DETERMINANTS OF JOB SATISFACTION AMONG WOMEN TEACHERS IN PRIVATE SCHOOL

A Study of Pokhara Sub-Metropolis

A Dissertation

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"The Determinants of Job Satisfaction Among Women Teacher in Private School; A Study of Pokhara Sub-Metropolis" is a dissertation which has been prepared in accordance with the rule and regulation of the university as the partial fulfillment of the requirements for the Master Degree in Arts in the Department of Sociology/ Anthropology, PNC Pokhara, Nepal. It is an attempt to investigate the female involvement in private school and their satisfaction in present day. It is a matter of great pride for me to express my sincere gratitude to the research committee of the department, for providing me an opportunity to present a dissertation on this topic.

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ABSTRACT

The study entitled "The Determinants of Job-Satisfaction Among Female Teacher in Private School in Pokhara Sub-Metropolis" is aimed at tracing the satisfaction of female teacher there. Quantitative as well as qualitative methodology has been used to make the research successful. Both primary and secondary data have been used in the study. A total no. of female teachers present in the private schools of ward no.2, 4 and 5 of Pokhara Sub-Metropolis were selected using census method. Mainly the questionnaire technique was used to collect the quantities information. Interview technique was applied were necessary observation method was used to gather the remaining information. The result was descriptively analyzed using SPSS program.

There is no research done to find out the satisfaction of women teachers and their adjustment in the dual role of household work and school work, in the case of this field.

In caste wise analysis, a higher numbers of respondents are Brahmin (53.5%), Ethinic groups are 29.7%, Chettri are 13.9% and only 3% are Dalit. In religion wise study majority (87.1%) are Hindus. Among all the respondents majority of them (45.5 %) have passed Bachelor level, 44.6% have passed Intermediate, 9.9% have passed S.L.C. and nobody has passed Masters Degree. Majority of the respondents (58.4%) have 4-6 members in their family. 72.3% of the respondents have been married. Where as 27.7% are unmarried. Majority of the respondents (50%) have only one child and the least (1.7%) have more than 5 children. Majority (30%) of the respondent's families' occupation is teaching, 29.6% are students, 9.7% Agriculture, 8.5% housewives, 8.2%are involved in Business, 5.2% Government Service, 3.4% Private office and 3.2% Foreign Employment.

This survey has been made about the job satisfaction of women teachers. Majority of respondents teaches for 1 to 5 years. 82.2% of respondents teach in primary level, 15.8% in lower secondary level, only 2% in secondary level. Majority (47.5%) teach all the subjects. The study has further deduced that 78.2% have difficulty to control the class, 54.5% of respondents have been participated in teachers training. They have got different level of salary according to level of teaching and qualification. The monthly earning ranges from NRs. up to 4000 to NRs. 7500.

Majority (78.2%) have been getting salary in time whereas 21.8% are not getting in time. 95% of the respondents have been getting leave allowance. The use of the salary has shown mixed trends.58.4% have used it for family welfare, 28.7% for own career. 99 respondents have given their salary to family head and 3 respondents have kept themselves.

Majority of the respondents are some how sufficient from their salary. 46.5% respondents have been joined for career development. 65.2% of respondents role is only teacher at school. Only 12.4% have been involved in decision making. 89.1% of respondents reported that their boss praises for good work. Majority (54.5%) have not been promoted in their job. Only 45.5% have been promoted in job and 54.5% have not been promoted in job. 50.5% of the respondents stated that they have not problem in their job. Only 5% of respondents have been problems in their job. From the survey it was found that Majority (56.4%) of respondents have been some how satisfied from their jobs. 33.7% have not been satisfied and only 9.9% have been satisfied. 23.8% of the respondents have been extremely willing to shift their job. Majority (43.7%) of the respondents like to shift in government school.

Among total respondents, 34.7% have answered presence of gender discrimination in household task, 28.7% have viewed discrimination is not in any field, 20.8% have in use of family property, 9.9% have in decision making, 5.9% have in education. 64.4% respondent are found to be equally involved as male in decision making concerning family while 31.7% are sometimes involved and 4% are not involved at all.58.4% have viewed helpful co-worker in their school. Majority (71.3%) have not involved in key post while 28.7% have involved in key post. Majority (79.3%) of the respondents are founder member in the school.

Majority of the respondents (72.3) have easily adjusted their household tasks and / or getting help from other family members.

ACRONYMS

A.D.	-	Anno Domini
B.C.	-	Before Christ
B.S.	-	Bikram Shammat
CBS	-	Central Bureau of Statistic
CBSE	-	Central Board of Secondary Education
EAWE	-	Equal Access of Women to Education
GAD	-	Gender and Development
FGD	-	Focus Group Discussion
HMG	-	His Majestry Government
IA	-	Intermediate in Arts
ILO	-	International Labour Organization
KM	-	Kathmandu
M.A.	-	Master in Arts
NESP	-	New Education System Plan
SLC	-	School Leaving Certificate
S.P.S.S.	-	Statistical Package for Social Sciences
T.U.	-	Tribhuvan University
TUC	-	Trade Union Congress
UK	-	United Kingdom
UN	-	United Nations
UNDP	-	United Nations Development Programme
USA	-	United States of America
V.D.C.	-	Village Development Committee
WAD	-	Women and Development
WHO	-	World Health Origination
WID	-	Women in Development

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CHAPTER-I
INTRODUCTION

1.1 Background of the Study

Women participation in public life in Nepal in the past had been minimal or sporadic in nature. Women are the second wheel of a cart in our society. Women occupy more than fifty percentage of the sky. Women education is very important in our society. Women can play a vital role in the society Women occupy different positions on the basis of age. At first, she is a daughter, then she becomes sister, then wife, then mother and grandmother. She has different roles in different time and position. When females are educated they can look carefully about whole family. She can take care properly for her baby. (Pradhan, 1979)

Women are mostly engaged in household activities which are not considered "economic" and therefore do not get counted as workers under conventional measures of employment. (Batra, 1996)

Gender discrimination and disparity is common in South Asia, including Nepal. 'Equality of autonomy between the sexes … implies equal decision-making ability with regard to personal affairs'. (Muallany, 2005)

The UNESCO meeting of Experts on Women's Studies and Social Sciences in Asia held in New Delhi in October 1982, defined women's Studies in terms of the objectives that such studies sought to achieve viz "To promote better and balanced understanding of our societies and how they are responding to the process of change." (Gothoskay, 1992)

Women is involvement in professional job is 15.6%, administrative job 9.30 % shared of earned income 17.38% and female share in parliament (3% seat), 3.41% most women workers over 70.6% are confined to self employed, unpaid and how wage informal sectors actives. They have few formal job opportunities. Between 1991 and 2001 women moved gradually from agricultural to non agricultural work. (Human Development Report, 1998)

The women began to organize socially and politically. Consequently the development of various women's organizations have bought significant changes in the life- style of educated women along with their roles in the society. In modern developing society, man does not perform a dual role, but the modern society has

created such a situation for women that they have to play the dual role of house- wife and working women simultaneously. The changing social and economic condition compels women to seek employment. This has created the working women more self-confidence. (Shrestha, 1985: 29)

The literacy rate of Nepalese people has been increasing every year (53.7% for the year 2001). Near about 40% females are literate out of the total population and can read and write. Female's participation rate on school level and college level is also improving gradually. Literate and educated women want to be released from traditional ways of life. Many of them are seeking for employment opportunities to utilize their knowledge and education. Educated women are involved in self financed occupations; their decision making power is quite higher than that of jobless educated women.

Private Boarding schools are now very much popular in Nepal. They can give for building up infrastructure. Privatization in education could be seen as not only the process of emerging private schools but also as a measure of strengthening the education itself. (Misra, 2002)

Family is still a primary agent of socialization. For women marriage and motherhood are "ultimate goals". These concepts have adverse effects on various educational development and credit programs. Mostly girls are with- drawn from school skill development program before they complete their course as they have to be married off. Credit is not granted to the unmarried women as it shifts their residence after marriage. They must start motherhood earlier otherwise they will be stigmatized socially. They must bear constant domination because that is only shelter they have got. Acharya,1997

As a whole 50% of teachers in private schools are female. They have higher level of education or they are working in lower level i.e. because they are given excessive work load at homes such as caring baby, cooking food, cleaning house, washing cloth, caring elder, etc. They have less time to prepare than male so they are involving in lower level. They can not give extra time for school. So it is difficult for them to catch in any key post. Though there is gradual improvement in sending girls to better schools for education, the tendency of discouraging girls at home and in society is still wide- spread. All these have negatively contributed to women's confidence building. Consequently they tend to look for easy, less competition, low

profile and under-paid jobs and positions. But males are paid properly and attain good post.

If a person gets proper salary, social prestige, household support, sharing in household work and any other facility in school then she /he is satisfied. Most of the female teachers are local and some are migrated from village for jobs. Even though they are low paid they continue their job for their child. They have higher level of they also exploit them. Domestic work and caring of child must be equally divided to male and female for the up- liftment of the female.

1.2 Statement of the Problem

Feminism is a discourse that involves various movements, theories and philosophies which are concerned with the issues of gender differences that advocate equality for women and that campaign for women's rights and interests. First-wave feminism focused on the promotion of equal contract and property rights for women and the opposition to chattel marriage and ownership of married women by their husbands. The second wave feminism focused on ending discrimination.

Post-feminism describes a range of viewpoints reacting to feminism. De Behavior identifies as fundamental to women's oppression. She argues that women have historically been considered deviant and abnormal and contends that even Mary Wollstonecraft considered men to be the ideal toward which women should aspire. Liberal feminism asserts the quality of men and women through political and legal reform. Feminist theory aims to understand gender inequality and focus on gender policies power relations and sexuality. Liberal feminism asserts an equality of men and women through political and legal reform. According to it, all women are capable of asserting their ability to achieve equality; therefore it is possible for change to happen without altering the structure of society. Radical feminists feel that there is male-based authority and power strode and that it is responsible for oppression and inequality .Black feminism points out that black women experience a different and more intended kind of oppression from that of white women. Socialist feminists see women as being held down as a result of their unequal standing in both the workplace and the domestic sphere. According to Marx when class oppression was overcome gender oppression would vanish. Individualist feminism encourages women to take full responsibility for their own lies. Eco feminism sees the domination of women as

stemming from the same ideologies that bring about the domination of the environment.

The feminist movement changes in western society about right to initiate divorce proceeding and right of women to make individual decisions regarding pregnancy and right to own property. Women rights include same pay as men, equal rights in law, and the freedom to plan their families. WAD mainly analyzes how the class structure and capitalist mode of production negatively impacts on women. GAD approach looks at the "totality of social organization, economic and political life in order to understand the shaping of particular aspects of society."

Despite long efforts of development, women have less access to income, wealth, employment, education and other facilities than men. They are suffering from higher rate of malnutrition and mobility. They have fewer legal rights especially in property and family matters. The women of far western hilly remote region are enjoying less freedom than the women of other hill communities and urban setting. As being a developing country Nepal has one of the highest rates of sex preferences which are undoubtedly associated with low status of women. Women perform more labor and bear more domestic responsibilities than men, but they receive less education, nutrition, health care and opportunities to play and spend time in. They are exploited at every step and small girls are discriminated and treated to be the lower form the time they are born. Thapa, 2003

In Nepali society sons are preferred over daughters. In such social background how women can be independent and make their status higher than man is a big question.

Employed women are also inspired by traditional and religious thought. Because of the male dominated society women always hesitate to challenge the families and societies for their rights. In fact they have no rights over their parent's property. Society always discourages them in decision making. For example. they must be obedient to their husband and other senior members of the family. Without their permission and advice female can not decide in household and outside matters. Employed women can not take decision in official matter individually. Her husband, parent or other senior male members interfere and resist in her work at home. Even she can not use her salary according to her own desire. Employed women are also exploited and dominated by their senior officials and their co-officials.

We know that our society is patriarchal where male dominates female in every sector such as economic, political, socio- economic status and decision making. After the Beijing Conference women also have a lot of rights but actually it is not applied in our society. Female have to bind in house-hold none paid work and males are involved in work from where they get money. Men also have to equally share with household work to uplift female's condition. Although women are educated they have to do household work. Only listed educated women can get chance to participate in employment. Those who are participants they also have to show dual nature i.e. as job holder and as household worker.

This study has tried to find out the determinants of job-satisfaction of educated employed women and their adjustment pattern in dual role of official and housewife they have to play in today's context. The women of the present society have to maintain the dual role because of specific problems they have to face in the household affairs and the society. In most of the families a woman has to perform multiple roles and she has to face the different situations and problems of adjustment.

Some of the major problems of women who are involving in private boarding schools are as follows:

1) What are the overall situation / profile of female teachers who are involved in teaching?
2) How do they utilize their salary?
3) What about the satisfaction of women teacher in Private Boarding Schools?
4) What about the gender discrimination of female teacher in Private Schools?

1.3 Objectives of the Study

The general objective of this study is to find out the determinants of job-satisfaction among women teachers in private schools of Pokhara Sub- Metropolis.

The specific objectives are as follows:

a) To study the overall profile of female teachers in the study area.
b) To identify the determinants of job satisfaction among female teachers in the study area.
c) To examine the gender discrimination and decision making role of female teachers in the study area.

1.4 Limitation of the Study

Here, study of all the private boarding school, is difficult due to lack of time and resources, so only the private schools present in ward no 2, 4 and 5 of Pokhara Sub-metropolis were studied.

1.5 Operational Definition

The different terms and concept used in this study are defined as follows:

Age: Age means the age of the respondents employed women at the time of interview of the data collection.

Autonomy Capacity to manipulate one's personal environment. (Mullany, 2005)

Caste/Ethnicity: A system of social inequality in which people's status is permanently determined by the birth based on their parent's ascribed characteristics.

Discrimination: The denial of opportunities and rights to certain groups on the basis of race, sex, ethnicity, age or disability is known as discrimination. (Chaulagain, 2004)

Education: Education in this study refers educational attainments of the employed women during the period of interview. For the purpose of the study which has been categorized as S.L.C. and below, Intermediate, Bachelor, Master Degree and above.

Employment: Employment in this study refers to the job undertaken by the employed women during the period of interview or the data collection; it might be either in government, non-government, banking or in business sectors.

Extremely: To a very high degree. (Oxford Advance Learner Dictionary, 1988)

Family: Family is defied as husband, children, mother, father, mother in–law, father in-law and other members in the joint family who lives with her together.

Gender: It refers to the expected dispositions and behaviors that cultures assign to each sex. (Chaulagain, 2004)

Job Satisfaction: Job satisfaction is the degree to which an individual feels positively or negatively about the various facts of the job tasks, the work setting and relationship with co-workers.

Not at all: Not in the least (Oxford Advance Learner Dictionary, 1988)

Sampling: Sampling is the term used to denote the collection of information and the drawing of inferences about population or universe from an examination of only part there of, the sample.

Satisfaction: The pleasant feeling you get when you receive something you want.

Social Stratification: The differential ranking of the human individuals who compose a given social system and their treatment as superior and inferior relative to one another in certain socially important respects.

Some how: In some way (or other), by one means or another (Oxford Advance Learner Dictionary, 1988)

1.6 Significance of the Study

Gender equality is an important issue in the household level as well as in the national and international level. So it is very important to investigate, identify and solve the problem of gender discrimination in the society and country. Unfortunately in Nepal such research studies are very limited and necessary steps have not been forwarded to solve the problem of gender inequalities.

Although some research studies have been carried out in the sector of gender i.e. about discrimination between men and women situation of the educated employed women in government sector but necessary study has not been carried out about gender situation of the educated employed women in private boarding schools. Now, it's the time of privatization lot of private schools are present in Nepal. A lot of women are involved in that type of schools. Hence, in this study an attempt has been made to explore the gender situation of the educated women involving in private boarding school. In addition, investigation also has been made about the gender situation of the level of employment in private boarding school. Such study can provide very important feedback for the policy maker in the national and local level.

1.7 Organization of the Study

The present research is divided into seven chapters according to the nature of the study. It begins with the introduction and ends with the summary, conclusion and recommendation. The first chapter deals with the statement of the problem, research objectives and conceptual framework, significance of the study and the operational definition of the terms. Relevant literature is reviewed in chapter two, which deals

with theoretical overviews and the review of related literature. The third chapter includes the method adopted in this study and the fourth chapter presents the socioeconomic and demographic background of the study area. The fifth chapter includes the job satisfaction of female teacher. The sixth chapter includes the gender discrimination of female teacher and seventh chapter includes summary, conclusion and recommendation.

CHAPTER-II
LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter surveys the literature that has come up on women and the determinants of job satisfaction among women teachers in private schools. The study under review includes not only several books, but also a number of reports, articles, journals and research papers.

2.1 Gender Perspective

Gender refers to the difference between men and women. Encyclopedia Britannica notes that gender is "an individual's self conception as being male."

According to WHO gender refers to the socially constructed roles, behavior, activities and attributes that a particular society considers appropriate for men and women.

Gender in development programme promotes gender equality and the advancement of women by evaluating gender issues in UNDP programme.

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

Investing and accounting for gender inequality has become a central concern of sociologists. Many theoretical perspectives have been advanced to explain men's enduing dominance over women in the realm of economics, politics, the family and elsewhere. In this section I have reviewed the main theoretical approaches explaining

the nature of gender inequality at the level of society, leaving our discussion of gender inequality in specific settings and institutions. (Anthony, 1989)

The root of underdevelopment in the dependency perspective is economic dependency. The cause of economic dependency is the cause of the relations of economic dependency, economic domination and subordination by patriarchy. The main cause of women's dependency is the patriarchal domination. Males are entertaining all the facilities and women are limited in household activities. Dependency theory provokes all these problems in relation with male and female in the society. This is the characteristics of gradational society. It is related to the political and economic relations. The underdeveloped nations remain underdeveloped because they are economically dominated by developed capitalist nations. They export the resources and the wealth. (Sanderson, 1991), Likewise women have seen exploited by male partners since the early time. The statistics supports these facts. The social status of women is very low and decision-making opportunity is also weak due to their economic dependency of men. Most of the women are living under male subordination. (CBS, 2006)

2.2 Feminism

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

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

history, most feminist movements and theories had leaders who were predominantly middle-class white women, from Western Europe and North America. (Welch, 2001)

2.2.1 Liberal Feminism

Liberal feminism asserts the equality of men and women through political and legal reform .It is an individualistic form of feminism, which focuses on women's ability to show and maintain their equality through their own actions and choices. According to liberal feminists, all women are capable of asserting their ability to achieve equality, therefore it is possible for change to happen without altering the stricture of society, Issues important to liberal feminists include reproductive and abortion rights, sexual harassment, voting, education, 'equal pay for equal work', affordable healthcare, affordable health care, and bringing to light the frequency of sexual and domestic violence against women. (Lovello and Wolkowitz, 2002)

2.2.2 Radical Feminism

Radical feminism considers the capitalist hierarchy, which it describes as sexists, as the defining feature of women' as oppression. Radical feminists feel that there is male-based authority and power structure and that it is responsible for oppression and inequality, and that as long as the system and its values are in place, society will not be able to be reformed in any significant way. Some radical feminists see no alternatives other than the total uprooting and reconstruction of society in order to achieve their goals. (Welch, 2001)

2.2.3 Black Feminism

Black feminism argues that sexism, class oppression, and racism are inextricably bound together, Forms of feminism that strive to overcome sexism and class oppression but ignore race can discriminate against many people, including women, through racial bias. The Combahee River Collective argued in 1974 that the liberation of black women entails freedom for all people, since it would require the end of racism, sexism, and class oppression. One of the theories that evolved out of this movement was Alice Walker's Womanism. It emerged after the early feminist movements that were led specifically by white women who advocated social changes such as woman's suffrage. These movements were largely white middle-class movements and had generally ignored oppression based on racism and classism. Alice

Walker pointed out that black women experienced a different and more intense kind of oppression from that of white women. (Abbott and Wallace, 1997)

2.2.4 Socialist and Marxist Feminisms

Socialist feminism connects the oppression of women to Marxist ideas about exploitation, oppression and labor. Socialist feminists see women as being held down as a result of their unequal standing in both the workplace and the domestic sphere. Prostitution, domestic work, childcare, and marriage are all seen by socialist feminists as ways in which women are exploited by a patriarchal system which devalues women and the substantial work that they do. Socialist feminists focus their energies on broad change that affects society as a whole, rather than an individual basis. They see the need to work alongside not just men, but all other groups, as they see the oppression of women as a part of a larger pattern that affects everyone involved in the capitalist system.

Marx felt that when class oppression was overcome, gender oppression would vanish as well. According to some socialist feminists, this view of gender oppression as a sub-class of class oppression is naive and much of the work of socialist feminists has gone towards separating gender phenomena from class phenomena. Some contributors to socialist feminism have criticized these traditional Marxist ideas for being largely silent on gender oppression except to subsume it underneath broader class oppression. Other socialist feminists, notably two long-lived American organizations Radical Women and the Freedom Socialist Party, point to the classical Marxist writings of Frederick Engel and August Bebel as a powerful explanation of the link between gender oppression and class exploitation. In the late nineteenth century and early twentieth century both Clara Zetkin and Eleanor Marx were against the deionization of men and supported a proletarian revolution that would overcome as many male-female inequalities as possible. (Abbott and Wallace, 1997)

2.2.5 Post-structural and Postmodern Feminism

Post-structural feminism also referred to as French feminism, uses the insights of various epistemological movements, including psychoanalysis, linguistics, political theory (Marxist and post-Marxist theory), race theory, literary theory, and other intellectual currents for feminist concerns. Many post-structural feminists maintain that difference is one of the most powerful tools that females possess in their struggle

with patriarchal domination, and that equality is still defined from the masculine or patriarchal perspective.

Postmodern feminism is an approach to feminist theory that incorporates postmodern and post-structuralist theory. The largest departure from other branches of feminism is the argument that gender is constructed through language. (Welch, 2001)

2.3 Gender Development Approaches

2.3.1 Women in Development (WID)

Since the 1970s different approaches evolved to address the problems of women in the development processes. General development theory and practice does not make distinctions between males and females. The concept of "Women in Development" was developed in early 1970s, after the publication of E. Boserup's "Women's Role in Economic Development".

The WID perspective is based on the theory of modernization, which assumes that industrialization and technological advancement will improve the standard of living in developing countries. It was assumed that benefits of such modernization would trickle down through the market mechanism to all segments of the society including women. The rational of WID is similar to neoclassical theories of economic growth during the 60s and 70s. Women's particular problems related to social inequalities and her subordinate position was rarely considered. Women were viewed as disadvantaged group like any other group such as the poor or minority. (Sharma, 1995)

2.3.2 Women and Development (WAD)

During the second half of the 1970s new-Marxist Feminists, also designated as Socialist, put the concept of 'Women and Development' forth. Feminist to explain the sources of women's discrimination as the modernization theory was found inadequate to explain the phenomenon. In contrast to the WID school, Marxist Feminist specifically criticizes the capitalist development model and argues that the elimination of capitalism is necessary but not consider the social relation of gender within classes, race and ethnicity divisions. The main point of departure from the WID approach is that WAD draws its theoretical base on the dependency theory that integration of women will only serve to sustain the existing international structures of inequality.

The idea is grounded in classes and class relations of production and reproduction. It identifies the social construction of production and reproduction as the basis of women's subordination. The main concern of this approach was to examine why women have been systematically assigned inferior or secondary roles. In doing so, they question the sexual division of labor between women and men and their socially assigned roles. However, WAD approach does not adequately analyze social relations of gender within the structure. It mainly analyzes how the class structure and capitalist mode of production negatively impacts on women. Therefore, it mainly focuses on women's reproductive roles. Although WAD perspective offers a more critical view of women's position than does WID, the policies and interventions strategies are not very different from WID. (Sharma, 1995)

2.3.3 Gender and Development

The GAD approach emerged in the 1980s to explain and analyze the persistent inequalities between sexes despite the development efforts in increasing education, economic participation and access to resource of women. GAD approach takes a holistic perspective and looks at the "totality of social organization, economic and political life in order to understanding the shaping of particular aspects of society". Therefore, this approach focuses on both men and women and analyzes the social construction of gender and the assignment of specific roles, responsibilities and expectation of women versus men. The GAD approach is that which questions the basic assumptions and beliefs of the existing social, economic and political structures and the power relations between women and men .The major thrust of GAD approaches is that the subordination of women is rooted in the social and structural inequalities, and the ideological value system emanating from patriarchal structures of the society. Feminist from the third World countries indicates that the very conceptual base of the development process is enimical to poor women and the nearest challenge is transformation of structures of subordination through empowerment of individual women. Empowerment was viewed more from the standpoint of enhancement of women's capabilities of acquiring skills leadership qualities democratic processes, dialogue, participation in policy and decision making, and techniques of conflict resolution.

Therefore, this approach stresses the fundamental shifts in our ideological value system in the way we perceive about men and women. It believes that it is not

adequate only to make policy and programs adjustments for integration of women in the development process. It requires restructuring of polices and programs that address the structural inequalities between men and women as well as restructuring of our social and economic, political and legal institutions that discriminates against women. The GAD approaches to gender equality are founded in common principles. Social and gender equality/equity, rights to development of people, social justice and disillusionment with the model of development based on the "trickle down" mechanism. (PU, 2004)

The four women conferences were held in relation to equality, peace and development. Which are given below.

1) First World Conference on Women

This meeting was held in Mexico City, 19 June 2 July 1975. At this meeting, the process was launched and three objectives were identified in relation to equality, peace and development for the Decade They are:-

- Full gender equality and the elimination of gender discrimination,
- The integration and full participation of women in development:
- An increased contribution by women towards strengthening world peace.

2) Second World Conference on Women

This conference was held in Copenhagen, 14-30 July 1980. Participants identified three spheres in which measures for equality, development and peace were needed:

- Equal access to education;
- Equal access to employment opportunities;
- Equal access to adequate health care services;

3) Third World Conference on Women

This conference was held in Nairobi, 15-26 June 1985. It was mandated to seek new ways of overcoming obstacles for achieving the objectives of the Decade: equality, development and peace. Three basic categories were established to measure the progress achieved:

- Constitutional and legal measures;
- Equality in social participation;
- Equality in political participation and decision-making

4) Fourth World Conference on Woman

It was held in Beijing, 4-15 September 1995. The Beijing Declaration platform reflects the new international commitment to achieving the goals of equality, development and peace for women throughout the world.

The 12 critical areas of concern in the platform for Action are as follows:

1) Women and poverty
2) Education and training of women
3) Women and health
4) Violence against women
5) Women and armed conflict
6) Women and the economy
7) Women in power and decision-making
8) Institutional mechanisms for the advancement of women
9) Human rights of woman
10) Woman and the media
11) Women and the environment
12) The girl child. (www.un.org/en/.../gender)

2.4 Review of Related Empirical Literature

The researcher analyses the patrilineal Hindu society in general and another is how individual women in this community interpret these structures and manipulate them in specific situations to achieve their own goals. In this literature some women expressed guilt that they could not stay and care for their parents the way their brother could. "When you are born with the karma of a daughter", explained one informants "then you appear to be cruel. No matter how much you love your mother and father you are unable to look after them and take care of them when they need help. A daughter has to look after another's home". (Bennett, 1945)

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

patriarchal system exposes the exploitation and oppression of women in the international division of labor. (Revathi, 1998)

"Women faced more obstacles than men not only in education but also in payment, employment right and part time work force. Over the past two decades measures (such as ILO, British TUC, equal Remuneration (1959), and recommendation No. 90) are adopted to eliminate gender discrimination to promote equal opportunity and treatment for women workers. (Susan, 1994)

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

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

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

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

This is the first systematic study on the women of Nepal. During the period of 1951-1960 and coverts the different aspects that governed the asocial status of Nepalese women .It relates the story of their condition in comparison to their counterparts of the south Asian nations. Besides narrating the story of how they were lagging behind in getting rid of the social evils like sati system, child marriage,

polygamy and widowhood .It deals with the social, political, religious, economic and legal condition of Nepalese women during the Rana Regime (1946-1951). The agents of change that brought women's conscious like the public opinion education and foreign contacts have been taken up and discussed. The main focus of the study is on the problem faced by women's organizations, their growth, evolution, initialization and on the attempts and roles of the government to promote women's status in Nepal. (Thapa, 1985)

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

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

2.5 Status of Women

The average pay of employed women in Britain is far below that of men, although the differences have narrowed somewhat over the past thirty years. In 1970 women in full time employment earned 63 pence for every pound earned by a man working full time, by 1999 it had risen to 84 pence. Among women working part time, the gap reduced from 51 pence to 58 pence over the same period of time. This general tendency toward closing the 'Wage gap' is rightly seen as a significant step in the move toward equality with men. (Anthony, 1989)

Women's economic empowerment is absolutely essential for raising their status in society. Visits to several hundreds villagers spread through-out the country and large –scale interaction with rural and urban women and questioning them about their needs always elicits the same answer, "give me a jobs we can do the rest".

Several studies have also indicated that women's employment leads to better education health and skill development of the family and certainly better opportunities for the girl child. (Seth, 2001)

Women comprised 50.1% of the total population of Nepal in 2001.Patriarchy pervades most of the country's castes and ethnic groups. Nepal has one of the highest indices of son preference in the world. Boy's not only pass on the family name, but represent "insurance" for parents in their old age and can carry out important ritual when parents die. Women bear triple work responsibility in Nepal:

-Reproduction

-Household work and

-Employment

The work burden of women in Nepal (16 hours) is much higher than the global average for three reasons.

1. Reproductive work is much more intense because the home continues to be the centre of nurture and socialization.
2. Maintaining household is highly working intensive, particularly during the peak agricultural season.
3. Participation of women in Nepal in "productive" activity is one of the highest in the world. (Nepal Human Development Report, 2004)

Most women workers-over 70% are confined to self-employed, unpaid and low-wage informal sector activates, they have few formal job opportunities, Between 1991 and 2001, women moved gradually from agricultural into non-agricultural work – from 20.1% to 34.31% (annx4, table5) . Their employment in manufacturing increased six fold over the same period. They constituted almost 23%, of the labour force in this sector in 2001. Carpets and garments, Nepal's major exports absorb most of these informal female workers. The fact that the formal sector account for only a small share of the total labour force (8-10)% implies that few workers have benefited from wage reforms enacted to date. (Nepal Human Development Report, 2004)

Women in Nepal, as elsewhere, hold the triple work responsibility of reproduction, house holding and employment. However reproduction is not treated as work and the state organs do not consider house holding a productive job at least. Women suffer from discriminatory practices in opportunities for education, personal mobility, which is required, among others for skill development and independent decision-making is highly restricted. Such a practice has wide specifications,

including in entry into the job market, where they are directly discriminated as well, as in most of the works. Women in Nepal work for longer hours than men. They have much lower opportunity to gainful employment and posses extremely limited property right. As elsewhere again women in Nepal precariously juggle themselves among the three principal work regimes, reproduction, house holding and income generation. The work burden of women in Nepal however, is much higher than the global average for women. First, the reproductive work is much more intense not only because the fertility rate is much higher but also because the home continue to be the centre of nurture and socialization to a much greater extent than in most of the world. (Nepal Human Development Report, 1998)

The New Education System Plan (NESP) was introduced in 1971 as a major educational reform to align the content of education with the needs of development. The new policy also emphasized that equal education opportunities should be made available to girls and women. Thus HMG educational policy coincided with the United Nation's long-term objective of improving the status of women through education. Under its global program, which began in 1965, the United Nations through UNESCO was sponsoring experimental projects on women's education and equality in various countries. Two such projects were already designed for Upper Volta and Chile, in 1968. After Nepal embarked upon its new educational policy, the UN asked Nepal to participate in the UNESCO experimental programme. Consequently in 1969 an agreement for the Equal Access of Women to Education (EAWE) project was signed for the eight year period (1970/71- 1978).

Women have to play different roles throughout her life and maintain her status too. According to **Pradhan** (1979), "Women have been traditionally regarded primarily as consumers, not as producers. It is only with the advent of the 1970s that they have been regarded as a global resource for development and social change". "Women's limited role in the society reflects the secondary role given to them in the household works, which form the deep core of almost all the social relationship in the societies like Nepal. Work is a basis element of our common humanity, we all work trough we may not be recognized and wagged–and word underpins the struggled for development. Women have always worked, and their labor plays a key role in the survival of millions of families. They work longer hours than men and have a greater range of responsibilities, but the work they do is often neither publicly nor privately acknowledged. Women perform the vital function of producing society's producers

and get this role made to appear private, marginal and without economic value. What are the structures that keep men and women in separate spheres and ensure that the spheres of men are dominant and of women subordinated? Gender is the term used to describe the relation between men and women, although based on biological differences are socially and culturally created, an important aspect of gender based analysis is that it moves away from "Women's issues" to considering structure that affect and are affected by both men and women. (Bullock, 1980)

Women in teaching, a study done by Shrestha (1982), attempts to look at the problems and prospect of women in higher level of teaching jobs. This study reveals that education and employment for women have positive relation. The motivational factor of employment for majority of the women was to make use of educational qualification followed by economic independence.

As cited by the population monograph – The United Nation has given the definition of women's status as "The conjunction of position a women occupies as a worker, student, wife, mother or/and prestige attached to these position and/or the right and duties she is expected to exercise." (CBS, 1987)

Throughout history men and women have contributed in producing and reproducing the social work around the both on a day-to-day basis and over long periods of time. Yet the nature of this partnership and the distribution of responsibilities within it has taken different forms over time. Until recently, paid work in western countries was predominantly the sphere of men. Over the past few decades this situation has changed radically; more and more women have moved into the labor force. Today between 35 and 60 percent of women aged between sixteen and sixty in most European countries hold paid jobs outside the home. (Gidden, 2000)

Society is the web of human relationship. Educational environment, social nature, health status and many other such factors determine the status of society. Nepali society is made up of so many cultures but it is a Hindu Culture that is most influential with regards to defining the role of women (Shrestha, 2002). In Nepal women are treated as second-class citizen. It explains how pathetic social position they have. They don't have their self-identity. They are denied property right, political right and power. Women have no control over their own bodies. No matter how hard they work for their family and country they are put into lowest rank. They are restricted to be past of public lives.

Various studies have been done to study the status of women in different sectors in Nepal. The status of women varies in different sectors in Nepal and there is a need and articles have been consulted and remained to shed light on the subject under study.

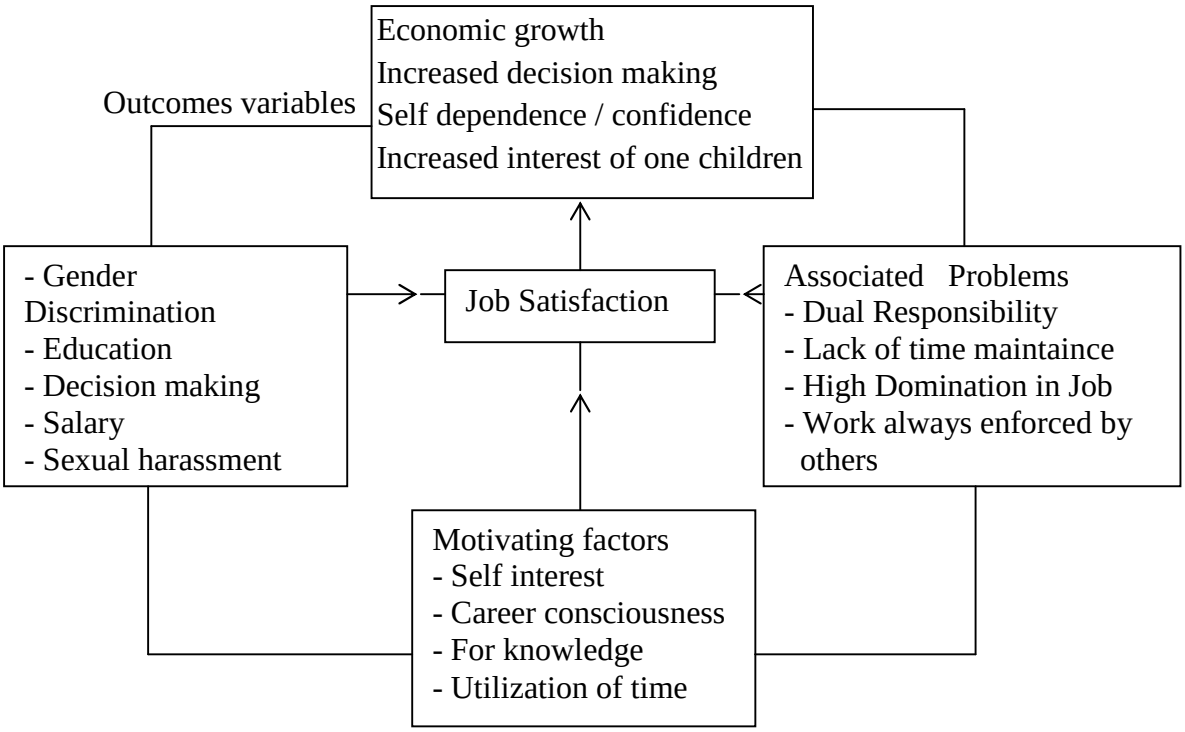
Acharya (2003) writes about changing gender status achievements and challenging, specially the Ninth Development or Women and Development (WID/WAD) perspective to gender perspective to women's promotion and adopted mainstreaming, eliminating gender inequality and empowerment as its major policies on women. Patriarchy is an overwhelming ideology, which pervades all aspects of social existence. Women's subordination is all round economic, social, religious, cultural, political and ideological each of which reinforces each other. Therefore, the efforts to liberate women from the oppressive gender relations must be all round. (Acharya, 2003)

In this research study various literatures have been reviewed. These literatures point out females are socially and economically dominated in society as well as in their job. Females are discriminated in private job as well as government job. So in this study the researcher has tried to describe the factors which affect on the determinants of job satisfaction among females teacher in the study area.

2.6 Conceptual Framework

The conceptual framework elucidates that the determinants of job-satisfaction among women teachers in private school are influenced by many factors in their professional status, position, salary, decision making power in household activities, relation with male counterpart, etc.

General characteristics of women teachers denote age, marital status, education, level of employment, family structure, etc. These factors influence the satisfaction of women in employment sectors. For example, generally high caste women are more educated than other low caste women .Higher the education higher is the opportunity for job and lower the education lower the opportunities. The factors which affect for job satisfaction are given below.



While studying different sources, the researcher had drawn the above conceptual framework for the determinants of job satisfaction among female teachers in private school. Here researcher has stated different problems which are associated motivating factors and outcomes. Females are taken as the second class people. Historically they have to do all the household works, care baby and elderly people. Job holding females have to complete double work that is at school and at home. In school they are dominated by boss and in home they are dominated by male. So, they have to do work always enforced by others. Although they have problem they want to do job for career development, for knowledge and for utilization of time. In school they have low salary. There is gender discrimination and sexual harassment. When female involve in job they increase economic condition of themselves and their family. They have high decision making power. When they involve in any school they can care for their baby. Their self dependence is also increased**.**

CHAPTER-III
RESEARCH METHODOLOGY

This chapter presents the methodology followed for this research study. The methods applied in the collection of different types of data and information have been mentioned and then methods of presentation and analysis of acquired data have been incorporated.

3.1 Rational for the Selection of the Study Area

The study was conducted in Pokhara Sub-metropolitan of Kaski district. It was bounded by Sarangkot in the west, Seti River in the east, Tudikhel in the north, Zero K.M. in the south. Every research has different purpose for the selection of research area .This research is about women teacher in private school. Only the schools present in ward no 2, 4, and 5 of Pokhara Sub-Metropolitan have been chosen. These schools have contained more number of female teachers .The researcher has a personal experience through the observation for half a decade; as the researcher was a local person in that area and has been working in the related field area since five years as a teacher in a private school. This is very helpful to understand social setting, ways of life and to have social contact. That is why I have selected this for research.

3.2 Research Design

The research has been designed keeping in mind the purpose of the study. In this research, systematic organization and planning has been adopted to find out the views of the study objectives. The main objectives of this research are to find out the determinants of job satisfaction among female teachers in private school. The research design includes the study of descriptive and explorative types. The data for this purpose were collected by questionnaire schedule method. The analysis is based on both primary and secondary data.

3.3 Nature and Sources of Data

Primary as well as secondary data have been used in this study. Primary data were collected via the field study adopting various participatory means viz questionnaire schedule, interview, observation, survey, etc. Secondary data were

collected by adopting secondary means such as through published and unpublished documents.

3.4 Sampling Procedure

The female teachers are the basic unit of analysis for this study. Firstly a census survey was conducted in ward no 2, 4, and 5 of Pokhara Sub-metropolis. There was all-together 12 private schools in these wards. The ward no 2, 4and 5 contained 3, 5 and 4 schools respectively. There were 101 female teachers. The entire female teachers were taken as sample.

3.5 Pre-testing

To make questionnaire final, more reliable and objective oriented, they were pre-tested in the non- sampled area i.e. female teachers of Step-by-Step Higher Secondary school. After pre-testing, necessary changes were made and interview schedules were finalized and administered to the respondents.

3.6 Data Collection Techniques

Qualitative as well as quantitative data have been collected from both primary and secondary sources. Particularly, the primary data have been collected using following techniques.

3.6.1 Interview Schedule

First of all the preliminary school survey was done. A schedule was made to collect general information like the no of female teachers in the school, name, level of job and education of female teacher. Then next set of questionnaire schedule was prepared to collect the more useful and topic oriented information. The model of questionnaire schedule is given in the appendices.

3.6.2 Observation

As the researcher have been teaching in related area since 2061 B.S., I have used direct participant observation to collect relevant data. Participant observation included direct collection of primary data from the field and directly passed 5 years with the respondents.

3.6.3 Case Study

The nature of case study was conducted according to the information obtained from questionnaire. Here, in this study two case studies are studied. Basically, these case studies include the experiences, causes of satisfaction in her job, cause of dissatisfaction and difficulties in her job. Among two cases one is taken the female who has highly satisfied in private boarding school and another case is taken as the female who is highly dissatisfied in private boarding school.

3.7 Method of Data Analysis

All the collected data from the field were analyzed both qualitatively as well as quantitatively as per their nature. The information collected from the field work were coded, and entered to the computer using the statistical package for social science SPSS.11 . Simple descriptive statistics were used to analyze the data and necessary tables were prepared and inserted under suitable headings. Some case studies were also included in the thesis report to support the analysis and discussion. Much more qualitative data which were not quantifiable were manually managed and descriptively analyzed.

CHAPTER-IV

BACKGROUND CHARACTERISTICS OF THE RESPONDENTS

This chapter includes demographic background of the study area and the respondents. It includes the study site description, location, cultural setting of the study site, historical perspective of the study site, social structure of the study site, education status of the respondents, economic structure and occupational structure of respondents.

4.1 Study Site Description

Pokhara, the second biggest city of Nepal, lies on the lap of Annapurna range in western development region. It is the zonal headquarter and regional headquarter of Gandaki Zone and Western Development region respectively. Likewise, it is the headquarter of Kaski district as well. It lies about 200Km away from Kathmandu, the capital city of Nepal, at the altitude of about 900 m from the sea level. It is a valley and through almost central part of it flows, the Seti River by making several deep, amazing and gorgeous gorges, which look quite mysterious in them.

Pokhara is considered as the most beautiful city in Nepal and it has many places of attraction which have been enchanting a number of tourists whether they are native or foreigners. The Seti River, Lakes like Phewa, Beganas, Rupa, etc. caves like Mahendra Cave, Gupteshwor Cave, etc. Sarangkot, Kahun Danda, World Peace Pagoda, temples like Vindhyabasini, Tal Barahai, Bhadrakali, museums like Annapurna Museum, International Mountain Museum and Regional Museum are the various places of tourist attraction.

It is developed and equipped with modern facilities such as sophisticated hospitals, educational institutions, well communication systems, transportation, etc. This study covers an area of ward no. 2, 4 and 5 of Pokhara Sub-metropoli.

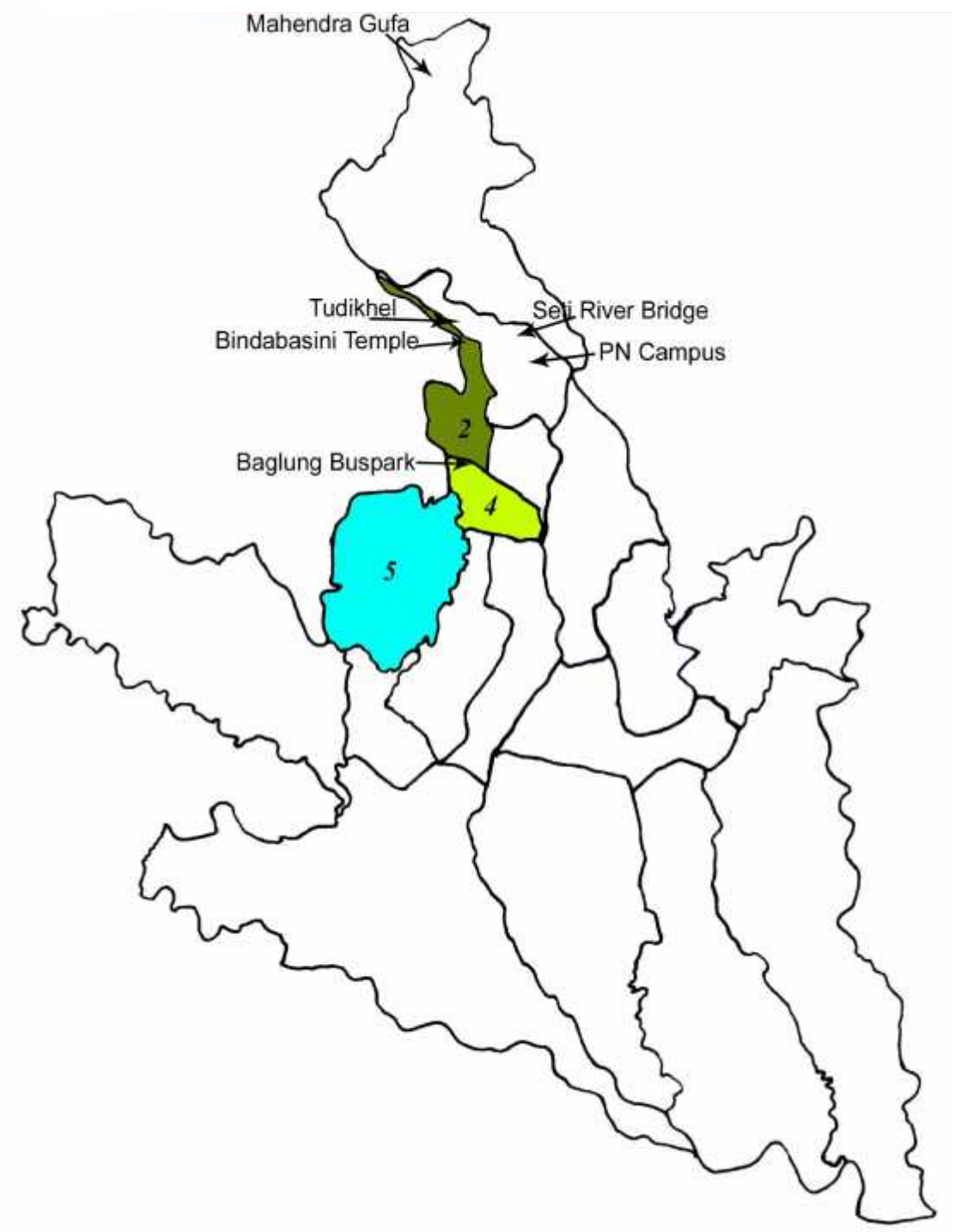


Fig 4.1 Map of Pokhara Showing Study Site

The geographical location of Kaski district is $28^0$6'- $28^0$36' north latitude and $83^0$40'-$84^0$12'east longitude. It consists of sub-tropical, temperate and alpine type of climate. To the southeast of study area it has Seti River and to the northeast it has Simpani. To its west, it has Sarangkot V.D.C. and to its South it has 0 K.M. the Pokhara- Baglung Highway passes through all the wards which are in my study area.

4.1.1 Cultural Setting of the Study Area

The total population of Kaski district in 2001 was 3, 80,527. Among them 1,84,995 are male and 1,95,532 are female. Among them 3, 10,946 are Hindus, 60435 are Buddhists, 2620 are Muslims 160 are Kirat, 36 are Jain, 3016 are Christian, 82 are Sikh, 5 are Bahai and 3227 are others. From the religious pint of view, Pokhara is inhabited by the people following different religions such as Hinduism, Buddhism, Islam, Christanity, Kirat, Jain, Sikh, Bahai and others. These people belonging to different castes and religions do have their own cultures. It means there are people following different cultures in Pokhara. Thus from religious and cultural pints of view Pokhara can be called a mosaic of various religions and cultures. Various places of religious importance such as Vindayabasini, Tal Bahari and Bhadrakali temples, World peace Pagoda, Ram Ghat, etc. are in this region. They have the centre of attractions for number of devotees. Source: population census 2001

4.1.2 Caste/Ethnic Composition of Pokhara Sub-Metropoli

The Pokhara Sub-Metropolis is multicultural city. The beauty of the area is the settlement of the different groups of people in the study site. The fact can be seen from the table below.

Table 4.1 Population Classified By Ethnic Composition of Pokhara Sub-Metropolis

Ethic Group	Percentage
Brahmin	22.83
Gurung	21.62
Chhetri	15.35
Magar	8.20
Tamang	2.65
Thakuri	1.55
Muslim	1.21
Thakali	1.08
Newar	1.05
Sanyasi	0.96
Rai	0.84
Unidentified	1.52
Others	11.32

Source: Population Census 2001 Western Development Region

Pokhara city is inhabited by heterogeneous caste/ethnic groups. This city is dominated by Brahmin (22.83%), followed by Gurung (21.62%), Chhetry (15.35%), Magar (8.25%), Tamang (2.65%), and others (29.3%). This exhibits ethnic and cultural plurality. In view of these facts, Pokhara is not only a scenic sport but also a prosperous cultural basin enriched by various tribes, castes, classes, creeds, languages, beliefs and ethnicity.

4.1.3 Ethnographic History of Pokhara

Pokhara does not hold the long history of civilization. It is believed to be a lake in the ancient time. Nobody knows exactly the date when the valley became habitable place and who drained the water out of the lake, although there are some religious instances about the lake and the emergence of settlements in the valley. They all lack empirical base. Parajuli also agrees that Pokhara lacks the authentic evidences about the existence of the town. Asserting in this connection, Parajuli 2004:26 writes that the arts and architectural expressions in the monuments and temples in Pokhara does not represent the ancient period. According to him, the settlements around Bindabasini temple and the winter palace of Kaskeli Raja, Kula Mandan Shah, in Batulechour are the two oldest settlements in the town. During that time the dwellers in these settlements were Brahmin, Chherti, Thakuri and occupational caste groups like Kami, Damai, Sarki, Gaine, Newars, etc. The influx of other migrants from surrounding hills seemed to have begun only after the eradication of malaria with the urbanization process in the valley through the development of transport, education, health, trade/ commerce and industry. According to Parajuli 2004: 27 , Pokhara now has become one of the richest cultural bowls with a diverse heterogeneity of several caste creeds, tribes, races and cultural groups.

The average literacy rate of Pokhara Sub-Metropolis is 71.09% with male literacy rate of 83% in comparison to the female literacy rate of 61.5% PSMC, 2004:3 . The report of Pokhara Sub-Metropolis reveals that Pokhara town achieved the status of the headquarters of Western Development Region in 1972 and gained the present status of Sub-Metropolis category in 1996. The Pokhara city contains several natural resources. Fewa lake, Barahi Temple, Bindabasini Temple, Seti River, Mahendra Cave, David falls are the main natural resources available here. Lake side is the area of business for tourist. It is economically rich site because many capable people migrate here due to available of all types of facilities.

4.2 Educational Status of the Respondents

Here, qualification means respondent's academic qualifications. This is strong factor for employment and awareness. It brings about a change in an individual, which in turn brings great changes in the whole society, too. Women with high academic qualifications are sure to influence the development process of the country and the quality of life. Qualification is the mirror to show the image of any female. Female with higher qualification can empower her decision power and easily run key post.

Table 4.2 Percent of Respondents Classified According to Educational Status

Qualifications	Number	Percent
SLC	10	9.9
Intermediate	45	44.6
Bachelor	46	45.5
Total	101	100.0

Source: Field Survey, 2008

Table 4.2 shows the education status of the respondents in the study site. Among all respondents 9.9% passed S.L.C. only, 44.6% passed Intermediate only and 45.5% passed Bachelor level.

4.3 Caste/Ethnic Composition

Caste means system of belief in society. Job satisfaction is affected by the caste and ethnicity of the respondents. So, caste/ethnicity of the respondents are discussed below.

Table 4.3 Respondents Classified by Ethnicity

Caste/Ethnicity	Number	Percent
Brahmin	54	53.5
Chhetri	14	13.9
Ethnic Group	30	29.7
Dalit	3	3.0
Total	101	100.0

Source: Field Survey 2008

According to this table private boarding school's job is dominated by Brahmin because 53.5% are Brahmin women teachers, 13.9%are followed by Chhetri, 29.7% are Ethnic group and 3.0%are Dalit. Comparatively Brahmin women are highly educated and interested in teaching field. Dalit women are not able to gain education because of poverty, early marriage, culture, illiteracy, less emphasis for female education and lack of special opportunities from government side.

4.4 Religious Composition

Religion is a socio-psychological phenomenon because it inevitably stresses fellowship in the development of teaching and perpetuation of religious insight and knowledge. It is concerned with the common right of all people at the times, regardless of age or status within society.

Table 4.4 Respondents Classified by Religion

Religion	Number	Percent
Hinduism	88	87.1
Buddhism	11	10.9
Christianity	2	2.0
Total	101	100.0

Source: Field Survey, 2008

Among all respondents 87.1% were Hindu, 10.9% were Buddhist and 2% were Christian. From the above table it is clear that most of the respondents of the study area were Brahmin and Chhetri. They followed Hindu religion.

4.5 Household Size (Family Size)

Here household size means number of members in the family. There are different types of family. Some are living in joint family and some are living in nuclear family .In joint family children get higher care but have less chance to fulfill their demands. But in nuclear family children get less care but their demands can easily be fulfilled. Female teachers who are in nuclear family get difficulty to care their child.

Table 4.5 Respondents Classified by Family Size

Household Size	Number	Percent
Up to three	26	25.7
Four-Six	59	58.4
Seven and Above	16	15.8
Total	101	100.0

Source: Field Survey 2008

From the table it was clear that 25.7% of respondents have 3 members, 58.4%have 4to6 and 15.8% of respondents have 7 and above members in their family. Here most of the respondents want to have only 2 children. Now due to modernization people want to live in nuclear family rather than joint family. Rearing and caring child is difficult in nuclear family so female teachers want less number of children.

4.6 Marital Status of the Respondents

Marriage is one of social institution; it is established by the human society to control and regulate sex life of man. It is closely connected with the institution of the family. Marital status of women does affect her works. Marital status makes the difference in women's status. Married women should be able to keep a fair balance between the school world and household tasks. She can neither give less importance to the household responsibility nor to the job responsibility at the work place.

Table 4.6 Respondents Classified by Marital Status

Marital Status	Number	Percent
Married	73	72.3
Unmarried	28	27.7
Total	101	100.0

Source: Field Survey 2008

According to the table 73% of the respondents are married and 27.7% of the respondents are unmarried. From the data it is clear that most of the respondents are married because marriage is a compulsion in our society and especially girls had to marry after 20 years and before 25 years.

4.7 Children of the Respondents

Children are the ultimate dreams of every married couple in the Nepali society especially for the continuity of the generation and pleasure of the life. However, numbers of children they owe differ according to the level of awareness of family planning of the parents. The number of children also affect on the condition of job satisfaction among female teachers.

Table 4.7 Number of Children of the Respondents

Number of children	Number	Valid Percent
1 child	29	50.0
2 children	18	31.0
3 children	10	17.2
More than 5 children	1	1.7
Total	58	100.0

Source: Field Survey 2008

According to the table, women with one child are the highest (50%) and women having more than 5 children are lowest (1.7%) women with 2 children are (31%) and women with 3 children are 17.2%. From the research 48 respondents do not have children. Because some of them are unmarried and some of them are not bearing child.

All the above facts clearly show the demographic background of the study site. Most of the people in Pokhara Sub-Metropolis are Brahmins. Most of the respondents have passed Intermediate and Bachelor level. A lot of my respondents are Brahmins so they are dissatisfied in job. They follow Hinduism. Most of the respondents are married. Most of them have 4 to 6 children. The main occupation of respondents' families is teaching.

CHAPTER –V

DETERMINANTS OF JOB SATISFACTION

One of the main specific objectives of this study is to find out the determinants of job satisfaction among female teachers in private schools. Thus this chapter focuses on the job satisfaction of women teachers. Different factors affect on the satisfaction of job of female teachers which are described in this chapter.

5.1 Teaching Experience of the Respondents

The teaching experience means how many years the respondent teaches.

Table 5.1 Respondents Classified According to Years of Teaching Experience

Teaching Years	Number	Percent
1-5 years	81	80.2
6-10 years	17	16.8
11-15 years	3	3.0
Total	101	100.0

Source: Field Survey 2008

From the above table it is clear that 80.2% teach 1-5 years, 16.8% teach 6-10 years, 3% teach 11-15 years. Here it is found that majority of the respondents are younger so they teach only 1-5 years. Moreover, if they get better job opportunities they shift the job. Only 3% of respondents teach 11 to 15 years.

5.2 Level of Job of the Respondents

Here the level of job means up to which class or level i.e. primary, lower secondary, secondary the respondents teach .The job level affects on the satisfaction of job .Different respondents are involved in different level which are listed below.

Table 5.2 Level of Job of Respondents

Level of Job	Number	Percent
Primary (Up to 5)	83	82.2
Lower Secondary (Up to 8)	16	15.8
Secondary (Up to 10)	2	2.0
Total	101	100.0

Source: Field Survey 2008

This study shows that out of 101 respondents, majority (82.2%) of the female teachers are teaching in primary level. Similarly, 15.8% of female teachers are teaching in lower secondary level and only 2% female teacher are teaching in secondary level. This implies that most of the female teachers (98%) are teaching in lower level.

5.3 Teaching Subject of the Respondents

Teaching subject also affects the satisfaction of job .In private school those who teach Maths and Science, have higher salary than others .They also earn through tuition classes. So, in comparison to other teachers Math and Science teachers are highly satisfied.

Table 5.3 Teaching Subject of the Respondents

Teaching Subject	Number	Percent
Science	7	6.9
Maths	5	5.0
English	14	13.9
Social Studies	6	5.9
Nepali	17	16.8
All	48	47.5
Social Studies+ Nepali	1	1.0
Science+Maths+English	1	1.0
English+Social Studies	1	1.0
Math+English+Nepali	1	1.0
Total	101	100.0

Source: Field Survey 2008

Here 6.9% of the respondents teach Science, 5.0% teach Maths, 13.9% teach English, 5.9% Social Studies 6.8% Nepali, 47.5% all, 1% social and Nepali, 1% Science, math and English, 1% English and Social Studies, 1% Maths, English and Nepali. From the above table it is clear that 47.5% of respondents teach all subjects i.e. because large numbers of female teacher are grade teachers and primary level teachers.

5.4 Participation in Training

Training develops the teaching skill of a female teacher.

Table 5.4 Respondents Classified By Training

Participation in training	Number	Percent
Yes participated	55	54.5
Not Participated	46	45.5
Total	101	100.0

Source: Field Survey 2008

According to the interview majority (54.5%) of the respondents took part in teachers training and the remaining (45.5%) are not involved in teachers training. 70.9% of the respondents participated in 1-3 times 21.8% in 3-6 times 7.3% are in more than 6 times. Here 46 respondents are unable to take teachers training due to lack of opportunity.

5.5 Work Load Assigned Per Day

The total load allowed in one day per teacher depends on the level of the teacher or class. According to the Shikcha Niyamabali' load distribution for primary teacher is about six periods, lower secondary five periods and secondary four periods.

Table 5.5 Respondents Classified by Work Load Per Day

Period of teaching in one day	Number	Percent
Five	39	38.6
Six	57	56.4
More than Six	5	5.0
Total	101	100.0

Source: Field Survey 2008

From this study 38.6% of the respondents are teaching five periods where as 56.4% of the respondent are teaching six periods and 5% of the respondents are teaching more than six periods. Especially females are involved in lower level as grade teachers and there are seven periods in each class and a teacher should handles a class herself only. In Private schools, teacher has more load as compare to government schools.

5.6 Salary

Salary is the payment given to the employee by the employer. This payment is given monthly in Nepal. Different levels of employees get different salary. Senior level employees gets higher amount of salary as compared to juniors.

Table 5.6 Respondents Classified According to Salary

Salaries per month	Number	Percent
Up to Rs 4000	65	64.4
Rs 4100-5400	5	5.0
Rs5500-6500	25	24.8
Rs6500 and above	6	5.9
Total	101	100.0

Source: Field Survey 2008

According to the table, the highest percentage of the respondents i.e. 64.4% receive salary up to Rs.4000. 24.8% receive Rs.5500-6500. 5.9% receive Rs.6500-7500and 5% receive Rs.4100-5400. Here, 94.1% of the respondents earn less than Rs.6500 per month, which is medium level case. This shows that females have not got better pay scale as their works and qualifications.

5.7 Timing of the Salary

The cost of work is called salary. Here salary timing means at what time the respondents get their salary.

Table 5.7 Timing of the Salary

Salary Timing	Number	Percent
Received in time	79	78.2
Not Received in time	22	21.8
Total	101	100.0

Source: Field Survey 2008

Here, 78.2% of the respondents are getting salary in time but 21.8 percent of the respondents do not get salary in time.

5.8 Other Facilities at School

Here facility means provident fund, leave allowance and other means delivery leave.

Table 5.8 Other Facilities at School

Other facility at school	Count	Cases
Provident fund	2	2.0
Leave allowance	96	95.0
Other	3	3.0
No any facility	5	5.0

Source: Field Survey 2008

Table 5.8 shows that, among the total respondents majority (95%) are getting leave allowance, 2% of respondents get provident fund and only 3% of respondents get other facilities. This study shows that large numbers of private schools provide leave allowance to their teachers and only least number of private schools provide provident fund and other facilities.

5.9 Use of Salary

Salary is a regular income. Different teachers spend it for different purpose somebody collects it and spent for self purpose and many jobholder spent it for family's need.

Table 5.9 Respondents Classified by Usage of Salary

Use of Salary	Number	Percent
Give to family head	10	9.9
Use for family welfare	59	58.4
Keep own self	3	3.0
Spent for own career	29	28.7
Total	101	100.0

Source: Field Survey 2008

The table shows that 58.4% of the respondents spend their salary for their family welfare, 28.7% spend for own career, 9.9% gives to head of the family, 3.0% keeps own self. Thus it reveals that the need of women as a partner of men for supporting the family is an essence. This is concentrated especially in the case of married women.

5.10 Attitude Towards the Sufficiency of Salary

Generally basic needs mean minimum necessity to survive in the society with respect, so there is no limitation about basic needs. It depends upon family's living standard as prosperous family has higher level basic needs and poor family has limited basic needs.

Table 5.10 Respondents Classified by Attitude Towards the Sufficiency of Salary

Sufficient of Salary	Number	Percent
Yes sufficient	7	6.9
Some how	69	68.3
Not at all	25	24.8
Total	101	100.0

Source: Field Survey 2008

Here 6.9% of the respondents have sufficient salary for fulfilling their families basic needs, 68.3% have got some how sufficient and 24.8% have got salary, which is not at all sufficient for them. This study shows that only few professional women are capable to fulfill families' basic needs individually. But majority of the women have not that much salary, which can support to fulfill some needs to family members.

5.11 Benefits of Job to Child

Here benefits mean facility gained by teacher's children. Benefit also affect on the satisfaction of job.

Table 5.11 Benefit to the Child

Benefit for Their Child	Number	Valid Percent
Benefited	46	88.5
Not benefited	6	11.5
Total	52	100.0

Source: Field Survey 2008

According to the interview it is clear that 88.5% of the respondent's Children get benefits from their job and 11.5% of the respondents' children don't get benefits. Here 49 respondents do not have children.

5.11.1 Potential of Benefits

Here types of benefits means what types of facilities they get from the school such as good care for child at school, tuition fee off. The types of benefit also affect on the satisfaction of job .The different types of benefits which are found by the respondents are given below.

Table 5.11.1 Potential of Benefits

Types of Benefit	Number	Valid Percent
Good care for child at school	7	15.2
Tuition fee off	39	84.8
Total	46	100.0

Source: Field Survey 2008

According to the study, among all respondents' children majority (84.8%) get tuition fee off and a few (15.2%) get good care at school. Now it is clear that majority of the teachers' children study without paying fees. Only less number of teachers' children study paying fees.

5.12 Reasons for Joining in Job

Job is necessary for fulfilling basic needs and to become busy in own work.

The different respondents involve in job for different purposes which are listed below. This purpose of job also affects on the condition of satisfaction.

Table 5.12 Respondents Classified by Reasons for Joining in Job

Reason for joining in job	Number	Percent
Employment	42	41.6
Self satisfaction	12	11.9
Career Development	47	46.5
Total	101	100.0

Source: Field Survey 2008

From the table it is clear that 41.6% of the respondents are joining in job for employment, 11.9% are for self-satisfaction and 46.5% are for career development.

5.13 Role of Respondents

Here role of the respondents means as a teacher or as a decision maker. Different respondents have different roles in their job which are listed below. The roles of the respondents also affect the condition of satisfaction of job.

Table 5.13 Respondents Classified According to Their Role

Role of Respondents	Number	Valid Percent
As a decision maker	11	12.4
Only teacher	58	65.2
Medium person	20	22.5
Total	89	100.0

Source: Field Survey 2008

Here 88.1% are playing appropriate role. Among them 12.4% are being decision maker, 65.2% are being only teacher, 22.5% are being medium person and 11.9% are not playing appropriate role. Mainly most of the females feel appropriate role as being teacher only because they get time for household work.

5.14 Praise (Reward) for Good Work

The psychological incentive to the worker is praising of their work. The boss of the organization praises good work of the workers. It provides workers more energy and makes them responsible towards their work.

Table 5.14 Praise (Reward) for Good Work

Praise for Good Work	Number	Percent
Yes, Praise	90	89.1
Not Praise	11	10.9
Total	101	100.0

Source: Field Survey 2008

In this study 89.1% of the respondents said that their boss praised for good work. But 10.9% of the respondents said that their boss did not praise for their good work because the work, which is good for the teachers, may not be good for the boss.

5.15 Promotion in Job of the Respondents

If a person gets higher position in job than the present position, it is called promotion in job. Promotion is incentive and giving more responsibilities of existing work. In school it is in the form of more payment, grade, upgrading class and giving more responsibilities.

Table 5.15 Promotion in Job of the Respondents

Promotion in Job	Number	Percent
Promoted	46	45.5
Not promoted	55	54.5
Total	101	100.0

Source: Field Survey 2008

From the study it is clear that 45.5% of respondent's are promoted in their job and 54.5% of the respondents are not promoted in their job.

5.16 Problem Faced by Female Teachers

Being a jobholder, many females are facing different problems and barriers. Majority of them are struggling with never ending household tasks. Some of them have not got support from their family. So they look like disturbed and helpless with the lack of sufficient encouragement to the job.

Table 5.16 Respondents Classified According to the Problem in Job Faced by Female Teachers

Problem in Job	Number	Percent
Yes ,Problem	50	49.5
Not,Problem	51	50.5
Total	101	100.0

Source: Field Survey 2008

According to the study 49.5% of the respondents have problem in their job and 50.5% of the respondents don't have problem in their job. This study shows that some of female teachers have problem in job due to dual responsibility. They are facing the problem of time management. Some respondents are not satisfied with their school environment and some respondents are not satisfied with their nature of job. But most of the respondents do not have problem in their job.

5.17 Job-satisfaction of the Respondents

There is no limitation of human wants, so human being has to be satisfied for a long time with same situation. This principle is implemented in employment sector too. If a person gets a job according to his/her desire there will be higher satisfaction rate, other-wise not, specially depending on job nature, school environment, etc.

Table 5.17 Respondents Classified By Level of Job Satisfaction

Job Satisfaction	Number	Percent
Extremely	10	9.9
Some how	57	56.4
Not at all	34	33.7
Total	101	100.0

Source: Field Survey 2008

According to the table 9.9% of the respondents are extremely satisfied, 56.4% are some how satisfied and 33.7% are not satisfied. Here majority of the respondents are some how satisfied and not satisfied. They have mentioned various reasons to the dissatisfaction in their job like job below their qualification, less salary, not salary timing, discrimination in the additional opportunities, extra load.

5.18 Willingness to Shift Job

We can't say every jobholder is fully satisfied with his/her job. Some of them might have got the job according to their expectation and some have not. Therefore, those persons who are fully satisfied from the current job don't like to change the professional field for better opportunities other-wise everybody is ready to change the professional fields for better opportunity.

Table 5.18 Respondents Classified by Willingness to Shift Job

Wiliness to shift Job	Number	Percent
Extremely	24	23.8
Some how	63	62.4
Not at all	14	13.9
Total	101	100.0

Source: Field survey, 2008

Table 5.18 shows that 23.8% respondents are extremely interested to change their field of employment for better opportunity, 62.4% respondents are some how interested to change their employment and 13.9% respondents do not want to change their employment.

This study shows that the large number of women teachers are some how ready to change their present job if they get better opportunities. Some are satisfied from their present job and they are not ready to change their present job even though they get another opportunity. Some extremely want to shift their job because they are highly unsatisfied.

5.19 Field in Which Respondents Like to Change

We cannot say jobholders like to shift their job in the same field. The fields in which they want to shift depend on interest of the person, their teaching subject and qualification. The field in which the respondents want to shift is shown in the table below.

Table 5.19 Field in Which Respondents Like to Change

Field liked by the Respondents	Number	Valid Percent
Government school	38	43.7
Civil Service	18	20.7
Foreign service	9	10.3
Other private office	2	2.3
Business	17	19.5
Other(project)	3	3.4
Total	87	100.0

Source: Field Survey 2008

According to the table, among total respondents 43.7% respondents are interested to shift in government school, 20.7% to civil service, 10.3% to foreign service, 2.3% to other private office, 19.5% to business and 3.4% to project.

Case 1 Satisfied Woman Teacher

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According to her opinion, in Nepali context, job is a challenge for female. They have to give first priority to family, then to their job. But that is not a problem. She says that women shouldn't bother about these businesses. If they have efficiency and devotion, they can manage things without difficulty. Nothing is impossible. Only a busy person can manage time properly. Women must have faith in themselves. Women need to realize that they are capable human resources and they can work hard to establish their own identity. She says she is very satisfied with her job and position. She has proven her administrative skill by satisfying her staff. Being female in sex isn't her hindrance in the path of success. Instead she takes it as an opportunity and privilege.

She adds that the future of females as teacher is good. It is the most suitable and convenient job for them. But they should fight for their rights. They must get equal opportunity as male. Women should not consider themselves as inferior because of sex discrimination prevailing in our society. Women have to think seriously about their position in social, cultural, political, economical and educational sectors. The knowledge they have gained will make them independent provided that they use it in empowering themselves. Now-a-days numbers of private boarding schools are increasing in quantitatively not qualitatively. So, the government has also made certain policy about private boarding school. It will ensure the survival of the fittest. All the policies and rules in school must be transparent.

Since females have to involve in household work and take care about their baby, they want to involve in nearest private school. In spite of their higher qualification, skill and talent; they don't want to go to seek better jobs and opportunities far. This shows some functional relationship between female and their job. But these days some of the female teachers are not satisfied in private school and want to shift toward government school and many other fields. The social work division and reproduction work are the main factors for involving women in low level with higher qualification.

Case 2 Unsatisfied woman teacher

Under the study area the researcher met an unsatisfied woman teacher. Under the secrecy of her name and school's name she gave some points of dissatisfaction.

She is working in one of the private schools under the researcher's study area. She is a 28 years unmarried woman who has passed B.A. in Nepali from Prithvi Narayan Campus. She passed SLC from the Government high school in her village. As a teacher she has worked for11years from 2056 till date in the post of primary level Nepali teacher. She started teaching profession in 2054 BS. At that time she taught in one of the private schools in her village in primary level. Then she joined in one of the private schools in my study area in 2061 BS in the post of primary level Nepali teacher.

From the interview, it was clear that she taught in lower level than her qualification. She has salary less than government scale. Her salary is not sufficient for herself only. She said that she was not getting salary on time, so it had been difficult to manage her. In school she has lack of decision power so she feels a kind of dictatorship of her boss in school. Moreover she stated that she has maximum loads of duties and responsibilities at school but she doesn’t have payment for overtime work and Dashain bonus, payment for sick leave and other funds are not provided from school. So, she is dissatisfied with her job.

Apart from the above, the unsatisfied teacher stated that she had times at school and outside that she got insulted from the so called male teachers. She used to have sexual harassment as well. She was unable to expose fully. She had to care a lot of things while at work. So because of many reasons, she was not satisfied with her job.

All the above facts clearly show that there are number of factors behind the condition of job satisfaction among women teachers in private school. The most important factor for dissatisfaction is level of job. Most of the female teachers with higher qualification are involving in lower level. Most of them have very low salary which is insufficient for them. Some are getting other facility which adds little point of satisfaction for them. Very few say that they have sufficient salary. Those who teach Science, Maths is found little bit more satisfied than others. Most of the respondents have participated in teachers training it makes them easy to teach and control the class. Most of the respondents have to teach six periods per day which makes them overload. Sometimes they also have to teach in leisure period also without any extra payment. It makes them dissatisfied. Most of the respondents are married so they use their salary for family welfare. Most of the respondents are benefited for their children due to their job. Most of the respondents are only teachers at school which make them dissatisfied. Most of the respondents are not promoted in their job so they are dissatisfied. Very few are found satisfied from their jobs .Most of them have willingness to shift job towards government school and any other field.

From this chapter it is clear that very few 9.9% of the respondents are extremely satisfied, 56.4% are some how satisfied and 33.7% are not at all satisfied.

CHAPTER-VI

GENDER DESCIMINATION OF FEMALE TEACHERS

One of the main specific objectives of this study is to examine the gender discrimination and role of decision making of female teacher in the study area. Thus this chapter deals with the components of the gender discrimination. Gender discrimination means discrimination between male and female in our society. In the whole world men make the most important decisions. Women are simply overlooked. There are certain factors, which hinder women from developing the competence to participate effectively in decision-making process. Many of these factors interact to reinforce traditional social attitude towards women as incompetent or inappropriate participants in decision-making. Decision-making is an important element in people's participation. It involves basically the identification of the problem preparation of alternatives, evaluation of the alternatives in terms of the objective to be maximized and then the final choice for action to be made.

It is clear that failure to include women in positions of power and influence is a waste of human creativity and energy that is increasingly unaffordable. Democratizing decision-making is served by main streaming women in decision-making. (http://www.un.org/dpcsd/daw)

6.1 Involving Women in Decision-Making in Their Family

The factors potentially related to decision-making patterns are their caste, religion, age of women at marriage, duration of marriage and marriage type (arranged versus love marriage) and male involvement behavior. (Mullany, 2005)

Husband's domination of decision-making was found to be the most common pattern of decision-making in this sample, reflecting the presence of traditional gender norms in urban Nepalese society. The role played by mother-in-law, is particularly related to house hold decision-making dynamics and male involvement activates, constitute another important topics of future research. (ibid)

The styles and focus of women decision-makers at various levels reflect their structural position in society and the roles they typically play. The gender differences at work in every culture are reflected in the styles of both men and women decision-makers. (http://www.un.org/dpcsd/daw)

Table 6.1 Respondents Classified According to decision-making process

Female Involvement in Decision-Making in Their Family	Number	Percent
Yes, Equally Involved	65	64.3
Some Time Involved	32	31.7
Not Involved	4	4
Total	101	100

Source: Field Survey 2008

Above table shows that, 64.3% respondents are actively involved in decision making on family affairs, 31.7% are some time involved and 4% are not involved in decision making on family affairs.

6.2 Discrimination between Male and Female in Family

Men, particularly husbands, often act as gatekeepers to their wives and families health-seeking behaviors and utilization of health service. Changes in both men and women's knowledge, attitudes and behaviour are necessary conditions for achieving a harmonious partnership of men and women. This would open the door to gender equality in all spheres of life. (Mullany, 2005)

Table 6.2 Discrimination between Male and Female in Family

Discrimination Between Male and Female in Family	Number	Percent
Education	6	5.9
Household tasks	35	34.7
Use of family property	21	20.8
Decision making	10	9.9
Not in any field	29	28.7
Total	101	100.0

Source: Field Survey 2008

From the table it was clear that 5.9% have discrimination in education, 34.7% have discrimination in house hold tasks, 20.8% have discrimination in use of family property, 9.9% have discrimination in decision making, and 28.7% have no discrimination in any field. Here most of the female teachers have discrimination in their household task.

6.3 Adjustment between Household Tasks and School

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

Table 6.3 Adjustments between Household Tasks and School

Adjustment Between Household Tasks and Schools	Number	Percent
Difficult	28	27.7
Easy	73	72.3
Total	101	100.0

Source: Field Survey 2008

Table 6.5 shows that, adjustment pattern of the women teachers between household and school. 72.3% have been able to make adjustment between two, 27.7% have not been able to adjust between two. This study shows that majority of women teachers adjust between two by keeping servant and by taking help from other member in family.

Table 6.3.1 Method of Solving Problem

Method of Solving Problem	Number	Valid Percent
Keeping servant	1	1.4
Helping by other member in family	72	98.6
Total	73	100.0

Source: Field Survey 2008

Most of the female teachers do not have difficulty to manage home and job because some of them keep servant, some take help from other member of family. Here 28 respondents are not shown in table because they have difficult to adjust between house-hold tasks and schools.

6.4 Expectation of Family Support to Solve Household Tasks

Usually many people don't like to give entry to school's matters at home for discussion, because it may disturb family environment and its rule and regulation. Being female, they have to involve in household task. But in case of some family

whose family members are educated they give support for female to go to school and to help for them in house.

6.5 Attitudes Towards Present Job

We cannot say every jobholder is fully satisfied with his/her job. Some of them might have got the job according to their expectation and some have not. Therefore, those persons who don't like to change the professional fields for better opportunities are fully satisfied from the current job otherwise everybody will be ready to change the professional field for better opportunity.

6.6 Problems Faced by Women

Being a jobholder, many women are facing different problems or barriers. Majority of them are struggling with never ending household tasks. Some of them have not got support from their family. So they are disturbed and helpless with the lack of sufficient encouragement to the job.

There are many factors which show the gender discrimination of female teacher. Most of the respondents feel discrimination between male and female in household tasks. Most of the co-workers are helpful which make them easy environment to work. Most of the females are not involved in key post which shows higher gender discrimination in private schools. Most of the female teacher's easily complete dual responsibility keeping servant or by taking help from other member of the family. At last is found that there is higher gender discrimination in society which also affects in private school.

CHAPTER – VII
SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

7.1 Summary and Findings

This study has centrally focused on the determinants of job satisfaction among women teachers in private schools of Pokhara Sub-Metropolis, in Kaski district. This study has the general objectives of the determinants of job satisfaction among female teachers in private schools. Following are the specific objectives.

1. To prepare the demographic profile of female teacher.
2. To identify the determinants of job satisfaction among female teachers in the study area.
3. To examine the gender discrimination and role of decision making of female teachers in the study area.

Basically, this is an academic study but it has important information. Which can be very fruitful in formulation of various policies regarding the determinants of job satisfaction among female teachers in private school. Due to limited resources such as budget, time and manpower it is not possible to include all the female teachers of private schools in Pokhara Valley. So, private schools of Pokhara valley found in ward no 2, 4 and 5 of Pokhara Sub-metropolis have been the universe of this study .All the female teachers involved in those schools have been studied. This group is reflecting more dissatisfaction in their job. Among them very few are found to be satisfied. This is an exploratory as well as descriptive study and, it has followed both of these two types of research designs. The private schools existed in ward no 2, 4 and 5 of Pokhara Sub-metropolis have been taken as universe and have been conducted the census study. So, the total population of 101 female teachers is taken into consideration.

For the purpose of the study, observation, interview schedule and two of the case studies were adopted as data collecting technique of sociological research, to collect qualitative and quantitative data. Thus the data collected for this study is dominantly primary when needed some of the important secondary data have also been incorporated. The above data collecting tools were devised very carefully in order to ensure their validity. For this purpose, the interview schedule prepared was

firstly pre tested and the results from this were used to refine the question in the interview schedule. Both structured and unstructured observations were made from time to time while in the fieldwork process. Case studies were primarily unstructured one, also conducted. Observations and case study have yielded qualitative data whereas interview schedule had yielded both types of data. The collected data have been analyzed by using computer program SPSS while qualitative data have been arranged manually and analyzed descriptively. The results of quantitative data analysis have been shown by using various tables.

Since females have to involve in household work and take care of their babies, they want to involve in nearest private schools. In spite of their higher qualification, skill and talent they don't want to go far. This shows some functional relationship between female and their job. But these days, some of the female teachers are not satisfied in private schools and want to shift towards government school and many other fields as well. The social work division and reproduction work are the main factors for involving women in low level with higher qualification.

Findings of the Study

During the study, it has explored and explained the working status of women in private schools. As well as various discoveries have been made which are listed below.

→ The major source of livelihood among the female teachers of the study area is teaching, which is reported by 30% of the respondents.

→ Very few (just 2%) of the respondents in the study site are found involving in secondary level.

→ Some with higher qualification want to work in lower level due to household work, socialization and reproductive work.

→ Most of the respondents (78.2%) have not difficulty to control the class. Because they all are involve in primary level and lower secondary level.

→ Most of the respondents (54.5%) have not been promoted in their job.

→ Only 23.8% of the respondents want to shift job. 62.4% of the respondents some how want to shift job.

→ The study shows that 43.7% of the respondents want to shift in government school due to less burden, good salary, fair environment for work.

→ Only 9.9% of the respondents are satisfied by the present or the current job. They have experienced less problem of gender discrimination.

→ 56.4% are dissatisfied due to lack of level based salary, lack of extra facilities and higher burden at school and house.

→ 80.2% of the respondents are involved in their job just 1-5 years because if they find other job they shift.

→ 88.5% of the respondents get benefit for their children due to their job because in private school a teacher can get free education facility for a child.

→ Different trainings are organized by PABSON and N-PABSION. So, 54.5% of the respondents are participating in teachers training.

→ 78.2% respondents are found to have salary in time.

→ Because of high domination and discrimination towards female teacher, 64.4% of the respondents have got salary only up to 4000.

→ Due to self-decision, 58.4% of the respondents use salary for their family welfare.

→ Only 6.9% of the respondents are getting sufficient salary due to over exploitation of female teacher in private school.

→ 46.5% of the respondents are involved in job for career development because after that they shift toward campus and government school.

→ 28.7% of the respondents are found to be in key post. Among them some are principals, some are founders and some are vice-principals because only less number of female teachers gets opportunity to give more time in school.

→ 64.4% of the respondents are involved in decision making process in their house because involvement of female in economic activities increase their decision making power.

→ 73.3% of the respondents are found to be supported from their husband/other family members. Some of them are reported to have been keeping household servant for household works.

The reasons for satisfaction (case I) are as follows.

- Involving in good level and key post according to qualification.
- Sufficient salary in time.
- Salary is same as government scale.
- Extra payment for extra duties

- Dashin bonus, grade system, sick leave and other facilities at school
- Able to keep other staff satisfy and handle administration.
- Full support from family.

The reasons for dissatisfaction (case II) are as follows:

- Involving in lower level with higher qualification.
- Salary is less than government scale
- Lack of self decision and feels dictatorship of boss
- Maximum load is allowed
- Extra payment for overtime work and Dashain bonus, payment for sick leave and other funds are not provided from school.

7.2 Conclusion

This study shows that large numbers of women teachers are nearly equal to the male teachers in private schools. But females with higher qualification are involving in primary level. On the other hand males are involving in the level according to their qualification. Involvement of women in key post and secondary level is very few. So, it is essential to increase participation of the women in all sectors in order to improve their status in the society. The study concludes that education and job promote capacity, feeling and standard of life of the women.

The study shows that even the educated dynamic women teachers are also suffering from discrimination in terms of getting responsibility and authority in their workplace. From this study we can conclude that, there is vast difference in the status of the women teachers before and after their involvement in the job. Thus, job opportunity is helpful to promote living standard and the status of women in their family and the society. It has increased their capacity and dignity in the society. It is also helpful to develop leadership in women and their participation in various social and economic activities. Thus, the entire women teachers agreed that employment opportunity for women has positive impact in increasing their confidence, self-reliance and carry them out of boundary of four walls of their house. Hence, it is helpful to promote status of women in their society.

At last, we can conclude that education and employment have prominent role to increase women's participation in social and development activities and to uplift

them in the society. At the same time we should be aware that role of women in development of the society and the nation can not be devaluated in comparison to that of the men and any sort of gender discrimination will completely retard the pace of development of the country. I also can conclude that there still is some discrimination between women and men even in the case of educated and employed women and the situation are very worse in the case of uneducated women with no access in income generation. So it is necessary to provide some extra facility and chances for women for certain period till they will not be at the equal level to that of men. This will be justified between men and women to carry back-warded group of people up to the level of the male counter-part.

7.3 Recommendations

After this study, the researcher has made following recommendations:

1. Women in Nepal as else-where are responsible for three types of work: reproduction work, household work and employment (office work). However, reproduction is not treated as work and household work in not considered as productive work. More over, women in Nepal work for longer hours than men at home but they have much lower opportunity to gainful employment and possess extremely limited property right. So, all types of such works should also be accounted and evaluated as economic works.
2. Education is an important social variable, which not only increases the opportunities for employment but also changes the individual and social life style. Therefore, some special provisions are necessary to encourage women in higher studies, technical studies, job oriented vocational training and participation in decision making.
3. Nepal is multi-religious, multi-cultural, multi-lingual, multi-racial and multi-dimensional country. The constitution has assured equal right for all people in the country. We must have to understand that the low caste should not be deprived from upper class or upper caste also in the social and cultural pint of views. Involvement of the low caste women is very low and they are also back warded in education. So, it is strongly recommended to formulate and implement special and effective program for uplifting them in the society.

4. Male occupies most of the key posts in private school. So, the government has to implement appropriate policy and program to carry the women up to the level of equality. Women's empowerment is essential for social development and fast economic development of the country.
5. Table 5.2 reflects the prevailing situation of the assessment of the female in the job opportunity. So the government has to take immediate action to improve such poor condition of female in Nepal. If the government could not realize such condition of women in Nepal, The country rigorously suffers in the coming future.
6. Men and women should be equally treated and there should not be discrimination between them. There must be equal opportunity for both male and female employees and the female employees should not be discriminated in training, seminar, tour and other official activities.
7. Education, transformation and information are major factors, which affect on development. They are basic things for overall development and quality of people's life. One who lacks access in major resources, groups, religions or areas may be denied from mainstreaming of development, which hinders overall development of the country.
8. The government should not be allowed to establish lots of private schools .The government should make certain rules for private schools and those which can follow can only exist.
9. The private schools should provide government level salary to their staff. Especially the job of female should be secured. They must get two months paid leave at the time of delivery.
10. The household work should be equally divided for male and female. The gender situation of our society must be changed.

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