

CHAPTER ONE

INTRODUCTION

1.1 Background

The patriarchal nature of Nepalese society is a strong factor perpetuating gender disparity in every aspect of our society resulting women to have less access to education, health, service, decision making power, productive employment opportunities (Acharya and Bennett, 1981). Historically, the conservative tradition, illiteracy, ignorance, poverty and superstition have had a significant contribution in the rise of gender dominance of male over women.

Values and norms practiced in any family are generally shaped by the culturally sanctioned ideologies and norms of that society. "In Nepalese society, the cultural bias of consisting son as a sort or security deposits for parents in their old age and daughter as a liability was supported also by religion by making son required to perform last rites for parents when they are dead if they were to get salvation. This discrimination had been further nurtured by the institution of family which honored its male members with more prestige, power and privileges and confined female members within the four walls of their household strictly to perform the traditional role of a daughter, a housewife and a mother creating almost no chance of their social mobility "(Shrestha, 1987).

Due to traditional roles, most Nepalese women are depriving many rights and privileges which their male counterparts enjoyed. The education for male was given prime importance whereas education for female was considered less important. Deprived of education, they not only remained aware of their traditional constraints and helplessness their chances of job opportunities to gain their economic independence got ceased. They had little role to play in

household decision making process and less access and control over domestic economic resource (Acharya and Bennett, 1981). This created a situation or marked distinction in the gender roles and status that is male as a main provider for the family had more influence in home and women as a dependent had secondary position in their family as well.

Thus, after the restoration of democracy in 2046 B.S. the government formulated and implemented various plans and programs focused on increasing the women's access in education considering illiteracy as a major contribution of women's marginalization and low status in life. Whereas education provides an opportunity for development of the individual and makes it possible to acquire economic independence. According to central Bureau statistic, 2001, about 42.8% female literacy rate and with that, woman's awareness and decision making power has also increased. Educated women especially from urban area are now engaged in different employment sectors with an expectation to be economically and mentally independent. In the prevailing so called modern society, educated working women have, exceeded the traditional boundaries to some extent yet bearing the dual work load of a working woman and a housewife. An economic inflation and a changing socio economic condition compelled women to seek employment. On one hand women want opportunities for self-expression and individual recognition and on the other, she has to get involved in employment sector in school for fulfillment of economic necessities with an urge to provide a better standard of living for her family. The emergence of a new economic role of women as participations in the production of wealth and as earning member of the family has affected their status and survival in the family as well as in the society, but at the same time, their culturally prescribed traditional role of domestic maintenance work skill lies on them.

Married working women are not likely to have the support and assistance at home that male traditionally have expected from their wives. According to

(Coser and Rokoff, 1982:45) "The normative priorities of working women who have a family are ambiguous: If they live up to the normative requirement of caring for their families in situation of unexpected demands (such as illness), they introduce a disruption in their place of work: if they do not live up to this normative requirement they introduce a disruption in the family."

Our society does not object if a women happens to take a job, but they equally expect her to perform the traditional role. "Qualitative studies provide more data on men's attitudes towards women working outside the home and its seems that most men are reported as "not minding", as long as family life does not suffer. The implications of this are the women are expected to be able to cope with two jobs: paid employment and running a home. If this happens, men are generally happy with the situation"(Nickie Charles, 1993)

Consequently, in such circumstances, when education and economic self dependence, as a pair of wings, provoke them to take off to touch the new height of self recognition, the majority of all women of reproductive ages who are bound to take double set of responsibilities feel themselves pulled by the chain of traditional division of family labor.

1.2 Statement of the Problem

In the context of Nepali society, It is predominantly patriarchal hierarchal where eldest male exercise the power over the women and other family members (Acharya, 1979), around the various study the years have revealed that women in majority of the family have less opportunity and control over family resources than men, have less decision making power in family affairs and perform excessive share of household tasks.

According to Kapur (1970), the process of industrialization and urbanization has brought about socio-psychological change in the attitude and the values of the people of this country especially among the urban population. And this has brought about a change in the attitude of the educated women

(Kapur, 1970: 10). In modern society-economic scenario, opportunities of education and employment being open more widely to women and with increasing economic pressure. Women, especially of urban areas have started to work outside seeking their individual identity and economic power in the society breaking off the boundary erected by the traditional system. Opportunities of social interactions gave them a new outlook towards the traditional hierarchal system.

At present, women are participating in different social and economic activities. The change from the status of a housewife and a mother to the newly acquired status of an educated employed women and an earning member of the family have generated a situation where their traditional roles have been modified without being totally altered (Devi, 1987). But however, it does not imply their complete freedom from their traditional reproductive roles and responsibilities for e.g. childcare, cooking and other household core as “ Developing countries in the process of modernization want to maintain their way of life and also want to change while preserving the foundations of their traditional, cultural values”.

The women have the cultural mandate to give priority to her family i.e. she is expected to be devoted to her family first & her work second. Our society seems to have accepted the emergence of the new role of women as participations in the productions of wealth and as earning member of the family. But however this social deviation does not imply to the family need. Traditional responsibilities are high on their head as there still exists traditional divisional of family labor where husband's family role is generally unresponsive to changes in the wife's role. Moreover, when it comes to division of authority between spouses it is influenced by traditional (Devi, 1987)

It is assumed that the rise in female education led to a decline in discrimination against them, and it substantially helped in raising female labor participation and their economy. Securing through employment is an essential prerequisite to raise self-esteem that is the status of women in the family or in the society. A measure of flexibility which is different from the traditional division of labor between sexes has emergence among the married educated employed women as a result of urban compulsion on man's time and increasing resourcefulness of the women.(Bennett, 1981)

With this background in the mind, an attempt will be made in this dissertation to examine domestic role performance of the educated married women school teacher who is working in education sector of the urban area and their participation in domestic decision. Thus, the study will try to answer the following questions:

- How are the various domestic roles practiced by the married women school teacher?
- What is the involvement of the women school teacher in the household decision making areas?

1.3 General Objectives

The main objectives of this research is to study the status maintained within the family by the married women school teacher of Syangja with reference to their domestic role practice and their involvement in domestic decisions. The specific objectives are mentioned below.

- To examine the domestic roles, practices of the married women school teacher.
- To analyze the involvement pattern of women school teachers in household decision making.

1.4 Limitations of the Study

During the study period the following limitations may be incurred which can't be ignored. The study covers a limited area. It was concluded in the Syangja district. The ideas and views expressed by the women of this area might be different than those of other place of the country. Therefore, the generalization made.

- This study was conducted in the Syangja District only.
- This study was only related to the married educated employed women as school teacher.

1.5 Significance of the Study

Acharya and Bennett (1981) stated that traditionally, status in Nepal, compared to men, has always been low in both familial and societal level. Nepalese women's roles were confined to perform household chores and reproduction, and had little role to play in household decision making and reproduction and had little role to play in household decision making.

Greater importance is attached with education. As education provides access to knowledge, increased possibilities of interaction with outside world the domestic scene and improved opportunities for better paid employed, increase in educational status may be taken as an indicator of improving social status (Acharya, 1997).

Benett (1972), Mentioned that the modern society has created such a situation for the women that she has to play the dual role of working women and a housewife.

Thus, married women school teacher of urban areas of Syangja, who possess both education and employment not only fall into the economically active section of citizens of the nation but as an earning members of the family, they have significant contribution in the income of their family and the nation as

well it was felt important to study the recent status maintained by the married women school teacher in the domestic front with reference decision making in the prevailing circumstances. Furthermore, it has been the area of interest to researchers to know the role performance and decision making pattern followed by these women within the family.

1.6 Definition of the Key Terms Used in the Study

Household: Households are the number of house present in the study area.

Female Headed Household: Female household head is a main woman who runs a house or family.

Household decision making: Household decision making is the process in which main person of the family takes in a proper way for the fulfillment of various needs of their family members and maintains good and healthy relationship in the family. It is measured by questionnaire

1.7 Organization of the Study

This dissertation is divided into seven different chapters. Chapter I gives the introduction of the study including context, problem, objectives, significant and limitation of the study and the organization of the study. Chapter II is about literature review and conceptual framework of the study. Chapter III explains the research methods adopted for the study.

Similarly, Chapter IV discusses about the brief introduction of Syangja district. Chapter V explains the domestic roles practice of the married women school teacher and Chapter VI presents the motivation factors to involvement of women in household decision making. Lastly Chapter VII gives the summary, finding and conclusion of the study.

CHAPTER- TWO

REVIEW OF LITERATURE

2.1 Conceptual Review on Gender Roles and Relations

It is considered that both male and female are equal by legal and human right perspectives but they are separated by different social values, norms and attitudes. The term relation refers to the relation of power between women and men which are revealed in a range of practices, ideas, representations including the provision of labor, roles and resources between men and women. Gender roles mean the set of cultural expectations that define the ways in which the members of each sex should have (Lawman, 2004).

Gender relations are the term used to describe the relations between men and women that, although based on biological differences, are socially and culturally created. For example, although the biological fact of having a child does not in itself, makes it impossible for a women to have a job, she may be prevented by number of factors determined by gender, gender for them is cultural norms restricting at home, stereotypes about 'suitable' job for women or the lack of child care and family services. Despite of the different degree and from gender inequality, the system is universal. Women have no common the number the multiple activities they are expected to carry out. While there official sphere is the home and family. The extent of female disadvantage, and the forms it takes, may vary but what remains constant is that women have seldom been more advantage then men in many societies. An important aspect of gender based analysis is that it moves away from women's issues to considering structure that affect and affected by both men and women (Builock, 1994).

2.2 Theoretical Review on Gender and Feminist Theory

For any kind of research study, a detail perusal of literature and secondary sources are the main pre-requisite. Following the same tradition, pertinent literature have been thoroughly reviewed which is presented as follows:

2.2.1 Gender Perspective

Gender focuses on equal participation and equal benefits to men and women in developmental activities. Gender perspective advocates on equity between men and women. The scholars and theories have described the concept of gender in various ways

Every human society is characterized by gender based social relationship. The rearing of children by parents is also gender based. Children are taught to be male and female them in the different psychological pattern. It reflects the pressing discrimination by the difference in division of labor i.e. household work and outside work. Such type of division of labor creates difference in status. Their rules are determined in the childhood consequently their growth leads considered by society in family, marriage, community and society. Thus we find difference in male and females in every aspect. The gender identities are the conceptions we have of ourselves as beings male and female and the knowledge that one is a male or female and the internalization of this fact into one's self-concept (Lawman, 2004).

According to the Dictionary of Anthropology (1999) Gender has been used to refer to the social, cultural and psychological patterning of differences between male and female which is a cultural classification allows for the separation the biological and cultural aspects of differences between males and females.

Gender is not synonymous with women, nor is it a zero- sum game implying loss for men; rather it refers to both women and men, and to their status, relative to each other. Gender equality refers to that stage of human social

development at which the right, responsibilities and opportunities of in other words, a stage when both men and women realize their full potential (WEF).

Gender refer to the socio-cultural definition of men and women the way societies distinguish men and women and assign them social roles (Bhasin, 2000)

2.2.2 Feminist Theories

Feminism is a perspective that encourages the willing to understand and explain social realities from the vantage point of women. Hitherto, the social realities have largely been understood from the perspective of a few economically, politically and culturally powerful people of their times, mostly men. It was only after the feminist movement that gained strength in the 1950s and received momentum in 1960so that voice of women becomes louder and began to receive attention worldwide. The feminist theory, which developed in the 1970s, is the academic component of the feminist movement (Mishra 2005).

Feminism is not one unitary concept; it is, instead, a diverse and multi-faceted grouping of ideas and, indeed, actions (Freeman, 2002). IT constitutes and awareness of the discrimination, exploitation and oppression of women by the society. It also constitutes collective action by women and some like-minded men to transform the context of discrimination, exploitation and oppression. A realization of patriarchal control over women's lives generates a desire among women to be free from such control. Moreover, feminism Is an awareness of patriarchal control, exploitation and oppression at both the material and ideological levels of women's labor, fertility and sexuality within the structure of family, the place of work and in society (Mishra, 2005). There have been a similar omissions, distortion and devaluation of women's realities in the academia. This has led feminist in the academia to document, describe and explain women's reality and to utilize and to such analyses to promote gender

equity in society (Mishra, 2005). This resulted in crystallization of diverse perspectives as the liberal, Marxist, socialist and radical theories of feminism.

2.2.3 Empowerment of Women

a. Gender and Gender Relation

Every human society is characterized by gender based social relationship .The rearing of children by the parents is also gender based. Children are taught to be male and female. Their roles are determined in the childhood consequently their growth leads them in the different psychological pattern. It reflects the oppressing, discrimination by the difference is division of labor i.e. household work and outside work. Such type of division of labor creates difference in status (as considered by society) in family, marriage, community and society. Thus we find difference in male and female in every aspect. The gender identities are the conceptions we have of ourselves as beings male and female and knowledge that one is a male or a female and the internalization of this fact into one's self concept (Lawman, 2004).

The term gender relation refers to the relations of power between women and men which are revealed in a range of practices, ideas representations including the provision of labor, roles and resources between men and women. Gender roles means the sets of cultural expectations that defines the ways in which the members of each sex should behave.(Lawman,2004).Gender analysis begins from a consideration of the way in which men and women participate differently in the household, economy and society. Secondly it seeks to identify the structures and processes- legislation, social and political institutions socialization practices, empowerment policies and practices that can act to perpetuate pattern of women's disadvantages.

b. Status of Women

According to the population census 2001, the educational status of women at 42.5% is way below, below both national average (53.7%) and that of men above six years of age at 65.1%. Women are poor uneducated unemployed and so on. According to the population census 2001, in Nepal number of women headed household is 15%, ownership of land is 10.84%, ownership of livestock is 7.24% and ownership of house stead is only 5.51%, this shows the poor socio-economic status of the women (CBS, 2002).

“Women constitute 50% of the population of Nepal. The religious background and socio-cultural setting might bring about difference in the status of women in the family and society. But in term of using equal rights and opportunities all women are disadvantaged. The patriarchal social structure precludes women from having their share of resource for health, education and nutrition earlier from level. In fact, Nepalese women have one of the poorest health and literacy rate in the world” (SDC, 2001)

Nepalese women have been involved in the political movement since the fifties but several factors have prevented them from actively participating in local or national politics. These factors include the dominant ideology of patriarchy, men chauvinism, criminalization of politics lack of equal property rights restrictions on women’s mobility and domination of men in all politics parties and the media politics is commonly thought to be controlled by the five ‘m’s they are men, money, music, manipulation and mafia (Chaulagaietc at 2003) In 1999 only 5.85% women were members in the house of representatives(12 women members only) likewise in Upper House (Rastria Sabha) women members were only 13.33%(8 women members only).Its shows the poor representation of women in decision making level (Chaulagaietc, 2003)

“Senior Men’s”(patriarchs) enjoyed absolute authority over all members of the households and women were brought under systematic control. Father become

not only economically responsible for their families, but also socially legally and politically, the head of the household. The idea developed that father was directly responsible for behaviour of his women his honour and that of the family were at stake “(ICDOD, 1996/98).

Cultural beliefs about women’s role, social and cultural restrictions and sometimes limited involvement in decision making largely confines women’s activities to home often compelling them to forego opportunities for training on topics of interest to them (Gurung, 1995).

“Women are out of land, time and money they are often poorly organized have restricted access to political power and limited ability to influence policy/decision makers. They are often illiterate than men and have no collateral to offer for credit. They are also restricted in often the jobs they are allowed to do and the distances. They are allowed to do and the distance they are allowed to travel”(FASIDA).

According to the study conducted by Shrestha (1999) in Nuwakot, men and women do not consider women’s position higher or better than men in decision making, self-image and organizational capacity women’s status is always lower than that of men. Shrestha further states that women only have access to resources, but actual control lies with men even the labour, which by definition belongs to the person concerned, is controlled by men which means that women can only sell their labour with the permission of men and even the income from women’s labour is controlled by men. Women don’t have access to and control over resource as they do not own any property therefore they are not credit worthy. Food is the only area in which women have controls mainly because they prepare and distribute it, health education and training are areas to which women have access but again are controlled by men in these areas.

Legally the constitution of Nepal has given women the freedom of expression and religion, freedom to own property, freedom to vote, the right to run for

office and the power to raise their children as they see fit. Unfortunately practical application of these right has yet to be realized by Nepal women (Thapa, 1999).

Public matters in important or insignificant field. Indeed, no organization can be run without taking decision, and fit it is to be run on sound lines, decision have to be, by and large, correct and reached in time. Similarly, decision making is the essence of all management, public or private. The power to make decision has been correctly identified with the power to manage. No one can ever aspire to be a successful executive if he is either in capable of taking decision or is prone to make wrong decision, A great leader sometimes develops a kun canny judgment, which are usually results in correct decision (Avashti & Meheshwari, 1999).

Economic participation in Nepal upon the face that women are the primary supporters of the domestic and subsistence sector. The time allocations and the decision making data reveal women's role in agricultural production both as laborers and as managers of the production procedures."They divided the stage of decision making further into four stage, to prove and find out more about how and why the decisions were made and what role women played in making them. The stage were suggestion, consultation decision and disagreement (Acharya & Bennett, 1983).

The crucial role of women farmers in agricultural has increasingly been recognized to that gender issues in agricultural development have become and arena of concern. The issues related to their (women) involvement have gradually been addressed in the national agricultural development policies, plans, programs and research. Similarly, there has also been the gradual internalization of gender perspective designers and implementers working in the sectors of the agricultural development has now become a major focus of government (Bajracharya & Adhikari, 1995).

Bhadra (1997), has intro-household Gender Analysis, Work Roles and Distribution of Resources' and concluded that the decision making pattern clearly indicates that when major decisions are involved and when decisions involved money, those decision domains were men's when money was not involved, such as farm activities and food sharing, decisions were made entirely by women or jointly with men. She found that children's education, 50 percent of the household decision were made entirely by men. Emphases on the female decision making especially in the areas of home farm affairs among the rural families. She goes on to emphasis education of women as an important factors as the matter of decision making.

Kaur (1987), emphases on the female decision making especially in the areas of home and farm affairs among the rural families. She goes on to emphasis education of women as an important factors as the matter of decision making process. In her words, "Educated women are better placed as compared to their illiterate counter parts."

She has reported that she has never seen women as final decision makers in any house hold matters except of case for food and nutrition of children. The male members of the family solely do the advanced society at the central level leaving the excluded the marginalized disadvantage and under privilege women lives the different level of society unchanged. Its evolution can be traced to the feminist movement demanding recognition of women's role in the economic, social and political development of nation main aim of this approach is to integrate financial activities. She claims that women have greater input in household decision if they are of medium status. She also claims that the socio-economic status is closely linked with women power of decision-making.

Agricultural decision and labur of gender are different in different socio-cultural setting mongoloid ethno tribes like Gurung, Magar, Rai, Limbu and Tamang make such by gender equilibrium decision in agriculture work, whereas in Aryan tribes it is not found so. Similarly they state that tough high

involvement and high contribution of Nepalese women in agriculture are as unpaid agriculture labour, comparatively women's contributions in net food production is about 44 percent whereas Nepalese women have contributed 50percent in family income by including selling and laboring of agricultural inputs (Pokhrell & Sapkota, 2004).

2.3 Review of Related Studies

The important aspects of research as to make the researcher familiar related literature and helps to guide the researcher with theoretical frame work there are some critics.

Desai (1957), pointed out the theoretically a women is recognized as equal to man in practices she is still considered much inferior to him. The social institution religious norms, value system ideologies all continue to reinforce the spirit of male dominances and authoritarian and pro-male value still shape the lives of the large majoring of Women of India.

Guffman (1976), have pointed since role performance as per societal acceptance, the individual presents self in everyday life in a socially acceptable manner. In a family, role classification based on considerations of sex is considered desirable. According, role are classified into male-oriented and female-oriented. One of the persisting features of ours society has been the explicit division of labor based on gender and age.

Rose (1976), focus on the women's tasks in all societies have less prestige than those of men women are taking over male business or professional roles are moving higher level of prestige, where as men are moving to a lower level of work.

Saran (1982), have observed that modernizes women were accepted and perceived themselves as equal partner to their men and all are allocated certain

amount of power in the authority structure of their families there by altering to some extent male superiority.

Devi (1987), was to spend the whole day in considering matters entirely related to house and was particularly to be attentive to the needs and desires of her lord, always subordinated her own comforts and conventions to his.

Longwe (1991), thought participation in decision making process involves achieving equality of control over the factors of production and distribution of benefits. It may also involve decision on buying material resources like radio, television, sending children to school etc.

Agarwal (1992), points out that though the husbands and parents in law favor employment of education wife and daughter in law and cooperate with their in discharging the new role they still do not inclined to accord them equal status in the family. This education caring women in the middle class family set up in passing though a transitional period prescribing for them the dual role of a working wife and the mother. The author therefore, inferred that the change in the status of educated Women in the family does not lead to the change in her traditional role.

According to UNDP (1995), women in Nepal, as elsewhere, hold the triple work responsibilities of reproduction, house holding and farm work. However, reproduction is not treated as work and house holding is not considered as productive work by the government system. Women also suffer from discriminatory practices in opportunities for education, personal mobility, which is required among other for skill development and independent decision making.

Acharya (1997), report, submitted to UNFPA entitled “Gender Equality & Empowerment of women” has mentioned that “Women carry a triple burden in the society: as a productive worker she contributes directly to subsistence and income; as a mother and wife she cares for the family members and the

children; as community worker she gives all her leisure hours and labor to society”

2.4 Conceptual Framework

An attempt has been made to develop a conceptual framework for present study. There are various aspects that need to be considered in the study of women within the families. However, in the study an effort has been made to study the prevailing condition of the women school teacher within their families by analyzing household decision making.

Conceptual framework for the study of married women school teacher in the families

Married Women School Teacher's Household role Performance	Married Women School Teacher's Involvement in Household Decision Taking
1. Child rearing task	1. Purchase of household necessities
2. Kitchen work and laundry	2. Capital Transaction
3. Cleaning and maintenance of house	3. Family affairs
4. Household financial tasks	4. Other social & cultural obligation

CHAPTER- THREE

RESEARCH METHODOLOGY

3.1 Rationale for Selection of the Study Area

This study deals with the domestic role practices & the participation in the domestic decision making by the married women school teacher of urban families. Syangja district is a good combination of tradition and modern society and as most of the married educated women are employed on primary and secondary level.

3.2 Research Design

When a researcher wants to get actual and accurate data, she/he should formulate appropriate researchers design according to nature of the study. In this study descriptive researcher design has been used to study status within the families of the married women school teacher of Syangja district with reference to their role performance and participation in decision making in their families.

3.3 Nature and Source of Data

Importance of data collection in any research work is quite evident. In this research as well, both qualitative and quantitative data were collected and used. So, the data collected were from primary and secondary sources. Primary data were collected from interviews through structured questionnaires and case studies.

The secondary data were obtained from Journals published and unpublished information and documentation centers of governmental and non-governmental organizations.

3.4 Universe and Sampling

The universe of the study included the women school teachers of Syangja district. However keeping the time and budget limitation of the study only the women teachers if schools present in Phedikhola VDC and Putalibazar municipality were included purposively in the sampling frame. During recent sample survey, it was found that 82 women teachers were working in the schools of the study area. All 82 of them were selected as respondents of the study.

3.5 Data Collection Techniques

In the study, the following mentioned instruments and techniques were used for the data collection purpose so as to obtain as much information as possible. For primary data following techniques were used.

3.5.1 Questionnaire

The structure questionnaire was presented whereby the respondents would have to tick mark the option that best suits them (see Appendix- I). This ensured maximum answers to common and general questions in the least possible time. It was useful later to analyze data collected through this way to be presented in table format so that every query had answers in the form percentage.

3.5.2 Interview

Seven different personnel were interviewed personally especially to obtain a quality and genuine information regarding their background, domestic roles and decision making fields within families. This technique contributed in collecting qualitative data. For secondary data, from the published and unpublished books, document, journals article has been used to obtain secondary data.

3.5.3 Case Study

In order to see the process of decision making and performance of household roles, some, case studies were developed in detail. Two women were taken purposively for case studies. The cases who were apt representatives of the universe of the study were chosen with special attention to their education level, no of children as well as age. The selected informant was intensively interviewed to prepare detail case study, to incorporate their individual experiences.

3.5.4 Observation

During the field work, the researcher made unstructured observations of a number of aspects in the study area which were concerned with the women and their decision making practices in the study area .This technique was basically employed to generate qualitative data. Since this study had given due importance on qualitative analysis along with quantitative one, this technique was very much helpful to generate required information. Important observation was noted were used as supplement in the analysis and interpretation of the data collected via schedule.

3.6 Data Analysis and Presentation

The data were analyzed by using different satisfied tools techniques. The descriptive statics such as frequency, percentage were used. The result was interpreted by dividing the main topics into sub heading according to the nature of data and according to the findings. The outcomes were presented in different tables to clear the scenario of study and to conclude findings.

3.7 Reliability and Validity of Data

The questionnaire was pre-tested to find out the presence of any dubiety and important. For the reliable data, observation and informal crosscheck for informants were be used. Each and every possible respondent was contacted personally and interviewed to ensure that the data obtained are genuine.

CHAPTER - FOUR

SOCIO DEMOGRAPHIC BACKGROUND OF THE RESPONDENTS

4.1 Introduction of Syangja District

Syangja district, a part of Gandaki zone, is one of the seventy- five district of Nepal. The district with Syangja as its district headquarters, covers an area of 1,164km situated at 366m-2512 above the sea level and has a population of about 317,320(2001)census)

There are 60 village development councils(VDC) and 2 municipality in the district. The places of Syangja that keeps their name in history are Sataoun Chandi, Pelkachaur, Manakamana, Damre, Sapaude, Bhirakot Darbar, Jaisidanda is famous for it's hold in the politics of Syangja district for a long time.

According to the population census of Nepal (2001), the total population of Syangja district is 3,17,320, where the men population is 1,43619(45.26%) and women is 1,73,701(54.74%). This shows that women population is higher as same as national figure. There are 64, 76 households in the district and average family members are 4.9.

According to the population Census (2001) the literacy status of the population above six year of age of Syangja district is 66.7%, where as men literacy rate is77.9% and women literacy rate is 57.7%. It has clearly show that as comparison to men, women literacy rate is low. It means 73,475 women as compared to 28,867 men cannot read or write. While the number of men who can read and write is 1,11879 that of women in this category are 1,00225. (Source: District profile, Syangja, 2006).

Both government and private educational establishments accounts the total of 569 schools in Syangja at present day. About 107,988 students are beings educated in these schools. About 77.6% males and 57.30% female culminating total of 64.47% are literature, positioning Syangja district are of the highly literate district in Nepal.

It must be one of the reasons that Syangja district is renown in Nepalese Bureaucracy of producing intelligent and intellectual bureaucrats of the country.

Table 4.1
Category of Schools

School	Government	Private	Total
Primary	395	12	407
Lower Secondary	51	6	57
Secondary	85	18	103

Source: District Education Officer, Syangja.

4.2 Background Characteristics of the Respondents

The present study is primarily concerned with domestic role performance and the involvement in the domestic decision making of the educated of married women school teacher of Syangja district. Since their aspects are likely to be conditioned by the social and economic status of the educated employed married women, it is necessary to know the socio-economic background of the women. Thus, keeping this in view, in this chapter researcher has shown the socio-economic background of the sampled educated married women school teachers.

Here, the researcher has decided thoroughly about the collected data, which were received from our field survey.

4.3 Academic Institution of the Respondents

Married women school teacher of Syangja district are mostly engaged in different types of public and private education institution for jobs for economic earning to maintain their families daily lives. Here, the researcher has found some academic institution from which the sampled respondents have been employee. The table no.1 shows the schools of sampled respondents of the study area.

Table 4.2

Distribution of Sample Academic Institutions by Employed Respondent

S.No.	Name of School	No. of Women Employed
1.	Siddhartha Higher Secondary School	5
2.	Little Flower Boarding School	5
3.	Swaviman Boarding School	4
4.	Chandidanda Secondary School	5
5.	Tribhuban Higher Secondary School	7
6.	Roshani Boarding School	13
7.	Bhupu Boarding School	14
8.	Syangja Higher Secondary School	7
9.	Jyoti Boarding School	13
10.	Himalayan Boarding School	5
11.	Kajimanharitika Boarding School	4

Source: Field Survey, 2014.

From table 4.2, we can say that most of the respondents were employed in Bhupu Boarding school, Jyoti Boarding school as the same ratio of 14 respondents. Similarly it was found in majority being employed in Roshani Boarding school i.e. 13 respondents. The minority of the respondents were employed in Himalayan Boarding school the ratio of the respondents are only two.

4.4 Age of the Respondents

Age is an important variable that determines the status, role, decision making and authority of an individual, who are involved as school teacher. Similarly, age is an important demographic factor which makes difference in burden of work, ability to work, decision making right and involvement in economic activity. The age group wise composition of the respondents of this study has been shown below:

Table 4.3
Distribution of Respondents by Age Group

Age	Frequency	Percent
Below 25	15	18.3
25-35	41	50.0
35-45	17	20.7
45-55	6	7.3
Above 55	1	1.2
Unanswered	2	2.43
Total	82	100.0

Source: Field Survey, 2014.

As shown in the table 4.3, the age of the respondents of the sample population ranged from 25-35 years out of the total sampled population of education employed married women school teacher, majority 50% fall in the age group of 25-35 years followed by 20% in the age group 35-45 years. 18.3% were in the

age group of below 25 years only 7.3% of the respondents were between the age group of 45-55 years. The minority of the respondents were in the age group of above 55 years of age.

The finding shows that more than 50% of respondents were between 25-35 years which signifies educated women though have started to hold job at young age, they continue to work through their earlier middle age. Educated married women school teachers as a bread earner now striving to make their status equal to their male counterparts, so they prefer to continue to the work even in their middle age.

4.5 Educational Qualification

Education is a means of raising awareness. Education gives awareness of new ideas, self-confidence etc. affect individuals towards role-performance and decision making in the family or in the large society. The academic qualification of the respondents of this study has been shown below.

Table 4.4
Distribution of Respondents by Education Qualification

Education	Frequency	Percent
SLC passed	11	13.4
+2/PCL	34	41.5
Bachelor	31	37.8
Master or Above	5	6.1
Unwilling to say	1	1.2
Total	82	100.0

Source: Field Survey, 2014.

According to the table 4.4 shows that 2,41.5% of the married women school teachers respondents had acquired qualification up to Intermediate(+2) level. Only 13.4% had completed SLC. Out of total sample population 37.8% had qualification up to bachelor level, but only 6.1% had acquired master's level of

qualification. This above table shows that even in the urban area like Syangja district educated women who are married and have attained higher level of education qualification. i.e. master degree respondents aren't much in the job of education sector of teaching.

Women school teacher seems to have started working even at a young age as soon as they finish SLC. but there they counted only 13.4% of the total respondents. Number of the intermediated (+ 2), level was higher than Bachelor level. This shows that these woman are not only conscious of the important of education in getting employment but also aware of its role in their upward social mobility. The finding also indicated that in Syangja district better chances are available for the educated women to get employed and maintain her status.

Nevertheless, the percentage of master degree holders out of the total respondents was comparatively lower than the percentage of SLC, +2 (PCL), and Bachelor. Many of the respondents said that after getting married they couldn't continue their study as they were fully occupied with the duty of balancing house hold activities and official work, teaching.

4.6 Religion

Religion is not only one of the important social institution that shapes the everyday life and influence daily experiences but also it forms a foundation in the construction of gender role in any society. The religion group representation of respondents of this study has been shown below.

Table 4.5
Distribution of Respondents by Religion

Religion	Frequency	Percent
Hindu	69	84.1
Bouddha	6	7.3
Christian	1	1.2
Others	2	2.4
Unanswered	4	4.9
Total	82	100.0

Source: Field Survey, 2014.

The table 4.5 shows that the study site is predominated Hindu. Out of the total married women school teacher of the sampled respondents Hindu consisted 84% Buddhist comprises 7.3%, Christian occupies 1.2% and other consist 2.4% of the total respondents.

These points out that most of the married women school teacher were followed Hindu religion district. There was comparatively low participation of Buddhist, Christian and other in employment sector where as there was no representation from other religious group.

4.7 Caste/ Ethnicity

Caste is one of the important variable that determine the norms, values moral lesson in the society. Caste determines its member's prestige, occupation and social relationship. The caste/ethnicity group of the respondents of this study has been shown below

Table 4.6
Distributing of Respondent by Caste/ Ethnicity

Caste/Ethnicity	Frequency	Percent
Brahmin	43	52.4
Chhetri	9	11.0
Magar	5	6.1
Gurung	11	13.4
Newar	5	6.1
Dalit	5	6.1
Others	4	4.9
Total	82	100.0

Source: Field Survey, 2014.

The table 4.6 shows that majority group of the study site is Brahmin. Amongst the 82 sampled respondents of married women school teacher, Brahmin consist majority i.e. 54.4% followed by Gurung 13.4%, Chhetri 11% Magar, Dalit, Newar, 6.1% as same percentage and other 4.9 %.

Brahmin are in the majority in Syangja district, so obviously their population is largest inside the Syangja and as the study was conducted Syangja bazaar, Phedikhola bazaar, Mattikhan, most of the respondents were founds to be Brahmin. Another reason for this is that women have the obligation to manage both official work and housework, so they prefer to stay in their hometown than to leave their localities to hold a job. Though education and employed they have not get managed to completely deviate and themselves from their traditional roles

4.8 Type of the Marriage

In the respondents by the type of marriage in the survey, the majority of marriage types belong in the forms of arrange marriage, which consists maximum. This data shows that the respondents followed traditional way of marriage.

Table 4.7
Distribution of Respondents by Type of Marriage

Marriage	Frequency	Percent
Arranged	68	82.9
Love	11	13.4
Unanswered	3	3.7
Total	82	100.0

Source: Field Survey, 2014.

The table 4.7 shows that the type of marriage in women school teacher out of 82 sampled respondents. The highest 82.9% type of marriage in respondents is followed by arrange marriage process, which is in traditional way 13.4% of the marriage women school teacher marriage by love marriage process.

This table shows that the married women school teacher followed the traditional way of marriage which is practiced in the society from the ancient period.

4.9 Type of Family

In the respondents by the family structure in the survey, both joint and nuclear family structure exist in Nepal but in the survey of the family structure in Syangja district joint family has the higher ratio than nuclear family. The below table describes about the family structure of the respondents.

Table 4.8
Distribution of Respondents by Type of Family

Family type	Frequency	Percent
Nuclear	36	43.9
Joint	42	51.2
Total	78	95.1
Unanswered	4	4.9
Total	82	100.0

Source: Field Survey, 2014.

According to the table 4.8, 51% of the total sampled respondents in the married women school teacher category belong to joint family and 43.9% of the sampled respondents belongs to nuclear family.

The data denotes that the most of the educated and earned married women school teacher are living in Joint family in the study site. Economic pressure is high on both male and female living in the urban area. Women school teacher choose to work as bread earned hardly meets the cost of urban life. Thus, working women of Syangja district, Syangja bazaar, Phedikhola bazaar, Mattikhan, seems to have preferred to live dependently with family members to look after their children and share other household activities.

4.10 Distribution of Respondents by Age of Husband

Age is an important demographic factor which make difference in burden of work, decision making right and involvement in economic activities. The age group of the respondents/husband of this study has been shown below.

Table 4.9
Distribution of Respondents by Age of Husband

Age	Frequency	Percent
Below 25	1	1.2
25-35	31	37.8
35-45	32	39.0
45-55	12	14.6
Above 55	2	2.4
Unanswered	4	4.9
Total	82	100.0

Source: Field Survey, 2014.

The table 4.9 shows that among the married women school teacher of the sample respondents, the highest ratio of age of their husband that is 39% from 35-45 age, 25-35 had 37.8%, 45-55 had 14.6% below 25 years had 1.2% and above 55 had 2.4%

This data shows that the majority of the married women school teacher husband had the age 35-45 age group have the majority age of the

4.11 Respondents Husband's Education

Education is one of the important aspect in the society, education leads people in right way to take give awareness, self-confidence and positive capability toward the role performance. The respondent husband education of this study has been shown below.

Table 4.10

Distribution of Respondents Husband Education

Education	Frequency	Percent
SLC passed	15	18.3
+2/PCL	26	31.7
Bachelor	22	26.8
Master or Above	16	19.5
Unanswered	3	3.7
Total	82	100.0

Source: Field Survey, 2014.

According to the table 4.10 shows 8, 31.7% of the total sampled respondents in the marriage women school teacher's husband category to +2 (PCL) level in education and 26.8% of the sampled respondents belong to bachelor level, 19.5% had SLC passed level.

The data denotes that most of the education and earner married women school teacher's husband are in education level. Due to the education level there is not pressure for both of them in their life hold activities, thus the women had the opportunities in every sector of every field because due to education they can understand each other's feeling and the problems.

The data shows how educated women want educated person in their marriage life .we can analyses that education is the most important and useful aspect to change their social life.

4.12 Respondents Husband Occupation

Husband occupation also determines how to play the important role in the family .Occupation is one of the important and useful aspect to mobilize the social structure of the family member. The respondents husband occupation of this study has been shown below

Table 4.11
Distribution of Respondent's Husband Occupation

Husband Occupation	Frequency	Percent
Self-employed	22	26.8
Government Service	17	20.7
Foreign employment	31	37.8
Others	11	13.4
Unanswered	1	1.2
Total	82	100.0

Source: Field Survey, 2014.

The table 4.12 shows that the husbands of married women school teacher d are employed in various sectors. The sampled respondents were asked if their husbands had any kind of service, foreign employment, self-employed and other.

The finding reveals that the majority 37.8% of the respondents husband involved in foreign employment, 20.7 % of the respondent's husband involved in the government service, 26.8% of the respondent's husband involve in self-employed and 13.4% of the respondents are involved in self-employed and 13.4% of the respondents are involved in others. Thus these finding shows that the husbands of significantly large number of respondents are in foreign employment, which helps the nation through remittance.

4.13 Monthly Income of the Respondent's Husband

Income of the respondent's husband contributes to make an individual economically independent. An income level influences his/her status that affects decision making power in his/her family and society. The level of income of the respondents husband of this study has been shown below.

Table 4.12

Monthly income of the Respondents Husband

Response	Frequency	Percent
10000-20000	35	42.7
more than 20000	41	50.0
Not willing to tell	6	7.3
Total	82	100.0

Source: Field Survey, 2014.

If income contributes to make an individual economically independent, an income level influences his/her status that affects decision making power in his/her family and society.

The table 4.13 shows that among the married women school teacher of the sampled respondents the highest percentage that is 50% earns more than 20000, 42.7% respondents fall in 100-20000 range and 7.3% of the sampled respondents not willing to tell about the income of the husband.

The data shows that the majority of the married women school teachers husband in Syangja district earn more than 2000 when mostly had educated person. This, however, has shown the tendency of increment of the scale of income with the education level. This finding justified the importance of education and the relation between education and job.

4.14 Annual Income of the Family

Annual income of the family affect in decision making power, higher level of income, greater the independence. The level of annual income determines their social and family status. The annual income of the family of this study is described below.

Table 4.13

Annual Income of the Family

Response	Frequency	Percent
<50000	15	18.3
50000-100000	7	8.5
more than 100000	60	73.2
Total	82	100.0

Source: Field Survey, 2014.

According to table 4.13 shows, the annual income of the family of married women school teacher 73.2% respondents more than I lakh, 8.5% of respondents 50000-100000 and the lowest income and 18.3% below than 50000.

The data shows that the majority of the married women school teacher family income had better income in range more than 100000. This data shows the radical change in the society of the married women school teacher and give the priority in the educational sector.

4.15 Distribution of Respondents by Teaching Level

Teaching level is also of the one important medium to judgment the capacity of the female in which level they are involve in teaching sector. Which is describe as below. **Table 4.14**

Distribution of Respondents by Teaching Level

Level	Frequency	Percent
Primary	63	76.8
Lower secondary	14	17.1
Secondary	2	2.4
Total	79	96.3
System	3	3.7
Total	82	100.0

Source: Field Survey, 2014.

From table no. 4.14, we can say that most of the respondents were involved in primary level which is about 76.8%. Similarly 17.1% of the respondents were involved in lower secondary. It was round in majority being employed in primary teaching level. But 2.4% of the respondents were involved in secondary teaching level.

Whereas, married women school teacher were found employed in primary teaching level in high ratio. But the least ratio is seen in secondary level.

4.16 Distribution of Respondent by Daily Teaching Hours at School

In the research made in Syangja district school in respect of daily teaching hours, it was found that only a few respondents had involved more than 8 hours whereas the other respondent was found to be involved 6 to 8 hours who were in great ratio which is described in below table.

Table 4.15
Distribution of Respondent by Daily Teaching Hours at School

Teaching hours	Frequency	Percent
6 hours	55	67.1
6-8 hours	20	24.4
8 hours or more	7	8.5
Total	82	100.0

Source: Field Survey, 2014.

The table 4.15, shows that among the married women school teacher of the sample respondents, the highest i.e. 67.1% respondents claims daily teaching hours at school is 6 hours. Where 24.4% respondent claims teaching hours is 6-8 hour and lowest i.e. 8.5% teaching hours is 8 hours or more.

The data shows that the majority of married women school teacher in Syangja district teach 6 hours. This, however, has shown the tendency of teaching hours at school is 6 hours.

4.17 Relation between Age and Social Status of Female Teaching Staff

Age is an important variable that determines that status, role decision making and authority of an individual. Where as social status of female teaching staff one of the important aspects in the society which determine their role in their life. Which has been described in the below table.

4.16

Distribution of Respondents by Age Group

Age	Social Status			Total
	Very High	High	Medium	
Below 25	1 (6.7%)	5 (33.3%)	9 (60%)	15 (100%)
25-35	2 (5.3%)	16 (42.1%)	20 (52.6%)	38 (100%)
35-45	4 (23.5%)	7 (41.2%)	6 (35.3%)	17 (100%)
45-55	1 (16.7%)	2 (33.3%)	3 (50%)	6 (100%)
Above 55	0	0	1 (100%)	100%
Total	8 (10.4%)	30 (39.0%)	39 (50.6%)	77 (100%)

Source: Field Survey, 2014.

According to the table no 4.16, the total survey of the married women school teacher, age and social status of 60% of the respondents answered that they play medium, 33.3% told that they play high and 6.7% had very high in the age below 25 years. 53.6% had medium, 42.17% had high 25.3% had very high social status in the age about 25-35 years old. In the age group of 35-45 had high about 41.2%, 35.3% about medium and 23.5% had very high social status of female teaching staff. In age group of 45-55, 50% had medium 33.3% had high and 16.5% had very high social status. Above them 55 age group had only 100% in medium social status.

The data shows that the age and social status of female teaching staff, 50.6% of the respondents had involved in medium social status 39.0% had involved in high status and rest 10.4% involved in very high status of female teaching staff.

CHAPTER - FIVE

DOMESTIC ROLES PRACTICES OF THE MARRIED WOMEN SCHOOL TEACHER

In this chapter, an attempt has been made to analyze household role practices of the married women school teacher of urban areas of Syangja district. It would give an idea concerning which domestic role they usually practice and how, and it would throw some light on their domestic work load as well. Married women school teacher of Syangja who are currently working in academic sectors are supporting much economically resourceful and independent. Thus, this chapter deals with the analysis of the respondents household role practice.

5.1 Taking Care of Children

The socialization process is still responsibility of the family in even in the urban setting. The child care activities including the tasks related to the children can be described in below table.

Table 5.1
Distribution of Respondents by Taking Care of Children in Family

Responsible member	Frequency	Percent
Other member of family	2	2.4
Self	41	50.0
All members	35	42.7
Not willing to tell	4	4.9
Total	82	100.0

Source: Field Survey, 2014.

Table 5.1 shows, of the total sampled school teacher married women, 50% confirmed their independent practiced in take care of children where as 24% still take care of children by other member of family. However 42.7% of the

respondents claiming the performance of take care of children by the all member of the family.

Thus, this findings are encouraged as amongst the school teacher married women of Syangja district to take care of children now being participation of member of family self and all member

5.2 Role Performance in Kitchen Activities

Kitchen activity is also an important household activity. In a patriarchal family like ours decision of male is valued over female but the practice of doing kitchen activity is mostly done by women which is described in the below table 5.3

Table 5.2

Distribution of Respondents by Role Performance of Kitchen Activities

Response	Frequency	Percent
Always	80	97.6
Sometimes	2	2.4
Total	82	100.0

Source: Field Survey, 2014.

In the present sample of 82 married school teacher, the table no. 5.2 shows that in most of the activities are related to cleaning home usually, the respondents themselves were playing the main role than the other members of the family. In the work of kitchen 97.6% the total sampled respondents have played the vital role in the work of kitchen only 2.4 % of the total sampled respondents claimed that it is done by them sometimes.

5.3 Role Performance in Farm Related Works

Role performance to farm related works is a related with male and female and continues to be so even in the urban areas. Both male and female participation in the farm related works which is described in the below table.

Table 5.3

Distribution Respondents Role Performance to Farm-related Works

Member	Frequency	Percent
All member of family	44	53.7
Self	12	14.6
Not willing to tell	26	31.7
Total	82	100.0

Source: Field Survey, 2014.

Table 5.3 shows amongst the sampled respondents of married women school teacher high percentage is 53.7% mentioned that usually all members of family perform role to farm related works. Among all 31.7% of respondents claim not willing to tell in practice activities to form related works however at least 14.6% of the sampled respondents of married women school teacher are involved in farm related works.

5.4 Engagement of Respondent in the Works of Field

School teachers are primarily engaged in their own profession. However, in Syangja most of the families possess agricultural fields for cultivating various types of crops. The respondents view in the engagement in agricultural field has been shown below.

Table 5.4

Distribution of Respondents by Engagement of Respondents in the Works of Field

Response	Frequency	Percent
Yes, I have to do	33	40.2
No, I need not to do	17	20.7
Sometimes	32	39.0
Total	82	100.0

Source: Field Survey, 2014.

Table 5.4 shows that in most of the work related of agricultural field, usually the respondents themselves were playing the vital role than other member. In work of field 40.2% of the total sampled respondents have their vital participation. 20.7% of the total sampled respondent had not been involved in the work of field. And rest of 39% said they had to involve in the work of field sometimes.

5.5 Role Performance of Member to Help Children in Their Study

Helping children in their study is primarily important for growing kids. Since in Nepalese societies, men are better educated than women in the case of Syangja district bazaar. The following table speaks more truth about this

Table 5.5
Distribution of Respondents by Role Performance of Member to Help Children in Their Study

Member	Frequency	Percent
Husband	4	4.9
Other member of family	1	1.2
Both	69	84.1
Self	2	2.4
Unanswered	6	7.3
Total	82	100.0

Source: Field Survey, 2014.

Table 5.5 shows 84% of the educated married woman and husband, both of them help children in their study 7.3% of the sampled respondents claim no response in the activities 4.9% of the educated married women respondents the involvement of husband to help children in their study like 1.2% of the educated married women respondents that other members of family involved to help children in their study.

5.6 Difficulties in Work of Home and School

In the survey made in Syangja district, the difficulties in work of home and school were also studied. While involved in the work of home and school the respondents have to face difficulties as illustrated in the table below:

Table 5.6
Distribution of Respondents by Difficulties in Work of Home and School

Respondents	Frequency	Percent
No	51	62.2
Sometimes	24	29.3
Yes	7	8.5
Total	82	100.00

Source: Field Survey, 2014.

The table no. 5.6 shows these married women school teacher of the research site faced difficulties in work of home and school in different ways. Most i.e. 62.2% of the educated married women claimed that they had no difficulties in work of home and school, 29.3% claimed that they had difficulties in work of home and school mostly and 8.5% of respondents said yes there are difficulties sometimes.

Thus, most of the respondents claimed they have no difficulties in work at home and school. Some respondents claimed they have difficulties.

5.7 Education and Role in Economic Decision of Family

Education and economic source of role is the family which is very useful and important aspects which mobilize the family status in right path. Both aspects are important and useful to take decision of family. The below table described the education and role of economic decision of family.

Table 5.7
Distribution of Respondents by Education and Role in Economic Decision of Family

Education	Role			Total
	Very Active	Active	Weak	
SLC passed	5 (55.6%)	4 (44.4%)	0	9 (100%)
+2/PCL	25 (39.3%)	2 (7.1%)	1 (3.6%)	28 (100%)
Bachelor	25 (92.6%)	2 (7.4%)	0	27 (100%)
Master or Above	2 (50%)	0	2 (50%)	4 (100%)
	57 (83.8%)	8 (11.8%)	3 (4.4%)	68 (100%)

Source: Field Survey, 2014.

The data of the table no 5.7 out of total sampled married women school teacher, education and role in economic decision of family 55.65 of the respondents told that they play active role in education of family, 44.4% answered that they play active role in the level of SLC passed education 89.3% argued that they play very active role, 7.17% active and 3.6% had weak role in +2 education level, among bachelor level, the majority is 92.6% told that they play very active and 7.4% argued that active in the education role in economic decision. In survey of master level 50% of the respondents told that they play very active and 50% of answered that they play weak role in economic decision of family.

This data shows that education and role in economic decision has best result which is about 83.8% of total respondents who told that they play very active, 11.8% however in active and 4.4% involved in weak in education and role in economic decision of family.

5.8 Ways of Transactions in Daily Life

In daily activities, money has to be used for a number of purposes related to household and family spheres. Traditionally there used to be the dominance of transactions in terms of cash. However, now cheques are also emerging as a

new way of transaction. Here the researcher was particularly interested in studying the way these professional woman make daily transactions. The daily use of money of the respondent has been shown in the below table.

Table 5.8
Distribution of Respondents by Daily Use of Money

Response	Frequency	Percent
In cash	24	29.3
In cheque	10	12.2
Both	48	58.5
Total	82	100.0

Source: Field Survey, 2014.

The table no.5.8 shows that most of the respondent daily use of money in cash and cheque, 58.57% of respondent used in cash and cheque. 29.3% of the married women school teacher each of money in cash, 12.2% of respondents use of money in cheque process.

The table shows that educated women used cheque and cash in relation to use of money in different sector.

5.9 Use of ATM or Credit Card

The respondent who use ATM or Credit card has been shown in the below table.

Table No. 5.9
Distribution of Respondents by Use of ATM or Credit Card

Response	Frequency	Percent
Yes	44	53.7
No	33	40.2
don't know	2	2.4
No response	3	3.7
Total	82	100.0

Source: Field Survey, 2014.

As shown in table no. 5.9, 53.70 of educated married teacher of the research site use ATM or credit card, 40.2% of the respondents had not used of ATM card, 2.4% the respondent don't know about ATM card and 3.7% of the married women teacher had no responses.

5.10 Way of Saving Income

Way of saving income in many way but the respondents use different way to save their income which is described in below table.

Table 5.10
Distribution of Respondents by Way of Saving Income

Response	Frequency	Percent
Deposit in bank	61	74.4
Play dhikuti	6	7.3
Keep at home	9	11.0
Give in interest	3	3.7
Save in local co-operative organization	3	3.7
Total	82	100.0

Source: Field Survey, 2014.

According to table 5.10, 74.4% of the married women school teacher, Respondents deposit the saving income in bank. 11.0% of the respondent the keep money in home, 7.3% of the respondent played dhukuti and 3.7% respondent give the money in interest. This show that even in the urban area like Syangja district, educated women have attained in higher level in saving income in bank deposit. 3.7% of respondent use there money giving in interest which is a traditional way of depositing of income, 3.7% of respondent save their income in local co-operative organization.

5.11 Main Source of Income of the Family

Main source of income in the family is useful and important aspects which mobilize the family status in right path. The below table describes the main source of income of the family.

Table 5.11

Distribution of Respondents by Main Source of Income of the Family

Response	Frequency	Percent
Farming	6	7.3
Trade/ business	7	8.5
Service	69	84.1
Total	82	100.0

Source: Field Survey, 2014.

The table 5.11, shows that among the married women school teacher of the sampled respondents, the source of income of the family is in service that is 84%, in trade/business 8.5% of the respondents are involved and in the farming sector about 7.3% of respondents are involved.

The data shows that the majority of the main source of income of the family depends on service which is in 84%. The data shows that ratio of involvement in service sector than other field is higher in ratio in educated family member.

CHAPTER - SIX

INVOLVEMENT OF WOMEN IN HOUSEHOLD DECISION MAKING

An attempt has been made in this chapter to find out the participation of respondent of Syangja in decision making in household level, decision making is considered as an activity process by which a course of action is chosen from available alternatives and the process involves three stages namely:

6.1 Role of the Respondents in Economic Decision of Family

The role of respondents in the economic decision of family can be categories in different view which the respondents of this study has been shown below.

Table 6.1
Distribution of Respondents by Role of the Respondents in Economic Decision of Family

Response	Frequency	Percent
Major	58	70.7
Little	8	9.8
no more	3	3.7
Not willing to tell	13	15.9
Total	82	100.0

Source: Field Survey, 2014.

The data of the table 6.1, out of the total 82 sampled married school teacher women, 70.7% confirmed that they play the major role in economic decision of family, 9.8% of the respondents told they play only a little role, 3.7% told no more role in economic decision of family and about 15.9% of the respondents not willing to tell about the role of them in economic decision.

In table 6.1, there is the majority in the role of the respondents in economics decision of family which about 70.7% out of 82 sampled school teacher, 15.9% of the respondents not willing to tell about the role of them in economic decision of the family. This shows that the education plays vital role in economic decision of the family.

6.2 Main Authorized Person of Respondents Earning

The below table describes the main authorized person of the money in the household activities which can be show in the below table.

Table 6.2
Distribution of Respondents by Main Authorized Person of Respondents Earning

Response	Frequency	Percent
Husband	23	28.0
Father in law/ mother in law	3	3.7
Self	53	64.6
All of above	3	3.7
Total	82	100.0

Source: Field Survey, 2014.

As shown from the table 6.2 of the total sampled married women school teacher, 64.6% of the respondent have authorized person themselves, 28.0% of the respondents husband have main authorized person of earning, 3.7% of the respondents father in law, mother in law have main authorized person of money and rest of 3.7 of the respondents, husband, father in law/mother in law have main authorized person of money and rest of 3.7 of the respondents, husband, father in law/mother in law and themselves have the authorized person of the earning.

From the respondents of the above table the married women school teacher have the majority in the main authority of earning. This table also show that how educated person can play the great role in their own sector.

6.3 Role of Female Teaching Staff in Decision Making Process at Home

Decision making process at home is one of the important medium to manage the number of the family. This one is the most important aspects in every family. It is important to know whether have women rights to decide about this or not.

The below table describes the role of female teaching staff in decision making process at home.

Table 6.3
Distribution of Respondents by Role of Female Teaching Staff in Decision Making Process at Home

Response	Frequency	Percent
Very active and decisive	35	42.7
Medium	44	53.7
Passive	3	3.7
Total	82	100.0

Source: Field Survey, 2014.

As shown in table 6.3, out of 82 respondents 42.7% of respondent had role in decision making process at home in very active and decision way, 53.7% of the respondent had medium role in decision making process at home and 3.7% are passive in the role of decision making process at home.

Thus, the finding shows that the role of female teaching staff in decision making process at home. Little response was passive but most respondents claimed that they have medium and active role.

6.4 Social Status before Joining Job

Traditionally, women's status in Nepalese society has remained secondary to their male counterparts owing largely to the patriarchal nature of the society. This issue has already produced serious debates in various arenas and has also become a political issue. The following table shows the way respondents' label their status before joining this profession:

Table 6.4
Distribution of Respondents by Social Status before Joining Job

Response	Frequency	Percent
High	5	6.1
Medium	63	76.8
Low	14	17.1
Total	82	100.0

Source: Field Survey, 2014.

According to table 6.4, of the total 82 sampled schools married teacher, 61% claim high school status before joining job 76.8% of the respondent married women had medium social status before joining job and 17.1% of the respondent told low social status before joining job.

6.5 Reason for Lower Status of Women in the Society

Illiteracy, low economic status, conservative thinking are the main important reasons for the lower status of women in urban areas of Syangja which has been shown below.

Table 6.5
Distribution of Respondents by Reason for Lower Status

Response	Frequency	Percent
Illiteracy	29	35.4
low economic status	16	19.5
conservative thinking	26	31.7
Cannot pinpoint	11	13.4
Total	82	100.0

Source: Field Survey, 2014.

In the table 6.5 shows 33, 35.4% out of the 82 respondent said illiteracy is the main reason for lower status, 19.5% of the respondents told low economic status is the reason for lower status in the society, 31.7% claimed that conservative thinking is the main reason for lower status and 13.4% respondent told they cannot pinpoint the reason for lower status.

The data explain how even in the present time the reason of lower status of the society has been dominated by illiteracy, low economic status and conservative thinking, the respondent claim, illiteracy, low economic status and conservative thinking are the main reason for lower status in the society.

6.6 Social Status of Female Teaching Staff

Social status of female teaching staff is one of the great aspects in the society. If the social status of female increased greatly it gives a good result in the society for improvement. The following table sheds light on the status of the respondents in their society at present:

Table 6.6

Distribution of Respondents by Social Status of Female Teaching Staff

Response	Frequency	Percent
Greatly increased	40	48.8
Increased	39	47.6
Cannot say	3	3.7
Total	82	100.0

Source: Field Survey, 2014.

In table 6.6, 48.8% of the sampled respondents have greatly increased in social status of female teaching staff, 47.6% of the respondents claim increased in social status of female teaching staff and rest 3.7% of respondents claim cannot say about the social status of female teaching staff.

From table 6.6 we know the social status of female teaching staff has increased day by day.

6.7 Concept of Family towards Female Teachers

Concept of family member towards female teacher helps to arrange their attitude in the related sector which has been shown in the below table.

Table 6.7
Distribution of Respondents by Concept of Family towards
Female Teachers

Response	Frequency	Percent
Positive	76	92.7
General	6	7.3
Total	82	100.0

Source: Field Survey, 2014.

The above table no. 6.7 shows 92.7% respondents of the family members have the positive concept towards female teacher, 7.3% respondent of the family member have general concept towards female teacher.

From the above data, we know that the majority of the respondents have positive concept towards female teacher, this shows the great change in tradition values and norms of the society by the help of educated married women school teacher.

6.8 State of Gender Equality in the School

State of the gender equality in the school which has been shown below.

Table 6.8
Distribution of Respondents by State of Gender Equality in the School

State of Gender Equality	Frequency	Percent
Yes, there is	69	84.1
No, there is not	13	15.9
Total	82	100.0

Source: Field Survey, 2014.

According to table 6.8, of the married school teacher, in the issue of gender equality in the school. 84.1% of the total respondents claimed that there is gender equality in the school, where as 15.9% claimed there is not gender equality in the school.

This table shows that the majority of the married women school teachers in the Syangja district have gender equality in the school.

6.9 Items Expenditure

The respondents areas of spending income from job are in different sector which has been shown below.

Table 6.9
Distribution of Respondents by Areas of Spending Income from Job

Areas of spending	Frequency	Percent
Household needs	68	82.9
For children	6	7.3
For self	3	3.7
All of above	5	6.0
Total	82	100.0

Source: Field Survey, 2014.

Table 6.9 shows that area of spending income from the respondent job. Out of 82 sample respondents 82.9% respondents spend their income in household needs, 7.3% responds spend their income for children, 3.% spend their income for self, where as 6% respondents spend their income in the all of above.

Thus, most of the respondents spend income in the household needs and few of respondents spend income in different sectors.

6.10 Number of Children

In the research it has been found that no of children that working women has an impact on them. In most of the studies it has been found that employment of women and fertility has a negative relationship. The number of children of the respondent of this study has been described below.

Table 6.10
Distribution of Respondents by Number of Children

Number of children	Frequency	Percent
One Children	23	28.0
Two Children	40	48.8
More than 2	10	12.2
No child	6	7.3
Unanswered	3	3.7
Total	82	100.0

Source: Field Survey, 2014.

The number of the respondents of the sampled population of the Syangja district ranged from 1 to more than 2 in married women school teacher of the sampled respondent 48.8% two children, 28% a single children, 12.2% more than 2 children and 7.3% had no children

This data shows that amongst the educated and married women school teacher the majority of them had 2 children this shows their concern towards the family and also the importance of work for the proper earning to run their life comfortably, 28% of the respondents have only single child. Which simply does not mean that they are happy in small family size but as mentioned in earlier data the more age group was of between 25-35 and there is still probability of giving birth to next child or they are trying birth spacing.

6.11 Response of Family and Society in Case being Late Return Home

The below table describes the response of family and society in case being late return home.

Table 6.11
Response of Family and Society in Case Being Late Return Home

Response	Frequency	Percent
Positive	61	74.4
Negative	21	25.6
Total	82	100.0

Source: Field Survey, 2014.

As shown in table 6.11, 74.4% of the respondents family member have positive attitude in the case being late to return home. Whereas, 25.6% of family member have negative attitude in case being late to return home. In this survey, the higher percent of the people have positive thinking in case being late return home. It shows, the great change in the society about this case.

According to the table 3.11 of the total 82 sampled school teacher married women, 12.2% have permanent job, where as 86.6% have contemporary type of job.

CASE-1

Sumitra is a 30 years old married women belonging to a Chhetri joint family. Including her there are five members in her family i.e. her father in-law, mother in-law, brother in-law, her husband and her three years old son. Since she has already attained the master degree in English four years earlier and now she is working as a teacher in a Shree Chandidanda Higher Secondary School. Her husband is a Nepal army.

She said she had a late marriage as her priority was to finish her master's degree first. She believes that a good education leads to a better employment opportunity. She said she is happy with her decision of late marriage as now she gets well paid i.e. above Rs 12000 for being an English teacher in a reputed school. She has mentioned that she is able to contribute in the household income and expenditure. According to her, as she is living in a joint family, though she participates in all the household decision making areas, she doesn't have a final say in all of them. She is the sole decision maker in the decision areas that has to do with kitchen like what to cook and how much to spend on it, expenditure on utensil etc. But most of the decisions are taken jointly with her husband for instance access to health service, decision on children's education etc. Decisions regarding religious and social events, being the eldest member of the family are predominantly taken by her father in-law. She emphatically stated, its in the decisions pertaining to finance like borrowing lending purchase of a land or any capital transaction my participation is present in some way or another but ultimately either my husband or my father in-law takes the final decision.

She does the kitchen works like preparing food, washing dishes etc and she doesn't forget to mention that sometimes her husband acts as a helping hand, but that according to her is purely occasional. If not she, her mother in-law sometimes helps her in kitchen works. Other tasks like laundry and sweeping are always by her. Purchase of any costly goods becomes a sort of joint task for her. All task related to child rearing, preparing children to school or feeding them, she performs herself. She said her mother in-law performs daily puja. But she has a complaint that though she rarely gets a chance to take decision regarding religious & social event, she almost

always has to make preparation on her own for those events. Task of keeping the track of money and payment of bill, repairing etc is usually done by her husband.

She said (laughingly) "I sometimes find it very hard to balance the office work and homework. I have to bring school work at home like to check the homework of my students, and simultaneously I have to meet the expectations of my family members by performing the daily household task its tough you know."

Sumitra's case study showed that married women school teacher in spite of being employed and making contribution in the household income and expenditure, in some cases, don't have their final say in the decisions related to capital transactions. Moreover, the almost household work load is on them.

CASE STUDY 2

Amrita Gurung is 32 years old married women who belong to a nuclear family, Including her there are just four member in her family. Her ten year old son is studying in the fifth grade and four year daughter is in kinder Garden. Her husband is an Indian army. She has done graduation in education and is currently working in a Trinity Higher secondary school.

She said she makes an equal contribution in her household expenditure. She stated that leaving some, almost all decisions are taken jointly with her husband. She is free to spend her earning according to her wish, but nonetheless, a huge chunk of her salary is spent on fulfilling domestic needs of her family. And the remaining she keeps in her personal account. She makes the decision concerning what food to cook how much to spend on it. She claimed that she takes a joint decision with her husband regarding her children's education, mobility of her family member, seeking treatment of family members. Even the financial decisions are chiefly mutually taken. She said, "My husband doesn't take any important decision without my consent. We discuss and finally take the decision together."

According to her, unlike in decision making, not all the household chores or tasks are carried out mutually. When asked, "Are you saying your husband doesn't help you at all?" She answered, as we both job holders we are equally busy and we don't enough time for household work. I won't say my husband never helps me, but usually I'm the

one who needs to cook, clean, do laundry, feed children everyday. Upon asked, "what are the roles that you perform together with your husband?" she answered, "Shopping for daily food provision, any major shopping, attending sick members of family etc are usually mutually done." But she complained " Though I 'm happy at my husband's supportive nature but everyday as soon as we reach home from our offices we both get equally tired, and yet I'm the one who has to head straight towards the kitchen to prepare tea and food for all the family members.

Amrita's case showed that married women school teacher specially belonging from a nuclear family practice more decision making power as most of the household decisions are jointly. But however, most of the typical feminine roles, especially kitchen works, are usually performed by the women themselves.

CHAPTER-SEVEN

SUMMARY AND CONCLUSION

In this chapter, the summary of the finding generated from the data analysis and interpretation has been included. The findings regarding the socio-economic background of the sampled respondents have also been enlisted.

7.1 Summary

This research was an attempt to find out the status of the married women school teacher in the domestic from living in urban area. To be specific, the main objectives of this study were to describe the participation in the domestic role and in the household decision making by educated married women school teacher residing in Syangja district. Siddhartha Higher Secondary School, Little Flower Boarding School, Swaviman Boarding School, Chandidanda Secondary School, Roshani Boarding School etc.

In the view of the objectives of the study, Syangja district was the site of the study. The survey type research method was used to fulfill the purpose of the present study. Both primary, secondary data were used for the study. Primary data have been collected from the field. For secondary data related books, article, dissertation were used to reference. This study has been carried out among 82 respondents who were married, educated and employed on academic institution as school teacher. About eleven schools were selected structured questionnaire, interview, observation and case study method were used to collect information. The finding was descriptively analysis for which frequency distribution and percentage were used for data analysis and interpretation, data analysis design has been formed background, table language from to the table and lastly finding analysis for each have been organized

7.2 Major Findings

The main findings of the data analysis and presentation can be summarized as follows:

- Decision making power of school teacher of Syangja district is found to be satisfactory.
- Most of the male and female are found to be co-operation to each other in every sector of work.
- The women are working in different household activities such as feeding children, sending children to school and other kitchen activities.
- 48.8% that makes the majority of the respondents had two children. Large no 37.8% the married women school teacher husband had involved in foreign employment while 26% had involved in self-employment& 17% had joined in government services.
- Concerning to the other agricultural obligation relation decision area, the respondents dependent in tradition way i.e. 51%.The main purpose of the agriculture production to fulfill subsistence need which about 96.1% of the respondents are involved.

7.3 Conclusion

Married women school teacher of urban area have not only managed to set up their mark in the society, they are even getting their strong hold in the family level as well. Because of it their participation in the various household roles as a decision maker in various household decision areas, their growing influence is prominent. These women have succeeded to gain competence and have planted the seed of equalitarian ethos in the domestic front. It can be clearly seen in their domestic role practice and decision making.

Even in the household decision making areas the participation of the married school teacher women is noteworthy. As they have their share of contribution

in the domestic economic resources, they now equally participate in the decision making areas. Joint decisions on maximum decision areas, especially on decision related to capital transactions are prominent. At present, these women's voice is not unheard. So decisions are made on important issue of family are jointly taken. In some decision making areas. Namely "purchase of kind of construction of house" and "borrowing and lending" etc; their husband still have their greater say. To sum up, the involvement of the married school teacher women of Syangja in the household decision is commendable as they have their joint decision in most of the household decision make areas moreover, in some decision areas they are even playing the role of a sole decision marker. However, in some of the finance related decision husband still have their greater say. On the other hand, their domestic role practice show that the domestic work load is high on them as most of the kitchen works and child rearing tasks are still practiced by them only.

REFERENCES

- Acharya, M. & Bennet (1983). *Women and subsistence sector economic participation and household decision making in Nepal in world bank staff working papers: the rural women of Nepal and aggregate analysis and summary of 8 villages studies*, Kathmandu: CEDA T.U. Vol. II Part 9.
- Acharya, M. (1979). *The status of women in Nepal, statistical profile of Nepalese women: A Critical Review*, vol. II, part I, CEDA, Tribhuvan University, Kathmandu, Nepal.
- Agrawal, K. (1992). *Middle class educated earning women in the Indian Family*, India: Asian Publication, India.
- Bajracharya, B. & Adhikari, N. (1995). *Gender concordrn in agricultural perspective plan*. Kathmandu: APROSC, Nepal.
- Baral, Nirmal (2010). *Women's role in household decision making: A case study based on rural women of Puranchaur VDC Kaski*, An Unpublished MA Disertation Submitted to Department of Sociology/Anthropology, P.N. Campus, Pokhara.
- Bennett, L. (1981). *The status of women in Nepal, The Parbatiya Women of Bakhundol*, Vol. II, Part VII, CEDA, Tribhuvan University, Kathmandu.
- Bhadra, C. (1997). *Intra-household gender analysis of work role and distribution of resource: A pilot study in Nepalese village*. An Unpublished Ph.D. Dissertation, Overton State University, USA.
- Bhasin, K. (2000). *Understanding gender*, New Delhi: Kali for Women.
- Central Bureau of Statistics (2002), *Statistical pocket book*, Kathmandu: CBS.
- Central Bureau of Statistics (2002). *Women in Nepal: some statistical fact*, Kathmandu: CBS.
- Central Bureau of Statistics (2002). *Population census 2001: national report*, Kathmandu: CBS.

- Central Bureau of Statistics (2003). *Population monograph of Nepal*, Kathmandu: CBS.
- Desai, N. (1957). *Women in Modern, India*.
- Devi, India (1987). *Women education employment family living. A Study of Emerging, Hindu wives in Urban India, Delhi*.
- Gurung, J. (1995). *Organizing mountain women*, Mountain Farming Series No. 2, ICIMD.
- Huston, P. (1979). *Third world women speak out*, New York: Praeger Publishers.
- Lawman, N. (2004). *Illustrated dictionary of sociology*, New Delhi: Lotus Press.
- Mies, M. (1980). *Indian women and patriarchy*, New Delhi:
- Mishra, M. (2005). *Perspectives on feminism*, Hamro Sansar Publication
- Ostergaard, L. (1997). *Gender and development: a practical guide*, First Edition, London, Routledge.
- Patel, U. (1998), *The problem of educated working women in India urban society*, India: Asian Publication.
- Raka, S. (1982). *The effect of modernization on the status and role of the women*, Poona: Kundal Publishing House.
- Ross, Aileen D. (1976). *The Hindu family in it's urban setting*, New Delhi: Oxford University Press.
- Shrestha, P. (1995), *Education women in urban Nepal*, New Delhi: B.R. Publishing Co-operation.
- Shrestha, P. (1995). *Educated women in urban Nepal*, Kathmandu: CEDA, Tribhuvan University.
- Singh, J., *Empowering women*, The Kathmandu Post Daily July 1, 2002. Syangja District Profile (2006). *District development committee*, Published by Syangja.
- Thapa, D. (1999). *Searching for women's voice in Hindukush Himalayas.: A Case study in Humla district*. ICI MOD, Nepal.

APPENDIX I
Questionnaire
Questionnaire Schedule

Individual Profile

S.N.	Questions	Responses
1.	Age
2.	Academic Qualification	a. SLC b. Intermediate c. Bachelor d. Master degree
3.	Religion	a. Hindu b. Buddhist a. Christian
4.	Cast/Ethnicity	a. Brahamin b. Chhetri c. Magar d. Gurung e. Tamang f. Newar g. Dalit h. Others
5.	Types of Marriage	a. Arrange Marriage b. Love Marriage c. Court Marriage
6.	Family Structure	a. Nuclear Family b. Joint Family
7.	Age of Husband
8.	Husband's Academic Qualification	a. SLC b. Intermediate c. Bachelor d. Master degree
9.	Husband's Occupation	a. Self employed b. Government services c. Foreign employment d. Others
10.	Number of Children	a. One b. Two c. Three d. None

Dally Duties

S.N.	Question	Responses
1.	Time of Wake up
2.	House Cleaning	a. Yes b. No.
3.	Kitchen Work	a. Yes b. No.
4.	Job	a. Yes b. No.
5.	Caring of Children	a. Self b. Husband c. Family Member d. All of the Above
6.	Returning time from School
7.	How do you manage the works for domestic animals?	a. Father in-law b. Mother in- law c. All of us d. Self
8.	How do you manage the works for farming?	a. Father in-law b. Mother in- law c. All of us d. Self
9.	Help for children's studies	a. Husband b. Self c. Both d. Other family members
10.	Sleeping Time
11.	Have you ever felt difficulties for managing household works and schools job?	a. Yes b. No.

Household Accessories/Facilities

S.N.	Question	Responses
1.	Kitchen with dining table	a. Yes b. No.
2.	Separate sleeping and meeting room	a. Yes b. No.
3.	Availability of water in sight home	a. Yes b. No.
4.	Telephone	a. Yes b. No.
5.	T.V.	a. Yes b. No.
6.	Mobile Phone	a. Yes b. No.
7.	Computer	a. Yes b. No.
8.	Internet	a. Yes b. No.
9.	Cable Network	a. Yes b. No.
10.	Own Transportation Vehicles	a. Yes b. No.

Agricultural Products

S.N.	Question	Responses
1.	Are you producing any agricultural products	a. Yes b. No.
2.	If yes purpose of production	a. for own use b. for selling c. for both
3.	Is this production is enough for you?	a. Yes b. No.
4.	What kinds of tools and methods are you using	a. Traditional b. Modern c. Both

Economic Profile of Respondents

S.N.	Question	Responses
1.	What is the main income source of your family?	a. Agriculture b. Business c. Job d. Others
2.	How much do you earn annually?	a. Less than 50 thousand b. 50 thousand to 1 lakh c. Above 1 lakh
3.	How much is the income of your husband?	a. less than 10 thousand b. 10 thousand to 20 thousand c. 20 thousand to 30 thousand
4.	How do you manage household expenditure?	a. By cash b. By cheque c. all of the above
5.	Do you use ATM/Credit Card?	a. Yes b. No.
6.	What do you do for your saving income?	a. Keeping at Home b. Personal Lending c. Investment in Dhikuti d. Deposit in Co-operative e. Deposit in Ban k
7.	Who has the decisive role for economic activities in your family?
8.	How much do you expend per month?	
9.	Who is the main owner of monetary transaction?	a. Husband b. Father in-law/mother in-law c. Self

Social Status of respondents

S.N.	Question	Responses
1.	How is the status of female teacher at your school?	a. Reputed b. High c. Medium d. Lower
2.	How is the role of decision making of female teachers at home?	a. High b. Medium c. Lower d. None
3.	How was the status of female teachers before involving in teaching occupation?	a. High b. Medium c. Lower d. None
4.	If low why is so?	a. Illiteracy b. Lower economic status c. Conservative thinking
5.	How do your family member response when you come back late from your school?	a. Positive b. Negative

Description of Working Office

S.N.	Question	Responses
1.	What kind of job do you have?	a. Permanent b. Temporary
2.	In which you level do you teach?	a. Primary b. Lower Secondary c. Secondary
3.	How many hours do you work in your school?	
4.	How long have you been working in this school?	
5.	Have you been promoted in your service period?	a. Yes b. No.
6.	How many female teachers are there in your school?	
7.	How many of them are teaching in primary, lower secondary, secondary level?	a. Primary b. Lower secondary c. Secondary

Attitude of Respondent towards Job

S.N.	Question	Responses
1.	Why have you join in this job?	a. For the sake of income b. For women empowerment c. For developing skills. d. Others ...
2.	Have you been satisfied from your job?	a. Yes b. No.
3.	Have you loved you as your family?	a. Yes b. No.
4.	Have you ever realized the equal opportunity of female and male teachers?	a. Yes b. No.
5.	Have you ever realized the equal status of male and female teachers?	a. Yes b. No.

Challenges of job holder women

S.N.	Question	Responses
1.	Have you got support for your job from your family member?	a. Yes b. No.
2.	Who is helping for you when you are working outside your home?	a. Husband b. Father in-law/mother in-law c. Brother in-law d. None
3.	How do you spend your income?	a. Household work b. Children c. Self d. To husband
4.	How do you manage your household works and your job both?	a. Getting of early b. Taking the help of family. c. By paid labour d. Taking the help of relative

Thank you for your kind co-operation

APPENDIX II

Checklist for key informants

Name:

Name of school:

Age:

Caste:

Education:

- How many hours do you work in office per day?
- Do you get any promotion in this institution?
- How many years have you involved in this profession?
- What is the total no of teachers working in your school?
- What is the total no of female teachers in your school?
- Are you satisfied with your job?
- Which one of the following job characteristics is most important to you?
 - High income
 - opportunities for advancement
 - Enjoying the work
- Why did you decide to work?
 - For income
 - To utilize qualification/skill
 - For status and recognition
 - other(specify).....
- Do you think female workers are also getting equal opportunity to male colleagues in this profession?
- Do you think job is essential for women to improve their life status?

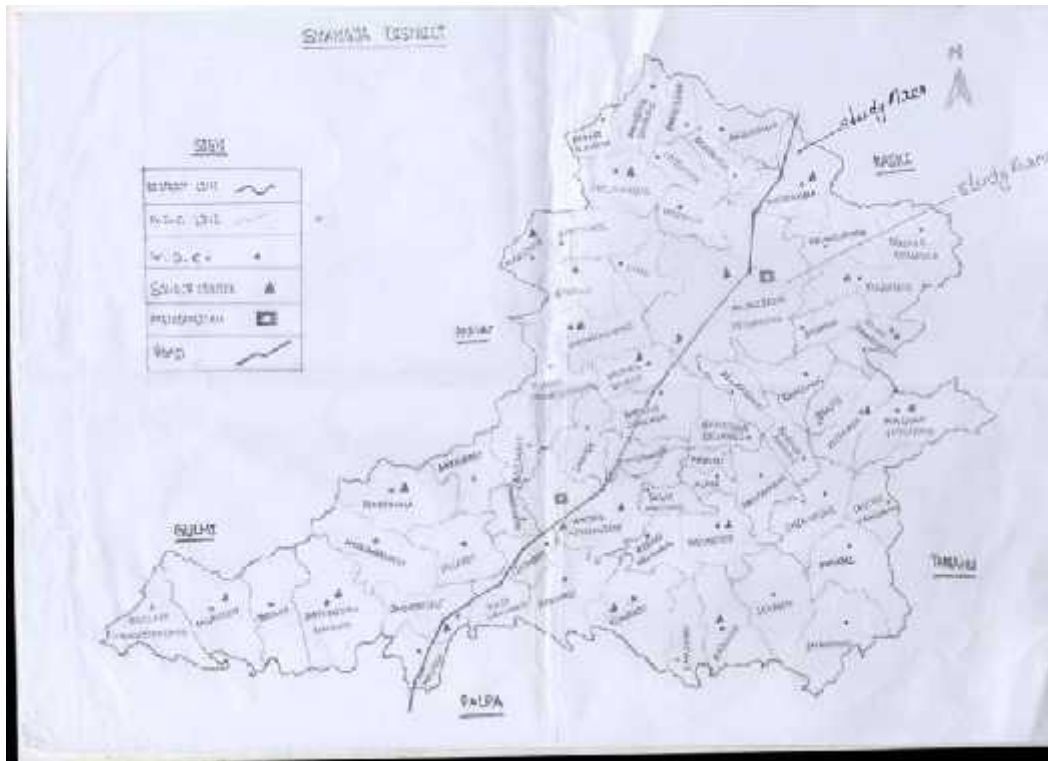
APPENDIX III

Name of the key informant

	Name	Designation
1.	JiblalKafle	Principal (Tribhuban HS School)
2.	ThanpatiNeupane	DDC(Chairman)
3.	ShirjanSharma	Sub-engineer(DDC)
4.	RajanParajulee	Husband of respondent
5.	IndraBahadurGurung	Social worker
6.	Kamala Parajuli	Owner of Amor institution
7.	GyankajiGurung	Social worker

APPENDIX IV

Map of Study Area



APPENDIX V

Photo Gallery



Discuss on Questionnaire



Filling of Questionnaire



Group Photo of Respondents



Interview with Social Workers



Visiting of Classroom



Observation of Respondents Teaching