

**ECONOMIC ROLE AND STATUS OF WORKING  
WOMEN IN TEACHING PROFESSION: A CASE STUDY  
OF KOTESHWOR, KATHMANDU**

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Education is the systematic instruction to gain knowledge. Education is one of the fundamental means for all for alleviating poverty and bringing improvement in the standard of living through different socio economic activities. Literacy and education are similar and both are complementary to each other. Literacy enhances access to information that may be necessary to conduct various essential activities to daily life and work (Bhusal, 2010).

Quality education produces knowledgeable or qualified manpower which is the pillar of the nation for development. Without the progress of education it is difficult for the development of the nation.

Education develops the personality and rationality of individuals, qualifies them to fulfill certain economic, political and cultural functions and thereby improves their socio-economic status. It has been recognized as a major instrument which societies can use to direct the process of change and development towards desired goals. Education is the key for development (Chauhan, 2006).

In contemporary society women have contributed towards formal household economy. They have started to work outside household for earning money. This tendency has increased the workload of women. Nepali society is basically patriarchal. Society gives more value to men than women. Working women feel difficult to maintain pace with working environment office premise. Most of them have to manage time at home and outside. Schools are profit oriented institutions which are coming forward in our economy. Both men and women employed in schools are very busy. They must be strictly punctual, regular and hard working.

Women are economically less secured than men partly because their role as wife or daughter-in-law is limited to household activities. The concept of men as breadwinner is firmly held in Nepali society. Nepal's main economy is overwhelmingly subsistence agriculture and because women predominate in this sector, their total

contribution to the household income remains at fifty percent as compare to only forty four percent for males and six percent for children between the ages of 10 to 14. More and More Nepali women are entering into job market these days either because of their educational qualification, economic necessity to run the household and by the policy of government to include women. The 2001 and 2011 census shows that there is considerable increase i.e. from 20% to 25% in the proportion of women employees in professional, technical and services (CBS, 2012).

A report from ILO indicates that women work more than men not only in the poor countries but also in the industrialized nations (Khanal, 1998). If the status of women is high in society, they are provided with different authorities, they are honoured, they have considerably contributed in fine arts, such society and culture will be considered as superior". Nepal is a Hindu country. Nepali society consists of various cultures but it is Hindu that is most influential with regards to defining the role of women (Shrestha, 2002).

Women have status, which is secondary to men. This perspective has been internalized so that the identity of a women is derived either from that of her father, her husband or her male child. The high ritual and other values attached to sons are against daughter, pronounced emphasis on gender specific socialization and highly gender-segregated access to household productive resources, income and to a certain extent, household decision-making and schooling, paid economic participation, unequal access to public decision making structure and public facilities, among other, are the manifestation of this disparity (Gautam, 2008).

Women are at the bottom of job hierarchy because their role as wife or daughter-in-law gives responsibility to household activities. The concept of men as breadwinner has been widely accepted in Nepali society.

These days the cost of living is very high, so the added source of income earned by women from jobs outside the house is very helpful indeed. Once the women start earning, their socio-economic status will also improve and this will help them to maintain decent standard of living. For this reasons women have started to take up jobs outside while continuing to perform their traditional household chores as a homemaker. The socio-economic conditions of women is changing rapidly. In the

modern developing society a man does not perform a dual role. But the modern society has created such a situation for women that they have to play dual role of employee and a homemaker.

It is found that despite the dearth of employment opportunities for women in Nepal, they got respectable job from self-employed subsistence level farming at village to urban, professional level, government jobs beginning from the post of peon and non-gazette posts to decision making levels, ambassadorship aboard, teacher to professor, midwifery to medical doctor, consultants, agricultural extension workers to agricultural export in different branch of agriculture, social workers to minister and police constables to police inspector. In addition, women are found as coach in sports, trainer in carpet and textile weaving, basketry and pottery, workers in small industrial sectors and non- governmental enterprises. In the industrialized world women perform half of all service jobs although the figure falls to twenty seven percent in the developing countries.

All private schools have been termed as institutional schools. This means, personal or share/partner investment and ownership schools. Those schools which are invested and owned of individuals or shares/partners are called institutional schools. Such schools are conducted mere for profit motives and all the profits are captured in the pocket of school owners. According to flash report 2065 published by Department of Education the total numbers of institutional schools in Nepal is 3416. According to the report of N-PABSON and PABSON, there is about 8500 institutional schools have been conducted in Nepal. More than 2 lakhs teacher-staffs are working in 8500 private school schools. According to Saichik Manjari- 2069 published by Kathmandu District Education Office, there are about 998 private-schools conducting in Kathmandu office. In Koteshwor area, 46 schools are conducting now. But the owner-associations have insisted about 1200 private-schools in Kathmandu district and 65 schools in Koteshwor area are conducting now. But the accurate data of teachers have not found in the government record. According to Kathmandu District Office of Private-school-teachers association (N-ISTU) about 30000 teachers are working in the private schools of Kathmandu district and about 1200 teachers are working in the schools of Koteshwor area. But the owners associations (PABSON, NPABSON) have mentioned that the actual number of teachers have not known yet because of lack of appointment letters. Due to lack of appointment letters, the hiring and firing ratios of teachers are unknown.

The urban woman has contributed towards household economy. They started working outside household for earning purpose. They are performing triple role in household survival system. Nepalese patriarchal society valued more for man's job as compare to woman. The employees of schools are very hard working and must run faster in the pace of profit making business. Both men and women who are employed in schools are very busy. They must strictly follow rules and regulations about punctuality, regularly and hard working.

## **1.2 Statement of the Problem**

Gender is a social variable which differentiates roles, responsibilities and status of men and women. In the past with the existing social circumstances men in general were categorized as breadwinners. They took prime responsibility to sustain livelihood of family members.

Acharya and Bennett (1979) stated that in the developing countries like Nepal; women's role in economic activities is unidentified. Men are considered as bread earner and women as care taker of households. Women are the primary supporters of the domestic and subsistence production sector. The time allocation study and the decision making data found that women's major role in agriculture production as labors and Vice-Principals of the production process claimed that host of social and demographic factors influence women's role in household decision making both directly or indirectly through their effect on women's economic participation (Acharya and Bennett, 1979). Thus the cost of living is becoming very high in order to help household economy thereby source of income earned by women from jobs outside the house has become essential.

The present scenario is changing. Women have begun to contribute towards household economy but their contribution is not recognized. Mostly women wake up early and sleep late than men but their work is known as non-work. They are over burdened with triple role. So, it is essential to uncover the status of women in households and in office. In this context present study concentrate to answer the following research questions

Problems that are selected for this study are as follows:

1. What are the social and economic problems faced by employed women in teaching profession?
2. How do the employed women cope up with their dual role as homemakers and employed women?

### **1.3 Objective of the Study**

The general objective of the study is to understand the status and satisfaction of employed women. The specific objectives of the study are as follows:

- ) To identify a socio economic status of employed women.
- ) To access the employed women's role in decision-making power at household level.

### **1.4 Rationale of the Study**

Though research on women participation in different occupations had been carried out, status of employed women of different private schools of Kathmandu have not be adequately researched. In spite of the fact that in the development of the educational institutions women play vital role, their contribution and problems are not highlighted and regarded as worthwhile. Therefore study in this field seems necessary. The present study is beneficial to the people, the nation and also to the coming researchers. I hope this study will provide more literature in the status of employed women. I believe it will help the planners, researchers, and INGOs, NGOs and Ministry of Women and Social Welfare that set the program for the enhancement of the status of women.

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

The study has been organized into five chapters. Chapter one includes general background of the study, statement of the problem, objectives of the study and rationale of the study. Chapter two includes the review of literature. This chapter includes theoretical, empirical and policy literature review. Chapter three contains the research methods. This chapter includes site selection and rationale, research design, unit of the study, universe and sampling, nature and sources of data, tools and techniques of data collection, data processing, analysis and presentation and limitation

of the study. The fourth chapter comprises background of respondents, which includes socio-economic characteristics of the respondents, level of satisfaction among women employees of different primate schools of Kathmandu etc. The fourth chapter also comprises data analysis and interpretation and the fifth chapter comprises summary and conclusion.

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter theories, empirical studies and policies regarding women employees have been reviewed. This chapter also includes theoretical and conceptual framework.

#### **2.1 Theoretical Review of Literature**

Status of women is an important factor, which affects the socio-economic, development of a country. It is known that status is not a fixed and 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 women occupies as a worker student, wife, mother of the power and prestige attached to these positions and of the right and duties she is expected to exercise” (CBS, 2008). Society is a web of human relationship. Educational environment, social nature, health, status and many other factors determine the status of society.

There have been several attempts and approaches towards the explanation of nature, causes and consequences of gender inequality and discrimination, For example Marxist feminism argues that the causes of gender inequality run much deeper that women can't achieve equality without challenging the capitalist system that profit without their exploitation (Acharya, 1998). The economics system has made the subjugation of women an integral part of its functioning and the fact that equality may enrich the lives of both men and women is not enough to bring it about.

The distribution of power is the most important structural difference between socialist and capitalist societies. Under socialism the party and its government officials decide what wages are paid for each kind of work, which good and services are produced and in what amount and how goods and services are distributed, they should be non economically based social conflict in socialist societies because the state supposedly act in the best interests of everyone. In existing socialist societies, however there is a conflict between the workers the state that tries to control them. Labor power is less likely to be sold as a commodity in socialist countries than it is in capitalist societies (Shrestha, 2003).



A patriarchy is a society in which men dominate women, children and major social institutions. Men control business and teaching, government, religious organizations, the mass media, school and universities, legal and recreational systems, prestigious professions such as law, medicine and science, the military and most of the nation's wealth. Women's power is more likely to be focused on traditionally female concerns such as child care than on male-dominated areas such as economic activity. Women also derive power from their unique position as a minority, for while virtually all other minorities are segregated from those who dominate them, intimate relationships between men and women lie at the heart of the most universal of all social institutions, marriage and the family. Although women are a minority, most women also live in relationships in which they depend on men and men depend on them. Social structure distributes power unequally between women and men in complex ways (Shrestha, 2003).

In attempting to do sociology from the standpoint of women, feminist sociological theorists have to consider what constitutes a standpoint of women. A standpoint is the product of social collectivity with a sufficient history and commonality of circumstance to develop a shared knowledge of social relations. Feminists- starting where Marx left off, have identified three crucial collectivities-owners, workers, and reproduction constitute them as standpoint groups. Historically women under patriarchy whatever their class and race have been assigned to the tasks of social reproduction (childbearing, childrearing, housekeeping, food preparation, care of the ill and dependent, emotional and sexual service); where women occupy subordinate status as workers whose production is exploited and appropriated by men. Yet, any solidarity of women as a "class" in patriarchal production is fractured by other class configurations, including economic class and race class. While women's shared and historic relation to social reproduction in circumstances of subordination is the basis for the feminist claim of "the standpoint of women," in the daily workings of social power the intersection of gender inequality with race inequality, class inequality, geosocial inequality and inequalities based on sexuality and age produces a complex system of unequally empowered standpoint groups relating through shifting arrangements of coalition and opposition. These intersectionalities are now an integral part of the feminist description and analysis of women's standpoint (Ritzer, 2000).

Many efforts were made to bring women into development process. The first effort was to integrate women into the mainstream of development, termed as Women in Development (WID). The second phase of WID termed as Women and Development (WAD) coined to stress on the contribution of women rather to treat them as beneficiaries needing help. The third phase of WID (1980s) emphasized more on the unequal distribution between men and women due to the gender biased social structure of patriarchal value system termed as Gender and Development (GAD).

Beside these development strategies different feminist theories have been developed during the contemporary period. The liberal feminists aimed to bring equality of opportunity among sexes which could lead women to achieve higher status job. Marxist feminists talk about women's subordination in a materialist perspective (Ritzer, 2000).

These all efforts have tried to raise the women's issues in the world arena. This study will also be an attempt to highlight the situation of women employees in general and women employees in teaching sector in Kathmandu valley as particular.

The women's movement and the discipline of women's studies led to the development of feminist theories that began to influence the way in which sociologists analyzed women's position in society. The major expression of gender inequality theory is liberal feminism which articulated the concept of WID argues that women may claim equality with men on the basis an essential human capacity for reasoned moral agency, that gender inequality is the result of a patriarchal and sexist patterning of the division of labor, and that gender equality can be produced by transforming the division of labor through the re-patterning of key institutions, law, work, family education and media (Ritzer,2000).

The contribution of women to economic activities in various fields is no less than that of men. To understand the actual economic condition of women obstacle that continues to make recognition of women's full potential from obstinately held narrow concepts regarding women. In a patriarchal society rather envision of a human society of men and women where the other does not dominate the personality of one sex. The mere difference in physical structure does not make it necessary for one sex to lose complete human identity and live in surrender to the other sex in order to bring about

true gender equality in the attitudes of the family and society towards women. This can only be brought about when the women themselves-their own ideas and feelings. Such sharing of real feelings among women will bring them into the process of empowerment. Nowadays development workers have started talking a lot about women's participation because they have finally realized how important women's involvement is, in every aspect of daily life (Shrestha, 2003).

## **2.2 Empirical Review**

As we know, Nepal is a developing country where concepts like privatization, liberalization, and urbanization do not hold strong position. Before the restoration of democracy there were private industries, schools, campus, training centers, shopping centers, medical centers and hotels etc. But after the multi party democracy private sector in different field grew rapidly for example, Nepal T.V. Station, known as Nepal television but now there are different T.V. channels. Before democracy there used to be Radio Nepal, now different radio and FM stations had been established. Mass and print media are also coming on these days. Similarly insurance companies, finance companies are growing day by day after democracy even number of government offices and industries are privatizing now a days. Private airlines are also coming day by day. As far as private schools are concerned they came after democracy.

Majority of investment in school is not made from government sector. Such school is established for profit motive. Generally there is an opinion that private sector in any fields work faster and in proper way. But still there are some problems exist in private sector. In private sector it seems that customers or clients are treated as valued clients /customers to extend more efficient services to their customers they have been adopting innovative and latest technologies which are helpful in their works. In government sector there will be monopoly and manipulation but in private sector there will be no such retractions. Owner or shareholders of the private organizations have control over them. There are various private schools in Kathmandu. These private schools run on their own terms and conditions (Khanal, 1998).

The some relevant empirical study was related to explore the situation of women in different sector is given below.

Khanal (1998) in her study found that despite the dearth of employment opportunities the range and cover, which the woman's in Nepal show even now, is ended quite respectable. From self-employed subsistence level farming to village and urban small time entrepreneurship is a big jump, and professional level, government jobs beginning from the post of peon and non-gazette posts to decision making levels and ambassadorship aboard, teacher to professor, midwifery to medical doctor and consultants, agricultural extension workers to agricultural expert in different branches of agriculture and social workers to minister, police constables to police inspector etc. In addition, women are found as coach in sports, trainer in carpet and textile weaving, basketry and pottery, workers in small industrial sectors and non- governmental enterprises. In the urban areas, quite a few women are self-employed in the service sector (Khanal, 1998). In the industrialized world women perform half of all service jobs although the figure falls to 27 percent in the developing countries. Women are on average paid less than men, even in industrialized countries. Generally, women are the clerical, sales and services labor force but are largely excluded from manufacturing, transport and management (Khanal, (1998).

Female employment is high in Nepal with more than four fifths of women employed at time of the survey. The more educated women are less likely to be currently employed. Most employed women (90 percent) are in agricultural sector. Only 15 percent of employed women earn cash for their work, while majority of employed women (71 percent) are not paid. Four-fifths of women (79 percent) enjoy a degree autonomy in spending their cash-earnings should be used. Fifty four percent of women contribute to half or more of the household expenditure (New ERA, 2001).

Women's situation on the labor market has deteriorated as they have shown to be less successful than men to compete for jobs in market environment. Women are easier to fires and have more difficulties in finding jobs. The proportions of unemployed women are increasing. Educated women are found employed as clerks, typist, receptionists, schoolteachers, nurses, doctors, social workers, and academics and as officials in the government civil service and in the schools and life insurance corporations. But the number of women officials is still small compared to men. Women's employment is concentrated into feminized jobs in the service sector. The discrimination against women takes place in two ways. Employed women are paid

less than their male counterparts even if they do the same job. In rural areas; the sectors that have a high proportion of women tend to be less paid. Much need to be done to bring the status of women up and uproot the stereotyped biases, prejudices and attitudes of society towards women. The majority of Nepalese women work in the informal sector or as unpaid family helper. In Nepal 75.3% women are self-employed and 27.9% are unpaid family workers (Shrestha, 2003).

Shrestha (2009) stated that the decision making power of women may increase with an equality of participation at all levels of planning and policy making not as recipient beneficiaries, labour and input contribution and consultants but as active change agents at the concerned level. It does not mean the involvement of one of two women or the wives of the leaders, but the involvement of women and men in the same proportion in decision making as their proportion in the communicates at large.

According to study, the women of Nepal are so dependent to men, if the partners of members deny to give shelter to them, it is a question of basic survivals. This system has made women so helpless, houseless, and dependent that without men they will not survive. So, in this inhuman system the right of survival is laid on the hearts of men.

Bhusal (2010) analyzed the contribution of women in different sectors like industrial sector, household sector, rural markets, etc. Women are as men in the unorganized sector, in the poorer as well as in the richer parts as the world. Legislation that grants generous benefits specific to women, such as maternity leave, child care facilities or exception from night work, make it more expensive to hire women in the formal sector, especially when such benefits are financed mainly by the employers. Even in the richer parts of the world, there has been an understandable and persistent trend towards preferring men to women in permanent core jobs of the formal sector; Women generally find employment in peripheral jobs of the larger units as temporary, contract or part time workers. The lack of interest in unionism among women workers does not result from any inherent characteristic of women as such (Bhusal, 2010).

During the Rana regime (1846-1951) Nepalese women were socially, politically, economically and religiously handicapped. But in this period, the women of other countries, especially of western countries; had achieved greater freedom in many fields. In Nepal, however the disparity between men and women in all fields was

considerable. The social position of women was regrettable. Politically, they were nowhere. Religiously, their position was like that of a *Sudra*. (*Sudra* is the lowest of four Hindu caste, other being Brahman, *Kshatriya* and *Vaisya*; *Sudra* is also treated in Hindu society as untouchable (Bhusal, 2010).

He added that there were many ethnic or religious groups in Nepal; therefore, all women of these groups had no similar social status during the period. But the differences were not so considerable. Socially and religiously, the status of the women of same ethnic or religious groups could be a little better or little worse than the women of other ethnic or religious groups but, politically, economically and legally all women of all the groups were at the same level.

Pandit (2010) mentioned that women's participation at local level, specially in village development activities as well as decision making process has increased, through it is not satisfactory. Women participation in the decision making activities has not been effective due to social structure and cultural norms, which assign women only secondary roles. Women are mostly confined to household chores. As a result, they have very little time to spend in social and development activities. Furthermore, women do not get opportunities to share their views and experiences in important forums. Women have to be exposed to income generation activities to make them dependent. Education is one of the successful tools to fight against all types of discrimination and injustices. So the future generation needs to be educated and their skills have to be promoted to make them politically conscious and take various important responsibilities (Pandit, 2010).

Parajuli (2010) mentioned that discrimination between males and females start in the family. Females are not included in the decision making process, and the opportunities and benefits available in the society are monopolized by males. Women's participation in socio-cultural and political activities depends upon the attitudes of their husbands/fathers/parents/male relatives.

Nepalese society, being patriarchal, people still do not see women politicians as their leaders, no matter how capable they are. They tend to see them through the prism of social roles as sister, wife and daughter-in-law etc.

Comparing the difference between pre and post 1990 years, almost all the women respondents stated that in the post 1990 days, "women have the opportunity to speak and exchange views with their husband, to participate in public forums, institutions and political parties, and also get elected in different types of local government bodies, particularly the VDCs, but they also pointed out that women still are not often encouraged to participate in socio-cultural and political activities and when they do their character is questioned and defined as worse, the male members of their families utilize them. Every time women's tears and feeling are taken as weakness and disability of women (Parajuli, 2010).

Ghimire (2010) mentioned that women are Nepal's rural context work 16.66 percent extra hours than those of men in domestic and subsistence economy. However, their social and economic status remain both less recognized and more inferior to their male counterparts. Women are found working an average of 11 hours a day while men folk work for only 8 hours. Women make greater participation as, 28.18 percent women are found to earn about Rs. 5,000 to 10,000 annually while still continue with their traditional household chores. Likewise 22.56 percent of are found to have been earning Rs. 1,000 to 5,000 annually. Women who only perform the household and domestic works are found to have been 10 percent. Considering the volume of women participation in agriculture, the change in traditional approach to both agriculture process and product is just inevitable. Most of the women are found suffering from gastric problem, headache and maternal problems. The village women, in lack of literacy and health awareness, rush to faith healer and witch doctor for remedies. Only 41.81 percent of them are found to have been consulting doctors for remedies.

### **2.3 Conceptual Framework**

In Nepal, the civil code (Mulukiya, 1904) guaranteed right to women by abolishing untouchable, caste, sex discriminations, child marriage, polygamy a incompatible, marriage, however gender discrimination still widely persist both within the law and in its customary application. Its amendment in 1976 greatly enhance the cause of equal rights for woman by amending law in governing marriage, divorce, property rights and inheritance. Now the civil code 1994 has eleventh amendment to give an equal property right for daughter with her brothers, but not shows the reality in our societies (Thapa, 2003).

The ninth plan refers to objectives for women as they are: a) active participation in every development activities and access to political and socio-economic sectors and adjustment and refer to unequal laws for equal rights of women.

The ninth plan has taken various types of policies and strategies such as: a) participating and mainstreaming of development, b) eliminate the gender discrimination provision and c) women's empowering. Tenth plan is continuing the objectives and policies of ninth plan (NPC, 1997 and 2002). Nepali women of the present society know that they have equal rights as men. The new civil code of 2020 and the 6th amendment of the new civil code have given them equal rights. This change has given them legal opportunities to develop self-confidence.

Men and women perform different jobs. Women are often assigned lower status jobs in terms of skill requirements and remuneration. Financial and professional employees play an essential role in business, the economy and society but women experience difficulty in obtaining executive jobs in large corporation even though they have necessary qualification. They often have greater opportunities at lower and middle management levels in the same corporations. In the area of finance, women have certainly increased their share of management positions, although at a varying pace. ILO (2001) data shows that in the United States, women increased their share in financial management from 19% in 1970 to 45% in 1991, a proportion similar to that of Vice-Principals in general. National statistics in the United States show that by 1995, women comprised just over 50% of all financial Vice-Principals. The ILO's long-term global program, "More and Better Jobs for Women" is intended to enhance national capacities and to strengthen legal and institutional frameworks for improving the quantity and quality of women's employment. In general, women have to be better performers than men in order to get ahead (Writh, 2009).

Women's situation on the labor market has deteriorated as they have shown to be less successful than men to compete for jobs in market environment. Women are easier fired and have more difficulties in finding jobs. The proportions of unemployed women are increasing. Educated women are found employed as clerks, typist, receptionists, schoolteachers, nurses, doctors, social workers, and academics and as officials in the government and in the nationalized schools and the life insurance corporations. But the number of women officials is still small compared with men.



Women's employment is concentrated into feminized jobs in the service sector. The discrimination against women takes place in two ways. Employed women are paid less than their male counterparts if they do the same job in rural areas; the sectors that have a high proportion of women tend to be less paid. There needs much to be done in bring the status women and in uprooting the stereotyped biases, prejudices and attitudes of society. The majority of Nepalese women work in the informal sector or as unpaid family helper, it is cited that 75.3% are self-employed and 27.9% are unpaid family workers (Shrestha, 2003).

Women tend to have low paid, low status jobs and work in female-dominated occupations is similar to activities they perform at home. It has an important negative effect on how men see women as well as how women see themselves by reinforcing and perpetuating gender stereotypes (Anker, 2008). Women's role in the economy is not only an overriding focus of the Beijing Platform, but is also recognized as fundamental for addressing other critical areas of concern. More women have been entering the labor force, but quantitative improvements or better working conditions. Inequalities in access to education and training, inequalities in access of productive resources, reproductive responsibilities and the stereotyping of gender roles all constrain women's opportunities for entry or re-entry into the labor market. Women may choose or be forced to accept jobs where it is easier to combine household and care of dependent with paid employment. Women tend to work in female dominated occupations, which are low paid. Even when these occupations involve the same skill, effort, responsibility and working conditions as the male- dominated jobs they tend to play less than male – dominated ones (Anker, 2008).

Enhancing their pay functions, skill required and career prospects can do upgrading "Female" occupations. Encouraging a greater number of male entrants into "Female" occupation and recognizing the worth of women's non – paid work and informally acquired skills may also be important. Reorganizing work in particular by changing rigid hierarchical structures, can also improve the prospects for women's advancement in employment (Lim, 1998). In Nepal although female employment is increasing in the non-agricultural sector, a large proportion of agricultural labor force are women. Among non-agricultural female workers the majority were engaged in the service sector. The proportion of female among the technical workers and administrative

workers are still low. It is evident that relatively small proportion of women workers are literate in all fields. Occupationally, even urban women are mainly employed in agriculture. The next largest group of women workers was composed of those in the sales and services sector. Women wage laborers working in the areas of construction, transportation and communication constituted the third largest group. The concentration of women in low-paid, unskilled jobs may be attributed to low literacy; low skill levels and also to social bias regarding the appropriateness of employing female workers for certain jobs but not others. Women's access to the decision making process can also be gleaned from their access to the higher echelons of the bureaucracy (Lim, 1998).

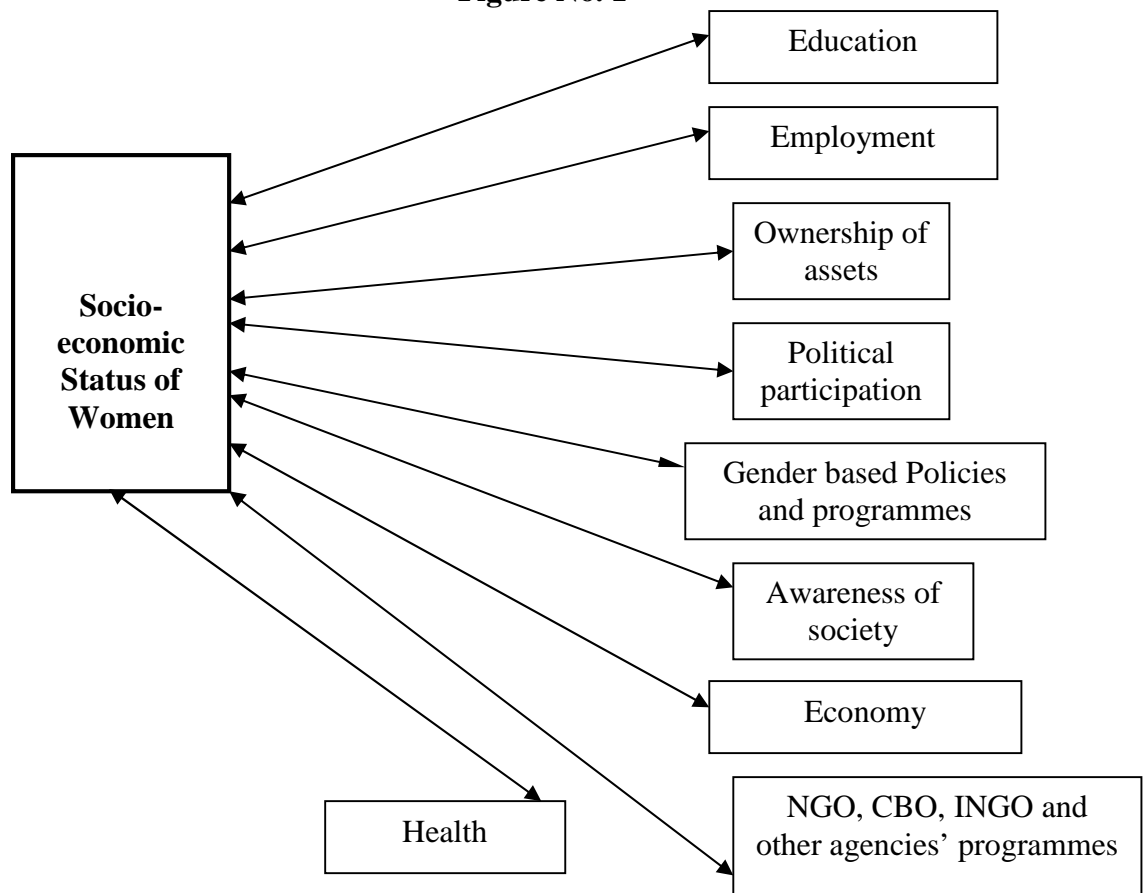
The daily chores of family life in rural Nepal involve women in labor intensive farm work and time consuming domestic work to provide fuel, water and food for household members and farm workers. The census definition of economic activity in theory takes into account wage labor in cash or kind, as well as unpaid family labor. It does not however, encompass activities such as water and fuel collection, food processing and child care, all of which are primarily the responsibility of women these activities that falls outside the formal economic, but which are essential for the survival of the household, absorb the labor of those women who are reported as 'economically active' and classified as home makers and dependent (Acharya, 1998).

The role of women in various farming activities is crucial not only because of the number engaged but also because of the variety of agriculture activities they perform. Women participate in all farm activities required to grow food grains, vegetables, fruits and livestock farming. The role played by women is significant in the development of the nation but all these works by women are considered voluntary (Gautam, 2008).

Women in Nepal are responsible for three types of works reproduction, management of the household and employment. However, reproduction is not treated as work and management of the household is not considered as productive work. Moreover, women in Nepal work for longer hours than men and have much lower opportunity for gainful employment and possess extremely limited property rights.

Conceptual model of the study showing the pattern of relationship between social and economic status: economic factor affects women's role in decision-making both directly and indirectly. If a woman has a greater economic participation she has a greater power of decision-making. Similarly, social and demographic factors also influence the role of decision-making e.g. small size of children imply higher economic participation and consequently greater decision-making power for women. Education for women is taken an important factor in the matter of decision-making process. Educated women are better placed as compared to their illiterate counterparts. Socio-economic status is closely linked with women power of decision-making. The employed women have high status and expected to reduce fertility rate, while opposite for those of not employed women. In communities, which encourage women to participate in economic gainful employment, women would have a higher status as compared to where those activities are restricted. Decision- making role is solely confined to household head. This is because of the cultural norms and low level of income.

**Figure No. 1**



The decision-making power of women may increase with an equality of participation at all levels of planning and policy making not as recipient beneficiaries, labour and input contribution and consultants but as active change agents at the concerned level. In this study, the status of women is defined and measured by selecting socio-economic indicators. Dependent variables is status of women and independent variables are education, employment, economy, political participation, ownership of assets, policies and programmes, awareness of society and NGO,CBO, INGO& other agencies' programmes.

From above literature it was found previous studies were done in different aspect of women like changing status of educated women, status of women in Nepal and socio-economic status of women. From the study it was found women in self-employed subsistence level farming to village and urban small entrepreneurship is very few in number. In addition, women are found coach in sports, trainer in carpet and textile weaving, basketry and pottery, workers in small industrial sectors and non-governmental enterprises. In the urban areas, quite a few women are self-employed in the service sector.

Many researchers; Acharya (1979), Pradhan (1992), Khanal (1998), Thapa (2003), Bhusal (2010), Pandit (2010), Parajuli (2010) and Ghimire (2010) have researched on women participation of different occupations such as hotels, casinos, carpet factories, garment factories, small industries and big industries etc. Similarly, study on women participation in governmental sector had been done. But the study on the status of employed women of different private schools of Kathmandu is less conducted from socio-economic perspective. Though women play vital role as men do in private schools, economy and society but they are not given that much importance as men get. Keeping this in mind researcher has decided to study on women employees of different private schools of Kathmandu in order to find out their actual socio-economic status, their satisfaction level in terms of salary and working environment and to find out their actual daily lives such as their need and difficulties. So, this study will be fruitful to those interested person parties scholars, professor, students, and government for academically as well as policy perspective.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This research has followed a descriptive as well as explorative research design. This research study was focused on accumulating the facts of socio-economic status. A descriptive method gives description about the women status and satisfaction level (in terms of salary, working environment and cooperation from co-workers) of women employees of different private school of Kathmandu Koteshwor with respect to their age, educational level, marital status, family size, caste, resident, access to property, wage structure and working experience.

#### **3.2 Site Selection and Its Rationale**

Economic role and status of women employees in teaching profession: A sociological study of women employees of private schools in Koteshwor have been selected purposively. It was more reliable data available for study as well accessible in time, money and access. Very few studies have been carried out about status of employee women in Kathmandu on socio-economic status of women using sociological perspective. As, there is limited time and resources for study, this area is selected because at present the researcher is living in Kathmandu.

#### **3.3 Universe and Sampling**

The list of the women employees of 10 private schools based on Kathmandu, Koteshwor area were made from the office of concerned private schools. Total women employees of 10 private schools i.e. 129 were universe of the study. Due to limited time, money 50 women were taken as sample of this study. Firstly, the universe had been stratified into various categories and the sample were selected accordingly. Universe was classified on the basis of age, educational level, and caste. Ten schools were selected purposively for the study. This procedures help to include the information of large to small scale educational institutions. From each school altogether 50 women employees were purposively selected. So sample is representative.

### **3.4 Nature and Sources of Data**

There are two types of data by nature: qualitative and quantitative. Qualitative data includes interview transcripts, recordings and notes, observational records and notes, etc which are helpful to examine the factors which cannot be quantified. Quantitative data is helpful for examining the variables like age, sex, and other socio-economic demographic variables.

Primary and secondary sources of data were used in this study. The Primary data were collected directly from the schools using interview schedule and observation. The secondary sources of data were collected from different magazines, newspaper, websites, Central Bureau Statistics, publication, books and other sources.

### **3.5 Tools and Techniques of Data Collection**

In order to carry out any research and draw reliable and meaningful data, it is very much essential that the methods and techniques of data collection must be precise and accurate. Different techniques such as interview, group discussion, informal interaction and observation were used for the collection of necessary information. A mixed (open and closed) questionnaire was used for gathering socio-economic characteristics of data. Interview, group discussion, informal interactions were used to assess the unseen facts of the employed women easily. These specific techniques were used as per the convenience of the researcher for collecting different types of data. Three group discussion were carried out which consisted of junior and senior level teachers in order to obtain their level of participation in decision-making process.

### **3.6 Data Processing, Analysis and Presentation**

Both the primary and secondary information collected from the field in a descriptive way was edited, coded, tabulated and analyzed. On the basis of given procedure, different simple statistical tools like table, percentage and frequencies were used in the study depending on the nature of variables.

### **3.7 Reliability and Validity of Data**

After the development of the questionnaire the researcher has used to pre-test the questionnaire in the field before beginning the actual data collection. Pre-test help in evaluating the different questions, language, format and interview with interview schedule. The questionnaire is checked for clarity and understanding the prospective respondents and format about the same. In this study, the collected data will be reliable and valid because the researcher of the study herself has been involved and collected questionnaires filled by the respondents and have taken interviews with women employees and key informants. So the data collected is reliable. Based on this reliable data there would not be any question regarding the validity of the conclusion.

### **3.8 Limitation of the Study**

As every study has some limitation, this study also has some limitations which can be as follows:

- 1 Only 50 employed women of selected schools of Kathmandu Koteshwor were selected for the study. Therefore, the findings may not be generalized in the context of the other parts of the country.
- 2 The study has not cover extent area due to limited time and resources.
- 3 It mainly focused on employed women of selected private schools of Kathmandu. So it does not cover overall socio-economic status of all private schools as well as others because of variance in settlement and social change.

## **CHAPTER IV**

### **DATA ANALYSIS AND INTERPRETATION**

In this chapter the data collected from primary and secondary sources have been collected. Our society is patriarchal. The way of viewing women was different in the past. She starts to do job and earn money. Not only that much her socio-economic status also used to be high when she is employed and contribute for family and society. The following analysis shows the changing pattern of socio-economic status of 50 women employed in private schools of Kathmandu, Koteswor.

#### **4.1 Social Characteristics of the Respondents**

This chapter has analyzed the data collected from primary sources. More specifically this chapter presents the socio-economic characteristics and level of satisfaction of the employed women of different private schools of Kathmandu.

Socio-economic characteristics of the respondents on the basis of the variables directly related with the women employed in different private schools of Kathmandu, Koteswor from the sampled 50 women in this sector is found as follows.

##### **4.1.1 Age of the Respondents**

There is relationship between age and employed women. It is expected that women with young and middle age group participated in the outside world for working and run their dual role as a housewife and as a worker. Below given table presents the age structure of the employed women of different private schools of Kathmandu valley. On the basis of data collected in different private schools of Kathmandu , Koteswor the age group of the respondents has been divided into five major groups that is the age between 20-25, 26-30, 31-35, 36-40 and above 41 years.



**Table No. 1: Age of Respondents**

S.N.	Age Group	Number of Respondents	Percentage of Respondents
1.	Between 20-25	12	24
2.	Between 26-30	21	42
3.	Between 31-35	15	30
4.	Between 36-40	2	4
	Total	50	100

Source: Field Survey, 2014

Above distribution of the respondents by age group shows that out of 50 respondents, 24 percent were from 20-25 age group, 42 percent were from 26-30 age groups, 30 percent are from 31-35 age group, 4 percent were from 36-40 age group and there is no respondents belongs to above 41 age group.

This data shows that most of the respondents were in 26-30. This indicates that the women with young and middle age range participated in the outside world for working and run their dual role as a housewife and as a worker. And, the absence of respondents belong to above 41 age indicates that the trends of involving in teaching job is recent and emerging trend. It signifies the changing status of job opportunity then and now.

#### **4.1.2 Caste/ Ethnic Composition of the Respondents**

The main castes of Kathmandu city are Newar, Brahmin, Chhetri, Tamang, Gurung, Magar and Rai. Among them Newars are more than others because of the local residents of Kathmandu. The caste of the respondents is distributed broadly into four main heading that is Newar, Brahmin, Chhetri and others. 'Others' includes like Gurung and Rai.

The table 2 indicates that out of 50 respondents, 20 respondents were Newar, 13 respondents were Brahmin, 15 respondents were Chhetri and 2 respondents were others (Gurung, Tamang, Magar and Rai) respectively. It indicates that respondents from the Newar community comprises of 40 percentages. The second highest is Chhetri that is 30 percentage, the third is Brahmin that is 26 percentage and the least are from the others group (Gurung and Rai), which is 4 percentage of the total.

**Table No. 2: Caste of the Respondents**

<b>S.N.</b>	<b>Caste</b>	<b>Number of Respondents</b>	<b>Percentage of Respondents</b>
1.	Newar	20	40
2.	Brahmin	13	26
3.	Chhteri	15	30
4.	Others	2	4
	Total	50	100

Source: Field Survey, 2014

From the above table it can be concluded that the majority of respondents are from the Newar community, probably because they are the local residents of Kathmandu and have business relation through their parents. But, the absences of dalit respondents indicate that the access of dalits in job opportunity may either still marginal or nil.

#### **4.1.3 Religion of the Respondents**

A person or behaviour obeying the rules of a religion very carefully and performing duties very carefully as a matter of conscience. The religion of the respondents is discussed into three main headings. They are Hindu, Buddhist and others. Religion other than mentioned here are included in 'others'.

**Table No. 3: Religion of Respondents**

<b>S.N.</b>	<b>Religion</b>	<b>Number of Respondents</b>	<b>Percentage of Respondents</b>
1.	Hindu	42	84
2.	Buddhist	8	16
	Total	50	100

Source: Field Survey, 2014

The above table shows that out of 50 respondents 42 are Hindu and 8 respondents are Buddhist respectively. It shows that respondents from the Hindu religion comprise of 84 percentage and respondents from Buddhist religion comprises 16 percentages. There is no respondents belongs to others religion found from this study.

The above table indicates that the majority of respondents are from the Hindu religion, probably because majority of people in Nepal follow Hindu religious. Most of newars respondents in Kathmandu are Hindu community though there are 20 newars. It indicated that all newars do not follow Buddhist religion. But, the absences of other religion respondents indicate that the access of other religion in teaching job opportunity remain little.

#### **4.1.4 Education of the Respondents**

Education enhances the performance and ability of people. There is positive relationship between education and employment opportunity. Higher the level of education higher will be opportunity to get job. The level of education among the respondents has been divided into 4 major groups i.e. Intermediate, Bachelor, Masters and above Masters level.

**Table No. 4: Education of the Respondents**

<b>S.N.</b>	<b>Educational Level</b>	<b>Number of Respondents</b>	<b>Percentage of Respondents</b>
1.	Intermediate	1	2
2.	Bachelor	28	56
3.	Masters	21	42
	Total	50	100

Source: Field Survey, 2014

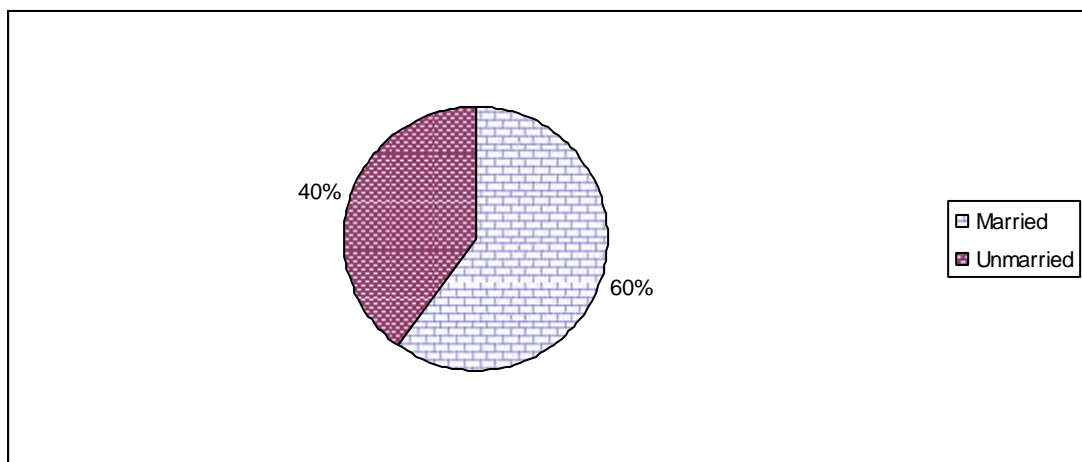
From the above table it shows that out of 50 respondents 1, 28 and 21 were found intermediate, Bachelor and Masters respectively. But there is no respondent belong to above Masters Level. This clearly indicates that higher percentage of respondents 56% (28) were found Bachelor passed and 42 percentage i.e. 21 numbers were found Masters Level passed. But the respondents with above Masters Level of education were not found. Respondents with intermediate level were very low i.e. only two percent and one in number.

Most of the private schools need bachelor degree holder for the secondary level teacher. Therefore bachelor is the required education in order to enter private schools. Therefore study indicated that the women working in the different private schools of Kathmandu are bachelor and master level. It indicated that there is increased in women education and their access to job opportunity. It was also found that there were competitive feelings among co-worker regarding their education level as most of respondents were bachelor and master level passed.

#### 4.1.5 Marital Status of the Respondents

Marital status of the respondents has been divided into 3-sub division i.e married, unmarried and widow group. Distribution of the respondents on the basis of marital status as above shows that 60 percent of the respondents are married and 40 percent of the respondents are unmarried. No respondent found widow respectively. It means that among 50 respondents, 30 respondents are found married and 20 respondents are found to be unmarried.

**Figure No. 1: Marital Status of the Respondents**

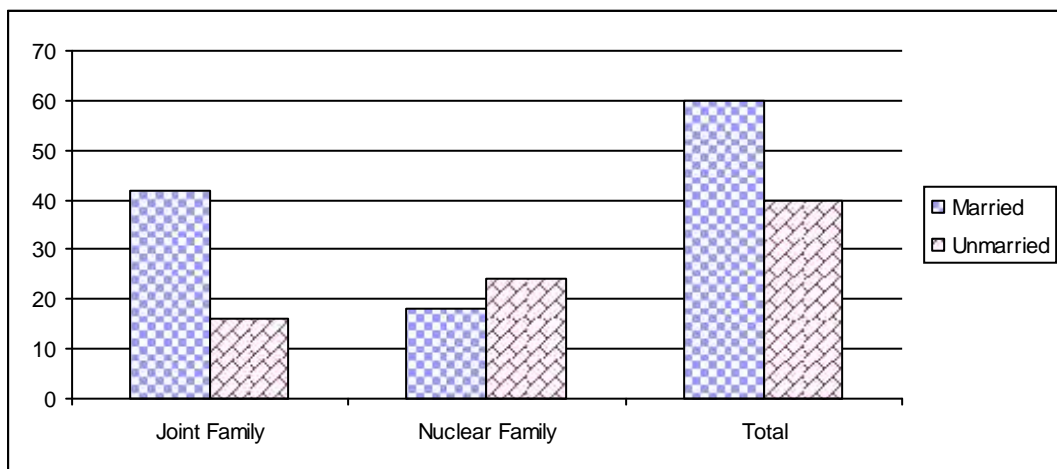


The above figure shows that most of the employed women are married. They have to balance life between their housework and office-work. They have work load because they feel financial pressure. It is quite a difficult situation yet the women seem to manage it, because this occupation has been established as a respectable line of work. Among 30 married respondent 80% had arranged marriage and 20% had love marriage. Similarly, Among 30 married respondent, 80% of the respondents had marriage within caste while 20% had inter-caste marriage.

#### 4.1.6 Family Types of the Respondents

Family is any group of people related by blood or marriage, especially a group of two parents and their children. Family has been divided into 3-sub division i.e joint family, nuclear family and extended. Table given below presents the distribution of respondents according to family types of the married as well as unmarried respondents in different private schools of Kathmandu.

**Figure No. 2: Distribution of the Respondents by Family Types**



Above figure shows that out of 30 married respondents, 9 respondents had nuclear family and 21 respondents had joint family respectively. It indicated that 70%-married respondents had joint family and only 30% married respondents had nuclear Family. From the above table it can be said that married employed women prefer to live in joint family than the nuclear family may be because employed women have to look after their family and outside work at the same time, which sometimes can not be possible. So living in joint family can be helpful in such situation.

Above given figure also presents the distribution of respondents according to family types of the unmarried respondents in different private schools of Kathmandu.

Above figure presents the distribution of the unmarried respondents, which were 20 respondents. Out of 20 unmarried respondents 8 respondents live in joint family and 12 respondents live in nuclear family respectively. This finding indicated that out of 20 unmarried respondents, 60% respondents live in nuclear family and 40%

respondents live in joint family. It seems that living in nuclear family is increasing now a days. Most of the respondents used to live with husband and father and mother in-law in their family.

#### 4.1.7 Respondents on the Basis of Hours Spent on their Household Chores

Below given table presents the distribution of the respondents according to how many hours they spent on their household chores. Hours divided into 4 main groups i.e. not at all, 1-3 hours, 4-5 hours and above 6 hours. Below table shows that out of 30 married respondents, 3 respondents respond that they do not work at home, 6 respondents work 1 to 3 hours 15 respondents spent on their household chores 4 to 5 hours and 6 respondents spend more than 6 hours working on household chores. This means 50% respondents spent 4 to 5 hours, 20% respondents work more than 6 hours on their household chores, 20% respondents work 1 to 3 hours and 10% respondents do not work at their home. Thus it can be concluded that married respondents who were working in private schools have not so much burden of household chores because they have helpers to help them.

**Table No. 5: Distribution of the Respondents on the Basis of Hours Spent on their Household Chores**

S.N.	Hours	Married Respondents		Unmarried Respondents		Total	
		Number	Percent	Number	Percent	Number	Percent
1.	Not at all	3	10	5	25	8	16
2.	1-3 hours	6	20	2	10	8	16
3.	4-5 hours	15	50	8	40	23	46
4.	Above 6 hours	6	20	5	25	11	22
Total		30	100	20	100	50	100

Source: Field Survey, 2014

Above table also shows that out of 20 unmarried respondents, 5 respondents do not work at home, 2 respondents spent 1 to 3 hours on her household chores, 8 respondents spent 4 to 5 hours and 5 respondents spent more than 6 hours respectively. It means respondents who spent 4 to 5 hours on their household chores are 46%, 16% respondents do not work at their home, 22% respondents spent more than 6 hours and only 16% respondents spent 1 to 3 hours on their household chores.

This finding indicates that unmarried respondents do not have very load of household chores because most of the respondents have helpers to help them.

Thus we can say that in one hand these respondents have to work more than 6 hours at home and on the other hand if they do not want to work at home they can do so, which means there is no heavy pressure for them to look after both household chores and the office work. They often have to wash dishes, cloth and prepare food themselves in their home. Some of the respondents used to hire helper for household support.

#### 4.1.8 Decision Making Power of the Respondents at Home

The below given table unfolds that the married respondents have also got the decision making position at their home. Decision level divides into 4 headings that means high, medium, low and not at all. Here, the women with high position in making decision are those who play vital role to make decisions in economical and other family matters in comparison to their male partners. Likewise the medium positional women are those who are asked to present their view on the economical and other family matters. The low positional women are those who are very rarely can present their view on the economical and other family matters.

**Table No. 6: Distribution of the Respondents on the Basis of Decision Making Power at Home**

S.N.	Position	Married Respondents		Unmarried Respondents		Total	
		Number	Percent	Number	Percent	Number	Percent
1.	High position	12	40	3	15	15	30
2.	Medium Position	15	50	15	75	30	60
3.	Low position	3	10	2	10	5	10
Total		30	100	20	100	50	100

Source: Field Survey, 2014

Above table shows that out of 30 married respondents, 12 respondents have high position in decision-making, 15 respondents have medium position and 3 respondents have low position in decision-making but there is no respondent found having almost insignificant position in making decision. It indicates that 50% respondents have

medium position, 40% respondents have high position and 10% respondents have low position but there is no respondent found having almost insignificant position in making decision.

Above table also shows that out of 20 unmarried respondents, 3 respondents have high position, 15 respondents have medium position, 2 respondents have medium position, 2 respondents have low position but no respondent found having almost insignificant position in making decision. It indicates that 75% respondents have medium position, 15% respondents have high position, and 10% respondents have low position but no one have insignificant position in making decision. It indicates that unmarried respondents are also taken seriously on their decision. Most of the respondents have medium position in decision making. It is because of their higher economic status which can influence other family members. Regarding the enter into job they came with advice of family members. Family member agree with their decision at home before and after job.

## **4.2 Access of Property, Sexuality, Decision Making and Participation on Social Activities**

### **4.2.1 Decision Making Power in the Office**

Decision making power relies on the basis of their designation. Below given table presents the distribution of the respondents on the basis of their designation. It is divided into six main groups such as volunteer, Junior level, Primary level, Secondary level, Senior level and Vice-Principal.

**Table No. 7: Distribution of the Respondents on the Basis of Decision Making Power in the School**

<b>S.N.</b>	<b>Designation</b>	<b>Number of Respondents</b>	<b>Percent</b>
1.	Junior Level	27	54
2.	Primary level	2	4
3.	Secondary level	12	24
4.	Senior level	6	12
5.	Vice-Principal	3	6
	Total	50	100

Source: Field Survey, 2014



Above table shows that out of 50 respondents, 27 respondents are Junior i.e. 54%, 2 are Primary levels i.e. 4%, 12 are Secondary level i.e. 24%, 6 Senior levels i.e. 12%, 3 are Vice-Principals i.e.6%.

The finding shows that out of 50 respondents, 18 respondents i.e. 36% holds officer's position and 29 respondents hold primary level position i.e. 58%. The finding indicates women in officer position are less compare to non-officer position. The ratio of officer to non- officer for women is lesser than men. Thus it affects the women's decision making power. Other staffs also support their decision in the school.

#### 4.2.2 Respondents on the Basis of Their Salary

Below given table presents the distribution of the respondents on the basis of their salary. Salary has been divided into six main groups.

**Table No. 8: Distribution of the Respondents on the Basis of their Salary**

S.N.	Income (monthly)	Number of Respondents	Percentage of Respondents
1.	Rs. 5000 to Rs. 10000	37	74
2.	Rs. 10000 to Rs. 15000	2	4
3.	Rs. 15000 to Rs. 20000	6	12
4.	Rs. 20000 to Rs. 25000	3	6
5.	Rs. 25000 to Rs. 30000	2	4
	Total	50	100

Source: Field Survey, 2014

From above table it shows that out of 50 respondents, 37 respondents (74%) earn between Rs. 5000 to 10,000, 2 respondents (4%) earn between Rs. 10,000 to Rs. 15,000, 6 respondents that is 12% earn between Rs. 15,000 to Rs. 20,000, 3 respondents (6%) earn between Rs. 20,000 to Rs. 25,000, only 2 respondents and (4%) earn between Rs. 25000 to Rs. 30000 per month. Finding indicates respondents who earn between Rs. 5000 to Rs. 10,000 are more and respondents who earn more than Rs. 15000 is second higher, which means salary wise women working in private schools are economically secure. From the study it was found that there is difference in salary for men and women of the same level. They are not satisfied with their job.

#### 4.2.2.1 Respondents on the Basis of Satisfaction Level with Salary

Table given below presents the distribution of the respondents on the basis of satisfaction level with salary. Satisfaction level with salary is divided into three main groups such as fully, partially and not at all.

**Table No. 9: Distribution of the Respondents on the Basis of Satisfaction Level with Salary**

S.N.	Level of Satisfaction	Number of Respondents	Percentage of Respondents
1.	Fully	7	14
2.	Partially	37	74
3.	No at all	6	12
	Total	50	100

Source: Field Survey, 2014

Above table shows that out of 50 respondents, 7 respondents are fully satisfied with the salary they get in private schools, 37 respondents are partially satisfied and 6 respondents are not at all satisfied with their salary. This finding indicates that 74% respondents are partially satisfied with their salary, 14% respondents are fully satisfied and 12% respondents are not at all satisfied with their salary. From this finding we can claim that most of the respondents are not happy with the salary they get. These respondents say that in comparison to their hard work their salary is not satisfying.

Table 9, while being compared 14% respondents were fully satisfied with their job while 74% respondents were partially satisfied with their salary, it indicates that women who are satisfied with their job not only give preference to the salary but they were also looking at good environment where they can work easily.

#### 4.2.3 Respondents on the Basis of Assets Owned

From the study researcher found that all the assets were bought from their salary. Few of the respondents also told that salary had bought land on own name and few of them also had motorbike. It implied that their economic status is high as compare to other

women working in other sectors. They have some property in their name. Most of the respondents join this job before marriage and husband support them. Most of the respondents join this job for 6 months.

**Table No. 10: Distribution of the Respondents on the Basis of Assets Owned**

S.N.	Assets	Number of Respondents	Percentage of Respondents
1.	T.V.	50	100
2.	Computer	27	54
3.	Washing Machine	21	42
4.	Vacuum Cleaner	25	50
5.	Telephone	50	100
6.	Freeze	50	100
7.	Music System	50	100

Source: Field Survey, 2014

The above table shows that, all the respondents had T.V., 27 of them i.e. 54% are using computer, 21 of them i.e. 42% are using washing machine, 25 of them i.e. 50% have vacuum cleaner, 50 of them i.e. 100% are using refrigerator, 50 of them i.e. 100% are using telephone and 50 of them i.e. 100% are using music system.

This finding shows that these respondents have those equipments with which it became easy to do household chores. Similarly, it also shows that they get chance to get entertainment from equipment like T.V. and music system. Having above equipments on their home means employed women don't have to waste too much of their time on washing clothes and cooking. Having these assets is also one indicator of their economic status, which shows their economic status, is high.

#### **4.2.3.1 Respondents on the Basis of Property Owned**

From the study respondents were asked whether they get any property from their parents. Nobody told yes. It was found that all the assets were bought from their salary. Some respondents got property from parents. Respondents were again asked whether they have any property in their name. The responses were given in following table.

**Table No. 11: Distribution of the Respondents on the Basis of Property in their Name**

S.N.	Property	Number of Respondents	Percentage of Respondents
1.	House	10	40
2.	Land	5	20
3.	Business	8	32
4.	Vehicle	2	8
5.	Total	25	100

Source: Field Survey, 2014

The above table shows that, 10 i.e. 40% respondents had house, 5 of them i.e. 20% had land, 8 of them i.e. 32% had business and 2 of them i.e. 8% had vehicle. This finding shows that majority of respondents have land, business and house in their name. Similarly, it also shows that fifty percent respondents have different property in their name. Having these properties is also one indicator of their economic status, which shows their economic status is high. From the study respondents were asked whether they get any property from their husband. Nobody told yes. Again respondents were asked whether they have their own bank account. All respondents told yes. They were asked whether they use bank account without the permission of their family member. All respondents told that they use bank account without the permission of their family member.

#### **4.2.4 Participation on Social Works/Activities**

Knowing about participation on social works/activities indicates women status with reference to their literacy and involvement in different sectors. Table 12 shows that women who got higher education have more knowledge about different sector than women who have only primary education. This clearly demonstrates that education can influence women's knowledge about participation on social works/activities. To get further information whether they involved in any participation on social works/activities or not, an additional question was asked and the responses have been presented in Table 12. The table clearly shows that overwhelming majority (80%) of the respondent women were not involved in any social works/activities.

**Table No. 12: Distribution of Respondents by Their Participation on Social works/activities**

<b>Participation on Social works/activities</b>	<b>Frequency</b>	<b>Percent</b>
Yes	10	20
No	40	80
Total	100	100

Source: Field Survey, 2014

Among the women who participation on social works/activities, only 20 percent are involved in it. This might be due to several reasons. Mostly, majority of women are restricted by family members to involve on social works/activities and some don't get time due to household burden. But some women are frustrated by social works/activities so they don't want to involve in it. Again respondents were asked whether they have taken membership of any social organization/institute. Only 20% respondents told yes. They were asked in which organization they were belonging to. Respondents told that they were belonging NGOs/INGOs and religious institution. Respondents were again asked whether they took part in the function of those organizations. All respondents told that they did not take part in the function of those organizations. They participate in social work through donating money, working as an advisor and participating in different function.

#### **4.2.4.1 Respondents Going out Without Permission of Family**

Table given below presents the distribution of the married respondents on the basis of degree of mobility level. Mobility means women going out of the house for socio-economic activities without permission of family. The old concept that women should not go out of the house is changing, which is very positive change. The mobility level is also an indicator of socio-economic status of employed women of different private schools of Kathmandu. Mobility level has divided into three main groups such as cinema hall, market, temple, party, restaurant, parks, tour, sport ground and play ground (high means totally free to go out of the house at any time they need to go), (medium means moderately free to go out of the valley) and (low means not free to go out of the valley).

**Table No. 13: Distribution of the Respondents Going out Without Permission of Family**

S.N.	Position	Married Respondents		Unmarried Respondents		Total	
		Number	Percent	Number	Percent	Number	Percent
1.	High mobility	12	40	15	75	27	54
2.	Medium mobility	15	50	5	25	20	40
3.	Low mobility	3	10	-	-	3	6
Total		30	100	20	100	50	100

Source: Field Survey, 2014

Above table shows that, out of 30 married respondents, 12 respondents have high mobility, 15 respondents have medium mobility level and only 3 respondents have low mobility level. This indicates that 50% respondents have medium level of mobility, 40% respondents have high level and 10% respondents have low level of mobility. The finding indicates that married women who are working have chances of mobility.

Above table also shows that out of 20 unmarried respondents, 15 respondents (75%) have high mobility level and 5 respondents (25%) have medium level of mobility. But there is no one who has low mobility level. This finding indicates the old concept that women should not go out of the house is changing, which is very positive change. The mobility level is also an indicator of socio-economic status of employed women of different private schools of Kathmandu. The mobility level of married women is less as compare to unmarried women. Because married women have dual role like looking after their children and household activities. But unmarried women have not had dual role. Few of the respondents may have household activity but they do not have to look after children.

#### **4.2.5 Sexuality and Reproductive Health**

Sexuality and reproductive health is related with the internal and external structures of a person which are concerned with reproduction, especially sexual reproduction. Reproductive health is related to fertility. The ability of a man and women to engage

in mutually fulfilling sexual relationship is an important factor in reproductive health. Free from the risk of unwanted pregnancy helps a couple to fulfill sexuality and better enjoyment.

#### 4.2.5.1 Respondents on the Basis of Number of Child

Below given table presents the distribution of the respondents on the basis of how many children owned. Responses divided into three main groups i.e. one, two and more than two.

**Table No. 14: Distribution of the Respondents on the Basis of Number of Child**

S.N.	Number of Child	Number of Married Respondents	Percent
1.	One	9	30%
2.	Two	15	50%
3.	More than two	6	20%
	Total	30	100%

Source: Field Survey, 2014

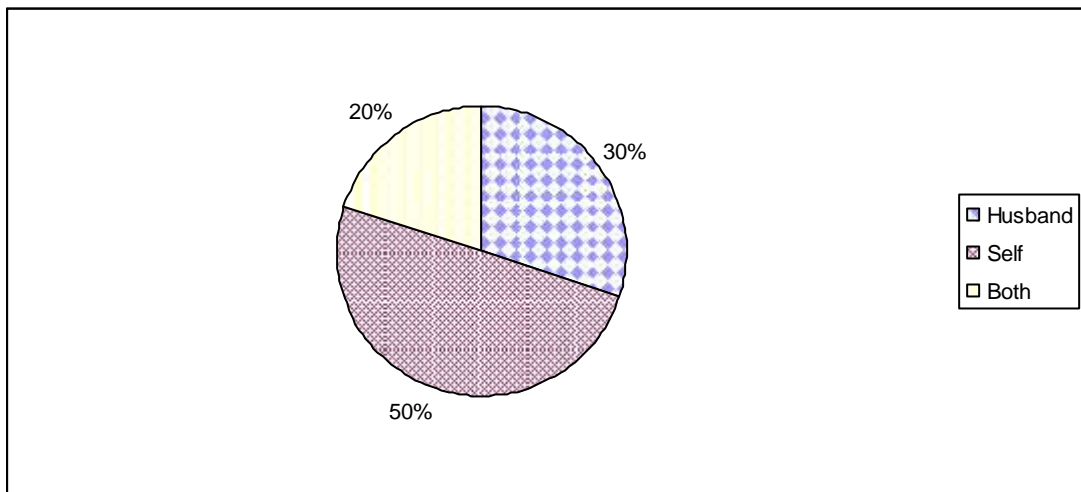
Above table shows that out of 30 married respondents, 9 respondents respond that they own one child, 15 respondents own two children and 6 respondents own more than three children. This means 50% respondents own two children and 20% respondents own more than two children. Thus it can be concluded that majority of married respondents who were working in private schools have at least two children.

#### 4.2.5.2 Use of Family Planning Tools for Birth Spacing by Respondents

The family planning has place greater emphasis on promoting temporary methods of contraception especially for spacing of birth. So the availability of family planning does more than enable women and of course men to limit family size. It safeguards individual health and rights, preserves our planet's resources, and improves the quality of life for individual women their partners, and their Children.

The question was asked that who use the tools of family planning for birth spacing. The respondents' view has been divided into three points i.e. husband, self and both.

**Figure No. 3: Use of Family Planning Tools for Birth Spacing by Respondents**



From the above figure it shows that out of 50 respondents 9 were found husband, 15 self and 6 both husband and wife. This clearly indicates that higher percentages of respondents 50% (15) were found use of family planning tools for birth spacing by respondents themselves regarding birth spacing. Whereas 30 percentage i.e. 9 number and 20 percentage i.e. 6 numbers were found use of family planning tools for birth spacing by husband and both husband & wife. Respondents were asked whether they/their husband done the permanent means of family planning. Only 8 respondents out of 30 told that they/their husband used the permanent means of family planning. Respondents were again asked who used family planning method. Respondents told that 2 out of 8 used themselves and 6 used permanent means of family planning by their husband.

#### **4.2.5.3 Consultation with Gynecologist/Doctor for General Check up by Respondents**

The consultation with Gynecologist/Doctor for general check up by respondents is distributed broadly into four main heading that is as per needs, bimonthly, monthly and half- yearly.



**Table No. 15: Consultation with Gynecologist/Doctor for General Check up by Respondents**

S.N.	Check up	Number of Respondents	Percentage of Respondents
1.	As per needs	20	40
2.	Bimonthly	13	26
3.	Monthly	15	30
4.	Half-yearly	2	4
	Total	50	100

Source: Field Survey, 2014

This finding indicates that out of 50 respondents, 20 respondents check-up as per needs, 13 respondents check-up bimonthly, 15 respondents check-up monthly and 2 respondents check-up half-yearly respectively. It indicates that respondents check-up as per needs comprises of 40 percentages. The second highest is monthly that is 30 percentage, the third is bimonthly that is 26 percentage and the least are from the half-yearly.

#### **4.2.6 Performance of Kitchen-work During Menstruation Period by Respondents**

The menstruation period is biological phenomenon of women who cross twelve years old. The respondents were asked that whether they performed kitchen-work during menstruation period. The following respondents were obtained.

**Table No. 16: Performance of Kitchen-work During Menstruation Period by Respondents**

S.N.	Performance of Kitchen-work	Number of Respondents	Percentage of Respondents
1.	Yes	22	44
2.	No	28	56
	Total	50	100

Source: Field Survey, 2014

The finding indicates that out of 50 respondents, 22 respondents told that they performed kitchen-work during menstruation period and 28 respondents were not performed kitchen-work during menstruation period. The reasons for respondents who do not perform kitchen-work during menstruation period were because of their religious and traditional mores & because during the menstruation period they feel physically weak. From the above table it can be concluded that the majority of respondents are from the Newar, Rai and Gurung community, so they performed kitchen-work during menstruation period because of their religious reason. Respondents were asked if they do not performed kitchen-work during menstruation period, then who works at kitchen during their menstruation period. 20 Respondents out of 28 told that their mother/mother-in-law used to work and 8 respondents told that their husband used to work during their menstruation period.

#### **4.2.7 Level of Satisfaction Among Women Employees of Different Private Schools of Kathmandu**

In this section level of satisfaction among women employees of different private schools of Kathmandu is explained.

##### **4.2.7.1 Respondents on the Basis of Job Satisfaction Level**

Job satisfaction means the women with high position in decision making, cooperation from co-workers, good economic status and good working environment which play vital role to make decisions in economic and other family matter in comparison to their male partners. Table given below presents the distribution of the respondents on the basis of job satisfaction level. Job satisfaction level is divided into three main groups such as fully, partially and not at all.

**Table No. 17: Distribution of the Respondents on the Basis of job Satisfaction**

<b>S.N.</b>	<b>Level of Satisfaction</b>	<b>Numbers of Respondents</b>	<b>Percentage of Respondents</b>
1.	Fully	15	30
2.	Partially	29	58
3.	Not at all	6	12
	Total	50	100

Source: Field Survey, 2014

Here, the women with fully satisfaction mean satisfied with all satisfaction factor, partially mean satisfied with some satisfaction factor and not at all mean do not satisfied with the entire satisfaction factor. From the above table we can say that out of 50 respondents, 29 respondents are partially satisfied with the job, 15 respondents are fully satisfied and 6 respondents are not at all satisfied with their job. In percentage wise distribution 58% respondents are partially satisfied, 30% respondents are fully satisfied and 12% respondents are not at all satisfied with job. This findings show that though working in private schools is considered as most preferable job to the women but the number of respondents who are partially satisfied with the job is more in this finding. Respondents who are partially satisfied and not at all satisfied have problem with time schedule, salary and non- cooperation of the coworkers. Though time schedule is not always tough and also sometimes respondents do not get full co-operation from their coworkers and other staff members. They have positive feeling about the behaviour of their family member before and after getting this job. After being involving on job, their life has become better.

#### 4.2.7.2 Sexual Discrimination in the Office

Sexual discrimination means prejudice against women on the grounds of sex. Table given below presents the distribution of the respondents on the basis of response on any discrimination made in designation between male and female workers with same qualification.

**Table No. 18: Sexual Discrimination in the Office**

S.N.	Responses	Numbers of Respondents on the basis Designation	Percent	Numbers of Respondents on the basis of Salary	Percent
1.	Discrimination	7	14	3	6
2.	No Discrimination	43	86	47	94
	Total	50	100	50	100

Source: Field Survey, 2014

Above table shows that out of 50 respondents, 7 respondents think there is discrimination in designation between male and female workers with the same qualification and 43 respondents think there is no discrimination made on the designation between male and female workers with the same qualification. This finding indicates 14% respondents think there is discrimination made on the designation between male and female but 86% respondents do not think so. This means discrimination between male and female regarding designation exist in very little amount in private schools. Otherwise there is no such discrimination regarding designation.

Above table also shows that out of 50 respondents, only 3 respondents i.e. 6% think that there is discrimination on salary between male and female with same qualification. But 47 respondents i.e. 94% respondents do not believe that there is discrimination between male and female on the basis of salary. This finding indicates that there is less of discrimination between male and female coworkers with same qualification on their salary. This finding encourage female to join private schools.

#### **4.2.7.3 Married Respondents on the Basis of Family Cooperation**

Unless the family members cooperation the women working outside their home, it is quite difficult for the women to run the job outside.

**Table No. 19: Distribution of the Married Respondents on the Basis of Family Cooperation**

<b>S.N.</b>	<b>Degree of Cooperation</b>	<b>Numbers of Married Respondents</b>	<b>Percent</b>	<b>Numbers of Unmarried Respondents</b>	<b>Percent</b>
1.	Full cooperation	18	60	20	100
2.	Partial cooperation	12	40	-	-
	Total	50	100	20	100

Source: Field Survey, 2014

Above table show that out of 30 married respondents, 18 respondents have get full cooperation from their family, 12 respondents get partial cooperation and no

respondent has experience of not having cooperation from their family. This indicates 60% respondents get full support and 40% respondents get partial support from their families. They found no change in attitude before and after joined job from husband.

From the finding it can be said that families are becoming broad minded who are ready to send their daughter-in-laws out of their houses to work.

Above table depicts that, out of 20 unmarried respondents all of them get full cooperation from their families. It shows that Nepali family now slowly understanding the value of women working outside from their home and earning self-identity and money by themselves.

#### **4.2.8 Cooperation Received by the Women in Office**

Table given below presents the distribution of the respondents on the basis from whom they get cooperation.

**Table No. 20: Cooperation Received by the Women in Office**

<b>S.N.</b>	<b>Male Staff Members</b>	<b>Numbers of Respondents</b>	<b>Percentage of Respondents</b>
1.	Boss	1	2
2.	Male Staff of the same rank	4	8
3.	Male Staff of the lower rank	5	10
4.	All	37	74
5.	None	1	2
	Total	50	100

Source: Field Survey, 2014

Above table unfolds that respondents out of 50, 37 respondents (74%) are cooperated by all members of the office, 5 respondents (10%) are cooperated by male staff of the lower rank, 4 respondents (8%) are cooperated by male staff of the same rank, 1 respondent (2%) get cooperation from boss and 1 respondent (2%) did not get cooperation from anyone. This finding shows that women are getting cooperation from the male staff, especially upper level staff i.e. Senior level, Vice-Principal and co-workers.

#### 4.2.9 Management of Respondents to Dual Role as a Housewife and Teacher

Table given below presents the distribution of the respondents on the basis of dual role as a housewife and a employed woman. Below table shows that out of 30 married respondents, 17 respondents easily manage their dual role i.e. after office they used to look after their children and work as a housewife and during office time they used to work office task, 4 respondents hardly manage their dual role, 9 respondents anyhow manage their dual role and there is no one who claims somehow they manage her duel role. It indicates that 56.67% respondents easily manage their duel role, 30% respondents anyhow manage their duel role, only 13.33% respondents hardly manage their duel role but there is no one who claim that she somehow manage duel role as a employed women and a housewife. They get support from their servants, family members and staff members of their offices to manage their dual role as housewife and employed women. They used to work early in the morning and used to sleep late in the night. This indeed, is a very good sign for employed women.

**Table No. 21: Management of Respondents to Dual Role as a Housewife and Teacher**

S.N.	Responses	Numbers of Respondents	Percentage of Respondents
1.	Easily	17	56.67
2.	Hardly	4	13.33
3.	Anyhow	9	30
	Total	30	100

Source: Field Survey, 2014

#### 4.2.10 The Work and Status in Society

Service sector is one of the main sectors in labor market and it is given much importance in the urban area. This occupation has been established as a respectable line of work. Due to this fact, the employed women in private schools have greatly contributed to enabling other women to participate actively in teaching sector. Below given table presents the distribution of the respondents by their feeling whether their status has changed/enhanced among their peer-group, family member and the neighbours.

**Table No. 22: Respondents' Feeling about the Changed/Enhanced Status From Family**

<b>S.N.</b>	<b>Responses</b>	<b>Numbers of Respondents</b>	<b>Percent</b>
1.	It is good	48	96
2.	It is not good	2	4
	Total	50	100

Source: Field Survey, 2014

Above table shows that out of 50 respondents, 48 respondents respond 'changed ' i.e. enhanced status among their peer group and only 2 respondents said 'No changed'. This indicates that 96% respondents respond ' Changed ' and 4% respondents respond 'No changed ' to the feeling whether their status have changed/enhanced among their peer group and among the neighbors. The change in their status also indicates their satisfaction level. They have not taken loan from the bank for family purpose. They have to work overtime. They return home lately through office vehicle. They used their salary for personal matter. They and their husband used to come to office every day by scooter and public vehicle. They generally used to wear shirt and paint during office. They used to go to Mall and department store for shopping before and after job.

From this finding, it can be argued that the employment has enhanced the status of employed women in private schools.

## CHAPTER V

### SUMMARY AND CONCLUSION

#### 5.1 Summary

In contemporary times woman has contributed towards formal household economy. They started working outside household for earning money. This tendency has increased the workload of women. In Nepal as far as private schools are concerned they came after restoration of multiparty democracy.

In today's the cost of living is very high, so the added source of income earn by women from jobs outside the house is very helpful indeed. Once the women start earning, their socio-economic status will also improve and this will help them to maintain decent standard of living. For this reasons women have started to take up jobs outside while continuing to perform their traditional household chores as a homemaker. The changing socio-economic conditions of women are taking place. In the modern developing society a man does not perform a dual role. But the modern society has created such a situation for women that she has to play dual role of employed women and a homemaker.

The general objective of the study is to understand the status and satisfaction of women teachers working in private school. The specific objectives of the study are a) to identify a socio economic status of employed women and b) to access the employed women's role in decision-making power at household level.

From literature it was found that previous studies were done in different aspect of women like changing status of educated women, status of women in Nepal and socio-economic status of women. From the study it was found women in self-employed subsistence level farming to village and urban small entrepreneurship is very few in number. In addition, women are found coach in sports, trainer in carpet and textile weaving, basketry and pottery, workers in small industrial sectors and non-governmental enterprises. In the urban areas, quite a few women are self-employed in the service sector.



This research has followed a descriptive as well as explorative research design. This research study was focused on accumulating the facts of socio-economic status. Socio-economic status of women in teaching profession (A Case Study of Koteshwor Kathmandu) have been selected purposively.

This study was conducted on the schools of private sector to look at the socio-economic status of the employed women and the level of satisfaction regarding their job, salary, enhanced/changed status and mobility level among the women employees. This research was based on the descriptive research design. Sources of data are taken purposefully from 10 private schools of Kathmandu Koteshwor have been selected purposively. The sample of this study covers 50 respondents of different private schools of Kathmandu.

In this study primary data were collected using structured questionnaire with women employees and key informants of ten private schools of Kathmandu valley. Both quantitative and qualitative approaches were adopted for data analysis.

In this study majority of the respondents belonged to the age group between 26 to 30 years. There was no respondent who belong to the age above 40 years. Major caste/ethnic group of the respondents were Newars and the lowest from Rai and Gurung community.

A large number of the respondents were from Hindu religion as because Nepal is a Hindu Kingdom. About educational level of the respondents fifty six percent of them are graduate and only two percent were undergraduate. Majority of the respondents were married. Among married respondent eighty percent had marriage within caste and twenty percent had inter-caste marriage.

Majority of married respondents had lived in joint family and majority of unmarried respondents lived in nuclear family. Out of married respondents majority of the respondents had servants. Among married respondents fifty percent of them had medium level of decision-making position. All respondents were using T.V., music system, using Freeze and telephone. Majority respondents were using computer, vacuum cleaner and washing machine.

This finding shows that most of the respondents were partially satisfied with their job and salary. Majority of the respondents did not agree that there is discrimination between male and female on designation with same qualification. Majority of the respondents think their status have changed/enhanced among their peer-group and the neighbors. They respond that working in private schools boost up their career, confidence level and economic independency.

Majority of the respondents got cooperation from male staff of the same rank, which means from all male staffs. This is indeed a positive sign who want to join private schools. Similarly, majority of the respondents got full cooperation from their male coworkers at their office. The finding indicated that working in private schools was a tough and challenging task as it deals with money matter. Sometimes time schedule turn out to be very tight which is difficult to cope for them. Respondents have to work overtime. They return home lately through school vehicle. They used their salary for personal matter. They and their husband used to come to office every day by scooter and public vehicle. They used to go to Mall and department store for shopping before and after job.

## **5.2 Conclusion**

Socio-economic status of the employed women of different private schools of Kathmandu is getting better day-by-day. Majority of the respondents are cooperated by family, male coworkers and all the male staff members. Married respondents live in joint family probably because it is easy to get help from family members. But unmarried respondents live in nuclear family. Majority of the respondents have helper to help at their house.

There is no significant discrimination in salary and designation between male and female with same qualification. Majority of the respondents earned monthly between Rs. 5000 to Rs. 10,000 and has necessary assets with them. Respondents are partially satisfied with job and salary, while comparing satisfaction level of salary and job it was cleared that women not only give importance to the salary but for them working environment is also an important part. Employed women have played dual role as a housewife and a employed woman easily. We must understand that in a patriarchal Hindu society like our beside office work they have done their household chores daily

and they have also been able to effectively combine their various role as a wife, mother and employee etc.

The family planning has place greater emphasis on promoting temporary methods of contraception especially for spacing of birth. So the availability of family planning does more than enable women and of course men to limit family size. It safeguards individual health and rights, preserves our planet's resources, and improves the quality of life for individual women their partners, and their Children.

This clearly indicates that higher percentages of respondents are found use of family planning tools for birth spacing by respondents themselves. Respondents are asked whether they/their husband done the permanent means of family planning. Only 8 respondents out of 30 told that their husband used the permanent means of family planning.

Regarding the consultation with Gynecologist/Doctor for general check up by respondents is distributed broadly into four main heading that is as per needs, bimonthly, monthly and half- yearly. The study concluded that out of 50 respondents, 20 respondents check-up as per needs, 13 respondents check-up bimonthly, 15 respondents check-up monthly and 2 respondents check-up half-yearly respectively. It indicates that respondents check-up as per needs comprises of 40 percentages.

The respondents are asked that whether they performed kitchen-work during menstruation period. The finding indicates that out of 50 respondents, 22 respondents told that they performed kitchen-work during menstruation period and 28 respondents are not performed kitchen-work during menstruation period. The reasons for respondents who do not perform kitchen-work during menstruation periods are because of their religious and traditional mores & because during the menstruation period they feel physically weak. Similarly on the other hand it can be concluded that the majority of respondents are from the Newar, Rai and Gurung community, so they performed kitchen-work during menstruation period because of their religious reason.

Regarding distribution of the respondents on the basis of dual role as a housewife and an employed woman, the study concluded that out of 30 married respondents, 17 respondents easily manage their dual role i.e. after office they used to look after their

children and work as a housewife and during office time they used to work office task, 4 respondents hardly manage their dual role and 9 respondents anyhow manage their dual role.

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