

**SOCIO-ECONOMIC STATUS OF WORKING WOMEN IN TEACHING
PROFESSION**

(A Study at Kirtipur Area of Kathmandu Valley)

A Thesis

Submitted to

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of the Requirements for the Master Degree of Arts in Sociology**

Submitted by

Bindu Kumari Sharma

Class Roll No. 445/2059

Exam Roll No. 4632/2061

T.U. Regd. No. 4787-93

**T. U., Faculty of Humanities and Social Science
Department of Sociology and Rural Development
Prithvi Narayan Campus**

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TRIBHUVAN UNIVERSITY

PRITHVI NARAYAN CAMPUS

DEPARTMENT OF SOCIOLOGY AND RURAL DEVELOPMENT

Bhimkali Patan, Pokhara, Nepal

LETTER OF RECOMMENDATION

This is to certify that Mrs. Bindu Kumari Sharma has prepared this thesis entitled "**Socio-economic Status of Working Women in Teaching Profession**" under my guidance and supervision. To the best of my knowledge this is an outcome of her intensive and independent research work, and has been designed in the format modeled by the department. I recommended this thesis for final evaluation and approval.

Date: 2078-12-10

.....

Netra Narayan Paudel

Lecturer

(Supervisor)

TRIBHUVAN UNIVERSITY
FACULTY OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF SOCIOLOGY AND RURAL DEVELOPMENT
PRITHVI NARAYAN CAMPUS
POKHARA, NEPAL

APPROVAL LETTER

This thesis entitled "**Socio-economic Status of Working Women in Teaching Profession**" submitted to the Department of Sociology and Rural Development, T.U., Prithvi Narayan Campus, Pokhara by Mrs. Bindu Kumari Sharma has been accepted as the partial fulfillment of the requirements for the Degree of Master of Arts in Sociology by the undersigned members of Viva Committee.

Evaluation Committee

Netra Narayan Paudel
(Thesis Supervisor)

Signature

Ram Chandra Baral
(External Evaluator)

Shiva Bahadur Thapa
(Head of the Department)

Department of Sociology & Rural Development
PNC, Pokhara

Date: 2078-12-18

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Bindu Kumari Sharma

bindusharma2033@gmail.com

Chaitra, 2078

ABSTRACT

Role of female in the family as a first social institution and school as working place is vital as they bear double responsibilities. Many studies have been carried out about female issues. Different books, journals periodicals, and dissertations about socio-economic status and decision making power have been published. This study entitled "Socio-economic status of working women in teaching profession" is carried out to find out the socio-economic condition of working women in teaching profession; to find out the motivational factors that made join them teaching profession; to trace out the decision making power and adjustment at household level; and to identify the obstacles and problems of female teachers.

To achieve these objectives, Kirtipur municipality of Kathmandu district is selected as study area. Altogether 100 female teachers teaching in all levels of 10 public and 10 private schools (out of 35 = 16+19, total schools in Kirtipur municipality area) under study area were selected. In which five teachers from each school were included using purposive sampling method. Face to face interview was taken with the selected female teachers using prepared questionnaire. The tool was prepared so as to collect information quantitatively and qualitatively.

From analysis and interpretation of obtained data and field texts the following information was drawn. Age-wise almost half of the teachers were in the range of 20-30 years. Half of the female teachers were master degree holder. Ethnically, majority were from Newar community. Though, more than half percentage (60) teachers were married, they expressed the appropriate point for job selection was before marriage. Though almost all the teachers had child and more or less land in the name of family, the main source of income and livelihood was salary. Almost all had bank account in their name but they did not save salary in their account. There was vast difference in perception toward job holder and non-holder female teachers because the job holders were found to be self reliance, able to make decision making regarding important family matters. The family also used to take/ receive suggestions and decisions of job holder female teacher. The salary on the same level of public and private school was different.

Most of the teachers were of over qualified but they were working in school even in lower level due to lack of other opportunities. They did not found any gender related discrimination in school and society. But small number of respondents expressed the bitter experience of gender bias. The major obstacles of female teacher were dual role of doing household activities and fulfilling school responsibility simultaneously. Some of the female teachers were found unassisted from their uneducated family.

The female teachers were found to expect different opportunities and facilities from concerned individual/institutions in order to improve quality of education and to increase dignity of teaching profession.

TABLE OF CONTENTS

Title Page	i
Letter of Recommendation	ii
Approval Letter	iii
Acknowledgements	iv
Abstract	v
Table of Contents	vii
List of Tables	x
List of Figures	xi
CHAPTER ONE: INTRODUCTION	1-9
1.1 Background of the Study	1
1.2 Statement of the Problems	6
1.3 Objectives of the Study	7
1.4 Rationale of the Study	7
1.5 Limitation of the Study	8
1.6 Organization of the Study	9
CHAPTER TWO: LITERATURE REVIEW	10-19
2.1 Status of Women	10
2.2 Women and Education	12
2.3 Women's Role and Participation	13
2.4 Mainstreaming and Gender into International Arena	14
2.5 Home and National Policy	15
2.6 Interrelation between Factors	17
2.7 Conceptual Framework	19
CHAPTER THREE: RESEARCH METHODOLOGY	20-24
3.1 Rationale of the Selection of the Study Area	20
3.2 Research Design	21
3.3 Nature and Sources of Data	21
3.4 Sample Methods and Sample Size	21
3.5 Tools and Techniques of Data Collection	21
3.6 Data Processing and Analysis	22
3.7 Experiences in Data Collection	22
3.8 Ethical Consideration	23

CHAPTER FOUR: ANALYSIS AND INTERPRETATION	25-52
4.1 Socio-economic Characteristics of Working Women	
4.1.1 Age	25
4.1.2 Education	26
4.1.3 Marital Status	27
4.1.4 Number of Children	28
4.1.5 Caste / Ethnicity	29
4.1.6 Family Structures	29
4.1.7 Size of Family	30
4.1.8 With Whom the Respondents Live	31
4.1.9 Types of Residence	32
4.1.10 Main Income Source of Family	32
4.1.11 Land Ownership Status	33
4.1.12 Amount of Land Owned	34
4.2 Motivational Factors	35
4.2.1 Nature of Job	35
4.2.2 Official Position	36
4.2.3 Salary	37
4.2.4 Job Starting Time	38
4.2.5 Motivational Factors for Choosing Profession	38
4.2.6 Motivational Factors for Choosing Teaching as a Profession	40
4.2.7 Perception on Present Job Position	41
4.2.8 Job Satisfaction	42
4.2.9 Satisfaction from Salary	42
4.2.10 Gender Bias in Profession	43
4.3 Role in Decision Making	44
4.3.1 Use of Salary	44
4.3.2 Decision Making and Economic Freedom	45
4.3.3 Available Household Facilities	45
4.3.4 Dependency of Job Holder Women	46
4.3.5 Involvement in Decision Making	47
4.3.6 Role of Job Holder and Non Holder in Decision	48
4.3.7 Gender Disparity in School	48
4.4 Role in Household Management	50

4.4.1	Time Management for Household Work	50
4.4.2	Enough Time for Household Work	51
4.4.3	Importance of Work	51
4.4.4	Household Obstacles	52
4.5	Expectations from Government	53
CHAPTER FIVE: SUMMARY AND CONCLUSIONS		53-56
5.1	Summary of the Findings	53
5.2	Conclusions	56
REFERENCES		57-59
APPENDICES		60
	Appendix I: Questionnaire	65
	Appendix II: List of School Selected	64

LIST OF TABLES

Table No. 4.1: Distribution of Respondents by Age Group	25
Table No. 4.2: Distribution of Respondents by Education	26
Table No. 4.3: Distribution of Respondents by Marital Status	27
Table No. 4.4: Distribution of Respondents by No. of Children	28
Table No. 4.5: Distribution of Respondents by Caste/Ethnicity	29
Table No. 4.6: Distribution of Respondents by Family	29
Table No. 4.7: Distribution of Respondents by Family Size	31
Table No. 4.8: With Whom Respondents Live	31
Table No. 4.9: Distribution of Respondents by Types of Residence	32
Table No. 4.10: Distribution of Income Source of Family	32
Table No. 4.11: Distribution of Respondents on Land Ownership Status	34
Table No. 4.12: Distribution of Land Belongs to Respondents	35
Table No. 4.13: Nature of job by Respondents	36
Table No. 4.14: Distribution of Respondents by Official Position	36
Table No. 4.15: Distribution of Respondents by Salary per Month	37
Table No. 4.16: Appropriate Job Selection Time	38
Table No. 4.17: Motivation Factors for Talking up a Profession	39
Table No. 4.18: Motivational Factors for Choosing Teaching as Profession	40
Table No. 4.19: Experience and Feeling from Present Job	41
Table No. 4.20: Regarding Job Satisfaction	42
Table No. 4.21: Regarding the Salary as Per the Government Rate	42
Table No. 4.22: Responses on Gender in Profession	43
Table No. 4.23: Pattern of Salary Expenditure	44
Table No. 4.24: Bank Account and Economic Condition	45
Table No. 4.25: Household Facilities	45
Table No. 4.26: Dependency of Job Holder Women	46
Table No. 4.27: Involvement in Decision-making	47
Table No. 4.28: Distribution Job Holder and Non Holder in Decision	48
Table No. 4.29: Discrimination between Male and Female Teachers	49
Table No. 4.30: Hours Spent by Working Women in HH Activities	50
Table No. 4.31: Time Sufficiency for Household Work	51
Table No. 4.32: Importance of Work in Life	52
Table No. 4.33: Problems and Obstacles in Household	52

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Women constitute half of the population of the world. Women and men should have equal rights, protection, and access to resource mechanisms. The gender empowerment examines what degree men and women actively participate in economic and political life and take part in decision making. But looking in board prospective there are similarities in the problems faced by the women all over the world. Particularly, in the least-developed countries women are found to be marginalized lying in the periphery of the mainstream of society.

According to Census Report (2022), the total population of Nepal is 29.1 million in 2021 in which female constitute 14.9 million (50.4%) of the total and male constitute 14.7 million (49.6%) of the total. (CBS,2022;The Kathmandu Post, March 9, 2022). It means, women constitute more than half of the total population and therefore the involvement could be very important in the socio-economic development of the country. Women have played important and various role in economic and social activities in every part of their life but her living status is very poor and miserable in most of the families. They have limited in household chores and agricultural activities. So, status of Nepalese women is not better because gender inequalities the in the rural area is higher than urban area (CBS, 2021). Deeply rooted patriarchal social norms that pressure women to take on domestic roles have put the burden of caring for children and the elderly, including the bulk of household chores, on the Nepali women shoulder (K.C., 2020). In various activities women have secondary status as compared to men.

Women cover more than half of the total population and half of the labor force in Nepal. Women's participation is indispensable for the social and economic development of the country however represents only 13.83 percent (as cited in Google, 2075) positions in the civil service of Nepal. The amendment to Civil Service Act-1993 in 2007 brought about an increase in the number of women opting for civil service. Moreover, reservation of 45 percent civil seats for women with seats for

Nepal's Dalit and Madhesi community, disabled people and people from backward areas motivated women to take Public Service Commission exams. Following this trend, many younger Nepali women were inspired to apply for civil services. Consequently, the number of women applicants for civil services increased at such a high rate that the number of women applying outnumber the ratio of men. According to the Nepal Public Service Commission's (PSC) annual report 2017-18, 296,704 women applied for civil service positions compared with 271,149 male applicants (Early, 2020). This trend has been in place over the last decade, when the reservation came into existence. Though the president in the country is female, still the proportion of women in higher position power in bureaucracy, judiciary/diplomatic service is low in comparison to their percentage in total population .

In most of the families in rural area and even within families in urban area, women are treated as second-class citizen due to conservative traditions, illiteracy, ignorance, poverty, and superstition in the context of Nepal. In her lifetime, a women always depends upon a man. Woman always work hard her house or family but she has no power of making decision of her own and her family. Before marriage she depend upon her father, after marriage she depend upon her husband and when becomes old she depend upon her son. Engels saw female subordination as a result of emergence of private property, the private ownership of the force of production (Haralambos, 2007: 390). Thus women has less prestige, power and advantage than their male counterparts in our society.

The status of women is an important factor affecting the socio-economic development of a country. The long term socio-economic development of a country cannot be fully realized. If women, who constitute more than 50 percent of the population but their engagement in production activities are still poor. That is the number of women comprise 20,334 of the 87,753-strong workforce (Early, 2020). However, they enjoy a subordinate position to men, and their talents remain unutilized or underutilized. In a society domestic affairs and raising children is not regarded as the economic development of the society (Population monograph, 2014).

A civilized society is possible only through civilized culture. Women have key role in making a society civilized. Since they constitute more than half of the total population.

According to Lunia (1986), the status of women can be considered high in a society, where they are provided with different authorities, where they are honored, where they make considerable contributions in fine arts. Such society and culture is considered superior. If we look at our ancient culture, we found that women's status in ancient days was very high. Women were honored equally as men in all fields of life. Respectable figures of women were engaged in academic, spiritual and social life. Qualified women were called Acharya. Sachi, Atri, Gagri, and Indreni were the famous women of the ancient society. This has proved that the status began to decrease gradually when sons were considered to be inheritors of the property and daughters were taken as a burden to the family.

The position of women will be better if they are economically independent. Development activities cannot be achieved with the absence of women's participations. Therefore, without the involvement of women in the main stream of development, this process is incomplete. The status of women is an important aspect influencing the socio-economic development of a country. The overall development of a country cannot be realized, if women who usually represent 50 percent of the total population, enjoy a subordinate position of them.

But the Nepalese society considered a woman an idle who spends a maximum amount of time at home doing whatever is possible with her own hands, pleases and respects the husband and in laws and take care of the children. The patriarchal nature of the Nepalese society is a strong factor perpetuating gender disparity in the society including poverty, lack of relevance of education, inefficiency of the educational system. Society does not object if a woman does a job or enters the labor market, but they equally expect her to perform the traditional role of a housewife and mother as well.

It is evident that the development of a country cannot be possible without the participation of women. Therefore, it is accepted that women's socio-economic status play a vital role in the development of activities in a country. But the advanced status of women in Nepal is still far from reality both in the actual number and the proportion of female participation in administration and decision making. Slowly education and other major factors have brought many changes in the traditional role and status of women. Women are coming up with more opportunities, participation and attitude to

move upward in the social system. Women and men role are related. Generally women inside activities are concerned with men's outside sphere, if women do not managed the household chores properly men shouldn't be able to work outside. Actually women's overall burden is higher than that of man.

The important of women's contribution to life is not simply towards family life but also towards community and country. But Nepalese women have not been able to make full contribution to society because they have been neglected in every aspects of life. As we know that education help to fulfill and use the hidden talent and abilities to every individuals. Therefore, education should be made equally available for all. Formal education is very much necessary to enlighten the female mind and to improve the standard of judgment. Educating girl may be one of the best investment a country can make in future economic growth and welfare. Mother's influence on the child is more than the fathers (Shrestha, 1982: 6).

Time is changing and society is also changing at the pace of the time. Consequently, the women who were lagging behind are gradually participating on the male dominated profession. The rising number of female workers is the most obvious indication of changing position of women.

In present context there is a high rate of inflation, so the extra income by women from jobs outside the home is very helpful. Once the women starts earning their economic condition too will improve which leads them to maintain a standard of living. For these perform their traditional role of household. Women who get chance to get themselves educated and fell that they can prove themselves, they have started to come out the house to work. Gradually women know that they have equal rights as men (Shrestha, 1982: 2).

Women now spends less time in their reproduction roles and therefore have more time to take on economically productive activities. For many women incomes is necessarily for the economic welfare of their families and for themselves. The opportunity to work at a job that allows them to use the skills and training they have acquired give a sense of personal satisfaction. For many women, the opportunity to earn income provide financial independent. They fell self-confident and gain control

over their lives, women's participation in the economy does not benefit only themselves but also their family.

Most women work to support their families. Women's earning can make a significant contribution to the improvement of their families welfare. Thus women began to organize socially and politically and gradually various women's organization development brought significant changes in the life style of women along with their role in the society. In modern developing society, man does not perform a dual role, but the modern society has created such a situation for women that they have to play the dual role of housewife and working women simultaneously. The changing social and economic conditions complete women to seek employment. This has made to working women more self confident about this section of the human population (Shrestha, 1985: 29).

In the opinion of Rousseau education aims at the natural development of the child's inner facilities and power. Education should help the child to remain alive. Life implies not merely the taking of breath but working. To live is to work, to develop and to properly utilize the various parts of the body, the sense organs and the various other's parts of the body. In his book Emile, Rousseau seeks to train Emile in the profession of living so that he may become a human beings before becoming a soldier, a chairman or a magistrate. Education, thus, in Rousseau's opinion, must aim to making the children real human beings.

Literacy rate of Nepalese people has been increasing per year. According to UNESCO (2018) publication, near about 59.72 percent female are literate out of the total population and can read and write. Female participation rate on school level and college level is also improving gradually. Literate and educated women want to release from tradition ways of life. Many of them are seeking for employment opportunities and utilize their knowledge and education. Educated women are involved in self financed occupation, their decision making power is quite higher than that of the jobless educated women.

The employment opportunities in Nepal is indicated and it is to scares for the women. The number of women holding higher level post is negligible and mostly limited. So for the type of employment for women is concerned mostly the teaching profession

and is generally regarded respectable job for women. So most of the educated Nepalese women are encouraged to be a teacher rather than to join other services. The teaching profession is widely accepted even by those who are against women's employment.

1.2 Statement of the Problems

According to Rastriya Samachar Samiti (26 Jan, 2021) Nepal's total population in 2021 is 2,91,92,480. Out of them 14.7 million are male and 14.7 (50.04%) million are females. The adult literacy rate in Nepal in 2018 saw 67.91 percentage, 8.28 percentage increase of 2011. Adult literacy rate is the percentage of people ages 15 and above who can both read and write with understanding a short simple statement about their everyday life. However, the adult female literacy rate is still low (59.72%) in comparison to national literacy rate.

Some of the women who are literate and working in school are bearing double burden because they had to work school and home. They may have their own opinions, beliefs and desire because such women have got higher total freedom from their household works. They become able to demonstrate their potentiality freely in their public work sector. The change in women's role from the traditional housewives and mother to one looking for employment opportunities outside home is quite a positive phenomenon in Nepal. The increasing tendency of getting employment by women in public offices is started only after 1995. According to public service commission report 2018, the women participation in workforce is increases to 13 percentage.

Female participation in and out of the household chores is very crucial for national development. If we explore the female engagement in income generating activities and decision making it may give insight in planning. This study tries to find out the socio-economic status, supporting and hindering factor of working women in teaching profession. It has been assumed that the chance to exhibit their ability in many walks of life and they have proved that they were as competent as men is any sphere of life. The housewives were able to make decision of their own and make themselves free from the age long inferiority complex, which they inherit and this had become a major difficulty in all round development of women.

This study attempted to answer the different questions regarding the socio-economic status of working women in teaching profession in Kirtipur area of Kathmandu district. Especially this study attempts to answer the following research questions:

- What are the socio-economic characteristics of working women in teaching profession ?
- What are the motivational factors that help select teaching profession ?
- How do they bearing the role in decision making process in the house and school ?
- Do they fell satisfaction from their profession ?
- What is the role in household management ?
- What is the expectation of society from the women in teaching profession ?

1.4 Objectives of the Study

The research was carried out to examines some factors that are supported to contribute in the attainment of status of women. This study was conducted in Kirtipur area of Kathmandu district and tried to examine the general opinion of women teachers working in government and private schools. More especially the study has the following objectives.

- To explore the socio-economic status of working women in teaching profession.
- To identify the problems and obstacles of working women in their profession.

1.3 Rationale of the Study

Nepal beings one of the least developed countries of the world. The status of women is far behind those of the women in developing countries. In Nepalese society men have more power, prestige and privilege than women. They get authority of making decision of their family and also in society. They are protector and provide of their family. But women are ignored in our society and even in every types of societies in the world. Women's are economically dependent. Women's position and status in the society will become as of man, if they are economically independent. Employment of

women is one of vital importance for increasing the status of women in the family or in the society. To support the development of the nation, female participation and their ideas to increase earning cannot be ignored by the family in matters of importance decision (Shrestha, 1982).

According to Acharya (1994) "Women play an important role in economic development of society, social justice, and economic equality. It is not possible for one half of society to keep by the other half in slavery. If such attempts are made an explosive situation will be created. Accelerated change requires attention to be focused on both the man and the woman. Many people felt that women are more open to change."

Women who have entered the male dominated profession might be facing a contradiction between their professional public and motherhood life and they were found desiring to be free from such contradiction. For this, it seemed quite reasonable to know the feeling, attitudes, and beliefs of the women, who are struggling with their contradiction in order to develop their personalities to resolve the problems faced by women, their experiences and suggestions studies like this are essential.

For this purpose, the women involved in household and public works finding out the relevant information. In addition to this the women involved in various walks of life should be contracted, so that the actual problem could be diagnosed. The finding of this study will be useful to planners, policy makers, and others concerned individuals of this field.

1.5 Limitation of the Study

Each and every study has its own limitation, likewise, this study too is no exception. The study has been done for the partial fulfillment of the Master Degree in sociology. The research aim to study socio-economic status of working women in teaching profession in Kirtipur Municipality. Total 100 respondents from 10 public and 10 private schools were selected representing 5 from each categories. It was micro study which attempted to explore the socio-economic status of working women in teaching profession. Also the study were mainly based on the opinion of working women in teaching profession in government and private schools of the study area. It was

difficult to find out all the needed answers from the study. Some of the respondents were found to be shy and were hesitating to express their actual views and opinion.

1.6 Organization of the Study

This thesis is organized in five main chapters. The first chapter covers introductory portion of the study. The introductory chapter consists of background of the study, which elaborates the situation regarding the socio-economic situation of female in Nepal. The statement of the problem is another important part in introductory chapter which explain the justification of selection of problem and study and its benefit for the improvement of the situation of Nepali educated women. The next one is objective of the study which states intended outcome of the study. In the section rationale of the study, the justification of study has been clarified and the benefits are assumed. In limitation of the study, the boundary from the side of researcher has been set. Finally, in this chapter, an organization of the study has been added to elucidate the chapter description.

In second chapter, paragraphs related to literature review has been added. Literature reviews mainly consists of status of women, women and education, mainstreaming and gender into international arena, home and national policy, interrelation between education, economy, and health, and legal obstacles. Likewise, this chapter consists of conceptual framework which shows the relationship between variables and conceptual map for the study.

The third chapter explains the methodological part which consists of rationale of the selection of the study area, research design that guides the whole study, sample area and nature and sources of data, sample methods and sample size, questionnaire and interview guidelines as the techniques and tools of data collection, way of data processing and analysis, and ethical consideration that should be abide by the research during research.

The fourth chapter of the thesis consists of different parts of data analysis that tries to seek answer to the research questions. In analysis part tables related to the different themes were developed and used. Necessary statistical support has been taken to explain the obtained quantative data. Finally, the fifth chapter is devoted to provide summary and conclusion of the study.

CHAPTER TWO

LITERATURE REVIEW

This chapter provides reviews of the relevant literature related to objectives of this study which were consulted. Many social scientists and researcher have done different research studies about issues. Different books, journals, dissertation have published about socio-economics status and decision making power of women. This research study is basically, concentrated about life style of working women in teaching profession at different schools of study area.

2.1 Status of Women

Status is not fixed, its concept keeps on changing with time. Women occupy different position in the social structure, as they pass through the life cycle and they very basic upon, which the community ascribe power, privilege and prestige also change with time status has been defined

In "Women's two roles: Home and work" Myrdal and Klein (1970) opines that women's entry into employment is essential for becoming economically self-reliant. But it does not mean that every women enters reliant. As human being they are free to make the choice of their own. Women may take employment with various motives e.g., gross economic need, economic independence, use of knowledge and skill, mix into the external environment, etc. But in a developing country like Nepal where majority of the people are poor or below the poverty line, the main motive for an employment will be the economic factor. In other words, as employment of women is a must in a poor and developing country like Nepal, they should not be limited only in household chore. Regarding household role, Myrdal and Klein opine, "Asserting home as the women's exclusive role commit the fallacy of leaving women alone to do a thing which should be done jointly by men and women if the ideal of a happy home is to become reality" (Myrdal and Klein, 1970: 28).

Women have to play different roles throughout our her life and maintain her status too. According to Pradhan (1979), "Women have been traditionally regarded primarily as consumers, as not as producers. It is only with the advent of the 1970's that they have been regarded as a global resource for development and social change. "Women's

limited role in the society reflects the secondary role given to them in the household nexus, which forms the deep core of almost all the social relations in the societies like Nepal (Pradhan, 1979: 3).

In the journal "Women workers and development" published by the international labor organization, it has been stated that the women workers are the centre of the world of work. It further emphasizes that development policies should integrate women concerns into all areas of development and not deal with them merely in small scale "transitory projects". They should involve women in economic and social structure at decision making management and technical level. This conclusion was derived from the studies conducted by the international labor organization in various part of Africa, Asia, and Latin America. The Nairobi conference in 1985 made it quite clear that while significant advances were made over the decade in terms of increasing women access and participation in education and training the performances over all was far from sufficient.

The importance of women contribution to life is not simply for family but it also for community and national life. According to Borcelle (1985), throughout the ages women have been performing task in their homes and taking part in various economic activities, whether remunerated or not. Women's working day is longer than their husbands. And yet statistics on the working population are still silent on the subject of their unpaid women's work. More and more women are becoming wages earners for variety of reason (personal, vocation the desire for self-fulfillment or economic independence the need to improve the family income or to support the household, etc). However, owing lack of sufficient information, sound guidance, and adequate vocational training, they are frequently channeled into unskilled employment or work not commensurate with their skills, for which they are poorly paid (UNESCO, 1990).

According to Helmare (1986) "Though men have long held the region of international development, women are beginning to be recognized as increasingly important force in the field". In her article "Women in the development professions", she has dealt with the contribution of professional women's in eleven different countries in Latin America, Africa, and Asia. To learn about the issues affecting women in development, she has described the lives of the mass of women in the developing world as the "toilers and natures." Whatever the setting, the insights provided by professional

women into the problems facing their countries and their efforts towards solutions were always pragmatic often innovative and occasionally far reaching. They tended to confirm the view that development is not only for women, it is also by women (Helmare, 1986).

Analysis of “Progress of women's participation in higher education (1990) states that advancements of the status of women in Nepal is still far from satisfactory. Nepalese geography make development a slow, expensive and sporadic task. Socio-cultural factors affecting women's participation in higher education. History, tradition, religion, and geography affect all aspects of Nepalese life. Although the number of women participation in public life has been increasing, it is only occurring in areas of traditional female employment and at the lower level of the occupational ladder. Economically, women are dependent upon men and majority of women are unpaid workers in agrarian families. It further emphasizes that Nepalese women find domestic life are to be shouldered by the women. All these would pass on as normal because she does them without wait (UNESCO, 1990).

2.2 Women and Education

Women in teaching, a study done by Shrestha (1982), attempts to look at the *Problems and prospects of women in higher level of teaching jobs*. This study reveals that education and employment for women has positive relation. The motivational factor of employment for majority of the women was to make use of educational qualification followed by economic independence. This study was done on women teachers of Tribhuvan University. Another study was done by the same researcher in *Women employment in the industrial sector* in 1985. From this study it was found that skilled and semi skilled jobs were in the process of becoming women's jobs and that the employment of women depended upon by women and said that it was as good as men's and most women were satisfied with their career.

The UNESCO publication 1990, *“Women as educators and women's education”* express that religious, cultural, and social ideologies directly effect women's empowerment. The perception of women determines the opening up of opportunities for them. In the most traditional societies, barriers of religions and cultural nature prevent women form achieving progress outside the family environment. In such

cases, they enter into labors, government, social or academic spheres, which become highly improbable.

"Educate a boy, educate a human. Educate a girl, educate several generation". "Women play important role in the transmission of values and attitudes in the community. Women play an important educational role in the burden of labor at home as well as in the office, of an inferior role in the burden of labor at home as well as in the office, of an inferior education received in early years and discrimination in food. A social concept that only women are responsible for the reproduction of human beings concept, delivery and upbringing of the child has made it extremely difficult for women to participate in the social development process as equal members of the society.

According to Uprety (1988), women have always been given a secondary position to that of man in our traditional society, she is seen as a good housekeeper, a good daughter, good wife, and good mother. This shows that women had very limited role to perform in the traditional society. However, in the urban areas, women have to perform dual role, i.e. to care of the whole household activities and to work outside the house for extra income to support the family.

2.3 Women's Role and Participation

The contribution of Nepal women to the national economy is very significant, but they are paid less than men as agricultural labors. In 1970, Bosenup's book on *Women's role in economic development* put forward the concept of trilogy on economic development, related to agriculture, women, and population. This was a landmark in understanding the contribution of women in the productive sectors of the developing countries (Tinker, 1990). The scope and clarify presented by her made it the fundamental text for the UN Decade of women (1976-1985). The term women in Development (WID) was coined in the early 1970s and WID became institutional first in the form of separate sections, departments, projects, components, and so on with the first UN conference on *Women and development* in 1975, held in Mexico city raised the slogan of equality, development, and peace.

According to Subedi (2001), the various ethnic communities and different geographies, religions, and cultures exhibit a wide variety of social values that also

have an impact on the situation of Nepali women. Nepali women make an important contribution to the agricultural activities of the country, but their work is not considered productive from an economic point of view, so their contribution is not included in the national income. The contribution of Nepali women to the national economy is very significant, but they are paid less than men as agricultural laborers. In all areas of Nepal the work burden for women is higher than that of men, but women are deprived of their basic needs of life. Women are at the greatest risk of becoming victims of violence because of their extreme vulnerability.

The social norms imposed on women have made them extremely hesitant to walk or talk freely to others in public. Many women feel unsafe to venture out on their own due to a constant fear of having their character and reputation spoken ill. Political polarization and political instability are major obstacles to the women's movement. It is essential for women to be represented at all levels of government, including the grassroots level and to be represented in the executive, judiciary and legislative branches of government. This chapter will also highlight the important contents of various literatures that may help to understand the general context of research, and all forms the standpoint of the concept outlined for the study.

The focus of scholarship on the recent decade has been women's status vis-a-vis men in the society. In developing countries like Nepal, this has led to increased concern for women's betterment in the society because Nepalese society is diverse, the practicality and consequences of such an effort is still unclear. What has come out to be clear is that women's positive instrumentalism not only perpetuates developmental efforts but also casts significant insights into discourse of policy reforms. Positive instrumentalism, for example, by developing could be directed to enhance their status in the society. Women could attain bargaining power at household and society if they are enabled to make correct choices in their lives or their decision-making agency possessed by women is enhanced.

2.4 Mainstreaming and Gender into International Arena

Women's liberalization in the north mainly came due to women's movement after which women started getting involved in various sectors of development. This offered women chances to come out from their traditional roles as mothers and care takers.

Therefore, women increasingly contributed into almost all the sectors that lead the nations in benefit profusely. However, models of development set up by northern women were disagreed by southern women on various grounds. The suitability of such 'ready to eat' models offered by northern development exports was questioned especially because southern nations have distinct cultures, traditions, and society. Eastern women who grow up with such a distinct background cannot in part or whole take up with the similar movement as that of western women. In spite of such stark differences argued over by southern women, policy for development emerged concurrently with the learning of both the southern and northern context where in women are confided.

Before 1970s, only the economic role of women in reproduction was acknowledged. This approach of seeing women as researchers of children, and housewives led women to get involved in development programs concerned with family planning and population control, mother and child health care, nutrition, home economics and so on, Moser (1989) called this the 'welfare approach'.

Moser (1989, pp.1799-1825) has explained several approaches that emerged thereafter. The 'equity approach' considered the economic independence as being synonymous with equity. Then came the second WID approach, the 'anti-poverty approach', in which economic inequality between women and men is linked not to subordination, but to poverty, with the emphasis was shifting from reducing inequality between men and women, to reducing income inequality. Next came 'gender and development' (GAD) approach as it was realized that women couldn't be categorized as a separate group from men as long as development is in question.

In the developing countries, the link of women to development has always been strongly highlighted and accepted continued efforts to increase participation of women in developmental programs are an indicators of women's being seen as agency in affecting the social progress in positive ways. Women's community participation provides one venue for exploring [social construction] process in the simultaneous recreation of communities and identities (Abhrams, 1996). This recognition of the importance of women in development has long been acknowledged. Voice has been raised at international level that without women's involvement in all sectors of development desired goals couldn't be achieved and hence, stresses on full

participation of women and gender equality in every developmental programs. The prominent among platforms here gender issues were discussed with priority where Fourth World Conference of Women (FWCW), UN conference on Human Rights 1930, Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) 1979, International Conference on Population and Development 1994, World Summit for Social Development 1995; Beijing Declaration 1995. At all these occasions, women's centrality of rights and responsibilities were asserted. Ratification of declarations by nations and adoption of this henceforth in national policy making is a sign post to promote gender equality in the world nations.

2.5 Home and National Policy

The commencement of systematic economic planning since 1956/57 in Nepal is an indication of the government in targeted women development into national development process up to fourth five year plan, women's education got a separate place in the national agenda. Sixth plan adapted the policies of promotion women's capacity and participation in women's health and education. The 7th plan strengthening the previous policies added equal participation of women in development process. That was a strong indication to put women development into mainstream of the development (Khatiwada, 1998).

With the target of achieving its overall aim of poverty alleviation and human resources development of involving women actively in different sectors of development for building egalitarian democratic society and also by increasing the access of women to political, economic, and social sectors and reforms in legal provisions so as to ensure women's rights for making that access more effective the 9th five year plan (2054-2058) has included policy to involved women in the National Development mainstream and to implement in the following were followed.

- National and regional development policies, goal, and programs will be ascertained to involve women in the mainstream of national development.
- Contribution of women to household labor will be evaluated scientifically and substantially be reviewing the national accounting system.
- For the effecting co-ordination and implementation of women development activities, existing institutional structure will be strengthened,

expanded, and agencies, organizations, and local bodies working in the field of women's development.

- For the measuring women's participation in development appropriate gender desegregated indicators will be reformulated and modified and monitoring and evaluation measures will be carried out effectively (NPC, 1998).

Although some of the strategies of ninth plan and tenth plan has already been implemented like contribution of women to household labor are evaluated scientifically and substantially by reviewing the national accounting systems. In the woman's participation in development, appropriate gender desegregated indicators and reformulation modified, monitored, and evaluation measures are cried out effectively in the population census 2001, yet there are a lot of thing to be implemented by in government to uplift the status of women.

2.6 Interrelation between Factors

Women's status is formed around a series of culture and economic factors such as resource use, ownership, control ideological structures, and education and information (Hadad, 1999, pp. 96-97). However, the factors outlined by Hadad could be true if women's status will be defined for all women in general. Considering diverse social structure that exists in Nepal, all those factors can be stated to be merely non-native. Moghadam (1994) has cited six fold list of different factors that affect status of women. These qualitatively analyzed factors are: Political expression, work and mobility, family formation, duration and size, education, health and sexual control: and cultural expression (Moghadam, 1994, p. 97). Similar is the list of factors outlined by UN that consists of population, women and men in families, health education and communication, work and human rights and political decision making (UN, 2000).

2.6.1 Effects of Education, Economy, and Health

A report on “Status of women in Nepal” states that the correlation between literacy and status of women is controversial (Acharya, 1981). The report further explains that illiterate women who break domestic confines in search of employment have better control over their own lives than the literate women belonging to higher socio-

economic groups (Ibid), what can be derived from Acharya's statement is that education is nevertheless important for raising the stays of women, but how this imparts positive implications on other sectors of lives of women is in itself complex. Education is directly related with economy, further it may even raise the awareness amongst women-education may serve to enhances status of women both by direct and indirect measures.

Sainju (1999), stresses that women's poor socio-economic condition in Nepal is mainly due to literacy. Similarly, Timilsina (1998), points to be subordinate status of Nepalese women and highlights that a woman gets lesser opportunity to develop their career because she gets lesser opportunity for education, occupation, and access to health and nutrition facilities. It is obvious that the outcome. Such a situation is bound to not back into the socio-economic condition of a women that eventually form to be a factor that affects her status. Hadad (1999), also supports the view that women's education is related with women's status.

Deriving an association of low educational level with high level of household poverty, Haddad confirms that female status and educational account for 50 percent of the reduction in child malnutrition rates. Women's status, therefore, seems to be directly related as these well. Hence, nature of the other generation and the qualities it bears will largely depend upon what status a woman was able to achieve in her life time. Education valuing is obviously a good sign for the betterment of women but how far gender discrimination will be eliminated on this based without amendments in various aspects of rights of women, can still be debated.

2.6.2 Legal Obstacles

Some literature also pinpoint that women's status and position can be raised if property rights are dealt fairly between men and women. A comparative study conducted by FAO (1979) in sub-Saharan Africa, Middle East, North Africa, Asia and Latin America.

Concludes that existing legal obstacles hinder the maximum utilization of women's economic potential. Various customary, religious, and civil laws limit women's access to land and other forms of income producing properly. The study further claims that they are interrelated and tend to be mutually reinforcing.

Various review of literature help study socio-economic status of working women in teaching profession. It is noted that women have been, accepted as being 'agents for social change'. Without integration of women in 'developmental program' a country cannot move ahead. In Nepal too, women have been prioritized during policy formulation process. This priority has led such programs to work on improving women's lives. These basically focus on enhancing their roles and contribution in the society. Socio-economic educational, health and legal uplifting of women in this regard is considered essential. In simple words the foundation of all developmental programs seems to have been formed around raising the status of women.

2.3 Conceptual Framework

It is a diagrammatic representation of concepts and ideas used in the study. The framework shows the relationship between independent and dependent variables. Though the wide varieties of issues and concepts could be studied under socio-economic status, the following concepts and relationships were only used to accomplish the objectives of the study.

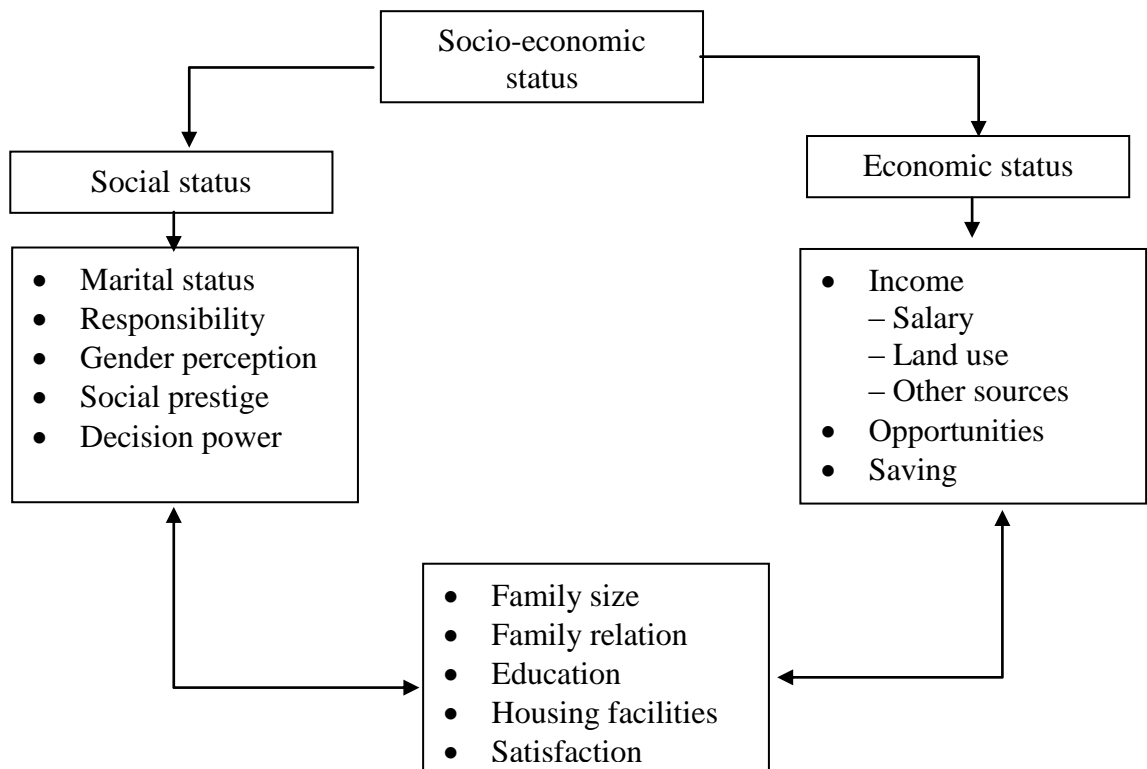


Figure: Conceptual framework showing the relation between variables

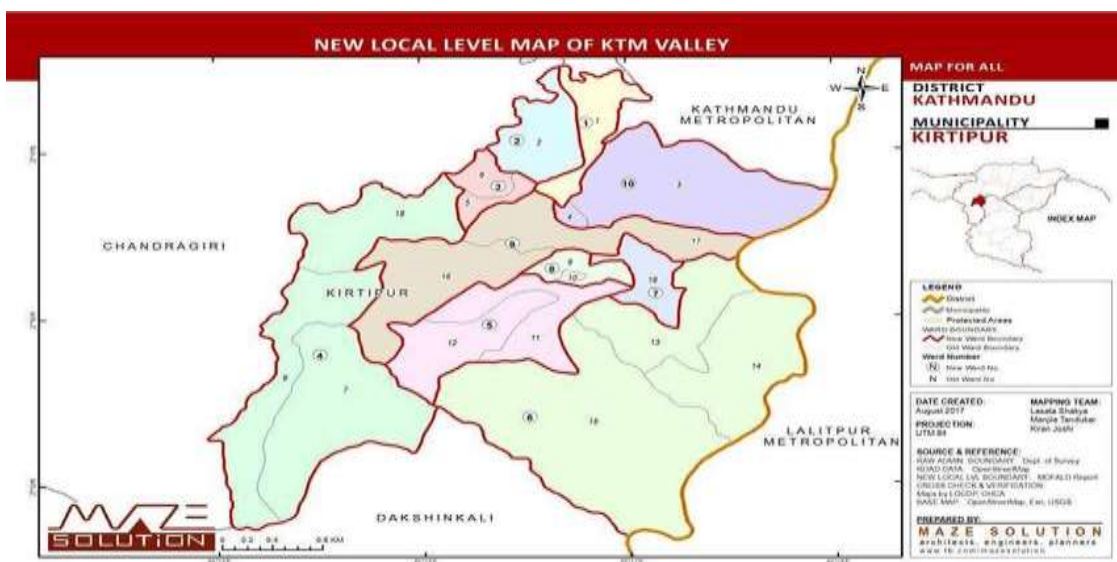
CHAPTER THREE

RESEARCH METHODOLOGY

Proper methodology is essential for successful research. To complete this study different methods are used in collecting different information. This chapter mainly discusses the rationale of the selection of the study area, research design, sampling procedure, nature and sources of data, ways of data collection, data analysis procedure and presentation.

3.1 Rationale of the Selection of the Study Area

This study was conducted among educated working women in teaching profession in Kirtipur municipality of Kathmandu district. The study area is bounded by Bagmati river in the east, by Machhegaon, Matatirtha and Thankot area of previous VDCs in the west, by Ward No. 14 of Kathmandu Metropolitan city in the north; and by Chandragiri hill in the south. Among 10 wards in Kirtipur Municipality, all schools (10 public and 10 private) inside was selected for the study. It covers both private and public school lady teachers in equal ratio (50 from each category). The reason for the selection of area was the availability of required number of educated working woman in the study area which confirm the access of information. Similarly, the second rationale for choosing the study area is the access of informants from the residence of researcher. The Location map of Kirtipur Municipality is given



Source: Maze Solution, 2078

3.2 Research Design

This study employs descriptive survey under quantitative research design. The study was especially designed to fulfill the specific objectives of describing the socio-economic status of working women in teaching profession. To accomplish these objectives, the analysis were mainly based on primary data. Basically, the variables such as age, education, marital status, fertility, caste, religion, income, health, family size, etc. were identified and described to derive the result on socio-economic status of working women in teaching profession.

3.3 Nature and Sources of Data

Mostly quantitative data have been used. The source of data for the study were primary as well as secondary. The primary data was collected through field survey and secondary data was collected from related sources such as journals, articles, government records, research literature, published and non-published reports, library documents, and record of ward office at Kirtipur.

3.4 Sampling Methods and Sample Size

Kirtipur municipality had been selected for this study. Inside the 19 wards in Kirtipur area, all public (10) and private (10) schools were selected for the study. From these schools, only 5 female teachers were selected from each schools purposively with the consultation of Head teacher/Principal. In this way, altogether 100 female teachers were selected for the study purpose.

3.5 Tools and Techniques of Data Collection

This is a sociological study, therefore various tools and techniques of data collection has been applied to obtained different types of qualitative as well as quantitative information. The qualitative and quantitative data was collected using semi-structured interview schedule. The schedule consists of different questions related to specific objectives (See Appendix I).

Structured questionnaire were developed to collect factual information. For example, the income, types of family, attitude towards their profession and home, motivation factors for choosing a profession, etc. The purpose of the research was made clear to

the informants and the confidentiality of their information was confirmed so that they could provide necessary information without hesitation. All the description of the questions were made prior to the distribution. The questionnaire were distributed to busy female teachers to fill-up themselves in their home using leisure time, and filled up tools were collected form them visiting their places.

The semi-structured interview schedule was also designed to collect all the necessary information to fulfill the objectives of the study. Unstructured or open ended questions were set to take subjective information related to working women in teaching profession. Informants were informed for the time management and face to face interview were conducted during field work in office or in their home utilizing their leisure time. The method was assume to be helpful to get reliable information from the respondents on family and office life, society, household chores, adjustment pattern of work, involvement in decision making, etc. Note was taken of the information and used for the analysis purpose. That means, the tools were developed in such a way that it takes both quantitative data and qualitative information about respondents socio-economic condition.

3.6 Data Processing and Analysis

The collected data were organized manually in tabular form in a category of similar variables. Considering the research objectives, research questions, and variables in conceptual framework headings for analysis were created. The analysis was made under each heading.

In order to analyze all the raw data obtained from primary and secondary sources, both descriptive and statistical method of data analysis were used. They were tabulated and edited according to the need of the study as they were collected in the form of tick mark and open text. All the information were analyzed into a number of homogenous groups and subsequent chapters have been descriptively analyzed and necessary tabulation was done according to their attributes on the basis of the study. The analysis of the data was done with the help of descriptive statistical tool, such as the frequency distribution and percentage. To simplify, it was further shown in the form of graph in the required place.

3.7 Experiences in Data Collection

As the research study was conducted in Kirtipur municipality of Kathmandu district with the purpose of studying socio-economic status of working women in teaching profession, the researcher gained some interesting and challenging experience during field research. Researcher visited all the selected informants in their school, informed about the purpose of study, and prepared them mentally to fill up the questionnaire and to participate in the interview. Some respondents filled up the given questionnaire in front of researcher and some of them filled it up in their home using their leisure in the absence of researcher.

Among the respondents, unmarried teachers seemed more interested and more opened to fill the questionnaire. They were satisfied and self-prestigious from the status of their profession. They were proud of their own earning. Some of them expressed that they were against of traditional control over their personal life.

The researcher however got different feeling from some unmarried respondents. They expressed that they were worried about their dual responsibilities. Some of them were seemed tired and indifference because of their profession.

In this study, the researcher got a chance to introduce herself closely and informed about different situation that they expressed about socio-economic aspects of working women in teaching profession in Kirtipur municipality of Kathmandu. In fact, it was great achievements for researcher.

3.8 Ethical Consideration

Ethical consideration are issues related to moral rules and regulations (ethics) that should be followed by researcher during the research work. It includes the relationship between researcher and the informants, privacy issues regarding the informants, question of exploitation, intimidation, confidentiality, etc.

In this study, attempt was made to follow major ethical issues from starting to finalizing the report. Though the studies on women issues have been done, the study on socio-economic status of working women in teaching profession at Kirtipur area is crucial issues yet. Before collecting data each selected schools Principal/Head teacher

was visited. Respondents were informed about the purpose and nature of study, secrecy of personal information were ascertained, and data were collected at their suitable time with due respect. To the extent of researcher ability, much effort is made to maintain the originality of the data and whole report. And finally, the report, mostly referencing, is preparing in APA format as it is widely accepted standard for writing manuals. The name of the respondents were not mentioned directly anywhere in the report respecting privacy of the respondents.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION

This chapter is related to the analysis and interpretation of obtained data. The information were organized and categorized in different headings as per the research questions, and variables in the conceptual framework. The analysis and description is presented in the following paragraph.

4.1 Socio-economic Characteristics of Working Women

In this section, the data related to personal information, social factors and economic variables are analyzed. The personal information consists age, education level, marital status, number of children, caste, family structure, family size, togetherness, and land ownership.

4.1.1 Age

Age is an important demographic characteristics. It may have different affect on any individual's ability to work, working hour, type of work engage, or in decision making process. In this study, the informants are grouped into different ranges from 20-30, 30-40, and above. Respondents below age of 20 were not found in total sample population.

Table 4.1: Distribution of Respondents by Age Group

Age group	Number	Percentage
20-30 years	46	46.0
30-40 years	32	32.0
41 and above	22	22.0
Total	100	100

Source: Field Data, 2022

Table 4.1 provides the information about the age of sampled population. The age group has been classified into three groups: 20-30, 30-40, and above. The total sample population is 100. The large percentage (46 percent) of sample population lies between 20-30 age group. Likewise, 32 percent of the respondents belongs to the age

of 30-40 years and lowest percentage of the respondents (22 percent) belongs to 41 years and above of the age group.

This finding shows that women have started to hold jobs at young age. From this we can see the change in women's role from the traditional housewives to the one looking for employment opportunities outside home. Women have realized the fact that their status and rights are equal to their male counterparts. So they can equally contribute to their households income as well as expenditure. So they started working at young age and not stop working even when they entered into their middle age.

4.1.2 Education

Education is often seen as a stepping-stone for leading a better life. It is an important variable which plays vital role to make better the future. Education offers considerable help make women life fuller and lead a life with more choice. Women, who are educated, look for employment for future independence and upward social mobility. There are better change for literate women who work and maintain their status. More clearly, as theory of embourgeoisement explains, educational opportunity creates change in economic, normative, and relational aspects of an individual and his/her family (Morrish,1978). On the basis of obtained information, education level of respondents were classified into four groups: S.L.C., intermediate, bachelors, and masters level.

Table 4.2: Distribution of Respondents by Education

Education	Number	Percentage
S.L.C.	6	6.0
Intermediate	20	20.0
Bachelors	36	36.0
Masters	48	48.0
Total	100	100

Source: Field data,2022

The table above shows that the education status of working women in teaching profession in Kirtipur area of Kathmandu. The finding shows that the large percentage (48) of the respondents had master's degree pass, 36 percent were Bachelor's degree,

20 percent of respondents were intermediate passed and only 6 percent of respondents had S.L.C.

This shows that female teachers having master degree were in large number. This shows that due to an unemployment, great number of master degree passed women are compelled to teach in lower level. It shows that unemployment problem is great in among in female group in Nepal.

4.1.3 Marital Status

Marriage is considered differently from different perspectives, for, individual enter into marriage and produce children in response to the society from positivist view (Haralambos,2007, p.19), it is pre-requisites for the existence of social structure for functionalist and so on. Marriage, in Nepalese society, has been one of the important determinants of an individual status in society. It involves performance of many familial, social and conjugal roles. It gives social prestige also. Most of the respondents were married in this study. Early marriage has been one of the important characteristics of Nepalese women. Marital status makes the difference in women's status. It is through marriage women change their status from daughter to daughter in-law. In this study marital status was classified into three groups: married, unmarried, widow. There was not a single case of divorce or separated from their spouses.

Table 4.3: Distribution of Respondents by Marital Status

Marital Status	Number	Percentage
Married	60	60.0
Unmarried	36	36.0
Widow	4	4.0
Total	100	100

Source: Field Data, 2022

Table 4.3 shows the marital status of respondents. Highest percentage(60) respondents were married. Likewise, 36 percent respondents were unmarried and only 4 percent respondents were widows. These findings indicate that most of the women who are holding jobs were already married. Although married working women bear more

responsibility and still listen to work outside their homes. Interest on higher education as well as employment might have included these women go for late marriage.

4.1.4 Number of Children

Fertility is an important factor, which affects working ability of women. High fertility is the main cause of women's poor socio-economic condition in Nepal. The fertility of the respondents of the total sample population ranged from 1 to 4 and above. It was categorized into 4 groups: working women with one child, women with two children, women with three children, and women with four or more children.

Table 4.4: Distribution of Respondents by Number of Children

No. of children	Number	Percentage
None	12	18.75
One	22	34.37
Two	20	31.25
Three	10	15.62
Total	64	100

Source: Field Data, 2022

Table 4.4 provides information about number of children of the respondents. The above table shows that the many (34 percent) of the respondents had single child, 31 percent respondents had 2 children and 16 percent had 3 children and working women with 4 or more children were none. Also 19 percent respondents were without children, it means that some of them were unmarried working women or some were newly married.

The finding indicates that, now a days, working women of Kirtipur have become more conscious of their life so they prefer a small family. They even know that having a large family is not sensible. They cannot provide good education facilities and good care to a large family and it is also financially and physically difficult for them. And they know that child care along with office work is difficult task. There might be reason why majorities of them have only one or two children. It is an example of their changing attitude.

4.1.5 Caste / Ethnicity

Caste/ethnicity plays a vital role in economic development of Nepali society. It also affects the employment opportunities for women. Caste/ethnicity is mainly divided into four categories: Brahmins, Chhetries, Newars and others groups (Bishokarma, Muslim, etc).

Table 4.5 Distribution of Respondents by Caste/Ethnicity

Caste/Ethnicity	Number	Percentage
Brahmins	26	26.0
Chhetri	20	20.0
Newars	52	52.0
Muslim, BK and other	2	2.0
Total	100	100

Source: Field Data, 2022

Table 4.5 shows the caste/ethnicity of respondents. Caste/ethnicity is categories into four different groups: Chhetries, Newars, Brahmins, and others. In this study majority of the respondents were Newars (52 percent), 26 percent respondents out of total sample population were Brahmins, likewise, 20 percent of respondents were Chhetries, and only 2 percent of them were Muslim and Bishokarma.

We know that Newars belongs to the indigenous group of Kirtipur people, their population is the largest in that municipality. But over the past few years, people belongs to many other groups have migrate from outside of Kathmandu to seek job opportunity and to study. Brahmins are dominating caste of our society, they are coming forward in different sectors. The finding shows that the status of women is gradually changing. They are struggling for their status and for their success in achieving it.

4.1.6. Family Structures

Family is divided into two categories: nuclear and joint family. Nuclear family consists of husband, wife, and their unmarried children living together and the joint

family consists of husband and wife with their married children living together, sharing the same kitchen and property as well.

Table 4.6: Distribution of Respondents by Family Structure

Family structure	Number	Percentage
Nuclear family	57	57.0
Joint family	43	43.0
Total	100	100

Source: Field Data, 2022

Table 4.6 shows the types of family of respondents. Most of the respondents (57 percent) were found to live in nuclear family. And 43 percent of the respondents lived in joint family.

This findings shows that, now a days, working women prefer to live in nuclear family. They want to work separately and independently. In nuclear family they are free to work, they can live a life of their choice and they have an authority to make decision for their own regarding their family and household chores. In nuclear family they have to bear less burden of the household work. While working outside, they can show their talents and abilities.

Some respondents who live in nuclear family also prefer joint family. Joint family has both advantage and disadvantage. In joint family, all family member work together so they have less responsibility. Children get more advantage from joint family. There are other people to take care of the children and they get a chance learn more about culture, tradition, history, social norms and values from the other elder members. Respondents think if they live in joint family they get more help and support when they are in need of it.

4.1.7 Size of family

Size of family determines the working condition and the time spent by women in household and other works. It also effects the economic condition of the family and, in turn, this will affects the individual also. So as maintain the economic condition of the family, a woman need take up a job.

Table 4.7: Distribution of Respondents by Family Size

Size of family	No. of respondents	Percentage
1-2	3	3
3-4	33	33
5-6	38	38
7 and above	26	26
Total	100	100

Source: Field Data, 2022

Table No 4.7 shows that the respondents according as family size and is divided into four categories: families having members 1-2, 3-4, 5-6 and 7 and above. Out of the total sample population, large percentage (38) of respondents had 5 to 6 family members living together, 33 percent of them had 3-4 people living together, 26 percent had more than 6 people living with them, and only 3 percent of the respondents had the family size of 1-2. The finding shows that educated women or career oriented women prefer small family.

4.1.8 With Whom Respondents Live

With whom respondents live is an important factor, which affects the ability to work. Women who get opportunity of employment far from their home may be cause of separation from their family. And economic necessity make them to take an opportunity to work. In this study, with whom respondents live was divided into six groups: with husband and children; with husband, children, and in-laws; with parents; with others (sisters and brothers); with children; and with husband.

Table 4.8: Distribution with Whom Respondents Live

Respondents live with	Number	Percentage
Husband and children	38	38.0
Husband and in-laws	12	12.0
Parents	30	30.0
Children	10	10.0
Husband	6	6.0
Sisters and brother	4	4.0
Total	100	100.0

Source: Field Data, 2022

Table 4.8 shows that with whom the respondent live. Out of total sample population, 38 percent were living with their husband and children, 12 percent respondents were living with their husband, children and in-laws, 4 percent respondents were living with their sisters and brothers, 10 percent respondents were living with their only children. Only 6 percent respondents were living with their only husbands.

4.1.9 Types of Residence

Residence has an important role in human life, work and economic activities so questions regarding their habitat were also raised. Many respondents were living in own house and remaining others were lived in rented room. So it is categorizes into two parts: own house and rented.

Table 4.9: Distribution of Respondents by Types of Residence

Types of residence	No. of respondents	Percentage
Own house	85	85
In rent	15	15
Total	100	100

Source: Field Data, 2022

Table 4.9 shows that most of the respondents (85 percent) used to stay at their own house and rest of them were lived in rent room. This shows that maximum number of working women in teaching profession are continuing their job from their own home. So female teachers do prefer to be engage in job separating from their family members.

4.1.10 Main income Sources of Family

In the past days large number of people were dependent on land for their survival. But in modern period the trends has changed rapidly. Agricultural field that was main source of income has replaced by business and job. The information regarding income has been categorized into four groups.

Table 4.10: Distribution of Income Source of Family

Income source	No. of respondents	Percentage
Job	50	50
Business	26	26
Land	10	10
Others (house rent)	4	4
Total	100	100

Source: Field Data, 2022

Among total half of them answered that job is their main income source, 26 percent of them presented land as their main source of income, 10 percent responded that business as their main source of income, and remaining 4 percent were found to be used house rent as their main source of income.

From field study it was found that only low number of job holders are rely on house rent as main source of income. Large number of them were dependent on income from job salary and land use.

4.1.11 Land Ownership Status

Right over the goods and services refers property. Teaching profession as service provides women economic support. Land and other physical things as the good also provides economic power. The land ownership status indicates the rights of female teacher over the land they used. As Marx claims, the ownership of land or any other means of production determine status of women in society (Haralambos, 2007). In this study questions regarding land ownership in the name of family were asked. Many respondents family have land and others do not have. Respondents on the basis of land ownership are divided into six groups. The table given below shows the land holding status of respondents family.

Table 4.11: Distribution of Respondents on Land Ownership Status

Ropani	No. of Respondents	Percentage
0-1	10	11
1-2	10	11
2-3	20	22
3-4	12	15
4-5	16	17
6 and above	22	25
Total	90	100

Source: Field Data, 2022

The table above shows that 90 respondents have more or less land in their family name and 10 respondents have no land at all. Among 90 respondents, 25 percent respondents have 6 and more ropani, 22 percent have 2-3 ropani. Similarly, 15 percent have 3-4 ropani, 11 percent have 0-1, another 11 percent have 1-2 ropani , and remaining 17 percent respondents have 4-5 ropani.

It shows that the maximum number of respondents have more or less land. The cause behind this may be the selection of large percentage of local informants for the study purpose.

4.1.12 Amount of Land Owned

Generally, property is transferred from older to younger generation. Male members or sons are only regarded as lawful heirs, like in our male dominated society. Daughters do not inherit land unless there are no son or if she stays unmarried for her entire life. But economic independence of women and awareness made women able to keep lands in their names. In this study, questions like “have you land in your own name?” were asked. These questions are categories into six parts.

Table 4.12: Distribution of Land Belongs to Respondents

Aana	No. of respondents	Percentage
0-4	20	34
4-8	17	28
8-12	13	21
12-16	12	20
16 and above	8	13
Total	60	100

Source: Field Data, 2022

Table No. 15 shows that among land holder respondents (90), 60 of them have land in their own name and remaining 30 respondents have no land ownership. Among 60 respondents 34 percent have 0-4 Aana, 28 percent have 4-8 Aana, 21 percent have 8-12 Aana. Similarly, 20 percent have 12-16 Aana and 13 percent have 1 ropani or more land in their own name.

It shows that maximum percent of informants have land in their own name but the amount of land they belongs is very small. So, the large amount of property or land is in the ownership of male counterparts.

4.2 Motivational Factors

This section consists of different motivational factors that influence on choosing profession and also teaching as a profession. In order to explore an effect of motivational factors questions regarding nature of job as government or private, job position, salary amount, satisfaction from job, and gender relation with job has been asked.

4.2.1 Nature of Job

Though, Nepal has the history of agro-based economy, different types of employment opportunities are created with the changed economy and are in existence at present. Teaching as a major profession in Nepal divided into two categories: public and private. The selection of job to teach in public or in private school influenced by different facilities and opportunities. In this study, respondents working in

government school and private school were asked to expressed their opinions regarding their choices . Nature of job affects their working performance.

Table 4.13: Nature of Job by Respondents

Nature of job	No. of respondents	Percentage
Government school	55	55
Private school	45	45
Total	100	100

Source: Field Data, 2022

The above table shows the nature of the job selected by the female teachers under study. They are divided into two: created by government and by private sectors. Out of the total sample population, the majority (55 percent) of respondents are found to be engaged in government school and rest of the respondents worked in private schools.

From this study, it was found that most of the respondents were working in government schools because of good salary, low workload and facilities such as pension and provision of fund. They further opined that the private school job will be equally attractive if above facilities are extended.

4.2.2 Official Position

Women who work in office get official position. The position they obtain is because of their qualification and their skill in teaching profession. Official position are categorized into five groups. They are pre-primary, primary, lower secondary, secondary and higher secondary level. the table below shows the job position of the respondents they attained.

Table 4.14: Distribution of Respondents by Official Position

Official Position	No. of respondents	Percentage
Pre-primary	5	5
Primary	55	55
Lower secondary	30	30
Secondary	8	8

Higher secondary	2	2
Total	100	100

Source: Field Data, 2022

Table 4.14 shows the official position of the respondents. Majority (55 percent) of respondents were in primary level, 30 percent respondents were in lower secondary level, 8 percent respondents were in lower secondary, 5 percent respondents were in primary and only small portion of respondents (2 percent) were working as higher secondary teachers. Most of the women were in the primary level and least of women were in higher level. The reason for this that they are better in dealing with children than man. Some of them were newly joint and were not promoted to senior level. Some of them although having their qualifications still choose primary level because, as they said, they really enjoy dealing with small children. They further said “this gives them happiness as well as satisfaction”.

4.2.3 Salary

Salary is the most important basis of social differentiation in contemporary society. Women's earning brings financial stability in the family. Salary was divided into the five categories that ranged from Rs.2000-4000, 4000-8000, 8000-15000 and 15000 and above.

Table 4.15: Distribution of Respondents by Salary per Month

Salary	No. of respondents	Percentage
2000-4000	23	23
4000-8000	24	24
8000-15000	43	43
15000-20000	8	8
20000 and above	2	2
Total	100	100

Source: Field Data, 2022

The table above shows the salary status of working women in teaching profession. Large portion of working women (43 percent) were received salary between

Rs.8,000/- to15,000/-, 24 percent had the salary ranging between Rs.4000 to 8000, 23 percent of them received salary Rs.2000 to 4000, 8 percent of them were paid Rs.15000-20000 and only small percentage (2) of them were paid Rs. 20000 and above.

These finding shows women intend to work to meet the economic demands in today's context as well for their self independence but their income is low in comparison to men.

4.2.4 Job Starting Time

Job selection in life is most important aspect because it determines life style and direction to the life. The selection is influenced by economic, social, and cultural situation. As most of the people are poor they compelled to select job in early period without completing their education. The woman in Nepalese situation are facing the same problem.

In study area, the question regarding the job starting point and their opinion for appropriate selection time were asked and the following information were obtained.

Table 4.16: Appropriate Job Selection Time

Period	No. of respondents	Percentage
Before marriage	50	50
After marriage	6	6
After completing education	40	40
When children are grown up	16	16

Source: Field Data, 2022

In above mentioned table the majority of the respondents (50 percent) expressed their view that job should be start before marriage, 40 percent gave their view on the selection of job after complete education while a small person (16 percent) of respondents said that job should be start after marriage.

From above table we conclude that female teacher are interested to start the job before marriage. This means they want to be independent and to be secured before marriage.

During interview, they said they must select up job before marriage to maintain their status in society.

4.2.5 Motivational Factors for Choosing Profession

The educated women have certain motives to be in gainful employment. Motivational factor for employment of women may be economic, social or personal. In today's context women do not think that only men are responsible to contribute to family income but they equally want to support family income to run their house smoothly.

If the husbands' income is moderate the wife has to rely on others sources of income or livelihood. Unmarried women start work to supplement the full need of her family. The motivation factors of employment for highly educated women may be a little different from that of less educated women. Highly educated people generally claim to work out of some intrinsic interest while those with less qualification do so with the monetary incentive. The motivational factor for taking job was classified into six groups. They are: to support family income, utilization to education, economic independence, just for service wish, life outside home, and career ambition.

Table 4.17: Motivation Factors for Talking up a Profession

Motive	No. of respondents	Percentage
Support family income	78	78
Utilization of education	80	80
Economic independence	76	76
Just for service wish	78	78
Life outside home	82	82
Career ambition	60	60
Total	100	100

Source: Field Data, 2022

Table 4.17 shows the motivational factors for women to take up a job. For majority of respondents, motivational factor for taking a job was for utilization of their knowledge and education in practice. Similarly 78 percent of respondents take up job to support family and just for service wish. Also 76 percent take up job for economic

independence and 60 percent respondents take up a job for life outside home and maximum number of respondents take up job for career ambition.

This finding shows that the main motive behind employment may not be only the economic factor, but also to fulfill the career ambition. Respondents were educated so they do not want to waste their education and talent, they do not want to sit at home ideally wasting time only in household work. They also want to lead an economically independent life, they want to mix with people, interact with them and enjoy life.

4.2.6 Motivational Factors for Choosing Teaching as a Profession

This study was conducted only on women who are in teaching profession. There are many types of employment opportunities in Nepal. But here an attempt was made to know the factors for women's motivational for teaching job. Most of the societies have considered teaching job as a suitable and prestigious job for women. Motivational factor for teaching job were categorized into seven different groups: very suitable and prestige job for women, no conflict with household work, opportunities for educational training, more career opportunities, utilize knowledge from formal education, school give more holiday than office, lack of other better employment opportunities.

Table 4.18: Motivational Factors for Choosing Teaching as a Profession

Factors	No. of respondents	Percentage
Very suitable job for women	60	60
No conflict with household work	64	64
Opportunities for educational training	44	44
More career opportunities	44	44
Utilize knowledge	58	58
School gives more holiday than office	56	56
Lack of other better opportunities	65	65

Source: Field Data, 2022

Table 4.18 shows the respondents motivation to select teaching job. The majority of respondents (65) expressed that they choose this profession due the lack of other better opportunities, 64 percent respondents choose teaching job because it causes no

conflict with household work, 60 percent respondents choose teaching profession because they thought it is very suitable and prestigious for women, 44 percent respondents says they choose teaching job because it gives training and other more career opportunities, 58 percent choose teaching job because it utilized knowledge, and 56 percent respondents conclude that school gives more holiday than office.

This finding shows that one educated person can educate many others. This kind of attitude gives the teaching of happiness as well as satisfaction. This type of contribution is very important for development of the country. In Nepal there is growing belief that due to the greater facilities and provision attached with civil service and corporation service, teaching job has become a platform for better job.

4.2.7 Perception on Present Job Position

It's very challenging for women to come out of their comfortable homes and work in the open world. Where they meet all types of people and have to face different situations. Here information regarding what respondents feel after taking a job was taken and divided into three groups.

Table 4.19: Experience and Feeling from Present Job

Felling	No. of respondents	Percentage
Difficult	18	18
Easy	28	28
It's OK	54	54

Source: Field Data, 2022

Table 4.19 shows most of the respondents (54 percent) responded that their job is Ok, 28 percent respondents feel it is easy to do, and only 18 percent take it difficult to do. The easy feeling is the result of the cause that many respondents were trained in teaching methodology as they either take short term teacher training or take formal degree from education faculty. For many other respondents it was easy because the working place or school is accessible from their residence.

4.2.8 Job Satisfaction

Regarding job satisfaction i.e. laws open as thing being equal a worker who enjoys high autonomy, prestige, opportunity for skill development and who has interest in the task itself will have high job satisfaction and productivity "An attempt was made to know whether these female teachers are satisfied with their job or not.

Table 4.20: Regarding Job Satisfaction

Felling	No. of respondents	Percentage
Satisfied	24	24
Unsatisfied	76	76
Total	100	100

Source: Field Data, 2022

Table 4.20 shows that whether respondents were satisfied with their job or not. Out of the total sample population. A large number (76%) of the respondents, were unsatisfied and 24 percent of them were satisfied with their present job. Respondents who were not satisfied with their job might still engage in job due to scarcity for other job, or not being more better chance, or lack of time, or lack of social reputation, or lack of facilities as in other job, etc. So they were still in the job and said that they were unsure of continuing teaching profession in the future.

4.2.9 Satisfaction from Salary

Salary is a kind of incentives for working women. The amount of salary they received depends on the nature of job, opportunities they get, and on their qualification. The amount may also change time to time as per the government policies and rules. In this study, respondents working in government and boarding schools have been included. And questions regarding their satisfaction on salary and whether or not they get the amount of salary as per the government rule for each post has been asked .

Table 4.21: Regarding the Salary as Per the Government Rate

Response	No. of respondents	Percentage
Yes	60	60
No	40	40

Source: Field Data, 2022

Table above shows that the majority of the respondents (60 percent) had received salary as per the government rule and remaining 40 percent respondents had not get in government. The informants who received salary in government rate were found to be satisfied whereas remaining others were not so. The teachers to who are working in private schools were forced to work in lower salary than government rate.

4.2.10 Gender Bias in Profession

Economically and socially the Job determines the status of men as well as women. In Nepal, the large amount of government and private vacancies are occupied by male employee. Society is male dominated that is why the decision of male is meaningful in every nuke and corner of society. Due to this reason male can get more and better opportunities than women. Besides, female’s physical strength and less devotion in work due to the involvement in child rearing and other household chores, employers give priority to male than female. So in this study, the respondents were asked to say whether or not they are suffered from gender bias while seeking job. The answer obtained is categorized in the following way as given below.

Table 4.22: Responses on Gender Bias in Profession

Response	No. of respondents	Percentage
Yes	10	10
No	90	90
Total	100	100

Source: Field Data, 2022

Table above shows that the majority of the respondents (90 percent) answered that they had no feeling of gender related bias in course of job seeking. And only small percentage of respondents have expressed such difficulty. During interview, some respondents, though small in number, expressed their opinion as

“Nepali society is male dominated. Male want to dominate female in every sectors either in the home or in working field. Even in school the male principals and administrators think female are weak and unable to work as male. They cannot control class. In consequence women are unable to get job

impartially in lower as well as in upper position. That is why female are compelled to be limited in Kitchen.”

4.3 Role in Decision Making

In this section the situation of factors that influence in decision making process has been raised. For that, focus was laid on the pattern on salary expenditure, female participation in family in decision making, gender difference in school, discrimination between job holder and non-holder .

4.3.1 Use of Salary

Salary is a regular income received from different jobs. Job holder may expense it for different purposes, some may collect it and expenses for household purposes in own will. Many collect it as future saving, that is they deposit it in the bank, or used it to build house, or expense for marriage, or provide help for parents, and so on. The table below shows the expenditure pattern of income from salary.

Table 4.23: Pattern of Salary Expenditure

Response	No. of respondents	Percentage
Keep in bank	35	35
Expense it for self purpose	22	22
Education	25	25
Household expenses	60	60
For building	4	4
Help parents	45	45
Food and other expenses	63	63
Total	100	100

Source: Field Data, 2022

Above data present that highest number of respondents expense their salary for food. Majority (60 percent) respondents answered that they expense to solve household problems, 45 percent respondents like to hand over their salary to the parents, 35 percent respondents answered that they want to keep in the bank as saving so that it can be used in the future for miscellaneous purpose. One fourth respondents use their

salary in education. A small percentage of respondents were claim that they used to expense for construction purpose or they used it to accomplish different purposes in their own desire. From the analysis it can be concluded that higher number of respondents used to expense their salary for food and other household problems. It means that the basic needs are most necessary for all.

4.3.2 Decision Making and Economic Freedom

Economic conditions plays vital role in human life. People who are in good economic condition can afford for everything they want. The economic independency may influence more or less by decision making power of working women. To identify the decision making power as a backbone of economic independency, respondents were asked if they have separate bank account in their names and if they save money for their future

Table 4.24: Bank Account and Economic Condition

Separate Bank Account	No. of respondents	Percentage
Yes	25	35
No	65	65
Total	100	100

Source: Field Data, 2022

Above table shows the economic condition of women in teaching profession. The majority of the respondents (75 percent) had no separate bank account, 25 percent of them have a bank account but most them did not have save money in the account. The finding revel most of the working women have separate bank accounts but they did not save money for the future. Though the working women have a separate bank account they cannot save money in their own decision which shows that they are not still financially independents.

4.3.3 Available Household Facilities

The study area are located in the city and urban area of Kirtipur, Kathmandu. So, the assumption was that the respondents must have basic housing facilities. To know this

situation respondents were asked question regarding this issue. This reveals the following table.

Table 4.25: Household Facilities

Facilities	No. of respondents	Percentage
T.V.	96	4
Refrigerator	70	30
Washing machine	12	88
CD Player	77	23
Computer	73	27
Motorbike	64	36
Video player	56	44
V.C.D.	50	50
Attached Bathroom	36	64
Drinking water	98	2
Gas stove	94	6
Servant	13	87

Source: Field Data, 2022

Table 4.25 shows the housing facilities of respondents. Large number of respondents have a lot of housing facilities such as electricity heater, T.V., computer, filter water, attached bathroom, and other mod cones. Most of them have computer at their homes. These shows that the working women have made changes at the household facilities with the help of the income of their job.

4.3.4 Dependency of Job Holder Women

In our society women always depend on men for almost everything but holding a job makes them independent and they gain more confidence for their own self esteem at their homes as well as in their work. Respondents were asked whether holding a job made them dependent or independent.

Table 4.26: Dependency of Job Holder Women

Dependency	No. of respondents	Percentage
Independent	91	91
Dependent	9	9
Total	100	100

Source: Field Data, 2022

Table 4.26 shows that if respondent were independent after holding job out of the total sample population. Among total, 91 percent of respondents found themselves more independent after holding job and only 9 percent of them found no change and were still dependent upon their family. This finding shows the change which have taken place in the status of working women. What we found out was that most of them find themselves to be very independent. This is also one of the indicators of the changing status of working women in Kirtipur.

4.3.5 Involvement in Decision Making

Nepalese society give lower position to women but in today's context holding a job make their position better and their family also asks for or listen to their valuable suggestions for important decisions. Involvement in family as their male counterparts, mostly women are accepted as daughter or daughter in law.

Women are not accepted as decision makers except for a few percent of the women, some have no authority in economic decision-making so respondents were asked whether they have any hands in the decision making process in their household or not.

Table 4.27: Involvement in Decision-making

Response	No. of respondents	Percentage
Yes	86	86
No	14	14
Total	100	100

Source: Field Data, 2022

Above table shows the respondents involvement in household decision making process. Majority percentage (86) had involvement in household decision making and 14 percent of them did not involve themselves in decision making process.

These finding shows the result that most of the working women were involved themselves in all the important matters (family matters and social matters, economic matters and other things) in their house. Their family members listen to their opinion and this is the indication of the positive change in status of the working women in Kirtipur.

4.3.6 Role of Job Holder and Non-Holder in Decision Making

From long period, Nepalese society has been practicing male dominate family. Male are in prime position and women are their sub-ordinates in almost all in the traditional and illiterate Nepalese family. So decision making power of female is very weak in such families. In which house wives or job non-holder female are very weak in decision making. But in modern and educated families, in which women are job holder, their decision making power has been improving gradually.

Modern educated and employed women are participating in different levels decision making matters and social matters. Have you experience any discrimination between job holder and non-holder female in decision making ? was the question. The responses were categories into two parts and is as given below.

Table 4.28: Distribution of Job Holders and Non-holders in Decision

Answers	No. of respondents	Percentage
Yes	30	30
No	70	70
Total	100	100

Source: Field Data, 2022

Table 4.28 shows that the majority of the respondents (70 percent) answered that there were no difference in job holder and non holder women in important decision making. And only 30 percent expressed that there were difference in decision making of household and social matters between job holder and non holder women.

This shows that there was no major difference in decision making of household matters of being job holder and non holder women.

4.3.7 Gender Disparity in School

Discrimination is the unequal treatment of individuals or groups on the basis of some usually categories attributed such as qualification, administration, salary, etc. In this sense discrimination is the active or over aspect of negative prejudice towards a person or group.

United nation has defined discrimination as "any conduct based on distinction made on group of natural or social categories, which have no relation either to individual capacities or merit or to the concrete behavior of the individual person (The main types and sense of discrimination)".

In Nepalese context, we can experience unequal behaviors between man and women, everywhere in school or in society. In this study, questions were put on to trace the experience of gender difference in working field.

Table 4.29: Discrimination Between Male and Female Teachers in School

Answer	No. of respondents	Percentage
Yes	18	18
No	82	82
Total	100	100

Source: Field Data, 2022

According to table 4.29, field report shows that majority of respondents (82 percent) were not experience any types of discrimination and only 18 percent of respondents had such experience. The respondents who had experience bias said,

“We are feeling discrimination from chairperson and administrator because they used to say female teachers are unable to control class, are not active, cannot run administration, and so on.”

4.4 Role in Household Management

In this section questions regarding the female role in household management were asked. The questions focus was given on the time allocation for household chores, and importance given to other works.

4.4.1 Time Management for Household Work

In Nepalese society people believe that household work are only for women. They must do household work whether they are only housewife or job holder. The working women must play double role. In this study question regarding the time spent in household activities by working women was asked. The responses were categorized as given below in the table.

Table 4.30: Hours Spent by Working Women in Household Activities

Time spent per day	No. of respondents	Percentage
4 hours	22	22
5-6 hours	28	28
7-8 hours	46	46
Only Saturday	4	4
Total	100	100

Source: Field Data, 2022

The table below shows the time spent by working women in household work. 22% of the respondents of the total sample population work at least 4 hours per day, 6 percent spent 7-8 hours per day, 28 percent of them spent 5-6 hours per day, and remaining 4 percent of the respondents invest time only in a day per week, i. e, in Saturday is enough. However the large percentage of respondents (46) invest 7-8 hours per day in household work. Such informants were from middle class family and they further were claimed that most of their family members were not helpful and cooperative with them. They had the traditional views that women's place should be limited in the kitchen. Those who spent 4 hours per day and those who invest time only in holiday were from well to do family or from educated family. From such educated and conscious family working women were able to manage their time very well between their office work and household work.

4.4.2 Enough time for Household Work

Women go out to work, they actually face the problem of combine work at home and school. They have to work in addition to their usual responsibilities. This raise a problem of adjustment of their working hours with their home duties. It is not easy for them to adjust their work timing. In this study respondents were asked for enough time for household work that could manage duel responsibilities. The responses are presented below.

Table 4.31: Time Sufficiency for Households Work

Responses	No. of respondents	Percentage
Yes	84	84
No	16	16
Total	100	100

Source: Field Data, 2022

Table 4.26 shows the opinion of the working women regarding enough time for their household activities . Majority of the respondents (84 percent) said that they had enough time for household work and a few (16 percent) answered that they had no enough time for their household work. This indicates that women who have decided to take up job have to give careful thought to their household chores as they have the burden of maintaining their houses. This question was put up to find if they get enough time to manage their office work as well as their domestic work.

4.4.3 Importance of work

Both office and home may be important for educated working women. Questions to the respondents were asked regarding the importance of work, that is the questions which indicate the important of work in their lives whether it was home that was important to them or whether it was only office that holds greater importance in their lives or whether it was both that was important to them was the question. The question was divided into three categories: office, home, and both on the basis of working place.

Table 4.32: Importance Given to Work

Importance in	No. of respondents	Percentage
Office	40	40
Home	14	14
Both	46	46
Total	100	100

Source: Field Data, 2022

When the respondents were asked to state if their office work was an important as their home, 40 percent respondents said that for them office was more important, 14 percent respondents said that for them home is more important, and remaining 46 percent said that home and office had equally important for them. So the finding shows that majority of the respondents were very serious about their profession. They give full attention to both office and home. It also shows that in today's context women could not stay at their home and lead a life of a housewife. But she is also concerned about her career and wants to have a status in the society.

4.4.4 Household Obstacles

Being teachers are facing with different problems and obstacles. Large number of them are struggling with never ended household work. Some of them haven't got support from their family. So they look like disturbed and helpless due to the lack of sufficient encouragement for the job. To find different obstacles and hurdles faced by the women in teaching profession, questions were raised and answers were recorded which are given below.

Table 4.33: Problems and Obstacles in Household

Response	No. of respondents	Percentage
Dual responsibility	50	50
School environment	20	20
Family's negative response	8	8
Job nature	22	22
Total	100	100

Source: Field Data, 2022

Above table shows that large number (50 percent) women burdening from dual responsibility (house work and office work), 22 percent respondents were compelled to continue the current job without their interest, 20 percent respondents didn't feel easy in the office, and only 8 percent of them said family had negative feeling to their job.

From the survey the researcher found that dual responsibilities are the main obstacles of working women in teaching profession. Family negative attitude is also a cause for a few number of them. Some of them weren't satisfied from the nature of current profession.

4.5 Expectations from Government

Education as the means of socio-cultural transformation and economic betterment for the society should be qualitative. Teachers are the best and most important agent to impart knowledge by any way. Women teachers has double role in two institutions of the society: family and school. First, she play a role of mother and a responsible member of family, second, she conduct different student friendly activities in course of delivering knowledge. Therefore government or employer should be accountable of providing them incentive and extra facilities to those teachers who are responsible and committed for quality education. The question regarding their expectation drew the following summary information.

Expectation of Female Teachers from Government

- Reduce work load for female teachers so that they could manage time for school as well as on household chores.
- Being engaged more in household chores it is expected that we need to exemption for five minutes late entry.
- Extended service entry age than male counterparts should be provided to female competitors.
- Female teachers should be provided early promotion policy
- Individual should not keep temporary for a long time in teaching profession.
- Provide early retirement and pension facilities

CHAPTER FIVE

SUMMARY AND CONCLUSION

5.1 Summary of the Findings

This study tries to find out the socio-economic status of working women in teaching profession in Kirtipur municipality of Kathmandu district.

Specifically, the objectives of this study are to draw up a socio-economic profile of working women to determine the changes taken place in their working pattern within house, to explore their involvement in decision making process of the household, and to find the 'obstacles and problems' from household level to their profession. The main findings from data analysis and interpretation are summarized as follows:

Socio-economic Characteristics

- Majority of the working women in teaching profession (46 percent) were in the age range between 20-30.
- This study was conducted among educated working women, almost half of them (48 percent) were master's degree holder. More than half percentage (60) of them were married. Ethnically, 52 percentage were Newars.
- Majority of the married working women had one-child. Their fertility rate is low as compared to the average fertility rate (4.95) of the country (Population Monograph, 2001). For 70 percent, the suitable job starting period is before marriage.
- Most of the working women (57 percent) prefer to stay with their husband and children. Therefore the family structure was found to be nuclear. Some respondents (38 percent) were found to live in a family of 5 to 6 members.

Motivational Factors in Decision Making

- While examining the nature and position of the job of the respondents, it was found that majority of the working women (55 percent) were engaged in government school and 55 percent of them were working in primary level.

- While examining the salary of the working women, it was found that the income of majority respondents (43 percent) were in the range between Rs.4000-8000 and above. This shows that their economic condition is bad but majority of them work in lower position.
- There are certain motivational factors for employment. Majority of respondent's motivational factors were lack of other best opportunities followed by economic independence and very suitable and prestige job for women.

Role in Decision Making and Household Management

- Half working women had to fulfill the dual responsibilities of household activities and school work. While managing the dual responsibilities of household work and office work, majority of working women (46 percent) spend 7 to 8 hours every day in household chores. Majority (54 percent) are satisfied with their profession. More than half (60 percent) were received government salary and almost three fourth (74 percent) were satisfied by pay scale.
- Below half of the respondents (40 percent) took household work and office work equally important. Almost all of them were felt economically independent due to joining in teaching profession.
- Majority of them (65 percent) did not save money in bank account though 25 percent had separate bank account. They want to save income for the betterment of future.
- For half of them, the main source of income is job. All of them have more or less amount of land since majority of the respondents were from local community.
- Heavy majority (90 percent) had no experience of any gender discrimination in job selection and during working. Over three fourth of them (86 percent) got confidence in decision making, independence economically after getting job.
- Majority of the respondents (70 percent) expressed their view that there is vast difference between job holder and non holder women in the sense of their role in important decision making process within family.

- Half of the respondents said that dual role of household responsibility and teaching activity is the major obstacle of working women. The expectation of female teacher from government is the increase of different facilities that lift the morale and social prestige of working women.

5.2 Conclusions

Education has vital role in changing individual, family, and society. In present the women issues are like hot cake. The advocacy and implementation of different programs about female issues has improved their condition. The present study on socio-economic status of working women in teaching profession indicates the improvement in their decision making power and increase in adjustment ability at household matters. They are socially self-reliance and economically independent.

Personal income and increase in ranking of social status are the major pushing factors to them to choose teaching as a profession. Despite this fact, women still are facing various obstacles in the family and in working place as well, they are choosing teaching as a profession struggling with the dual roles of professionals and housewives as well. They have to bear the responsibilities of rearing children, doing household chores fulfilling school duty. Job holder women are still experiencing gender discrimination. However, the discrimination is lower to educated women in relation to non-educated.

Considering diverse problems and obstacles, various incentive programs and facilities are expected by working women in teaching profession. Such programs are assumed to be helpful to improve the quality of education and to increase the dignity of teaching profession.

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APPENDIX – I
INTERVIEW SCHEDULE

Name of Respondent:..... **Age:**..... **Caste:**

Address: **Education:**

Profession: **Level:**

Affiliation:..... **Types of Job:**.....

1. What is your marital status?
 a) Married [] b) Unmarried []
 If married
 a) With family [] b) Divorced [] c) Widow []
 d) Separate [] e) Others []
2. How many children do you have?
 a) No. of Son [] b) No. of Daughter []
3. How many family members do you have?
4. Do you stay in your own home or in rent?
5. What is your family type?
 a) Joint [] b) Nuclear [] c) Extended []
6. With whom do you live ?
 a) Husband and children [] b) Husband and in Laws []
 c) Parents []
 d) Others (mention)
7. What is the main income source of your family?

8. Do you have any land in your family name?
 a) Yes [] b) No []
 If yes, Bigha..... Ropani AanaPaisa
9. Who is your household chief?
10. What is your monthly income (salary) ?
11. Do you support family expenditure from your income ?
 Yes [] No []
 If Yes, what to do ?
12. Does your income balance your expenditure ?

13. Do you have any land in your name ?

Yes [] No []

If yes, Bigha,..... Ropani AanaPaisa

14. Have you saved money for the future ?

Yes [] No []

15. Do you have separate bank account in your name ?

Yes [] No []

16. Do you have the following facilities at your home ?

- | | | | |
|--------------------|-----|----------------------|-----|
| a) T. V. | [] | b) Refrigerator | [] |
| c) Washing machine | [] | d) C.D. Player | [] |
| e) Computer | [] | f) Motorbike) | [] |
| g) Car | [] | h) Video player | [] |
| i) VCD | [] | j) Attached bathroom | [] |
| k) Drinking water | [] | l) Gas stove | [] |
| m) Servant | [] | | |

17. What facilities among these were in the past

- | | | | | | |
|----|-------|----|----|----|----|
| a) | b) | c) | d) | e) | f) |
| g) | h) | i) | j) | k) | l) |
| m) | | | | | |

18. Do you get job according as your qualification ?

a) Yes [] b) No []

If yes , why ?.....

If no, why ?

19. Do you get government scale salary ?

Yes [] No []

If no

20. Are you satisfied with your present job?

Yes [] No []

If no, why ?

21. Would you leave this job if you get another ?.....

22. Did you find any difficulty in finding a job because of your gender ?

Yes [] No []

If yes, please mention the difficulties you faced?

.....
.....

23. Do you think both men and women should get equal opportunities in job?
 a) Equal opportunities [] b) Men should get more []
 c) Women should get more chance [] d) Others []
24. Do you feel any type of discrimination between male and female teacher in your school ?
 Yes [] No []
 If yes , what type.....
 By whom ?.....
25. How do you feel about your present position ?
 a) Difficulty [] Why ?
 b) Easy [] Why ?
 c) Ok [] Why ?
26. How much time do you spent for your household work ?
 hour / day
 Is it enough ?
 Yes [] No []
27. Is it easy to make an adjustment between your office work and household work ?
 Yes [] No []
28. Do you involve in any social service besides your profession ?
 Yes [] No []
 If yes, in what ?.....
29. What type of social behavior do you find after you getting involve in this profession?
 a) More respectable[] b) Respectable [] c) No change []
30. Do you involve in any important household decisions?
 Yes [], No []
 If yes, in what ?
 a) Purchasing of land [] b) Buying household goods []
 c) Selling household products []
 d) Division of household work []
 e) Loan taking and giving []
 f) Others

31. What are the main three differences in decision making process between job holder and non-holder women?
 a).....
 b).....
 c).....
32. Did you find self dependency after getting job?
 Yes [] No []
 If yes, what type of independency?.....
33. In which area do you give more preference?
 a) Service [] b) Household work []
 c) Both []
34. When did you start this profession?

35. When do you think women should start working?
 a) Before marriage [] b) After marriage []
 c) After completing education []
 d) When children are grown up []
36. What motivational factor/s made you take up a job?

37. What inspired you take up a profession?
 a) To support family income []
 b) To utilize education []
 c) To become economically independent []
 d) Just for service wish []
 e) Career ambition []
 f) Life outside home []
 g) Others []
38. In your opinion, should women involve in job?
 Yes [] No []
 If yes, why?.....
 If no, why?.....

39. What is the main motivational factor that led you to choose a teaching profession?
- a) Very suitable and prestigious job for women.
 - b) No conflict with household work.
 - c) Opportunities for educational training.
 - d) More career opportunities
 - e) Utilize your knowledge fully to impart knowledge.
 - f) Schools give more holidays than offices.
 - g) Lack of the better employment opportunities.
 - h) Any other
40. What are the main expectations for the women in teaching profession? by present government?
- a.
 - b.
 - c.
 - d.

*****The End*****

APPENDIX - II
LIST OF SCHOOL SELECTED

	S.N.	School's Name
Public	1	Adinath Secondary School, Chobhar
	2	Janasewa H.S. School, Panga
	3	Navajyoti Primary School, Panga
	4	Balkumari Secondary School, Sarangkhel
	5	Vishwo Rastriya Secondary School, Dhalpa
	6	Baishnavi Secondary School, Bhajangal
	7	Kirtipur Secondary School, Kirtipur
	8	Mangal H.S. School, Nayabazar
	9	Gorakhnath Secondary School, Dhokasi
	10	Bghbhairab Secondary School, Champadevi
Private	1	Ujjwal Secondary School, Panga
	2	Panga Secondary Shcool, Panga
	3	Baghbhairab Boarding School, Naya Bazar
	4	Kirti Secondary School, Kirtipur
	5	Megus Boarding School, Kirtipur
	6	Pushpasadan Bording School, Dhalpa
	7	Rarahil Memorial School, Chhugamcha
	8	Green Village Secondary School, Machhegaun
	9	Hilltown International School, Kirtipur
	10	Salveniya Academy, Panga