

CHAPTER – ONE

INTRODUCTION

1.1 Background of the Study

Nepalese society is patriarchal, therefore, men do every vital decision and women follow these decisions willingly or unwillingly. Mostly, women are considered as second class citizens. They take all the household responsibilities and provide for the needs and comforts of the male members of the family. They are limited to only household chores and unpaid agricultural works. They are not conscious of their rights. Women play triple roles- productive, reproductive and household, but these works are not accounted in the national income. They provide all the services and fulfill the needs of their male members without any payment. Yet they are considered economically dependent on their male counterparts. They earn money, produce agriculture production, grow up livestock but the males sell and keep income with themselves. Women have no authority to decide the use of this income. Women too work in governmental, and non-governmental as well as other informal sectors with men till same time but their status are different.

Nepal's constitution has clearly banished the discrimination between men and women (Constitution of Nepal, 2072) but this is limited within the boundary of judicial courts and within papers only. Relationship between men and women is termed as Gender Relations. Likewise, assigning of task, activities and responsibilities according to sex is termed as gender division of labor. The social status of women belonging to any cultural group in a society is determined basically by factors like her access to resources, sex ratio, marital status, education etc. Economic and social issues are closely intertwined, one reinforcing the other. For example the key issue of access to land for women is closely linked to the socially determined inheritance rights and religiously ritualized need to give away daughters from one's own clan to some other clan (Bhattachan and Mananadhar, 2001).

One of the major challenges to manage academicians are concerned about the top-down bureaucratic system or leadership model that dominates in teaching institutions. Management practices focus on enabling staff to actually enjoy their work rather than feel oppressed by it, ones that encourage questioning, thinking, develop cooperation

in social capital and mutual trust within the organization. People in Nepal work very hard for the little income that they have, but 70 percent of production is of a subsistence nature and does not go through the cash economy. In this labor intensive subsistence environment, children provide an important source of labor from an early age. A child in the age 6 to 9 year age group works about 3 hours a day, and 5 to 6 hours in the 10 to 14 years age group, with girls working about twice as many hours as boys (UNICEF, 1992). Women spend much more time than men on subsistence activities and domestic work, and the work burden of adult women exceeds that of adult men by about 25 percent (World Bank, 1990). Sixteen percent of all human labor is devoted to fuel and fodder collection alone, not counting carrying of water. These chores are done by women and children in addition to farming and grazing. In many cases the family food supply is insufficient to meet the energy demands created by its labor-especially during the pre-harvest hungry months. This situation is exacerbated by the fact that most women in Nepal are either pregnant or nursing for much of their short lives. Although the law sets the minimum age of marriage at 16, studies suggest that 22 percent of girls are married by age 13 and 50 percent by age 16 (UNFPA, 1990). Nepal is one of only three countries on the world where the life expectancy for women is lower than that for men (UNICEF, 1992).

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

In Nepal, at present scenario, things are changing slowly as women are coming out their houses. Women are keen to have their own identity and income. Women want to be independent. Now, to some extent few numbers of women are involved in so many activities as a working women .The status of women is an important part, which affects the socio-economic development of the country. Without uplifting the women

status from their present situation the country will never achieved the goal of development (Shrestha, 1982).

Educated working women in Tikapur Municipality of Kailali district are involved in teaching sector. In order to understand the position and status of female teacher teaching in private schools it is necessary to conduct survey in private schools. Though, the researcher is interested to conduct a research on this field.

1.2 Statement of the Problem

Slowly and gradually women in Kailali district being sound in their education. Obviously, these educated and ambitious women are very much career oriented today. They want to be independent by making their own career. Women of 21st century want to be self-supportive, independent, economically sound. They want to advance their knowledge practically and further develop their one's creativity and knowledge, and to avoid one from being just confined to domestic spheres and be tamed a housewife only. Therefore career is inevitable today for educated women who are aware about gender equity and equality.

According to CBS, 2011, 42.6 percent women are illiterate, consequently a large number of women do not know about their fundamental rights because of their illiteracy. Lack of education, training and mobility are major reasons for women staying in the lower hierarchy. Not only that though a few women are educated and some of them are jobholders, also they are still suffering the dominancy and discrimination by male. They are exploiting either in household or in the office. We also know that the socio- economic status of educated and job holder women in Nepal is high than that of uneducated and unemployed women but within the family educated women also doesn't necessarily hold higher position than educated as men, they have a little or no voice in decision making within or outside household. Though To enhance the position of educated job holder women we have to empower them by giving an equal opportunity in decision making process by providing skill oriented education by participating them in public places, by reform discriminatory laws and traditional rural areas incorporating its patriarchal norms and values, which enable them to generate self-confidence, development, empowerment, identity and independence in their lives. Such rays of solving problems really help to control over

social and natural resources also within or outside the household. These indicators can provide women economic independence that helps to raise the women empowerment in Nepal. The present study deals with the following research questions:

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

1.3 Objectives of the Study

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

- To assess the job status and their perception on their job.
- To analyze participation regarding to decision making process in school.
- To analyze the role of women in household management with respect to economic and educational spheres.

1.4 Significance of the Study

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

1.5 Limitation of the Study

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

- The time frame for the research was limited due to which deeper study on the subject matter would not be made.
- Due to the limitation of time and resources, responses of 40 employees of the private schools of Tikapur Municipality were taken for this study.
- This thesis was dealt with employee's perception within certain time period
- The study was covered the activities of private schools female teachers only.

1.6 Organization of the Study

This study has been divided into five chapters. The first chapter includes background, statement of problem, objectives, significance, limitation and organization of the study. The second chapter covers review of the literature where this research reviews the previous research papers and article, books, journals etc. in order to identify research gap of the study. The third chapter includes the methodology, adopted research design, nature and sources of data and so on. The fourth chapter analyses the data to observe socio-economic status of female teachers. Lastly, chapter five includes the summary, conclusion and recommendations that are made on the basis of the study.

CHAPTER- TWO

LITERATURE REVIEW

Education is the basis of a country to promote economical, political and social conditions. And higher institutions have been a great role to produce human resources who enhances the national development. Women education is considered as educating the whole society and women academicians in the higher institutions have huge contribution for the enhancement of girl education because of these the current Ethiopian government appreciated the engagement of women academicians in the higher institutions but they hinder many obstacles which sourced from different sides like, from organizations (bureaucratic system, low services, problem of induction and mentoring). The second obstacles is educational obstacles such as, lack of training, on teaching pedagogy, low skill of using technology, low financial payment and the third one is social obstacles like negative attitudes and expected failer, low social relationship, harassment and gender role conflict. Generally women academicians in the Ethiopian higher institution had many obstacles (Engida, 2018).

Sidiqui and Mughal (2017) had jointly conducted a research in order to find out the relationship between teachers' socio-economic status (SES) and their teaching profession attitude at secondary school level in the province of Punjab. They have employed focus group discussion and questionnaire survey among and between 900 teachers incorporating the four subcomponents of teachers' SES have been selected named as qualification, income, occupational respect, wealth and while teaching values, attributes, salaries & incentives, and satisfaction with teaching profession were selected as sub-components of teaching profession attitude. Their major findings showed positive relationship between the both variables of the study while teachers' occupational respect- only one of the subcomponents of teachers' SES found positive relationship with teaching profession attitude. This study recommended that public and media should play its role to promote the occupational respect of teachers in the eyes of general public and all stakeholders.

According to Gender Equality and Social Inclusion (GESI, 2017) Profile, there is positive achievement in poverty reduction and human development. Nepal has made significant progress in poverty reduction and human development over the last two

decades. The percentage of people living below the national poverty line dropped from 38 % in 2000 to 21.6 % in 2015. Nepal started implementing the Sustainable Development Goals (SDG) in 2016 to achieve the national goals with the aspiration that “no one is left behind while eradicating poverty and promoting prosperity.” The national review notes that Nepal made significant progress in achieving the Millennium Development Goals 1 (MDG1), including by halving extreme poverty and hunger within two and a half decades (MDG 1), nearing the achievement of MDG 2 of universal primary education for all by 2015 as primary school enrolment rate reached to 96.6 % and the literacy rate of 15-24 years increased to 88.6 %, reaching gender parity at all levels of education (MDG 3) and reducing maternal, infant and under-5 mortality rates (MDG 4 and 5). However, it was emphasized that significant MDG agendas remain unfinished and is in need of further strengthening for the successful implementation of the SDGs, including SDG 5 on gender equality and the empowerment of women and girls and integration of Gender Equality and Social Inclusion (GESI) aspects across all SDGs. The report particularly noted the gap in 1) reducing wide gaps between the level of poverty across all regions, social groups, age, sex, and by disability status and 2) increasing the grade promotion rates of girls in secondary schools and the enrolment of women in technical and vocational education and training.

Norlha (2017) is an organization which helps through its programme especially himalayan area. It has also conducted a research work concentrating the women in hilli area of Nepal. It has found that Nepal’s remote hill and mountain zones are generally the least developed of its three ecological regions. With the most marked gender gap among its S. Asian neighbours, gender issues that exist elsewhere in Nepal tend to be even more striking in mountainous regions. Some of the key issues affecting women’s lives include vulnerability to climate change and natural disasters, male emigration, lack of education and financial dependency, maternal and reproductive health, malnutrition and violence. Therefore, greater attention should be given to the empowerment of women and girls in rural, isolated mountainous areas. Rasuwa and Dhading are among the most vulnerable districts in the country, facing serious issues of food security and male emigration. Humla also experiences critical problems in terms of food security but additionally exhibits the lowest life expectancy

and literacy rates countrywide. All three districts display alarming numbers in terms of the age at which women and girls marry.

Bhatta and Pherali (2017) have conducted a research regarding the relationship between private school and their teacher from the perspective of gender dimension of teacher recruitment. They have made a case study of Samata School of Boudha, Kathmandu. According to them the majority of full time teaching staff in Samata schools were females, whereas most of the part-time teachers—who were mainly hired to teach secondary level students preparing for the SEE, were male. This scenario fits very neatly with the national data, which shows that there are more female teachers at the primary level in both private and public schools, but more so in private schools. The male teachers were reported to be paid at the same level, if not more, than those working in other average private schools. However, female teachers reported that their salaries were insufficient to make their ends meet. In a gender-hierarchical society such as Nepal, where women have traditionally been confined within home and usually not expected to work in the professional sector, private schools—including Samata—seem to be offering teaching positions that do not require professional qualifications or training. A lack of legal requirement for a minimum wage seems to create an economic environment where historically marginalised social groups are likely to be easily exploited. Clearly, the deregulation of the labour market seems to work against the welfare of workers, and teachers seem to be the victims of this neoliberal framework in the education sector. However, more research is needed to expand the scope of this claim.

Tooley (2016) has discussed the relationship of payment and quality of education. In this regard, the low-fee private provision is a shrewdly constructed discourse that asserts that neoliberalism offers opportunities to the poor as well. It is conceptualised as a win-win proposition for the poor who need not be stuck with poor quality public education nor be excluded from private education due to its high costs. However, one major concern is whether this kind of provision is really low-cost or is merely a repackaging of widely criticised private provision to downplay the profit-making motive at its core. When public education is staggeringly slow to improve, waiting for national governments and international organisations to fix the problem of access, quality and outcomes for poor children, the rapid expansion of private education and

its claims about a good quality education without financially burdening parents becomes of serious interest to researchers, practitioners and policy-makers.

Academicians are an engineers of every profession because they have an ultimate role in the actualization of school goals and overall development in this world (Hagos, 2015). Furthermore, Almze (2003) claimed that women Academician's are effective in social support for female students against the prevailing societal norms that become faces in their education. Furthermore, to deliver quality education in universities, better working conditions of female teachers have a determinant role in a university's ability to do and for both students and teachers to have positive relationships in the society. The situation of women in developing country like Nepal is much worse than in the developed ones. Still at the beginning of 21st century, due to conservatism, tradition, illiteracy, ignorance, poverty and superstitions, women have been treated as second-class citizens. They have less prestige, power and privileges than their male counterparts in the society (Upreti, 1988).

A study conducted in Pakistan by three scholars Shah, Ali, and Khan (2012) found that out of fifteen professions, secondary schools' teachers got fourteen ranking that's why the majority of the parents were not in the favor of teaching as a profession for their children. It is noticeable that some studies pointed out that teachers left out the profession due to low occupational respect.

Status of women is an important factor, which affects the socio-economic development of a country. As we know that status is not a fixed rigid concept, it changes with time. So the status of women also changes with time. Status has been defined in different ways. As cited by the population monograph — the United Nations has given the definition of women's status as "The conjunction of position a woman occupies as a worker, student, wife, mother of the power and prestige attached to these positions and of the rights and duties she is expected to exercise" (CBS, 2011).

The role and status of women in society can be best understood within the cultural context by the operation of various historical, political, economic and educational factors molding the society within the framework of time and space. There is very less mention, significance, presence, participation and acknowledgement of women in the

historical, political, economic and educational sector of Nepal which alike any South Asian country, has deeply embedded patriarchal system in its orientation. With the advent of human civilization into more complex societies of today we can find many evidences of socio-cultural practices that give a clear picture of women's status in the society.

Deregulation of economic markets and expansion of global job opportunities has direct implications on the medium of instruction and curricular choice. For example, English is perceived to be a language of competitive advantage in economic terms. In Nepal, parental attraction to English-medium education has compelled some public schools to adopt English as the medium of instruction. A quantitative analysis by Azam et al. (2010) in India shows that wages are on average 32% higher for men who speak fluent English and 13% higher for men who speak a little English relative to men who speak no English. English skills seem to be beneficial in gender terms as well, i.e. the average returns for fluent English-speaking women is 22 per cent and 10 per cent for those who speak a little English (Azam et al., 2010). However, English skills do not necessarily translate into higher incomes if the individuals do not complete secondary schools nor do English classes benefit adults in increasing their wages (Azam et al., 2010). This social condition is nurtured and perpetuated through exclusive curricular framework, inequitable access to and outcomes in education. Direct costs to parents for their children's education means that access to a good quality English medium education which increases social and economic chances would be largely inaccessible to children from poor families. This would lead to a situation where new opportunities created by global economic markets are likely to be monopolised by socially privileged groups. It is also argued that education in the mother-tongue offers a more conducive learning environment for children from poor families and cultivates national identities but this may be detrimental in terms of maximising their opportunities in the global economic market (Azam et al., 2010).

In the husband's house, a woman will fulfill her most important structural roles in the dominant patrifocal model-as wife and mother. Patriarchy denotes the system, which maintains women's exploitation and oppression. "Patriarchy literally means rule of fathers. But today's male dominance goes beyond the "rule of father," it includes the rule of husbands, of male bosses, of ruling men in most social institution in politics

and economics. The political economy perspective by contextualizing the patriarchal system exposes the exploitation and oppression of women in the international division of labor (Revathi, 1998).

At the later half of the twentieth century only women of the lower strata of society and African-American women worked out of the house and that too out of sheer necessity (Jolij, 2000).

Women's studies have accumulated a body of knowledge which is not merely part of social science or a separate discipline, but one that, with its given values and commitment, seeks to correct imbalances and volute a new social ethos and consciousness. It embodies the concern for women's equality and development seeks explanations for women's social status in the historical evolution of society and attempts to counter the structure and forces of subordination through various ways (Gothoskar, 1992).

Housewives are women who are or have been married and who have the responsibility of running a home. For some it is a full-time occupation others also work in the labor force. In total, more American women are in this occupation than in any other single type of work. The qualification for this work is only a person's sex and marital status; there is great deal of diversity among the women in this occupation (Voydanof, 1984).

The roles of women and men at work and within the family are changing dramatically and we need to find new ways to balance these changing roles to deal with the new stresses that are emerging, work and family explores critical issues affecting women and men today work scheduling, un-employment, dual-career families, single-parent families, day care, relocation and much more (Voydanof, 1984).

This is the first systematic study on the women of Nepal. During the period of 1951-1960 and coverts the different aspects that governed the asocial status of Nepalese women .It relates the story of their condition in comparison to their counterparts of the south Asian nations. Besides narrating the story of how they were lagging behind in getting rid of the social evils like sati system, child marriage, polygamy and widowhood .It deals with the social, political, religious, economic and legal condition of Nepalese women during the Rana Regime (1946-1951). The agents of change that

brought women's conscious like the public opinion education and foreign contacts have been taken up and discussed. The main focus of the study is on the problem faced by women's organizations, their growth, evolution, initialization and on the attempts and roles of the government to promote women's status in Nepal. (Thapa, 1985).

In *Worlding women* Jan Jindy Pettman asked 'where are the women in international relations? She develops a broad picture of women in colonial and postcolonial relations in radicalized ethnic and national identity conflicts in wars, liberation movements and peace movements, and in the international political economy. (Pettman, 1996).

Women who choose science as a career are indeed a special group. They are committed both to an academic career and to the pursuit of science, struggling against formidable odds. Women scientist in the third world is a valuable addition to the literature of women in the academic profession .It provides insights into situation in the largest academic system in the third world and shows how women function in a complex academic and societal context .The insights presented in this book are relevant to other academic system. Especially in the third world, and add useful contrasts and comparison for the industrialized world as well (Subrahmanyan, 1998).

Feminism is a discourse that involves various movements, theories and philosophies which are concerned with the issue of gender difference that advocate equality for women, and that campaign for women's rights and interests. The first feminist wave was in the nineteenth and early twentieth centuries, the second feminist wave was in the 1960s to the present. Feminist theory emerged from these feminist movements. It manifests through a variety of disciplines such as feminist geography, feminist history and feminist literary criticism (Mohanty, 2003).

Feminist has altered predominant perspectives in a wide range of areas within Western society, ranging from culture to law. Feminist activists have campaigned for women's legal rights (rights of contract, property rights, voting rights); for rights to bodily integrity and autonomy, for abortion rights and for reproductive rights (including access to contraception and quality prenatal care); for protection from domestic violence, sexual harassment and rape; for workplace rights, including

maternity leave and equal pay; and other forms of discriminations. During much of its history, most feminist movements and theories had leaders who were predominantly middle-class white women, from Western Europe and North America. (Welch, 2001)

Liberal feminism is considered the most modern branch of feminism based on the simple proposition that all people are equal they should not be deprived equality of opportunity because of gender. Liberal feminism is based on the enlightenment of faith in rationality, a belief that women and man have some rational faculties, a belief in education as the means to change and transform society and a belief in the doctrine of natural rights. Liberal feminist view is that women need to be integrated into a wider array of roles, including employment outside the home and men need to assure greater responsibility for domestic tasks. It believes that it is not necessary to have a complete restricting of society but merely to alter it enough to incorporate within into other meaningful and equitable roles. Major agenda of liberal feminist are to see women's legal, economic and social dependence upon men to obtain the freedom and opportunity to engage in education and training, promoting open competition and laissez-fair, noninterventionist operation of the economic market, to accelerate the process of modernity in which social organizations support the principle of meritocracy, to enact laws and public policies guaranteeing equality of choice and equality of opportunity, both of which are through to lead to improvements in women's status. (Beauvoir, 1971)

Marxist feminism suggests that the inferior position of women is linked to a class based capitalistic system and the family structure within such a system. Marxist feminist seeks women's oppression as originating with the introduction of private property. Private ownership of the means of production by relatively few persons, mostly male, instituted a class system that forms the root cause of most inequality and misery in the world; ultimately women are oppressed, not by sexism, but by capitalism. Marxist feminists view is that gender inequality will only disappear when capitalism is replaced with socialism; once women's economic dependence on men dissolves, the material basis for women's subordination will also fade (Wollenscraft, 1971).

Marxist feminist see women as relating differently to the means of production in capitalism systems, first capitalism has an intent division of labor by sex. Women

who work in the home tend to be responsible for the production of goods and services that have no exchange value. Hence, women's housework and childcare work is not considered 'real work' since they do not produce money. Second the association of women with the private home relegates their public labor to a secondary status. The cultural prescription that women belong in the home situates women as a 'reserve army of labor' (Bryson, 1992).

Gender is a socially created concept which attributes differing social roles and identities to men and women. Yet gender differences are rarely neutral in almost all societies, gender is significant form of social stratification. Gender is a critical factor in structuring the type of opportunities; and life chances individual and groups face, and strongly influence the role they play within social institutions from the household to the state. Although the roles of men and women vary from culture to culture, there is no known instance of a society in which females are more powerful than males. Men's role are generally more highly valued and rewarded than women's roles. In almost every culture, women bear the primary responsibility for child care and domestic work, while men have traditionally borne responsibility for providing the family livelihood. The prevailing division of labor between the sexes has led men and women to unequal position in terms of power, prestige and wealth (Narayan, 1997).

Investing and accounting for gender inequality has become a central concern of sociologists. Many theoretical perspectives have been advanced to explain men's enduring dominance over women in the realm of economics, politics, the family and elsewhere. In this section I have reviewed the main theoretical approaches explaining the nature of gender inequality at the level of society, leaving our discussion of gender inequality in specific settings and institutions. (Anthony, 1989)

The root of underdevelopment in the dependency perspective is economic dependency. The cause of economic dependency is the cause of the relations of economic dependency, economic domination and subordination by patriarchy. The main cause of women's dependency is the patriarchal domination. Males are entertaining all the facilities and women are limited in household activities. Dependency theory provokes all these problems in relation with male and female in the society. This is the characteristics of gradational society. It is related to the political and economic relations. The underdeveloped nations remain underdeveloped

because they are economically dominated by developed capitalist nations. They export the resources and the wealth. (Sanderson, 1991).

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

CHAPTER-THREE

RESEARCH METHODS

3.1 Research Design

The present research deals with the present status of working women in private schools of Tikapur Municipality of Kailali district. Descriptive as well as exploratory research design was applied for this study in terms of understanding the status of working women in private schools within Tikapur Municipality.

3.2 Selection of the Study Area

The research study was carried out only among the respondents working in different private schools in Tikapur Municipality. It represents working women's status in a more wholesome way as it is assumed that the largest number of job opportunities available to educated women in teaching sectors. This research work was conducted on working women of different private schools situated in Tikapur Municipality of Kailali district.

3.3 Nature and Sources of Data

Data was collected both from primary and secondary sources. However, primary source of data was more important for the purpose of the study while secondary sources provided a strong base to the study.

The primary information was collected through different data collection tools like questionnaires survey. The questionnaires were distributed to forty employees of ten private schools of Kailali district. For the purpose of the study questionnaires were distributed randomly to the female teachers of the private schools. The relevant secondary sources of information like published books, journals, magazines, articles, reports and newspapers were used to meet with the objective of the study.

3.4 Universe and Sample

In Tikapur Municipality of Kailali district, there were altogether 39 private schools (DEO, 2073), among them by using convenient purposive sampling method only 10 schools were taken. Total female teachers were 69 in 10 schools. Among 69 female

teachers out of 10 school, 4 female teachers were taken as sample respondents by using purposive sampling method. According to a small portion of working women as they were in Millennium and Kanasuki boarding schools were chosen for the study as a statistical sample to obtain the objective of the study. The following table shows the statistical data of total female teachers in 10 boarding schools.

S.N.	School Name	Total Female Teacher	Sample
1	Trinity boarding school	8	4
2	Khadga Memorial Boarding School	9	4
3	RME Boarding School	12	4
4	Nile Boarding School	5	4
5	Mount Saipal Boarding School	7	4
6	Millennium Boarding School	4	4
7	Kanasuki Boarding School	4	4
8	Gyanu Shiksha Niketan	7	4
9	Red Rose Academy	6	4
10	Ganesh Baba Boarding School	7	4
Total		69	40

3.5 Data Collection Techniques and Tools

The main objective of this study was to find out the status of female teachers of different private schools of Tikapur Municipality of Kailali district. So, to achieve this objective, data will be collected from primary source. Close-ended and open-ended questions will also be prepared for this study. So to achieve this objective the data were collected from primary source. The final questionnaire were prepared consisting of both close-ended and open-ended questions. It was useful to provide information on the status of female teachers of different private schools Kailali district.

3.6 Data Analysis and Interpretation

The data and findings are kept together and presented and analyzed in a descriptive manner using different research techniques and methodologies to prepare the final report. Data are presented in table and percentages through the computer using SPSS programme.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This study has been completed with comprising the 40 female teachers of ten private schools of Tikapur Municipality of Kailali district. This chapter deals with the data analysis and interpretation.

4.1 Demographic Profile of Respondents

A research work can be more comprehensive and meaningful when it contains a complete background of the respondents. This chapter has made a thorough mention of caste, age and religion.

4.1.1 Caste Structure

Generally Nepali society is heterogeneous in its ethnic structure. The respondents who are employed in teaching profession are also found of different caste. Nepal is a multi-lingual; multi-ethnic and a multi-cultural country where people from all castes having economically, politically and educationally sound had key positions in the social, economic, administrative and political structures of the society. Interim constitution 2062 of Nepal has granted the 33 percent women's participation in each and every sphere of Nepal and it has continued by constitution of 2072 too. Especially in Nepalese society, women are dependent in their male members therefore they are dominated since their last many decades. Women's in Nepalese society are discriminated in all caste and ethnic group. The following table shows the caste/ethnic composition of female teachers involved in private schools in Kailali district.

Table No. 4.1: Caste Wise Distribution of the Respondents

Ethnic Group	No. of Respondents	Percentage
Brahmin	18	45
Chhetri	12	30
Janajati	4	10
Others	6	15
Total	40	100

Sources: Field Survey, 2018

Table 4.1 shows the distribution of respondents by caste/ethnicity. Respondents interviewed in this study belong to different caste and ethnic groups. Among them, Brahmin from the majority of 45 percent, Chhetri women were 30 percent, janajati were 10 percent and others (Tharu, Magar, Gurung, Dalit) were 15 percent.

By this it can be seen that in the study majority of the female teachers were Brahmin and in second position were Chhetri females. Females from Brahmin are more conscious towards their educational attainment than others. Therefore, in the study area Brahmin women's empowerment and development seems to be good than other caste/ethnic women's.

4.1.2 Age Structure

Age is an important factor for human beings. Whatever human being does effectively it relies in his/her young age. Constitution of Nepal 2072 has declared the work under 18 years is illegal. In Nepalese context, people generally complete their basic educational attainment until their age of 20 years. To teach in school minimum qualification should be intermediate or plus two or higher than that of. The composition of age structure of the female's are described in the following table 4.2 as:

Table 4.2 : Distribution of Respondents by Age

Age Group of Respondents	No. of Respondents	Percentage
20-30	17	42.50
31-40	13	32.50
41-50	10	25.00
Total	40	100.00

Sources: Field Survey, 2018

Table 4.2 shows age wise composition of the respondents. The age group has been classified into 20-30, 31-40 and 41-50. The data indicates that 42.5% of the respondents are in the age group of 20-30. Likewise, 32.5% of respondents are in the age group of 31-40, and 25% of respondents are 41-50 age groups and no one was found teaching in the schools more than 50 years of their age.

By this data it can be said that majority of the respondents are employed of their energetic age i.e. 20-30. Due to the lack of other employment opportunities, females are taking part in teaching profession where they are employed and admitted their own children too. By this fact, it can be concluded that the empowerment and development of females due to their education is positive as they are employed, earning money and rearing and caring their children too. The women who are involved in private schools were some of them founder and responsible person taking vital position in the schools. The women who are teaching in private schools of their age 31-40 were housewives who were unable to get success in governmental services.

4.1.3 Religion

Although there are 81 percent Hindu people reside in Nepal, after people's movement 2062/063 it has declared as multi-religious country. European Union through its religious wing has attempted to flourish Christianity. Marginalized, subaltern and working class poor people are attracted towards it as it has granted education and wealth for their daily life. The religion of the respondents is presented in the following table 4.3

Table 4.3: Religion Wise Distribution of Respondents

Religion	No. of Respondents	Percentage
Hindu	33	82.50
Buddhist	3	7.50
Christian	4	10.00
Total	40	100.00

Sources: Field Survey, 2018.

Table 4.3 deals with 82.5 percent of the respondents from Hindu religion, followed by 10 percent of Christian, and Buddhist hold 7.50 percent only. But there are no respondents from other religious field.

Above data clears that there were more Hindu people involved in teaching profession in private schools than national religious composition. But Christians were in second class. It means, there was quite effective attendance of Christians. Christianity is imported religion which grants "gas, bas and kapas" therefore most of the people are

attracted towards it due to their poverty. Indeed, ample representation of Christianity was found in the study area.

4.1.4 Marital Status

Marriage is an important aspect of human life, which provides permission to have sexual relation and give birth to children legally. Marriage is a universal truth in Hindu society. In this study, most of the respondents were married. Marital status makes the difference in women's status. It is through the marriage that women change their status of daughter to daughter-in-law. Marital status also changes the women's role and increases the duties and workload of the women. The table that follows below shows the marital status of the respondents.

Table No. 4.4: Distribution of Respondents by Marital Status

Marital Status of Respondents	No. of Respondents	Percentage
Married	26	65.00
Single	14	35.00
Total	40	100.00

Sources: Field Survey, 2018.

Table 4.4 shows that 65 percent of respondent are married which is followed by 35 percent of unmarried. But there are no widow and divorced groups.

This information clearly shows the importance of married women. The existing society gives the recognition to married women more than unmarried one. Therefore, in the study area, married women are involved in teaching profession more than unmarried one. It is inevitable to empower women for whole home's betterment. Our society also gives more responsibilities towards married women. In the study area too, married women are involved in teaching profession whereas they have to perform household too.

4.2 Status and Perception of Female Teachers Towards their Job

This section analyzes the existing status of female teachers in terms of their service tenure, getting salary, discrimination on salary, timing of getting salary, responsibility towards teaching profession, job satisfaction and dissatisfaction, willing to job

shifting mentality. The analysis uses the 40 female teachers' information collected by interview schedule. In doing this, data relating to female teachers are presented and analyzed where available and necessary.

4.2.1 Length of Teaching Profession

The information on the length of female teachers' teaching period since they started to teach in private schools is given here. This is the era of 21st century where Nepalese women are living their dogmatic life. Generally in rural areas women are taken into underestimate. Girls are taken as a second class citizen and they are almost deprived from school education too. But scenario has been changed and women has started to take education. So as to develop themselves they started involve themselves in different types of profession, among them, teaching is one which has been given in the following table as:

Table 4.5: Duration of Involvement in Teaching Profession

Duration	No. of Respondents	Percent
Upto 1 year	4	10
1-2 Years	6	15
2-3 Years	7	17.5
3-4 years	7	17.5
4-5 years	6	15
More than 5 years	10	25
Total	40	100

Sources: Field Survey, 2018

This table 4.5 shows that the 10 percent of the respondents were involvement in teaching field only up to 1 year, whereas followed by 15 percent, 17.5 percent, 17.5 percent, 15 percent and 25 percent respondents involvement in teaching field since 1-2 years, 2-3 years, 3-4 years, 4-5 years and more than 5 years respectively.

Above information regarding length of teaching field for women found to be suitable as majority of the female respondents were involved in this field for more than five years. The more percent respondents and time duration they are involved, they are satisfied and their job status can be taken as the positive.

4.2.2 Salary Status

Economy is backbone of self-confidence that enables power and esteem to human beings. Individual income establishes the better social status in the society and family as well. It is not only provides financial security but also social and economic status in society. The income does not indicate the income from household affairs and other resources. It is only the income from their job, women who are able to earn money and make a visible contribution to the household activities may be expected to have a high status because they could be perceived as equal partners rather than dependents on their husbands and family members. The following table 4.6 shows the income of respondents:

Table No. 4.6: Monthly Income of the Respondents

Salary	No. of Respondents	Percent
5000-10000	6	15.00
10000-12000	11	27.50
12000-14000	13	32.50
Above 14000	10	25.00
Total	40	100.00

Sources: Field Survey, 2018

Table 4.6 shows that majority of the female teachers monthly income was 12000-14000 by 27.5 percent, which shows the higher percentage private teachers income. Secondly 27.5 percent respondents income level was between 10000-12000, which is second highest income, whereas 25 percent respondents' income was found to be 14000 and above. The minimum income of the respondents was between 5000-10000 by 15 percent in the study area.

Above mention information shows the variations of income level. In Kanchanpur district women are compelled to work in minimum salary which is insufficient in their daily lives too. In informal talk, respondents were opined that there is scarcity of job opportunity therefore they are compelled to teach whatever salary they get. Respondents who get five thousands to ten thousands were opined that it was their

tenure time, if school would not increment in their salary after getting experience, they will left this job and try to join another one.

4.2.3 Attitude towards the Sufficiency of Salary

Respondents were opined about sufficiency of their salary. During the time of field survey, most of the respondents were not satisfied with their salary. Each and everything is expensive where their salary could not meet this expensiveness. Empty belly could not work properly, therefore it is necessary to provide them sufficient salary for their livelihood. It is only the income from their job through which they make their daily activities. If an employee gets sufficient salary from its employer for her fundamental necessities, she continues her duty with satisfaction otherwise an employee seeks for better opportunity in the market. Opinion of the respondents is given in the following table about sufficiency of their salary.

Table No. 4.7: Sufficiency of Salary

Sufficient of Salary	Number	Percent
Yes sufficient	3	7.50
Some how	27	67.50
Not at all	10	25.00
Total	40	100.00

Sources: Field Survey, 2018.

This table 4.7 shows the 7.5 respondents were reported that their salary was sufficient, majority of the respondents i.e. 67.5 percent respondents were reported that somehow sufficient where as 25 percent respondents were reported their salary is not sufficient. After the restoration of democracy in Nepal, lots of educational institutions are opened for profit motif, they accumulate lots of money from guardians in different topics and provides as much as less money to the female teacher. It was also revealed that female teachers are in priority of private institutions because they are comparatively cheap with male. In this term to female teachers are in discrimination.

4.2.4 Sex Preference on Salary

Nepal is the society where male are taken as superior, capable and female as inferior and less capable. Social norms and values are prepared in favour of male because male holds rule making and truth constructing agency. Therefore, women are taken as second sex with each and every sphere of social norms and values. Although in the study area most of the respondents answered that there is no any discrimination in salary between male and female. They are getting equal salary like their male colleagues. Few respondents were not agreed with this view. According to them male are involved in quite tough subjects like maths, science, account and other reputed subject and getting good salary., where female are not given chance to teach such subjects. In this task, male are taking good amount of money where as females are deprived of it. Following table 4.8 shows the respondents view about it.

Table No. 4.8: Sex Preference on Salary

Discrimination	Number	Percentage
Yes	5	12.50
No	35	87.50
Total	40	100.00

Sources: Field Survey, 2018.

In this study the majority 87.5 percent of respondents replied that there was no discrimination between male and female in terms of salary, whereas 12.5 percent of respondents replied that there was some sort of discrimination in terms of salary between male and female. It clearly shows that discrimination system still exists somehow in Kailali district among and between female teachers. Female teachers in the study area are triple marginalization. First of all they have to perform household works, secondly they have to teach in schools and thirdly they are discriminated in terms of salary. Therefore, to empower women all kinds of discrimination should be eliminated. If so, harmonious society will be created.

4.2.5 Timing of the Salary

It is human right that if someone does labour, he/she should get wage, otherwise life cannot run smoothly. In the study area too, the question about receiving salary on time was asked. Majority of the respondents were opined as they were getting salary on time but some of the female teachers were not getting salary on time. The following table 4.9 gives the information about salary receiving time:

Table 4.9: Timing of the Salary

Timing of the Salary	Number	Percentage
Received in Time	31	77.50
Not received in time	9	22.50
Total	40	100.00

Sources: Field Survey, 2018

Table 4.9 shows that 77.50 percent respondents were getting their salary on time but 22.50 percent of the respondents do not get salary in time. Female teachers are facing problems due to untimely paid salary. In informal talk about receiving salary one of the respondents was shared her feeling that school is not providing salary in time because first of all it has to paid schools nearest and dearest. By this statement it can be concluded that while paying salary accountant gives priority to his/her nearest. In schools most of the female teachers are suffering from this problem. So, to empower women school should pay their salary in time, if teachers could not get salary in time, it negatively works in their psychology and they could not teach well.

4.2.6 Perception towards Teaching Profession

Human beings should prepared mentally before doing anything after than good result may be resulted. Due to low salary and untimely paying system female teachers are doing their job for job sake. Therefore, perception is very important element in working environment which provides positive outcomes. For realization job providing institution or its stakeholders should pay attention towards the basic needs, norms and values of the working environment. School is such type of academic institution where many person work for better educational outcome. In other words, school is a kind of

teambuilding and team work, though each and every individual and its stakeholders should pay serious attention because it relates the future of small children. In an unhealthy environment teacher are compelled to teach but they are not compelled to give good knowledge to the students. In the following table teachers realization towards their job either they are feeling employed or under-employed has been given in the following table:

Table 4.10: Perception towards Teaching Profession

Perception towards Job	No. of Respondents	Percentage
Employed	14	35.00
Under Employed	26	65.00
Total	40	100.00

Sources: Field Survey, 2018

Table no. 4.10 shows that majority of the respondents i.e. 65 percent respondents were taken teaching profession as uncompleted job, whereas only 35 percent respondents were taken teaching job as their real job. By this information it can be said that 65 percent respondents are not taking teaching field as their long lasting job where as 35 percent respondents were taken as long run business.

In an informal conversation with the respondents it was revealed that private schools' job is not long lasting because there is no certainty of job. If founder's nearest, and cheap manpower comes they frequently replace on the one hand and other there is no sufficiency salary to fulfill their daily basic necessities. Their salary could not afford their household demands therefore they feel teaching in private schools seems to be under-employed.

4.2.7 Perceived Status of Teaching in Schools

Teaching profession is highly prestigious profession among others, but in Nepalese society it is not applicable. Due to lack of other opportunities in the country, all the educated manpower are compelled to involved in teaching field. From the perspective of income, private school teacher's condition is miserable. Therefore, female teachers in private schools are not satisfied with their job. The following information deals with the feeling of female teachers who teach in private schools as:

Table 4.11: Perceived Status of Teaching in Schools

Places	No. of Respondents	Percentage
Normal Equal	37	92.50
High Status	3	7.50
Total	40	100.00

Source: Field Survey 2018

Table no. 4.11 shows the female teacher's perception they recognize in the society after joining schools. Nepal is Hinduism based society where social norms and values are deeply rooted. From ancient period teachers are worshipped as god, but the glory of teacher has been decreased as normal one. In the same way, 92.50 percent female teacher's feeling was not changed or they are not paid any special attention after joining teaching perception where as 7.50 percent were gained high status. High status gainer were the founder members of the schools, therefore they were taken as prestigious personnel in the society.

4.2.8 Level of Job Satisfaction

Satisfaction is solely related to human psychology. There are innumerable needs of human beings which he/she has to fulfill with limited things. The question regarding female teacher's satisfaction after getting job was asked where mixed opinion was found. There is no limitation of human wants, so human being should be satisfied themselves whatever they have. The following table provides the level of job satisfaction of private school's female teachers as:

Table 4.12: Level of Job Satisfaction

Level of Satisfaction	No of Respondents	Percentage
Satisfied	4	10.00
Partly Satisfied	22	55.00
Dissatisfied	14	35.00
Total	40	100.00

Source: Field Survey, 2018

According to the table 4.12, only 10 percent of the respondents were satisfied, 55 percent were partly satisfied and 35 percent are dissatisfied. Here majority of the

respondents are partly satisfied and not satisfied. They have mentioned various reasons to the dissatisfaction in their job like job below their qualification, less salary, not salary timing, discrimination in the additional opportunities and so on.

4.2.9 Reasons of Job Dissatisfaction

Teaching profession in Nepal is regarded as common job or in other word, teaching profession is not taking here seriously because teachers in Nepal are not paid any respect. Private schools take them as wage laour. Due to the privatization in educational system in Nepal, various private schools are opened and almost all the educated people are involved in these institutions. Unhealthy competition between and among educated people, consequently it has created polluted environment as they are unable to keep their recognition on educational institution, they are severely maltreated in terms of paying, and so on. In this situation, in private schools' female teachers are compelled to teach in any cost. The mix response was revealed in the field survey which is plotted in the following table:

Table 4.13: Reasons of Job Dissatisfaction

Reason of Job Dissatisfaction	No. of Respondents	Percentage
Low Salary	12	33.33
Poor Working Environment	2	5.56
Few Chances for betterment	12	33.33
Boring job	1	2.78
Hardship	4	11.11
Not respect in the society	5	13.89
Total	36	100.00

Source: Field Survey, 2018

Above table 4.13 deals with the respondents opinion of 36 who were partly satisfied and dissatisfied respondents, 33.33 percent were dissatisfied due to low salary and few chances for betterment . Similarly 13.89 percent respondents were said that there is no respect in the society, so there found to be dissatisfaction in their teaching job, 11.11 percent respondents were said that there was hardship while teaching in private schools, 5.56 percent of the respondents pointed out that the working environment is

poor whereas only 2.78 percent respondent were said the teaching job is boring job. Finding shows that low salary, poor working environment, few chances of promotion, hardship and low respect in the society were the main causes of the dissatisfaction.

4.2.10 Willing to Shift Their Job

It is human nature that he/she always seeks to betterment in their lives. Therefore, respondents in the study area are seeking better opportunities. Those persons who are fully satisfied from the current job don't like to change the professional field for better opportunities other-wise everybody is ready to change the professional fields for better opportunity. In the same way, female teachers who were young in their age and academic qualification were willing to shift their job if good opportunity comes.

Table 4.14: Willingness to Shift Job

Weliness to Shift Job	Number	Percent
Extremely	9	22.50
Some how	25	62.50
Not at all	6	15.00
Total	40	100.00

Source: Field Survey, 2018

Table 4.14 shows that majority of the respondents i.e. 62.50 were infavour of shifting their job where as 22.50 percent respondents were extremely interested to change their field of employment for better opportunity whereas only 15 percent were not opinion to changing their job.

This study shows that the large number of female teachers are ready to change their present job if they get better opportunities. Some are satisfied from their present job and they are not ready to change their present job. Persons who were willing to shift their job were young age and not getting satisfaction in private institution where as the respondents were not interested to shift job were aged and founding members of the respective schools.

4.2.11 Field in Which Respondents Like to Change

Female teachers want to quit their teaching profession and go to another one because of their dissatisfaction with their respective job. In the 21st century, capitalism is almost engulfed each and every aspect of life. Therefore, people seek money and respect too. Therefore, female teachers who are educationally sound want to seek their opportunity in other fields. The fields in which they want to shift depend on the interest of the person, their teaching subject and qualification. The field in which the respondents want to shift is shown in the table below.

Table 4.15: Field in Which Respondents Like to Change

Field Liked by the Respondents	Number	Valid Percent
College	15	44.12
Civil Service	7	20.59
Foreign	3	8.82
Other private office	1	2.94
Business	7	20.59
Other	1	2.94
Total	34	100.00

Source: Field Survey, 2018

Above table 4.15 deals with the opinion of female teachers who were interested to shift their job. Among 34 women who were interested to shift their job, a majority of them i.e. 44.12 percent were interested to teach in college. By this information, it can be said that female teachers do not want to shift their profession but fields. Female teachers who are working in private schools want to shift themselves equally into civil service and business by 20.59 percent. Similarly, 8.82 percent of females were interested to go foreign.

4.2.12 Improve Female Teachers' Betterment

Being a private school jobholder, many females are facing different problems and barriers. A majority of them are doing teaching and household chores too. It means they are struggling with their never-ending household tasks. They have to perform their household activities without family support. So, the question was asked about

the points to be corrected by the school administration which would lead them towards somehow betterment in their lives.

Table 4.16: Suggestion and Expectations of the Respondents

Suggestions and Expectations	No. of Respondents	Percentage
Increment in salary	11	27.50
Cooperation	5	12.50
Promotion	4	10.00
Good Working Environment	4	10.00
Different Allowances	2	5.00
Job security	2	5.00
Freedom	2	5.00
Motivation	1	2.50
Incentive Facility	1	2.50
Training	1	2.50
Provident Fund	1	2.50
Appreciation of Work	1	2.50
Not mentioned	5	12.50
Total	40	100.00

Source: Field Survey, 2018

Above table no. 4.16 deals with the multiple suggestions and recommendations to improve female teacher's personal growth. Among 40 respondents, majority of the respondents were opined that salary is vital entity which to be increased for the betterment of female teachers and they were 27.50 percent and they were in majority. Of the respondents 12.50 percent opined for cooperation, 10 percent for promotion and good working condition, 5 percent for different allowances, job security and freedom, 2.50 percent for motivation, incentive facility, training, provident fund and appreciation of work and 12.50 percent were not mention any opinion.

By this information it can be concluded that points to be corrected are innumerable for the betterment of female teachers in private schools in Kailali district. Administration should pay its especial attention towards essential and inevitable tasks regarding the schools conditions which would be better for schools and female teachers too.

4.2.13 Motivational Factors for Choosing the Teaching Profession

Respondents have taken decision of their profession and they joined the teaching job for various purposes. Educated women are double loaded with their duty that is they have to perform household task such as cooking, cleaning, washing; and they have to perform well in their teaching profession. In Nepalese society, women are deeply rooted by their inferior fate and are treating as low level creatures. They are not given their proper space, a male teacher is recognized in his family as superior one but woman having competitive role and responsibility celebrated as second class citizen. The question was asked to the respondents “why you decide to teaching in private schools?” which has given in the table 4.17.

Table 4.17: Motivational Factors for Choosing the Teaching Profession

Factors	Number	Percent
Utilization of Education	10	25.00
Supporting Family	10	25.00
Economic Independency	11	27.50
Just for Service	2	5.00
Career Ambition	7	17.50
Total	40	100.00

Source: Field Survey, 2018.

Above table 4.22 shows that female teachers were involved in teaching field for utilization of educational and supporting family equally i.e. 25 percent where as majority of the respondents i.e. 27.50 percent were joined teaching profession. Similarly, 15.5 percent were for their career ambition and only 5 percent for service motif.

By this information it can be concluded that least of the respondents were serving as a teacher for service motif. Hindrances factors behind this was different types of inequalities in teaching field.

4.3 Participation Regarding Decision Making

Traditionally, men and/or elderly people were pre-dominant in decision-making in the context of Nepalese society and its continuity can be seen in schools. While more women are entering or seeking to enter into the world of work in recent years, it can be expected that traditional practices of decision-making will eventually be replaced by newer forms of decision-making where decisions are made collectively rather than by one individual. Being a patriarchal society, females are deprived of their fundamental rights too. Patriarchal factors potentially related to decision-making patterns. In homes, most of the females are dominated by male-centric ideology and in working place they are dominated by their job provider either they are male or female.

4.3.1 Female Teachers in Decision-Making in Schools Spheres

Traditionally, in Nepal male are pre-dominant in decision-making in the private schools because female teachers are taken as second class human beings. The scenario of Nepalese women now has changed and more women are entering or seeking to enter into the world of teaching profession in recent years. In the recent scenario, it can be expected that traditional practices of decision-making should be replaced by newer forms of decision-making where decisions are made collectively rather than by one individual of the school. Of particular interest to this study is whether female teachers have control over their own status or not. In response to our query 'do you involved in decision making process in your school,' and their responses have been presented in the following table 4.18.

Table 4.18: Female Teachers in Decision-Making in Schools Spheres

Female Teachers' Involvement in Decision-Making	Number	Percent
Yes, Involved	26	65.00
Some Time Involved	12	30.00
Not Involved	2	5.00
Total	40	100.00

Source: Field Survey, 2018

Above table 4.18 shows that, 65 percent respondents were said that they were involved in decision making process. Similarly, 30 were report that they were

sometime asked school spheres such as door to door visit, and extra-curricular activities where as 5 percent respondents were not involved in decision making process in private schools.

By this fact it comes to the conclusion that females are not taken into priority of the school. It seems that in normal activities such as door to door visit, extracurricular activities, visiting to the guardians of students found to be given to the female teachers teaching in the school of Kailali district, which ultimately shows the discrimination upon female teachers in private schools.

4.3.2 Different Spheres and Female Teachers Involvement

Normally, women’s work is defined within four walls of their household, but scenario has been changed the they started to involved in different income generating works. Although women are involved teaching field whether they are involved in different spheres of schools regarding tasks. The researcher was interested to find out the situation of female teachers involved in teaching profession in private schools and their responses regarding their involvement in different spheres has been presented in the following table 4.19.

Table 4.19: Involvement in Decision Making Process in Different Spheres

Involvement in Decision Making	Yes		No		Total	
	Number	%	Number	%	Number	%
Making teaching routine	38	95	2	5	40	100
Extracurricular activities	3	15	34	85	40	100
Annual operation calendar	4	10	36	90	40	100
Participation in the meeting of school management committee	4	10	36	90	40	100

Source: Field Survey, 2018

In this study almost all the lecturers are involved while making teaching routine. It is found while making daily routine or their teaching period two teachers were not taken into consideration though they were facing their time problem such as being a female they were problem in household chores. Majority of the respondents i.e. 95percent

were asked while making teaching routing. Only 15 percent respondents were involved or their decision was implemented in extra-curricular activities such as when, where and how to conduct holiday tour, parents day, going to conduct educational tour, school's day programme such as observing zoo and so on. In this task majority of the female teachers are untouched with this fact. In making annual operation calendar, only 10 percent were said they were asked. It was due to that they were nearest and dearest of the administration and long job experience in the schools, though they were taken consideration but 90 percent female teachers were avoided by this task. In the same manner only 10 percent female teachers were taken part in management committees. School management committee is that very committee which deals and takes all the decision how to run the school. Only 10 percent representatives of female teachers in such vital decision show the miserable condition of female teachers in the private schools. Ten percent female who were involved in management committee's, were mainly founder and old and well experienced teachers.

4.3.3 Training Programme, Seminars and Workshops

In Nepalese context, there is tough competition in private schools to collect students. Therefore schools have to appointed genuine and capable teaching staffs. To be capable in teaching field, different types of programmes, seminar and workshops are inevitable. In selected schols, female teachers are not taking part in decision making process. For the betterment of school, it must include female teachers to its decision making level. The following table describes the female teacher's involvement in decision making process.

Table 4.20: Participation of Female Teachers in Training, Seminar and Workshops

Participation of Female Teachers	Number	Percent
Yes, participated	22	55
No.	18	45
Total	40	100

Source: Field Survey, 2018.

Above table shows the female teachers attendance in decision making process regarding teachers training, seminar and workshops. In private schools, female teachers are marginalized in terms of their presence in decision making power. Of the respondents only 55 percent were taken part and 45 percent were not taken part. By this data it gives the glimpse of poor condition of female teachers in private schools. In informal conversation they were said that school gives prefer to male teacher because our society taken women as inferior, meek and fragile character.

4.3.4 Participation on Course and Course Book Implementation

After the restoration of democracy in Nepal, there are many private schools as well publications. Privatization in Education has opened the way of earning money to its stakeholders. By this fact, government of Nepal has made school unable to sell course books from the respective school. As huge quantity of books and copies need to students, there creates an environment to earn money. As the matter related money, good books may not include in their course curriculum. Regarding the fact the question was asked to the female teacher whether they are involved in decision making process or not. The following table gives clear picture of the responses of the female teachers.

Table 4.21: Participation on Course and Course Book Implementation

Participation of Female Teachers	Number	Percent
Yes, participated	20	50
Sometimes	5	12.5
No.	15	37.5
Total	40	100

Source: Field Survey, 2018.

Above table shows the information of female teachers involvement while implementing course and course books of different publications. All books in the market by different writers and publications are not taken as good in terms of their

course content. Therefore the question was asked to the female teachers whether they are involved or not. Of the respondents 50 percent female teachers were participated in staff as well management committees meetings so as to prefer course books. 12.5 percent were sometime asked and 37.5 percent were totally abandoned while taking decision. By this fact it can be said that in Nepalese society the condition of female is poor. Male are taken as superior by their birth and women are inferior one by their birth. Although female teachers are capable and good in their subject matter, Nepalese society underestimates them from the eyes of male gaze. Therefore, this old and traditional concept has to be changed.

4.3.5 Involvement of Female Teachers in Different Spheres

As this study originated from a desire to know the status of female teachers in Kailali district. To make them empower opportunity should be provided in each and every sector. Female are capable and strong in taking decision in this century, but Nepalese society is based on patriarchal norms and values, male member always take female as inferior and not capable. Female teachers in Kailali district are still facing problematic situations. The following data shows their attendance in schools activities.

Table 4.22: Involvement of Female Teachers in Different Spheres

Involvement of Female Teachers	Yes		No		Total	
	Number	%	Number	%	Number	%
Advertising	40	100	0	0	40	100
Door to door visit	40	100	0	0	40	100
Counseling programme	36	90	4	10	40	100
Making fee structure	3	7.5	37	92.5	40	100
Dress of the school	3	7.5	37	92.5	40	100

Source: Field Survey, 2018.

Above table no. 4.22 shows the multiple facets where female teachers were involved in their respective schools. Females teachers in their schools are involving cent percent while taking decision advertising and door to door visit and 90 percent were involving in counseling programme where as making fee structure and dress making situations their presence was negotiable i.e. only 7.5 percent respectively. By this fact it can be seen that females are using in the beneficiaries activities of the schools and

while the situation of mind and money comes, female teachers are limited within limited persons. In the study area, advertising, counseling and door to door visit programmes are light and there female are their reason is used but in making fee structure and dress, their involvement is negotiable.

4.3.6 Reward for Their Good Work

Providing reward always encourages people for their good works. In this sense reward is a psychological incentive to the worker to be performed better than the past. Female teachers in the work place are giving reward of their good performance. Female teachers were asked whether your administration praises on your work or not, majority of the female teachers were provided positive answers which has been presented in the following table:

Table 4.23: Reward for Their Good Work

Praise for Good Work	Number	Percent
Yes, Praise	35	87.5
Not Praise	5	12.5
Total	40	100

Source: Field Survey, 2018.

In this study 87.5 percent of the respondents opined that school generally provided rewarded for their good teaching and 12.5 percent female teachers were replied that school did not provide reward on good deeds. By this fact, it can be said that there is still some biasness towards female teachers in the study area. Therefore, for the betterment of school and female teacher administration should provide reward and punishment for good and bad works, which entices female teachers towards positive direction.

4.4. Household Management with Respect to Economic and Educational Sphere

4.4.1 Decision on Use of Salary

Although female are involved in teaching profession, their salary they could not use themselves frequently. Different teachers spend it for different purpose somebody collects it and spent for self-purpose and many jobholder spent it for family's need. Our society is patriarchal nature of society where female cannot lead themselves for their everyday spheres. Employed women in schools were asked whether they use their salary on their own or not. Table 4.24 shows the condition of using salary that female teachers earn.

Table 4.24 Decision of Use of Salary

Use of Salary	Number	Percent
Give to family head	4	10.00
Use for family welfare	23	57.50
Keep own self	2	5.00
Spent for own career	11	27.50
Total	40	100.00

Source: Field Survey, 2018

The table 4.24 shows that 57.50 percent of the respondents spend their salary for their family welfare, 27.50 percent spend for own career, 10 percent gives to head of the family, 5 percent keeps own self. Thus it reveals that the need of women as a partner of men for supporting the family is an essence. This is concentrated especially in the case of married women.

4.4.2 Types of Decision Making Process Involved

Being a patriarchal society, women are not involved while taking decision in vital household chores. A woman who teaches in school can be taken as a responsible person, she is well developed educationally, rationally, socially and economically too but in the family she is not given vital space as she performs different actions in her household. Women have to perform various types of works. In general, there exists prevalent of patriarchal attitude in the society, where women have to take care of all the household chores. She is seen as a good housekeeper and a good mother.

However, in the modern times, especially in the urban areas, women have to perform dual function, i.e. to take care of the whole household activities and to work outside the home for extra income to support the family. The table 4.25 shows the respondents views about the household work.

Table No. 4.25 : Decision Making Process Involved by Respondents

Types	No. of Respondents	Percentage
Buying/selling	19	47.50
Celebration of festivals	8	20.00
Marriage	4	10.00
All above	9	22.50
Total	40	100.00

Sources: Field Survey, 2018

Above table 4.25 shows that the respondents according to the study only 47.50 percent of respondents were found to be fully involved in decision making on the buying and selling, 20 percent were involved in celebration of festivals and arranging affairs. Of the respondents 22.50 percent were involved in buying, selling, celebration of festivals and marriage spheres. By this data it comes to know that only 22.50 percent female teachers are taken equally in the family where as others are deprived of all sorts of family spheres. In this sense, in Nepalese landscape whether they are teacher or housewife, they have to maintain patriarchal norms and values.

4.4.3 Decisions about Choosing Life Partner

Marriage is an important in women's life. The event of marriage determines all her life options and subsequent livelihood. A women's freedom to accept or reject marriage partner is evidently an index of the degree of freedom she exercise in the management of her own life and thus of her status. Women and also men rarely have any role in the choice of their own life partner. Table 4.26 shows the view of respondents about choosing life partner.

Table No. 4.26: View of Female Teachers about Choosing Life Partner

View of Female Teachers	Number	Percentage
Self	3	7.50
By Parents	2	5.00
Both	35	87.50
Total	40	100.00

Sources: Field Survey, 2018

In this study, majority i.e. 87.50 percent of female teachers prefer to choose their life partner by parents and themselves, whereas, lease percent i.e. 5 percent respondents were preferred by their parents and 7.50 percent respondents were preferred self.

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

4.4.4 Taking Loan

Status of respondents involved in borrowed loan represents the economic status of respondents. Involvement of female in borrowed loan also represents the economic independency of respondents. Following table shows the involvement of respondents in borrowed loan.

Table No. 4.27 : Status of Respondents Involved in Taking Loan

Particular	No. of Respondents	Percentage
Loan borrowed	18	45.00
Loan not borrowed	22	55.00
Total	40	100.00

Sources: Field Survey, 2018

The above table 4.27 shows the status of respondents involved in taking loan. The majority, 55 percent respondents have involved in borrowed loan. They borrowed loan for the purpose of buy land, to make house, to educate children, to health

treatment and to marry of son and daughter. Other 45 percent of respondents have not involved in borrow loan. By this data it can be concluded that teachers economic condition is not good that they are involved in taking loan. Private school's untimely payment and low salary are the cause of their loan.

4.4.5 Involvement in Lending Money

Status of respondents involved in lends money represents the economic status of respondents. Involvement of female in lend money also represents the economic independency of respondents. Following table shows the involvement of respondents in lend loan.

Table No. 4.28 : Status of Respondents Involved in Lend Money

Particular	No. of Respondents	Percentage
Lend money	14	35
Not lend money	26	65
Total	40	100

Sources: Field Survey, 2018

The table 4.28 shows the respondent's involvement in lending money. Majority of women 65 were found not to be involved in lending money. Only 35 percent were involved in lending money. From this study we can analysis the low participation of female teachers are involved in lending money. The main cause of not lending money was money scarcity. As they are getting low income, it is hardly sufficient for they daily life and for their kitchen. In conclusion it can be said that female teachers teaching in private schools are not good condition in economic spheres.

4.4.6 Property Possession

Personal/Individual property means a type of property that originates from her own earnings, and from the gifts of her parental household, her husband, her household or any other sources. It may be either in the form of goods, cash, land or livestock.

Table No. 4.29: No. of Respondents Having Individual Property

Particular	Numbers	Percentage
Yes	34	85.00
No	6	15.00
Total	40	100.00

Sources: Field Survey, 2018

Table no. 4.29 shows the personal property of the respondents. According to the table, 85 percent of the respondents have their personal property. According to them they have land, cash, and gold as their personal property. But there are still 15 percent female teachers who have no personal property. It indicates that though they are earning individually they are unable to save money as their private property. According to respondents they have to spend their salary on household expenditure.

In informal talk to the respondents, few female teachers are saving money from teaching profession. Due to less salary they are intended to shift their job to other fields.

4.4.7 Adjustment between Household Tasks and School Job

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

Table 4.30: Adjustments between Household Tasks and School

Adjustment between Two	No.	Percent
Able to make adjustment	29	72.50
Unable to make adjustment	11	27.50
Total	40	100.00

Source: Field Survey, 2018.

Table no. 4.30 shows that, adjustment pattern of the female teachers between household and school. 72.50 percent were been able to make adjustment between two, 27.50 percent were not been able to adjust between two. This study shows that

majority of women teachers adjust between their household task and teaching profession whereas minority of the respondents were unable to make adjustment between their professional career and household chores. The respondents were asked "if you are unable to adjustment then how do you manage between two tasks" The responses of the respondents is given below.

Table 4.31 Method of Solving Problem

Method of Solving Problem	Number	Valid Percent
Keeping helper	2	18.18
Helping by other member in family	9	81.82
Total	11	100.00

Source: Field Survey, 2018

Above table no. 4.31 represents out of 40 respondents only 11 respondents were unable to manage their household chores due to their job and they were managed their household helping by other family members by 81.82 percent and 18.18 percent respondents were keeping helpers in their households. The respondents who were appointed helper in their households were founder member as well as teacher in their respective schools. By this information it can be said that development of women consciousness has played vital role and they have uplifted themselves of their four walls of household constraints. Gradually in Nepalese society the level of consciousness on women is being increasing, they have started to boost up themselves on public spheres of works such as teaching, trading, politics, as an female activist. In a nutshell, the development on women is being gradually increasing day by day.

4.4.8 Participation of Women in Household Decision Making

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

household chores were asked to the respondents during the field survey has been presented in the following table 4.32:

Table 4.32: Discrimination between Male and Female in Family

Decision Making Spheres	No.	Percent
Education	3	7.50
Household Task	14	35.00
Use of family property	9	22.50
Decision making	4	10.00
Not in any field	10	25.00
Total	40	100.00

Sources: Field Survey, 2018

From the table 4.32, it is clear that there is discrimination while taking decision on household spheres. Similarly, out of 40 respondents only 7.50 percent respondents were reported having taken part on decision in education, 35 percent were taken part on decision on household task, 22.50 percent were taken part on decision on use of family property, 10 percent were involved in decision making and 25 percent respondents were not involved on any decision making sphere.

CHAPTER – FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This thesis deals with the issue of status of female teachers employed in private schools in Kailali district. Although women are starting their career in teaching field, they are educationally sound but there is still big gap between their presence in each and every aspect of life. The condition of female teachers who are involved in teaching profession in private schools is not satisfactory because patriarchal norms and values are still working there as barrier on the way of female. No matter female's presence in schools spheres seems to be satisfactory but their presence seems to be ceremonial. Private schools where they work all the power is accumulated by male members and they are treated as secondhand material in the hand of them.

The constitution of Nepal 2072 has granted rights equally as males exercise but they are limited within pages. Educationally females are sound and employment have brought about changes to some extent in the position of women in terms of equality, individuality and independence. But still, the women who are educated employed and self-dependent are also suffering many socio-cultural and economic problems. They cannot hold a high position in the society and family. They have less decision making power in household and school management than the men. Though they are earning money they are not happy in their life. They have high work burden as they are used as commodity in the hand of patriarchy. Some respondents are getting support at work by their male colleagues and family members but all are not. Conceding the issues this study mainly tries to explore out the socio-economic status of educated job holding women, their cultural status, and support at work place, personal growth and motivation.

The research excavates the situation of female teachers of private schools of Kailali district. The study is descriptive as well analytical research. It is exploratory because it explains the various issues related to female teacher of private schools. It is descriptive because it describes the socio-economic demographic characteristics of those respondents. In this study purposive sampling is used and both primary and secondary data have been used to get the required information. The primary data has

been collected by interview using the structure questionnaire from the 40 female teachers. For secondary data, various published and unpublished researches and books have been referred and consulted. It is based on the qualitative and quantitative data. The data has analyzed using simple statistical tools. The study is only limited the women who are teaching in private schools of Kailali district.

In this study area, the majority 45 percent of ethnic group were Brahmin, Chhetri women were 30 percent, Janajati were 10 percent and others (Kami, Damai, Sarki) were 15 percent. The majority of respondents 45.2% were found in the age group of 20-30. It has found 82.5 percent of the respondents were from Hindu religion, followed by 10 percent of Christian, and Buddhist hold 7.50 percent. The majority of respondents 65 percent were found married. It is found maximum respondents were involved in teaching more than 5 years. Out of total respondents, majority 27.5 percent of the female teachers monthly income found in between 12000-14000 whereas 25 percent respondents' income found to be 14000 and above.

The maximum income for respondent's teachers 27.5 percent is found in between 12000-14000 and minimum income is found in between 5000-10000 by 15 percent. It is observed that majority of respondents 67.5 percent has found their salary somehow sufficient and 25 percent respondents is not sufficient while only 7.5 percent respondents found their salary sufficient. It is found that maximum number of respondents 87.5 percent replied no discrimination in salary between male and female whereas 12.5 percent pointed some sort of discrimination. The maximum number of respondents 77.50 percent are found getting their salary on time but 22.50 percent reported not getting in time. Out of total respondents, majority of the respondents 65 percent are found taking teaching profession as uncompleted job whereas only 35 percent found taking teaching as their real job. It is found that only 10 percent of the respondents are found satisfied with their job while 55 percent partly satisfied and 35 percent are found dissatisfied. Among the partly satisfied and dissatisfied respondent, maximum respondents 33.33 percent are found dissatisfied due to low salary followed by 13.89 percent due to no respect.

The maximum number of respondents 62.50 percent are found infavour of shifting their job whereas 22.50 percent found extremely interested to change their field of employment whereas 15 percent were not interested in changing their job. Among

them majority of respondents 44.12 percent were interested to teach in college while least 8.82 percent are found interested to foreign. It is observed that majority of respondents 65 percent are found involved in decision making process. The maximum number of female teachers 55 percent in private school are found marginalized in decision making. The majority of respondents 57.50 percent are found spending their salary for their family welfare.

It is found majority 87.50 percent of female teachers prefer to choose their life partner by parents and themselves followed by 5 percent respondents are found preferred by their parents and 7.50 percent found preferred self. Maximum number of respondents 55 percent have found involved in borrowed loan while 45 percent of respondents have not found involved in borrowing loan. Out of 40 respondents 29 respondents were maintaining household chores and 11 respondents were unable. Among unable person, 2 were keeping helper and 9 were assisted by their family members. Of the respondents 7.50 percent were taken part in education, 35 percent on household task, 22.50 percent on use of family property, 10 percent in decision making. The majority of women 65 are found not to be involved in lending money while 35 percent are found involved. It is observed that the majority of respondents 85 percent have their personal property.

5.3 Conclusion

The condition of female teachers in private schools is satisfactory because women are represented in each and every sphere of school as ceremonial. Vital decisions are taken by male members whereas female teachers are used as commodities for the beneficiary of school. Personal development respondents were involved in social organization which empowers and boost up their level of consciousness which makes them internally strong and determined. Most of the respondents were involved in household activities such as education and household property mobilization and management.

Women empowerment through teaching in private schools was positive as it has increased on their consciousness. Their prestige in society was found to be increased after involved in teaching field. Females who were involving in

teaching field and founding members were fully involved in this field by keeping helpers in their house, which shows the positive increment in their social as well as economic life. Our country is patriarchal society where women are treated second class citizen but in the study area some of the women are participated as decision makers. In terms of economic status, their income is good. So, all the respondents are economically self-dependent and lead prestigious life being a teacher in their house.

Most of the respondents have no experience of exploitation, domination and discrimination at the work place regarding gender. They have got support from male colleagues, feel comfortable to work with them, do not feel shy or hesitated to work with male colleagues. Most of the respondents were agreed that teaching profession helps to increase personal growth and motivation. Teaching job has taught them to understand the importance of education and learning.

5.4 Recommendations

Patriarchal norms and values are main road blockades of women's empowerment. Male hegemony is working as a ruling class, they are suppressed and oppressed on in. Female teachers were not full decision making power in their hands. So female teachers should seek their right for their development and self-confidence. Female teachers hold a number of expectations from household and school management committee which should be fulfilled without any biasness in terms of gender and sexuality. The first and foremost they should be treated with respect and dignity by their male colleagues. School administration including patriarchal society should provide the fertile ground for flourishing of female teachers. Female teachers want to be accepted as a team member not as a helper or subordinated people therefore their existence in the society should be accordingly. Support for professional growth, equal opportunity for career advancement, frequent communication and interaction, use of decent language should be provided female teachers. On the basis of summary and conclusion, following recommendations are made:

- The main problem of female teachers obstacle was ceremonial presentation. Conservative thinking, traditional norms and values and human rights limitedness only on books.
- Female teachers have to perform triple roles in their lives i.e. jobs, household management and household chores. So they are lifting heavy work burden and over responsible. In order to reduce the over family burden male members can share their household working load as they are equally responsible.
- Reformation of the discriminatory laws and extensive awareness programs can help in bringing about and enlistment in the status of women.
- Establish the goal of gender balance on governmental bodies and committees as well as in public administrative entities might bring about a change in the status of job holding women of Nepal.

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ANNEX - I

QUESTIONNAIRE

Socio-Economic Status of Female Teachers in Private Schools of Tikapur Municipality of Kailali District

Interview No..... Date:

1. Name of Female Teacher
2. Caste/Ethnic Group
Brahmin () Chhetri () Tharu () Dalit () Others.....
3. Age.....
4. Religion
Hindu () Muslim () Buddhist () Christian () Others.....
5. Educational qualification
S.L.C. () I.A./+2 () Bachelor () Master () Above Master ()
6. Marital Status
Married () Unmarried () Widow () Divorced ()
7. What is your status in your family?
Mother () Daughter () Mother-in-law ()
Sister-in-law () Others.....
8. Does your husband or other male family member assist you in your household work?
Yes () No ()
9. If yes describe how?.....
10. Since how many years you are involved in teaching profession.
a. upto 1 year b. 2-3 years c. 3-4 years
d. 4-5 years e. More than 5 years
11. How much money as a monthly salary you are getting now ?
a. 5000-10000 b. 10000-12000
c. 12000-14000 d. Above 14000
12. Do you think it is your sufficient Salary?
a. Yes, sufficient b. Somehow c. Not at all
13. There is any discrimination on salary according to sex preference?
Yes () No ()

14. Do you get salary in time ?
 Yes () No ()
15. Are you involved in extra money generating activities except teaching?
 Yes () No ()
16. How do you feel while teaching in a private school ?
 Employed () unemployed ()
17. Is there any changing in your recognition after and before involvement in private school ?
 a. Recognize as a low status b. Recognize as a normal status
 c. Recognize as a high status
18. Are you satisfied with your job?
 a. Yes () b. Partly () d. Dissatisfied ()
19. If you are dissatisfied, what are the causes of your dissatisfaction?
 a. Low salary ()
 b. poor working environment ()
 c. few chances for betterment ()
 d. Boring job ()
 e. Hardship ()
 f. Not respect in the society ()
20. Are you thinking about shifting your job?
 a. Yes () b. No. ()
21. If yes how often do you feel to shift your job?
 a. Extremely () b. Somehow () c. Not at all. ()
22. In which field do you want to go?
 a. College () c. Civil service () d. Foreign service ()
 e. NGO/INGO () f. Other private office () g. Business ()
 h. Other
23. What should be improved for teacher's betterment
 a. Motivation ()
 b. Promotion ()
 c. Good working environment ()
 d. Increment in salary ()
 e. Training ()
 f. Provident Fund ()
 g. Appreciation of work ()
 h. Cooperation ()

24. Are you involve in decision making affairs in your school ?
 a. Yes () b. Sometime () c. No. ()
25. What are the main spheres you do involved in ?
 a. Making teaching routine ()
 b. Extracurricular activities ()
 c. Annual operation calendar ()
 d. Management committee meeting ()
26. Do you involve in Training programme seminars and workshops?
 a. Yes, participated b. No
27. School makes you participated on course and course book implementation programme.
 a. Yes, participated b. Sometimes c. No.
28. Do you involve and put your opinion in the following works of your school
- | | Yes. | No. |
|-------------------------|------|-----|
| a. Advertising | | |
| b. Door to door visit | | |
| c. Counseling programme | | |
| d. Making fee structure | | |
| e. Dress of the school | | |
29. You do keep your salary with you or not. ?
 a. Give to family head
 b. Use for family welfare
 c. Keep own self
 d. Spent for own career
30. You do involved in decision making on family spheres?
 a. Buying/ selling
 b. Celebration of festivals
 c. Marriage
 d. All above.
31. What is your view on choosing life partner?
 a. Self is better
 b. Selecting by parents is better
 c. Both of them are better.
32. Why you motivate in teaching profession?
 a. Utilization of Education
 b. Supporting family

- c. Economic independency
 - d. Just for service
 - e. Career Ambition
33. Do you able to adjust yourself in household tasks and school environment?
- a. Yes I am able to adjust
 - b. No.
- If no. then how do you make adjustment between them.
- a. Keeping Helper
 - b. Taking helping by other family
34. Do you feel any discrimination in family members regarding their gender?
- a. Education
 - b. Household task
 - c. Use of family property
 - d. Decision making
 - f. Not in any field.
35. Does your occupation increase your social recognition?
- a. Yes, Increased ()
 - b. Not increased ()
36. Are you engage in any social organization ?
- a. Yes ()
 - b. No. ()
37. Have you seen any personal development ?
- a. Yes. ()
 - b. No. ()
- If yes what are they ?
- a. Training
 - b. Workshop
 - c. Personal development
 - d. Higher studies
 - e. Seminar/Conferences
 - f. Not mentioned
38. Are you participated in any trainings, seminar and workshops?
- a. Yes
 - b. No.
39. Is school rewards for your work?
- a. Yes
 - b. No.
40. Are you promoted in your job?
- a. Yes
 - b. No.
41. Are you faced any problems in your work place?
- a. Yes
 - b. No.

Thank You !

