

**BALANCING ROLES AND RESPONSIBILITIES: A STUDY
ON CHALLENGES AND STRATEGIES OF FEMALE ENGLISH
TEACHERS**

Skripsi

Presented to

Undergraduate Program

English Education Program

Nurul Jadid University

in partial fulfillment of the requirements for the degree of

***Bachelor* in English Language Education**



Ayu Linda Oktavia

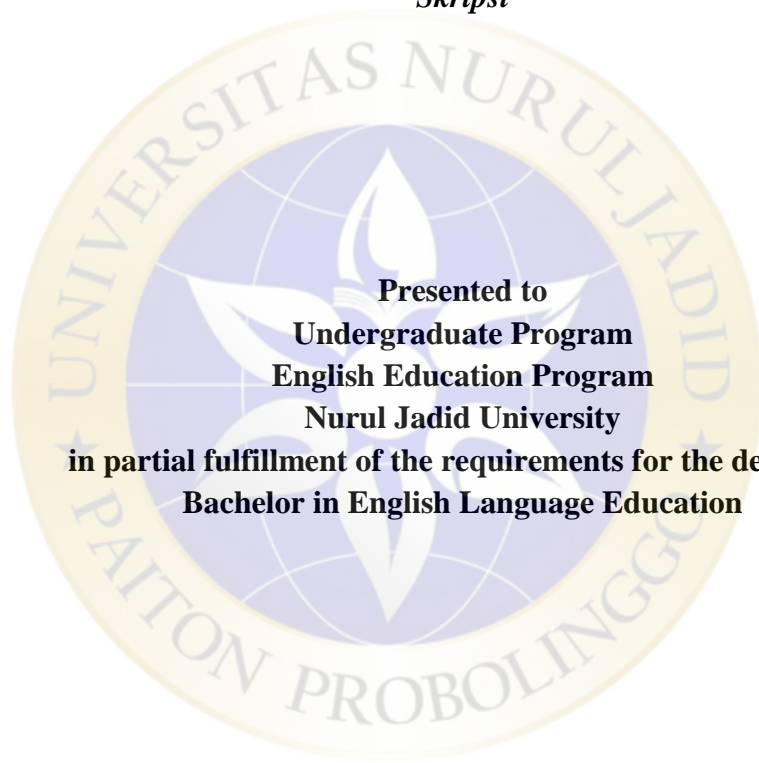
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**NURUL JADID UNIVERSITY
UNDERGRADUATE PROGRAM
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By:

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APPROVAL

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This is to certify that the Thesis of Ayu Linda Oktavia had been approved by board of the Examiners on 6 Agustus 2025

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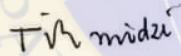
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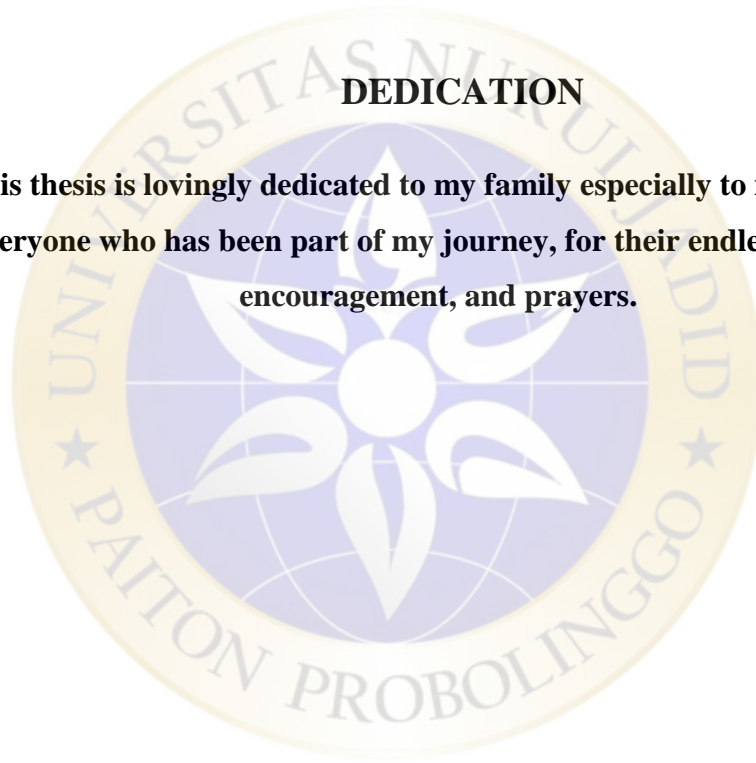
“For indeed, with hardship [will be] ease.”

“Indeed, with hardship [will be] ease.”

(Qur'an 94:5–6)

DEDICATION

This thesis is lovingly dedicated to my family especially to my mother and everyone who has been part of my journey, for their endless support, encouragement, and prayers.



DECLARATION OF AUTHORSHIP

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Bismillahirrohmanirrohim

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ABSTRACT

Oktavia, Ayu Linda. 2025. *Balancing Roles and Responsibilities: A Study on Challenges and Strategies of Female English Teachers*. Thesis, English Education Departement, Faculty of Social & Humanities, University of Nurul Jadid Paiton Probolinggo. Supervisor: Durratul Hikmah, M.Pd.

Keywords: *Female English Teachers, Dual Role, Challenges, Coping Strategies*

This study examines the challenges and strategies of female English teachers in East Java, Indonesia in balancing their professional roles as educators and their personal roles as individuals. In a cultural context still influenced by patriarchal values, female teachers face complex dual demands, potentially leading to role conflicts, stress, and emotional exhaustion that can impact the quality of teaching. Using a phenomenological approach, this study aims to (1) identify the challenges faced by female English teachers in balancing their roles and responsibilities, and (2) explore the strategies they develop to manage their roles and responsibilities in a balanced way. The results of the study indicate that the participants face five main interrelated challenges: time management challenges, domestic or family roles challenges, psychological and emotional challenges, social pressure and gender expectation, and problems from the work environment. To overcome these challenges, the teachers actively develop various strategies that can be categorized into Lazarus and Folkman's coping framework. These strategies include problem-focused coping (structured time management, prioritization, and seeking instrumental social support) and emotion-focused coping (seeking emotional support, self-regulation through mindfulness and spirituality, engaging in relaxation activities, and positive reframing or reinterpreting challenges in a positive light). These findings emphasize that female teachers are resilient and active agents in navigating the complexities of their dual roles. This research is expected to contribute to teachers, educational institutions, and policymakers in creating a more supportive and gender-sensitive environment.

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