

**STATUS OF MARRIED EMPLOYED WOMEN IN PRIVATE BOARDING
SCHOOL IN WARD NO-7, POKHARA,
KASKI, NEPAL**

**A Thesis Submitted to the Faculty of Humanities and Social Sciences,
Department of Sociology/Anthropology for the
Partial Fulfillment of Master's Degree
in Sociology**

**By
Anjana Pandit
Roll No: 218/065**

**Tribhuvan University
Prithvi Narayan Campus
Pokhara
2016**

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LETTER OF RECOMMENDATION

This is to certify that the thesis entitled “**Status of Married Employed Women in Private Boarding School Ward - 7, of Kaski**” has been completed by *Anjana Pandit* under my supervision for partial fulfillment of the requirement for Master of Arts in Sociology. I recommend this thesis for the final approval and acceptance by dissertation committee.

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LETTER OF ACCEPTANCE

This thesis entitled “**Status of Married Employed Women in Private Boarding School Ward - 7, of Kaski**” submitted to the Department factors of Sociology/Anthropology; Prithvi Narayan Campus by **Anjana Pandit** has been approved by the undersigned members of the Dissertation Evaluation Committee.

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Date:

Anjana Pandit

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ACRONYMS

CBS	:	Central Bureau Statistic
CEDAW	:	Convention on Elimination on All Forms of Discrimination Against Women
CERID	:	Research Center for Educational Innovation And Development
FAO	:	Food and Agriculture Organization
FGD	:	Focus Group Discussion
GDI	:	Gender Development Index
GEM	:	Gender Empowerment Index
HDI	:	Human Development Index
NGO	:	Non Governmental Organizations
MWCSW	:	Ministry Of Women Children and Social Welfare
WID	:	Women In Development
WAD	:	Women And Development
GAD	:	Gender and Development
PSMC	:	Pokhara Sub Metropolitan City
HMG	:	His Majesty Government
HMG/NG	:	His Majesty Government/ Nepal Government
INGO	:	International Non- Governmental Organization
NGO	:	Non- Governmental Organization
SLC	:	School Leaving Certificate
UDHR	:	Universal Declaration of Human Rights
UN	:	United Nation

CHAPTER ONE

INTRODUCTION

1.1 Background

No matter how you look at it life is strange, very strange. Perhaps the confusion arises because life is not always what it seems. As a species, we are obsessed with superficial appearance. When baby is born, it becomes immense treasure for parents. But of all the awful feelings that make a children feel sick is to know if they are unequally treated.

Historically women have been seen as less important than men; somehow inferior to them; of less value than men politically, socially, economically and culturally. In the past both law and custom made women the property of men. Wherever social attitudes devalue women, violence against women is more likely to be tolerated or less likely to be punished. But first, we shall deal with the question of problems faced by women working in private sector. What do we really know about how people perceive the problems about the women faced in their working areas in their societies? Generally, as most of the men are free to do anything, they don't think about the other's problem. But some of the women who are suffering are raising their voice. Most of the men are in power their voice cannot even break the leaf. What are the main causes of this problem? For the first, gender inequality is the root causing agent.

The concept of gender is vital because it reveals how women's subordination is socially constructed; is not biologically predetermined nor is it fixed forever. Kamala Bhasin, a well known gender trainer states that gender division of labor or sexual division of labor refers to the allocation of different roles responsibilities, and tasks to women and man based on societal ideas of what men and women should do and are capable of doing (Bhasin, 2004). Gender division of labor but unfortunately there is large discrepancy in non agriculture sector wage employment between females and males. Most of the females are

deprived of employment in non agriculture sector compared to males. It is because of larger involvement of females in house hold jobs like cooking for the family, washing dishes, cleaning the house, fetching water, caring the children, olds, sick members of the family equally cleaning the shed cultivating land without their ownership on it . According to the census of 2011 the total population was 26,494,504 with comparison of 12,849,041 male and 13,645,463 female's population.

To empower females gender main streaming in development activities is a must in society. The key issues of gender empowerment cannot be addressed in the real sense without placing females in decision making positions .In all respects from policy formulation to implementation and monitoring, the program needs to be more gender responsive that needs gender inclusive participatory functioning mechanism of the governance system in Nepal.

Women are forced to depend on man economically and their activities were restricted inside four walls of a house. Various legal arrangements were made to ensure their position. Despite this, the laws guaranteed men, s right to property. As a result of many years oppression, the society and the conservative sections of population considered them as backward and set them aside. Engles suggested that the first premise of the emancipation of women is the reintroduction of the entire female population into public industry (Marx & Engles, 1973).

People at different parts of Nepal have praised for assertive impacts of recruiting female teachers. In Nepal, recruitment of female teachers is a common phenomenon nowadays. Issues of pro-female teachers have become burning topics presently. For attracting more girl's enrolment and empowering the women whose population is more than half of the country's total population, it is quite essential to recruit and train more female teachers in Nepal. There are some positive impacts of female teachers to create gender parity. Both boys and girls student participation seems to have increased at all levels of education, including primary schools. The total number of private

schools has reached 69 in Pokhara. Out of them, I have selected 4 schools from ward number -7, Pokhara. So, while studying, I have found that there are around 64 female teachers.

Because of stereotyped society, female teachers have to face several mental and physical challenges and pressures from their bosses, colleagues, students and their families. Though the female teacher's performance is highly appreciated and female teachers are the best remodels for the girls, many of them are struggling just to establish themselves as teaching professionals as the status of female teachers is not so high. A shortage of female teachers, lack of proper training, inadequate delivery of services and indifferent attitude combine to add to gender inequality in education in Nepal. As teaching profession was almost carried out by the male of centuries in Nepal, recent involvement of the females in it has made them sit on the hot tin roof.

1.2 Statements of the Problem

Today, the countries of the world have been categorized into developed, developing and under developing and core, periphery and semi periphery etc. Whenever we talk about Nepal, she has been seen in the stage of very least developed country. The political ups and down, illiteracy has seriously escalated the situation of Nepal. It's a landlocked country situated between India and China, with Tibet autonomous province to its north and Indian states to its south, east and west. These two great states have progressed abundantly in the recent years establishing themselves as economic powerhouse. Most probably Nepal has to go long distance in order to be equal with these countries which are in turtle's footstep.

In context of developing countries, women's status is far behind from the cut-off point. The situation is emerged by the rooted socio-cultural norms set by the patriarchal society. Sometimes the religious norms make women to incline towards superiority of males. Consequences of inequality and discrimination depend on the forms and nature of discrimination. In every sector the

opportunities for women is lagging behind. Women are disadvantaged from the vein of development despite various efforts to eliminate gender inequality. It is still persisting by hitting all aspects of social, economic, political and cultural life of women. The researchers to date have general consensus that the perpetual discrimination against women irrespective of their socio-economic, political and demographic status are responsible for their unequal status. Political empowerment, the most important tool for eliminating discrimination and inequality, has become a major problem for rooting out all forms of discrimination because it is impossible to value and recognize women's role. Despite the achievement in reducing gaps between males and females in terms of socio-economic indicators, several developed countries are lagging behind in reducing gender disparity in political participation.

Girls are less valued than boys. They receive less medical care, education, and chauvinistic (bigoted) attitudes preclude (exclude) vital opportunities. Girls are married early, despite the government's official minimum age requirements. The lack of education perpetuates lack of education. Early marriage also contributes to poor maternal and child health as young girls are unprepared for pregnancy. Literacy rate of women is much lower than men. Women often face domestic violence and harassment, with no legal resource, as paternalism and gender inequality is deeply entrenched in the society. Many laws are explicitly biased against women, especially those regarding property, citizenship and marriage. Women are frequently prosecuted for having abortions, which has been legalized conditionally. Women who seek employment face hierarchical and repressive work structures. Women work more but get very low wage as compared to men. Many Nepalese women are less independent in terms of cultural, political, economic and social dimensions. Unless achieving educational and economic independency, they will be unable to exercise equal privileges compared to male counterpart.

1.3 Objectives of the Study

The main objective of this study is to find out the status of the women working in private sector of Pokhara Sub metropolitan City of ward - 7. The specific objectives are:

-) To find out the demographic status of the female teachers of Pokhara – 7, Masbar with their problems.
-) To find out the socio and economic status of female teachers
-) To explore their experiences towards their job

1.4 Limitations of the Study

The study has been undertaken within the boundaries of limited time, resources and budgets as well. What we desire, what we aim, that cannot be created exactly. It is reality, because there are so many factors and elements which affect research work directly and indirectly. It is also an academic research for the partial fulfillment of a degree of masters of Arts in sociology. The research was conducted in various institutional schools of Pokhara valley; the findings were based on the opinions expressed by female teachers teaching in school as sample drawn through random sampling. Therefore the findings cannot be generalized in other parts of the country and world. This research work is also not an exceptional. It means study area is limited. Thus, the findings and conclusion drawn from this study may not widely be generated exactly to what I interpret.

1.5 Importance of the Study

This study as an academic study, aims to provide data on the status of female teachers in institutional school of Pokhara, Ward no 7. It is expected that this piece of research work would serve as a helpful guidance for future research study related to female teachers or educated working women. The study will also help the policy makers and development planners for planning and working with women development interventions.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Concept Review

The term woman refers to the adult females that are associated with a particular place, activities or occupation. The woman is treated as the physically and mentally incapable in our society due to which she has to bear lots of problems. So, most of the opportunity is not given to the female. They had to do lots of struggle. Our society is unknown about the hidden capability of woman. The main reason for the rapid development of western region is the equal participation and opportunity of the women in both local and national level project.

The great politician or former Prime Minister of Britain Margaret Thatcher had rightly said that “Any woman who understands the problems of running a home will be nearer to understanding the problems of running a country.” This proves that what women are. But big dismay arise here, woman are not fully supported by their family too. She had to finish her household work and should be engage in their official work too which is very difficult in the reference to their health. While studying the data we get woman is weak in health as compare to the males but she had to do lots of physical as well as mental work more than that of men. Not only that, she had to face altos of sexual as well as mental torture in both house and her work.

A key barrier expressed and identified in the literature as adversely effecting the career progression, personal aspirations and development of women in the small business sector is that of reconciling family and work responsibilities. According to Buttner and Moore (1997), women face a multifaceted environment, and that balancing work and family responsibilities are found to be the biggest obstacles for women concerning managing or starting new

business. Aldrich (1986) maintains that women entrepreneurs are at a disadvantage because they face workplace, education and family barriers. (Drew, 2000, p.87), argues that the majority of women businesses tend to remain small is because “women continue to take full responsibility for the reconciliation of paid work and household labour”. Work-family conflict results from inter-role conflict caused by incompatible or conflicting pressures from work and family domains, including job family role strain, work-family interference, and work-non-work role conflict (Parasuraman et al., 1996). A central ideology expressed throughout literature (Mavin, 2001) is that women experience conflict concerning their ability to juggle or play the role of wife/partner, primary care giver and realizing their career ambitions (Mavin, 2001). The direct effect of this conflict is that women are forced to choose “between maintaining ‘upward mobility’ in their career and family stability in the home or even a family at all” (Mavin 2001, p. 183). Women are more likely to have primary domestic responsibility and to have interrupted careers (Aldrich et al., 1989; Gould and Parzen, 1990), which create work-family conflict. Crampton and Mishra (1999), maintain that the majority of domestic burdens are still placed on the woman’s shoulders, which adds another level of responsibility to their lives that is not faced by their male counterparts. According to Lahtinen and Wilson Literature Review 9 (1994), these structural constraints can prevent women from breaking through the glass ceiling and being successful in their own careers. Seeking balance, in work-family life has been established as a significant factor in women’s decision to start a business (Chaganti, 1986; Holmquist and Sundin, 1988), although women business owners still appear to experience much greater conflict than men in managing family and work life.

There are also historical and societal pressures and expectations, that regardless of the career path undertaken by women, they are still literally left ‘holding the baby’ Lahtinen and Wilson, (1994). Thus, it is women who are adversely affected with respect to their career advancement due to this expectation.

Lahtinen and Wilson (1994), maintain that females and males have learned roles that both genders have been socialized to accept for example women are the homemakers and men are the breadwinners.

The situation of women in developing country like Nepal is much worse than in the developed once. Still at the beginning of the 21st century due to conservatism, tradition, illiteracy, ignorance, poverty and superstitions women have been treated as second class citizens. They have less prestige, power and privilege than their male counterparts in the society (Uprety 1988). Status of women is an important factor which affects the socio economic development of a country, city, village and house. As we know that status is not a fix rigid concept it changes with time so the status of women also changes with time. Status has been defined in different ways. As cited by the population monograph the United Nations has given the definition of women status as “The consumption of position a women occupies as a worker, student, wife, mother of the power and the prestige attached to this positions and of the rights duties she is expected to exercise” (CBS, 1987).

Although the socio economic status of women is very poor but urbanization, education and employment have brought some changes to some extent in the position of women in terms of equality, individuality, independence and education. Occupation and income are certain structural factors in the status of women which have brought a change in their cognitive structure as well (Usha, 1997).

2.2 Theoretical Overview

The service sector is not a homogeneous. It provides services from person to international level. With rapid globalization the demand from service is changing and has considerable impact on nature of employment and status of employees in the service sector. There are increased numbers of women entering the labor market for paid employment almost all around the world.

The growth in female labor force participation is due to a number of push and pull factors in social and economic areas.

It is evident that development of a country cannot be possible without the participation of women. It is therefore accepted that women's status plays a vital role in the development activities of the nation. But unfortunately there is large discrepancy in non agriculture sector, wage employment between males and females. Most of the females are deprived of wage employment in non-agriculture sector compared to males. It is because of larger involvement of household activities, like cooking for the family, washing dishes, cleaning the house, fetching water, caring the children, old age and sick members of the family equally. It is true that due to gender discrimination, the situation of women in developing country is worse than that of the developed once still at the beginning of 21st century. The reasons are patriarchal attitudes, conservatism, traditional illiteracy, ignorance, poverty and superstitions. Women have been treated as second class citizens. They have also less prestige, power and privileges than their male counterparts in the society (Upreti, 1998).

2.2.1 Neoclassical Theories

These theories locate the disadvantage of women outside the labor market and argue the market forces, climate, and discrimination because of competition of market economy. The neo classical formulation is based on assumption that human agents are essentially motivated by self interest and make rational choices to maximize individual utilities. It also assumed that there is perfect competition in the labor market. Any sex related to the differences in the labor market is explained through the differential, productive capacities of individual. The human capital approach which is the most prominent variance of neo classical theories argues the sense women accumulate lower of stock of human capital than man do; they therefore have lower productivity, which results inequality in the market place.

2.2.2 Segmented Labor Market Theories

The central point of the dual labor market theories is that the structure of the labor market is segmented into primary and secondary sector between which mobility is restricted. Primary sector job offer high earning, job security, better working condition and opportunity for advancement. Secondary sector job are usually unskilled or semi skilled, more insecure have poor working condition and low wages with little chance for advancement. Some dual labor market theories argues that woman's low level of commitment to work due to their identification with their primary roles and homemakers , their high turnover , low level of solidarity with trade unions and low level of aspiration for economic mobility make them a part of social group which feel secondary sector jobs.

2.2.3 Marxist Theories

There is no coherent or systematic Marxist theory, which can explain sex inequalities in the labor market, Marxist analyze women's position primarily in relation to production and have failed to treat gender as an analytical category. The major flaw in Marxis analysis of women's position in the labor market is that they could not incorporate women's domestic labor as a specific and distinct part of the production process. Attempts have been made by Marxist feminist to develop Marxist theory and integrate domestic labor in the analysis of capital production. They have also tried to feminize Marx's concept of reserve army of labor in capitalism. Beechey claims that women, because of their domestic roles in the family, occupy the particular position in the labor market where they can easily be made disposable accounting to the changing demands of the labor market and thus become a part of the industrial reserve army.

2.3.4 Feminist Theories

There is no homogeneous body of feminist theory on the position of women's subordination in the labor market. This absence of the unified feminist theory is

due to differences in emphasis on certain points. The key point on which a feminist theory agrees is the role of familiar ideology and need to problematize the sexual division of labor in determining women's position in the labor market. Radical feminists argue that patriarchal ideology and men's control over women's sexuality is a fundamental reason for women's disadvantage in the labor market. Socialist feminists criticize radical feminists for neglecting economic structure and in turn emphasize the link between patriarchy and economic structures. The position of women defined by radical feminist theory is unacceptable for black feminists. Feminists also as the radical feminist ignores the specificity of the experience of black women in the labor market.

Like the theories on the unequal position in the labor market since the 1970s different approaches have evolved to address the problems in the development process. General development theory and practice made no distinction between the sexes, but generalized the norms of male experiences to females, assuming that both men and women benefit equally as societies advance. An economic growth took place. Imperial evidence however showed that women were invisible in the development scene and more serious that intervention strategies and programs worsened their position in virtually all spheres of life. The feminist movement and the UN decade for women 1976 to 85 played a crucial role in highlighting the roles women in economic and social development and the plight of low income women in the third world. To explain their invisibility, feminist scholars and development theories initially developed the concepts of women in development (WID) in 1970.

It is true that education and economic prosperity alone cannot determine the status of women, but still are the most basic and easily measurable indicators of the degree of inequality to accord to women in particular societies. In patriarchal culture like ours women have stakes in the patriarchal as an obedient wife can expect lifelong economic support from the husband as well as better social status than widows or unmarried women. In such a culture framework, women may not even desire to realize their strategic gender interests like participation

of decision making at national or community levels or control over level of power in the society, they may be more concerned about their practical day to day needs like child care, water supply or efficient cooking method for fear of economic support from either side of the family . However in all societies, the first step towards equality can be taken only with the torch of education. This is followed by the demand for recognition and proper rewards for all the productive work done by women. Unless demanded women's work go unnoticed due to subjective cultural interpretation of gender and social roles (Clerk, 2003).

2.3 Review of Empirical Studies

Men have ultimately authority over material resources in the household such as land and over the labor of women and junior household members. Women having no direct assets to land or male labor must request these resources from their husbands or from the other males in the household to whom they are obligated. Despite the apparent subordination of women's social and political to her husband and his family, she maintains considerable economic independence (Sharma, 2001).

A study carried out by Shrestha 1995 to understand the labels and patterns of literate and educated females' economic participation in Nepal specially in Kathmandu city and the factors facilitating/impeding it found out that there is a positive association between level of education attended and participation in economic activities of women . The study also showed the positive relationship between the husbands' education level and their wives' employment but if the wives' own educational qualification which helps them more to participate in work force with every occupation do not significantly influence in the economy and social empowerment of those women the findings of the study show that involvement in a credit program does have the potential to empower women and after the involvement in saving and credit groups, women develop self security and status. Income generating activities raised women's decision making power in the household and community. However women are not

completely autonomous in decision making because they still consult with men who claim to conform with wives unimportant issues.

According to Koirala 2005, in the context of employed women of Pokhara valley, the employment status is very pathetic as low percent of women are involved in decision making label. Consequently no equal opportunities are awarded among male and female coworkers. Female are not given job according to their education level and practically deprived of equal access on the property.

Vhatta, 2007 reveals that there is gender biased distribution of power and resources in the family as only a few percentage of family land on their own land and mobility of women is also not quite flexible .But when women are involved in income generation and play the role of a bread winner in the family, participants in decision matters equally to man.

According to Khanal 1998, main motivational factor for women to be involved in job is to utilize their educational qualification. Working women are not much involved in other social and professional organization beside their work due to their lack of interest and work load. However most of the women are of opinion that are as efficient as men decision making but again some women think they are less capable to do so and can't take quick decision as their male counterparts .

Sood , (1995) while mentioning some factors about women workers disclose that the public sector is providing all kind of facilities for women workers but the same is not true in the private sector , women worker face the problem of unequal wages . She raised a remarkable rise in employment numbers and was found in white color jobs such as nurses, airhostage, teachers, typist and receptionist, etc. However there is lack of vocational and occupational training for women and that is why the absolute number of educated unemployed women is on the rise. Till 2001 census, women appear to have replace men in labor incentive and low paid occupation, while man move on to dominate

technical, professional and higher production oriented occupation. This suggests that Nepal is following the old trend of the feminization of flexible, cheap wages labor, more so as it slowly integrates into global economic processes. Moreover, women are visibly concentrating substance agricultural occupation as men increasingly leave the land. Although the percentage of female participation is still lower than that of males in these occupation, this supports a trend of encouragement of private sector enterprises that hires women because they asset lower wages than men and more submissive otherwise, especially with regard to longer hours and unattractive working condition including sudden, unannounced terminations (Pradhan 2006:112).

2.4 Theoretical and Conceptual Framework of the Study

The conceptual framework plays vital role in framing the research as this study was the primarily focused on status of employed women in their working areas as well as society. Status of professional women denotes age, caste, marital status, education, family background, experience, husband's occupation, age at marriage and so on. This factors influence the status or empowerment label of women. For example: - higher the education, higher is the empowerment level. Family background with rich and educated family can be major factor for better status of the working women. If an employee has a positive and learning attitude than he/she can feel much empowered through their profession. On the other hand, those who don't seek the ways for improvement feel powerless and lack confidence in conducting work.

Conceptual Framework of status of female teachers.

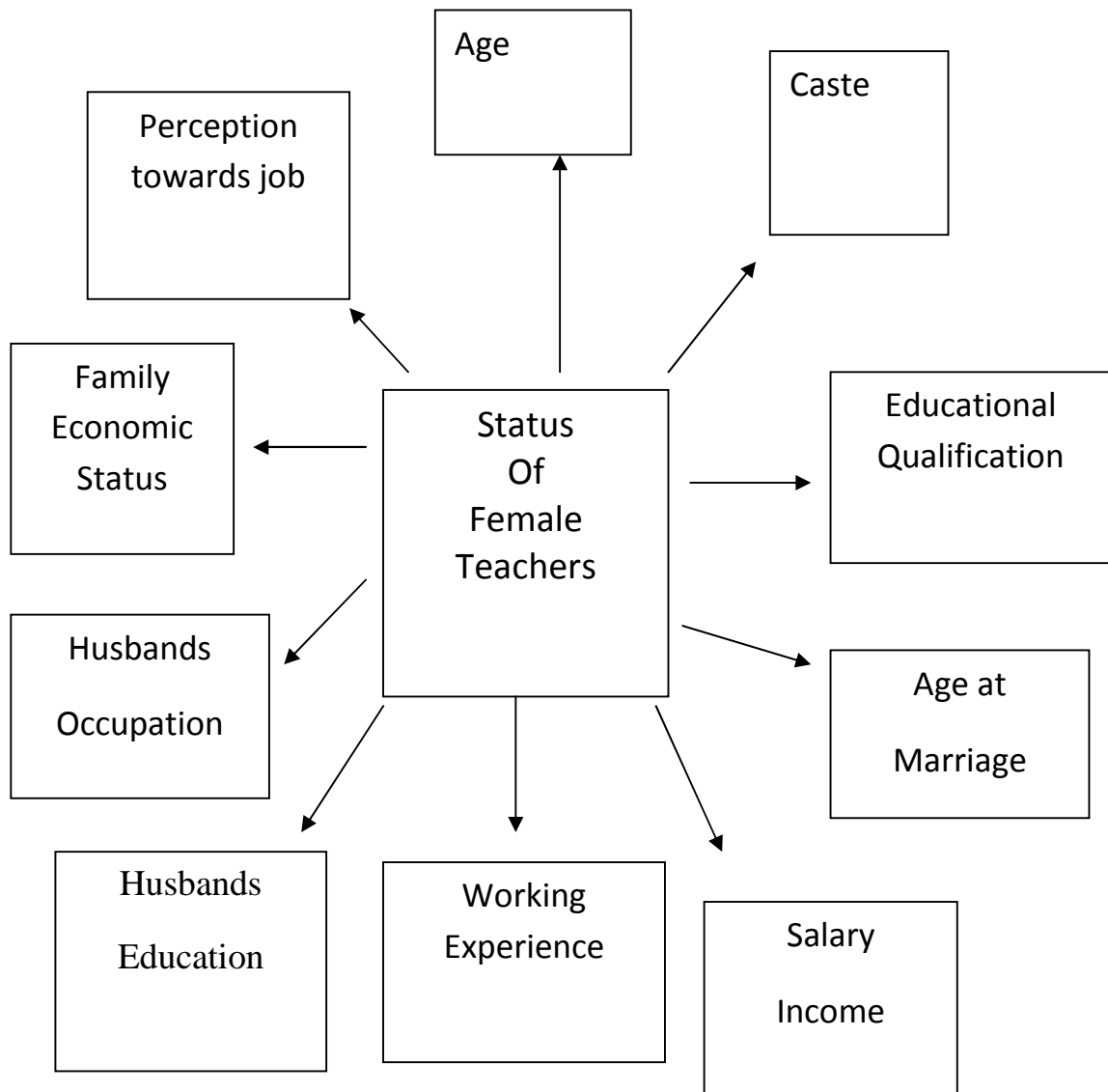


Fig. 2.1: Conceptual Framework.

It was reported that female teachers tend to move towns soon after they are hired to teach in rural schools. Unlike many other countries in the west where female teachers are paid less as compared to that of their male counterparts, there is no discrimination in the salary of the teachers in Nepal. However, in terms of the number of trained male teachers, the fraction of female teachers is quite small. In Nepal, women continue to have fewer rights, lower education and health status, less income and less access to resources and decision-making than men. Nevertheless, women's critical role in food production, income

generation and management of natural resources, community organization and domestic responsibilities are essential for sustainable development. But inequality between men and women and gender discrimination prevails in the society from family to the nation level. Women remain marginalized economically, socially and politically which is the root of the problem. Investment which is vital necessary for the economic and social progress of women who are marginalized and poverty stricken, especially in the rural areas has remained stagnant. Against this drawback achieving gender equality and missing the representation of women in the policy making level to 33 percent was an uphill task. Female teachers have huge influence on the well being of the student regularity particularly girls in Nepal. When a school educates a girl as well as boys, economic productivity rises. Maternal and infant mortality rate falls, fertility rate declines and the health and education prospects of the next generation are improved. Since 1970 dozens of pre female program have been indorsed by the government of Nepal. The main goal of such programs is to educate girls and creating gender equality in the society. For promoting female teachers several political and legal bills have been passed in Nepal.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Rational of Selection of Study Area

For the purpose of this study, some of the school of Pokhara valley wards no -7 has been selected as the study area. In addition, it is interesting to know the status as well as the problems of the women of 21st century whom we significantly expose to education, communication, and other opportunities. This chapter presents the methodology followed for this research study, the methods applied in the collection of different types of data and information has been described in this chapter. It includes study site, research design, nature of data, universe and sampling data collection, technique used and method used for presentation and analysis of data.

3.2 Research Design

Research design, simply called an overall research plan, provides guidelines to a researcher to get answers of the research questions and help him/her to control experimental, extraneous and error variances of a particular research problem. Thus, it becomes quite important to provide a careful attention while preparing a research design for a particular study. The type of research design depends on the nature and objectives of a study.

This study is based on exploratory and descriptive research design where there is identification of characteristics affecting the status of educated working women specially the female teachers of institutional schools. It has explained the relationship between various facing factors and status of women including their attitude towards their job .Descriptive research design is used to gather qualitative information about the research area and the exploratory research design is used for collecting information about the respondent's opinions, ideas and knowledge.

3.3 Study Site

The empirical research for this study was carried out in Pokhara. Pokhara is a sub metropolitan municipality divided into 28 wards. It lies in central Nepal and is located 28.2N, 83.99E, 200 km west of Kathmandu the capital city of Nepal. It is a headquarter as capital of Kaski district, Gandaki Zone and the Western Development Region. It is also one of the most popular tourist destinations of Nepal. According to Nepal Human Development Report 2004, Kaski district occupies the third position in the country in 2001, regarding human empowerment index, Kathmandu being the first, and Lalitpur being the second. In the context of gender empowerment measure, Kaski ranks the 6th position. Pokhara as the major city of Kaski we can find with rapidly growing educational institutional specially schools. Hence with such a good performance in HDI and GEM, researcher wished to explore the situation among female teachers in Pokhara valley ward -7 to find out actual background. Thus this rational guided the researcher to select particular site.

This study is based on exploratory and descriptive research design. Descriptive research design is used to gather qualitative information about the research area and the exploratory research design is used for collecting information about the respondent's opinions, ideas and knowledge.

3.4 Sample Design

Sample is the number of people that are selected from the entire population for the purpose of research by the researcher. Similarly, among the many schools of Pokhara, I have selected the school of Pokhara -7. There are nearly about 10 schools. But I have selected only schools. Their names and the number of the female employee in Primary level are:-

1. Ratna Jyoti Higher Secondary School – 18
2. Disneyland Higher Secondary School-10
3. Himanchal Boarding School - 15

4. Sublime Higher Secondary School – 21

Total No. of Female Employee in Primary Level - 64

3.5 Nature and Sources of Data

As per need of the study, more primary and only a few secondary data were collected but major priorities were given to the selection of primary data. Primary data has been obtained through interview schedule, key informant interview etc. Both Quantitative and Qualitative data was selected for this research but the main focus concerns on Qualitative data. The secondary source such as journals, magazines, newspaper etc. has also been viewed as a reference.

3.6 Universe and Sampling

A study carried out by CERID, 2004 on female teachers in Primary school revealed that some of the stake holders held the view that female teachers are not as competent as the male teachers. But the reality tells us a different story. Female teachers are working very hard to establish themselves in the community and the school. The female teachers in the rural areas are mostly perceived as housewife and mother rather in the role of the professional teacher. The total number of currently ever married female teachers teaching a primary level institutional schools of Pokhara Sub Metropolitan city is the population of this study . According to the latest information collected from district educational office Kaski there are around 132 registered institutional schools in Pokhara Sub Metropolitan city. Among them, 4 of the schools of ward-7 were taken as sample for the study site. The sample schools were selected on lottery method of random sampling. The respondents from these schools were selected on first come first basis on the day of data collection. The respondent were the currently married female teachers, 64 female teachers from 4 school interviewed for data collection.

3.7 Primary Data Collection Techniques

The primary data collection technique was discussed in this section to evaluate and analyze the status of employed women in their work place. The technique such as key-informant interview, case study, interview schedule etc. was applied. In this research, the researcher herself was involved to obtain required information. Purposive sampling was used.

3.7.1 Key – informant interview

The key informants were the female teachers. Structured and semi structured questions were asked among them to analyses, evaluate and pretest the identified women status on their work place.

3.7.2 Interview Schedule

The 64 employed women were taken, interviewed individually by administering structured and semi structured questionnaire. Both open and close ended question were used in interview but mostly closed ended questions were used. Pre testing of the questions were done to eliminate inconsistencies and necessary modifications on questionnaires were done based on pretesting and feedback.

3.8 Data Analysis and Presentation

All the data gathered from the primary and secondary sources are analyzed qualitatively and quantitatively. The collected information was edited, quoted, tabulated and classified according to the objectives of the study. The descriptive data was analyzed by using computer software SPSS which is statistical package for social science. The descriptive statistics has been drawn using SPSS.

CHAPTER FOUR

INTERPRETATION AND ANALYSIS OF DATA

This chapter has been divided into three sections according to the objective of the study. The first section percentage distribution of demographic status of female teachers is described. Second part of the chapter includes the analysis of the social and economic status along with the relationship with the independent variables with the status of female teachers of Pokhara city of ward number 7. The last or third section describes the experiences towards their job.

4.1 Demographic Status

4.1.1 Age Wise Distribution of the Respondents

The study has found out that all the women teaching in the private school are within the reproductive age, 15 -49 yrs. The minimum age below 24yrs while 47 were the maximum age found among the respondents. The mean age was 28 years. The distribution of age in the figure 4.1 discloses that approximately half 50 percent of the population are of 26-30yrs age group. About 1/4th

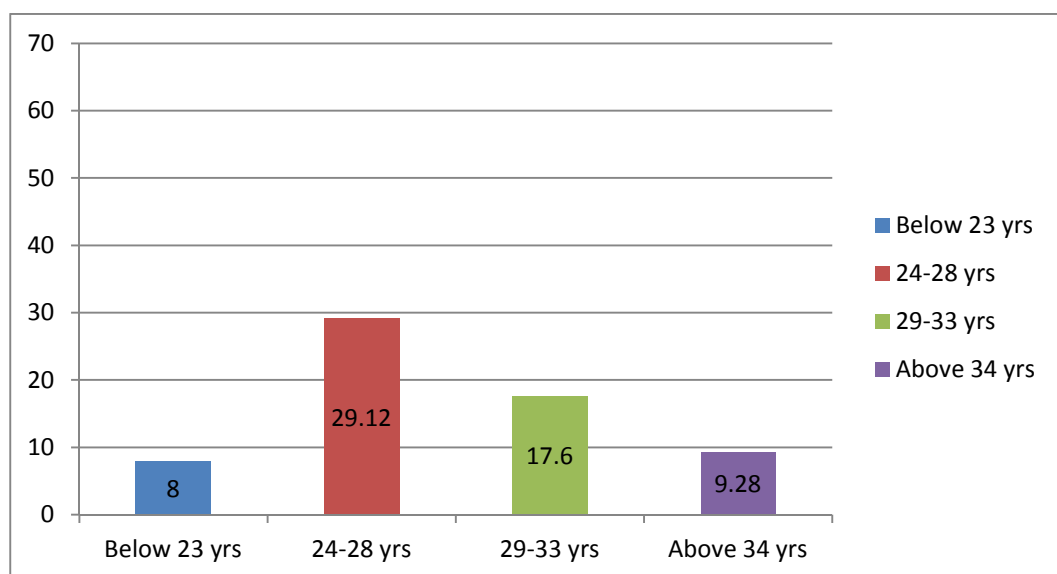


Figure 4.1: Age Wise Distribution of the Female Teachers

Source: Field Survey, 2016.

4.1.2 Religion Wise Distribution of Respondents

Table 4.1: Religion Wise Distribution of the Respondents

Religion followed	Frequency	Percentage
Hindu	48	75
Buddhist	10	15.625
Christian	6	9.375
Total	64	100.00

Source: Field Survey 2016.

Nepal's constitution 2072 has declared the country as a secular state, majority of Nepal's people follow Hinduism from the time immemorial. Previously the country was the Hindu kingdom. And thus most probably the percentage of Hindus was high. Similar circumstances have been revealed from the table 4.1. More than 3/4th of 64 respondents are Hindus followed by Buddhist and Christians respectively.

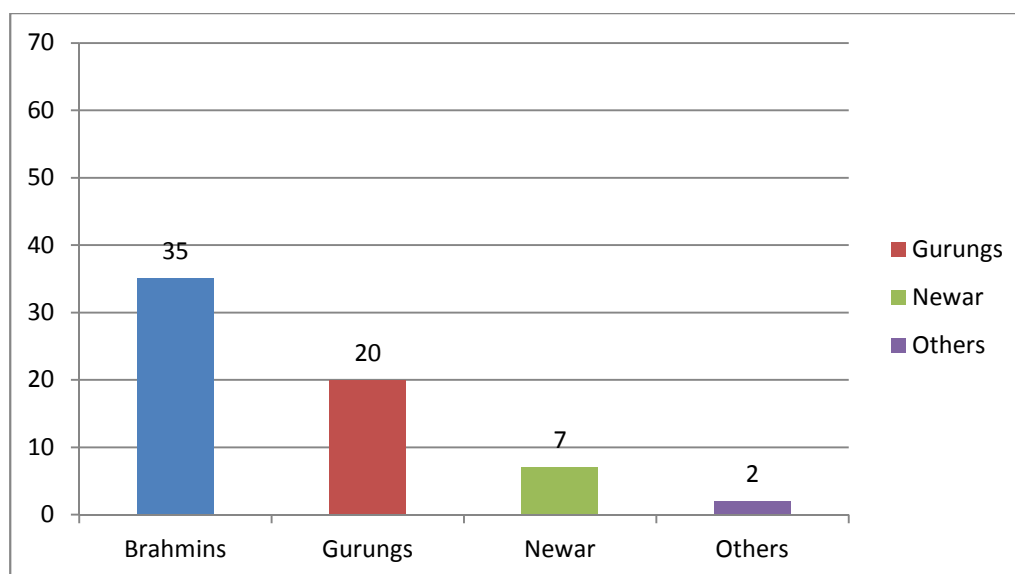


Figure 4.2: Caste and Race Wise Distribution of the Respondents

Source: Field Survey 2016.

4.1.3 Caste and Race Wise Distribution of Respondent

Regarding race wise distribution, the respondents belonging to Brahmin, Chhetri and others are kept under Indo-Aryan race and Gurung and Newars were kept under Tibeto-Burman Race. In race wise distribution not much difference is observed. There are 52 percent respondents belonging to Indo Aryan race and 43 percent of respondents belonging to Tibeto Burman race

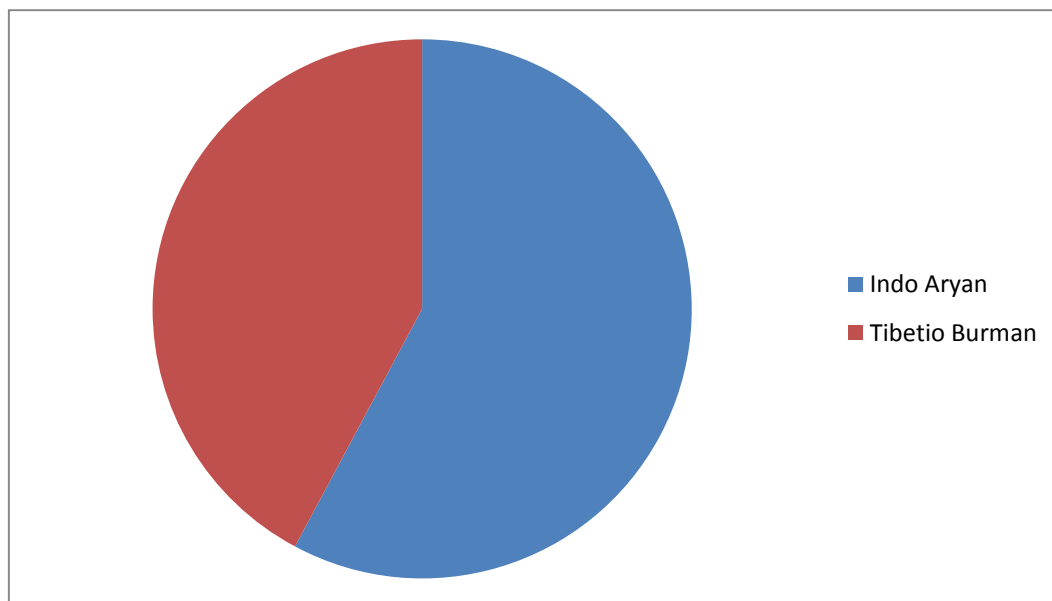


Figure 4.3: Race Wise Distributions of the Female Teachers

Source: Field Survey 2016.

4.2 Socio Economic Status

4.2.1 Percent Wise Distribution of the Respondents According to Their Age at Marriage

Age at marriage is the most important demographic factor for determining the socio and economic status of women and one of the important variables in this study to influence the status of educated working women regarding the marital status since the respondents were all married. This section presents the pattern of age at marriage only. The lower the age at marriage, lower will be their status, and the higher the age at their marriage, higher will be the status. The

respondents are found to be married at the age of 18 yrs as lowest to 30 yrs as highest age. The mean age at marriage was found to 25yrs. Table 4.2 shows the majority shows the 62.5 percent of thee female teacher’s age at marriage is from 26-28 followed by 29.68 percent and 7.8 percent of age group 29-32 and 18-25 age group respectively.

Table 4.2: Percentage Distribution of the Respondents According to Their Age at Marriage.

Age at Marriage	Number	Percentage
18-25 yrs	5	7.8%
26-28 yrs	40	62.5%
29-32%	19	29.68%
Total	64	100.00

Source: Field Survey, 2016.

4.2.2 Qualification Wise Distribution of the Female Teachers

Every teachers need to fulfill at least minimum level of formal education that is SLC (School Leaving Certificate). Such requirement is needed whether it is a public or private school. Therefore in this study, all the respondents are literate and have passed the minimum education to become a teacher. This part therefore presents the variation in their level of higher studies. The distribution of education level in the figure 4.3 reveals the most of the respondents have passed the intermediate level which is 45 percent followed by respondents who have passed bachelors 15 percent and master’s degree 40 percent. The study found less wage discrimination in teaching profession but the things to be considers is that there are less women working in high paid job.

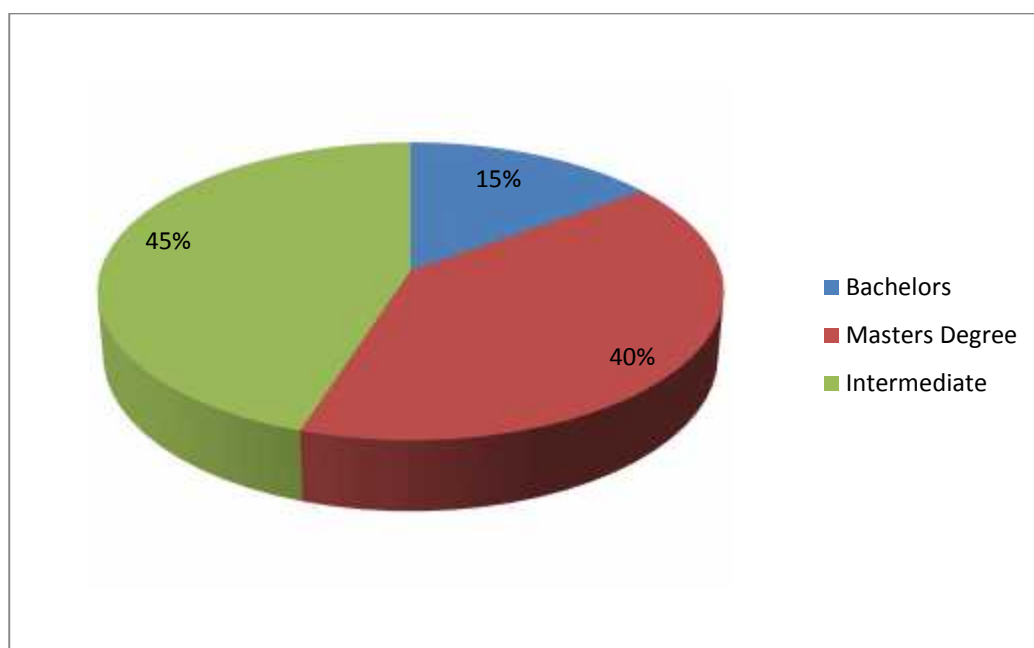


Fig 4.4: Qualification Wise Distribution of Female Teachers

Source: Field Survey, 2016.

Table 4.3: Salary of the Respondents

Response	Equal Government Salary Scale		Equal Salary to their male colleagues	
	Number	Percent	Number	Percent
Yes	47	73.43%	40	62.5%
No	17	26.56%	24	37.5%
Total	64	100.00	64	100.00

Source: Field Survey, 2016.

4.2.3 Economic Status of the Family

4.2.3.1 Annual Household Income

Annual household income of the respondent family income is considered cash only. Figure 4.5 illustrates that 1/4th of the family have annual income from Rs 1000 to Rs 1 lakh followed by the family having annual income from 1 lakh and fifty thousand 23 percent, 2 lakhs 24 percent and above 2 lakhs 53 percent.

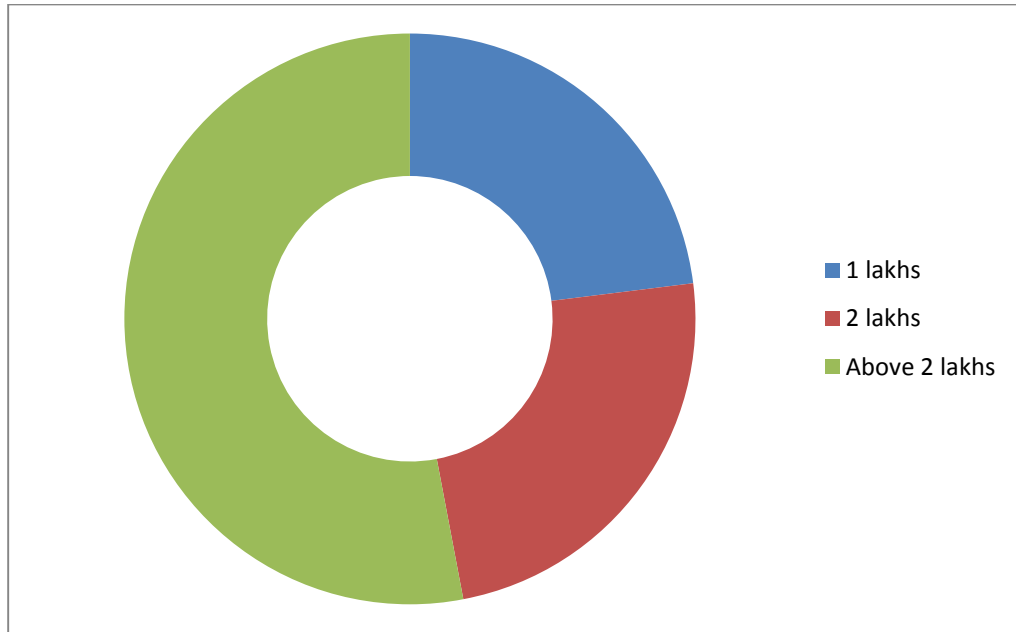


Figure 4.5: Annual Income of the Family

Source: Field Survey 2016.

4.2.3.2 Physical Assets of the Family

The economic status of the family is determined by the physical assets of the family which is the achievements beside the annual income. In this section physical assets which can be converted into capital are considered. Most important the land, house and auto mobiles are counted as physical assets. The rationale behind it is that the economic value of the assets in urban values is more than that of the rural areas. Moreover the value of land and house is increasing every day. In the table 4.4 more respondents reported to have house in Pokhara which is 30, 20 of the respondents have land, 14 of them have other assets.

Table 4.4: Physical Assets of the Family

Ownership of physical Assets	Number	Percentage
House	30	46.87%
Land	20	31.25%
Other Assets	14	21.87%
Total	64	100.00

Source: Field Survey, 2016.

4.2.3.3 Ownership of Household Appliances

Better living standard generally denotes better status of person. To have standard life one normally owns various accessories like mobile, television, refrigerator, etc. Due to the job features too teachers need to take care of their living through outlook, personal hygiene, technology, facilities and updated knowledge. Table .5 shows that more female teachers are using mobile due to necessity or desire. Television has become these second priority and land line telephone the third. There are average number of respondents using dvd player and refrigerator and most of the respondents gave priority to own a computer at home.

Table 4.5: Living Standards of Female Teachers

Appliances owned	Number	Percentage
Communication appliances	64	100%
Computer	45	45%
Luxury Appliances	55	55%

Source: Field Survey, 2016.

4.2.3.4 Husbands Age, Qualification, Occupation and Monthly Income By Respondents

In a patriarchal social setting of Nepalese society, girls are expected to marry and live whole of their life with their husband and their in laws. In such context a women who has lost her husband's faces lots of challenges in life and her

rights are being curtailed .Thus the life is directly or indirectly influenced by the presence of their husbands and husband's socio economic status. If the husband is very cooperative, educated and earn a lots of money then, the wife too is able to enjoy a high living standard. Therefore it is necessary to study the general background of the respondent's socio economic status. In the table 4.6 most of the respondent's husbands are 35-40 yrs (46.87%) and 30-35 yrs (31.25%) and 40 and above (21.87%) respectively. Regarding the qualification 1/3rd of them have passed Master Level which is 21.34 percent and the remaining of them has bachelors and intermediate levels. The table shows that all the husbands of the female teachers are involved in some kind of occupation in which working in different private companies (25%) and self employed business (55%) and government employees (15%).For further the table illustrates the monthly income of the husbands of the female teachers. It is observed from the table nearly 48.43 percent of males earn from 20000-35000rs per month and remaining of them earn less than 20000rs per month.

Table 4.6: Age, Qualification, Occupation, Monthly Income of the Respondents Husband's

Husband's Age		Number	Percentage
	30-35 years	20	31.25
	35-40 years	30	46.87
	40 and above	14	21.87
	Total	64	100.00
Husband's Qualification			
	Intermediate	10	15.62
	Bachelors	40	62.5
	Masters	14	21.34
	Total	64	100.00
Husband's Occupation			
	Self Employed	35	55
	Government Employee	10	15
	Private Companies	19	29.68
	Total	64	100.00
Husband's Monthly Income			
	20000-35000Nrs	31	48.43
	Less than 20000Nrs	33	51.56

Source: Field Survey, 2016.

4.3 Job Satisfaction

4.3.1 Work Experience in Teaching Profession

Person can improve his or her status of life with the experience gained in their profession. Most of the experience the people has more knowledge about making their life better personally as well as professionally. Work experience can be taken as one of the important factor for determining the status of the

person. According to this study, the working experience is divided into 3 groups of 5 yrs interval. Table 4.10 portrays that many (53.12%) female teachers have been involved in the profession from 5-10 years followed by above 10 years (31.25%) and 5 or below (15.62%) as there are not much significant difference observing the categories but there is much variation of women engaged in this profession as from only one month minimum experience to 20 years of maximum experience.

**Table 4.7: Distribution according to Work Experience
In Teaching Profession**

Work Experience	Number	Percentage
5 or below 5 years	10	15.62
5-10 years	34	53.12
Above 10 years	20	31.25
Total	64	100.00

Source: Field Survey, 2016.

4.3.2 Important Job Characteristic of Female Teachers

People's perception towards work changes from time to time due to various factors. In Nepal there have been a lot of changes in women's status from the centuries till the present time so the changes have occurred in women's perception or attitudes towards the work. Before women had been restricted mobility which acted as a barrier for them to work outside home or participate in productive work. But now in present days women especially in urban areas are easily participating in productive works for various reasons. Our society too has accepted this facts and policies are made to improve the women's participation as no development can be sustainable while leaving the better half of the population aside.

Female teachers who are educated and are involved in productive work have their own perception towards their job. According to them as shown in figure 4.6 more percentage of the female teachers feel that the important feature they

prefer their job in work place is their job security which is having no danger of being fired. The other important job characteristics according to them are to have opportunities for advancement, flexible hours to work and enjoying the pleasant environment to work. According to the respondent opinion survey high income is kept in least priority than others which is only about 5 percent. This figure shows that women prefer such job or work where they can adjust with their family responsibility and play the dual role equally. As female find teaching profession more suitable to work due to the above mentioned reasons beside that majority 46.875 percent of them said that they decide to work to utilize their qualification and skill whereas 39.062 percent decide to work for income and 14.062 percent to gain status and recognition in the society.

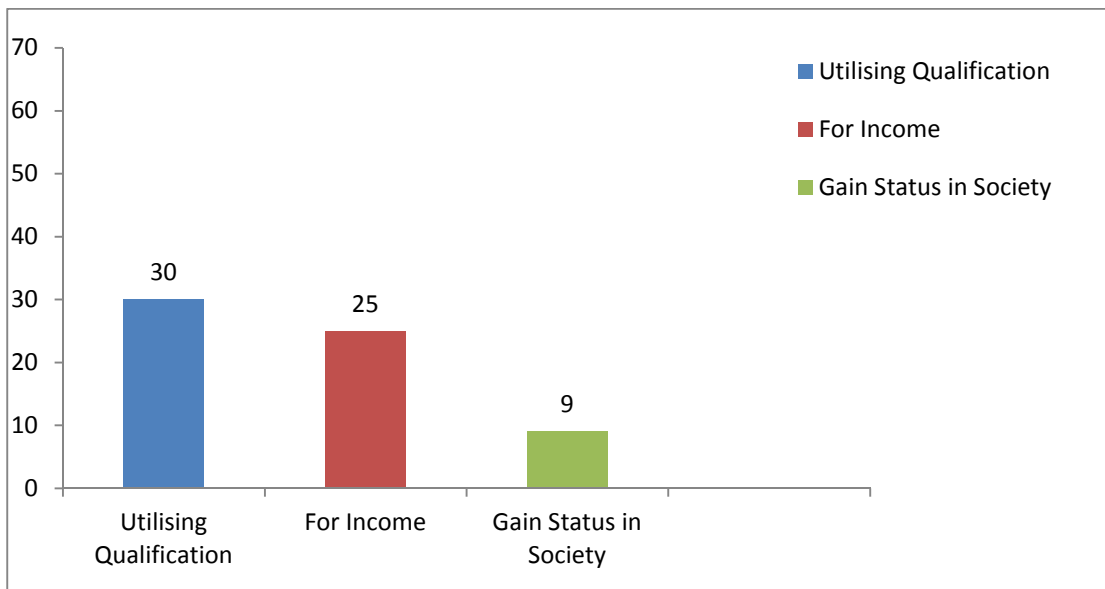


Figure 4.6: Number wise Distribution on Important Job Characteristics.

Source: Field Survey, 2016.

Regarding the perceptions of female teachers towards their present work as shown in table 4.6, 46.87 percent respondents are utilizing their qualification, 39.062 percent of respondents are working for the income and rest of them are working for their status in their society. From the study it is found that the married respondents have gathered experience in teaching in average 5-10 years having minimum 5 to maximum 10 years. Therefore when they were

asked if any changes have occurred in their life status of improve in confidence than most of them gave the positive response. According to them, the major changes were increased in confidence and self reliance. Other changes were improvement in skill, increase in the life standard and dignity in the society, feel more responsibility towards family and organization, respect from friend, relatives, co worker and family members, able to take part in decision making in domestic matters and became qualified to be promoted for higher post. Less than half of the respondents feel that gender inequalities exist in teaching profession as female candidates do not get equal opportunities to male. The male: female ratio in private school is 1:2 and where female are in less in number. This means in over all male gets more opportunity in teaching profession in comparison to female. This shows that female teachers are hired usually for primary section and they are given less chances to teach in higher classes. However it is better to do something than nothing to empower women of teaching field hence most of the women think that doing job in labor market is highly necessary for improvement or any positive changes to occur in life status in women. Participating in productive work is one of the important factors for women to achieve better status in life.

Table 4.8: Distribution according to Perception towards Job

	Satisfaction With the Present job		Proud to work in the current school		Change in confidence and status of life		Female get equal chance to male in this profession		Job is essential to improve their life status	
	N	%	N	%	N	%	N	%	N	%
Yes	58	90.625	50	78.125	60	93.75	48	75	62	96.875
No	6	9.375	14	21.875	4	6.25	16	25	2	3.125
Total	64	100	64	100	64	100	64	100	64	100

Source: Field Survey 2016.

4.3.3 Family Types of Distribution of Female Teachers (Respondents)

Regarding the type of family, in this study only two major types are considered which are joint family and nuclear family. Out of 64 total populations in this study, 35 respondents mentioned to living in nuclear type of family which occupies the majority that is 52 percent and rest 29 that is 43 percent respondents reported of living in joint family. With the influence of modernization we can find the increasing number of small or nuclear family mostly in urban areas.

Table 4.9: Family Types Wise Distribution of the Respondents

Family type	Number	Percentage
Nuclear	35	52
Joint	29	43
Total	64	100

Source: Field Survey 2016.

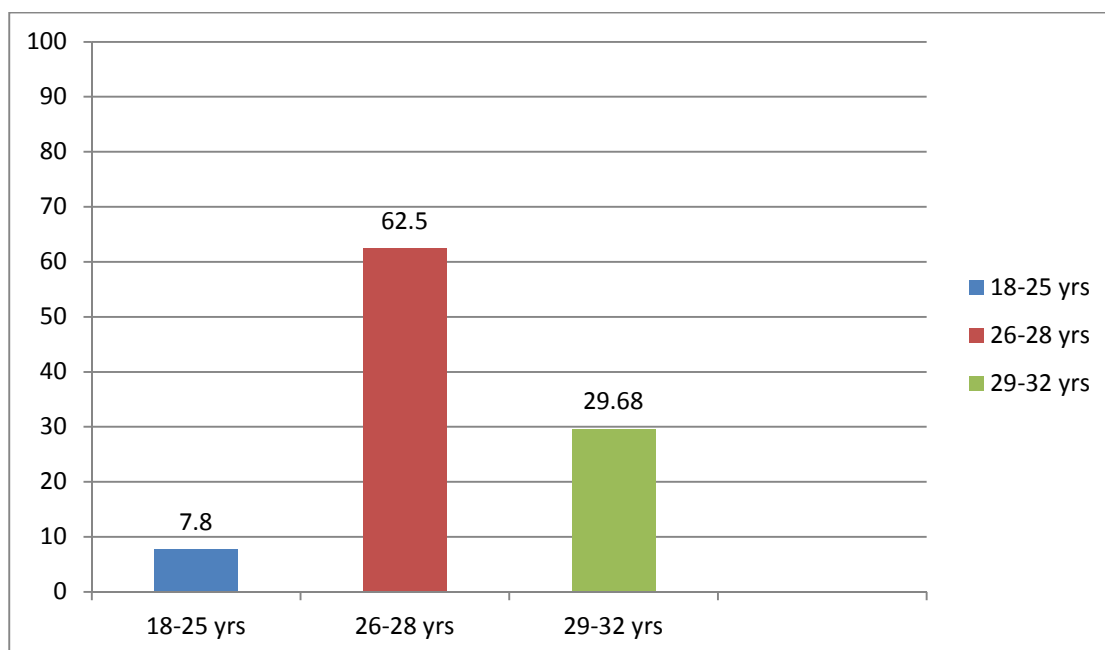


Figure 4.7: Status of Married Employed Women

Source: Field Survey 2016.

According to this table, only 7.8 percent of total married women are employed which is very low in the comparison of other age bar. All this is because of the influence of early marriage. As they are early married, they didn't get chance to become well educated as a result they didn't get the qualified job at last it resulted as a low in status. Similarly, 26-28 yrs age has the highest status which is 62.5 percent. As they got enough chance to get proper education which resulted to have proper job opportunity. And at last, 29-30 yrs age bar has medium type of status which is 29.32 percent.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study is an attempt to explore the status of women in teaching profession specially institutional school of Pokhara ward no 7. This study has been carried out selecting four schools on the first come first basis. The researcher has applied structured questionnaire as the major tool for the study. The result of the study has been descriptively analyzed for which frequency distribution and percentage has been used. Some of the major findings of the study are as follows. The mean age of the female teachers is 28 years old and most of the teachers are of 25-30 years age group, 75 percent of the respondents follow Hinduism, 15.625 percent of the respondents follow Buddhism and 9.375 percent of them follow Christianity. Brahmin caste constitutes 54.68 percent of the total respondents, Gurung caste constitutes 31.25 percent, Newar constitutes 2.73 percent and the remaining constitutes 3.12 percent. According to race wise distribution 52 percent belong to Indo Aryan and 43 percent belong to Tibeteo Burman race. The mean age at marriage is found to be 25 yrs and most of the women are married in 26-30 years of age and majority of woman about 45 percent have qualification of intermediate level, 15 percent of Bachelor and 40 percent have master's degree. 26.56 percent are not paid equal to government scale however majority 73.43 percent gets salary according to the government scale .About 62.5 percent get equal salary compared to their male colleagues whereas 37.5 percent do not get equal salary. Majority of the female teacher's husbands are of 35-40 years and 62.5 percent have qualification of bachelor's degree and 55 percent of the respondent's husbands are self employed.53.12 percent of the female teachers have job experience of 5-10 years. Most of them prefer job security to higher salary. Flexible hours, pleasant environment in work place .Majority of them decided to work to utilize their qualification and skill. 90.625 percent of the respondents are

satisfied with their job. 78.125 percent felt proud to work in their present school and 93.75 percent feel the change in the confidence and status in the life. About 75 percent of the female teachers feel that they are equally treated to their male colleagues and 96.875 percent feel that the job is very essential for them to uplift the life status.

The socio economic status of women in Nepal is very poor but organization, education and employment have brought about changes to some extent in the position of women in terms of equality, individuality and independence. But still the women who are educated, employed and self dependent are also suffering many socio, cultural and economic problems. They cannot hold the high position in the family and they have less decision making power, household and office management than the men. Though they are earning, they are not happy in their life. Concerning the issues, the study focuses on to explore the status of employed women in private boarding school.

5.2 Conclusion

The study has found that the women of highly reproductive age involved in teaching profession. Though the participation of women is increasing in the profession, the plight for them is that they have low opportunity for advancement and chances. It is measurable to observe that at some highly qualified women too are teaching in primary level which ought to be more than merely being the primary teacher. Somehow gender inequalities have been observed with similar qualification. Very few women only represent the uppermost position, teaching is the most respectable ever and the teachers are the persons to carry such worthy job, henceforth it is assumed that there is equal honor and dignity for all the persons involved in it. But unfortunately when there is segregation according to sex wise in teaching profession too, then the women are the once who are always victimized. This is the thinking and perception raised among all the educated and non educated people living in the society. The hesitation of employers to hire women with high salary, to promote for decision making position and their gender insensitive activities are

also the hurdles for their better status. Definitely the woman who has been carrying out the triple roles can also take up the challenging role in their work place. Henceforth in order to create an egalitarian society, there should be meaningful participation of all the members in the team whether it is in work place or in family. I think in deep study about people's perception and attitude is necessary to tackle the complicated issues and to implement promptly in the grass root level by each and every individual as per the need.

The study is conducted to find out the socio and economic status of female teachers of ward 7 of Pokhara, Kaski, Nepal. This study concludes that the status of female teachers in ward no 7 is quite good and favorable for them. In terms of social aspects, working age of all the respondents is perfect because all are married and they are free from early marriage. In terms of economy, their family income and personal income is good so all the respondents are economically self dependent and lead a prestigious life in the society.

5.3 Recommendation

From the study the researcher has found, the women in teaching profession are good enough compared to the women working in other profession. For the overall development of the country, the second half of the population also needs to enjoy better status equal to male's population. Hence, more effort is needed to avoid bias traditional concept .Based of the findings; some of the recommendations of the researcher are as follows:

-) Specialized training should be provided to the women time and again.
-) Proper motivational programs should be organized from the different organizations.
-) Government should encourage the women to take higher education for their personal and professional development.
-) Different sector institution should encourage promoting the women's participation in different activities.

-) The women's contribution should be recognized and proper steps should be taken to provide better opportunities.
-) Constitutionally women's right should be made equal to men in every aspect.
-) Since most of the women are in lower rank job upgrading program should be launched to make women eligible to compete in promotion and sex discrimination.
-) Male members of the family should take part in household task equally as their female counterparts. Female members also should try to uplift themselves.
-) The policy to remove the legal discrimination has to be implemented by the government as well as private sectors for the well status of female.

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Appendix I

(Interview Questionnaire)

Name:

Address:

Caste:

Religion:

Occupation:

Gender:

Age wise distribution of female teachers

Age Group	Number	Percentage
Below 23 yrs	8	12.5
24-28 yrs	29.12	45.5
29-33 yrs	17.6	27.5
Above 34 years	9.28	14.5
Total	64	100

Caste wise distribution of female teachers

Caste	Number	Percentage
Brahmin	35	54.68
Gurung	20	31.25
Newar	7	2.73
Others	2	3.12
Total	64	100

Race wise distribution of female teachers

Races	Number	Percentage
Indo Aryan	35	52
Tibeto Burman	29	43
Total	64	100

Qualification wise distribution of the female teachers

Qualification	Number	Percentage
Intermediate	28.8	45
Bachelors	9.6	15
Masters	25.6	40
Total	64	100

Questionnaire

Date of Interview..... Respondent's Id no :.....

Name of School: Basic Information:
Name..... Age:

Religion:.....

Caste/Ethnicity: a) Brahmin b) Gurung c) Newar d)Others

Husband's Age:.....

Husband's Occupation: a) Self Employed b) Government Employed
c) Private Companies

Husband's Education: a) Intermediate b) Bachelor c)Master

Monthly Income of your Husband:
a) Less than 20000 b) 20000-35000
c) More than 35000

Economic Status: Assets and belongings– a) Land b) House
c) Automobiles (Vehicles) d) TV, refrigerator
e) Telephone and Mobiles

Is your Salary equal to government scale?
a) Yes b)No

Do you get equal salary compared to your male colleagues?
a) Yes b)No

Details of workplace:.....

Designation in your work place:.....

Types of job: a) Probationary period b) Contract period
c) Permanent

How many hours do you work in your school per day?
.....

For how long where you in this institution?
.....

How many years are you involved in this profession?
.....

What is the total number of teachers working in your school?

.....

What is the total number of female teachers in your school?

.....

Are you satisfied with your job?

- a)Yes b)No

Which of the following job characteristics are most important to you?

- a) Higher Salary b) Job Security c) Flexible hours
d) Sound working environment

Do you enjoy your work like your hobby?

- a) Yes b) No

Why did you choose this profession?

- a) For Income b) To utilize qualification
c) For social status d) others

Do you think female workers are also getting equal opportunities to your male colleagues in your profession?

- a) Yes b) No

Do you think some changes have occurred in your life?

- a) Yes b) No

Do you think your profession is important for you to improve your status?

- a) Yes b) No

Do you use your total salary for your personal benefit?

- a) Yes b) No

Do you get more chances to take part in the training conducted by your school?

- a) Yes b) No

Do your husbands or other counter part of the family assist in your household work?

- a) Yes b) No

Do you agree with the concept that household work has to be done only by female?

- a) Yes b) No

Have you ever felt conflict between job and home responsibility?

- a) Yes b) No