male colleagues say that she is female so sometimes some kind of rude/odd behavior they show that girls does not like.

Here, respondent finds herself confident to express that there is domination over female English teachers alike in various other aspects as Nepalese society is a patriarchal society. Female English teacher has to face unusual and unlikely behavior from the male colleagues. In the same vein, teacher C said:

I getsupport from my family but the male colleague, principal and vice principal consider us as less confident and they say that female teachers cannot manage the classroom. We expect to get support from all the members of the school but I didn't get such support from them.

According to the experience of Teacher C we can say that principal and school family find female teachers less confident in performing their duties and class control. School administration and the co-staffs are not found to be supportive as expected.

By observing the condition of research participants, it can be said that this is one of the common practices in the context of Nepalese society and if it happens in the circle of well educated teachers' community then there could be no any big curse than this. So to change the society and develop it first of all the teachers and the so called educated people should keep themselves far away from the misconception of domination over the female teachers.

4.1.1.8 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. In my research I found the one of the professional challenges of female teacher is the lack of support from administration. This theme is generated from the narratives of teacher C and teacher D. They all explained about the difficulties when they did not get support from administration. In this regard, teacher C said:

From administration I get little bit support but in some cases I don't get support. If we have some problems then we have to ignore our problems and focus on our work, such kinds of environment we can find. We get little time for our problems. If we view the administration they don't talk politely with us and don't appreciate our work.

From the above extract, I came to know that female teachers do not get more support from administration that they need. They have to ignore all of their problems and have to focus on their work. Her story reveals that female teachers do not get more concern by the administration. Their works are not appreciated and they do not talk politely with them. In the same vein, teacher D commented:

I have not got more support that I need from school administration. I am not so close with the school administration. Sometimes I ask them to teach the students from new style by inventing new thing. At that time I need their support because there we need economical support but I did not get support from the administration so I feel demotivated.

From the above quotation, I came to know that the respondent has the same experience as other respondent. Most of the female teachers are demotivated in their teaching career because they do not get administrative support. When they want to teach from new innovative style they are mostly declined. They

needed economical support to teach the students from new style at that time they did not get support.

From the discussion above, we can interpret that female teachers do not get administrative support that they needed. Female teachers have their own problems but they do not get support in such cases and their works are not appreciated. One of the main challenges of female teachers is lack of administrative support. Therefore, the administration should support the female teachers to motivate them in teaching career.

4.1.1.9 Lack of Facilities

Facilities in teaching are the crucial thing for every teacher. Most of the respondent teachers have similar problems regarding facilities. Listening to them I came to conclude that they are unable to perform well due to the lack of facilities provided to them. In this context, teacher B explained:

No there are not such facilities given particularly to female English teachers as I said earlier. So we have our own problem monthly problem but no not at all, not any holidays, no anything.

From the response of the respondent, we can say that there are not specific facilities for female teachers. They have different personal and health problems but they do not get any facilities like leave. In the similar respect, teacher D articulated:

Although we female teachers have different problems there are no any specific facilities for female teachers. There are no any criteria considering the facilities for female teachers. We cannot get that what we really want and need. My school is far from the place where I am staying so that sometimes I get late for my school and they ask me about my punctuality. So I get torture from them in such cases.

Likewise, teacher D also complains about the similar problem as teacher B had. They do not get a leave at their hard times. Moreover, female teachers have problem who live quite far away from their school, so incase if they are late for school that they are ordered to be punctual about time.

From here, it was found that the female teachers are not getting proper time to spend with their families. If an employee is made to be engaged for a very long period of time without granting them a certain time for refreshment, it definitely results in fatigue and frustration towards the job for the employee. So this truth should be admired by the authorities and provide essential leave to the female teachers which helps them to get energized and get back to the work energetically.

4.1.1.10 Favoritism and Kinship

Favoritism always makes backward to the qualified and capable people. It is a kind of preferential treatment to only selected person. Through the interview I have found that female teachers have professional challenges due to favoritism and kinship. Here, teacher A and teacher D shared how some of the female teachers get more facilities than other female teachers because of favoritism. Regarding this, teacher A shared:

Yes it happens in the case of female teachers too. Suppose, if there is one female staff and if she is close with administration and principal then obviously she is listened more than me, her problems are listened, her problems are solved (pause) fast. Likewise, I already told we find both supportive person and the person who demotivate us. We find such among female teachers too. Likewise, those who actively participate and talk are listened more and those who are what to say... I have not to tell in such way but I want to say in your interview, who are more aggressive and who have power they have different salary and facilities than those who are less powerful.

The narrative of the respondent reveals that favoritism and kinship creates main problem for female teachers. Female teachers who have good relation with the administration and principal and who can interact have more facilities than other female teachers. In terms of salary too who have more power and who are more aggressive have different salary scale than others. In our Nepalese context in every sector we can see the trend of favoritism and kinship and in the case of female teachers too it happens, which demotivate those female teachers who really want to do better in their field. In this respect teacher D said:

I don't know more about others but I saw that the female teachers who have close relationship with principal or administration and leaders. They can easily share their problems and ask for leave so that they get leave easily than other female teachers. I also found that they have somehow good salary but they never share about it but we knew it. I think that who have good relationship get more facilities. If there is novice teacher but he\she has good relation with administration or principal they do not have to give demo classes and show their CV but if the teachers are totally new they face difficulties.

Teacher D has somehow similar experience as teacher A. Her story also clearly shows the trend of favoritism and kinship. Those female teachers who have good relationship with the administration and principal take more preferences than other female teachers. They can easily share their problems and they also get more leave than other female teachers. They are more considered and they have good salary scale than other female teachers.

To conclude, all the narratives of respondents above, it can be said that one of the professional challenges of female teachers is favoritism and kinship. Female teachers who have good relationship and who can communicate more take more advantages than other female teachers. Favoritism and kinship is one of the problems of our Nepalese society where there is no any value of capable

and qualified person. Therefore, the trend of favoritism and kinship should be avoided and should be provided equal facilities for all.

4.1.1.11 Lower Grades

From the discussion with the respondent teachers, I came to conclude that the female teachers are provided with low grades to teach despite of being equally or highly qualified too. It resembles the disbelief upon the efficiency of female English teachers. In this context, teacher B shared:

If you see the attitudes of principal or administration at the first time you go as an interviewer, the teacher look your mark sheet even if you have good division they may ask you that, can you teach at secondary level? Why don't you try in the primary level, why don't you try in the lower secondary one? And the qualification we have, we are equally able as a male teacher. The principal being very educated on the society, one of the most educated person of the society (pause) asks such shameless question and then they just make us to do the work in primary level and in lower secondary level even if we are highly qualified than the male teachers too.

According to the response of the respondent, we can say that most of the female English teachers are employed in lower grades due to the doubt whether they can perform well in higher classes. The school authority doesn't find the female teachers appropriate to teach in upper grades without any genuine reason behind this. In the same vein, teacher D articulated:

At school we are backward than the male teachers. (pause) they give most of the English classes to the male teachers. We have capability and qualification but they consider us weak and they say that we cannot teach in higher level. (pause) I have seen such things at my school too. 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. I got a chance to teach in secondary level because of my teaching experience. Due to my performance I got this chance, I was also offered to teach in lower level. I gave demo class and now I am teaching in secondary level. I see that most of the female teachers are working at lower level engaging small children in different games.

The above quotation shows that female English teachers are employed in lower grades. Female teachers are considered as a care taker of small children in our society so that despite having required qualification they do not get chance to teach in higher grades. The school authorities assume that female teachers cannot teach English subject in higher grades so that they offer them to teach in lower grades. Her story clarifies that female teachers are considered weak and less confident. As she shared most of the female teachers who have completed MAC or who have their degree works in primary level. Here, she adds more to this:

Obviously, in most of the schools most of the female teachers are in lower grades and some of my friends are also there working in lower grades. It is a kind of trend, when I see such things that I feel dominated and I get demotivated. 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 so that mostly we are recommended in lower grades.

According to her, there has been a malpractice of engaging female English teachers with the lower grades students although they are very much capable to teach the higher level students. This practice has resulted in demotivating the highly qualified and well experienced female English teachers.

In my view, this misconception should be eradicated soon and the teachers should be employed according to their capabilities, experiences and qualification but not with the gender basis. If this thing could happen then only we can bring drastic changes in the field of education.

4.1.1.12 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 that gender as a hindering factor for female teachers in their profession. This theme is generated from the narratives of teacher C and teachers 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 teacher 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 the gender. We should view those situations seriously and have to provide equal treatment.

4.1.2 Personal Challenges

This chapter includes the personal challenges faced by the Female English teachers 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 audio recorded interview with the respondents.

4.1.2.1 Time Management

Every single person has to perform countless activities to run his/ her life on daily basis. In other words a person not only spend his/ her time in his/ her profession 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. In this topic I have given the place for the difficulties faced by the respondent female teachers to maintain their time for their personal works along with the involvement in teaching profession. 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 our time. The main thing is 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. Female teachers are compelled to attend the programs organized by their school but they do not have time to attend other formal and informal programs that doesn't come under the school programs such as marriage ceremony. She further adds:

We cannot give time at our home and my father is foreign employer and mother is housewife so, we also do farming. So, they do all of the household works. To talk about the maintenance I cannot give my time. If we view the situation of married women they cannot give proper time and care for their husband, children and family which leads their children towards negative way in future. They don't get mentor and they go towards wrong way. They face such problems.

From the response of the 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. They have more responsibilities towards their family but due to the lack of time their children go toward wrong way. 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 have to take care of our parents and we cannot take care of them. We cannot involve in the progressive works of society and we cannot get time to interact with the people of society. Let's leave the society even we don't get time to interact with our family members. We don't have more time for interaction because we have our own work in school but we have to do those works at our

home too. Sometimes we have to mail those works so hurriedly so, we come to our home and prepare our dinner and get engaged to the works of school. It also creates the problems in our relationship. It makes us feel like a huge gap in our relationship. Even we feel gap with our family members we also feel gap with the people of society. We are facing those personal problems. We also don't have time to take care personally. We can't 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. The story of the respondent signaled that female teachers cannot involve in the progressive work of the society and they do not have time to interact with their family members. Due to the workload they have to do their school's works at their home and it creates problems in the relationship between family members and female teachers. Female teachers are facing the problem of gap between relationship with the family members and society. They do not 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 their relationship. In the same response, teacher D articulated:

I am far from my home and I cannot manage my time for single phone call because I am single here so I have to do all of my work myself. Though 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, sometimes I have my health problem but I cannot manage my 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 face 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.

4.1.2.2 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 teachers have to work according to their roles as like mother, wife and daughter. They need more cooperation from their 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 is generated to show how lack of cooperation distracts female teachers in their life. In this regards, 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. My brother is a student so I do all of the works like cooking and cleaning.

The narrative of teacher A revealed that female teachers have to do all of the household activities themselves. From it we can interpret that female teachers

do not get support in their household works as they wanted. In the same regard, teacher B explained:

So 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's 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 does not mean that they are supported in their household activities. They have to complete their all of the household works. Similarly, teacher D said:

(pause) 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 single and I get family support but in the case of married female teacher it is very difficult. She shared with 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 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 is the main problem for female teachers. The story reflects that many female teachers lack support and 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 the married female teachers to handle both professional and personal life. They have to prepare food for their family and children and have to fulfill their duties as being mother and wife. The superstitious beliefs of the people make them compel to think in narrow sense about female so that when female works outside from their home they have to deal with different questions. It shows that married female teachers have difficulties to work as a teacher.

All of the 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 members, which is the main problem for them. They have different duties to be fulfilled 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 works outside from house they are perceived negatively. So to bring the real changes in the society we have to change our misconception.

4.1.2.3 Economical Status

The one of the purpose of teaching is to enhance economical status. Most of the teachers expect to enhance their economical status but through the interview I came to know that low economical 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 economical status I have maintained my economical situation myself after involved in job. I stay with my brother. I have maintained the economical status for me but it is not sufficient for my brother. Therefore, as I am a secondary level teacher I cannot maintain the economical status. It means, I want to say it is negative thing because as a secondary level teacher I have to maintain for my

brother 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 economical status.

From the above extract, it can be said that female teachers have difficulties to maintain their economical 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's very difficult yes of course so that my economical condition is not so good.

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

To talk about my personal economical 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 economical condition is not so good.

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

The above mentioned stories of the respondents reveal the truth that female teachers have the problem of low economical status. The salary they get is not sufficient to fulfill their needs. The main reason of low economical status is low salary scale for female teachers. Due to low economical status they have their own personal problems.

4.1.2.4 Negative Perception of Society

Our society plays vital role to determine our roles. Our society determines the roles, works and behavior of male and female so that we have to be bounded in such rules and regulations. Our Nepalese society is derived by male dominated practices where females are discriminated and dominated in many aspects. Here in the case of female teachers too society has negative perception about them. The respondents of my research study shared their bitter experiences about the societal perception about them. In teaching field female are considered as less capable than male teachers and they are viewed differently. As being the part of our society we have to follow the rules and regulations of our society but the negative perception creates problems for female teachers. In this regard teacher B shared:

People view us negatively and they say how she can teach. So if you see the opinion of guardian too they say Sangita miss (pseudo name) she... teaches English? In this way they feel that female cannot teach English or female cannot be a secondary teacher. So that could be challenging for female teachers and then sometimes not in my case but if I talk about the case around my environment, my class...or my school or around everywhere...yeah in society such kinds of harassments happens you know sometimes (pause) they...don't trust us. Our society doesn't trust us. Moreover, they doubt that female teacher can educate their children or not.

From the extract above, we can generalize that female teachers are dominated and not being equally treated in society. Most of the parents think that female teachers cannot teach as male teachers. They think that male teachers can teach better than female teachers. Our patriarchal society views female teachers as less capable than male teachers even they are well qualified and capable. They face different problems like in salary too they are not well paid and they do not

trust female teachers. Furthermore, in the response about societal perception teacher B adds:

Yes, what...people and society think, if a beautiful female teacher goes in school and just if she smiles they say she is trapping our principal or she is making something (pause) and then she is taking more salary. That is just people opinions. In fact she is good, she teaches well and then she is paid. That is the thing.

From the response of the respondent, I came to know that society perceives female teachers negatively. If female teacher communicate with principal they make the conclusion that female teacher is trapping the principal and she is getting more salary than other teachers. Such kind of negative perception really creates problems for female teachers. Some of the female teachers are really good in content knowledge and in all aspects and they get salary due to their work but they are viewed negatively. In the same respect teacher C articulated:

Still our society believes that female teachers are not capable to teach in secondary level because they cannot understand the psychology of the students of secondary level. Rather they understand their psychology there is high chances to keep personal relation with the male students of secondary level, they have such understanding so till now there are lots of challenges for female teachers to work in secondary level.

From the above quotation, it can be said that female teachers are considered less capable to teach in secondary level. Even they have required qualification to teach in secondary level they have less chance to teach in secondary level. Society perceives that female teachers cannot understand the psychology of the secondary level students and they do not feel secure with female teachers. In secondary level most of the students are teenagers so that their parents think that female teachers can keep personal relationship with the students. In the same vein, teacher D said:

In society too parents are not secure with female teachers. They worry about the study of their children because they think that female teachers are not too good as male teachers. We teach in the higher level so sometimes I listen some negative gossip about female teachers.

From the above narrative, we can say that parents do not feel secure with female teachers because they view that female teacher cannot teach well, which hampers the study of the students. Society always gives high status to the male teachers and somehow they dominate female teachers.

Finally, from the above analysis we can conclude that female teachers are perceived negatively in our society. Our society always praise male teachers but they do not consider the works of female teachers. As being female teachers they have multiple challenges and society too does not give credit for their work. They feel insecure with them considering that female teachers harm the study of the students and can keep personal relationship with students. Female has boundary to do all of the works in our society and in the case of female teachers too if they communicate with their principal in smiling face or they just smile, our society perceive that they are taking more privilege than others. This kind of behavior of society never encourages female teachers to do better on their field so that they should praise the good works of female teachers too.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

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

5.1 Findings

I have tried to explore the professional and personal challenges of female English language 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 private schools. I get chance to understand their life very closely. In this section, I have presented the findings based on the 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 under two categories as follows:

5.1.1 Professional Challenges

According to the narratives of the female teachers they are facing various professional challenges like unsatisfactory salary, heavy workload, unequal treatment, harassment, domination, participation in teacher training programs, few personal leave, lack of administrative support, lower grades and gender. Based on the results I have mentioned the following major points:

- i. The narratives of female teachers revealed that private schools provide low salary for female teachers, which is the main professional challenge of female teachers.
- ii. The data showed that heavy workload is another professional challenge for female English teachers. They teach minimum six periods per day

and also are engaged in school's activities which is really challenging for them.

- iii. Likewise, female teachers cannot participate in teacher trainings programs due to their personal problems (menstruation) and they are dominated and discriminated in teacher training programs considering they are talkative.
- iv. The data further showed that female English teachers do not get leave even they have health and personal problems and their salary is deducted when they take leaves.
- v. Similarly, the data revealed that female English teachers were not treated equally as male teachers. They have more workload and low salary in comparison to male teachers.
- vi. Likewise, the female teachers were mostly harassed by the male teachers and they were dominated by each staffs consisting principal, male colleagues and working staffs of the school.
- vii. 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 for the personal problems of female teachers.
- viii. Similarly, the lived story revealed that due to favoritism and kinship only the female teachers who have good relationship with principal and administration get more preferences.
- ix. The data further showed that most of the female teachers are recruited in lower grades even they have required qualifications and capabilities to teach in higher grades.
- x. Finally, all the participant female teachers considered that gender issues is the main hindering factor of female teachers in their professional life.

5.1.2 Personal Challenges

Based on the narratives of female English teachers, they are facing several personal challenges such as time management, lack of cooperation from family members, low economical status and negative perception of the society. I have

summarized the following findings regarding the personal challenges of English female teachers.

- i. The narratives of the respondents revealed that female English teachers have difficulties to manage their time for their family members and personal things.
- ii. Likewise, lack of cooperation from family members is another personal challenge of female English teachers.
- iii. Similarly, the data revealed that despite of working in the secondary level female teachers have low salary which leads them towards low economical status.
- iv. 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.

5.2 Conclusions

The main objective of my research study is to explore the professional and personal challenges of female English teachers. This research study also focuses to suggest some pedagogical implications on the basis of findings.

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 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 conducted on female teachers such as Paudyal (2012), Bhusal (2015), Bista (2006). After reviewing those articles and research works 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 teachers showed that female teachers are facing several professional and personal challenges like unsatisfactory salary, heavy workload, unequal treatment, harassment, domination, recruitment in lower grades, low economical condition, lack of administrative support, lack of collaboration from family members etc.

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 the 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. In the late twenty first century the condition of females in Nepal are found to be pitiful in various sectors. There have been various efforts made by the government and from the other sectors to improve the condition of females, female participation in the various developmental works, opportunities for females in job sectors, efforts to make the females independent etc but it is not found to be sufficient to bring up the females in the level of males. To talk about the condition of females in the past, it has been observed a little improvement but not the 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 female English teachers so it is almost impossible to figure out the 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 then 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 live experiences of the respondent female English teachers. So that there should not be any doubt that the information is based on the fact only but not based on the opinion of a single individual. Therefore, to bring positive changes in educational sector female teachers should be equally treated as male teachers. They should be motivated towards their profession. They are facing professional and personal challenges so that they should get support from school authorities, society and family members.

5.3 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:

5.3.1 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:

- i. The findings of my study revealed that female teachers are not paid equally as male teachers in private schools so, the government of Nepal should implement the policies to pay equally for both male and female teachers of private schools.
- ii. Similarly, the government should enforce the policies about gender equality in teacher training programs and should make provisions about gender friendly environment in training programs.
- iii. The government of Nepal should conduct more awareness programs to reduce gender discrimination.
- iv. Likewise, Nepalese government should give priority for female teachers to be involved in leadership and administration.
- v. Similarly, there should be provisions for female teachers to allow leave while having their personal problems (menstruation).
- vi. Government should make strict policies for the domination and harassment over female teachers.

5.3.2 Practice Related

To bring the equality in teaching field there should be progressive changes in practical level. So, I hope this study will also be advantageous to those who are at 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:

- i. 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.
- ii. 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.

- iii. Moreover, school administration and principal should eradicate the trend of favoritism and kinship and should provide equal facilities for all teachers.
- iv. Similarly, the school associations should behave with the female teachers in a friendly manner without any discrimination.
- v. The school environment should be safe where the female teachers could feel secure to work there.
- vi. Likewise, female teachers should be provided with extra leaves for their personal problems without presenting any conditions (deduction in salary).
- vii. Similarly, school authorities should provide equal opportunities to every teacher to teach in higher grades according to their qualification and capabilities but not on gender basis.
- viii. Every teacher should be paid according to their works but not according to the gender.
- ix. Further, the data revealed that female teachers are viewed negatively from the society so that the school authorities should conduct some awareness programs to change negative societal perception towards female teachers in the society.

5.3.3 Further Research Related

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

- i. This study was limited within four female English teachers of secondary level teaching in private schools at Kathmandu valley. So it would be

better to conduct the research on community school's female teachers in future.

- ii. 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.
- iii. The area for conducting research would be challenges of male teachers. The prospective research can also explore the professional and personal challenges of male teachers applying the similar method.

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APPENDIX-I

Consent Form

Dear informant,

I would like to invite you to take part as a one of the respondents in my research entitled **Challenges of Female English Language Teachers** under the supervision of **Mr. JagadishPaudel** lecturer of Department of English Education, T.U. Kirtipur, Kathmandu. The purpose of my research is to explore the professional and personal challenges of secondary level female English teachers. The expected duration of your participation will be two hours. 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.

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

See you soon,

Researcher

PratimaGiri

M.Ed. 4th Semester

TribhuvanUniversity, Kirtipur, Kathmandu

Note:

-) There will not be certain risk and discomfort associated with this research.
-) The information you provide for the purpose of this research is confidential for interview.
-) Interview will be recorded.
-) I hope you will not leave yourself from process at any stage.

Signature.....

APPENDIX-II

Teacher Narrative Guidelines

Objectives of the Study

-) To explore the professional and personal challenges faced by secondary level female English language teachers.
-) To suggest some pedagogical implications.

Research Questions

- i. What kind of challenges do secondary level female English language teachers face on their professional life?
- ii. What kind of challenges do secondary level female English language teachers face on their personal life?
- iii. What is the working condition or environment in schools for the secondary level female English language teachers?

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?
-) Would you briefly describe about your school along with some positive and negative sides of your principal, administration, male teachers, students and community, And your relation with them?
-) What types of facilities are there in your school for female English language 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?

-) Who support you in your school when you have different problems?
What about your school administration?
-) What types of challenges do you face in your personal life?
-) What types of problems do you face at your home? Do you get support from your family member?
-) How many hours do you work at your home?
-) How do you manage your time on your work and family?
-) Do you get support at your household activities? Who help you?
-) Finally, would you like to add anything related to what we discussed?

Thank you so much for your response.

APPENDIX-III

The interview has been conducted to collect the viable insight for the research work entitled **Challenges of Female English Language Teachers** under the guidance and supervision of **Mr. Jagadish Paudel**, lecturer of the Department of English Education, T.U, Kirtipur, Kathmadu, Nepal.

Sample Interview Transcript

Interview with teacher D

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 and today is Saturday so that I got chance to talk with you so I am happy.

Researcher: I am also feeling happy and this interview will help me a lot for my research. I already told you about my purpose and I want to introduce myself at first. I am Pratima Giri student of T.U. and now I am doing my research. The title of my researcher is personal and professional challenges of female English language teachers where I am focusing on the professional and personal challenges of female teachers 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 Panchthar and now I am here in Kathmandu.

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

Respondent: There are many members in my family but now only my father, mother and one brother are there at home. There is total nine members' altogether...my two sisters already got married and one of my brothers is in foreign country and one of my brothers is in India as Indian army and another brother is studying in Ilam. I am here in Kathmandu.

Researcher: Ok there are many members in your family so you have a very enjoyable family.

Respondent: Yes there are many members and yes it's enjoyable but sometimes I feel bad for my parents because we all are outside from our home. We students only visit our home in the occasion of festivals like Dashain and Tihar .My parents also feel happy to be with us in such special occasions.

Researcher: we all have these problems who are far from our home and please tell me about the educational background of your family.

Respondent: To talk about the educational background of my family...let's start from my father. My father and mother are literate (pause) my elder sister got married after her plus two level, my elder brother went abroad while studying in bachelor level because of the family condition and I have completed my masters, my elder sister has completed her bachelor level, one of my brother also completed his bachelor level. We are in big family (laughs) one of my brother is now doing his bachelors and my younger brother has just finished his SEE.

Researcher: Ok...you all have very good educational background.

Respondent: It's quite good but my parents had problems because of the large number of children. My parents told that they didn't get chance to read so they struggled for us.

Researcher: It's very interesting and let me know about your childhood and school education.

Respondent: To start from the beginning we are from normal family background (pause) we didn't have good economical condition and I didn't get chance to study in private school. In Panchthar there were only government schools at that time and we didn't get chance to study from our younger age. I used to go school with my brother and sister but I was not upgraded there in class. One of the primary school was there near from my home but there were no more facilities and other schools were far. I completed my primary level from that school. I completed my school level from one of the school of my village which was about 2 hours walk far from my home. After that I came to my plus two and I completed my plus two from Charkhola Higher Secondary School. After completing my plus two I completed my bachelor's degree from MRMC collage and I was there engaged in teaching from plus two level because of my own family problem. After that for my higher education I came Kathmandu and done my masters from Tahachal Campus.

Researcher: 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 teacher as like other male teachers and I will teach the students.

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

Respondent: Yes, of course.

Researcher: When did you decided to be a teacher?

Respondent: At my childhood when I saw my teachers teaching us at that very time I used to wonder that how they teach us and how they know all these things so well. I was motivated from there. After my school I decided to choose education in college level studies.

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

Respondent: Yes there are many reasons to read English subject. I already told that I didn't get chance to read in private school. I read English in class 2 that is also because of my sister I learn English alphabet. I was just able to write my family members' name. I think you are surprised to know this but in my case I got chance to read English only from class four. Because of my sister and brother I learn alphabet from class two (laughs). So that I was not good in English and I decided to read English because I used to think that studying English was prestigious. When my teachers 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 and one of the teachers challenged us to complete our masters and to communicate with him. I think he was motivating us so that I decided to read English and completed my plus two and also masters in English.

Researcher: When did you start your teaching journey?

Respondent: I started my teaching journey from plus two level. I taught in Ilam for four years because of my family problems and it was not always possible to ask money from my parents. I used to stay there in rent so to maintain expenditure and to manage expenses 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 been many years (pause) about five and half years.

Researcher: Ok fine I am enjoying a lot to know about your personal experiences.

Respondent: I also got chance to share my personal matters with you. I do not share those experiences and the problems of my family with other but I shared informal talks with you. I found you close to me so I am sharing my experiences (laughs).

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 the female there are no more. (pause) To say in reality...it seems that I am dominating others but most of the females get married after their SLC and plus two. There are very few who have completed their masters and I am the one (smiles) in my family.

Researcher: Ok so that you feel proud.

Respondent: Yes I feel happy especially when others ask me about my subject and when I say that I am an English teacher they praise me (smiles).

Researcher: What is teaching for you?

Respondent: For me teaching is one of the prestigious job but most of the people choose this profession when they cannot do anything in other field. I don't like such thing because teaching is very important and without gaining knowledge from teachers no one can go to other fields. Teaching is also a social work where we teach our students by investigating different things and we have to be prepared ourselves. So that teaching for me is prestigious. In cities there are many teachers who are from different institutions. In rural areas teachers are highly respected.

Researcher: Ok we talked about teaching, now let's talk 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 the main 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 to talk about the salary female teachers are paid less than the male teachers. Second problem is that it is difficult for unmarried female teachers like me. In their view we don't remain at school for longer period of time so that we are paid less than the male teachers. They think that unmarried female teachers leave the school soon after they get married and go to their husband so that we are paid less and they view us negatively. There are others problems too, in school also we are backward than the male teachers. (pause) they give most of the English classes to the male teachers. We have capability and qualification but they consider us weak and they say that we cannot teach in higher level. (pause) I have seen such things at my school too. 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. I got a chance to teach in secondary level because of my teaching experience. Because of my performance I got this chance, I was also offered to teach in lower level. I gave demo class and now I am teaching in secondary level. I see that most of the female teachers are working at lower level engaging small children in different games. This is about school that I should not tell but I shared it.

Researcher: It's ok. It means that mostly female teachers are recruited in lower level?

Respondent: Obviously, in most of the schools most of the female teachers are in lower grades and some of my friends are also there working in lower grades.

It is a kind of trend, when I see such things that I feel dominated and I get demotivated.

Researcher: Can you tell about the working environment for female English teachers in your school?

Respondent: (pause) our school has good working environment but we have to view all of the aspects. If I talk about the salary it is not satisfactory. It is very difficult to survive in Kathmandu and we all know this. Students in secondary level are teenagers and it is very difficult to control them. They are not so disciplined and they don't obey us so that I feel difficulties in classroom management. Another thing is that I found that the context is different from the school that I taught previously and the school that I am teaching now so I feel difficulties. (pause) If we ask for a leave when we have our personal problems we are denied most probably. They say that it is not possible for leave because it hampers students. If we take leave they cut off our salary.

Researcher: How do the male colleague, administration, principal, society and family perceive you as female English teacher?

Respondent: I get support from my family but the male colleague, principal and vice principal consider us as less confident and they say that female teachers cannot manage the classroom. We expect to get support from all the members of the school but I didn't get such support from them. Once again question please.

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 (pause) all of the people don't have positive thought so that some of them backbite about us. 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 so that mostly we are recommended in lower grades. When we ask about the content when we feel difficulties at that time male colleagues dominate us considering us as poor or not capable. These are the problems. (pause) In society too parents are not secure with female teachers. They worry about the study of their children because they think that female teachers are not too good as male teachers. We teach in the higher level so sometimes I became familiar with some negative gossip about female teachers.

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

Respondent: Yes obviously in some cases.

Researcher: What kinds of facilities are there in your school for female teachers?

Respondent: Although we female teachers have different problems there are no any specific facilities for female teachers. There is no any criteria considering the facilities for female teachers. We cannot get that what we really want and need. My school is far from the place where I am staying so that sometimes I get late for my school and they ask me about my punctuality. So I get torture from them in such cases. (pause) Such types of problems that I have faced and facing.

Researcher: Ok then it means that there are no more facilities for female teachers.

Respondent: Yes obviously. To talk about the leave it is very difficult to take the leave even we have our health problem. Sometime we have to give our time for our family at that time we don't get leave. They say that it is your working time so that you cannot get the leave. I know that the government school teachers have more facilities but we private school teachers don't have such facilities.

Researcher: Have you ever attended any teacher training?

Respondent: Specifically I have not attended teacher trainings but I have attended the trainings that are provided from school. The teachers who teach at lower grades need more training about teaching technique and classroom management. It is very difficult to manage the time for trainings. Sometimes they conduct those teacher trainings at 7 o'clock before the school hour and I am far from school so it is difficult for me. It is one of the problems of female teachers. We female have our monthly problem and sometime we cannot attend in such trainings because of our own problems.

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

Respondent: (pause) I feel dominated in this field. To give an example if we share our experiences and ideas in those training programs we are considered as talkative. They say that they are unnecessarily sharing their experiences and ideas. We have right to share our ideas but we are viewed negatively. We have our personal problem and at that time if we ask for leave they say that we always ask for the leave and we are perceived negatively.

Researcher: How many periods do you take per day?

Respondent: Per day I take six classes. We have to go to our school at early morning. We have to reach there about 8 or 8:30 a.m. and we have to work there up to 4:30 p.m. We have two leisure periods but sometimes we have to take the 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 have problem in content too. We have to prepare for our class at our home too so that we have stress and pressure and yes there is work load.

Researcher: Is there similar workload for male and female?

Respondent: I haven't seen 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 show their cleverness and interact and communicate fast with principal than female teachers. When they build rapport with principal they listen them because they think that male teachers can stay permanently so that they have not more working load as we female teachers have. If we have six periods then they have 3 or 4 classes. They get full time salary from school and they go for part time job too. So that in most of the schools female teachers are somehow dominated.

Researcher: Are you satisfied with your salary or not?

Respondent: 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 stay in rented room and my salary is not sufficient for me. I am far from home and I am a secondary level teacher so that my parents 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.

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

Respondent: (smiles) To talk about the economical condition of my family it is somehow good because of my brothers but to talk about my personal economical 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 economical condition is not so good.

Researcher: Do you get support from school administration?

Respondent: I have not got more support that I need from school administration. I am not so close with the school administration. Sometimes I ask them to teach the students from new style by inventing new thing. At that

time I need their support because there we need economical support but I did not get support from the administration so I feel demotivated.

Researcher: Let's talk about the school culture. Have you ever seen any female teachers taking more advantages because of her good relationship with the school administration or principal?

Respondent: (pause) I don't know more about others but I saw that the female teachers who have close relationship with principal or administration and leaders. They can easily share their problems and ask for leave so that they get leave easily than other female teachers. I also found that they have somehow good salary but they never share about it but we knew it. I think that who have good relationship get more facilities. If there is novice teacher but he\she has good relation with administration or principal they do not have to give demo classes and show their CV but if the teachers are totally new they face difficulties.

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

Respondent: 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. I have already told you about the salary too.

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

Respondent: (pause) To talk about my personal life I have faced many problems. I have five and half years of teaching experience so that I have experienced many things. I already told you about the unsatisfactory salary. (pause) I am far from my home and I cannot manage my time for single phone call because I am single here so I have to do all of my work myself. Though 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, sometimes I have my health problem but I cannot manage my 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.

Researcher: What types of problems do you mostly face at your home?

Respondent: At home especially I face the problem of time management. Sometimes I cannot attend in wedding ceremony of my friends because of my own problem.

Researcher: Ok then do your family support you?

Respondent: Yes of course I get support because they all are educated and they **feel proud about my work.**

Researcher: How many hours do you spend on your household activities?

Respondent: Very few hours because I mostly spend my time at my school. I do all of my works myself because I am single here. I prepare food and do all of my works. Sometimes I feel so tired but also I have to do my work. I have problem in time management too. (pause) 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 work herself. I am single and I get family support but in the case of married female teacher it is very difficult. She shared with me that her mother in law use 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 married female have more problems.

Researcher: what have you done if you were not working as a teacher?

Respondent: My first dream was to be a teacher and secondly I dream to be a staff nurse but due to my family economical condition I did not get that chance. Maybe I would have involved in public service commission.

Researcher: Well 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. I will learn more and I will do more in this teaching field. Now I am only a teacher of secondary level but in future I am planning to teach in plus two and bachelors level. I am now single(smiles) so maybe I will get married.

Researcher: You told about the different problems that female teachers have to face. So what do you want to say for those females who want to work in this field and who are working in this field?

Respondent: I want to say them that teaching profession is very good profession. We have to face different challenges but never get demotivated and be strong. Show your capabilities and prove that you can do well.

Researcher: Ok finally do you want to add more about the things that we discussed?

Respondent: Finally I want to say that...you are studying about the female teachers but I should not have to reveal it but I wanted to share it because it will be helpful for other upcoming female teachers too. This is a real event of my friend. One of my friends was harassed by the male teacher and he wanted to establish relation 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 told that it will also harm the fame of her parents too so she refused to share with others. She was suffering from that problem but I convinced her and now we are working in the same school. Previously I thought to share it but I did not and I think

about other females. They will know about it from your study and it will be helpful. Your study is very good which is about the experiences and challenges of female teachers so that I feel happy for it. It will be helpful for all of the female teachers and do well. It also helps male teachers about the problems of female teachers and it will motivate all of the female teachers too. I wish all the best for you.

Researcher: Ok thank you so much for sharing your experiences and challenges and also you share the story of your friend too. This is so helpful for my research. I want to say thank you so much for your cooperation and help.

Respondent: Thank you ma'am for giving me the chance to share my experiences and the problems of my friends too and once again all the best for your research.

Researcher: Thank you.

Respondent: Welcome.

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