

CHAPTER - ONE

INTRODUCTION

1.1 Background of the Study

Gender issue currently is perhaps something most written, talked and heard about private school have subject and the center of development, because historically even today private school have the triple role of reproductive, productive and schools managing activities, while men are involved active and schools politics activities. Gender bias is a world-wide phenomenon. In Nepal, gender variation is found in excess, they put men in higher position than private school. It is necessary that men as well as private school need to be educated as social issues.

Gender inequality refers to the prejudicial treatment of an individual based on biological sex. It is gender stereotype model, also referred to as sexism or sexual inequality. Such practices have so on favoritism to a particular child and in many cases it has resulted to the negligence or disregard to the female sex. Preferences of male child, opportunities and choices for the male child are some of the examples of gender inequality.(Luitel, 2008)

Nepalese society is based on patriarchy system according to the Hindu mythology. The word patriarchy means the rule of the father in the family where the role of the private school is subordinate. The large household of the patriarchy was originally used to describe a specific type of male dominated family. The subordination that Nepalese private school for woman have to experience in daily life, regardless of their class takes various forms of inequality, disregards, insults, control, exploitation, oppression, violence within the family, in society. (Sharma, 1995)

The patriarchy in schools is visible from the surface, with its kinship structure, within the patriarchal social system and a distinct division of labor between the two sexes on ground of biology. Private school bears the responsibility of looking after the children. Private school have not been only confined to the four walls of the house but in additions have to

collect water, fetch fodder for the animals and also work in the field along with the men. Private school work longer time hours than men yet they belong to residual category in the society. Their identity and prestige in society is established through affirmed relationship with males. (Lohani and Gyawali, 2003)

Nepal is the poorest country in the world. It is agricultural country. Private schools contribute more in the participation, salary and many other aspects. The private schools are economically dependent and they have to ask to their male partners to spend their own income also. Private schools demand male. They have minor role in household management and they have to do most of the school but they have high decision making power. They are discriminated since their childhood. In childhood they have to live under their parents, in adulthood they should follow their husbands and in old age they are under their son. They have no liberty to decide even for their own self. (King, and Pritchett, 1998)

When the new constitution was established, the constitution guaranteed Nepali women equal right to men. The constitution says that there shall be no inequality against any citizen in the application of laws or on the ground of religion, caste, race or sex. It also requires that employers pay private school equal wages with men and give woman equal access to property.

It reflects the situation of gender inequality. Unless and until private school are not brought into mainstreams of development with equal access as to men there is no chance for further advancement of society or schools or nation for gender equality.

1.2 Statement of the Problem

Gender issues, including private school's rights are very significant because private school comprises a little over a half of the 20 million population of Nepal. Nepalese private schools are suffering from the problem of discriminatory practices on the ground of their sex. Although biology is not and should not be the destiny but in practice the male centered process of socialization such as conditioning is doctrinarian and imitation under patriarchy continue to reproduce these ugly relationships between men and private

school that make belief that biology is the destiny in Nepal. In brief, such a male centered controlled process of socialization results in the reproduction of existing discriminatory exploitative relationship between men and private school.

In Nepal there is not equal opportunity for male and female in education, occupation, nutrition, social movement. The social status of Nepalese woman is still discharging their traditional roles such as looking after the children and aged parents in the family apart from the responsibilities in the kitchen. Their position is backward and conservative and also they are considered synonymous with school. In Private school, Nepal contribute 50 percent of the household income and work 10-73 hours as against 7.51 hours for men (Acharya & Bennett, 1981). They engaged more in schools' chores but they have no decision making opportunities. They have to work according to others order. The role of private school as a manager of the survival sector is shunned off as unproductive and the important opinion of private school is hardly considered. The freedom of female within the household sphere is restricted. There is gender bias in terms of decision making. Females have to work more but they have less chance to decide. Decision making is an important factor which measures the relative status of the family members.

The conditions and status of woman are not different from the rest of the Nepalese woman. From a gender perspective view female are more backward than male. In these schools, most of the private schools are busy in the household and agricultural fields. From early in the morning till night they don't get any off time. They are unaware of the legal rights, lack of employment opportunity and lack of basic educational and other modern technology. In the urban area the social behavior, attributes have changed slightly but in the rural areas there is serious gender inequality in socio-cultural field.

The socio-economic status of private school holder is generally low due to the land and property universally inherited in all communities only through the male line. Therefore, also in schools unequal gender biased distribution of power and resources in the family and society .The economic status both in household and the schools is lower than that of men Similarly due to restriction on mobility their access to education, training and consequently modern avenues of income are limited.

Hence the question arises that the gender inequality has direct linkage with private school, it is very essential to find out the real problems and its solution to make equal status of men and private school in order to improve the quality of whole people of schools.

The major issues focused in this study are as following.

1.3 Research Question

What are the causes of gender inequality on the job?

Why in the gender based division of labour in private school?

1.4 Objectives of the Study

1. To identify the causes of gender inequality on the job.
2. To analyze the gender based division of labour in private school.

1.5 Significance of the Study

Gender equality is key search of this paper. Roles and responsibilities to make society developed. Private school should be the subject and also actors of development because private schools have major duties to maintain at household as well as in society, if private schools are not treated equally in society, it is impossible to achieve sustainable development. (Hitchcock, 1966)

Gender analysis is the systematic identification and judgment of the social relation and evaluation of the social relationship. The gender examines the role of private school, men and their responsibility and access and control over the resources. Therefore, gender approach explores inequality and inequality in the basis of class, gender, caste/ethnicity and race. "Main Streaming" is therefore at the top of Nepal Government's agenda. However, in most of the society men have major roles and responsibilities in development activities but females are not enjoying with equal rights and responsibilities. They are deprived from their rights and duties even though they work more than their

male counterparts. There should not be gender inequality in the society. It is essential to bring them into mainstream of social improvement and national development. People should be aware about gender issue which is essential to protect the rights and duties of females. Their roles in household, in society and in nation have been great significance in terms of social justice. Integrated approach should be implemented to improve the private school over all aspects, policy and programs should be directed to focus the issues of private school which will be helpful to empower them socially and economically.

1.6 Organization of the Study

This study is organized into five chapters. The first chapter has introduction that included the background of the study, statement of the problem, research question, objectives of the study, significance of the study. The second chapter presented the theoretical and empirical review of literature related to Gender Inequality. The third chapter has research methods that included the rational of site selection, research design, and nature of the data, sampling procedure, and techniques of data collection (interview, interview with key informants, data procession and analysis, limitation of the study). The information about the research area and respondents profile has been presented in chapter four. The five chapters discusses about the analysis of data collected from the research area and finally consist summery, conclusion and future research issues for the further research.

CHAPTER-TWO

LITERATURE REVIEW

Nepal is a country of mixed culture where various and diverse ethnic groups have their own developed cultures, beliefs and traditions and they have been living together in harmony for centuries.

2.1 Gender

Gender is a social construct where “sex” refers to biological factors only, while gender refers to the roles, values and attitudes which are formed by the society.

In the depth, gender concept is a term of relations in society, which is taught in the process of socialization. Gender relations describe the social meaning of female and male and thus that is considered appropriate behavior or activity for private school and men. Gender defines private school and men and is the result of culture process. People’s right, responsibilities and resource management to a great extent are defined by gender. (Ghimire, 2005)

The term ‘Gender’ refers to the social differences between male and female. It is socio-cultural and economic variable to analyze the roles, status, responsibilities on strengths and opportunities of people involved and it considers both men and private school. It describes the socially determined attributes of men and private school, including male and female roles. As a social construct gender roles are based on earning manner of behavior and are flexible and variable across and within the culture. Feminism, liberal Emphasizing equal individual rights and liberties for women and men and downplaying sexual differences, liberal feminism is the most widely accepted social and political philosophy among feminists. Liberal feminists defend the equal rationality of the sexes and emphasize the importance of structuring social, familial, and sexual roles in ways that promote women's autonomous self-fulfillment. They emphasize the similarities between men and women rather than the average differences between them, attribute most of the personality and character differences between the sexes to the social

construction of gender, and tend to promote a single set of androgynous virtues for both women and men. (Gany and Marilyn, 1996 p.1)

2.2 Gender Inequality

Gender inequality is an obvious phenomenon in every stratum of Nepalese social structure from level through societal to national level. Private school are marginalized and deprived from social upliftment. Despite government and non-government effort, private schools are reluctantly driven away from the main stream of development.

Gender inequality refers to the prejudicial treatment of an individual based on biological sex. It is gender stereotype model, also referred to as sexism or sexual inequality. Such practices have so on favoritism to a particular child and in many cases it has resulted to the negligence or disregard to the female sex. Preferences of male child, opportunities and choices for the male child are some of the examples of gender inequality. (Luitel, 2008)

Inequality (the different treatment of individuals because of their gender), biological differences, individual and societal beliefs and attitudes about appropriate gender-specific roles, and the choices of individuals and schools bases on all of these factors (and more, such as an individual own circumstances) play a role in determining gender disparity. (King and Lant, 1998)

Gender inequality describes the socially constructed differences in private school and men i.e. the gender division of labor, the relationship between men private school, difference is role behavior. Gender changes according to age, time, place, culture, religion, and ethnicity.

The term gender inequality refers to the disparities that exist among individuals based solely on their gender rather than objective differences in skills, abilities, or other characteristics. Gender inequalities may be obvious (e.g., not receiving the same pay for the same job) or subtle (e.g., not being given the same subjective opportunities for advancement). Despite the strides taken to eradicate gender inequality over the years, the fact is that it still remains. There are many feminist perspectives of gender inequality,

including that of liberal feminism, socialist feminism, radical feminism, and multiracial feminism. Each of these perspectives views the issue from a slightly different angle and offers different insights into the problem in addition to different solutions. However, gender equality is more than a quest for equal pay for equal work. The social roles of females and males are often far from "different but equal." Much more research is needed in order to be able to understand the extent to which gender equality is a good thing for society and how this can best be implemented. (Gender Inequality and Women in the Workplace)

The term gender inequality refers to the disparities between women and men based solely on their gender rather than objective differences in skills, abilities, or other characteristics. These inequalities may be obvious (e.g., not receiving the same pay for the same job) or subtle (e.g., not being given the same subjective opportunities for advancement). There are many answers to the question of why gender inequality exists. For example, the structural functionalist view of gender is that it has a fixed role in society, with men filling instrumental roles and women filling expressive roles. Conflict theorists, on the other hand, view women as being disadvantaged by power inequities that emanate from the social structure. Feminist theorists, however, take exception to both these views of gender inequalities. For example, one of the objections to the functionalist view is that it assumes that such sexist arrangements are functional for society. Feminist theorists differ with conflict theorists because the latter assume that all inequalities stem from the same source.

It would seem that the feminist perspective would have much to say about both genders in general and gender inequality in particular. In general, feminism is an ideology that is opposed to gender stratification and male dominance. Feminist beliefs and concomitant actions are intended to help bring justice, fairness, and equity to all people regardless of gender and aid in the development of a society in which women and men are equal in all areas of life. In general, feminists attempt to understand the nature of women in society in order to bring about social change that will liberate women from being oppressed and bring them parity with men.

Feminism, however, is far from being a unified perspective, and different feminists view gender inequalities as stemming from different sources depending on their assumptions. Within feminism, there are at least four distinct, major frameworks. Each of these views the issue of gender inequality from a different perspective. Liberal feminists, for example, posit that gender inequality has its origins in historical traditions that have set up barriers to the advancement of women. In addition, liberal feminism emphasizes issues such as individual rights and equal opportunity as a basis for social justice and reform. In addition, this framework assumes that the socialization of women into gender roles contributes to the inequality experienced by women in society. To bring about social change and neutralize gender inequities, feminists advocate removing barriers to the advancement of women within society and developing policies to promote equal rights for women. The liberal feminist framework has been the basis of many legal changes that have been used to bring about greater equality for women within the United States. (Katarzyan, 2012)

2.3 Situation of Gender Inequality

The problem of gender disparity has been persisting within and among the country worldwide. The UN has been doing several works for woman since its establishment, (UN, 1945). As a result of continuous efforts, the UN formed a commission to study the situation of woman in order to promote their political, economic and social status in 1946. The UN passed various conventions regarding the woman's rights. The UN passed the convention that private school should have the political right to convert citizenship in 1952. In 1974; the UN decided to convent the first world conference with policy observing private school's year. In 1979, the convention on the elimination of all forms of inequality against private school (CEDAW) was adopted at the United Nations. A unique and path-breaking global chapter of the human rights of private school, it upholds the right to equality in public domain and in the private by focusing on equality in marriage, in the family and in the care children, civil and political rights and economic and social rights are recognized as having equal importance.

2.4 Status of Private School

The socio-economic status of private school of Nepal is generally low due to the unequal gender biased distribution of power and resources in the family and society. Nepalese private schools are also generally associated with poor health, illiteracy, and unemployment and overload and depriving themselves from their right due to the traditional beliefs, backward socio-customs and superstition. Private school's socio-economic status varies from one group to another cast group.

“Private schools are becoming conscious of their own situation and are active in bringing about gender perspective changes in the existing discriminatory social, economic and political structures. The demand for gender equality has pervaded all spheres of life, including the design and content of development strategies, policies and programs.” (Acharya, 1997)

A woman cannot decide how many children she has to have. She has to give birth to a child until and continually unless she gives birth to a son. A married woman who doesn't bear a son is largely looked down upon (UNICEF, 1992). The socio-economic comparison for private school, to give birth to at least one son, is for taking care of her during old age.

Sharma (2054), states that the private school have little role in family's decision making due to the illiteracy and non-involvement in direct income generating works. Nepal is male dominated society where private school's decision-making authority comes only after the men's. Talk about the occupation and status of private school in Nepal sadden said, “Private school are confined into their domestic and subsistence activity “sudden (1987). In Nepal especially in rural environment, main occupation of the private school is household chores and agricultural activities but the domestic work is not considered as economic activity. “The boundaries of school are themselves not clearly defined. In most houses a private school economic contribution is crucial for its subsistence; male earnings alone are by no mean sufficient.

Experiences shows that from the age of six or seven a girl begin to acquire the skills that force her to be woman. She helps to take care of her younger brothers and sister, while her mother works in the fields. As she grows up, she helps more with household chores, fetching water sweeping floors and learning how to prepare food and to treat illness. She also being to participation in agricultural work, so that when she marries she is already accomplished in all skills essential for her family. Most of the routine work inside the house is the responsibility of private school, who cook clean and care for children and elderly family members. (Lohani and Gyawali, 2003)

Ghimire had emphasized on the importance of female education. He had mentioned that a boy is to educate an individual, but to educate a girl is to educate the whole family and society. Education is therefore essential for private school and girls to become self dependent, more productive skilful creative and to recognize their right place in the society and to enter the mainstream of development of the nation. (Ghimire, 2005)

In present day, women make up almost half of the workforce; in four out of ten families, women are the equal, if not main, breadwinners as compared to their male counterparts. While women typically receive more college and graduate degrees than men, yet on average, women continue to earn considerably less. This issue is the Achilles heels of the U.S. labor market, and one that few companies are willing to settle. (Guide Navigate, N.d)

Egregious gender inequality still exists globally despite of substantial national and international measures that have been taken towards gender equality. Only four out of over 135 nations have achieved gender equality including Costa Rica, Cuba, Sweden, and Norway. Yemen was scored the lowest across all dimensions. Measures of gender equality include access to basic education, health and life expectancy, equality of economic opportunity, and political empowerment. Although there have been evident progresses, many alarming issues regarding gender discrimination still prevail today; therefore, total gender equality must be made a global priority as a fundamental step in both human development and economic progress.

The degree and causes of gender inequality vary throughout the world. Noticeable crimes against women consist of violence, femicide (murder of women), and rape (war rape). Honor killing, one such offense, is when a female member of a family is killed for the perception of having brought dishonor to the family. It has become a massive issue in countries such as Pakistan and the Muslim Middle East, and is on the rise. In July 2009, two Saudi Arabian sisters, 21 and 19 years old, were killed by their brother in the presence of their father under the rubric of defending the family's honor. Other instances of illegality include the over 3,000 women in Guatemala who have been murdered over the past seven years on account of cases involving misogynistic violence, the [estimated](#) 130 million girls who were genitally mutilated in Africa and Yemen, and the [approximate](#) 5,000 women in India who suffer female infanticide each year (bride burning) due to insufficient dowry payment money given to the husband by bride's family. These actions are not only unlawful violence against women, but also towards the whole of humanity.

Sex-selective abortion is yet another major disaster of gender inequality as it fuels human trafficking, demographic imbalance, and sexual exploitation. India and China, the two most populated nations on Earth, both informally maintain this practice of preference for male child birth over female. Females are undervalued in Chinese society, and under one child policy, families opt for boys over girls. In China, with approximately 32 million more boys than girls under the age of 20, females are widely viewed as weaker, more expensive, and less intelligent than men. This gender imbalance has [caused](#) a ratio of 126 boys to 100 girls among the 1-4 age groups. Similarly, in India the birth of a boy is welcomed while that of a girl is viewed as a burden. Undoubtedly, sex-selection is a violation of the right to life and has distorted the natural sex ratios of 50/50 in countries in which it is practiced.

National and international measures are at work but they are not sufficient to minimize and eliminate gender inequality. For instance, the Society of Defending Women's Rights in Saudi Arabia is designed to empower women and protect their rights. In India, the Prevention of Immoral Traffic, the Dowry Prevention Act and the Sati Act aim to prevent widow burning. Indeed, China and India are both fighting femicide and infanticide. By providing financial assistance to families with girls, India is not only encouraging female

education, but also supplying parents with financial aid for their daughter's dowry. Meanwhile, China has taken strides to limit the abuse of modern technology by outlawing the use of ultrasound or gender detection methods. Moreover, they have granted parents who have a female child another chance at birthing a son in the hopes that families will not abandon, abort, or murder their female infant.

From an economic viewpoint, gender discrimination is also a major impediment to growth as it prevents countries from reaching their maximum productivity potential. Although women constitute 40% of the global work force, there are still many who are unpaid family workers in the informal sector. Those who do work are generally paid much below that of male workers, despite being equally capable and skilled. Furthermore, their status and promotion is limited to middle or below ranks, they are laid off pre-retirement age more frequently than men, they have limited educational opportunity, and they typically run smaller farms and less profitable enterprises. Due to these obvious restrictions, many countries experience loss of productivity that amounts to 25% due to gender discrimination. According to one study, Japan's GDP will [gain](#) by 15% if employment gender discrimination is adjusted. Unfortunately, the historical influence of Confucianism in Japan has led to male superiority over female through domestic abuse, emotional violence, sex exploitation, unfair treatment in career, and an inferior social status. Gender discrimination is costly to nations across the globe and forces women to suffer the severe emotional and economic repercussions.

Beyond the economic costs, gender inequality also has severe individual and societal losses for a nation. While the female sex constitutes slightly more than 50% of the population, only 14 of the total 200 governments, or 7%, are headed by women. An adjustment of this inequitable representation will go a long way to correct global gender inequality. To further promote gender equality, there need be increased education for women, improvements in public health, more child care facilities, and availing women equal voice in cultural, social, economic and political spheres of public life. Without equal representation of women's voice in policy-making and institutions, decisions are often more advantageous for men and therefore inefficient to the nation as a whole. The evidence of gender discrimination is rooted in history, tradition and culture. Gender

inequality is a highly debilitating stigma and leads to detriments of women's psychology of their worth and dignity to themselves and to society. (Brown Heather, Jun 01, 2014)

2.5 Gender-Based Division of Labor

The role of men and private school are interdependent. Private school's inside activities are generally connected with men's outside sphere. It is seen that if private school do not manage the household sphere properly, men shall not be able to work outside devotedly. But private school's overall burden is higher than that of men. Though schools are not productive but for survival task, it not less important that a man's productive works. But in our society this fact is not realized and private schools have been assigned a subordinate status.

2.6 Gender Inequality in Nepalese Context

The situation of private school in Nepalese society and culture is subordination due to conservative tradition, illiteracy, poverty and superstition. Private schools are considered as superior. Man is taken as superior. Decision making in the Nepalese society is done by male. Private schools are heavily involved in for male than female.

"A new born baby is not only classified by sex but also unsigned a gender by birth. In most of the cases a child is welcomed with the comments as 'smart boy ' or 'pretty baby girl', 'congratulations you got a son', ' sorry you got a baby girl', but don't worry she is pretty. There are some of the expressions to connote the gender aspirations in most of the cultures and societies. The son's birth is celebrated to show the happiness and a moment of pleasure in the family while the birth of a daughter is mourned. She is brought up in scarcity and with limited options while the son is highly privileged to achieve his desired goals. This very attitude has placed men in the ownership position in the household and in most of the decision making positions outside home. (Luitel, 2008)

Popular sayings exemplify the gender inequality on the various communities within Nepal. "Let it be late, but it should be a son," the birth of a son paves the way to heaven," "a daughter is born with doomed faith," "it's a sin if the groom kill the bride, charity if

nurtured," and private school are always shortsighted,". Nepalese private schools often are the most oppressed based on this ideology. (FWLD: 2000)

The main problem of gender based division of labor. That is private school being confined in private spheres and men having privileges in public spheres, is primarily because of industrialization and urbanization. Therefore, in urban and industrial areas, men also should do work at private spheres and private school also should do work in public spheres. On the contrary rural men and private school do work at private sphere but the distinction is mainly concerned with less or more works. Often private schools do work about sixteen hours whereas men spend time lazily playing cards and drinking alcohol. (Bhattachan, 2001)

Shrestha, (1994), published her work on "Gender Planning, What, Why and How in Nepal" as a resource for private school's Awareness Center Nepal (WACN) and NGO emerged in 1990 for awaking critical awareness among people on private school's subordination issues and take action for transformation. According to her view, the private school of Nepal are so dependent to men, if the male partners deny giving shelter to them; it is a question of basic survival. This system makes private school of helpless, baseless and dependent that without men's mercy they will not survive. In her belief, the decision making power of private school may increase when there is an equality of participation at all levels of planning and policy making not as active change agent is the concern at this level. She urges for the involvement of private school and men in the same proportion in decision making as their proportion in decision making in the schools at large.

It is said that private and public complement each other (Subedi, 1997:1-12). In reality, it is an irregular relationship with the private school performing the role of protesters, nurturer, healer and guide. Nepali private school are daughter, wives and mothers but are not recognized as individuals with their own identity, despite the fact that this discriminatory practice means that private school's opportunities are very limited. If a woman is uneducated or unable to own a business then she has very few opportunities to make money to support herself or her children, they are as human as men. Society has relegated private school to the lowest rank and their responsibilities are more or less material function. They are research discouraged and prevented from taking part in public life. (Acharya, 1995)

CHAPTER-THREE

RESEARCH METHODS

This is a micro study due to which it may not be generalized at macro level. This chapter deals with the methodology adopted in the study. It contains the selection of study area sampling procedure, research design, and source of data collection, data collection tools and techniques, data analysis process.

3.1 Rationale of Site Selection

This research report is centered on to gender inequality on job in private school. The site of my research area is Kirtipur municipality, Kathmandu, Nepal. The reason for selecting this site is, Kirtipur has the salary job people. I had chooses that place to my knowledge no study has been conducted on this topic in this aria.

3.2 Research Design

This study is based on descriptive as well as analytical research design to discover detail insight on gender balance or imbalance of the Kirtipur. This study is based on both primary and secondary sources. It includes qualitative data and some useful quantitative data.

3.3 Nature of the Data

Primary data were collected from field work through interview, questionnaires and observation. Secondary data were collected from various published and unpublished information sources i.e. related literature, library study, government reports and annual reports, government and NGO's document monitoring reports of Schools and other projects, published articles and journals of different organizations.

3.4 Sampling Procedure

There are 19 schools in the study area having different caste and ethnic group. Out of this, 2 schools Bagh Bhairab Boarding School and Laboratory school were chosen randomly as sample for interview. In Bagh Bhairab Boarding school 18 teachers and Laboratory school 55 teachers. There are altogether 73 teacher among them 29 are male teacher and 44 are female teachers. Among my respondents, 17 male and 23 female all 40 respondents.

3.5 Techniques of Data Collection

The data was collected through interview, observation and key informants.

3.5.1 Interview

Face to face interview was done with the respondent. Interview was done by using structured and semi-structured questionnaire. An interview with participant and household headed was carried out by using structured questionnaire. The questionnaire comprises of all relevant questions related to the gender based division of labor and the decision making process in household affairs and other socio- economic activities.

3.5.2 Interview with Key Informants

In addition to the individual respondents, interview was carried out with selected elderly people of the schools who have knowledge about schools and their rituals have been interviewed. The checklist was use to ask to male/female, teacher, and social worker, Dewnias' of the schools as key informants.

3.6 Data Processing and Analysis

Data analysis is very important task in research study. The data analysis has been collected through various instrument and sources like editing, coding, analyzing and tabulating using simple mathematical method like graphs, percentage figure, and chart. The result has been interpreted by dividing the main topics into sub heading according to the nature of data and according to the finding.

3.7 Limitation of the Study

Each and every work has its own constraints and limitations. The study isn't the expectation. The study is a part of academic activity. The topic is very vague and it requires various aspects of gender inequality at national level including different development regions, ecological zones, rural/urban residence, different ethnic group or schools and other sectors. It is not possible to include all of these in this study. Therefore, this study has some limitations, which are as follows;

The gender inequality covers broad areas with many indicators but this study is based on limited areas with certain indicators, such as equality and equity between male and female, gender based division of labor.

Insufficiency of adequate time and financial problem to the researcher may be the limiting factors for the researcher.

Generalization may not be equally applicable to other schools are because it will be limited to the specific area of schools in Kirtipur.

CHAPTER-FOUR

RESPONDENTS PROFILE AND ANALYSIS OF DATA

I have selected two private school for my research Bagh Bhairab Boarding School and Laboratory schools. There are altogether 73 teachers among then 29 are male teacher and 44 are female teacher. Among which my respondents is 17 male and 23 female all 40 respondent.

4.1 Age Structure of the Respondents

The number of years of life completed in a person's life, A period of time that has unique and identifiable (system of) technologies that fundamentally affect how humans work, play and interact. The age groups of the respondents are shown in the table 1.

Table: 1 Age Structure of the Respondents

Age	No of Male Respondents	No of Female Respondents	Total Respondents	% of the Total
20-30	13	17	30	75%
31-40	4	6	10	25%
Total	17	23	40	100%

Source: Field Survey, 2019

Table 1 shows that age structure of male and female teachers. There are different age groups of the teachers. In the table age 20-30 there are 13 male teaches and 17 females teachers out of 40. Similarly30-40 age groups there are 4 male teachers and 6 female teachers out of 40 and there a no age group of 40 above.

4.2 Education

Education is the process of facilitating learning, or the acquisition of knowledge, skill, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators; however learners may also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy. The education statuses of the respondents are shown in the table 2.

Table 2 Educational Status of the Respondents

Education	Male	Female	Total	% of the Total
+2	0	4	4	10%
Bachelor	13	8	21	52.5%
Master	4	11	15	37.5%
Total	17	23	40	100%

Source: Field Survey, 2019.

Table 2 illustrates that there are only four female teachers who completed their +2 academic qualifications. Similarly there are 13 male teachers and 8 female teachers completed bachelor. Finally there are 4 male teachers and 11 female teachers who had completed their master degree. Comparatively there is more male teacher who has completed bachelor level and in same sense there is more female teacher who has completed master degree than male teachers. Even the above circumstance male teacher upto +2 level whereas female teacher up to primary level.

4.3 Level of Teaching

There are many level of teaching. Primary level, secondary level, higher secondary, +2 bachelors, masters etc. my respondents are teachers who teach at different levels. The levels of teaching of respondents are shown in the table 3.

Table 3 Level of Teaching

Teaching Stream	Male	Female	Total	% of the Total
Primary	0	12	12	30%
Secondary	0	8	8	20%
Higher Secondary	4	3	7	17.5%
+2	13	0	13	32.5%
Total	17	23	40	100%

Source: Field Survey, 2019.

Table 4 illustrates that there are no male teacher and 12 female teachers who teaches in primary level. Similarly, there are no male teacher and 8 female teacher who teaches in secondary level. There are 4 male teachers and 3 female teachers who teach in higher secondary level. Finally, there are 13 male teachers and no female teacher to teach in +2 levels.

4.4 Salary

A salary is a form of payment from an employer to an employee, which may be specified in an [employment contract](#). It is contrasted with piece [wages](#), where each job, hour, or other unit is paid separately, rather than on a periodic basis. From the point of view of running a business, salary can also be viewed as the cost of acquiring and retaining [human resources](#) for running operations, and is then termed personnel expense or salary expense. In accounting, salaries are recorded on payroll accounts.

Salary is a fixed amount of money or compensation paid to an employee by an employer in return for work performed. Salary is commonly paid in fixed intervals, for example, monthly payments of one-twelfth of the annual salary.

Salary is typically determined by comparing market pay rates for people performing similar work in similar industries in the same region. Salary is also determined by leveling the pay rates and salary ranges established by an individual employer. Salary is

also affected by the number of people available to perform the specific job in the employer's employment locale. Both have varied their salary according to the level of their teaching to their teacher.

Table 4 Salary Distribution of Respondents

Salary (RS.)	Male	Female	Total	% of total
5000-10000	0	12	12	30.3%
10000-15000	0	8	8	20%
15000-20000	4	3	7	17.5%
20000-ABOVE	13	0	13	32.5%
TOTAL	17	23	40	100%

Source: Field Survey, 2019

There are non teacher who receive their salary from 0-5000. There are none male teacher and 12 female teacher who receive their salary from 5000-10000. There are still no any male teacher and 8 female teacher receive salary from 10000-15000. From the salary range of 15000-20000, there are 4 male and 3 female teachers. From the salary range above 20000 there are 13 male and no female teachers. The above data clearly illustrates that there is dominance between male and female in terms of their salary.

4.5 Subject-Wise Teaching

Subjects are the parts into which learning can be divided. At school, each lesson usually covers one subject only. Some of the most common subjects at school are English, Nepali, social, mathematics, physical education and science etc.

Table 5 Subject-Wise Teaching

Subject	Male Teacher	Female Teacher	Total	% of Data
Math's	4	2	6	15%
Science	4	2	6	15%
Social	3	2	5	12.5%
Nepali	0	8	8	20%
English	4	3	7	17.5%
Others	2	6	8	20%
Total	17	23	40	100%

Source: Field Survey, 2019

Table 5 shows that teacher teach Math's 15%, Science 15%, Social 12.5%, Nepali 20% English 17.5% others 20% .

The subjects taught by Male teacher and female teacher are different. Male teachers teach complex subjects such as math, science, computer etc and female teachers teach simple subjects.

4.6 Holiday

School holidays (also referred to as vacations, breaks, and recess) are the periods during which schools are closed or no classes or other mandatory activities are held. The dates and periods of school holidays vary considerably throughout the world, and there is usually some variation even within the same jurisdiction. Governments often legislate on the total number of school days for state schools. The holidays given below apply to primary and secondary education. Teaching sessions (terms or semesters) in tertiary education are usually longer.

Table 6 Holiday

Holiday	Male Teacher	Female Teacher	Total	% of Total
Sick leave	9	10	19	47.5%
Study leave	3	2	5	12.5%
Family function leave	3	8	11	27.5%
Other	2	3	5	12.5%
Total	17	23	40	100%

Source: Field Survey, 2019

Table 6 shows that teacher holiday sick leave 47.5%, study leave 12.5%, family function leave 27.5%, and others leave (family member sick, research, travel etc)

I found that the holiday were scheduled according to allocated by government but the women's are not given holiday their maternity period. It was found that they would even replace the concerned female teacher in her maternity period. It was obscene in such sensitive period.

4.7 Regular Staff Meeting

Simply defined, a faculty meeting is a meeting of the teachers, principal, one or more board members, or any others directly involved with the teaching program of a school. The purpose of the meeting is to discuss day-to-day school activities. Most schools have it once or twice a month after school hours.

Table 7 Regular Staff Meeting

Meeting	Male	Female	Total	% of Total
Formal	6	17	23	57.5%
Informal	2	0	2	5%
Planned informal	5	4	9	22.5%
Emergency	4	2	6	15%
Total	17	23	40	100%

Source: Field Survey, 2019

Table 7 shows that formal meeting 57.5% teacher staff, informal meeting 5% teacher staff, planned informal meeting 22% teacher staff and emergency meeting 15% teacher staff involved. Male teacher is focused more than female teacher in informal meeting, planned informal meeting and emergency meeting.

Females teachers are not given the chance to attend some of the meeting and high decisive. Cases of school such as reenactment of new candidate, increment in salary. There is more number of male teachers than the female teacher. So, the final decision and policy of male teacher is focused more than female teacher.

4.8 Trainings

Teacher training refers to the policies, procedures, and provision designed to equip (prospective) teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom, school, and wider community.

Table 8 Trainings

Training	Male Teacher	Female Teacher	Total	%of Total
Pre-primary	0	10	10	25%
Primary	0	7	7	17.5%
Secondary	5	4	9	22.5%
Higher	6	0	6	15%
others	6	2	8	20%
Total	17	23	40	100%

Source: Field Survey, 2019

Table 8 shows pre-primary training 25% teachers, primary training 17.5% teachers, secondary training 22.5% teachers, higher training 15% teachers and others training 20% teachers given the chance to attend of the training.

Different types of training programs are held in various fraction of time. Male are given more priority to participate in secondary, higher and others training programs. And female are participation pre-primary and primary training.

4.9 Extra-Class and Extra Curricular Activities

An *extra-class* activity is *defined* as an approved *school* activity which extends beyond the normal *school* day. Athletic contests, socials, and other group activities are examples. Homework is not considered an *extra-class* activity. Only *school*-sponsored *extra-class* activities shall be supervised by *school* employees.

An extracurricular activity can be almost anything that isn't required for high school credit or paid employment. These activities will become very important later, such as when you are applying to colleges, because they help you develop your talents, interests, and passions. They can also teach you practical skills like time management.

Table 9 Extra Class and Extra- Curricular Activities

Extra-Curricular Activities	Male	Female	Total	% of total
General knowledge	2	0	2	5%
Tuitions and coaching	6	0	6	15%
Sports and fitness	5	0	5	12.5%
Others	4	2	6	15%
No class	0	21	21	52.5%
Total	17	23	40	100%

Source: Field Survey, 2019

Table 9 shows that General knowledge 5%, Tuitions and coaching 15%, Sports and fitness 12.5%, others 15% given the chance to extra class and extra-curricular activities.

It was observed that mostly male teacher got the chance to take extra class and coaching due to their legible time as female teacher. Mostly engage themselves on their household work apart from their school works. It was observed that there were more numbers of male teacher rather than female teacher.

The curricular activities such as dance, songs were conducted by female teacher and the physically strong games such as cricket, football were conducted by male. It was found that most of extracurricular activities were conducted by male. In our society women are thought to be physically weak and men are strong.

4.10 Causes of Inequality

The major cause for inequality is patriarchy. The school is also not far from patriarchal norms and values and cultural practices. The females have double burden of jobs and domestic and subsistence activities. Gap in supply of male and female teacher, underestimate the capacity of women working in private school, women do not work according to capabilities. The Bachelor Master will also allow the educated female teachers to teach at the primary level, less participation of female teachers in technical subject like Mathematics and Science, the senior teacher, school management committee member's attitude towards male and female teachers. Female teacher performance is lower than male teacher because household work they should be managed by female teacher. Female teacher with same education level teaches primary level while male teacher teaches +2 levels.

CHAPTER-FIVE

SUMMARY AND CONCLUSION

5.1 Summary

This research study is discussed about gender inequality on the job in private school. There are various types of inequality such as social economic political etc these can be observed in our everyday life. Here, this research tries to explore the job related inequalities between male and female. How the male and female are getting different opportunities and facilities though they have same capabilities. This research also discusses about the causes of gender inequality. The main cause of gender inequality is patriarchal nature of our society and a cultural practice that binds women in domestic circumstances.

At present the females are involving in various income generating activities and doing jobs. Though they are employed and economically sound, still facing some unequal treatments in their working space. Thus this research is all about the gender inequality in working space especially in schools.

The main objective of this research is to find gender based division of labour in private schools. To fulfill this objective various indicators have been used such as salary and allowances, work, time, holiday, participation in different activities and so on, for this purpose.

Some useful qualitative quantitative data is collected from socio-economic and gender sensitive point of view. Primary and secondary data has been collected from the field survey, through interview, questionnaires and non participatory observations. Similarly, secondary data were collected from various resources i.e. CBS records related literature library study. DDC profile different published and unpublished articles, journals and books. Further simple random sampling is used for the selection of respondents.

My research area is Kirtipur. There are around 19 schools in my research area. From which I have choose 2 schools for my research. Comparatively view of the data analyzation suggests that there are more female teacher schools than male teachers. Mail teachers were allowed to teach in higher level than female teacher even though they have less academic qualification than female teachers. Male mostly used to conduct extracurricular activities than female teachers singing, dancing were mostly conducted by male teachers.

The perspective view of such schooling activities even illustrates that our schooling institutes are not free from gender discrimination. Our socialization process is the main cause for this problem which is guided by patriarchal norms.

5.2 Conclusion

The schools are one of the major parts of the society where we live. The Nepali society is patriarchal in nature where males are the head in most of the circumstances. They are in dominative position almost everywhere. The schools are the basic agent of socialization for male and female so it is believed that it should treat everyone in a same marines but the reality is different. The schools are somehow influenced by the patriarchal norms and value. This school has also been influenced by the cultural, religious and traditional gender based norms values of the society.

Nowadays the female have also various capabilities but they are not getting jobs according of society to their capabilities. The main hindrances for female to be successful is that they are confined into their domestic and subsistence activates and of course patriarchal norms and values. The employed women have to manage the work of both office and house. It is kind of double burden for them but in most of the case are free from household activities so they can only focus on their office work and gets promotion easily.

In private schools there are different roles are assigned to male and female teachers have different capabilities but mostly female teacher are teaching in primary levels though they are highly capable and graduate. Further there are inequalities between male and female

teacher in terms of salary. Participation different programs holidays etc. the female teacher have very good decision making capacity but it is not recognized in different fields. In gender and in schools in particular it is because patriarchal thinking still rooted. So, the work space is also unable to provide equal treatments for male and female in this matter, the schools is also cannot be so far from societal norms, values and cultural practices.

REFERENCES

- Acharya, M. (1995). *"Status of Female-Selected Socio-Cultural and Economic Aspects"*, Population Monograph of Nepal (Kathmandu: CBS)
- Acharya, M. (1997). *"The Status of Private School in Nepal" Statistical Profile of Nepalese Private School: A cultural Review*, vol. 1, Part (Kathmandu: CEDA, T.U.).
- Acharya M & Bennett L. (1981). *"The Rural Private School of Nepal "An Aggregation Analysis and Summary of 8 Village Studies Vol, 2nd, Part 9*. Kathmandu; CEDA, T.U.
- Bhattachan, K.B, Manandhar, L. K. (2001). *Gender and Democracy in Nepal Kathmandu: Central Department of Home Science –private school's studies program*, P.K. Campus.
- Bista. (1969), Cited in Fisher James (1986). *Trans-Himalayan Trader! Economy, Society, and Culture in Northwest Nepal*: Berkeley University of California Press.
- Bista. D.B. (1996). *The People of Nepal (Second Edition) Kathmandu*: Ratna Pustak Bhandar.
- Caplan, L, (1970). *Land and Social Change in East Nepal: A Study of Hindu-Tribal Relation*, Berkeley: University of California Press.
- CBS. (2002). *Nepal in Figure (2007)*, Kathmandu.
- CBS. (2003). *Population Monograph of Nepal*. Kathmandu: CBS.
- CBS. (2001). *Population Monograph of Nepal*. Kathmandu: CBS
- District Profile. (2064). *S Jilla Bikash Samitiko Karyalaya Suchana Tatha Avilekh Kendra*, Morang.

- Forum for Private School, Law and Development. (FWLD, 2000). *Discriminatory Laws in Nepal and their Impact on Private School: A Review of the Current Situation and Proposal for Change* Forum for Private School, Law and Development, Kathmandu.
- Gautam. (1998) *D-private School and Nutrition, 'The Rising Nepal'*.
- Gany, A, and Marilyn P, eds. (1996). *Women, Knowledge, and Reality: Explorations in Feminist Philosophy*, 2nd ed. New York: Routledge.
- Ghimire, S(2005). *Private School and Irrigation in Nepal: Context Issue and Prospects, In Occasional Paper in Sociology/Anthropology*.
- Hitchcock J.T. (1966). *The Magers of Banayan Hill: Case Studies in Cultural Anthropology*, New York: Holt, Peihehart and Winson.
- Katarzyan, B. (2012). *Responding to Lexical Stimuli with Gender Association a Cognitive Cultural Model, Journal of Language and Social Psychology*.
- King, M. L. Pritchett, Deon. (1998). *Gender Disparity in South Asia: Comparison Between and Within Nation*, Oxford University.
- Luitel, S. (2008). *Gender Studies*. Academic Book Center, T.U.,Kirtipur, Kathmandu.
- Lohani, S.N. and Gyawali, S. (2003). *Water and Food Security a Gender and Environment Perspective, Agriculture and Environment, Ministry of Agriculture and Co-operatives*, Singha Durbar, Kathmandu, Nepal.
- Sharma, R.P. (1995). "*Private School in Hindu Literature Shree Pandit Ganesh Dutta Pathak, 1991*," Manu Smriti (Banaras: Language Publication with Tirka).
- Shrestha, L. (1994). *Gender Planning, What, Why and How in Nepal*. Awareness Center Nepal.

ANNEX-1

Questionnaires

Gender Inequality

Name of Respondent:

Age:

Sex:

Occupation:

Education:

Religion:

1. How many teachers are there in your school?
2. Does your school have equal no of male and female teacher?
3. If not then who have more number, male or female?
4. Up to which stream dose the school conducts?
5. Up to which stream do you teacher in that school?
6. Do the male and female teacher have difference in their salary even they teacher in same stream?
7. If then up to how much is the difference in salary?
8. To whom dose the teaching matter is given more?
9. Is there the subjective difference between male and female teacher teaching in your school?
10. What kinds of subject do male and female teachers are given to study?
11. Is there the provision of equal holidays between you and your teachers on same stream?
12. Does your school give holiday on labour pain to both teachers?

13. If not them to whom is the holiday given more?
14. Does your school give equal holidays to male as well as female teachers while they are sick?
15. Have you given chance to teach according to your capacity and sector?
16. To who teaches mostly in primary level?
17. Dose both male/female teachers are given chance to participate in school meeting?
18. If not then who participates most?
19. Do you as well as your co-friends teaching in same level given training in equal proportion?
20. If no such provision them whom is given to participate?
21. To whom is the importance given more if school conducts some extra classes?
22. To whom is the importance given more male or female for applying vacancy and job?
23. To whom is the extracurricular activities given to conduct?
24. If your principal male or female?
25. Is there the provision of equal festive allowance to both male/female teachers?

Key Informants

1. What is the existing gender inequality in your school?
2. What do you know about the present situation of gender discrimination in School?
3. What are the major problems of School women in your opinion?