

# **CHAPTER -1**

## **INTRODUCTION**

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

In today's context the cost of living is very high, so the added source of income earned by women from jobs outside the house is very helpful indeed. Once the women start earning, their socio-economic status increases (Acharya and Benette, 1981). Though the status of girls in cities is improving these days, the major portion of them is still far from education. So government is also trying to launch different program to involve girl child in the arena of education. The recognition of the role of female teachers in promoting the status of girls' education hassled to the development and implementation of a number of initiatives and policies in the country since the early 1970s. In 1971, the government launched the Equal Access of Women to Education Project (EAWEP) with the purpose of increasing girls' participation in education through the production and recruitment of female teachers. Later in 1983, this program was renamed as the Education for Girls and Women in Nepal (EGWN). By 1988, some 2,500 females were trained as primary teachers. In 1975, as part of the fifth five year plan (1975 -1980), the government launched the academic upgrading program with the main objective of upgrading the academic level of girls of remote districts. Government effort to increase the number of female teachers continued through the 1980s and 1990s. In 1993, the government launched another nationwide drive to recruit the female teachers under the first phase of the Basic and Primary Education Project (BOEP I).

By the end of the project in 1998, the government was able to recruit some 4,200 female teachers as targeted in the project document. The addition of these women certainly increased the presence of female teachers in the teaching force, but it did not change the status of schools operating in remote and rural locations due to faulty recruitment and deployment practice (Bista, 2006).

As a result of the consistent government efforts and drive, the proportion of female teachers increased from less than 1% in 1975 to 19% in 1998 and 30% in 2003. However, these gain save has been less than desirable. Educational statistics of 2001 suggests that of the total primary schools (24,704) operating in the country some 10,902 (44%) schools are without the female teachers. The situation could be even

worst at the lower-secondary and secondary levels. The schools in the rural and remote locations continue to face the acute shortage of female teachers (Bista, 2006).

Educational planners and policy makers in Nepal have recurrently recognized the fact that deploying female teachers can be an appropriate educational strategy to address gender disparity in education. While there is so much policy ‘talk’ about increasing the number of female teachers, little is known about the condition of those who have already joined the teaching profession. This study, therefore, originated from a desire to know the status of females and job satisfaction that are in the teaching profession. Women’s experiences as teachers are largely under-researched or not researched at all (Bista, 2006).

Since the rise of private schools is mushrooming our main concern is to find what is the profile of females who are in teaching in private schools? What led these women choose teaching as a profession? What attitudes do they have towards the teaching profession? What are the school conditions under which female teachers have to perform? What constraints and barriers women have to face while taking up the teaching career? What do male teachers, students, parents, community members and educational managers think of female teachers and their performance? What needs to be done to increase the number of female teachers in private schools? This study is being undertaken to answer these and many other questions. Originally designed to develop understanding about the status of female teachers, the scope of the study was later extended when there was an additional interest in knowing what distinguishes female teachers from their male colleagues (Bista, 2006).

### **1.1.1 Women in Nepal**

A report from ILO indicates that women work more than man but unless not only in the poor countries but also in the industrialized nations (Evans,1998). Nepal is a Hindu country. Nepalese society is made up of various cultures but it is Hindu that is most influential with regards to defining the role of women (Shrestha, 2002).

The social status of women and their access to resources varied widely depending on the cultural group they belong to. Generally, women belonging to Tibeto-Burman cultural groups had considerably great freedom in matters such as choice of marriage partners, deciding the time for marriage and in selection of economic activities they wished to pursue as compared to their sisters belonging to the Indo-Aryan cultural group. The Indo-Aryan women were married early, had no

choice in their life partners and were severely restricted in their social mobility; such findings did not generally apply to women belonging to Tibetan- Burman groups. In all cultural groups, however, it was found that women's access to modern resources in the form of knowledge (education, training, etc) and traditional and newly created assets (e.g. Land, machines, employment) was severely limited (Acharya, 1994). Acharya and Benette (1981) stated that in developing countries like Nepal, women's role in economic activities is insignificant. Men are considered as bread earner and women as nature. Women are the primary supporters of the domestic and subsistence sector. The time allocation studies and the decision making data revealed that women's major role in an agriculture production as both labors and managers of the production process. They also claimed that a host of social and demographic factors also influence women's role in household decision making both directly or indirectly through their effect on women's economic participation (Acharya and Benette, 1981).

### **1.1.2 Job Satisfaction**

Simply , when someone is satisfied with his/her job that is job satisfaction. It is like that when any job fulfilled one's expectation that is job satisfaction.

*Porter, Lawler and Hackman (1975)* define job satisfaction as a feeling about a job that “is determined by the difference between all those things a person feels he should receive from his job and all those things he actually does received.”

Paul Spector (1985) define job satisfaction as a cluster of evaluative feelings about the job.

Job satisfaction differs from gender perspective. There is clear distinction between the nature of male defining job satisfaction and female define job satisfaction. The factors affecting the female job satisfaction is working environment, interpersonal relation, and supervision of boss (by the head teacher). For men salary and security of the job is most important. Men more concerned with extrinsic rewards (most notably pay) women focusing more on intrinsic rewards i.e. the satisfaction of teaching children. A large number of female teachers come into this profession willingly. But men often saw teaching as an alternative rather than as the main focus of their career aspiration. Job satisfaction differs a lot on gender perspective because of social culture. In masculine culture women are modest in nature and teach younger children. They are playing the role of ‘substitute mothers’ in school as a teacher. On the other hand in

masculine country male are assertive in nature and prefer the challenging job. Even they are dominating symbol in management which affects on female job satisfaction. Everyone define job satisfaction as their fulfillment of their expectation. It differs from person to person and organization to organization even in context of male and female. So job satisfaction is such phenomenon which comes from not only the job, but also from one's personal, social organizational, administrative and economical condition (Thapa 1988).

## **1.2 Statement of the Problems**

Though teaching is considered as the holy job and regarded as the noble profession by the society, the low pay scale, poor motivational techniques, job insecurity, and gender discrimination has always troubled the human resources who are into this profession and aspiring to be the part of it. The study tries to find out level of satisfaction influenced by the independent variable like family support, society's perception, gender disparity, age, length of service, working environment, fringe benefit etc. Along with it, frequent talks and negotiation being held with government and unfruitful result issued through it regarding teachers' salary has further long frustrated the teachers of private schools.

The women works in this country in a context of unequal social relation between women and men which puts women at a disadvantage like in other fields. Though as a number, many women works in private schools but there is great discriminations between male and female teachers. The study is focused to find out the following problems-

- ❖ What is the socio-economic status of female teachers working in private schools?
- ❖ How do the women perceive their teaching job in private schools?
- ❖ What is the availability of gender friendly environment in private schools?
- ❖ What is the social perception about female teachers working in private schools?
- ❖ How does the family supports the female teachers working in private schools?

## **1.3 Objectives of the Study**

The main or the general objective of this study is to find the job satisfaction of the teachers working in private schools. While dealing with this purpose, we have to fulfill the following specific objectives.

1. To describe the socio-economic status of the female teachers of private schools.

2. To find out the perception of female teachers of private schools about their job.
3. To assess the gender friendly environment in private schools.
4. To find out the social perception about female teachers working in private schools.
5. To find out about the family support to the female teachers working in private schools.

#### **1.4 Significance of the Study**

The study basically deals to find out the socio- economic and job satisfaction state of lady teachers of private schools. It clarifies what is the exact state of teachers of private schools of Kirtipur Municipality. It is directly beneficial to the private schools owners, educational reformers, social workers and the management whose sole aim is to improve the status of women and motivate the female teachers to provide quality education through them. It also explains why bright and talented students do not give first priority to the teaching as a job.

#### **1.5 Organization of the Study**

This dissertation entitled **Job Satisfaction Among Female Teachers** is divided into six chapters and some preliminaries containing abstract, copyright, declaration, letter of recommendation, approval sheet, acknowledgement, table of content, abbreviation, list of tables and figures, etc.

The first chapter, introduction of the study, includes study background, statement of the problem, purpose of the study, research question, significance of the study, definition of key terms, and limitation of the study and organization of the study.

The chapter second includes literature review. It has included theoretical basis of report of philosophers and experts related to job satisfaction, gender discrimination and socio economic condition of women. The empirical review of research done previously is also taken into consideration to find the gap between present and past study. Thematic review has also been done with conceptual frame work as a part of it.

The chapter three research methods include research design, nature and sources of data, data collection techniques and method of data analysis. In chapter four, data analysis and its interpretation in chapter five, is carried out.

The chapter six includes Summary, Finding and Conclusion and Recommendation of the report.

The References and Annexes are given at the end of the dissertation.

## **CHAPTER -2**

### **REVIEW OF LITERATURE**

Different studies have been made in regards to job satisfaction of people working in different institution. Here our main attempt is to study the job satisfaction of the female teachers working in private schools taking unit of samples from Kirtipur Municipality. Various factors play the vital role to provide satisfaction in ones job. We have extracted different theories of many writers to explain the terms and to provide insight to the factors affecting satisfaction to the people working in any organization.

Maslow, Evans, Alderfer, Spectors theories' have been explained here to provide clear pictures of factors affecting job satisfaction. Similarly Marxist theories and other gender related theories are also taken into consideration. Previous studies were also reviewed to find out the gap between previous and current study. Similarly thematic review and conceptual framework has been prepared to find out the related study.

#### **2.1 Theoretical Review**

##### **2.1.1 Job Satisfaction**

Job satisfaction can be viewed as “A pleasurable or positive emotional state resulting from the appraisal of one’s job experience”(Locke, 1976). Spectors (1985) define job satisfaction as a cluster of evaluative feelings about the job. Spectors identified 9 facets of job satisfaction, Pay- amount, promotion-opportunities, supervision-fairness, benefits, contingent procedures, Operating procedure-policies,. Coworkers- perceived competence and pleasantness of one’s colleagues, and Communication. These factors have direct link with job satisfaction.

##### **2.1.2 Motivation Theories**

This sets the context for the lecture and begins with the two categories of motivation theories. Motivational theories can be divided into two categories, content and process theories.

Content theories assume that all individuals possess the same set of needs and therefore prescribe the characteristics that ought to be present in jobs. Process theories stress the difference in people’s needs and focus on the cognitive processes that create these differences.

Maslow (1954) outlined the most influential of content theories. He suggested a hierarchy of Needs up which progress. Once individuals have satisfied one need in the hierarchy, it ceases to motivate their behaviour and they are motivated by the need at the next level up the hierarchy. Physiological needs such as hunger and thirst are the first level on the hierarchy. Security needs such as shelter and protection are the next level. Social needs such as need for satisfactory and supportive relationships are the next level. From these needs, the individual can move up the hierarchy to higher order needs. Self –Esteem needs for recognition and a belief in oneself is the next level. Finally, the progression leads to the need to realize one’s full potential, which is termed self – actualization.

Alderfer (1972) suggests that individual needs can be divided into three groups: Existence needs, which include nutritional and material requirements (at work this would include pay and conditions.) Relatedness needs, which are met through relationships with family and friends and at work with colleagues. Growth needs, which reflect a desire for personal psychological developments.

Alderfer’s theory differs from Maslow in a number of important respects. Alderfer argued that it was better to think in terms of a continuum rather than a hierarchy; from concrete existence needs to least concrete growth needs and argued that you could move along this in either direction.

Maslow argued that when satisfied a need becomes less important to an individual, but Alderfer argues that relatedness or growth needs become more important when satisfied. This means that team - working arrangements can continue to motivate employees and are not necessarily superseded by growth needs.

Mumford (1976) argues that workers have knowledge needs, work that utilizes their knowledge and skills. Psychological needs, such as recognition, responsibility, status and advancement. Task needs, which include the need for meaningful work and some degree of autonomy. Moral needs, to be treated in the way that employer would themselves wish to be treated.

Alderfer has described psychological need such as recognition in the society and the workplace responsibility and status maintenance at home and society improves the level of satisfaction in the job. Hence family members, neighbors and society’s responses play a vital role in this regard.

### **2.1.3 Gender Differences in Job Satisfaction**

“It seems that men and women have little in common (Rosenberg, 2003). They do not think the same, they enjoy different types of movies, and they do not even have the same amount of ribs. However, when it comes to job satisfaction, it is unclear as to whether or not men and women share similar attitudes.

Beutell and Brenner (1986) have examined the questions: what do men and women want from their jobs? Are their sex differences in work values? Based on their research, work values in general showed a high degree of similarity between men and women. This substantial consistency was not only true in this study, but also in other similar studies. There were, however, some items in which women scored significantly higher than men, and vice versa. Women scored than men on these items: feeling of accomplishment, respect, pleasant work environment, development of knowledge and skills, intellectual stimulation, independence, use of educational background, originality and creativity, social contribution, respect from supervisor, and cultural and esthetic interests. Men scored higher than women in the importance of job security, income, advancement to high administrative responsibility, leisure time off the job, working on problems of central importance to the organization, and taking risks.

Hofstede (Hofstede: 2005) claims that occupations are divided in to “masculine” and “feminine” in terms of the values of those who exercise them. Competitive work, focus on individual technical performance calls masculine values (scientist, engineer).managers deal with technical and human problems, which is why they require assertiveness assigned as masculine one. ”In masculine societies women mainly teach younger children and men teach at university, children in masculine societies are exposed longer to female teachers .This tools like a paradox, but the female teachers status is often low so that they will be anti-heroine rather than models for behavior.” (Hofstede: 2005).

According to Evans (1998) five significant factors regarding to head teachers supervision which affects subordinates job satisfaction; personality, interpersonal behavior, mission, professionalism and management skills. Sometimes they found their dogmatic attitude of head teacher. Special provisions for females for entry into teaching profession and relaxed criteria for promotion of qualified female, Dalit, and disadvantaged teachers. Provisions for maternity and paternity leave, infant feeding breaks, and provision for substitute teachers. The NDHS provides clear evidence that

female literacy, in particular, has a significant impact on other development indicators. It is a fact that literate mothers give birth to fewer children, that these children are more likely to survive and that literate mothers are also more likely to enroll their children, including girl-children, in school than are illiterate mothers. In addition, literate mothers tend to engage in economic activities from which the children, the family and the community can benefit. These findings clearly indicate that meeting the target of full enrolment in basic education by 2015 not only is linked with the provision of literacy programmes to female adults; but also that female literacy is linked with increased economic activity and improved livelihood. (SSRP,2009).

According to (Haralambus & Holborn, 2008) women face a number of disadvantages than the men in paid work. They seem to be paid lesser than the males, they are more likely to be in part time work, tends to be concentrated in the lower reaches of the occupation in which they work and do particular types of job usually those with the low scale. Girls were consistently likely to be underestimating their ability while boys overestimated theirs. In an A level class when surveyed ,it was found that in nineteenth out of twenty-four cases teachers and pupil disagreed about ranking, all of the girls placed themselves lower than teachers estimate and all boys placed themselves higher.

#### **2.1.4 Feminist Approaches**

The feminist movement has given rise to a large body of theory which attempts to explain gender inequalities and set forth agendas for overcoming those inequalities. Feminist theories in relation to gender inequality contrast markedly with one another. While feminist writers are all concerned with women's unequal position in society, their explanations for it vary substantially, competing schools of feminism have sought to explain gender inequalities through a variety of deeply embedded social processes, such as sexism, patriarchy, capitalism and racism. (Giddens, 2001) in the following sections, we shall look at the arguments behind some feminist perspectives .

#### **2.1.4.1 Liberal Feminism**

Liberal feminism looks for explanations of gender inequalities in social and cultural attitudes. Unlike, radical feminists, liberal feminists do not see women's subordination as part of a larger system of structure; instead, they draw attention to many separate factors, which contribute, to inequalities between men and women. For example, liberal feminists are concerned with sexism and discrimination against women in the workplace, educational institutions and the media. They tend to focus their energies on establishing and protecting equal opportunities for women through legislation and other democratic means. Legal advances such as the equal pay act and the sex discrimination act were actively supported by liberal feminists, who argued that enshrining equality in law is important to eliminating discrimination against women. Liberal feminists seek to work through the existing system to bring about reforms in gradual way. In this respect, they are more moderate in their aims and methods than radical feminists, who call for an overthrow of the existing system.

#### **2.1.4.2 Marxist Feminism**

For Marxist feminists the defining feature of contemporary society is capitalism, within which women are subject to a special form of oppression which is mainly the effect of their exclusion from labor force and rising the next generation of workers benefits capitalism and is essential to its continuation. The main beneficiary of women's unpaid labor is capitalism, although individual men benefit to some extent.

Marxist theory appears to have little room for questions that deal directly with women's reproductive and sexual concerns (contraception, sterilization, and abortion pornography, prostitution, sexual harassment , rape and woman battering), and as a result Marxist feminists have tended to focus on women's work-related concerns. In doing so, they have helped us understand, among other things, how the institution of family is related to capitalism; how women's domestic work is trivialized as not real work; and, finally, how women are generally given the most boring and low-paying jobs. As we shall see, even if the nature and function of woman's work are not complete explanations for gender oppression, they are at least very convincing partial ones.

Although Marxist feminists have much in common with socialist feminist, at least one major point divides these two traditions. Socialist feminists believe that

gender and class play an approximately equal role in any explanation of women's oppression whereas Marxists believe that class role ultimately better accounts for women's status and functions

## **2.2 Empirical Review**

### **2.2.1 Gender Related Approaches**

There are mainly two gender related approaches. These include

- Women in development (WID)
- Gender and development (GAD)

#### **2.2.1.1 Women in Development (WID)**

During the 1950s, women's role was perceived as reproductive only in the 70s the WID emerged as a concept in development arena. The underlying rationale of WID is that women are untapped resources, which can provide a significant contribution to economic development (Moser, Caroline 1993). The WID approach focuses its efforts to ensure the equality of women's participation in the implementation and outcomes of development.

The WID approach pioneered awareness of the need for gender sensitivity in development. It has definitely drawn attention to the fact that women represent powerful human resources in development (Ostergaard, 1992) following the emergence of WID concept; many countries have set up WID units in appropriate ministries and at project level. International organizations such as the World Bank have also established women's units. The establishment of these units has shown some willingness and commitment to women's issues,

Despite its contribution, the WID approach has been criticized because of its failure to recognize the systematic nature of gender inequality. (Ostergaard, 1992), for example, stated that WID lacked the understanding of the social and historical roots of gender relations, the relation between men and women, which is socially constituted. WID assumed the 'trickle-down' effect would reach women, worked within the existing top down' institutional framework and focused on women-only projects however, such women-only projects were not successful, as they suffered from limited technical and financial resources and in reality only further marginalized women. Moreover, they were not effective in empowering women to threaten male on

women's access to resources that men control. WID was also criticized for its attention to women only and for ignoring differences among women. The impact of WID theory in development sector has been mixed. Despite many of its achievements, one of the criticisms is that WID excludes men and targets only women. Therefore, this theory is seen as incomplete in terms of the need of recognizing the importance of the role of both men and women in development processes. This led to the emergence of another though called gender and development (GAD).

#### **2.2.4.2 Gender and Development (GAD)**

GAD represents a transition, not only integrating women into development, but also exploiting the potential in development initiatives for transforming unequal social/gender relations and empowering women. GAD approach also emphasizes the 'human-capital' argument for investing in women- which is critical for poverty reduction. GAD analyses the nature of women's contributions inside and outside the household and seem women as agents of change rather than as passive recipients of development assistance. The main elements in the GAD approach are Its recognition of the existence of gender discrimination not only in development area but also in all aspects of life and its recognition of the existence of gender discrimination and the conflict of interest arising from men's control over women even within household (Moser,1989).

Approaches to GAD focus on practical and strategic gender needs. The analysis of these needs will contribute to raising women's social and economic status as well as to greater gender equality. Despite its contribution, GAD still lacks a methodology to translate theory into action, also comments that the GAD approach has not gained any popularity among development policy-makers and practitioners other than those outside the specialist field of gender studies.

#### **2.2.2 Review of Previous Studies**

Several studies have been made previously in the relate topic to study the job satisfaction. Following research have been taken into consideration to get the way for our study.

Bhattarai (1983) conducted a research on *job satisfaction of officers of agricultural project service center* where he concluded by saying that longer job tenure gives more job satisfaction and will have less mobility towards the other jobs.

They will have more knowledge, experience, and loyalty to their jobs so their promotion to the high post is possible. Therefore they will have more job satisfaction where people with small age who are relatively younger have more chance of shifting from one job to other which causes them instable in term of experience and skills so they are less satisfied.

Gurung (1989) conducted the research *public corporation in Nepal. A case study among sixth and seventh level officers*; there he studied about the 6<sup>th</sup> and 7<sup>th</sup> level officers of different organization. It concluded that fair job evaluation and promotion is the factor which provides them more satisfaction towards their work whereas low salary, poor working environment and low perforation cause dissatisfaction in their work.

Thapa,D (1988) conducted a survey in the year 1988 entitled *job satisfaction among professional librarians* to find the satisfaction label of librarian of schools colleges and *Nepal* universities. He found that aged persons are more satisfied than the young once. They have also taken promotion as the main means of job satisfaction in this regard as has focused on age, sex, service year, marital status and family size as the independent variable for job satisfaction.

Shrestha (1998) conducted a survey on *the level of job satisfaction among the officers of national planning commission*. She found that highly qualified employees and females are more satisfied. They take salary, allowance, trainings and seminars as factors of job satisfaction. She highlighted the following points for improving level of job satisfaction among the employees, delegation of power, physical working environment and equipments, increment in salary, better working environment, recognition of power and authority, no partiality with equal opportunity, Job allocation as to qualification, good relation among the staff, rules of reward an punishment, precise job description, proper direction and guidance, training to promotion.

Gautam (2007) studied about *Status of female in private banks* which shows the married respondents are getting cooperation from the family members because of which women are easily handling their dual role as a house-wife and working woman. Majority of the respondents think their status have changed/enhanced among their peer-group and the neighbors. They respond that working in private banks has boost up their career, confidence level and economic independency.

Koirala,(2005) studied about *Work load study of employed women within Pokhara Sub-Metropolitan*. The family has been the key determinant for the status of women in traditional society. Before marriage, the status of women used to be measured through the status of parental family and after marriage it is the husband's family which gives the women a new status. Even in modern times, the family is playing a vital role in the education and development of women. The basic assumption is that educational achievement of the women and their entrance into jobs is largely a reflection of the socio - economic status of their family.

Bista (2006) studied *Status of female teachers in Nepal*,,which had the following objectives : To prepare a demographic and professional profile of female teachers working in, To analyze household characteristics and household dynamics of female teachers and examine how they relate to their performance in schools, to investigate female teachers' attitudes toward the teaching profession, to analyze the work of female teachers and working environment that exists in schools in order to identify problems and difficulties that female teachers face in classrooms and schools, to examine gender environment existing in schools, to analyze the perceptions of male teachers, learners, parents and community, members about female teachers and their ability to perform in schools, to identify barriers and constraints that discourages women from joining teaching profession and from serving in rural and remote schools of Nepal and to identify specific policy options and actions that might contribute to increasing the supply of female teachers in schools, especially in rural and remote locations.The findings show that women from Brahmin community followed by Chettry are mostly in teaching profession. The study showed that women must bear heavy work burden as compared to the men. The employment outside the home does not necessarily reduce the women's work burden at home. None of the Participant accepts that the status of teaching has improved compared to the past. Many teachers were found to be reluctant to admit that gender discrimination existed in their schools, although 20% of the total teachers admitted that it did exist in one or other form.

### **2.3 Thematic Review**

Paul Spector (1985) define job satisfaction as a cluster of evaluative feelings about the job. He identified 9 facets of job satisfaction. Pay- amount and fairness or equity of salary,promotion-opportunities and fairness of promotion, supervision-

fairness and competence at managerial tasks by ones supervisor ,benefits- insurance, vacation, and fringe benefits ,contingent procedures-sense of respect, recognition and appreciation, operating procedure-policies, procedures, rules, perceived red tape, coworkers- perceived competence and pleasantness of one's colleagues, nature of work- enjoyment of the actual tasks themselves, communication- sharing information within the organization (verbally or in writing)

Among these the variable of primary interest in this research is dependent variable of job satisfaction. Below mentioned independent variables are used in an attempt to explain the variance in teachers, age, qualification, salary, management, relationship with colleagues, working environment, job security ,fringe benefit, social relationship and social structure, relationship with husband and wife or other family members, difficulties encountered in social values and belief, gender discrimination

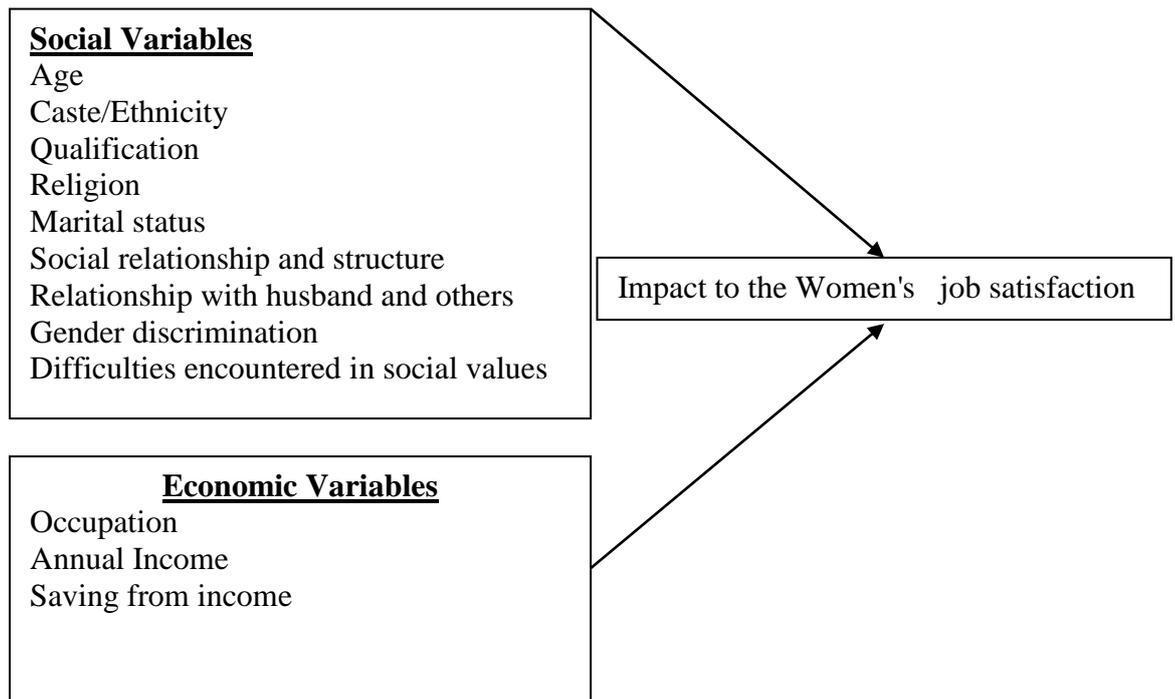
The literature review has indicated that the above mentioned points as factors of job satisfaction. Age of Person with less age or young is likely to have more satisfaction in the job like teaching. Similarly adult seem to be less satisfied because of low salary and poor growth. Aged people also seem to be satisfied with this job since they have low chances of job shifting. Qualification of People who get job according to the qualification seem to be more satisfied then who doesn't therefore there is positive correlation between the job satisfaction and the academic qualification. The highly paying jobs have positive or direct relationship with job satisfaction. Most of the private schools have low paying scales which makes the teachers dissatisfied thus salary of teachers have to be maintained at satisfying level to motivate them. The working friendly atmosphere which gives autonomy for teachers gives more satisfaction to them whereas the harsh and rude behavior, insults and harassment will negatively influence any person in any jobs similarly the teaching jobs as well. Friendly, helpful and loyal colleagues always make people happier and likely to work in any environment where as unfriendly, jealous people spoil the working environment and lowers job satisfaction. The physical as well as the internal environment of any organization has direct benefit to the people working there. Clean, healthy, and cozy work place with cooperative and friendly environment is plus point for any employees working there. Regarding school the cozy building, well specious class room, canteen, restrooms advance technologies like computer internet fax etc provides positive effects. Job security always has the positive influence to the employees. Since there is less security of job in private schools teaches are not fully

satisfied with teaching jobs. Very less private schools provide benefit to the teachers except salary. Allowances, quarter, provident funds, lunch etc can boost up the teachers job satisfaction and can further improve their morality and loyalty. Women's position is theoretically protected under the constitution but traditional norms and behaviors restrict women's access to resources and services. Gender discrimination in work place is another factor which brings job dissatisfaction in job .fair promotion, supervision policy and evaluation brings sense of satisfaction in job. Social relationship and structure has direct relationship with the job contentment in any person so as in women. Fair and loving relationship with husband and other members provide easy working environment in both home and school. This provides contentment in job. Existing social belief values towards the working women is means for job dissatisfaction. But changing positive values also are influencing positively. Teachers having more qualification than the requirements are less satisfied than having equal or under qualification. Since the salary is low both males and females both are dissatisfied. More autonomy and favorable working environment can improve the satisfaction of the teachers.

Thus many studies have been conducted in the similar topic showing job satisfaction. Hence the study is not a very new one though, the present study deals with the socio-economic condition of female teacher, the level of satisfaction for them and the gender discrimination in the teaching job. Gender issues are not given much emphasis in previous studies so this the study deals basically on the issues of females in teaching job which is a part of newness.

## **2.4 Conceptual Frame Work**

Conceptual Model of the study showing the pattern of relationship between social and economic status.



Social variables like age, caste/ ethnicity, education, religion, marital-status, family structure, gender discrimination, difficulties encountered in social values etc. and economic variables like annual income, saving from income etc have strong impact on the women's job satisfaction. Social and economic variables determines women's status and satisfaction in the work.

## **CHAPTER- 3**

### **RESEARCH METHODS**

#### **3.1 Rationale of the Selection of the Study Site**

This study has been conducted in Kirtipur Municipality. This research work has been conducted among working women of different private schools in Kirtipur Municipality. The rationale behind the selection of the study area is the sufficient universe, (easy for getting universe within the study), easiness for a researcher to do this study in Kirtipur Municipality than any other parts of Nepal since the required number of private schools are found in Kirtipur Municipality.

#### **3.2 Research Design**

This study is based upon exploratory as well as descriptive research design. The research method is designed for the in-depth field investigation of women employees in the private schools. It has been exploratory because it explores the issues related with the employment and with the household activities of these working women. It is descriptive because it describes socio-economic and demographic characteristics of the respondents.

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

The study has included both primary as well as secondary data. In order to fulfill the specific objectives of study, the analysis will mainly be based upon the primary data. In this study, primary data have been collected from the field survey by administering questionnaires as quantitative data related to women working in private schools in Kirtipur Municipality. The qualitative data from case studies, interview and observation have also been taken into account. The secondary data have been collected from different publishings by MOE, human development reports and other researches done in the similar topic. Different books and journals published by different institutions along with official records and various seminar report are also consulted for the relevant information.

### 3.4 Universe and Sample Procedure

Out of total 24 private schools (excluding 17 Montessori Schools; *Kirtipur Municipality 2019*) teachers of three different randomly selected schools has been taken as the sources of data. In total, there are 58 women employees and they have been selected through judgmental sampling method. In judgmental sampling, the researcher or some other "expert" uses his/her judgment in selecting the units from the population for study based on the population's parameters. This type of sampling technique might be the most appropriate if the population to be studied is difficult to locate or if some members are thought to be better (more knowledgeable, more willing, etc.) than others to interview. This determination is often made on the advice and with the assistance of the respondents. Among those, 50 women teachers are taken from the population who are assumed to provide required data for the study. The schools and the number of teachers interviewed are listed below:

S.No.	Name of School	No. of Female Teachers	Total Teachers Interviewed
1	Bhag-Bhairab Boarding School	22	19
2	Kirti Secondary School	15	13
3	Meghas English School	21	18
<b>Total</b>		<b>58</b>	<b>50</b>

### 3.5 Data Collection Technique

The researcher has used primary as well as secondary data collection for obtaining the information to this study. The questionnaire is used to understand the existing situation of teachers, facilities and opportunities provided by the schools, their income, fringe benefit, job satisfaction, gender discrimination related to that whereas observation method is to analyse the situation closely to find the feelings hidden in them. Interview method further more let the interviewer find the underlying feeling in the respondents through their tone, facial expression and body language. Different techniques have been used in the collection of data which are described below.

### **3.5.1 Questionnaire**

In this method mostly close ended and some open ended questions have been used. Including age, education status, family type, caste ethnicity, working condition, the obstacles faced by the women employees on the job, the various facilities and opportunities provided to them, along with the demographic and socio-economic characteristics of the women employees have been included in the questions sheet which has been handled over them personally. The questions used are both open ended and close ended to find out the job satisfaction of female teachers of private schools in general.

### **3.5.2 Key Informants Interview**

By the structured interview it is not possible to collect all the information about the respondents. Therefore, establishing a co-operative and mutual friendly relation with the informants, data of internal feeling and emotions were acquired by an structured interview known as key informant interview. Key informant structured interview were taken from 3 social workers, 4 lecturers, 1 education officers, 2 political leaders, 3 principal and 7 general people.

### **3.5.3 Observation**

Observation is very useful method for examining social difference; behavioral action and interaction get relevant information of the study. It is validity conformed through interview and group discussion. Close observation was applied by researcher in this research. Form the observation, people's participation in different activities, equity perspective in participation, women decision making power and freedom of movement were noted.

### **3.6 Method of Data Analysis**

The researcher has collected all the data from the field study. The data are analyzed both quantitatively and qualitatively. A simple statistical tool like percentage has been used. Moreover, tabulation has been made to present data.

### **3.7 Delimitation of the Study**

Study of all professional and employed women is not possible due to limitation of time, place, budget and other resources. In fact, it is very difficult to find out the actual number of employed women in the all private schools of Kirtipur Municipality. This study is based on judgmental sampling method. This type of sampling technique might be the most appropriate if the population to be studied is difficult to locate or if some members are thought to be better (more knowledgeable, more willing, etc.) than others to interview. Among those, 50 women teachers are taken from the population who are assumed to provide required data for the study. Fifty lady teachers are taken as the respondents. The study is conducted taking people of Kirtipur Municipality as an entire population. The data collected are mainly primary data which are basically based on respondents' intention and attitude. The secondary data which are also used can be relied only on authenticity of publication. The study is only based on teachers of 3 private boarding schools belonging to Kirtipur Municipality. The study provides socio- economic condition, job satisfaction and gender discrimination of lady teachers of private schools. The data are collected by distributing the questionnaire to total 50 respondents of Kirtipur Municipality. So the findings of the study can be just be regarded as the initialization of further study.

## CHAPTER- 4

### SOCIO-ECONOMIC CHARACTERISTICS OF RESPONDENTS, FAMILY SUPPORT AND SOCIETAL PERCEPTION

This chapter has tried to analyze the data collected. More specifically this chapter presents the socio-economic characteristics of the respondents, family support and societal perception towards the working women of different private schools of Kirtipur Municipality. In this chapter, the data collected are tabulated and percentage has been found out to reach the conclusion of each point related to socio economic condition, family support and societal perception. Interpretation of each has been given to clarify the tabulated data.

#### 4.1 Demographic and Socio-Economic Characteristics of the Respondents

Socio-economic characteristics of the respondents on the basis of the variables directly related with the women employed in different private school of Kirtipur Municipality from the sampled 50 working women in this sector is found as follows.

##### 4.1.1 Age Wise Distribution of the Respondents

The following table presents the age structure of the working women of different private schools of Kirtipur Municipality. On the basis of data collected in different private schools of Kirtipur Municipality, the age group of the respondents has been divided into five major groups that are 20-25, 26-35, 36-45, above 45.

**Table No. 1**  
**Age Wise Distribution of Respondents**

S.N	Age group	Number	Percentage
1.	20-25	13	26
2.	26-35	24	48
3.	36-45	9	18
4.	45 above	4	8
	Total	50	100

*Source: Field Survey, 2019*

Above distribution of the respondents by age group shows that out of 50 respondents, 26 % are from 15-25 age group, 48 % are from 26-35 age group, 18 % are from 36-45 age group, 8 % are from 45 above age group. This data shows that most of the respondents are in 26-35 age groups. This indicates that the women with young and middle age range are participated in the outside world for working and run their dual role as a housewife and as a worker.

#### 4.1.2 Caste Wise Distribution of the Respondents

The caste of the respondents are distributed broadly into 6 main heading that is Newar, Brahmin, Chhetri, Thakuri other ethnic group which includes caste like Tamang, Gurung, Rai, Magar, Tharu, Bhote etc. and Muslim.

**Table No. 2**  
**Caste wise distribution of the Respondents**

S.N	Caste	Number	Percentage
1.	Brahmin	16	32
2.	Chhteri	9	18
3.	Thakuri	5	10
4.	Newars	17	34
5.	Other ethnic group	3	6
	Total	50	100

*Source: Field Survey, 2019*

This finding indicates that out of 50 respondents, 16 respondents are Brahmin, 9 respondents are Chhetri, 5 respondents are Thakuri and 3 respondents are from others ethnic group and 17 are from Newars group respectively. It indicates that respondents from the Newars community comprises of 34 %. The second highest is Brahmin that is 32 %, the third is Chhetri that is 18 %. 6 % are from other ethnic group. From the above table, it can be concluded that the majority of female teachers working are from the local community.

#### 4.1.3 Education wise Distribution of the Respondents

The level of education among the respondents has been divided into 3 major groups i.e. intermediate, bachelor, masters or above.

**Table No. 3**

**Education wise Distribution of the Respondents**

S.N	Qualification	Number	Percentage
1.	Intermediate	11	22
2.	Bachelors	32	64
3.	Masters or above	7	14
	Total	50	100

*Source: Field Survey, 2019*

From the above table, it shows that out of 50 respondents 11, 32 and 7 are found Intermediate, Bachelors and Masters respectively. This clearly indicates that highest percentage i.e. 64 % is found to be bachelors passed. 22 % are intermediate passed and 14 % are found Masters Level or above passed. This finding indicates that the women working in the different private schools of Kirtipur Municipality are not only simply educated rather they are highly educated and are of very much conscious category of our society. It even indicates that literacy level of women is also increasing.

**4.1.4 Religion wise Distribution of the Respondents**

The religions of the respondents are discussed into 5 main headings. They are Hindu, Buddhist, Christian, Muslim and others. Religion other than mentioned here are included in 'others'.

**Table No. 4**

**Religion wise Distribution of Respondents**

S.N	Hours	Number	Percentage
1.	Hindu	45	90
2.	Buddhist	5	10
	Total	50	100

*Source: Field Survey, 2019*

Out of 50 respondents, 45 are Hindus and 5 respondents are Buddhist. It shows that respondents from the Hindu religion comprise of 90 % and respondents from Buddhist religion comprise 10%. There is no respondents belongs to Christians, Muslims and other religions found in this data.

#### 4.1.5 Distribution of the Respondents on the Basis of Place of Residence

Table given below presents the distribution of the respondents according to they are permanent resident of Kirtipur Municipality or not.

**Table No. 5**

#### **Distribution of the respondents on the basis of permanent residence of Kirtipur Municipality**

S.N	Residence	Number	Percentage
1.	Permanent	36	72
2.	Temporary	14	28
	Total	50	100

*Source: Field Survey, 2019*

The above table shows that 72 % of women teachers teaching in private schools of Kirtipur Municipality are permanent resident of Kirtipur Municipality where as 28 % have come from outside for this profession which shows positive effect in job satisfaction in teaching job. Whereas for others, it's hard to manage the life without permanent settlement which causes dissatisfaction in their work.

#### 4.1.6 Marital Status wise Distribution of the Respondents

Marital status of the respondents has been divided into 3 sub division: married unmarried and widow/divorced group.

**Table No. 6**

#### **Marital status wise Distribution of the Respondents**

S.N	Marital Status	Number	Percentage
1.	Unmarried	16	32
2.	Married	34	68
2.	Widow/Divorced	0	0
	Total	50	100

*Source: Field Survey, 2019*

Distribution of the respondents on the basis of marital status as above shows that 68 % of the respondents are married and 32 % of the respondents are unmarried. No respondent found widow or divorced in the survey. It means that among 50

respondents, 34 respondents are found married and 16 respondents are found to be unmarried.

The table shows that most of the working women in private schools are married. They have to balance life between their housework and teaching field. It is quite a difficult situation, yet the married women seem to be quite easy working as private school teachers.

#### 4.1.7 Distribution of Respondents by Family Types

Table given below presents the distribution of respondents according to family types into joint or nuclear.

**Table No. 7**

**Distribution of the Respondents by Family Types**

S.N	Family Types	Number	Percentage
1.	Nuclear family	38	76
2.	Joint family	12	24
	Total	50	100

*Source: Field Survey, 2019*

Above table shows that out of 50 respondents, 38 respondents have nuclear family and 12 respondents have joint family respectively. From the above table, it can be said that most of the women have nuclear family i.e. 76 % belong to nuclear family whereas only 24 % belong to joint family which shows that trend of living in nuclear family is increasing in Kirtipur Municipality.

#### 4.1.8 Distribution of Respondents on the Basis of Level of School they Teach

The following table shows the level of school the teachers teach in their schools. The levels are shown as Pre-primary, Primary, Lower secondary and Secondary.

**Table No. 8**

**Distribution of Respondents on the Basis of Level of School they Teach**

S.N	Level	Number	Percentage
1.	Pre-primary	23	46
2.	Primary	20	40
3.	Lower secondary	3	6
4.	Secondary	4	8
	Total	50	100

*Source: Field Survey, 2019*

The above table shows that out of 50 respondents 46 % belong to pre-primary level, 40% belong to primary, 6% belong to lower secondary and another 8% belong to secondary level which proves that still women have less opportunities and chances for promotion to teaching higher classes.

#### **4.2 Family Co-operation and Job Satisfaction**

The following shows the data related to job satisfaction in relation to family co-operation as fully and partially.

##### **4.2.1 Distribution of Respondents on the Basis of Family Co-operation**

Table given below presents the distribution of the respondents according to the family co-operations . The heads are fully, partially and not at all. The female teachers who receive cooperation from family in all matters and situations are headed fully and who receives such helps in difficult situations only are headed under partially. The heads are fully, partially and not at all.

**Table No. 9**

**Distribution of respondents on the basis of family co-operation**

S.N	Responses	Number	Percentage
1.	Fully	33	66
2.	Partially	17	34
	Total	50	100

*Source: Field Survey, 2019*

Above table shows that 66 % family members are fully co-operative to the working ladies where as 34 % of them are only partially cooperative to them. This shows that there is positive change in family support to the working ladies.

#### **4.2.2 Distribution of the Unmarried Respondents on the Basis of Dual Role as a House-Manager and a Working Woman**

The table below shows the distribution of unmarried respondent to show how they manage the dual duty at home and at school.

**Table No. 10**  
**Distribution of the Unmarried Respondents on the Basis of Dual Role as a House-Manager and a Working Woman**

<b>S.N</b>	<b>Responses</b>	<b>Numbers of Respondents</b>	<b>Percentage</b>
1.	Easily	9	56
2.	Hardly	4	25
3.	Anyhow	3	18
	Total	16	100

*Source: Field Survey, 2019*

Above table shows that out of 16 unmarried respondents 9 respondents easily manage their dual role, 4 respondents hardly manage their dual role, 3 respondents anyhow manage their dual role. It indicates that 56% respondents easily manage their dual role, 25% respondents hardly manage their dual role and 18 % anyhow manages it. They get support from their servants, family members and staff members of their offices to manage their dual role as house manager and working women. This indeed, is a very good sign for working women.

#### **4.2.3 Distribution of Respondents on the Basis of Hours Spent on their Household Chores**

Table given below presents the distribution of the respondents according to how many hours they spent on their household chores. Hours are divided into 4 main groups such as not at all, 1-3 hours, 4-5 hours and more than 6 hours.

**Table No. 11**

**Distribution of the Respondents on the Basis of Hours Spent on their Households  
Chores**

<b>S.N</b>	<b>Hours</b>	<b>Number</b>	<b>Percentage</b>
1.	Not at all	1	2
2.	1-3 hours	18	36
3.	4-5 hours	15	30
4.	Above 6 hours	16	32
	Total	50	100

*Source: Field Survey, 2019*

Above finding show that out of 50 respondents 1 respondents do not work at home, 18 respondents spent 1 to 3 hours on her household chores, 15 respondents spent 4 to 5 hours and 16 respondents spent more than 6 hours respectively. It means respondents who spent 1 to 3 hours on their household chores are 36%. 32% respondents work above 6 hours at their home, 30% respondents spent more than 4-5 hours and only 2% respondents do not spend any time in their household chores.

Thus we can say working women has flexible working hours to spend in their house hold chores. The pressure of spending much time in household work is decreasing these days. Similarly, women getting full family support have none and less working hours on household chores whereas women getting partial family support spent more hours in household chores.

**4.2.4 Distribution of the Married Respondents on the Basis of Dual Role of House-Wife and a Working Woman**

The table shows how the married respondents manage their dual role as a teacher and daughter.

**Table No. 12**

**Distribution of the Married Respondents on the Basis of Dual Role as a House-  
Wife and a Working Woman**

<b>S.N</b>	<b>Responses</b>	<b>Number</b>	<b>Percentage</b>
1.	Easily	16	47
2.	Hardly	8	23
3.	Anyhow	10	30
	Total	34	100

*Source: Field Survey, 2019*

Above shows that out of 34 married respondents, 16 respondents easily manage their dual role, 8 respondents hardly manage their dual role; there are 10 who claim anyhow they manage her dual role. It indicates that 47% respondents easily manage their dual role, only 23% respondents hardly manage their dual role, 30 % anyhow perform it. Working women have started getting support from their servants, family members and staff members of their offices to manage their dual role as house wife and working women. But even though it is the tough task for many. However, women seem to manage it.

**4.2.5 Distribution of the Unmarried Respondents on the Basis of Help Received  
by their Parents**

The table shows how the parents of unmarried respondents help to fulfill their duties to work as teacher of private schools.

**Table No. 13**

**Distribution of the Unmarried Respondents on the Basis of Help Received by  
their Parents**

<b>S.N</b>	<b>Degree of help</b>	<b>Number</b>	<b>Percentage</b>
1.	Always help	13	81
3.	Help only when it is really tough	3	19
	Total	16	100

*Source: Field Survey, 2019*

Above finding shows that out of 16 unmarried respondents, 81% always get help from their parents and remaining 19% get help only when they have really bigger

problem which shows that unmarried women can work easily out of home because of support delivered by their parents.

#### **4.2.6 Distribution of the Married Respondents on the Basis of Help Received from their Husband**

The table below shows that how co-operative are the husband of working women of private school in their day to day work.

**Table No. 14**

#### **Distribution of the Married Respondents on the Basis of help Received from their Husband**

<b>S.N</b>	<b>Degree of help</b>	<b>Number</b>	<b>Percentage</b>
1.	Always help with every thing	26	76
2.	Help only when tough	8	24
	Total	34	100

*Source: Field Survey, 2019*

Above finding show that out of 34 married respondents, 76% of the respondents' husbands are always helpful towards their wife, and remaining 24% help only when it is tough. There are found no one who doesn't help their wife ever. This shows that husband of new generation have become friendly and cooperative to their working wife.

#### **4.2.7 Distribution of the Respondents on the Basis of Perception of Society to the Private Teaching job**

The table below shows the distribution of respondents on the basis of society's perception to the private teaching job and ladies working in private schools. The heads given are, they regard it as noble profession, changing salary and facilities have shown positive effect, still same negative belief, regard it as inferior job and value is decreasing because of emergence of other profession.

**Table No. 15**

**Distribution of the Respondents on the Basis of Perception of Society to the Private Teaching Job**

S.N	Items	Number	Percentage
1.	Regard as noble profession	25	50
2.	Has started showing positive effect	14	28
3.	Still negative	1	2
5.	Value decreasing	10	20
	Total	50	100

*Source: Field survey, 2019*

The above table shows that 50% of respondent feel that the society regarded teaching in private school as a noble job; 28% thinks that changing salary and facilities have changed the people's perception from negative to positive. 2% thinks that society is still negative where as 20% feels that its value is decreasing due to emergence of new job and difficulty in managing family time.

**4.2.8 Distribution of Respondents on the Basis of Perception of Peers and Neighbours to the Female Teachers of Private School.**

The table below shows the distribution of respondents on the basis of the peers and neighbours' perception to the ladies working in private schools. The heads given are they respect me more than before, My opinion are regarded important among them and Don't feel any positive change.

**Table No. 16**

**Distribution of the Respondents on the Basis of Perception of Society to the Female Teachers of Private Schools.**

S.N	Status	Number	Percentage
1.	Respect more	26	52
2.	My opinions are regarded important	14	28
3.	No positive change	10	20
	Total	50	100

*Source: Field Survey, 2019*

The table above shows that among 50 respondents 52% says their respect has increased in the society, 28% thinks their opinions are regarded important and

remaining 20% feels that there is no any positive change they have noticed. This shows that though, working in the private school has improved women's social status and they are regarded as important part of the society still pre-conception of under-paying and inferior job exist in some level.

## CHAPTER- 5

### POLICIES, ENVIRONMENT AND MANAGEMENT OF SCHOOL

This chapter has also tried to analyze the data collected on the basis of policies, environment and management of school. In this chapter, the data collected are tabulated and percentage has been found out to reach the conclusion of each point related to policies, environment and management of school showing gender discrimination and job satisfaction of female teachers working in private schools of Kirtipur Municipality. Interpretation of each has been given to clarify the tabulated data.

#### 5.1 Level of Satisfaction Among Women Employees of Private Schools of Kirtipur Municipality Based on Policies, Environment and Management of School.

##### 5.1.1 Distribution of Respondents on the Basis of Their Monthly Salary

The table below shows the distribution of respondents on the basis of their monthly salary they earn from teaching job. The amount ranges from Rs10000 to Rs 25,000 above.

**Table No. 17**

#### **Distribution of the Respondents on the Basis of Their Monthly Salary**

S.N	Income	Number	Percentage
1.	Below 10000	5	10
2.	Rs. 10000 to Rs.15000	6	12
3.	Rs. 15000 to Rs.20000	17	34
4.	Rs. 20000 to Rs.25000	15	30
5.	Rs. 25000 or above	7	14
	Total	50	100

*Source: Field Survey, 2019*

The above table shows that 34% of the respondent earn between 15000 to 20000, 30% earn between 20000 to 25000, 14% earn 25000 or above and 12% earn between 10000 to 15000 and 10% earn below 10000; which shows that earning of private school teachers are increasing these days.

### 5.1.2 Distribution of Respondents on Satisfaction Gained from their Salary

The table shows the distribution of respondents on satisfaction gained from their salary as satisfactory, partially satisfactory and not satisfied at all.

**Table No. 18**  
**Distribution of the Respondents on the Basis of Level of Satisfaction Gained from Their Salary**

S.N	Level of Satisfaction	Number	Percentage
1.	Satisfactory	16	32
2.	Partially satisfactory	27	54
3.	Not at all satisfactory	7	14
	Total	50	100

*Source: Field survey, 2019*

From the above table we can say that among the 50 respondents, 32% respondents are satisfied with their salary, 54% are partially satisfied where as 14% are not at all satisfied with their salary. As salary is the motivating factors for the job satisfaction, payment must be managed to improve their satisfaction level.

### 5.1.3 Distribution of Unmarried Respondents on the Basis of Tenure of their Job

The table below shows the distribution of unmarried respondents in relation to their age and tenure of the job as a teacher.

**Table No. 19**  
**Distribution of the Unmarried Respondents with Relation to their Age and Tenure of Their Job**

S.N	Age	Never quit	%	For next 5 year or more	%	Want to quit	%	Total	per
1.	20-25	2	12	6	38	2	13	10	61
2.	26-35	1	6	4	25	1	6	6	39
	Total	3	18	10	63	3	19	16	100

*Source: Field Survey, 2019*

Out of 16 unmarried respondents 13% having age between 15-25 ever want to continue with the teaching job. 38 % want to continue for five or more years and 13% want to get rid of it as quick as possible.

With age between 26-35, 1 or 6 % respondent never want to leave this job. 4 or 25% respondents want to work for five or more years. And 6 % want to get rid of it as quick as possible. With age between 36-45 and above 45 there are no unmarried respondents. This shows that only very few unmarried women want to ever continue with this job where as some want to quit immediately and others just want to work temporarily so teaching job has not become a primary priority for young unmarried women.

#### **5.1.4 Distribution of Married Respondents on the Basis of Tenure of their Job**

The table below shows distribution of married respondents on the basis of tenure of their job. This shows the married respondents willingness to be in job in term of time.

**Table No. 20**  
**Distribution of the Married Respondents with Relation to their**  
**Age and Tenure of their Job**

S.N	Age	Never quit	%	For next 5 year or more	%	Want to quit	%	Total	per
1.	15-25	1	3	1	3	1	3	3	9
2.	26-35	5	15	15	44	0	0	20	59
3.	36-45	3	9	7	20	0	0	10	29
4.	45 above	0	0	1	3	0	0	1	3
	Total	9	27	24	68	1	3	34	100

*Source: Field Survey, 2019*

This shows that teaching is preferred by mature married women rather than young married women and they don't take it as burden but want to smoothly carry on with this. Many prefer this as their best job and never want to quit. Respondents between 36 to 45 especially want to ever continue with the job and no one wants to quit as soon as possible. Which shows it is quite a fit job for mature married women than the young one.

### 5.1.5 Distributions of the Respondents on the Basis of Relation with their Co-worker

The table shows the distribution of the respondents on the basis of relation with their co-worker as very good, normal or having tiff and tuff.

**Table No. 21**

**Distribution of the Respondents on the Basis of Relation with their Co-worker**

S.N	Relation with their Co – worker	Number	Percentage
1.	Very good	20	40
2.	Normal	30	60
	Total	50	100

*Source: Field Survey, 2019*

The above findings shows that 40% respondents have very good relation with their co-worker, 60% have normal. There is nobody who has maintained negative relationship which shows that women have capacities of maintaining fair relationship even at work place.

### 5.1.6 Distribution of the Respondents on the Basis of Exposure from their Job

The table below shows the distribution of the respondents on the basis of exposure from their Job as having enough opportunities, very rare and none.

**Table No. 22**

**Distribution of the Respondents on the Basis of Exposure from Their Job**

S.N	Degree of Exposure	Number	Percentage
1.	Has enough opportunities	23	46
2.	Very rare	15	30
3.	No exposure at all	12	24
	Total	50	100

*Source: Field Survey, 2019*

The above findings shows that 46 % respondents has high exposure from teaching job, 30% has very rare opportunities and 24% says there are no opportunities at all for the exposure.

### 5.1.7 Distribution of the Respondents on the Basis of Preference Given to the Factors of Job Satisfaction

The table below shows the distribution of the respondents on the basis of preference given to the Factor of Job Satisfaction

**Table No. 23**  
**Distribution of the Respondents on the Basis of Preference Given to the Factors of Job Satisfaction.**

S.N	Preference to Job Satisfaction	Number	Percentage
1.	Handsome salary	4	8
2.	Secured job	13	26
3.	Favorable physical environment	2	4
4.	Work under supervision good	10	13
5.	Having dignity and social status	12	24
6.	Job matching with qualification	5	10
7.	Job with career prospect	4	8
	Total	50	100

*Source: Field Survey, 2019*

The above findings shows that 26% respondents regards secured job as factor of job satisfaction, 24% think job with dignity and social status, 13% think to work under good supervision, 10% thinks job matching with qualification, 8% thinks job with career prospect, another 8% thinks handsome salary and 4% thinks favorable physical environment as factor of job satisfaction. This shows that there are varying factor which gives job satisfaction to the female teachers but secured job with dignity is the first priority than others for the ladies.

### 5.1.8 Distribution of the Respondents on the Basis of Promotion Procedure of Their School

The table below shows the distribution of the respondents on the basis level of satisfaction received from promotion procedure of school.

**Table No. 24**  
**Distribution of the Respondents on the Basis of Responses to the**  
**Promotion Procedure of Their School**

S.N	Responses	Number	Percentage
1.	Satisfied	14	28
2.	Average	27	54
3.	Dissatisfied	9	18
	Total	50	100

*Source: Field Survey, 2019*

The above table shows that 54% of the respondents have the average responses to the promotion policy, 28% are satisfied and remaining 18% are dissatisfied with the promotion policy of the schools where they are teaching.

#### **5.1.9 Distribution of the Respondents on the Basis of Freedom of Expression in Teaching Job**

The table below shows the distribution of the respondents on the basis of expression in teaching job.

**Table No. 25**  
**Distribution of the Respondents on the Basis of Freedom of Expression in**  
**Teaching Job**

S.N	Level of Freedom	Number	Percentage
1.	Satisfactory	8	16
2.	Average	35	70
3.	Dissatisfactory	7	14
	Total	50	100

*Source: Field Survey, 2019*

From the above table, we can say that 70% say that they have average responses to the freedom in teaching job, 16% are satisfied and 14 %are dissatisfied with it.

### 5.1.10 Distribution of the Respondents on the Basis of Responses to the Physical Environment

The table below shows the distribution of the respondents on the basis of satisfaction regarding physical environment of school.

**Table No. 26**  
**Distribution of the Respondents on the basis of Responses to the Physical Environment**

S.N	Level	Number	Percentage
1.	Satisfactory	15	30
2.	Average	35	70
	Total	50	100

*Source: Field Survey, 2019*

It shows that 70% of the respondents are satisfied with the physical environment of the school where as 30% have average feelings. There is nobody who is dissatisfied with it which is the plus point for job satisfaction.

### 5.1.11 Distribution of the Respondents to Show Whether Teaching is their Expected Job or not

The table below shows the distribution of the respondents to find teaching is their desired job or not.

**Table No. 27**  
**Distribution of the Respondents to Show whether Teaching is their Expected Job or not**

S.N	Expected job	Number	Percentage
1.	Yes	24	48
2.	No	26	52
	Total	50	100

*Source: Field Survey, 2019*

The above finding shows that 48% of the respondents say that teaching is their expected job whereas 52% of them say they never expected to work as a teacher. This shows that fleeting teachers still exist in Nepal.

## 5.2 Gender Discrimination and Sexual Harassment in School

### 5.2.1 Distribution of Respondents on the Basis of Ways of Discrimination Made in Terms of Gender

The table below shows the distribution of the respondents on the basis of ways of discrimination made in terms of gender in private schools.

**Table No. 28**  
**Distribution of the Respondents on the Basis of ways of Discrimination**  
**Made in Term of Gender**

S.N	Ways	Number	Percentage
1.	Paid less than males	6	12
2.	Given less responsibility than males	3	6
3.	Neglected by management	2	4
4.	No difference in term of gender	39	78
	Total	50	100

*Source: Field Survey, 2019*

The above findings shows that 12% respondents feel that they are paid less than males, 6% say they are given less responsibility than males, 4% say they are neglected in term of gender by the management and 78% say there are no discrimination in term of gender. Which shows that though teaching job is female friendly, still management seem to be partial regarding lending bigger responsibility and paying much to ladies.

### 5.2.2 Distribution of the Respondents to Show whether lady Teachers are overburdened with Classes or not for being Female

The table below shows the distribution of the respondents to show whether lady teachers are overburdened with classes or not for being female in private schools.

**Table No. 29**

**Distribution of the Respondents to Show Whether Lady Teachers are Overburdened with Classes or not for being Female**

S.N	Overburdened	Number	Percentage
1.	Yes	3	6
2.	No	47	94
	Total	50	100

*Source: Field Survey, 2019*

From the above table it shows that 6% respondent says they are overburdened with work for just being female whereas 94 % says work is equal and there is no overburden of work in term of gender. This shows that there is somehow work equality between male and females in private teaching job.

**5.2.3 Distribution of the Respondents on the Basis of Differences Made in Supervision Policy from Male to Female**

The table below shows number of respondents on the Basis of differences made in supervision policy from male to female.

**Table No. 30**

**Distribution of the Respondents on the Basis of Differences in Supervision Policy from Male to Female**

S.N	Supervision Policy	Number	Percentage
1.	Yes	8	16
2.	No	42	84
	Total	50	100

*Source: Field Survey, 2019*

From the above table it can be concluded that 16% says that there are differences made in term of gender by management in promotion or supervision policy where as 84% says that there is not.

#### **5.2.4 Distribution of the Respondents on the Basis of Differences in Hiring and Promotion Policy.**

The table below shows the number of respondents on the basis of differences in hiring and promotion policy.

**Table No. 31**  
**Distribution of the Respondents on the Basis of Differences in Hiring and Promotion Policy**

<b>S.N</b>	<b>Promotion Policy</b>	<b>Number</b>	<b>Percentage</b>
1.	Yes	29	58
2.	No	21	42
	Total	50	100

*Source: Field Survey, 2019*

From the above table it can be concluded that 58% say that there are differences made in term of gender by management in promotion policy where as 42% says there is not. Especially difference is made in lower secondary and secondary level where male teachers are given more preference and major subjects are given to them. According to the study, females are mostly given classes in primary and pre primary levels.

#### **5.2.5 Distribution of the Respondents to Show whether there is Sexual Harassment in School or not.**

Out of 50 respondents, 50 or 100% respondents say that there is no any sexual harassment of any kind in teaching job which is a positive point for job satisfaction. This might be the strength of private schools to attract more qualified, talented and trained ladies in teaching job.

## **CHAPTER - 6**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **6.1 Summary**

This study has highlighted the socio-economic status of the working women and the level of satisfaction regarding their job, salary, co-operation level, enhanced/changed status and mobility level among the women employees of different private schools of Kirtipur Municipality. These are also the objectives of the study; specifically this study is done to fulfill these objectives.

This research is based on the descriptive and exploratory research design. Sources of data are taken purposefully from 3 private schools of Kirtipur Municipality such as BhagBhairab Boarding School, Meghas English School, Kirti Secondary Boarding School. The population of this study covers 50 respondents of these private schools of Kirtipur Municipality.

In this study, primary data have been collected. The primary data have been collected from the structured questionnaire and interview with different women employees of different private schools of Kirtipur Municipality and key informants related to the topic. The questionnaire is used for the quantitative information. The interview with women employees and key informants of different private schools of Kirtipur Municipality are used for the qualitative information. Both quantitative and qualitative approaches were adopted for data analysis. The gathered data and information have been processed and analyzed in a descriptive data and exploratory way. The quantitative data have been tabulated and analyzed using simple statistical tools much as percentage method and tabulation.

In this study the total respondents taken are 50 having Newar as the majority and Brahmin and Chettri being the second and the third. The average age of currently sampled women are between 20 to 36 which shows that mostly young and middle age women work in private school.

64% the women working in the private schools are graduate, 14% are post graduate or above and 22% are inter mediate but most of them are only teaching in pre-primary level (46%)

Research shows that 72% of the respondents are serving from their place of residence and 28% are staying out of valley.

Nuclear family is found to be dominating the Kirtipur Municipality valley where 76% of the respondents come from. Where they state that they have higher choice of job in nuclear family some even admit that they get help from their in-laws to work outside.

66% of women say that their family members are fully helpful to them where as 34% say partially. So most of them spent 1 to 3 or 4 to 5 hours in day to day household work. So they are able to manage their house hold duties quite easily. The husband of married and parents of unmarried and their co-workers seem to be helpful to carry on with their profession however managing both quite hard for both married and unmarried women.

Most women about 84% spend their earning in several factor like household items, children's education, and others where as some spent only on particular items. This shows that female are highly cooperative to reduce the family burden these days.

Many women seem to be happy being teacher of private school as society regard it as noble profession and slowly changing facilities have shown positive effect , 50% and 28% respectively say that. Whereas 2% say it is still in previous position and has no change. 10% believe its value is decreasing because of emergence of new profession. However 52% of women feel that their peers and neighbours respect them more after pursuing this profession.

Among the 50 respondents, 40% feel that it is the best profession, 32% say that they are passionate about teaching and 28% say that they have come into teaching as they have no any other option. The salary provided by private schools are quite satisfactory as 34% earn between 10 to 15 thousand and 30% earn between 15 to 20% but still there are the teachers who are getting below 5000 too. Most of the ladies have saving of their own. Only 11% of ladies do not save from their salary so ladies of private school seem to be somehow happy with their earning. Out of 34 married respondents, mostly female between 36-45 wants to ever stay in teaching whereas below that wants to work temporarily for the period of 5 or more years and very few wants to quit. Very few unmarried respondent want to continue the teaching job where as 37% want to work temporarily. Out of 16 unmarried respondents 13% having age between 15-25 ever want to continue with the teaching job 37% want to continue for five or more years and 12% want to get rid of it as quick as possible. With age between 26-35, 6% respondent never want to leave this job, 4 respondent

want to work for five or more years and 12% want to get rid of it as quick as possible; this shows that both young married and unmarried do not want to go on with this profession but it is good for mature married women

Females maintain very good or normal relations with their co-workers. 46% believe that there is ample exposure and it improves their intellectual growth but some feel rare or none. Most of the teachers i.e. 26% say that for them, job satisfaction is having secured job. 24% says job having dignity and social status and 20% say good supervision. This shows that there are other factors rather than salary which motivate to work and inculcate feelings of satisfaction in women.

Female teachers say that they have average responses to promotion policies, freedom of expression and physical environment of their school. But 64% are not satisfied to work as the school teachers with their qualification. It must be because of placing them in wrong level. Many female though have high academic background are just working as pre-primary or primary teachers. 48% respondent say that it is their expected job where as 52% say no. 58% respondent say that they are satisfied with their management whereas 42% say they are not. This concludes that women have mixed feeling towards the policies of school.

Out of 50 respondents, 78% say that there is no gender difference where as 12% say that they are paid less than males. 6% say that they are given less responsibility and 4% say that they are neglected by the management. Only 4% feel that they are overburdened with classes for being female and 96% says they are not. 16% of the respondents feel that their head teachers make a difference in term of gender for supervision where as 84% denies that. When they are asked about the hiring and promotion policy, 58% of the respondents feel that there is gender discrimination. The study reveals that this is especially in lower secondary or secondary level where females are given less preference than the males. 100% respondents say that there is no sexual harassment of any kind in their school. But this seems that little controversial since some women mustn't have spoken much on this topic. However, majority also shows that private schools are women friendly and a safe place to work in comparing to other jobs.

This question was put at last to find the factors of satisfaction and dissatisfaction. Many women said cooperation of family members, support of peers and positive prospective of society is the major factor of satisfaction to the working women. Along with it, good salary, proper working environment, generous

management, security in job also plays the major role. Whereas problematic family environment, undue pressure by family members, negative perception towards the teaching job, gender biasness, unnecessary control by the management, job insecurity, extra burden and unfair evaluation and mental pressure dissatisfies the teachers of private school.

As a part of research, the interview from the stakeholders has been taken from the local people, specialist and the principal, lecturer, politician, education officers. According to them, the present status of female has been better in town and cities whereas it is still poor and pitiful in village areas. But after the restoration of democracy, positive change has been seen in social and economical field improving women's condition even in villages. According to them, there is mixed view when it is asked about status and quality of female. According to Urmila Baral, a house wife, present statuses of women are still unsatisfactory. She said that after the restoration of democracy in Nepal, women have become more literate, self dependent. Status of female teachers is good and quality is also better. The society also has positive response towards teachers of boarding school. There is gender discrimination towards male and female teachers working in private schools in term of salary and responsibility shared. Private school teachers have mixed feelings regarding the satisfaction being a teacher. She has suggested the private school teachers to be involved in training and practical teaching method to improve their quality.

Bikram Maharjan, the Principal of Bhagbhairab Boarding School, a member of N-PABSON, said that the status of women in Nepal is still poor. Government of Nepal should launch the awareness program towards it. The women seem to be more aware towards their right after the establishment of democracy. Status of female teacher in private school is poor. According to him, the female teachers lack leading power, and confidence which has to be improved. He says that there is no discrimination between male and female in private teaching job. There are various factors which cause satisfaction and dissatisfaction in private teaching. Different NGO and INGO must work to bring awareness and empowerment to the ladies.

According to the Principal of Meghas English School, the present status of women in cities is improving whereas village area is still the poor. Some positive changes have been seen after the restoration of democracy. He seemed to have average responses to the status of female teachers. According to him, society still has negative belief towards the private school teachers. He said that instead of gender

discrimination, there is enhancement of qualified person in teaching. But female teachers are not fully satisfied to be the private school teachers. Qualified and talented persons should be hired in order to improve the quality of private school teachers.

Chet Raj Pant, the undersecretary of *Lok Sewa Aayog* said, women have started coming out of four walls and started earning on their own. It has been enhanced after 1990. The quality of private schools is raising these days. Society still perceives female teachers with petty value. There is some portion of gender discrimination in term of salary; private school teachers must have feelings of professionalism and should participate in workshop, training and self learning in order to boost up their level.

Nirmala Thakur, the lecturer at Padmodaya College said that the condition women is improving with the 33% of female participation in many sectors of Government. She said that women are still lowly paid and women must try to improve their quality through training and workshops. Most of the women are not satisfied to be the private school teachers as they do it to earn their daily breads. She has suggested the females to acquire B.Ed degree, and professional development training to improve their quality.

According to Ram Lal Joshi, the renowned Nepali writer, status of women is quite satisfactory compared to the past. He said that qualities of female teachers are just average as most of the private schools hire own relatives and less qualified teachers. He further said that the perception of society towards the private school teachers are disappointing and majority of both male and female teachers seem to be dissatisfied in this profession. Teachers should be qualified and trained to uplift their level.

Guru Prashad Mainali, the Section officer of *Jilla Sikshya Karyalaya* says that female teachers still needs to work more so that they can uplift their level and wouldn't be biased in the promotion and payment.

## **6.2 Conclusion**

Teaching profession in private boarding school has not become quite a satisfactory profession for ladies of Kirtipur Municipality. Mainly young and middle aged between 20 to 36 joins this profession. The majority of Hindus, especially the Newars are mostly working as private school teachers followed by Brahmins and

Chhetris. Majority of respondents' economic status seem to be good or average and mostly belong permanently from Kirtipur Municipality.

Research shows that most of them stay in nuclear family and their husband, family members and parents of both married and unmarried seem to be somehow helpful to them. As a result they just have to be involved household duties from one to four hours daily. Women are actively participating in lowering the family expenses by contributing financially from their side. So family member give them preferences in decision making too. Peers, neighbours and society also seem to be positive towards their work which is the factor of job satisfaction in ladies.

The private schools of Kirtipur Municipality are paying quite a satisfactory amount of salary. Majority of them earns between 15000 to 20000, from which most of them have saving of some percentage. Most of the mature married women want to continue with this job as the working hours are short and they can manage their dual duty quite easily. Many want to work for short term as well.

Women firstly prefer job security and dignity in their job. Good supervision also plays the main role than only comes the salary in their preference list. Women have the great ability to maintain the balance with their colleagues. So many of them have either normal or very good relation with them. They have average responses to the promotion policy, freedom of expression and physical environment but most of the ladies are not happy to work as school teacher with their academic qualification. This may be because of wrong placement of qualified lady teachers. Research shows that still the majority of ladies do not say that teaching is their expected job.

The finding shows that there is some kind of discrimination shown by management in term of promotion, supervision and payment; and many are not happy with the management. However many do not accept this and they seem to be positive towards the management too. One of the best thing that findings has shown is private schools are far from sexual harassment where women can work safely and homely. This is the most appreciating point achieved by private schools.

Good working environment, fair evaluation, job security and good payment satisfy the women of private schools whereas over control, unnecessary burden of work, gender biasness and insecure job hinders their progress.

### **6.3 Recommendations**

Based on the findings of the present study the following recommendations are made on the basis of the study.

1. Working women should be encouraged by their family fully to improve their qualification even after their marriage.
2. Private schools should develop a complete package to attract female teachers of diverse origin and background.
3. Many women are forced to leave their job after having their babies or if they suffer from some chronic disease and should stay for long term leave. So school should provide facilities of leave and payment so that they can carry out their profession even after delivering their child and after taking unavoidable leave.
4. Many private schools do not provide job security so that it is suggested to management to make it a secure profession as job satisfaction is highly linked with job security.
5. Mostly management of private school seems to be autocratic and impose over pressure to the teachers which should be revised and reformulated.
6. Fair evaluation technique and on time feedback improves women's performance as well as job satisfaction.
7. Qualified ladies should be provided higher classes or should be given managerial position so that they are satisfied to work and teaching becomes their expected job.
8. Private school should formulate and implement professional development and career advancement training so that women's creativity and skill will be depicted.
9. Government should formulate policies to improve status of teaching profession so that youngsters also dream of become teachers like in other professions.
10. There should be provision of fair hiring and promotion and action against gender discrimination and sexual harassment to make it really a noble profession. Certain rules and regulations in favour of women should be imposed from the private school management to punish the culprit as when they take place.

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**ANNEX- 2**

**Questions for the key informants**

Name:

Address:

Qualification:

Occupation:

1. What do you say about the present status of female in Nepal?  
.....  
.....
2. What is the change that has been seen in socio-economic condition of female after the restorations of democracy in Nepal?  
.....  
.....
3. In the context of Nepal how do you evaluate the status of female working in private boarding school?  
.....  
.....
4. How is the quality of female teachers working in private boarding school of Kirtipur Municipality?  
.....  
.....
5. How is the society's perception towards teachers of private boarding school?  
.....  
.....
6. How much do you feel there is gender discrimination between male and female in private teaching job?

.....  
.....

7. In the context of Kirtipur Municipality how much do you feel that female teachers are satisfied to be as private school teachers?

.....  
.....

8. What are the measures that can be used to improve the status and quality of private school teachers?

.....  
.....

## ANNEX-1

### Questionnaire

#### Guideline

This questionnaire is used as a guide to investigate the female teachers' job satisfaction in Nepal under the research titled "Job Satisfaction among Female Teachers: A study on private schools in Kirtipur Municipality. It is a mandatory part of fulfilling the MA degree from the Department of Sociology. The confidentiality of the respondents' opinion will be highly maintained.

1. Name \_\_\_\_\_

2. Which of these categories best describe your age?

1. 15-25            2. 26-35            3. 36-45            4. above 45

3. Which caste or ethnic group do you belong to?

1. Brahmin        2. Chettri        3. Thakuri        4. Newar        5. Others

4. Your qualification?

1. SLC            2. Intermediate            3. Graduate            4. Post Graduate or above

5. What is your religion?

1. Hindu        2. Buddhist        3. Christian        4. Muslim        5. Others

6. Are you a permanent resident of Kirtipur Municipality?

1. Yes \_\_\_\_\_            2. No \_\_\_\_\_

7. Your marital status?

1. Single            2. married            3. divorced.

8. Which type of family you belong to?

1. Nuclear family            2. Joint family

9. In which level do you teach?

1. Pre-. Primary      2. Primary      3. lower secondary      4. Secondary

10. How much are your family members co-operative to your job?

1. Fully      2. Partially      3. Not at all

11. How many hours do you spent on household chores?

1. Not at all      2. 1 to 3 hours      3. 4 to 5 hours      4. Above 6 hours

12. As a working woman how do you manage your dual role as a house-wife?

1. Easily      2. Hardly      3. Anyhow

13. In what way you husband or your parents (if you are unmarried) help u to carry on with your profession?

1. Always help in my day to day household work  
2. Help only when it is really tough  
3. Do Not help at all

14. How have your earning helped to reduce the burden of expenses in your family?

1. Food items  
2. Education of sibling  
3. I use only as my pocket money  
4. Others

15. How does society perceive you as working women of private school?

1. They regard it as a Nobel profession  
2. Changing facilities and salary has shown positive effect  
3. Still has the same negative belief  
4. They feel it is an inferior job.  
5. Its value is decreasing due to emergence of other profession.

16. Do you think that your status has been changed among your peers and neighbors as working women in private school?

1. Yes they respect me more than before
2. My opinions are regarded important among them
3. No I don't feel any positive change

17. Would you like to mention you monthly income

- |                            |                             |
|----------------------------|-----------------------------|
| 1. Rs. 5,000 to Rs. 10,000 | 2. Rs. 10,000 to Rs. 15,000 |
| 3 Rs. 15,000 to Rs. 20,000 | 4.above Rs 20000            |

18. Are you satisfied with the salary provided by your school?

1. Satisfied
2. Quite satisfied
3. Not at all satisfied

19. How long would you like to continue doing this job?

1. This is the perfect job for me which I will never quit
2. May be for the next five years or more.
3. I am fed up just want to get rid of it soon

20. What is your relation with your other colleagues?

1. Very good
2. Its Normal Nothing special
3. We are always having tiffs and issues between us

21. Do you get ample exposures from this job?

1. Yes, I get enough opportunities for exploiting my best teaching skills
2. It's very rare
3. .No there is not such exposures at all

22. Among following which do you prefer as job satisfaction. Please tick only one which you prefer the most

- |   |                                     |
|---|-------------------------------------|
| 1. Getting a handsome salary                | 5. having dignity and social status |
| 2. Getting a secured job.                   | 6. job matching with qualification  |
| 3. Getting a favorable physical environment | 7. a job with career prospect       |
| 4. To work under good supervision           |                                     |

23. Are you satisfied with the promotion procedure of your school?

Satisfied	Average	Dissatisfied
-----------	---------	--------------

24. Rate your satisfaction in context of freedom of expression in job

Satisfied	Average	Dissatisfied
-----------	---------	--------------

25. How much is the working environment (physical) in favour of you?

Satisfactory	Average	Dissatisfactory
--------------	---------	-----------------

26. Are you satisfied to work as a school teacher with your academic qualification?

Yes \_\_\_\_\_ No \_\_\_\_\_

27. Is it your expected job? \_\_\_\_\_ Yes \_\_\_\_\_ No

28. Do you think that you are treated differently because of gender in your school?

1. Yes, I feel I am paid less than males
2. Yes, I get less responsibility than males
3. Yes, I feel neglected in term of acceptance by the management
4. No there is No difference in term of gender

29. Do you think that you are overburdened with classes because of being female teacher? Or a male teacher?

\_\_\_\_\_ Yes \_\_\_\_\_ No

30. Is there sexual harassment in your school?

Yes \_\_\_\_\_ if Yes in what way? No \_\_\_\_\_

1. Making sexual remarks or gesture
2. Invitation for outing
3. Unnecessary phone call
4. Comment on physical appearance
5. Others

31. Do you take part in decision making of the school?

\_\_\_\_\_ Yes \_\_\_\_\_ No

32. Does the promotion and supervision policy differ from male to female teacher?

\_\_\_\_\_ Yes \_\_\_\_\_ No

33. Mention some factors those cause your satisfaction in your job

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34. Mention some factors those cause your dissatisfaction in your job

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