

## **CHAPTER – ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Relationship between men and women is termed as Gender Relations. Likewise, assigning of task, activities and responsibilities according to sex is termed as gender division of labor. The social status of women belonging to any cultural group in a society is determined basically by factors like her access to resources, sex ratio, marital status, education etc. Economic and social issues are closely intertwined, one reinforcing the other. For example the key issue of access to land for women is closely linked to the socially determined inheritance rights and religiously ritualized need to give away daughters from one's own clan to some other clan (Bhattachan and Mananadhar, 2001).

People in Nepal work very hard for the little income that they have, but 70 percent of production is of a subsistence nature and does not go through the cash economy. In this labor intensive subsistence environment, children provide an important source of labor from an early age. A child in the age 6 to 9 year age group works about 3 hours a day, and 5 to 6 hours in the 10 to 14 years age group, with girls working about twice as many hours as boys (UNICEF, 1991). Women spend much more time than men on subsistence activities and domestic work, and the work burden of adult women exceeds that of adult men by about 25 percent (World Bank, 1990). Sixteen percent of all human labor is devoted to fuel and fodder collection alone, not counting carrying of water. These chores are done by women and children in addition to farming and grazing. In many cases the family food supply is insufficient to meet the energy demands created by its labor-especially during the pre-harvest hungry months. This situation is exacerbated by the fact that most women in Nepal are either pregnant or nursing for much of their short lives. Although the law sets the minimum age of marriage at 16, studies suggest that 22 percent of girls are married by age 13 and 50 percent by age 16 (UNFPA, 1990). Nepal is

one of only three countries on the world where the life expectancy for women is lower than that for men (UNICEF, 1992).

In Nepal generally women belonging to Tibeto- Burman groups have considerably greater freedom in matters of the all the above status determining factors as compared to women belonging to Indo-Aryan group. Women in Nepal generally have equal status except among Bahun- Thakuri and some middle and upper level Chettri. Since the population of such high caste people is not large the percentage of women who are underprivileged in comparison to men is relatively small. However, the educated and articulate section of women invariably come from among the high caste Hindus and tends to present the situation differently (Bista, 1991).

In Nepal, at present scenario, things are changing slowly as women are coming out their houses. Women are keen to have their own identity and income. Women want to be independent. Now, to some extent few numbers of women are involved in so many activities as a working women .The status of women is an important part, which affects the socio-economic development of the country. Without uplifting the women status from their present situation the country will never achieved the goal of development (Shrestha, 1982).

Educated working women in Chabahil of Kathmandu are involved in teaching sector. In order to understand the position and status of women teacher teaching in private college it is necessary to conduct survey in college. Though, the researcher is interested to conduct a research on this field.

## **1.2 Statement of the Problem**

The educated and ambitious women are very much career oriented today. The common answer to the question “WHY CAREER”, would be, to be self-supportive, independent, economically secured, to practically apply and further develop one’s creativity and knowledge, and to avoid one from being just confined to domestic spheres and be termed as “A HOUSEWIFE”, the most

devaluated categorization of an educated women in a 21<sup>st</sup> century era. Therefore career is inevitable today for educated women who are aware about gender equity and equality.

In the study area, a large number of women do not know about their rights, because they are illiterate and ignorant. Lack of education, training and mobility are major reasons for women staying in the lower hierarchy. Not only that though a few women are educated and some of them are jobholders, also they are still suffering the dominancy and discrimination by male. They are exploiting either in household or in the office. We also know that the socio-economic status of educated and job holder women in Nepal is high than that of uneducated and unemployed women but within the family educated women also doesn't necessarily hold higher position than educated as men, they have a little or no voice in decision making within or outside household. Though to enhance the position of educated job holder women we have to empower them by giving an equal opportunity in decision making process by providing skill oriented education by participating them in public places, by reform discriminatory laws and traditional socio-culture, which enable them to generate self confidence, self reliance, self identity and independence in the society. Such rays of solving problems really help to control over social and natural resources also within or outside the household. These indicators can provide women economic independence that helps to raise the socio-economic status of women in Chabahil. Women in who are involved in Teaching profession, they have to work hard in their home too. Women are taken as second class citizen even they are not asked while doing any important household activities. Female teachers are ignored by their staffs in working place too. Females lecturers are not given any importance. They are facing discrimination on wage, behaviour, respect and many more in the working place too. Meanwhile females are facing various problems though it is essential to dig out the real scenario of their situation in Chabahil of Kathmandu district.

### **1.3 Objective of the Study**

The main objective of the study is to explore the ground reality of the status of educated working women in college. The study will be attempted to examine the actual positioning of those women professional who at a surface glance seem to be independent, economically safe and secured with their existing situation. The study also aimed in finding out following specific objectives.

- ) To study the job status of respondents and their feeling on their job.
- ) To analyses the participation regarding decision making process.
- ) To study the personal growth and motivation of female teachers.

### **1.4 Research Questions**

Present study was guided by the following questions:

- ) How much recognition they have got in regarding to decision making process?
- ) What is the role of women in household management?
- ) What is the job status of respondents? How do they feel on their job?
- ) What is the level of growth and motivation?

### **1.5 Significance of the Study**

In Nepal women involvement in college is slowly increasing. A number of studies have already been done on the status of women in general and the status of working-women in context to their workplace or public spheres, but status of working women of different private college of Chabahil have not researched yet. In spite of the fact that in the development of the college sector women play vital role, their contribution and problems are not highlighted. Therefore a study, in this field is highly necessary. The present study will be beneficial to the people, the nation and also the coming researchers too.

## **1.6 Limitation of the Study**

No research is absolutely free from constraints and limitations. In the same way, this present research had some limitations which are as follows:

- ) The time frame for the research is limited due to which deeper study on the subject matter has not been made.
- ) Due to the limitation of time and resources, responses of only 50 employees of the colleges were restricted to take a broad view of the findings.
- ) This is a static study which is examined employee behavior in one specific time period.
- ) The study covers the activities of college staffs only.

## **CHAPTER- TWO**

### **LITERATURE REVIEW**

The situation of women in developing country like Nepal is much worse than in the developed ones. Still at the beginning of 21<sup>st</sup> century, due to conservatism, tradition, illiteracy, ignorance, poverty and superstitions, women have been treated as second-class citizens. They have less prestige, power and privileges than their male counterparts in the society (Upreti, 1988).

Status of women is an important factor, which affects the socio-economic development of a country. As we know that status is not a fixed 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's status as "The conjunction of position a woman occupies as a worker, student, wife, mother of the power and prestige attached to these positions and of the rights and duties she is expected to exercise" (CBS, 2002).

The role and status of women in society can be best understood within the cultural context by the operation of various historical, political, economic and educational factors molding the society within the framework of time and space. There is very less mention, significance, presence, participation and acknowledgement of women in the historical, political, economic and educational sector of Nepal which alike any South Asian country, has deeply embedded patriarchal system in its orientation. With the advent of human civilization into more complex societies of today we can find many evidences of socio- cultural practices that give a clear picture of women's status in the society.

Shrestha's study reveals that "Education and employment for women has positive relation. Education not only facilitates employment but it is a manifestation of and a stimulation to the achievement of motivation" (Shrestha

1982). Once the women are educated they seek employment for upward social mobility, and to use their education they seek employment.

Providing education to women is equal to make whole family educated. If in a family mother becomes educated whole family advances towards education. Female literacy brings more awareness in the house. Literacy among females brings remarkable changes and is mainly responsible for qualitative changes in the society. Education brings about a change in an individual, which in turn brings great changes in the whole society too. Education gives awareness to the women. Women with high academic qualifications will influence the development of the country and the quality of life itself (Upreti 1988).

The study undertaken by Acharya and Bennett (1982) reflects that in Nepal Education is also an important determinant of women's status in family and in society. Girls have to work in homes and in fields from the very young age and the time for school are more limited. Their attendance is more irregular and their dropout rate is much higher than that of boys. According to Lynn (1983) "It can hardly be otherwise that illiteracy rates for women are generally much higher than those for men, for instance 66% as compared with 47% in China and 89% as compared with 64% in Pakistan, and 34% as compared with 20% in Nepal, or that in various countries of Africa and Near East, the illiteracy rate runs to 80 to 90% for women. Thus illiteracy together with lack of training tends to keep women in, as inferior position people do not feel necessary to educate their daughters. It is considered that education will be of no use to women in their adult life, because a woman is not expected to deal with the outside world. Thus whatever she learns she forgets.

The marital status of women does affect her work. According to Shrestha's findings "A married woman should be able to keep a fair balance between the job hold work and household work. She can neither give less importance to the household responsibility nor to the job responsibility." In the case of an

unmarried woman the work burden of home is less than the burden of work for married women" (Shrestha, 1982).

A married woman has many tasks to fulfill and she has to bear more burden than an unmarried female. A single woman is able to take part in the outside work more freely without any hesitation than the married women.

*The* civil code or "Muluki Ain of 1963 permits marriage with parental consent at the age of 16 years and without consent at 18 years. UNICEF (1992) however estimates that 22% are married by the age of 13 and 50% by the age of 16 years. Women in many developing countries marry when they are very young. Almost 50% of African women, 40% of Asian and 30% of Latin American women are married by the age of 18 (World's women, UN 1991) Women still have fewer social options for survival other than marriage. According to culturally defined ideals, getting married and producing children are the ultimate goals for women. All other options including education and employment are only secondary (Acharya, 1997) Some orthodox people believe that if a daughter is given away before her menstruation she is cent percent virgin and giving away of virgin is really a great "punya" or religious credit.

Acharya and Bennett (1981) in their report stated that in developing countries like Nepal women's role in economic development is considered insignificant. Women's role is considered to be that of nurturing while men's role is perceived as that of breadwinner. Time allocation and decision-making studies show that women have a major role both in managing the agriculture production process and in providing the labour. Women's economic activities are related to their economic strata. Women of higher economic strata are educated and are from the urban area so they are involving in jobs, projects and programs. But women of lower economic strata are uneducated and are not involving in gainful economic activities. They are mostly confined within the household. But the rural women earn money from selling crops. If they get



some leisure time they weave carpet, basket, rope etc and earn extra money. Women who are able to earn money and make a visible contribution to the household enterprises may be expected to have a higher status within the household because they could be perceived as equal partners rather than dependents. Earning capacity also helps a woman even if she leaves her husband due to unhappy marriage or is widowed or remains unmarried. About the power and authority of decision making, Dr. Rizzal advocates that " a Nepalese wife exercises as much power and authority in the household and her husband. In some cases her power and authority may even exceed to that of her husband."

Employment opportunity for women is limited. There are only a few women who hold high paying, prestigious and decision-making jobs (Shrestha 1982) Writing about the occupational status of the women in Nepal. In Nepal especially in rural environment, main occupation of the women is household chores and agricultural activities.

Liberal feminism is considered the most modern branch of feminism based on the simple proposition that all people are equal they should not be deprived equality of opportunity because of gender. Liberal feminism is based on the enlightenment of faith in rationality, a belief that women and man have some rational faculties, a belief in education as the means to change and transform society and a belief in the doctrine of natural rights. Liberal feminist view is that women need to be integrated into a wider away of roles, including employment outside the home and men need to assure greater responsibility for domestic tasks. It believes that it is not necessary to have a complete restricting of society but merely to after it enough to incorporate within into other meaningful and equitable roles. Major agenda of liberal feminist are to see women's legal, economic and social dependence upon men to obtain the freedom and opportunity to engage in education and training, promoting open competition and laissez-fair, noninterventionist operation of the economic market, to accelerate the process of modernity in which social organizations

support the principle of meritocracy, to enact laws and public policies guaranteeing equality of choice and equality of opportunity, both of which are through to lead to improvements in women's status. (Beavour, 2060)

Marxist feminism suggests that the inferior position of women is linked to a class based capitalistic system and the family structure within such a system. Marxist feminist seeks women's oppression as originating with the introduction of private property. Private ownership of the means of production by relatively few persons, mostly male, instituted a class system that forms the root cause of most inequality and misery in the world; ultimately women are oppressed, not by sexism, but by capitalism. Marxist feminists view is that gender inequality will only disappear when capitalism is replaced with socialism; once women's economic dependence on men dissolves, the material basis for women's subordination will also efface. Marxist feminist see women as relating differently to the means of production in capitalism systems, first capitalism has an intent division of labor by sex. Women who work in the home tend to be responsible for the production of goods and services that have no exchange value. Hence, women's housework and childcare work is not considered 'real work' since they do not produce money. Second the association of women with the private home relegates their public labor to a secondary status. The cultural prescription that women belong in the home situates women as a 'reserve army of labor' (Singh, 2058).

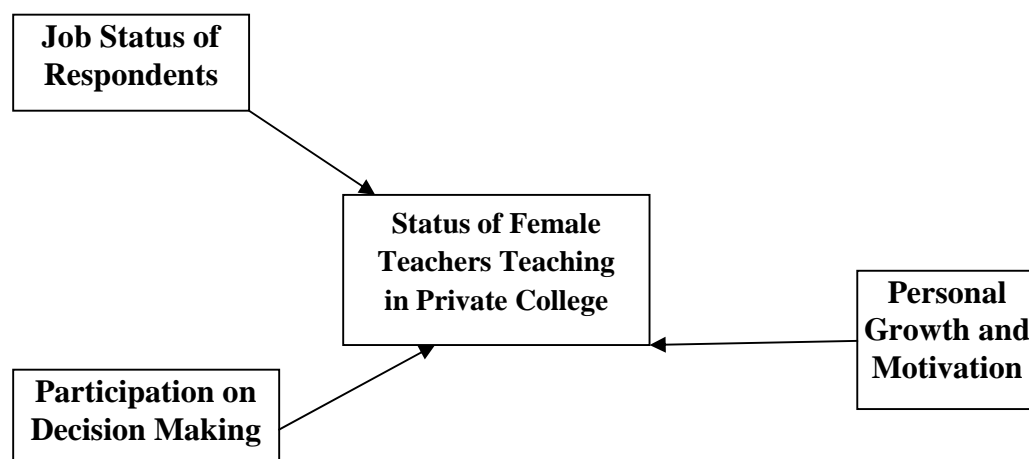
Typical studies note the conflict between motherhood and careers or family work and outside work. But these terms tend to be used more for middle class women for whom outside work is relatively new than poor women who have always had to earn. In other words, there is a presumption both in social science and in popular conceptions, that for some reason, role conflict is experienced more often by middle class women (Maithreyi and Chanana, 1989)

Confronted with about appropriate female roles and maternal responsibilities, most women apparently turn away from highly rewarding professional careers

and select less demanding occupations in order to be able to place family roles first. Anticipated and perceived conflicts in status also discourage women from pursuing prestigious professional careers. In the United States, females as a class are assigned a status subordinate to that of males. A woman in high ranking professional field, therefore, simultaneously holds two contradictory major statuses. That is, she juxtaposes a low ranking sex-role status with a high ranking occupational status. Highly visible displays of status inconsistency such as this generate contradictory expectations for persons in reciprocal roles as well as role incumbents. Since sex-roles status is ascribed and therefore a relatively fixed rank, a reconciliation of status ranks can most easily be accomplished if women lower their aspirations and select lower ranking occupations. Women do, in fact, disproportionately occupy lower status semiprofessional and nonprofessional occupational roles (Broschart, 1978).

### **Conceptual Framework**

Following figure shows the conceptual framework of the study:



Here status of female teachers depends upon Job status, participation on decision making and personal growth and motivation. In this study, status of female teachers is considered as dependent variables, whereas other factors has been taken as independent variable.

## **CHAPTER-THREE**

### **RESEARCH METHODS**

#### **3.1 Research Design**

The present research was carried out to present the status of working women in private college of Chabahil of Kathmandu district. Descriptive and exploratory methods was applied for this study to understand the status of working women in private college of Chabahil.

#### **3.2 Selection of the Study Area**

The research study was carried out only among the respondents working in different private colleges in Chabahil. It represents working women's status in a more wholesome way as it is assumed that the largest number of job opportunities available to educated women in college sectors. This research work was conducted on working women in Charumati College, Texas College, Brillaint Multiple College, Newton College, Puspamal Memorial College, G.P. Koirela Memorial College, U2 International, St.Lawrence College, KU City College and Reliance college in Chabahil.

#### **3.3 Sources and Nature of Data**

Data was collected both from primary and secondary sources. However, primary source of data was more important for the purpose of the study while secondary sources also was taken as a strong base to the study. The primary information was collected through different data collection tools like questionnaires and interviews during field survey where as secondary sources of information like published books, journals, magazines, articles, reports and newspapers were also be taken for this study.

### **3.4 Universe of the Study**

The researcher intended to conduct her research among 10 colleges around Chabahil area of Kathmandu district. All the teaching staffs of this college were the universe of this study. By using purposive sampling method, the researcher was selected 50 female teachers consisting 5 from each colleges.

### **3.5 Sampling Procedure and Sampling Size**

In Chabahil, there are altogether 10 private colleges. All the population of these colleges were universe of this study. Out of 10 colleges, the researcher were chosen 50 respondents, 5 respondents from each college by using purposive sampling method. These 50 respondents were taken as sample population for this study. A small portion of working women population were chosen for the study as a statistical sample to obtain the objective of the study. In total 50 working women from different colleges were selected with qualification of bachelors and above.

### **3.6 Data Collection Tools**

The main objective of this study was to find out the status of female teachers of different private colleges of Chabahil. So, to achieve this objective data was collected from primary source. Close-ended and open-ended questions were prepared for this study.

### **3.7 Data Analysis and Interpretation**

The data was presented and analyzed in a descriptive manner using different research techniques and methodologies to prepare the final report. Data was presented in table and percentages through the computer using statistical software.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

This chapter has primarily focused on the task of analyzing the data collected from the private colleges in Chabahil area of Kathmandu. Also, most of the sections of the chapter deal with the demographic profile of the respondents, socio-economic characteristics, culture, support at work place, personal development and motivation of the working women.

#### **4.1 Job Status and Their Feeling on the Job**

Job status and the respondents feeling towards their job is somehow related with the employee's satisfaction. If someone is fundamentally satisfied with his/her job, ultimately the feeling towards job turned to be positive and the employee is not satisfied with its job, then the feeling towards job turns to be negative. Now a days in Chabahil area, many Private colleges have been established by the private sectors and their contribution in the educational development for the nation is quite considerable, they claim and so, is the fact with them as well. Colleges without teachers are incomplete. So, many female teachers have been involving in Private Colleges and they will be so long these colleges exist. The job status and their feeling on their duty became a major subject matter. So, it points out the job status and their feeling on it in the following sub-headings.

##### **4.1.1 Duration of Involvement in Teaching Profession**

Nepalese society is based on Hindu patriarchal norms and values. Parents are not positive towards providing education to their daughters though most of the females in Nepalese society are uneducated which ultimately lead them towards traditional norms and values, as a result they lack their development. Being a country of countryside, people still hesitate to go to schools in rural areas but in urban and semi-urban areas female also started to gain education. After the restoration of democracy this trend has increased rapidly and females have

started to involved teaching profession and they have made their future secure in this sector. Here in this researcher, respondents are distributed in terms of their service tenure in the organization so as to obtain the duration of involvement in teaching profession.

**Table 4.1: Duration of Involvement in Teaching Profession**

<b>S.N.</b>	<b>Duration</b>	<b>No. of Respondents</b>	<b>Percent</b>
1	Upto 1 year	5	10
2	1-2 Years	7	14
3	2-3 Years	8	16
4	3-4 years	9	18
5	4-5 years	8	16
6	More than 5 years	13	26
	<b>Total</b>	<b>50</b>	<b>100</b>

Sources: Field Survey, 2016

This table shows the 10 percent respondents involvement in teaching field was found upto 1 years. Similarly, 14 percent, 16 percent, 18 percent, 16 percent and 26 percent respondents involvement in teaching field were 1-2 years, 2-3 years, 3-4 years, 4-5 years and more than 5 years respectively. By this information, teaching field for women found to be suitable as majority of the female respondents were involved in this field for more than five years. The more percent respondents and time duration they are involved, they are satisfied and their job status can be taken as the positive.

#### **4.1.2 Monthly Salary of Respondents**

The economic independence is the main basis to build up self-confidence and individual income which establishes the better social status in the society and family as well. It is not only provides financial security but also social and economic status in society. The income does not indicate the income from household affairs and other resources. It is only the income from their job,

women who are able to earn money and make a visible contribution to the household activities may be expected to have a high status because they could be perceived as equal partners rather than dependents on their husbands and family members. The following table shows the income of respondents has been listed below as:

**Table No. 4.2 :Monthly Income of the Respondents**

S.N.	Salary	No .of respondents	Percent
1.	5000-10000	8	16
2.	10001-15000	14	28
3.	15001-20000	16	32
4.	Above 20000	12	24
<b>Total</b>		<b>50</b>	<b>100</b>

Sources: Field Survey, 2016

This table shows the 32% respondents have monthly approximate income between 15001-20000. This income shows the higher status of women in terms of Nepal. The second highest income group 28% has between 10001-15000 income, whereas 24% respondents have above 20000 income. The least percentage 16% is observed below 10000.

#### **4.1.3 Attitude towards the Sufficiency of Salary**

The economic independence is the main basis to build up self-satisfaction. It is not only provides financial security but also social and economic status in society. The income does not indicate the income from household affairs and other resources. It is only the income from their job through which they make their daily activities. If an employee gets sufficient salary from its employer for her fundamental necessities, she continues her duty with satisfaction otherwise an employee seeks for better opportunity in the market. The following table shows the teachers satisfaction with their salary.



**Table No. 4.3 :Sufficiency of Salary**

<b>Sufficient of Salary</b>	<b>Number</b>	<b>Percent</b>
Yes sufficient	4	8
Some how	34	68
Not at all	12	24
<b>Total</b>	<b>50</b>	<b>100</b>

Sources: Field Survey, 2016.

This table shows the 8% respondents were reported that their salary is sufficient, majority of the respondents i.e. 68 % respondents were reported that somehow sufficient where as 24 % respondents were reported their salary is not sufficient. In Kathmandu city, there are lots of profit oriented educational institutions, they take lots of money from guardians in different topics and provides as much as less money to the teachers. Due to the profit oriented educational institutions big amount of surplus money they earn from educational institutions. So, the teachers are not satisfied with their job and salary.

#### **4.1.4 Discrimination in Salary between Male and Female**

Question of any type of discrimination between man and woman turned out to be very sensitive which directly affects the development of any society. As religion also influences the women's status and changes must be brought about by women themselves on the traditional cultural values and customs, which favor gender discrimination in society which help as themselves to boost up their status in society they belong. In that, most of the respondents showed reluctance to answer it.

Most of the respondents answered that there is no any discrimination in salary between male and female. They are getting equal salary like their male colleagues. Few respondents were not agreed with this view. According to them male are involved in quite tough subjects like numerical, English, Science

and other reputed subject and getting good salary. But, being able to teach those subjects female teachers are compelled to teach less important subjects like Nepali and other theory subjects and getting less salary as compared to their male colleagues.

Following table shows the respondents view about discrimination in salary between male and female:

**Table No. 4.4 :Discrimination in Salary between Male and Female**

<b>S.N.</b>	<b>Discrimination</b>	<b>Number</b>	<b>Percentage</b>
1.	Yes	6	12
2.	No	44	88
<b>Total</b>		<b>50</b>	<b>100</b>

Sources: Field Survey, 2016.

In this study the majority 88% of respondents replied that there is no discrimination between male and female in terms of salary. Whereas 12% of respondents replied that there is some sort of discrimination in terms of salary between male and female. It clearly shows that discrimination system still exists somehow in Nepali society.

#### **4.1.5 Timing of the Salary**

The cost of work is called salary. Here salary timing means at what time the respondents get their salary.

**Table 4.5: Timing of the Salary**

<b>Timing of the Salary</b>	<b>Number</b>	<b>Percentage</b>
Received in Time	39	78
Not received in time	11	22
<b>Total</b>	<b>50</b>	<b>100</b>

Sources: Field Survey, 2016

Here, 78% of the respondents are getting salary in time but 22 percent of the respondents do not get salary in time.

#### 4.1.6 Status of Respondents Involvement in More than One Job

It indicates that whether respondents are involved in only teaching at one college or they also involved in other institution. Involvement in more than one job indicates the sound economic status of respondents. The following table 4.6 shows the job status of respondents.

**Table No. 4.6 :Status of Respondents Involvement in More than One Job**

<b>S.N.</b>	<b>Particular</b>	<b>No. of respondents</b>	<b>Percentage</b>
1.	Teaching in one college only	32	64
2	Involved in other institution also	18	36
<b>Total</b>		<b>50</b>	<b>100</b>

Sources: Field Survey, 2016

The table no.4.6 shows the respondents involved in more than one job. In this study the majority 64% of respondents replied that they involved in other institution also not only teaching in one college. They involved in teaching in other college, boarding school, bank, financial institution, etc. But 36% of respondents are not involved in other job than teaching in one college.

#### 4.1.7 Realization of Their Job by the Respondents

Self-realization is very important element in working environment which provides positive outcomes. For realization job providing institution or its stakeholders should pay attention towards the basic needs, norms and values of the working environment. College is such type of academic institution where many intellectuals work for better educational betterment. In other words, college is a kind of teambuilding and team work, though each and every individual and its stakeholders should pay serious attention. In an unhealthy environment teacher obliged to teach but they are not obliged to deliver sound knowledge to the students. In the following table teachers realization towards

their job either they are feeling employed or under-employed has been given in the following table:

**Table 4.7: Realization of Their Job by the Respondents**

Realization	No. of Respondents	Percentage
Employed	18	36
Under Employed	32	64
<b>Total</b>	<b>50</b>	<b>100</b>

Sources: Field Survey, 2016

Out of 50 respondents, 18 respondents were feel that they are employed and majority of the respondents were feel under employed. Under employed are more dissatisfied because they are not getting good opportunities in those colleges. Findings shows that some of the respondents are involved in this field for long time though they have taken teaching field as a employment where as majority of the respondents are not fulfilling their basic needs from their job, though they are taken themselves underemployed although they are teaching in colleges.

#### **4.1.8 Recognition Received by the Respondents**

Teaching profession is recognized as high, normal and low status in different aspects of the society which is depicted as below:

**Table 4.8: Recognition Received by the Respondents**

Places	No. of Respondents	Percentage
Low Status	0	0
Normal Equal	46	92
High Status	4	8
<b>Total</b>	<b>50</b>	<b>100</b>

Source: Field Survey 2016

Most of the respondents i.e. 92 percent were received equal/normal status in different places in their society where as 8 percent respondents have normal

recognition. Generally, in Nepali society teaching profession is taken as compulsive job. It is not taken as job in our society. Elders tell to have job to their sons and daughters as if they teaching is not a job. In this situation female teachers teaching in private colleges in Chabahil area are treated normally as they were recognized in the past.

#### **4.1.9 Distributions of the Respondents on the Basis of Level of Job Satisfaction**

There is no limitation of human wants, so human being has to be satisfied for a long time with same situation. This principle is implemented in employment sector too. If a person gets a job according to his/her desire there will be higher satisfaction rate, other-wise not, specially depending on job nature, working environment, etc.

**Table 4.9: Level of Job Satisfaction**

<b>Level of Satisfaction</b>	<b>No of Respondents</b>	<b>Percentage</b>
Satisfied (yes)	5	10
Partly Satisfied	28	56
Dissatisfied	17	34
<b>Total</b>	<b>50</b>	<b>100</b>

Source: Field Survey, 2016

According to the table 10% of the respondents were satisfied, 56% are partly satisfied and 34% are not satisfied. Here majority of the respondents are partly satisfied and not satisfied. They have mentioned various reasons to the dissatisfaction in their job like job below their qualification, less salary, not salary timing, discrimination in the additional opportunities and so on.

There may be various reasons, i.e. internal and external factors for the partly satisfaction and dissatisfaction to their job of the respondents which is presented in the following table.

#### 4.1.10 Reasons for the Job Dissatisfaction of the Respondents

Teaching profession in Nepal is regarded as common job or in other word, teaching profession is not taking here seriously because teachers in Nepal are treated as commodity. Due to the privatization in educational system in Nepal, various private colleges are opened and almost all the educated people are involved in these institutions. Unhealthy competition between and among educated people, consequently it has created polluted environment as they are unable to keep their recognition on educational institution, they are severely maltreated in terms of paying, and so on. In this situation, in private colleges female teachers are compelled to teach in any cost. The reason of dissatisfying causes is discussed herewith in the following table as:

**Table 4.10: Reasons for the Job Dissatisfaction of the Respondents**

<b>Reason/Causes</b>	<b>No. of Respondents</b>	<b>Percentage</b>
Low /Salary	15	33.33
Poor Working Environment	2	4.44
Few Chances for betterment	15	33.33
Boring job	1	2.22
Hardship	5	11.11
Not respect in the society	7	15.56
<b>Total</b>	<b>45</b>	<b>100.00</b>

Source: Field Survey, 2016

Out of 45 respondents who were partly satisfied and dissatisfied respondents, 33.33 % respondents have said that the main reason for the job dissatisfaction was low salary, and few chances for betterment, 15.56% respondents were said that there is no respect in the society, so there found to be dissatisfaction in their teaching job, 11.11% respondents were said that there washardship while teaching in private colleges in Chabahil, 4.44% of the respondents pointed out that the working environment is poor whereas only 2.22 % respondent were said the teaching job is boring job.

Finding shows that low salary, poor working environment, few chances of promotion, hardship and low respect in the society were the main causes of the dissatisfaction.

#### **4.1.11 Willing to Shift Their Job**

We can't say every jobholder is fully satisfied with his/her job. Some of them might have got the job according to their expectation and some have not. Therefore, those persons who are fully satisfied from the current job don't like to change the professional field for better opportunities other-wise everybody is ready to change the professional fields for better opportunity.

**Table 4.11: Respondents Classified by Willingness to Shift Job**

<b>Wilingness to shift Job</b>	<b>Number</b>	<b>Percent</b>
Extremely	12	24
Some how	31	62
Not at all	7	14
<b>Total</b>	<b>50</b>	<b>100</b>

Source: Field Survey, 2016

Table 4.11 shows that 24% respondents are extremely interested to change their field of employment for better opportunity, 62% respondents are some how interested to change their employment and 14% respondents do not want to change their employment.

This study shows that the large number of women teachers are some how ready to change their present job if they get better opportunities. Some are satisfied from their present job and they are not ready to change their present job even though they get another opportunity. Some extremely want to shift their job because they are highly unsatisfied.

#### 4.1.12 Field in Which Respondents Like to Change

We cannot say jobholders like to shift their job in the same field. The fields in which they want to shift depend on interest of the person, their teaching subject and qualification. The field in which the respondents want to shift is shown in the table below.

**Table 4.12 :Field in Which Respondents Like to Change**

<b>Field liked by the Respondents</b>	<b>Number</b>	<b>Valid Percent</b>
Public Campus	22	44
Civil Service	10	20
Foreign service	5	10
Other private office	1	2
Business	10	20
Other( project)	2	4
<b>Total</b>	<b>50</b>	<b>100</b>

According to the table, among total respondents 44% respondents are interested to shift in public campus, 20% to civil service, 10% to foreign service, 2% to other private office, 20% to business and 4% to project.

#### 4.1.13 Points to be Improved for Teacher 's Betterment

Being a private college jobholder, many females are facing different problems and barriers. Majority of them are doing teaching and household's chores too. It means they are struggling with their never ending household tasks. They have to perform their household activities without family support. So, the question was asked about the points to be corrected by the College administration which would lead them towards somehow betterment in their lives.



**Table 4.13: Suggestion and Expectations of the Respondents**

<b>Suggestions and Expectations</b>	<b>No. of Respondents</b>	<b>Percentage</b>
Motivation	1	2
Promotion	5	10
Good Working Environment	5	10
Increment in salary	14	28
Job security	3	6
Training	1	2
Provident Fund	1	2
Freedom	2	4
Appreciation of Work	1	2
Pension Facility	1	2
Different Allowances	3	6
Not mentioned	7	14
Cooperation	6	12
<b>Total</b>	<b>50</b>	<b>100</b>

Source: Field Survey, 2016

Respondents were requested to give suggestion as well as their expectations from their college management, freely without any given option, most of the respondents (28%) have suggested increasing the salary as per the rules of Nepal government. 12% of the respondents have suggested the administration to be cooperative with the respondents since the school administrators try to maintain distance being rude and impracticable. 10% of the respondents have suggested that there should be provision for promotion for deserving candidates as they want to grow in the organization. 10% of the respondents have preferred good working environment. Equal number i.e. 6% respondents have suggested providing different types of facilities like house rent allowances transport, tiffin allowances and payment for extra periods they take at their leisure and job security. 4% of respondents have suggested for freedom in their work. Similarly, equal no. i.e. 2% respondents have suggested for provident fund, motivation and pension facilities where as remaining 14% respondents

have mentioned nothing. Thus there are so many factors that cause the private colleges females teachers involving in teaching profession in Chabahil area. On the top of all level of the satisfaction on their job, salary alone is the main factor than the other factors like, co-operation, promotion, good working environment, job security and other financial incentives.

## **4.2 Participation Regarding Decision Making**

Being a patriarchal society, females are deprives of their fundamental rights too. Patriarchal factors potentially related to decision-making patterns. In homes, most of the females are dominated by male-centric ideology and in working place they are dominated by their job provider either they are male or female. In Kathmandu, educational institutions are doing their business, they use teachers as per their motives.

### **4.2.1 Involving Women in Decision-Making in Colleges**

Traditionally, in Nepal male are pre-dominant in decision-making in the private colleges because female teachers are taken as second class or lacking decision making power gaining creatures. The scenario of Nepalese women now has changed and more women are entering or seeking to enter into the world of teaching profession in recent years. In the recent scenario, it can be expected that traditional practices of decision-making should be replaced by newer forms of decision-making where decisions are made collectively rather than by one individual of the college. Of particular interest to this study is whether female teachers have control over their own status or not. In response to our query ‘do you involved in decision making process in colleges,’ and their responses have been presented in the following table:

**Table 4.14: Respondents Classified According to decision-making process**

<b>Female Involvement in Decision-Making</b>	<b>Number</b>	<b>Percent</b>
Yes, Involved	32	64
Some Time Involved	16	32
Not Involved	2	4
<b>Total</b>	<b>50</b>	<b>100</b>

Above table shows that, 64% respondents are called by the respective administration while taking colleges' activities. 32% were report that they were sometime asked to join colleges' meetings, door to door visit, and extra-curricular activities where as 4 % respondents were totally untouched with college except their teaching periods

By this fact it comes to the conclusion that females are not taken into priority of the college in respect to their male counter parts. It seems that in normal activities such as door to door visit, extracurricular activities, visiting to the guardians of students found to be given to the female teachers teaching in colleges of Chabahil area, which ultimately shows the discrimination upon female teachers in colleges.

#### **4.2.2 Involvement in Decision Making Process in Different Spheres in Colleges**

Earlier studies either they are conducted in Nepal or outside Nepal, women must work and bear burden of work as compared to men. Normally, women's work is confined to household chores. If they choose to work outside the home, they must be prepared to assume the double responsibility of home and their work. In Nepalese colleges women who are participated in teaching profession, they have to perform double responsibility of home and their working place either they are in teaching field or anywhere else, but, unfortunately, women are taken as second class citizen, their opinion could not take as worthful because our society is already settled 'women are inferiors creatures, they could not perform good activity'. The researcher was interested

to find out the situation of female teachers involved in teaching profession in private colleges in Chabahilarea; their responses have been mentioned below as:

**Table 4.15: Involvement in Decision Making Process in Different Spheres**

Involvement in decision making	Yes		No		Total	
	Number	%	Number	%	Number	%
Making teaching routine	48	96	2	4	50	100
Extracurricular activities	7	14	43	86	50	100
Annual operation calendar	5	10	45	90	50	100
Teachers participation in the meeting of Management committee	5	10	45	90	50	100

Source: Field Survey, 2016.

In this study almost all the lecturers are involved while making teaching routine. It is found while making daily routine or their teaching period two teachers were not taken into consideration though they were facing their time problem such as being a female they were problem in household chores. Majority of the respondents i.e. 96 percent were asked while making teaching routing. Only 14 percent respondents were involved or their decision was implemented in extra-curricular activities such as when, where and how to conduct tour programme, to conduct educational programme such as observing drama to the students English literature, conducting community health work organization and so on. In this task majority of the female lecturers are untouched with this fact. There seems a kind of discrimination such as they are taken as inferior creatures than male and so on. In making annual operation calendar, only 10 percent were said they were asked. It was due to that they

were nearest and dearest of the administration and long job experience in the colleges, though they were taken consideration but 90 percent female lecturers were avoided by this task. In the same manner only 10 percent female lecturers were taken part in management committees. School management committee is that very committee in the college which deals and takes all the decision how to run the college. Only 10 percent representatives of female lecturers in such vital decision show the miserable condition of female lecturers in the private colleges of Chabahil area.

#### 4.2.3 Decision on Use of Salary

Salary is a regular income. Different teachers spend it for different purpose somebody collects it and spent for self-purpose and many jobholder spent it for family's need. Our society is patriarchal nature of society where female cannot lead themselves for their everyday spheres. Employed women in colleges were asked whether they use their salary on their own or not. The following tables shows the decision over their income.

**Table 4.16 Respondents Classified by Usage of Salary**

<b>Use of Salary</b>	<b>Number</b>	<b>Percent</b>
Give to family head	5	10
Use for family welfare	29	58
Keep own self	2	4
Spent for own career	14	28
<b>Total</b>	<b>50</b>	<b>100</b>

The table shows that 58% of the respondents spend their salary for their family welfare, 28% spend for own career, 10% gives to head of the family, 4% keeps own self. Thus it reveals that the need of women as a partner of men for supporting the family is an essence. This is concentrated especially in the case of married women.

#### 4.2.4 Types of Decision Making Process Involved by Respondents

Being a patriarchal society, women are not involved while taking decision in vital household chores. A woman who teaches in college can be taken as a responsible person, she is well developed educationally, rationally, socially and economically too but in the family she is not given vital space as she performs different actions in her household. Women have to perform various types of works. In general there exists prevalent of patriarchal attitude in the society, where women have to take care of all the household chores. She is seen as a good housekeeper and a good mother. However, in the modern times, especially in the urban areas, women have to perform dual function, i.e. to take care of the whole household activities and to work outside the home for extra income to support the family. The below table shows the respondents views about the household work.

**Table No. 4.17 : Decision Making Process Involved by Respondents**

<b>Types</b>	<b>No. of respondents</b>	<b>Percentage</b>
Buying/selling	24	48
Celebration of festivals	10	20
Marriage	5	10
All above	11	22
<b>Total</b>	<b>50</b>	<b>100</b>

Sources: Field Survey, 2016

The table 7 shows that the respondents according to the study only 22% of respondents are found to be fully involved in decision making on the buying and selling, celebration of festivals and arranging affairs. Where 48 % of respondents are found to involve in buying and selling things, 20% respondents are involved in deciding celebration of festivals and 10% respondents are involved in deciding marriage affairs.

#### 4.2.5 Decisions about Choosing Life Partner

Marriage is an important in women's life. The event of marriage determines all her life options and subsequent livelihood. A women's freedom to accept or reject marriage partner is evidently an index of the degree of freedom she exercise in the management of her own life and thus of her status. Women and also men rarely have any role in the choice of their own life partner. Table 20 shows the view of respondents about choosing life partner.

**Table No. 4.18 : View of Respondents about Choosing Life Partner**

<b>Opinion</b>	<b>Number</b>	<b>Percentage</b>
Self	4	8
By Parents	2	4
Both	44	88
<b>Total</b>	<b>50</b>	<b>100</b>

Sources: Field Survey, 2016

In this study, majority i.e. 88% of respondents prefer to choose their life partner by parents and themselves, whereas, lease percent i.e. 4 % respondents were preferred by their parents and 8 % respondents were preferred self.

This study clearly shows that there is still traditional marriage system that is why, Nepalese people like to choose their life partner by their parents or relatives in this modern period also, but this tradition seems to be going decreasing day by day. Cultural norms and values could not eliminate or change within certain period rather it takes long span of time period.

#### 4.2.6 Motivational Factors for Choosing the Teaching Profession

Respondents have taken decision of their profession and they joined the teaching job for various purposes. Educated women are double loaded with their duty that is they have to perform household task such as cooking, cleaning, washing; and they have to perform well in their teaching profession.

In Nepalese society, women are deeply rooted by their inferior fate and are treating as low level creatures. They are not given their proper space, a male lecturer is recognized in his family as superior one but woman having competitive role and responsibility celebrated as second class citizen. The the question was asked to the respondents “why you decide to teaching in private colleges?” which have given in the table.

**Table 4.19: Motivational Factors for Choosing the Teaching Profession**

<b>Factors</b>	<b>Number</b>	<b>Percent</b>
Utilization of Education	13	26
Supporting Family	12	24
Economic Independency	14	28
Just for Service	3	6
Career Ambition	8	16
<b>Total</b>	<b>50</b>	<b>100</b>

Source: Field Survey, 2016.

Respondents were to tick the given option for the motivational factor that made them choose of join this teaching profession. Some of the respondents have chosen more than one option. However, their first choice; (option) is taken as the main factor. Out of the 50 respondents 28 percent respondents were said that they chose this profession for their economic independency, 26 percent respondents have chosen this profession for the utilization for their education, 24 percent respondents were chosen this job for supporting their family economically. Some of the respondents (8) have come up with a vision to develop their career in the fields of education. Similarly, 3 respondents have a choice for service for service.

Finding shows that more (28%) respondents have joined this profession for economic independency, similarly, (26%) and (24%) have joined for utilizations of their educations and supporting family income respectively. 16% for career ambition and 6% for just for service.



#### 4.2.7 Adjustment between Household Tasks and School

In each family, woman has got multiple roles to play, for example a woman is mother, wife, daughter, daughter-in-law, etc. At the same time, if she is employed it is an additional duty also. These all factors together press her to divide the 24 hours time proportionally which is a quite difficult task.

**Table 4.20: Adjustments between Household Tasks and School**

<b>Adjustment between two</b>	<b>No.</b>	<b>Percent</b>
Able to make adjustment	37	74
Unable to make adjustment	13	26
<b>Total</b>	<b>50</b>	<b>100</b>

Source: Field Survey, 2016.

Table 4.20 shows that, adjustment pattern of the women teachers between household and school. 72.3% were been able to make adjustment between two, 27.7% were not been able to adjust between two. This study shows that majority of women teachers adjust between their household task and teaching profession where as minority of the respondents were unable to make adjustment between their professional career and household chores. The respondents were asked if you are unable to adjustment then how do you manage between two tasks” The responses of the respondents is given below.

**Table 4.21 Method of Solving Problem**

<b>Method of Solving Problem</b>	<b>Number</b>	<b>Valid Percent</b>
Keeping helper	1	7.69
Helping by other member in family	12	92.31
<b>Total</b>	<b>13</b>	<b>100.00</b>

Source: Field Survey, 2016.

Above table no. 4.21 represents out of 50 respondents only 13 respondents were unable to manage their household chores due to their job and they were managed their household helping by other family members by 92.31 percent where as 7.69 percent respondents were appointed helper on their household.

By this information it can be said that development of women consciousness has played vital role and they have uplifted themselves of their four walls of household constraints. Gradually in Nepalese society the level of consciousness on women is being increasing, they have started to boost up themselves on public spheres of works such as teaching, trading, politics, as an female activist. In a nutshell, the development on women is being gradually increasing day by day.

#### **4.2.8 Participation of Women while Taking Decision in Family Spheres**

There are numerous spheres on family which can be done mutual understanding between male and female but hitherto history of female in Nepalese society shows that women are taken as secondary elements. Men, particularly husbands, often act as gatekeepers to their wives and families health-seeking behaviors, educational activities and utilization of health service. Changes in both men and women’s knowledge, attitudes and behavior are necessary conditions for achieving a harmonious partnership of men and women. This would open the door to gender equality in all spheres of life. The question regarding decision making on their household chores were asked to the respondents during the field survey has been presented in the following table:

**Table 4.22:Discrimination between Male and Female in Family**

<b>Decision making spheres</b>	<b>No.</b>	<b>Percent</b>
Education	3	6
Household Task	18	36
Use of family property	11	22
Decision making	5	10
Not in any field	13	26
<b>Total</b>	<b>50</b>	<b>100</b>

From the table it is clear that there is discrimination while taking decision on household spheres. Similarly, out of 50 respondents only 6 percent respondents were reported having taken part on decision in education, 36 percent were

taken part on decision on household task, 22 percent were taken part on decision on use of family property, 10 percent were involved in decision making and 26 percent respondents were not involved on any decision making sphere.

### **4.3 Personal Growth and Motivation**

Social status of the respondents on the basis of the variables directly related with the women employed in different private colleges at Chabahil area of Kathmandu from the sampled 50 working women in this sector is found as follows.

#### **4.3.1 Status of Social Recognition**

Each person has some kind of social recognition. Different factor affects the social recognition. Among different factors one of the most important factors which affect the social recognition is type of job. Involvement in prestigious job increases the social status of a person. Following table represents the respondents view about whether the involvement in teaching profession has increased their social status or not.

**Table No. 4.23 : Status of Social Reorganization of Respondents**

<b>Particular</b>	<b>No. of respondents</b>	<b>Percent</b>
Increased	47	94
Not Increased	3	6
Total	50	100

Sources: Field Survey, 2016

Table 4.23 shows that the status of social recognition of the respondents. According to the table, 96% of respondent's social recognition has increased. Most of the respondents have perceived that involvement in teaching profession has increased their social recognition. But 6% of respondents who have not perceived their social recognition have increased. According to them

they have not earned sufficient income, still they have to ask money from others, they cannot fully support their family. Respondents, who are involved in one college only as a part-time teacher, have not good income. They are unable to save their salary. Those respondents do not perceive that their social recognition has increased.

### **4.3.2 Respondents Engage in Social Organization**

Being busy in household work as well as profession some respondents are involved in various social organizations. Involvement in different social organization helps to gain extra knowledge. Following table represents the status of respondents engaged in social organization.

**Table No. 4.24 : Status of Respondents Engage in Social Organization**

<b>Particular</b>	<b>No. of respondents</b>	<b>Percent</b>
Engaged in social organization	20	40
Not engaged in social organization	30	60
<b>Total</b>	<b>50</b>	<b>100</b>

Sources: Field Survey, 2016.

The above table shows that 40% of respondents are engaged in social organization; where majority of respondents i.e. 60% are not engaged in social organization. According to respondents they engaged in various community level organization as well as national level organization.

### **4.3.3 Opportunities for Personality Development**

Respondents are provided different opportunities to flourish their personality in their respective school for their effective performance.

**Table 4.25: Opportunities for Personality Development Received by the Respondents**

<b>Categories of Opportunities</b>	<b>No of Respondents</b>	<b>Percentage</b>
Training	41	41%
Workshop	11	11%
Personal development	3	33%
Higher Studies	12	12%
Seminar/Conferences	10	10%
Not Mentioned	23	23%

Source: Field Survey, 2016.

Respondents in private boarding schools are provided some of the opportunities to furnish their personality. So, 41% respondents are provided training (teaching). 11% respondents have received workshop training; only 3% respondents have got promotion facility. 12% respondents have chances for perusing their higher studies even though they are employed. 10% respondents have received opportunities for seminar and conference. While 23% respondents have mentioned nothing as they are not aware of this type of facilities as some of the respondents are non-Nepalese or newly appointed.

Finding show that the private boarding schools have provided facilities in the most possible way to satisfy the teachers that directly affect the efficiency on the works of the trained teachers.

#### **4.3.4 Participation in Training Programme, Seminars and Workshops**

Teacher is a vital component of the society which makes society well and educated. Life is learning process though he/she needs training. Training develops the teaching skill of a female teacher and she can teach in well manner.

**Table 4.26: Respondents Classified By Training, Seminar and Workshops**

<b>Participation in Training, Seminar and Workshops</b>	<b>Number</b>	<b>Percent</b>
Yes, participated	27	54
No.	23	46
<b>Total</b>	<b>50</b>	<b>100</b>

Source: Field Survey, 2016.

According to the interview majority (54%) of the respondents took part in training programme, seminars and workshops conducted by college and remaining (46%) were not involved in such training conducted by college. By this data it gives the glimpse of poor condition of female lecturers in their respective colleges. In informal conversation they were said that college gives prefer to male teacher and their nearest and dearest and other factor of not taking part in such seminar or workshop, female teachers have to perform double duty i.e. household work and teaching job.

#### **4.2.12 Praise (Reward) for Good Work**

The psychological incentive to the worker is praising of their work. The boss of the organization praises good work of the workers. It provides workers more energy and makes them responsible towards their work.

**Table 4.27: Praise (Reward) for Good Work**

<b>Praise for Good Work</b>	<b>Number</b>	<b>Percent</b>
Yes, Praise	44	88
Not Praise	6	12
<b>Total</b>	<b>50</b>	<b>100</b>

Source: Field Survey, 2016.

In this study 88% of the respondents said that their boss praised for good work. But 12% of the respondents said that their boss did not praise for their good

work because the work, which is good for the teachers, may not be good for the boss.

By this statement it can be said that female teachers teaching in private college in Kathmandu is in poor condition. Male counterparts are given priority while taking or conducting seminars and workshops. Household constraints and male centric ideology are the major factors for women in college of Chabahil area of Kathmandu district.

#### **4.2.14 Promotion in Job of the Respondents**

If a person gets higher position in job than the present position, it is called promotion in job. Promotion is incentive and giving more responsibilities of existing work. In school it is in the form of more payment, grade, upgrading class and giving more responsibilities.

**Table 4.28 Promotion in Job of the Respondents**

<b>Promotion in Job</b>	<b>Number</b>	<b>Percent</b>
Promoted	23	46
Not promoted	27	54
<b>Total</b>	<b>50</b>	<b>100</b>

From the study it is clear that 46% of respondents are promoted in their job and 54% of the respondents are not promoted in their job. In informal talk to the respondents they were promoted in their responsibilities. Most of the respondents were appointed for single period but during the esplace of time they were given more periods.

#### **4.2.15 Problem Faced by Female Teachers**

Being a jobholder, many females are facing different problems and barriers. Majority of them are struggling with never ending household tasks. Some of them have not got support from their family. So they look like disturbed and helpless with the lack of sufficient encouragement to the job.

**Table 4.29 Respondents Classified According to the Problem in Job Faced by Female Teachers**

<b>Problem in Job</b>	<b>Number</b>	<b>Percent</b>
Yes, Problem	23	46
Not, Problem	27	54
<b>Total</b>	<b>50</b>	<b>100.0</b>

According to the study 46% of the respondents have problem in their job and 54% of the respondents don't have problem in their job. This study shows that some of female teachers have problem in job due to dual responsibility. They are facing the problem of time management. Some respondents are not satisfied with their school environment and some respondents are not satisfied with their nature of job. But most of the respondents do not have problem in their job.

#### **4.2.16 Personal Growth and Motivation**

Personal growth is a psychological state in which an individual becomes positive towards him/her, accepts challenges and problems in such a manner that they only unravel better opportunities in life. Most of the women with the teaching profession, despite family responsibilities and cultural barriers, have forged ahead, with strong motivation, heightened enthusiasm, and ceaseless interest. The women participants in the research also expressed of their family members being supportive and having cultivated better understanding than when they were at home, not going for teaching or any other jobs. Teaching, as a profession, therefore, has been a kind of source of motivation for the women who actually look for change and intellectual progress in life.

Most of the respondents in this research work expressed that they have fully enjoyed the job they have chosen. Although, at times, they do not get the money expected and demanded, the kind of satisfaction achieved by them is a matter of pride. It is in the sense that, while they work, they not only spend time and put effort, but also they have ample opportunity to have personal



growth and motivation to continue with the task at hand. The women had some opinions that they have to break the limitations of boundary and get involved in the professions like teaching. Despite challenges and extreme business at home, the women have been able to afford to manage to go for the jobs liked and chosen.

## **CHAPTER – FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary**

Nepal is a patriarchal society by tradition and culture. Therefore, women are suffering from domination, exploitation, suppression, subordination and discrimination by it. Nepali women contribute more than half of total population but their status seems very poor in comparison to the male. There are ample qualitative and quantitative evidence to indicate that women in Nepal lay far behind than men in economic, social and political positions. The constitution of the kingdom of Nepal promulgated in 1999 guarantees that there will be no discrimination against any citizen in the application of general laws as well as in regard to exercise of political and civil rights on the ground of sex, religion and caste. Moreover, women concern and issues also came to be accepted as part of the national development plans and programs.

Development of women in Nepal is very poor, but urbanization, 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 a high position in the family and they have less decision making power in household and office management than the men. Though they are earning money they are not happy in their life. They have high work burden. Some respondents are getting support at work by their male colleagues and family members but all are not. Conceding the issues this study mainly tries to explore out the socio-economic status of educated job holding women, their cultural status, and support at work place, personal growth and motivation.

The research is conducted in private college of Kathmandu. The study is descriptive analytical as well as exploratory research. It is exploratory because

it explains the various issues related to female teacher of private colleges. It is descriptive because it describes the socio-economic demographic characteristics of those respondents. In this study purposive sampling is used and both primary and secondary data have been used to get the required information. The primary data has been collected by interview using the structure questionnaire from the 50 respondents. As for secondary data various published and unpublished researchers and books have been referred and consulted. It is based on the qualitative and quantitative data. The data has analyzed using simple statistical tools. The study is only limited the women who are employed in the private college, which is for the fulfillment of Master's Degree in Rural Development.

## **5.2 Major Findings**

- ) In the study area, majority of the female teachers teaching Private College were gained more than 5 years.
- ) Of the total respondents 32 respondents have income between 15001-20000, 28 percent has between 10001-15000 income, whereas 24% respondents have above 20000 income.
- ) Of the respondents, 24 percent were felt that their salary is insufficient for their job college paid where as 8 percent were preferred their salary is sufficient for their work.
- ) Of the respondents, 12 percent insisted there is discrimination on salary between male and female where as 22 percent were not to be paid their salary in time.
- ) Thirty six percent respondents were involved in other income related jobs except teaching only one college.
- ) Majority of the respondents i.e. 64 percent were preferred their feeling about teaching as an underemployed situation.
- ) Among the respondents 92 percent were felt their job as normal status and 8 percent were felt high status in their surroundings.

- ) Of the total, 10 percent were satisfied, 56 percent were partially satisfied and 34 percent were dissatisfied. The respondents who were partially and completely dissatisfied, among them 15 respondents due to low salary, 2 respondents due to poor working environment, 15 respondents due to rare chances for betterment, 1 respondent due to boring job, 5 respondents due to hardship and 7 respondents due to no respect in the society.
- ) Only 7 respondents were not changing their job. The respondents who were changing their job intended to join public campus by 44 percent, 20 percent in civil service, 10 percent in foreign service, 2 percent other private office, 20 percent own business and 4 percent others sectors.
- ) Majority of the respondents' expectation was to increment in their salary.
- ) Of the respondents 2 i.e. 4 percent were not fully involved in school decision making process where as 32 percent were partially involved.
- ) Of the respondents majority of the respondents i.e. 96 percent were took part in making teaching routine where minority in extracurricular activities by 14 percent, annual operation calendar by 10 percent and teachers participation in meeting of management committee by 10 percent.
- ) Majority of the respondents were spent their income on use of family welfare.
- ) The women were involved mainly in buying and selling process by 24 percent and 22 percent teaching respondents were involved in their all household chores.
- ) The respondents were strongly put their view points on love cum arrange marriage.
- ) The respondents were selected teaching profession by 28 percent to decrease economic dependency and 26 percent by utilization of education, 24 percent implied for supporting family.

- ) Females who were teaching profession were able to make adjustment by 74 percent and 26 percent were unable to maintain their household probiems and they were minimize this problem by helping other family members by 92.31 percent and one respondent was employed helper.
- ) Of the respondents 36 percent were tole that there is discrimination in household tasks (36%) and use of family property by 22 percent.
- ) Majority of the respondents 94 said that their recognition is increased after their involvement in teaching profession.
- ) Of the respondents 40 percent were involved in social organization.
- ) Respondents were personal development chance i.e. training by 41 percent, 11 percent by workshop, 12 higher studies and 10 by seminar.
- ) Of the respondents 88 percent were praised on their good work.
- ) Of the respondents 46 percent were promoted in their job period where as equal person were facing problem on their job too.

### **5.3 Conclusion**

The conclusion of this research has been made as this study is conducted to find out the status of female teachers working in private colleges of Kathmandu. The study concludes that in overall status of women employees in the private college is satisfactory for them and their family too.

In terms of personal development respondents were inolved in social organization which empowers and boostup their level of consciousness which makes them internally strong and determined. Most of the respondents were involved in household chores such as education and household property mobilization.

As they are involved in teaching field their social prestige has been increased. Some of the respondents has keep employee in their home and they fully devoted in income generating spheres. Our country is patriarchal society where women are treated second class citizen but here some of the women are

participated to make decisions on colleges rules and regulations to extra curricular activities which gives the glimps of social transformation.

In terms of economic status, their income is good. So all the respondents are economically self-dependent and lead prestigious life being a teacher in their house.

Most of the respondents have no experience of exploitation, domination and discrimination at the work place regarding gender. They have got support from male colleagues, feel comfortable to work with them, do not feel shy or hesitated to work with male colleagues.

Most of the respondents were agreed that teaching profession helps to increase personal growth and motivation. Teaching job has taught them to understand the importance of education and learning.

#### **5.4 Recommendations**

Majority of the respondents replied that though they are educated and self dependent, they are still guided by male members. They have no full decision making power. So women have to develop their self-confidence, bargaining power and decision capacity by strengthening their ability to work along with man, by taking quality and skill oriented education and vocational trainings by participation more in public activities, by developing awareness about their legal rights, and by erasing bad perception of society of being inferior feeling of female and superior feeling of male etc.

- The main problem faced by the respondent is triple responsibilities of jobs, household management and family burden, especially children care. So they are feeling heavy work burden and over responsible. So to reduce the over family burden of working women, it would be better if there are so many good child centers organized by the government or private sector. This would alleviate mothers from their worries of childcare and help to perform even better with job.

- The main causes behind the low socio-economic status of women are conservatism, tradition, ignorance, patriarchal norms and values, discriminatory law etc. So it would be better if we erase all these bad concepts of society. If we become successful to kill all those traditional norms and values, women may achieve high prestige and power as her male counterpart in the society.
- Reformation of the discriminatory laws and extensive awareness programs can help in bringing about and enlistment in the status of women.
- Establish the goal of gender balance on governmental bodies and committees as well as in public administrative entities might bring about a change in the status of job holding women of Nepal.

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## ANNEX: ONE

### QUESTIONNAIRE

#### A Study of the Status of Female Teachers Working at Private Colleges in Chabahil Area of Kathmandu

1. Name.....
2. Sex..... Male ( ) Female ( )
3. Caste/Ethnic Group  
Brahmin ( ) Chhetri( ) Newar ( ) Others.....
4. Age.....
5. Religion  
Hindu ( ) Buddhist ( ) Christian ( ) Others.....
6. Educational qualification  
Bachelor ( ) Master ( ) Above Master ( )
7. Marital Status  
Married ( ) Single ( ) Widow( ) Divorced ( )
8. What is your status in your family?  
Mother ( ) Daughter ( ) Mother-in-law ( ) Sister-in-law ( )  
Others.....
9. Does your husband or other male family member assist you in your household work?  
Yes ( ) No ( )  
If yes describe how?.....
10. Since how many years you are involved in teaching profession.  
a. upto 1 year b. 2-3 years c. 3-4 years  
d. 4-5 years e. More than 5 years
11. Your monthly salary Rs.....  
a. 500-1000 b. 10001-15000  
c. 150001-20000 d. Above 20000
12. Do you think it is your sufficient Salary?  
a. Yes, sufficient b. Some how c. Not at all

13. Is there any discrimination in salary between male and female staff?  
Yes ( )                      No ( )
14. Do you get salary in time  
Yes ( )                      No ( )
15. Are you involved in other institution in regard to employments?  
Yes ( )                      No ( )
16. How do you feel you are employed or under employed?  
Employed ( )                      unemployed ( )
17. Is there any difference in recognition after and before your employment?  
a. Recognize as a low status    b. Recognize as a normal status  
c. Recognize as a high status
18. Are you satisfied with your employment?  
a. Yes ( )                      b. Partly ( )                      d. Dissatisfied ( )
19. If you are dissatisfied, what are the causes of your dissatisfaction?  
a. Low salary ( )  
b. poor working environment ( )  
c. few chances for betterment ( )  
d. Boring job ( )  
e. Hardship ( )  
f. Not respect in the society ( )
20. How often do you want to shift your job?  
a. Extremely ( )    b. Some how ( )    c. Not at all. ( )
21. In which field do you want to go?  
a. Public campus ( )    c. Civil service ( )    d. Foreign service ( )  
e. Other private office ( )    f. Other private office ( )    g. Business ( )  
h. Other .....
22. What should be improved for teacher's betterment  
a. Motivation ( )  
b. promotion ( )  
c. Good working environment ( )  
d. Increment in salary ( )  
e. Job security ( )  
f. Training ( )  
g. Provident Fund ( )

- h. Freedom ( )
  - i. Appreciation of work ( )
  - j. Pension facility ( )
  - k. Different Allowances ( )
  - l. Not mentioned ( )
  - m. Cooperation ( )
23. Do you involve in decision making affairs in college?
- a. Yes ( ) b. Sometime ( ) c. No.( )
24. What are the main spheres you do involved in ?
- a. Making taching routine ( )
  - b. Extracurricular activities ( )
  - c. Annual operation calendar ( )
  - d. Management comittee meeting ( )
25. You do keep your salary with you or not. ?
- a. Give to family head
  - b. Use for family welfare
  - c. Keep own self
  - d. Spent for own career
26. You do involved in decision making on family spheres?
- a. Buying/ selling
  - b. Celebration of festivals
  - c. Marriage
  - d. All above.
27. What is your view on choosing life partner?
- a. Self is better
  - b. Selecting by parents is better
  - c. Both of them are better.
28. Why you motivate yourself in teaching profession ?
- a. Utilization of Education
  - b. Supporting family
  - c. Economic independency
  - d. Just for service
  - e. Career Ambition

29. Do you able to adjust yourself in household tasks and school environment?

- a. Yes I am able to adjust                      b. No.

If no. then how do you make adjustment between them.

- a. Keeping Helper                      b. Taking helping by other family

30. Do you feel any discrimination in family members regarding their gender?

- a. Education  
b. Household task  
c. Use of family property  
d. Decision making  
f. Not in any field.

31. Does your occupation increase your social recognition?

- a. Yes, Increased ( )                      b. Not increased ( )

32. Are you engage in any social organization ?

- a. Yes ( )    b. No.    ( )

33. Have you seen any personal development ?

- a. Yes. ( )                      b. No. ( )

If yes what are they ?

- a. Training    b. Workshop  
c. Personal development                      d. Higher studies  
e. Seminar/Conferences                      f. Not mentioned

34. Are you participated in any trainings, seminar and workshops?

- a. Yes                      b. No.

35. Is college rewarded for your work?

- a. Yes                      b. No.

36. Are you promoted in your job?

- a. Yes                      b. No.

37. Are you faced any problems in your work place?

- a. Yes                      b. No.

38. What motivated you to work as a teacher and why?

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Thank You for your kind support.