

CHAPTER 4

ANALYSIS OF DATA

4.1 Introduction

This chapter discusses the data gathered for this study. The data gathered from the interview were separated into several themes. The study came out with three themes based on research interviews using coding and thematic analysis. All themes will come with several sub-themes. The themes identified were life experience of being a teacher, the life experience of married and overall life experience of being married female teacher. From the first theme which is life experience of being a teacher, there are four sub-themes identified which were teacher's perception on being a teacher, journey on being a teacher, challenge of being a teacher and support system on being a teacher. There were three sub-themes for life experience of married which perceptions of marriage life, challenge in marriage life and support system in marriage life. The sub-theme for the last theme, overall life experience of being married female teacher was optimistic view of their marriage life. The themes and sub-themes were discussed with the quotes from the participants interviewed.

4.2 Analysis of Data

4.2.1 Understanding the Life of Being a teacher.

The life of being a teacher can be explained from social constructivism framework where people grow in three basic elements which were reality of their life, knowledge they gain and learning a new thing from their perspectives (Barnett, 2019).

However, in this first theme, three sub-themes were analyzed which teacher's perception on being a teacher, journey on being a teacher, challenges faced by the teacher and support system. The Figure 4.1 would explain the first theme as below:

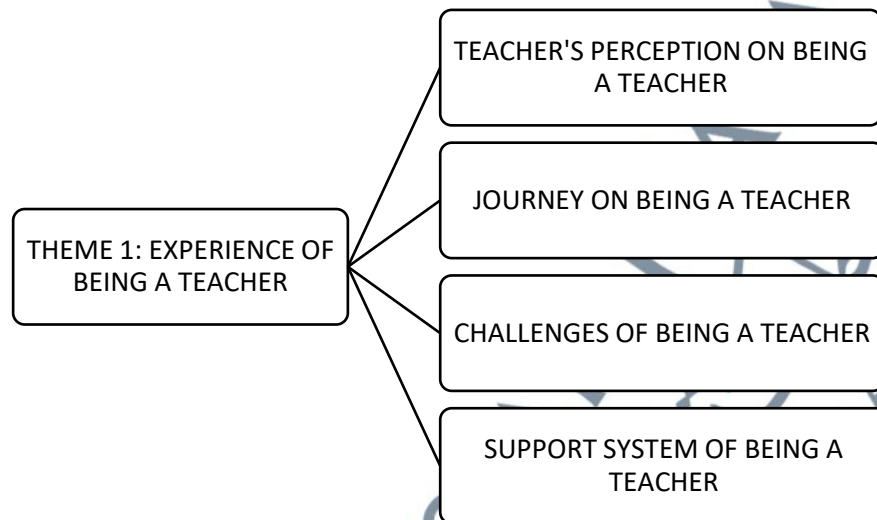


Figure 4.1: Overview of Theme 1: Experience of being a teacher

Teacher's perception of being a teacher

All the participants describe their life of being a teacher based on their perceptions including their role and responsibilities. They describe their perception through the passage below:

“From the aspect of responsibility is teaching following the standard such as class timetable, cocurricular and the topic of a subject. Other than that, the teacher is also responsible for educating the student to be a useful human in the future. The teacher also needs to do tasks such as attending PIBG, curriculum program and others. The task of a teacher is already like multitasking. As said, we are not only teaching in class. Recently, I brought the students to kick volleyball, before this I brought the students for camping, also brought students to join programs organized by PKNS. Other things were entrepreneurship program, open stall and more.” (Participant 1)

“Teacher works a murabbi, mursyid, mudir (Arabic term means teaching) and educator because this generation will lead our country... And remember this teacher, they have a great soul. I want to be a teacher, we may only teach a

history subject, Mesolithic history, Neolithic and so on. But we are educating their souls. While educating the children, we are deciding what kind of soul we build inside them. Recently in the Ministry of Education, teachers are not only teaching. During study, we only learn about pedagogy, technique, and interesting teaching methods for students. But after many new activities come to school, such as association, sports. So, the teacher was burdened with a lot of documentations task. If today we make a program, then they want the report. Student attendance. We must give something like a reflection of our program.” (Participant 2)

“Teacher is an individual that teaches, gives knowledge to students. teachers now a day is not only entering class, marking books, marking exam paper, there are many other jobs that need to be done” (Participant 3)

It can be concluded for the first sub-theme for this study was, the term ‘teacher’ is not only teaching in class following the standard given, but they need to educate their children for their future as mentioned by participant 1 and participant 2. In addition, teachers also need to complete their other side jobs such as handling sports programs, and other things that involve student’s development skills.

Journey on Being a teacher

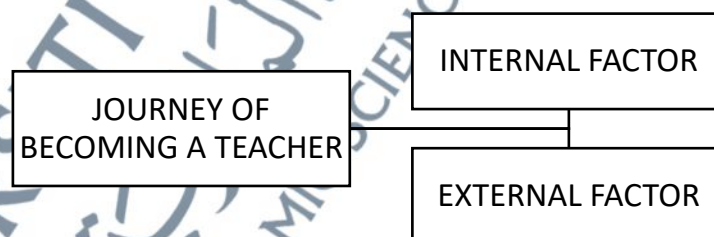


Figure 4.2: Overview of second sub-theme: Journey of becoming a teacher

The data found that the journey of being a teacher can be divided into two categories: internal factors and external factors. Internal factors are the feelings that derive someone to do something. An example of an internal factor in career choice is

gaining motivation from other people. External factors are environmental or surroundings that influence someone to do something. An example of external factors is education opportunity.

Journey on Being a teacher: Internal Factor

Two participants explained their journey of becoming a teacher from internal factors. The data found from this statement as below:

“...I got an interview as lawyer assistant twice. At that moment, I was the last born, my late mother told me that she didn't want me to work far from her. So, I wonder what she wants me to be. And she said, Mom wants you to teach near the school next door. Near the front there is a religious school. But if religious school, I don't have an education diploma, I only have sharia. But it doesn't matter because that is the will of a mother. so, I agree...” (Participant 2)

“...I actually became a teacher maybe because of my mother. My mother is also a teacher. and my mom is an English teacher too. When I finished SPM, my mother encouraged me to take the education diploma. At that time, we didn't know which lane to take, when mom told us to take education. So don't worry, we'll take it. I took the TESL Diploma at KUIS...three of my sisters also a teacher.” (Participant 3)

Participant 2 had been influenced by her mother to become a teacher. Even though she starts her study based on what she wants which is to become a lawyer, but because of her mother's will, she is willing to change her career path and starts from bottom. Participant 3 also showed a similar statement where she starts her journey to become a teacher because of her mother and she is also getting influenced by her siblings.

Journey on Being a teacher: External Factor

All participants explained about their life journey of becoming a teacher from external factors which all of them got opportunity to further their study in education field since foundation and diploma level. The statement given as below:

“I get my opportunity to further study Foundation in TESL at University of Malaya and I continued in degree of TESL at Faculty of Education University of Malaya too. And I applied for position as teacher with grade DG41.” (Participant 1)

*“During October 2008, I need to find an institution for me to further my study. At that moment, JAIS offer for Kafa’s teacher to further their study in Diploma of Education at one of college in Malaysia. At the end of 2015, I decided to further my study in Bachelor of Education at UPSI. 20 Mac 2023, Alhamdulillah I applied SPP, and I got an interview. And now I teach in SMK**. Meaning that I had level up. For SPP, I use my bachelor and level up by DG41.” (Participant 2)*

“When I finished SPM, my mother encouraged me to take the education diploma. So, I didn’t have any hesitation about it, and I applied for it. And after I finished my diploma, I applied for a position as teacher DG29. While working, I further my study at bachelor level in TESL. And after that I applied for grade DG41 by using my degree results.” (Participant 3)

To conclude the findings in second sub-theme was the journey of becoming a teacher were influenced by internal factors which got motivation and early encouragement from their mother and siblings and external factor which educational opportunity.

Challenges of being a teacher

Challenge was defined as a situation or task that challenges someone’s ability. Every career has its challenge, this sub-theme showed the challenge faced by participants of being a teacher. From interviewed found that the challenges were

explained from four sub-themes which were students, managing workload, family and school admin. Figure 4.3 would explain the third sub-theme as below:

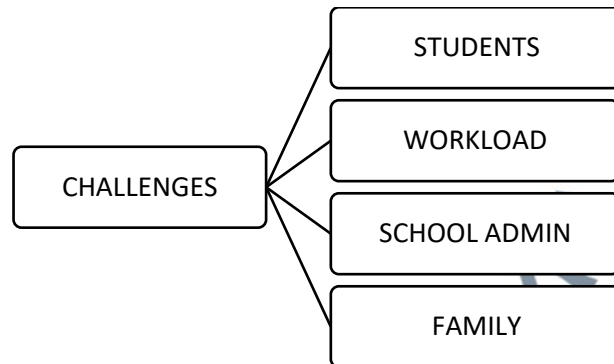


Figure 4.3: Overview of third sub-theme: Challenges of being a teacher

Challenges of being a teacher: Student

Students become challenge for a teacher due to their stubbornness, disciplinary attitude, laziness to learn and gives focus about the subject in the class. All participants gave similar statement on this challenge as following quotes:

“Challenge from students. Some students are naughty, there are undisciplined students, then there are students who experience problems that actually start at home whereas a classroom teacher we need to handle and find out why he didn’t come to school” (Participant 1)

“From the student's perspective, we are dealing with students who are cognitively diverse. From weak, average, clever, very clever. We have a technique; how do we want to teach them until they are interested in learning. If student who good at it, is it easy, if a student is not interested? That's my challenge.” (Participant 2)

“From my past, I teach 12 years old student. Primary school. When we teach them, they don’t understand it. Especially students who did not understand and they don’t like the subject.” (Participant 3)

As mentioned above, all participants gave similar responses which students were their challenge in their career of being a teacher. The level of intelligence among

students, misbehavior shown by the student, and the passion of the students to learn their subjects.

Challenges of being a teacher: Workload

Workload was defined as amount of task given that need to be done at certain period of time (Merriam Webster, 2023). The findings show that all participants mentioned having extra work that has an impact on their time, emotion and mental. The following passage explained the challenge of being a teacher is workload:

“We can go back home early but we also have several unfinished tasks, not only me, but other teachers too need to bring along the task at home. The task includes online attendance and other online tasks.” (Participant 1)

“There is a lot of work, but we can do it slowly. I believed that Allah would make it easy” (Participant 2)

“I think another challenge is too much administrative work. The challenge is too many sites job. The site job affects our focus on teaching. We cannot focus on what we want to teach. We don't have enough time to prepare.” (Participant 3)

From the findings, the workload was teacher's challenge which workload cause Participant 1 to work overtime, and Participant 3 lost her focus on teaching preparation. This gave impact on their teaching performance in class. However, Participant 2 also mentioned extra work, but she was able to manage it by completing the task slowly.

Challenges of being a teacher: Family

Family is part of everyone's life. For this married female teacher, they would be the closest member in their family that plays bigger role for their family to

function. Participant 2 and Participant 3 had mentioned that their children become the challenge for them to perform well as a teacher. The statement would be as below:

“When we see our children crying when we dress up to work, I feel guilty to leave them in that condition. It’s possible for me to leave my work for them.”
(Participant 2)

“My children have no one to look at when my husband and I having work outside.” (Participant 3)

A similar finding from participant 1 where her family becomes the challenge for her to perform well as a teacher is when having conflict with her husband. The statement given by Participant 1 as below:

“The biggest challenge is when I have issues with my husband. That really is a very headache-inducing thing. He even bothers us. If you say, for example, I have a problem with my husband, a fight, for example. it's true that you can take the swing to work.” (Participant 1)

The findings showed that family issues such as childcare of the children and family conflict would become the challenge for all participants to perform well at school.

Challenges of being a teacher: School Admin

School admin works as principal governing body of the school, which has a significant influence on decisions regarding students, professors, and the school's general status (*The Classroom*, 2021). In order to empower the school, several tasks were given to teachers. Participant 1 and Participant 3 had mentioned where the school admin was given a lot of extra work to the teacher. The following dialog explain the point:

“The challenge is from admin too where they give a lot of tasks. Other than that, we need to maintain student’s achievement every year. It’s very challenging because every SPM’s student does not have similar intelligence every year. For example, in the previous batch, 50/200 students scored in the subject. And for this year, the number is not necessarily 50 students.”
(Participant 1)

“The challenge is too many administrations works. Sometimes I need to attend a meeting and makes me unable to focus on preparing my teaching for my students. I felt guilty for my student because I unable to give my best in class.”
(Participant 3)

A different response was found from Participant 2 where she agrees that school admin as a challenge of being a teacher. But she focused on her relationship with the school admin where the school admin does not understand her commitment when her child was sick. The statement given as followed:

“The administrator is also a challenge. The administrator does not understand us who have small children. We say the child is not well, 'Is it true that Fatimah's child is not well?' People don't understand us as mothers. I think they've been through it, they're great people. They just don't want to understand us. That's the challenge during my time as a teacher at school”
(Participant 2)

Overall, from the findings it was found that student’s performance, student’s interest to learn, family conflict, school admin and extra site jobs especially administration works become the challenge for all participants as being a teacher.

Support system of being a teacher

The support system of being a teacher is the last sub-theme for understanding life experiences of being a teacher. From the interview, the support system as being a teacher can be categorized into 4 systems which were social support, and spiritual support. Social support was defined as a support or care that another person gives that

that the receiver perceives or feels, such as emotional support, assurance, guidance, and motivation (Alorani & Alradaydeh, 2018). Spiritual support is defined as a feeling of being a part of something greater than themselves. Spiritual support able to help someone to maintain their mental and emotional support. Spiritual support was used to restore someone's motivation and hope to do their best in their life (Scott, 2023). The information for this theme was illustrated in Figure 4.4 as below:

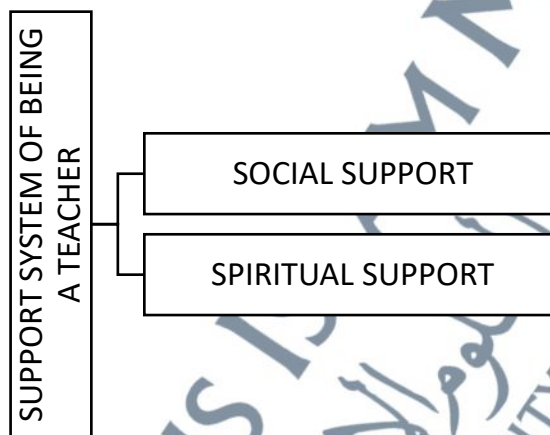


Figure 4.4: Overview on fourth sub-theme: Support system of being a teacher

From the findings, participants gain their support from social support such as other teachers, students, and family members. Participant 1 and Participant 2 gained their support from their students and other teachers. The statement was illustrated as follows:

“Next support is from my students. In my class, Alhamdulillah my student’s support also helped me. Like how we in the class with students, we teach them and get response from the students. How we tackle the student, how we handle the class. The most fun part is when the student likes their teachers, and the environment is different at home. When mother said different things with teachers. Students like to listen to their teacher. After 15 years of teaching, that is what I can see. I also get support from my friends. When we heard there is a teacher who like to retire early, we just give motivation to each other to make sure we all stay until 60 years old.” (Participant 1)

“I remember Prophet Muhammad (Peace be upon him) said, we need to treat teenagers like a friend. They became my friends at school where we can talk freely with them and share the same interests. I feel comfortable when talking with my students as my friend. I had a senior in my school, and I called her Kak Ila (not her real name). She is quite old, but she shows her struggle to learn about IT. She boosts my motivation to work hard to learn about IT.” (Participant 2)

From the statement above, Participant 1 gained her support from her student who likes to give response in her class and students who like her as a homeroom teacher. Participant 2 gives a similar response in terms of relationship with her student where she treats them like a friend. Both participants also gained their support system from their friend at the workplace.

Another social support is family. All participants mentioned that their family is their support as becoming a teacher.

“My support previously is my parent. They feel so proud of me because I’m the first one that offered to study in university. I’m the earliest child who got work as a teacher. Next is family as my support, they also support me in being a teacher because my timeframe is flexible. They know that around 5 o’clock mama is at home. As a mother I can pick up my children at school and if I have more time, I will cook dinner for them.” (Participant 1)

“When I got married, I found a husband who is very understanding and supportive. I call him Ayah. Ayah, Ummy wants to further study and he said go ahead. Ayah, ummy wants to further in master level, and he said OK go ahead. He is so supportive. When I said I want to further my study, he’s fine. He can take care of children.” (Participant 2)

“My husband is my supporter and helper. When I feel like giving up, I tell my husband. He will say ‘don’t stress. Make it slowly, but surely.’ That’s why I survived being a teacher for 12 years.” (Participant 3)

From the findings, Participant 1 received support from her parent in terms of emotion which is proud of her achievement. And she gained support from her children

and spouse in terms of grateful feeling when she was working for only 6 hours a day and able to commit with her responsibilities. For Participant 2, she received support mostly from her husband in terms of house chores such as cooking meals and childcare. For Participant 3, she received support from her mother and her husband which she got advice and motivation from them.

Based on findings, all participants also gained spiritual support of becoming a teacher where they likely to restore their motivation through religious aspect such as being sincere while teaching and reminding their self of Allah.

“Always listen to religious discourse to strengthen my belief in Allah. I also like to give motivation to my students based on what I’ve heard.” (Participant 1)

“When I became a teacher, the learning period was stressful, but I return everything to God. Ya Allah, make my affairs easy. I know we are going through that; indeed, we will go through it. But that's what I said we rely 100% on Allah, in shaa Allah Allah will make it easy. Indeed, hold tightly to God” (Participant 2)

“As being a teacher is quite tiring. But I will keep myself in positive thinking and I will be sincere as being teach by Islam where we need to be sincere in any of our action.” (Participant 3)

From the findings, Participant 1 loves to increase her motivation by listening to religious talk where indirectly she received spiritual support to keep up her motivation. For Participant 2, she always returns to Allah when she feels down or gives up. She always put her faith in Allah which Allah will take care of everything. And for Participant 3, she gained spiritual support from refreshing her intension by reminding herself to be sincere in her job as a teacher.

Overall, it can be seen that from exploring teacher’s perception on being a teacher, their journey on becoming a teacher, the challenges faced by the teacher and

support system of being a teacher can give information to understand their life of being a teacher.

4.2.2 Understanding the Life of Marriage

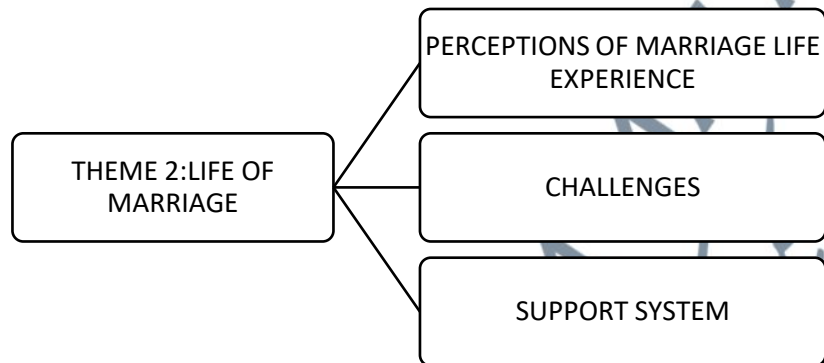


Figure 4.5: Overview of Theme 2: Understanding the life of marriage

Based on Figure 4.5, this theme explored participant's marriage life. This study found there were three sub-themes which were exploring the perceptions of participants of their marriage life, the challenges in marriage life and their support system in managing their marriage life.

The perspectives on Marriage Life

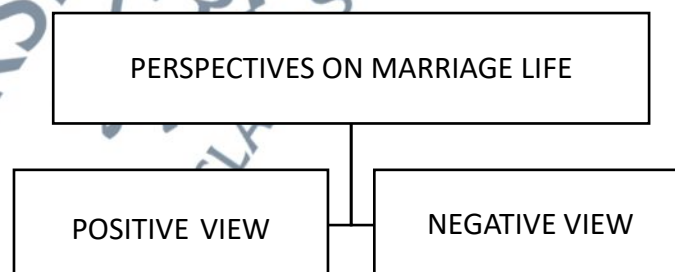


Figure 4.6: Overview of perspectives on marriage life

The perspective of marriage life can be divided into two categories which were positive view and negative view. The study found that people might see their overall life in a positive view or negative view. The data found that Participant 2 and Participant 3 gave a similar response on the perspective of their marriage life.

“Actually, from my opinion marriage is fun. Because we share life. Because we share. A partnership. No matter how hard we are, if we have a husband who is always close to us, we have someone to talk to. Never mind if he did not look at us when we talked to them. We have the skill to talk with our husband, right? Even though they are nothing related to their life, but still, we need them to listen. It’s a lie if we did not fight at all. while the tongue is still bitten, this is the husband and wife. Arguing is normal. but there was a teacher who said that once a week we must argue or fight to strengthen our relationship.” (Participant 2)

“My husband is my supporter for me as being a teacher. When I’m working, he is the one who will take care of my 4 children. So, both of us will take the shift. If both of us work, he will send my children to his mother or my mother. I had been married for 9 to 10 years. Of course, there are good moments and bad moments. but if we have issue, we will discuss.” (Participant 3)

Participant 2 quotes that her marriage is fun because she can share her life with someone who is always close with her wherever she goes. She also mentioned in the previous theme that her husband is her supporter in managing responsibilities at home such as preparing meals. Participant 2 admitted that her marriage life has issues, but she saw it as a mechanism to strengthen their bond as husband and wife. Meanwhile, Participant 3 saw that by being marriage she can find a supporter not only in terms of emotional support but also physical support. Participant 3 stated that her husband will take responsibility to take care of their children when she goes to work. Participant 3 admits that her marriage has its ups and downs. But Participant 3 and her husband manage the issues by having discussions. Both participants can see their marriage in a positive view.

A different view was given by Participant 1 where she saw her marriage life in a negative view. The statement given by Participant 1 as below:

“Marriage experience is quite challenging for me because I’m getting marriage at an early age. We need to handle a husband where he is someone that we don’t know. Stranger. Then we need to live with him. The second thing, we directly have child. And proceed one after another. After having 4 children, how we want to handle our career?”

This contradicts view from Participant 1 showed that she saw her marriage in negative view. Her marriage is a challenge for her because she got married at a young age. She also questioned her career when having 4 children which she has a lot of responsibilities to manage her marriage.

To conclude the findings, the perspective marriage life experience by participants were different where Participant 2 and Participant 3 saw their marriage life with a positive view which marriage is fun for them. However, Participant 1 saw her marriage life with a negative view where she found it as challenge.

The challenges faced in Marriage Life

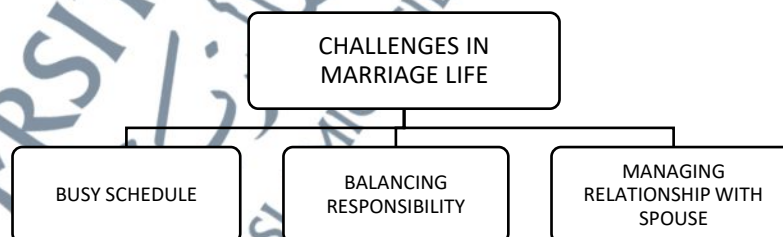


Figure 4.7: Overview on challenges in marriage life

Challenge in marriage was a new things and difficulty comes into marriage which requires high effort and determination (Murphy, 1995). Scott (2022) explained there are several challenges in marriage life such as childcare issues, daily stress, busy

schedules, poor communication, and harmful behaviour. However, in this study found three sub-theme that described the challenges in participants in marriage life which were busy schedule, balancing responsibility between work and family and relationship with spouse.

Challenge in Marriage Life: Busy Schedule

The data found that all participants had busy schedule. They describe their perception through the passage below:

“When living in hectic state, everything needs to be early. Even if we have a meeting at a neighboring school, we must be hurry if we do not want to trap in traffic jams. Thus, everything needs to be early in order to complete the task on time.” (Participant 1)

“Sometimes, I need to go to school if there is work during weekends. I can do a lot of things with my family during the weekend. Such as washing my children’s white uniform, house cleaning and others.” (Participant 2)

“At school, if students have competition in sports or others, teacher needs to go to school to train them. Even on Sunday and Saturday, we need to train the students.” (Participant 3)

From the statement above it showed that all participants have a busy schedule where it becomes challenging when the time is intercept with another job, it may cause a problem for them to solve. Participant 2 and Participant 3 gave a similar response where they mentioned that working during the weekend is their challenge to commit to their responsibilities at home. While Participant 1 gave a response from a different view where she needs to be early in every work she does. She has busy schedule due to the place that she lives in. for her, it’s quite challenging when living in Selangor or Kuala Lumpur which known as busiest state among Malaysia.

Challenge in Marriage Life: Balancing Responsibility

Responsibility was defined as a work or duty that need to be done by someone (Cambridge Dictionary, 2023). To balance the duty of married and working at the same time would be challenging for some people. In this study found that all participants shared similar response to balance their responsibilities as a teacher and married female at the same time. The data gathered based on the passage below:

“In the early morning, I will prepare my children’s bag in front of door. From my first child until the last one. And then we prepare the bag and other things. And we go to school. After finishing my work, I will cook, and I will pick up my children from their school. At the aspect of shirts. We must start early. Such as children’s books, I always remind them to prepare at night. When living in a hectic state, everything needs to be done early. Even we have a meeting at neighbor school, we must be hurry if we do not want to trap into traffic jammed.” (Participant 1)

“Every Friday, I will wash their school uniform which is white. And then I will clean the bathroom once a week. After my children wake up, I will check their book. Because I did not check their book every day. I want them to survive alone. I rarely look at their book and I don’t care about their exam result. After that, when it comes to eating, I, as a wife, should be the one who prepares breakfast, lunch, and dinner. but no, my husband does understand me very well. He is a person who likes to cook. so, I can’t stop his hobby. I, as a wife, take care of his clothes. I know he wants to go to work next week. I will iron 5 shirts, 5 pants. He can cook, and I clean the house. We complete each other. Sometimes, I need to go to school if there is work during weekends. I can do a lot of things with my family during the weekend. Such as washing my children’s white uniform, house cleaning and others.” (Participant 2)

“I will take care of my children starting when I finish my work. I do as usual for house chores. Whatever work I do at home, my responsibilities at home, I do that work as usual. And with the help of my husband. Actually, what I do as a wife and mother is helped a lot by my partner. At school, if students have competition in sports or others, the teacher needs to go to school to train them. Even on Sunday and Saturday, we need to train the students to prepare for the competition.” (Participant 3)

Based on the response from Participant 1, where she explained about her daily routine with her children and husband starts from early morning until the end of a day. She asked her children to prepare books before going to school tomorrow and put them in front of the door. She starts to do house chores when she goes back from school where she starts to prepare for dinner and pick up her children from school. Similar findings by Participant 2, she explained about her routine for every Friday and weekend. She arranges her time to complete her duty as a wife and mother. As she gains support from her husband in terms of meal preparation, she focuses on house cleaning and prepares suits for her husband for the whole week. But the task would be postponed when she needs to do an extra job at school during the weekend. And Participant 3 mentioned from when she starts to take care of her children and with the help from her husband, she manages to do house chores. However, it is similar with Participant 3, where she feels challenged when she needs to go to school to train students for sports competitions.

To sum up the findings above all participants manage to face their challenge to balance their responsibility of being a teacher and married female at the same time. However, pack schedule and ad hoc task cause trouble for the teacher to manage their house chores as usual.

Challenge in Marriage Life: Relationship with Spouse

Spouse was defined as a spouse which still marital relationship (Oxford Dictionary, 2023). Relationship with spouse could be a challenge in marriage life if they have an issue with their husband. The findings from the interview showed that all participants had issue with their spouse. The results based on the quotes below:

“Biggest challenge is when I have issues with my husband. That really is a very headache-inducing thing. He even bothers us. If you say, for example, I have a problem with my husband, a fight, for example. It’s true that you can take the swing to work. You need handle your emotion where you need to switch it to happy mode, I need to persuade myself before going to work.” (Participant 1)

“My husband only helps me in terms of cooking meals and preparing meals. He doesn’t like to clean the house. He didn’t help me in that part. It’s a challenge for me to balance the house chores with my husband.” (Participant 2)

“I had been married for 9 to 10 years. Of course, there are good moments and bad moments. When we fight, it impacts on my emotions. But if we manage to sort things out through discussion.” (Participant 3)

From the statements given, all participants response that their relationship with spouse had an impact on their emotion when there was an argument between them. Participant 1 feels it is hard to manage her emotions before going to work when having arguments with her husband. While Participant 2 also had issues with her husband when her husband did not help her with house cleaning. For Participant 3, having arguments with spouse is still manageable when they would discuss about the issue, but it had impact on her feelings.

To conclude the findings for this sub-theme, the challenge in marriage life could be explored from these three categories which were busy schedule, balancing responsibilities, and relationship with spouse. All participants had given similar responses in all categories above.

Support in marriage life

Support in marriage life is important to help the couple struggling to make their marriage work. Based on Bronfenbrenner Ecological system Theory mentioned that person in the first layer able to give support for the individuals for example,

family members especially husband or wife. From this study, there was one sub-theme for support system in marriage life which was family. All participants gave statements that their family was their support system. The diagram below would explain overall this sub-theme.

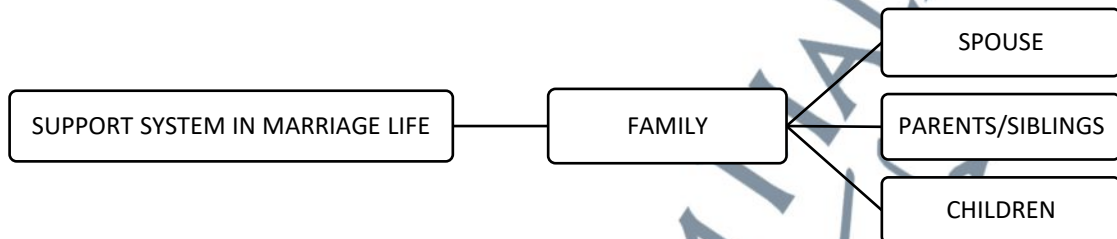


Figure 4.8: Overview of support system in marriage life

From the data gathered, the support system of Participant 1 is quite different than Participant 2 and Participant 3 where Participant 1 gained support in terms of motivational support in career path. Meanwhile, Participant 2 and Participant 3 gained support in terms of physical support. The data gathered based on the passage following statements:

“My support previously, the most important is from my parent. They really support me to become a teacher. They are proud of me being a teacher. Because among my siblings, I was the first to enter university and the first to become a teacher. My second support is my husband. My husband supports me even though we had other stories together, but he supports me. He never told me to quit my job. Never. He’s fine with my career because I had time to handle my children. My children are already grown; they also support my career as a teacher. If I said like ‘Mama wants to quit job as teacher.’ They response ‘Don’t mama. Who will treat us to dinner if you quit your job’. They are so genius.” (Participant 1)

“When I told my husband I don’t have money, he will wake up at 5 am and cooked me Chicken Rice. He knows I like chicken rice. So, he will cook chicken rice for me. I’ll bring it for my lunch. Just like today, I came back home late. He texted me what I want to eat tonight. I just ordered. Ayah, ummi

wants to eat asam rebus, and fried fish. He will prepare the food. I feel that I'm lucky to have a good husband. My children when I was studied, they asked, 'Where are you want to go, Ummy?' and I replied 'Ummy wants to go to class'. Actually, are my children being the reason for my success. Without our children understanding, we will never reach this level." (Participant 2)

"Each other family also help in my marriage chores. Actually, my job as a wife and mother was helped a lot by my spouse. If I do house chores alone, I won't be able to do it. Hahahha. Maybe I will feel stressed and angry. And my first birth also can help me. The first born will take care of my last born. When I have other things to do, he will take care of the baby. He is reliable to ask for a favor." (Participant 3)

To conclude the findings, family plays the role of providing support in marriage life. Even though it is not directly in terms of managing household, but also in career path can be considered. However, all participants gained similar support suppliers from their parents, spouse, and children.

4.2.3 Overall Life Experience of Being Married Female Teacher

This last theme discussed about overall life experiences of being married and a teacher at the same time. Life experience is an experience that can change an individual overtime. Life experiences can be seen in both success or failure, negatives and positives and life are a passive growth or life development. From life experience, positive views bring the meaning of personal growth of an individual (Spacey, 2021). In this theme, personal overview would see from the responses given by the participants whether it is an optimistic view or pessimistic view of life.

"Having career as teacher and at the same time married, is quite challenging but still manageable. We still can handle it. It is not at the level where we fine, but because of my career, I cannot settle down my marriage life. No. its balance like 50/50. We can balance between marriage life and career at the same time because of flexible working hours. When the time is flexible, we manage to spend time with our children. Being teachers, we had a lot of

holidays. That's a bonus. Really a bonus for me as married woman. Usually, we had a task during holiday, but still we had time to spend with my children, my husband and also, I can go visit my parent.” (Participant 1)

From the response given by Participant 1, she saw her life as challenging but she able to keep going in both role as married woman and a teacher. This is because she can balance her marriage life and career at the same time due to the short time of working. Other than that, Participant 1 enjoys her job because she gets time off with school students during the school holidays where she can spend her time with her husband and children.

“I'm happy with my career. I'm happy with what I have today. Even though I'm not performing like other people, because I know that I'm not performing well. I got the offer at the age of 38 years old as a teacher. When we ask other teachers that are already in grade 45 or 48, they had worked there for a very long time. Of course, we feel envy with them. But what can we do? Just take the positive side from their teaching experience in secondary school. In terms of time, we need to be good at managing time, arranging time. Overall, as a teacher and a housewife, we need to be good at dividing time, manage our emotions at workplace and health are the most important aspect. I go to Zumba at least once a week. We must take care of our stamina.” (Participant 2)

In the same findings, Participant 2 also sees her life in an optimistic view where she gained her motivation by looking at something in a positive side. She manages her life as married woman and teacher by take care of her health condition, emotional and time management. Fatimah disciplines herself in terms of time and health in order to have a good life.

“it's really challenging. But, even if we are not a working woman, stay at home also have their own challenge. But the challenge is we try to solve it. Solve it nicely and then with the help of other people, husband, and family. These things make hard things become easy.” (Participant 3)

Like previous participants, Participant 3 also sees her life in an optimistic view, and she has effective coping strategy where she able to manage her life by keep herself in positive mindset which she able to face the challenge by the help of other people. By receiving help from others, can reduce her tension towards her responsibility especially at home.

To conclude the findings, life experience always has positive and negative experiences. Life experience is a slow lesson learn for everyone whether they see it from a positive view or negative view. Every person will have personal growth by improving their life based on their life experience. All participants have an optimistic view on their life experience. Even though they faced certain challenges with busy schedules or relationships, they were able to face their challenge by the support system they have.

4.3 Conclusion

To present the findings for this qualitative research on understanding life experience of married female teacher by using thematic analysis, found 3 themes where a few sub-themes were identified for each theme. Firstly, to understand life experience of being a teacher could be seen from their perspectives of being a teacher including their role and responsibilities as being a teacher, their journey to becoming a teacher, their challenge of being a teacher and the support gained by them as being a teacher.

Another theme is understanding the life of being married which 3 sub-themes identified; their perspective on their marriage life, the challenge faced to manage their role and responsibilities of being married and the support they got in their marriage.

To sum up the findings for this theme, two participants view their marriage life from a

positive view and the other participant view her marriage life in negative view. In additional findings found that family can give support system to their other members such as physical support or emotional support. The final findings found, the challenge of being married and a teacher at the same time are busy schedule due to extra job for teacher, and geographical factors.

In the final theme, found that participants view their life from an optimistic view where generally described that teachers can manage their life in a good way by using their effective coping skills such as keep thinking positive, gain help from family members and be discipline in time management. From all themes in this study, teachers demonstrate a positive energy to cope with their life.

