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Women Participation in School Management Committee and Their Influence on Decision Making

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Abstract

The women participation across diverse organizational landscape whether in socio-political or communal spheres is gradually increasing because of the constitutional provision in Nepal. Women participation in school management committee (SMC) is more crucial issue that is mandatory as a legal process however, realization of their effective role within SMCs proceedings remains somewhat elusive. Women could not still play an active role in decision where male domination is still remaining as a fossil. This research aims to explore the women participation in SMC and their role in decision making. This study is based on qualitative research design and phenomenological approach. The study area and participant selected purposively. From the field study, It is found that women members involve regularly in the meeting in time and participate in discussion but they have no information about the meeting agenda. As a result, they have no any agenda and preplan then they normally put their agenda but these could not be so strong and logical. Thus, the male domination starts from there and women's presence only for signature. They take women as an easy participant of the meeting because they do not disturb in any decision. Similarly, women do not believe themselves as a leader and psychologically think as weak and unable for leadership.

Keywords: women participation, school management committee, decision, organization, discussion, representation.

Introduction

School management committee (SMC) is a common and organized association of the community members, parents, teachers, local government representatives, social and political leaders and others. Constitution of SMC is mandated primarily to increase accountability in public schools through local community participation (Nandwani & Jain, 2022). The main role of SMC is to observe and monitor the school and teacher activities, students' enrollment, assess infrastructure needs of the schools and prepare a report accordingly. SMC formulates their annual programs and budgets to use the funds received from their local level and their own sources and implement them (SESP, 2022). Based on observing activities SMC should provide valuable suggestions and feedbacks to the school administration and staffs for improving the infrastructure, academic upliftment, student enrollment and result based output. To increase in the school quality is a paramount work where as a majority of public schools have still poor school infrastructure, low students enrollment, frequent teacher absence and low students learning levels. SMCs were introduced to improve accountability in public schools and facilitate better communication of school needs to government authorities through local community participation. Unfortunately, we could not see that in the most of SMC who are not abiding to their responsibility properly.

In this context, Nepal national educational planning commission (NNEPC, 1954) suggested that to establish a powerful education board in local level to improve the school management. It also focused to form the mother father-teacher organization in every school. Likewise, national education system planning (NESP, 1971) stressed to establish the school support committee in every school. Furthermore, national education planning commission (NEPC, 1992) and higher-level national education commission (HLNEC, 1998) and other commission also focused on the school management committee. Therefore, SMC is more effective structural organization for the educational and physical improvement of the school. Accordingly, ninth amendment (2017) of education act (1971) has legitimized that in the school management committee there should have three women members compulsorily. In order to have proportional representation of women in the SMC, the legislation prescribed that 30 percent of members have to be women. First parliament of after establishment the democracy (1950), the new constitution of Nepal (2015) has established the mandatory system that legally requires a 33 percent quota for women in the parliament. Additionally, there is a secured 40 percent quota for women in local government position and proportional participation of women has been legalized in other important government roles.

From the above literature it is cleared that the women participation in every organization is drastically increasing either in educational, social and managerial, or political and economic sector. Educated mothers are able to care the children health rather than educated father, controlling the population growth by the creation of new economic opportunities, reduction of poverty, improvement

of productivity and the creation of a better future for the children (Balatchandirane, 2003). Women representation in public institutions, have been a key policy shift in Nepal in the recent decade. The growing public belief that the presence of women in politics or public institution governance fortifies their identity as women and creates space for more participatory practices (Haug et al., 2019; Mishra & Mishra, 2016). Women are supposed to be the main actor of the educational, social, economic, management development, family care and good governance. Thus, there is a need of proportional participation of women in every sector of our contemporary society otherwise there is no possible of equilibrium development.

The involvement of women in SMC is compulsory as a legal process but there are some contradictory debates in their active participation and their role in decision-making process. It is said that they present only for signature or to maintain the validity of the meeting as rubber stamp. There was considerable issue in Afganisthan that women have only been included in shuras (School Management Committee) -"to accommodate donor requirements and that female membership does not reflect women's actual participation in joint decision making" (Kandiyoti, 2007, p. 189). On the one hand, the participation of women is necessary for the validity of the SMC and on the other hand, male members dominate the women in the meeting and/or their role is seen as dominated, discriminated and/or oppressed.

Above mentioned evidences indicate that women participation in SMC is more crucial issues, however, some literatures show that women participation in organization is mandatory as a legal process but their role in meeting for only signature and there is still remain a trend of male domination in the decision-making process. This context demands to search on the questions- What role and responsibility have provided for them? How they play a role in discussion/decision making process? How they feel/reflect being a member of SMC? Hence, this study is a quest to get answer on the above-mentioned issues.

Literature on Women Participation in Public Institutions in Global Context

Women representation in public institutions has been a key policy shift in Nepal in the recent decade. Without political participation it would be very difficult for women to increase effectiveness, capacity, challenging the existing power structure and patriarchal ideology (Mandal, 2013). Political participation of women helps to decentralize of power and authority in the oppressed people who are deprived from the decision-making processes and implementation of policies and programs of both government organizations as well as familial and societal matters. In this regard Mahatma Gandhi declares that empowerment may mean equal status to women, opportunity and freedom to develop herself (Gangrade, 2001). From the literature, research can argue that women's participation in political activities and especially in decision-making it is not only play a vital to

further enhance women's social, educational, economic and political empowerment, it also plays a vital role to the development of the society and nation.

Out of 177 countries in the world only in 14 countries women hold more than thirty per cent seats in their national parliaments (Mandal, 2013). Women participation has politically and legally legalized in different public sectors such as in parliament, cabinet, political party, public service commission, use committee and other different organization in Nepal. The constitution of Nepal (2015) has addressed a mandatory system of women of 33 percent of women participation in the parliament. Moreover, 40 percent quotas are secured in local government. Furthermore, at least one female candidate for the post of either chairperson or vice chairperson of the municipality and rural municipality has been secured. National Dalit commission and national women commission have been working to protect rights of Dalits and women respectively. These commissions have also been supporting for the policy formulation process. The Interim Constitution of Nepal (2006) also included a provision for positive discrimination to Dalits, women and disables. Accordingly, ninth amendment (2017) of education act (1971) has legitimized the school management committee with 3 women compulsorily; it is a representation of 30 percent of women out of total members (Education Act, 1971). In Afganisthan, Political space is limited for women, women and men gather separately, women's access to information is restricted but 30 percent female participation is mandatory in school Shuras or 'SMC' (Karlsson & Mansory, 2007). There is a considerable issue that women have only been included in shuras to accommodate donor requirements and that female membership does not reflect women's actual participation in joint decision making (Kandiyoti, 2007)

Different literatures show that the women participation in every sector is seen more remarkable. Educated mother are able to care the children health, controlling the population growth, creation of economic opportunities, reduction of poverty, improvement of productivity (Balatchandirane, 2003). If one male child is literate personally, he alone becomes educated but if one girl child is educated the whole family becomes benefited (Mandal, 2013). Education brings light of hope; increases social, political, intellectual, cultural and religious consciousness; removes all kinds of bigotry, narrowness, superstition (Mandal, 2013), Thus, education make empower to men and women in which empowered women able to participate in decision-making, policy formulation and implementation of different policies and programs (Devendra, 2001). When educated women involve in the SMC they face the different agenda of the meeting in the male domination culture. In this context, Pathak (2003) argues that women have to be empowered socially, educationally, politically, economically and culturally. He further states that when literacy percentage is increased, the women could be able to understand their actual right, responsibility and accountability. Similarly, Sahay (1998) states that empowerment is an active, multi-dimensional

process which enables women to realize their full identity and powers in all spheres of life.

Similarly, the women role not only in education management and decision making, they also play a pivotal role in agricultural and rural economies in all developing countries. They involve in agricultural fields and house work like post harvesting, preparing food, rural enterprises, collecting fuel and water, engaging in trade and marketing, caring for family members and maintaining their homes (SOFA Team & Cheryl Doss, 2011; Arshad et al., 2010; Ahmed & Hussain, 2004; Nain & Kumar, 2010). To promote these responsibilities of women, education is a crucial instrument of leading that empowers the women for the active participation in decision making and leading. In this regard Rao (2001) argues that women need to be given free and compulsory education to make them aware of the rights, duties and responsibility.

The growing public belief that the presence of women in politics or public institution governance fortifies their identity as women and creates space for more participatory practices (Haug et al., 2019; Mishra & Mishra, 2016). Millennium Development Goals-3 concerns gender equality, gender parity in educational opportunities, political access and women's empowerment (United Nations, 2000 & Bannet, 2014). However, female inclusion is warranted in the SMC and in teaching staffs, women quota is not sufficient to maximize the women empowerment in school governance. There are several studies that explore why women do not participate or what socio-cultural barriers prevent them from participating in decision-making in different institutions (Rout, 2017; Tamang, 2018). There highlight some barriers of participating in decision making are age, sex, qualification, childcare and family responsibilities, lack of partner support, workplace environment, harassment and violence, lack of knowledge. Furthermore, the women participation decision making is still questionable because head teachers capture single power of decision in own hand and do not discuss the financial and other major issues with teachers, parents and students, or take a few powerful SMC members in hand, and dominate the decision-making process (Dhakal, 2017, 2019; Hamal, 2018).

The women's participation in SMC is also essential for both educational developments, especially for girl's education and women's own self-worth. However, women involvement is considered to be an extra burden on women. Historically women have suffered on the basis of culture, race, region or religion. They have been victims of abuse, molestation, violence, rape, poverty, malnutrition from their protectors. Poverty and social exclusion of women are the main barriers to equitable access in decision level. Social inclusion issues are not limited to students, but also affect teachers and SMC (GESI, 2013). Research shows that the women role was there just to sign the minutes. Female members are always punctual and they are mostly regular. Although, female members would be busy in domestic work however, they regularly involve in meeting. Similarly, some members were absent in the meetings but had their signature in the minute. Now

this problem is reducing comparatively. Because of the participation of women in the SMC has advocate to constructing a new girl toilet, sanitary pads and a pad disposal system, girl-friendly education, girls club (Dhakal, 2021).

In patriarchal societies women are not conceptualized as holding and wielding power being powerful (Barriteau, 2003). Therefore, women's leadership is much more problematic as the prevailing culture and adds additional obstacles to leadership opportunities and acceptability. She further states that whatever programs are developed to enhance women's leadership have to consider women's social, political and economic background. Barriteau (2003) further promotes the incorporation of 'transformative leadership' as women are often embedded in a patriarchal structures and social relations. The evidence shows that the media ignored women leaders and the prevailing patriarchal and traditionally male dominated society did not culturally accept women as a valuable leader. 'Women's leadership is invariably seen through a lens that is patriarchal, paternalistic, and patronizing' (Skalli, 2011).

Above literatures argue that women participatory leadership in every sector, organization and in everywhere such as education, management, political, social, agriculture, family etc. is very remarkable. Considering these issues, government has secured a proportional representation of women in different position of the state legally. But there are some problematic issues in practice of women active participation in decision making. Still, women themselves are realizing the experiences of male domination in decision making. In this context, research is also observing the problem where most of women are facing some problems on the process of participation and leadership in every place. Therefore, to dig out the actual problem, the researcher has selected this topic for the further study.

Methods

This study is based on phenomenological qualitative research design with interpretive paradigm and focusing on how women participate in SMC? and what is their role in SMC and decision level? What were their experiences and when they involved in SMC? Qualitative research design is used to find out how people feel and what they think about a particular subject or institution (Kothari & Garg, 2019). As a qualitative research interview, open ended questionnaires and observation have been used to dig out the actual participation and decision role of women in SMC. Since the "interviews allowed us to seek in depth information from the informants" (Brinkman, 2013), researcher conducted the interview with the head teacher, SMC chairperson, and women SMC members of the Bhaneshwor Secondary School and Deutichaur Basic School. The school and participants were selected by purposively. Researcher also observed to gain some important information that could not from other sources and used secondary data source whereas needed to

fulfill the objectives. The data have been transcribed and analyzed qualitatively and interpretive approach (Braun & Clarke, 2006; Creswell, 2012) after collecting them and write-up findings on analytical way.

Similarly, informed consent was used as ethical consideration (Flick, 2012) on the process of data gathering, transcribing and analysis. Almost participants were familiar to me that helped to rapport building quickly and more easy to share openly own opinion each other. So, I tried to reach on the deep of knowledge, perception and experiences by an unstructured questionnaire and in-depth interview. Responses of the respondents noted on daily diary and mobile recording by inductive method. This process was continued whenever the responses did not reach on saturation point.

Result and Discussion

Participant's views that are receiving through the in-depth interview and observation, these views are transcribing and formulated different themes and key issues are given below in short:

Major Themes	Perceived understanding	Key Issues
Understanding about School Management Committee	<ul style="list-style-type: none"> • SMC is a one type of committee. • There is no limitation of committee members • Its role of infrastructure development, conduct meeting 	Lack of knowledge on SMC concept, formation process, responsibility and accountability
Gender Bias in SMC	<ul style="list-style-type: none"> • Women are weak in leadership. • Head teacher and male dominate in meeting, • Women views, agenda and issues does not response in meeting 	<ul style="list-style-type: none"> • Cause of patriarchal culture gender discrimination is remaining • Women authority, right and power deliver • Responsible for work division
Perspective on Women Participation	<ul style="list-style-type: none"> • Only for fulfill the quorum of meeting • Only for signatory role • Women for not leadership, only for follower 	<ul style="list-style-type: none"> • Patriarchal view/eye on women • What women participation are active/passive in SMC • Understanding on women involvement

Role in Decision Making	<ul style="list-style-type: none"> • Some issues are raised normally • Unaware about meeting agenda and issues • Depend on Head teacher and male member • Lack of experience • Male domination and less emphasis in our agenda and demand 	<ul style="list-style-type: none"> • Accepting or not of women leadership • Actively participate or not in decision making • Are women empowered for decision making
Self-Confidence	<ul style="list-style-type: none"> • Fear to take leadership • Still, they are under the male guardians • They are self-realizing being psychologically weak 	<ul style="list-style-type: none"> • Are they confidence to put agenda and demand in meeting. • Why women are demotivating on self-leadership?

Here briefly is explained in detail with the help of themes that given in the above table. Understanding to the School Management Committee

School management committee (SMC) is an organized association that play a vital role in the observing and monitoring the school and teacher activities, student enrollment, assess infrastructure needs and formulate their annual programs and budgets to implement (SESP, 2022). In this approach, women members are involved in the SMC due to the legal provision however, they are unwaring about it. They are confusing about the formation process, purpose, and role of SMC. Researcher raised question on what do you mean by school management committee? Almost members answered the role of SMC to the infrastructure development and/or construction committee such as construct building, field, drinking water and few replied what teacher and students come to school regularly or not? Do they take class regularly? They also elaborated in common sense that SMC is very important component to conduct school properly. Without management committee there would come various problems to forward school activities. Furthermore, they are realizing the significant of the SMC as structural perspectives rather than soft activities where is still remain to understand the role and function of SMC clearly.

Besides it, they elected as a management committee member from the whole guardian's assembly based on the education act where declared the provision of 9 members from different cluster as inclusive nature (Education Act, 1971, ninth amendment-2017). When interviewed with them all women members could not describe the process of SMC formulation and they are also unable clearly elaborate their own representative cluster. When asking the question that what is the process of SMC formulation? And how do you represent in the committee? How members are in the SMC? Among women participants two member's answer was, "Guardian assembly formed a committee of nine members with three women members from where we had selected. More than

it we have not information in detail". It was cleared that on the process of observing and interviewing they are seen in confusing and not confident in this quotation. Similarly, other two women participant described, "there is no limitation of the SMC members, somewhere there are nine, somewhere ten or twelve and somewhere seven or eight in the meeting". In this context, Kandiyoti (2007) states that women have only been included in SMC to accommodate donor requirements and to maintain the validity of the SMC (p. 189). But they were seen unaware about the legal provision, rule and regulation of the committee members Based on this issue, whatever, the organization must orient about this process in first step before selecting the member in any organized committee.

Gender Bias in SMC

The constitution of Nepal, and other legal acts and guidelines have legalized a proportional participation in every organization of the country and there is no provision of discrimination based on gender, sex, race, religion. But in our patriarchal societies women are not conceptualized as holding power, wielding power, being powerful (Barriteau, 2003). Furthermore, the women participation in decision making is still questionable and are dominated the decision-making process (Dhakal, 2017, 2019; Hamal, 2018). Almost management committees are male dominated and women have represented for only to fill the legal gap. Out of 4 women participant, former SMC women chairperson who was leading the SMC up to fifteen months stated, "I got this opportunity because of the conflict between political parties. After being disagreement between the male members each other I got an opportunity as an alternative chairperson". She also declared, "they accepted me as an alternative candidate and/or legal process but not psychologically, conceptually and traditionally. I had a power of minute and signature so they accepted me. However, ward chairperson press for decision in his interest, I compelled to decision as per their need therefore, there was no freedom as chairperson. Ward chairperson and head sir compromised some issues and proposed in the meeting to minute.

Therefore, women's leadership is much more problematic as the prevailing culture and adds additional obstacles to leadership opportunities and acceptability (Barriteau, 2003). The other problem was that of gender biased responsibility and work division between men and women. Former women chairperson also stated, If school makes a plan of construction and material purchasing they do not agree to give the authority of constructing and purchasing to women and furthermore, they give a separate tag of unsuccessful or unable. They could not work successfully, they are weak, are not forward and they have no idea, experience and plan. Therefore, most of plan conducted under the commanding of men representative. Sometimes, women member raised question to me that we are depriving from every opportunity of the school under your leadership and we should give some authority, I replied, I am also self in pressure and injustice condition.

It is cleared that they were supported the women leadership only for expecting some benefit. There, another gender biased issue was in information gap about the discussion issues or agenda of the meeting. In this regard researcher raised question to all participant, do you get information about the discussion agenda before conducting meeting? They replied, "school administration and head teacher inform for the meeting without any agenda. We are unaware about it, when we enter the meeting room inform about the issues. Thus, we are confusing and cannot actively participate in the discussion meeting". They also stated that meeting has proposed on the compromising between head teacher, SMC chairperson and other senior male members. Other members participate in the meeting as a listener not actor because they are unknown about the agendas before starting meeting. This issue is proved by the response of the head teacher when he stated, women come to meeting and do not play active role and they cannot take a charismatic responsibility and position of leadership. The evidence shows that the prevailing patriarchal and traditionally male dominated society does not culturally accept women as a valuable leader. Women's leadership is invariably seen through a lens that is patriarchal, paternalistic, and patronizing (Skalli, 2011).

Perspective on Women Participation

Our society has been dominating by patriarchal tradition and culture for a long decade and the impact of male domination can still be found in every corner of the society and organized as a root. On the other hand, women could not also increase their work ability or capacity themselves in some cases. For this, to understand the view of head teacher and SMC chairman the question raised, what type of role the women member play in the meeting and what they can leading of SMC? They both replied that there has managed of women quota in every organization to fulfill the reservation seat in term of inclusive policy but they could not play a vital or purposive role as per the objective of the proportional participation. Almost women members have a soft nature, could not take hard decision and seen as a follower. Kandiyoti (2007) stated that women participation only for accommodate donor requirements and does not reflect women's actual participation in joint decision making.

The other problem of women participation is they are busy in household, child birth, care, and farming activities. The women participation in every sector is seen more remarkable such as in education, population, economic growth, reduction of poverty, improvement of productivity (Balatchandirane, 2003). The women participant and head teacher accepted that they are deprived from proper education and most of rural women were far from school boundary or formal education that they became a victim of illiterate. They also could not get an opportunity to participate in different social work, social ceremony and other social accountable work. Participant also stated,

"We had understood that our main duties are household work, child care and agricultural field and our male guardian's understanding was also the same. Furthermore, we delivered our all outside responsibilities to our husband". Thus, they have been depriving from different opportunities that male got a chance to complain, women have no knowledge, cannot leading of SMC or other organization and they can play role of only supporter or follower. Head teacher also stated that the representation of women in SMC is more suitable and applicable in number. If more than it, would be difficult to conduct school easily because they cannot be leading of the whole management compared to male.

The other issue of women involvement in SMC is of single stand/decision power because supposedly they present to fulfill the quorum of meeting. From the interviewing with participant, they did not achieve the opportunity to involve in various sectors. They were realizing a new experience in the organization. As a result, they had no experience of how to manage the organization that they could not complete their duties without male guardians. In this context, head teacher and SMC chairman take a few powerful SMC members in hand, and dominate the decision-making process (Dhakal, 2017, 2019; Hamal, 2018). Similarly, our patriarchal culture does not belief on women, no permission to leave home single without guardian's protection. It is cleared that women members have not seen self-confident on their leadership, responsibility, and confusing and realizing of fear. In this regard Rao (2001) suggested that women need to be given free and compulsory education to make them aware of the rights, duties and responsibility.

Role in Decision Making Level

Women participation in every organization is very significant and contemporary issues in present context. Nepal has legalized the women position proportionally in political, social, public service and other representative organization. Behind it, the other non-government organization has been supporting it too. The objectives of this representation was to promote active participation in decision making and further promotes the incorporation of 'transformative leadership' as women are often embedded in a patriarchal structures and social relations (Barriteau, 2003). In the field study, the question asked, what do they play a decisive role in SMC? How they put their agendas/problems in meeting? What do they actively participate in discussion and decision? The head teacher and SMC chairman elaborated that women member are loyal, simple, soft, less selfish and sensible. They do not take risk on different issues. They have no preplan about those agendas that would discuss in SMC meeting. They do not interest to participate in debatable issues where male members are debating, arguing and conflicting as a political interest. Head teacher and women member further stated that they raised issues in the meeting but those issues were more related to what do teacher come to school regularly? Do the teachers take class regularly? And sometimes

they also raised a question about infrastructure and other constructing and purchasing plan, process and authority.

On the process of interviewing with head teacher, participant present regularly in every meeting in time because they always live at the home compared to male and on the other hand they are simple and disciplined. They listen the discussion of the meeting and express their own opinion. If their agendas accepted they are happy, if did not accept they give normal reaction but do not excited like male. He further stated that the women take more time to understand or suggest about the issues who are new, illiterate and unaware about criteria and process of meeting. Sometimes, the other problems in decision making have to come that they could not give decision themselves because of the motivating or conducting by the other hidden authority such as their husband or guardian.

Similarly, participant replied, "We participate in the meeting without agenda and preplan because we are not informed of any notice and agenda before meeting and other members, who are informed about issues, actively participated and deeply discussed in the meeting". Generally, they raised some issues or demand with confusing mode because they have not sufficient knowledge and their agenda are not so strong thus, male domination takes place. In their word, "we are looking their face" The tradition of male domination is still lightening in the SMC meeting. School administration, SMC chairman and male member hesitate to deliver power and authority.

From the above discussion, women member whatever are dominated from male member in SMC meeting in some cases. Furthermore, women participation is dominated in the decision-making process (Dhakal, 2017, 2019; Hamal, 2018). On the one hand, they self-realize of hesitation and afraid to raise issues and take responsibility and on the other hand, male member intentionally does not interest to deliver authority. They are still considering that women play asignatory role in minute so "female membership does not reflect women's actual participation in joint decision making" (Kandiyoti, 2007, p. 189). As a result, to promote these responsibilities of women, education is a crucial instrument of leading that empowers the women for the active participation in decision making and leading (Rao, 2001).

Self- Confidence

The humor of patriarchal culture is so rooted that it is also remaining yet in 21 century. Although, they are provided different opportunity in education, government institution, policy level and political position to promote their participation and ability in every sector of the nation however, they cannot be confidence in their rite, knowledge, authority and responsibility. They are considering of mentally and psychologically weak and unable themselves. In this regard, the question asked, are you ready to take leadership if you get a chance? Out of participants, two were ready to take

leadership of SMC, one of them was former SMC chairperson and another was SMC member at present. But other participants who were members replied that unable to take leadership. They defined that "we are unable to take leadership of SMC because we have no sufficient knowledge, experience, confidence, brave, education and we could not travel alone everywhere and we afraid to dialogue, demand and debate with any authorized organization" They also stated, "there should use a hard power to leading school management where male use of hard or strong power but it is not possible from us, thus, the teachers, staffs, guardians and students are not more responsible to us". Therefore, they have already embarked their psychological weakness that they were applicable only for member not to leader. Thus, it is need to give free and compulsory education to make them aware of the rights, duties and responsibility (Rao, 2001).

Participants, who were ready to take the authority of leadership of SMC was not confident inherently. Their voice represented to leadership under the other educated male guardians and their husband. One women participant expressed her voice; "I have a new experience of SMC, I am gradually experiencing the role of member, male members dominate in some important issues but I am strengthening my brave however, I would rejoin in the SMC in the coming assembly". In this regard, the study explored that she was simple and illiterate women but why she was excited to rejoin in committee? She was near of the school and was not so busy; sometimes she works in school construction and achieved some money that helped to livelihood. Furthermore, head teacher argue that although, women are represented in different position as a proportional participation legally however they are unable to develop work ability and their leadership may be less effective because they unable to afford sufficient time in school, they could not get permission to travel everywhere in any time, they have lack of self- confident their own activities. Therefore, they have been hesitating to take leadership.

Conclusion

The constitution of Nepal and other policies that formulated under the constitution have legalized the different inclusion policy to address the demand of women and other disadvantage group of people in government organization proportionally. To meet the spirit of the legal provision the women participation is mandatory in SMC like other organization but their role in decision making is less effective. Out of nine members at least 3 members are compulsory in the SMC. These women members are playing a general and signatory role as well to fulfill the quorum in the meeting compared to male members because the male domination is still remaining as a fossil in our patriarchal society. The study explored that from the participant views women members are simple, loyal, soft, less selfish, and sensible as well as regularly attend in the meeting however, their decisive role in meeting is weak and miserable. The head teacher, SMC chairman and male members dominate

in the decision making. They blame the women of psychologically weakness, no self-confidence; dependent of male or husband and unable to leadership. Besides it, women are realizing of weakness themselves and they have no self-confidence in the leading of SMC. They do not believe themselves as a leader, they psychologically realize of hesitation, weakness and unable to leading of any organization.

Only few participants had ready for the leadership who are involving in the financial benefit from school as a user committee for infrastructure. Others who are not involving in these activities they were uninterested to leading of SMC. On the other hand there is a domination of head teacher and other authorities in women members. They are neglecting to give information and agenda of the meeting in time. There no women have any agenda and preplan before the meeting. Generally, they put their complains, suggestions and demand in the meeting but these could not be so strong and logical. The male domination starts from there and said that they present only for signature or to maintain the validity of the meeting as rubber stamp. Thus, they suppose the women as an easy participant in the meeting because they do not disturb in any decision.

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