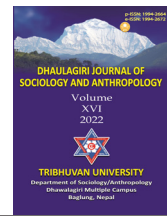


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Pay-Based Gender Discrimination in Private School: Four Cases of Kathmandu, Nepal

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Abstract

Unfair treatment based on sex is considered gender discrimination. Gender discrimination in the workplace has always existed, and the pay gap is a prominent topic worldwide. This paper investigates and provides information on the condition of the pay gap in private schools in Kathmandu valley. Four private schools in Bansbari, Kathmandu, were selected for the research. Out of 139 teachers at the selected schools, 28 female and 20 male teachers were selected for this research using the snowball sampling method. A questionnaire was administered to gather information. The open code analysis of the open-ended questionnaire showed that there was inequality in salary distribution. Remuneration differed not only by employees' working hours and qualifications but also by gender. This paper discusses how biases are prevalent in academia.

Keywords : employees, gender discrimination, Kathmandu, pay gap, private schools

Introduction

Humans differ from other animals in that they are intelligent (Premack, 2010). With the help of their intelligence, humans have created a wide range of inventions, from simple ones like language, clothing, dwellings, and food to more complicated ones like machines, means of communication, and transportation. The development of science and technology has always played a role in people's lifestyles (Nargund-Joshi & Bragg, 2017). Humans have improved the comfort and ease of their existence with various scientific inventions. These creations have helped people to have easy, comfortable, and longer lives (Nargund-Joshi & Bragg, 2017). However, people have to work even if machines are made to make their work more effortless than in the past. It does not matter whether people are rich or poor; they work for their livelihood. Rich people own companies and hire employees to get work done; poor people work under them. Some people have more mental work, and some people do more physical work. Nevertheless, those who work accept rewards. Since people started working, they have always received some rewards; money in this modern era might be something else in the past.

Society is comprised of diverse human populations. Socrates declared in Book II of Plato's *The Republic*, "I am myself reminded that we are not all alike." (Symonds, 1959). Nature has made every individual different and diverse in color, size, shape, sex, and intelligence. On top of that, society creates more individual differences in the economic and social status of the people. There are different bases of discrimination; some of them are gender, race, caste, physical appearance, social class, etc. All communities, whether highly developed or underdeveloped, are rife with inequity in one way or another. This article explores gender discrimination in private schools in Kathmandu, Nepal. Women's ability to question, reflect on, and take action on the circumstances of their lives, as well as their ability to access knowledge, information, and novel ideas enable them to compete with men in the workplace and the general population, depending on changes in their cognitive ability, which can be influenced by education. In comparison to illiterate women, educated women work, support themselves and family financially, and become the responsible member of the family and the workplace. Nevertheless, discrimination against educated women still exists in a number of forms.

The primary cause of inequalities is power distribution;



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the one with power is rarely victimized. As Scott explained, Weber claimed that class, status, and party are three phenomena of power distribution within the community (Scott, 2014). People with one of three attributes, class, status, and party, can easily make the remaining two. Let's use a political party as an example; if one has strong political influence, one can quickly gain prestige and wealth. Similarly, gaining political power and social standing is simple if one has economic strength. Therefore, all three of these phenomena are linked. Similar views on power were held by CW Mills (Mills, 2019), who spoke about the power of the elite. According to Mills, three powerful institutions made up the power elite: the military, politics, and economy. If we consider the distribution of power, primarily males serve in all three of these organizations on a global scale. If we look at the political scenario worldwide, the world's most influential and industrialized country, the United States of America, has yet to elect a female president. It proves that women are far behind in politics, even in informative age societies. In the global economy, men make up most billionaires. If we look at women's participation in the global economy, according to Forbes magazine (Sandler, 2022), only 327 of the 2,688 billionaires in 2022 are female. Women make up just 12.17 percent of billionaires. This statistic indicates that, globally, women are not as economically powerful as males.

Condition of Pay Gap in Nepal

In Nepal, gender discrimination is still commonly practiced, not only in rural areas but also in metropolitan regions (Baral, 2017). The prejudice against women has been preserved in part by culture (Bhushal, 2008). In the past, parents of daughters often tried to have one or more sons. Families are still compelled to continue reproducing until they give birth to a son despite a prevalent wish to have fewer children (Brunson, 2010). The sons in the family receive more love, care, and support from their parents because people believe that sons will look after and carry on the family tradition when their parents grow old (Niraula, 1995). In Nepal, a daughter begins sharing a home and family with her husband and even adopts her husband's last name. This culture makes parents feel their daughters will not live with them in their old age. Therefore, they raise their sons to be content and capable of leading better lives than their daughters so parents can enjoy a good life in old age with their sons.

These cultures support prejudice against women. Fathers are seen as family leaders who make decisions for the whole family. Men are in power and tacitly make policies that hinder women's empowerment. One of the most common forms of discrimination is the pay gap. According to the Nepal Labour Force Survey 2017–18 (Republica, 2019), men make an average monthly income of Rs 19,464, while women earn an average monthly income of Rs 13,630. This means that working women in Nepal make 30% (or Rs 5,834) less than men. Girls now attend school and participate in jobs that provide a living wage. Self-dependency gives them the confidence to speak against discrimination such

as early marriages. Therefore, girls put a lot of effort into becoming like their male counterparts. However, regarding economic equality, women in developing nations are not treated equally in the workplace (Khan, 2018). High and stable income could be the power source for raising their voices against inequality. Even though they are skilled and put in more hours than male employees, women do not receive comparable pay or facilities (Republica, 2019).

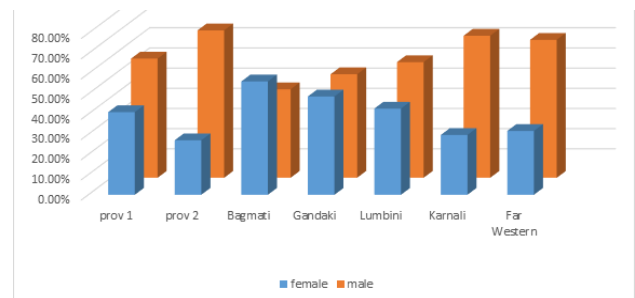
According to the Nepal Labor Force Survey 2017–18 (Shrestha, 2022), there are 125 women for every 100 men in the working-age population, but only 59 women are employed. Ages 15 and up have been designated as the working-age population. The country has 9.2 million working-age males and 11.53 million working-age females. According to the research, just 2.6 million working-age women are employed out of the potential total female labor force; and 8.5 million are either unemployed or looking for a job (Shrestha, 2022). These numbers demonstrate that only 22.5% of working-age women are employed.

Women in Nepal report experiencing gender discrimination at work in various ways; less secure jobs, lower earnings than men, a lack of respect, a lack of benefits or insufficient benefits, vulnerability to sexual harassment and abuse, etc. (Kunwar et al., 2014). The unethical treatment of women results in several workplace problems that may impact their performance and the business's overall productivity. Despite significant advancements for women in the workplace, there are still substantial differences between men and women. Even though women outnumber men in the country who are of working age, they nevertheless have a far lower employment rate, and there is a significant pay disparity. Therefore, remedies are required to ensure a fair and equitable role at work

The Population of Teachers by Gender in Nepal

There are seven provinces in Nepal. Nepal's capital, Kathmandu, falls in province no. 3. (Bagmati Province). The country has 29,630 public and 6,000 private schools, and the government invests over Rs 100 billion in education each year (RepublicaNepal, 2016). The distribution (*Edusanjal* 2021) of male and female teachers throughout all provinces is depicted in the graph below. Figure 1 shows the breakdown of teachers by gender by province.

Figure 1: Teacher Percentage by Gender, Province-wise



Note: An infographic representation of education data for the year 2019, <https://edusanjal.com>

There are total of 19,563 female teachers and 28,189 male teachers in province number one. In province no.2, there are 18,108 male teachers, compared to 6702 female teachers, who make up one-third of the workforce. In Gandaki Province, there are 16,239 female teachers and 17,103 male teachers. In the province of Lumbini, there are 6,453 more male teachers than female teachers. In Karnali Province, there are significantly fewer female teachers than male teachers. In Far Western Province, there are 9,916 more male teachers than female teachers. The data show that only Bagmati Province has more female teachers than male teachers. 56.16% of teachers in Bagmati Province are female, whereas only 43.84% of teachers are male. As we discussed earlier, the reason for having a greater number of female teachers in Bagmati province might be the high number of private schools.

Number and Condition of Private Schools in Kathmandu

Kathmandu is a hub for people all over the country. People move from all 77 districts of Nepal to Kathmandu for various reasons. Parents believe that they can get better jobs and can provide suitable facilities and quality education for their children in Kathmandu. In the Kathmandu Valley, the number of private schools is more than double that of community schools; there are over 1,500 private schools and 600 community schools (RepublicaNepal, 2016). As a result, English-medium education became a key point of differentiation and is representative of the goals that the private sector pursues (Caddell, 2007). In addition, parents believe that learning English language can significantly change their children's careers, as English is an international language and the primary language of communication in most of the developed countries in the world.

There is also a trend of joining +2 in Kathmandu (Khan, 2018), as most schools in rural areas (villages) do not offer students' preferred subjects. On top of that, students think they can learn extracurricular skills such as dance, music, and sports along with their studies in Kathmandu which are not possible staying in a village. When compared to other regions in Nepal, Kathmandu is an expensive city. Room rent, transportation, groceries, health care, and other costs are all going to be high, and the majority of parents from rural areas cannot afford to send their children's monthly expenses. I am an example of this situation; after around six months, my parents could not send me money to cover my monthly costs. So, alongside my studies, I started working in a private school. Students who move to Kathmandu to pursue higher education begin working part-time jobs in retail, finance, private offices, and private schools to help pay for their living expenses.

The flow of parents with their kids to Kathmandu and the students joining colleges in Kathmandu have contributed a lot to many private schools in Kathmandu.

Methods

This study used a qualitative research approach that included field observation and a questionnaire. In addition to these, conversation interviews were also conducted. The study aimed to investigate gender-based pay disparities in private schools. Although it used both primary and secondary data sources, the core information came from primary sources assembled in Kathmandu, Nepal, for the author's master's thesis. The study was conducted at four private high schools in Bansbari, Kathmandu. I used a qualitative research approach in this study that included field observation and a questionnaire. In addition to these, conversation interviews were also conducted. The study aimed to look into gender-based pay disparities in private schools. Although it used both primary and secondary data sources, the core information came from primary sources assembled in Kathmandu, Nepal, for my master's thesis. The study was conducted at four private high schools in Bansbari, Kathmandu.

Research Participants and Sampling Procedure

There were 139 full-time employees in these schools at the time of the research. Of them, 48 employees were selected as respondents, 28 female and 20 male respondents. Seven female and five male respondents were selected from each school for this study using the snowball sampling method, which uses human ties and interpersonal relationships, including and excluding individuals (Browne, 2005). I chose this method since it is both time and money efficient. As a student, I had a limited budget and time to complete my thesis and acquire the necessary data. Compared to other ways, it is inexpensive and convenient. Additionally, the information obtained is accurate and direct.

Data Collection and Method

This study applied grounded theory, which aims to create an approach based on data that has been systematically collected and examined (Urquhart et al., 2010). The snowball sampling method was used for the data collection. First, a third party was used to help provide the participants' contact information. After that, the respondents were called and enquired about their available time. Finally, the schools were visited, and the respondents filled out the questionnaire. The questionnaire included 40 questions, combining open-ended and a few closed-ended questions and even informally interviewed some teachers.

Data Analysis

I prepared tables with all the categories to analyze closed-ended questions. In the meantime, Open coding was used to analyze the data.

Data Presentation and Illustration

Distribution of Respondents by Age/Sex

One of the fundamental demographic factors is age (Lutz et al., 1998). The time that a person has lived is referred to as their age. A person's age also indicates their responsibilities, positions, and decision-making authority at work. Ages 15 to 59 are considered to comprise the economically active population in Nepal.

Table 1: Composition of Respondents by Age/Sex

| Age group | Total | | | Percentage | | |
|---------------|-------|--------|-------|------------|--------|-------|
| | Male | Female | Total | Male | Female | Total |
| 15-20 | 1 | 7 | 8 | 2.08 | 14.58 | 16.66 |
| 21-25 | 3 | 6 | 9 | 6.25 | 12.5 | 18.75 |
| 26-30 | 9 | 3 | 12 | 18.75 | 6.25 | 25.00 |
| 31-35 | 0 | 7 | 7 | 0 | 14.58 | 14.58 |
| 36-40 | 2 | 1 | 3 | 4.17 | 2.08 | 6.25 |
| 41-45 | 1 | 0 | 1 | 2.08 | 0 | 2.08 |
| 46-50 | 1 | 2 | 3 | 2.08 | 4.17 | 6.25 |
| 51-55 | 2 | 0 | 2 | 4.17 | 0 | 4.17 |
| 56-60 | 1 | 0 | 1 | 2.08 | 0 | 2.08 |
| 61-65 | 0 | 1 | 1 | 0 | 2.08 | 2.08 |
| Not mentioned | 0 | 1 | 1 | 0 | 2.08 | 2.08 |
| Total | 20 | 28 | 48 | 41.68 | 58.32 | 100 |

Source: Field Survey, 2019

The respondents and their age ranges are shown in the table above. When carefully examining this data, it becomes clear that far more female instructors were hired between the ages of 15 and 20 than male teachers, with a total percentage of 14.58 of women compared to 2.08 percent of men. It indicates that females start working early in private schools and may not continue their education. Attending college is impossible if they work as a full-time employee in a school. Additionally, there were a total of nine male instructors from the four schools who were between the ages of 26 and 30. There were seven female teachers between the ages of 31 and 35. Here, the number of male teachers between 31-35 was zero. We can assume that males do not take a job in a private school as a secure job for the family after they get married.

They may start their own business or do something else; none of the male respondents fell into this age category. The data show that people mainly work in private schools at the beginning of their careers and search for other options as time passes. In Kathmandu, as we previously discussed, there are a lot of private schools; therefore, people frequently switch schools as they get experience working for a specific number of years. My experience as a private school teacher for almost ten years has shown me that male employees are much more likely than female employees to leave their jobs within a few months if they have better opportunities. If they do not receive the salary they asked for, male employees do not stay or work for a long time, whereas female employees rarely request a salary increase.

The age range of working women is too young, which demonstrates unequivocally how miserable it is for women to work in these institutions as if they are compelled to do so in order to support their families. Most female employees in the 15-20 age group mentioned they would have liked to continue their education. Still, they were unable to do so due to family financial difficulties and other personal problems; however, the fact was that their pay barely covered their family's expenses. Some of them entirely stopped their academic pursuits and worked as full-time teachers for meager pay. I believe that those female instructors who wanted to learn but could not continue their studies were in miserable conditions. None of the male teachers made this claim. There was only one male teacher, who was under 20. He claimed that he enrolled in the institution during his college break and would resume his studies after the holiday. This table is self-axiomatic that the condition of female teachers in private schools is miserable and quite shocking, and there is still a great deal of disparity between male and female teachers. It demonstrates how some female instructors completely forgo their studies while others continue them while they teach, which is unusual for men teachers. This practice keeps women out of the educational system, possibly due to familial pressure or personal issues. Not everyone can work a full-time job and pursue their studies at the same time. Lack of education continuity puts women in lower-level positions with no chance of promotion or higher pay.

Distribution of Respondents by Permanent Address

Kathmandu is the most populous city (Shrestha et al., 2016) and a common hub for Nepali people for various reasons, including access to employment, education,

Table 2: Composition of Respondents by Permanent Address

| Permanent Address | School 1 | School 2 | School 3 | School 4 | Total | Percentage |
|-------------------|----------|----------|----------|----------|-------|------------|
| Out of valley | 9 | 7 | 8 | 6 | 30 | 62.5 |
| Valley | 3 | 5 | 4 | 6 | 18 | 37.5 |
| Total | 12 | 12 | 12 | 12 | 48 | 100 |

Source: Field Survey, 2019

Note: Percentage is shown in parenthesis of a total of 48 employees

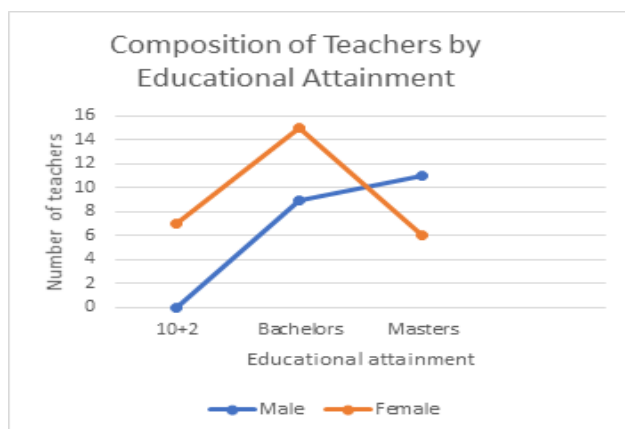
better health services, communication, transportation, and other resources. In Kathmandu, it is exceedingly difficult to make a living; hence people must work to reside here. Living in Kathmandu is difficult for those whose parents cannot send or afford the expenses. But since there are so many private schools in Kathmandu, people can easily find employment if they are educated. The permanent location of the responding teachers is covered in the table below.

The details provided in the table show that most of them came from outside the valley. Of the 48 respondents, 30 were from out of the valley, and 18 were from the valley. People who come to Kathmandu for further studies work for their living expenses. One of the available jobs is to teach in private schools, so the number of employees from outside the valley is almost double in private schools. This engagement in private schools may lead to discontinuing their studies for some students, as every individual can not run their studies and work life at a time. They can not leave their job as they need money to live, so eventually, they leave their studies and continue to work in private schools. Some of the female respondents mentioned similar incidents. One female teacher said that she passed all the exams but could not complete her thesis as she could not manage time from her school. Many other employees, especially female employees, discontinued their studies after they started working.

Composition of Respondents by Education

People receive knowledge and skills through education. The development of a person, community, country, and the entire globe depends on education. Without education, there are no excellent opportunities or paths to achievement. In addition, achieving higher education means gaining respect and status as well.

Figure 2: Employees' Educational Attainment



Source: Field Survey, 2019

The above figure relates to the respondents' educational backgrounds from my four targeted schools. A close examination of this table reveals that all respondents were secondary school graduates. However, the total number of male and female respondents at the post-graduate level

is considerably different; six female and eleven male respondents were found to have obtained master's degrees, respectively. Compared to 55% of the male employees, only 21% of female employees obtained their master's degrees. Furthermore, 25% of the female employees only had a high school diploma, while the majority had a bachelor's degree. None of the male employees had a degree less than a bachelor's degree. This could be interpreted as discrimination against women in higher education.

This tabular representation indicates that there are more male respondents at the master's level than female respondents. On the other hand, there are more female respondents at the bachelor's level than male respondents. As was discussed previously, the number of female employees under age 20 was seven, and the number of males was one. The number of male teachers under 25 was significantly less than female teachers, most of whom were under 25. As female teachers started working at younger ages than men, fewer women could complete master's degrees.

According to the research, female employees in private schools had lower educational attainment than male employees. It goes without saying that the compensation increases with an educational degree. Several interrelated social factors combine to produce a discriminatory environment. Education is a critical element that interacts with all other socio-economic aspects of society. It is challenging to obtain a better position without a higher education, whether in a school or another job. This directly impacts income, and as income declines, so does the quality of life.

Salary Structure

Salary is an individual's remuneration for labor according to an expressed or implied contract. Therefore, comparing the salary structures of male and female teachers offers the best opportunity to find possible gender discrimination among employees. The salary structure of the four chosen schools is presented below. Table3.

The pay scale for the hired teachers at four chosen schools is shown in the table above. Examining this tabular arrangement closely reveals a significant disparity, if not outright injustice, in the pay received by male and female teachers in private schools. For example, eight female teachers were paid at the lowest level, between Rs. 5,000 and Rs. 10,000 rupees a month, but no male teachers received the same amount. This disparity can easily be recognized as discriminatory against women. The number of female employees who received low salaries was high; they were less likely to have high salaries than male teachers. In addition, three female respondents did not find filling out the salary scale comfortable, perhaps because they were not getting a salary corresponding to their qualifications.

Table 3. Salary Structure of the Respondents

| Salary structure | Respondents | | | Percentage | | |
|------------------|-------------|--------|-------|------------|--------|-------|
| | Male | Female | Total | Male | Female | Total |
| 5000-10000 | 0 | 8 | 8 | 0 | 16.67 | 16.67 |
| 11000-15000 | 8 | 8 | 16 | 16.67 | 16.67 | 33.34 |
| 16000-20000 | 5 | 5 | 10 | 10.42 | 10.42 | 20.84 |
| 21000-25000 | 1 | 1 | 2 | 2.08 | 2.08 | 4.16 |
| 26000-30000 | 1 | 1 | 2 | 2.08 | 2.08 | 4.16 |
| 30000-35000 | 3 | 1 | 2 | 6.24 | 2.08 | 4.16 |
| 36000-40000 | 0 | 0 | 0 | 0 | 0 | 0 |
| 41000-45000 | 2 | 1 | 2 | 4.16 | 2.08 | 4.16 |
| Not mentioned | 0 | 3 | 6 | 0 | 6.25 | 12.50 |
| Total | 20 | 28 | 48 | 41.68 | 58.32 | 100 |

Source: Field Survey, 2019

Equal Pay for Work of Equal Value

A job's first and most significant aspect is its salary or wages. Every employee is paid for their efforts. But, even in the twenty-first century, there is still no mandate for equal compensation for equal work performed by women and men, despite the frequent discussion of women's empowerment and gender equality. Males are paid more and are promoted more often than females when doing the same job. Through such circumstances, gender discrimination is visible. Therefore, I asked the respondents if they felt there was equal treatment for all in their organization. The question was, "Do you think there is equal pay for an equal job in your organization?" The respondents' views on equal pay for an equivalent job are shown in table 4 below.

Table 4: Respondents' View on Equal Pay to Equal Job

| Equal salary to equal job | Respondents | | | Percentage | | |
|---------------------------|-------------|---------|-------|------------|---------|-------|
| | Male | Fe-male | Total | Male | Fe-male | Total |
| Yes | 4 | 8 | 12 | 8.33 | 16.67 | 25 |
| No | 16 | 20 | 36 | 33.33 | 41.67 | 75 |
| Total | 20 | 28 | 48 | 41.66 | 58.34 | 100 |

Source: Field Survey, 2019

According to the table, as mentioned above, most respondents did not feel that equal pay for equal work exists. Only 25% of respondents felt equal compensation for equal work, with the remaining 75% thinking there was no equal pay.

Several female workers reported having encountered gender prejudice in various forms. For instance, a female teacher claimed that she had experienced bias in schools on multiple occasions and diverse ways. She was a master's graduate who often asked the administration for the opportunity to teach senior classes, but she was never granted it. She worked as a teacher in the same schools for around three decades. Even after these many years of teaching, she was never given a chance to teach higher levels; however, freshly hired male teachers with only a bachelor's degree and no prior teaching experience were given this opportunity.

Women who work as teachers are paid less and have to work as junior teachers despite having more extended work experience and higher educational attainment. Besides, the salaries of male and female teachers who teach at the same levels are not comparable. According to most respondents, female employees made less money for doing the same job as men.

Discussion

Regarding this topic globally, Finland has a reputation for supporting gender equality in all spheres of life. However, even there, academic women experience the glass ceiling and other kinds of discrimination due to gender (Husu, 2000). It isn't easy to imagine a society where everyone is equally treated, especially in developing countries. During my data collection, I found female teachers whose monthly salary was less than ten thousand rupees. It was bewildering to understand how they managed their livelihood with this amount of money, which was not enough to pay for housing, as a flat's rent was around 18/20 thousand.

The exorbitant cost of apartment units is out of the reach of lower-income and economically disadvantaged populations (Shrestha, 2019). Not only the apartment rent

but the price of other necessities is also skyrocketing. Is such a low salary fair remuneration for teachers in private schools? Not only female employees but even male employees who earn more than female employees and who primarily teach in private schools with smaller numbers of students also have low salaries. Neither female nor male teachers are compensated sufficiently to live comfortably in Kathmandu, and they must engage in other part-time jobs to make up for the shortfall. Will these circumstances ever change? Will teachers in small private schools ever earn better salaries and have better facilities? Will female employees ever win the right to have equal salaries for doing the same work as male employees?

If we look at the sample respondents collected for this study, the data shows that most female teachers started working early and found it difficult to continue their studies. They kept on working as junior teachers for low salaries. However, even when some female teachers were able to complete their master's degrees, male teachers with bachelor's degrees tend to get senior classes to teach, and female teachers with master's degrees get junior classes—with commensurately lower salaries. In my personal experience, there was an elderly female teacher in the school where I used to teach. She was around 60 and had completed a master's degree in science many years back. She had taught in the same school for over three decades, and her annual salary ranged from 10,000 to 15,000 rupees. As previously detailed in Table 3, that range was the second-lowest level of teaching salaries and the lowest for male teachers without the same educational credentials. She was just an example among female teachers who worked for minimum salaries and never demanded or spoke up for better pay.

Gender discrimination is a global issue (Jacobsen, 2011)2011. In addition to being a worldwide issue, gender disparity in the workplace is a challenge that both industrialized and developing nations face on a daily basis (Klugman et al., 2014). When looking at our two giant neighbors (Batra & Reio Jr, 2016) India faces problems with gender inequality that go beyond equal economic progress and access to resources for schooling. In India, gender inequality is present in the form of socially created predetermined gender roles deeply ingrained in the country's socio-cultural fabric and long history. The organizational personnel, as well as the social and political surroundings, are all affected by socio-cultural forces. The World Economic Forum (WEF) reports that for the same position and quantity of work, Indian women are paid 62% of what their male counterparts get (Batra & Reio Jr, 2016; Madhok, 2014).

Our next neighbor (Burnett, 2010), China's constitution, guarantees women and men the same rights. According to the National Bureau of Statistics, approximately 45% of China's employment is made up of women; however, on average, working women make much less money than males. Although more and more women are finding paid

employment outside the home, stereotypes about women's leadership abilities, physical and mental incompetence, and the possibility that men might not take kindly to a female boss prevent women from obtaining higher-paying technical and administrative positions.

Let's observe the global scenario; using information from the United States, Great Britain, West Germany, and Austria, the study (Davis & Robinson, 1991) examined people's awareness of gender discrimination. The research revealed that compared to those with less education, those with higher levels of education tend to be less supportive of efforts to lessen gender inequality. Compared to women without a male income earner, women with employed spouses are less supportive of initiatives to alleviate gender inequity. Women were shown to be more in favor of gender inequality. Women in the United States were distinctive in that they were more committed to ending gender inequality (Davis & Robinson, 1991).

There is discrimination against women everywhere. Given how ingrained it is in society, eliminating gender inequity is difficult. It is now time to look for global solutions to these issues. Gender inequality is a problem in various regions and nations on multiple levels. We have been talking about problems for a while; now is the time to lessen and alleviate them by looking into the most practical solutions in various locations. Inequality has distinct root reasons in multiple societies; thus, those need to be researched first before finding solutions. The exact solutions may well not work for every community and circumstance.

Conclusion

Girls are treated as inferior to their male siblings, even at home. Discouraged from being assertive, they are petrified of speaking up against unfair treatment and abuse. They are taught that girls should be kind-hearted, compassionate, obedient, shy, gullible, and only have positive traits. They are rarely taught that they have a voice, must protest if they are harassed, and must raise their voices to advocate for their rights. Without encouragement to stand up for themselves, most girls follow their parents' instructions and examples and continue to endure inequality. Girls get the same traits from their families and culture, which influences how they will behave in the future. Several female colleagues reported that their compensation was so low that it was not even enough to cover their apartment rent, yet they never dared to ask for a raise. They claimed that they feared the administration might become unhappy with them if they requested a pay raise. Therefore, despite always making concessions, they never demanded pay raises.

Another learning from my school observations was that comparatively fewer female teachers teach senior classes in private schools, and they generally teach at pre-primary and primary levels. Assigning women to teach lower classes may be one reason that administrators pay male

teachers more. However, these assignments mean that females with better educational qualifications are often held back from teaching senior classes. And, even when women do teach at the higher classes, they are not paid salaries that are equal to those given to their male counterparts. It unequivocally demonstrates how the administration views female employees. Female teachers are treated as if their only option is to work as junior teachers and accept whatever pay the management offers. One of the causes is those female instructors do not stand up for their rights and continue to work for such meager pay. It reminds me of a female teacher who had been employed for three decades at the same school and had salary between Rs.10,000 and Rs.15,000 per month who was master's degree graduate and a male teacher with bachelor's degree with no teaching experience in a same school was getting monthly Rs. 38,000.

The results of this study demonstrate the role of society and family in fostering gender stereotypes that prevent females from pursuing higher education. Due to numerous personal and familial circumstances, girls begin working at a young age and are unable to finish their education. Some female teachers begin their careers after earning higher degrees, yet the majority of them do not receive equal opportunities, decent positions, or equal pay. Some women are successful in landing decent jobs and doing equally as much work as their male counterparts, but even they do not receive equal compensation. In private schools, gender inequality is prevalent and can take many different forms, including differential pay for the same task.

Declarations

Ethics Approval and Consent to Participate

The sample circumstance of the pay disparity in the workplace is shown in this article, "Pay-Based Gender Discrimination in Private School: Four Cases of Kathmandu." It primarily contains original information gathered by the author for the master's project (thesis). The administrations of the schools were notified prior to the data collection, an appointment was established to visit the schools, participants gave their agreement to participate in the data collection, and then necessary data was collected.

Consent for Publication

Not applicable

Availability of Data and Materials

Data and materials are available for researchers or any other people if needed.

Competing Interests

Not applicable

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Authors' Contributions

Not applicable.

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