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Discriminatory behavior towards Women in Educational Sphere: A Case Study of Kashi Noble Academy, Siddartha Nagar, Rupandehi

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Abstract

The paper aims to assess gender discrimination in private educational institutions in Nepal. This study argues that female teachers are discriminated against in institutional structures in multiple ways. It applies descriptive and exploratory research design. Both primary and secondary data have been collected and qualitative and the quantitative nature of the data has been employed. An interview schedule has been selected to collect the data from the field. Women are discriminated against in the processes of recruitment, training and development, and remuneration. The paper contributes to the study of gender discrimination from a sociological perspective because it emphasizes that gender is socially and historically constructed and the social structure and institutions are responsible to exercise gender discrimination. It, however, does not incorporate the broad spectrum in regards for theory and methods.

Keywords: education, gender bias, gender discrimination, recruitment, subordination

Introduction

Discrimination refers to the process whereby some individuals are provided special privileges at the expense of others. If it applies in the context of women. It is considered as gender discrimination which is largely recognized as the long existing in some particular societies. Some religious groups treat it as a norm whereas industrialized nations consider it an illegal and inhuman act. Thus, having a sociological vantage point, gender discrimination is socially and historically constructed. Gender is the major element of structural inequality. Men are generally treated, and women are devalued. Thus, women possess less power, prestige and economic rewards (Lorber and Farrell, 2011). The patterns of certain social structures and relationships among social institutions give impetus to the construction of discrimination which is different from time and space.

Gender discrimination in the workplace has always been an issue of concern. However, today's women have become more self-sufficient than the predominant male figure within every historical family. Still, in today's world many have the belief that women should be subordinate in earning in disadvantaged spaces like ours, Nepal. It is discriminatory in a sense that for the same tasks that require

the use of similar expertise, ability and experience, men are more privileged than women. Worldwide, gender inequality is still persistent pertaining to access to opportunities, resources and recognition in even female-dominated workplaces (Schwiter et al, 2021).

Feminists are found theorizing significance of gender- based discrimination in varying professions in which women are involved (Reskin,1988). Discrimination in workplace proves to be an important issue to study equality and inequality between men and women (Gorman, 2005). Most of the studies conducted previously emphasized deep cultural conviction to cause inequality. But the current study seeks the causes in institutional rules and patterns in certain organizations with special focus in educational institutions.

Work experiences of both genders are different, and the authors have documented this inequality in terms of differential wage rates and unequal access to power. (Padavich and Reskin, 1993). Though there are remarkable changes in the working arenas, inequality still persists in society. To explain this deep- rooted nature of discrimination, we need to dive deep into in the demand and supply side of the phenomenon. Demand side consists of the differences in individual level and supply side includes the aspects related to organizational policies and its behavior (Reskin, 1993).

Different authors orient to the description of discrimination against women that cultural factors are responsible to create disparity in work area (Ridgeway and England, 2007). People knowingly or unknowingly, form the image of discrimination by categorizing sex differentials that eventually result into stereotyping. It also contributes in constructing in group and out-group process of gender no matter the positions and professions they are involved in. (Reskin 2000; Ridgeway and England, 2007).

Primarily, discrimination persists through cultural practices. But there exist organizational set up and their practices that promote different treatment to both man and women through the process of institutionalization confirming legitimation of male superiority in practice though the policies are formulated in such a way that they promote neutrality in the context of gender. (Ridgeway et al, 2004).

Women most often experience in hospitality in workplace because of their compulsion to encounter many inequalities.(Abrams, 1991). For them, workplace is not entertaining but rather a challenging space to face to stand as the dignified human person. They fall victim of negativity that the society has towards them, in a way, they are forcibly set to experience the byproduct of male superiority inherent in every layer of society.

Discrimination against women in workplace is also impacted by their psychological or mental status characterized by stress as the product of stigma inside and outside the workplace. (Goldenhare et al, 1998: Adler et al, 2000: Schmader et al, 2008: Borrel et al, 2010). Stigma forces the women in loss of confidence for producing effective result in work. The feeling of inferiority implanted in their mind hampers their development as well.

Discrimination that often occurs in institution against female workers covers the area of evaluation. Women are not evaluated for their contribution as the males are. Relatively better performance of the women is also undervalued that demoralizes them. They are not equal in achieving rewards in institutions. They are prone to punishment that many women complain about being terminated from the jobs based on meaningless shortcomings. The roles are not assigned to women as per their capacity (Acker, 2006). Thus, women are intentionally discriminated in the workplace due to male chauvinist thought and ideology.

Institutions have formulated and implemented policies in mobilizing human resources. It includes the task of recruitment, promotion and termination practices. There are many job opportunities in institutions that pay higher wages and deserve higher prestige. Women are usually constrained for the entry in such jobs and their promotion is also not highly valued by the institution. In this way, jobs recruitment and promotion are made on the basis of gender biased mentality where women always have to suffer. (Perry et al. 1994).

Women are prone to suffer with bitter experience of segregation in the evaluation procedure in the types of work that males are usually entitled to. Specifically in leadership positions, women receive lower performance in evaluations. Masculinity reflected works are not at ease assigned to women. If they are assigned, they are not taken into consideration and many attempts are made to devalue or neglect them in the process of promotion. (Eagly et al. 2002).

In Nepal, many women always feel discrimination in workplace because they are compelled to work in lower wage. They are prone to insecurity, vulnerability of various disrespect, sexual abuse and so on. In one side, it affects negatively to the presentation of women in work and on the other side, it hampers the overall performance of the concerned companies constraining the advancement of the organizational capacity. Though the treatment against women are improved in many respects these days, inequalities still torment women that needs special intervention from government and the whole society.

Nepal faces the problems of poverty and unemployment despite the progress is seen in democratic culture of the nation. Women are the most vulnerable category in this regard. Either in urban or rural spaces, women have higher rates of being jobless. Women are compelled to reside within the domesticated works whereas their male members of family receive an opportunity to stay away from the homeland in pursuing better jobs and income (Upadheya,1996).

Objectives

This study discusses and explores the gender discrimination against women working in the education sphere. Similarly, this research analyzes what the women teachers perceive about the discriminatory behavior they are compelled to face.

Research methods

This study applies a descriptive and explanatory research design to analyze existing gender discrimination on different dimensions. The study covers the total teaching faculties of Kashi Noble Academy, a renowned and leading educational institution in Bahairahwa. The researchers chose the private educational institution based on their own experiences in private schools over the past decade. Kashi Noble Academy was selected as the field because it has the highest number of both male and female teaching faculties among private institutions in Bhairahawa. One of the authors of this article works as a lecturer at Bhairahawa Multiple Campus, Rupendihi, that instigated him to choose Kashi Noble Academy as the research site. Data are presented in both qualitative and quantitative form. This research incorporates quantitative data to analyze different ranking systems for male and female teachers and qualitative data is employed to explore the perceptions of female teachers in multiple activities in private schools. The sources of data are primary and secondary. Out of the total 46 employees, and there are 27 females and 19 male employees and they all have been taken as respondents for the research using the census method. The discussion with the respondents was conducted during the

months of January and February of 2022 using an interview schedule. All collected data are classified and presented in specific tables.

Results and discussion

Discriminatory treatment towards women

Recruiters practice indirect discrimination on the basis of gender at several stages of the recruitment process (Maybin, 1991). Variables such as recruitment process, remuneration, job evaluation, training etc. are used to measure existing gender discrimination in the study area. The given table shows condition of gender discrimination in the research area.

Table 1

Discriminatory Treatment towards women

Areas	Respondents			Percentage		
	Both treated equally %	Female treated less favorably %	Total	Both treated equally	Female treated less favorably	Total
Recruitment and Selection	11	1	12	91.67	8.33	100
Remuneration	11	1	12	91.67	8.33	100
Performance Management	9	2	11	81.81	18.18	100
Training and Development	9	2	11	81.81	18.18	100

Source: Field Survey, 2022

Table 1 unravels the condition of gender discrimination in Kashi Noble Academy based on four parameters namely recruitment and selection, remuneration, performance management and training and development. 11 respondents, including both male and female expressed that they have been treated equally in the recruitment and selection parameter and its percentage is 91.67, whereas 1 respondent expressed that females more treated less favorably for the same parameters and their percentage is 8.33. Similarly, 11 respondents, including both male and female, expressed that they have been treated equally in the remuneration parameter and its percentage is 91.67, whereas 1 respondent expressed that female treated less favorably for the same parameter and its percentage is 8.33. In the same way, 9 respondents, including both male and female, expressed that they have been treated equally in the performance management parameter and its percentage is 81.81, whereas 2 respondents expressed that female have been treated less favorably in the same parameters and its percentage is 16.18. In a similar vein, out of 11 respondents, 9 respondents including both male and female, expressed that they have been treated equally in the training and development parameter and its percentage is 81.81 whereas 2 respondents expressed that female were treated less favorably for the same parameters and its percentage is 16.18.

Overall, the findings of Table 1 re head that female teachers are still discriminated against and subjugated by male teachers especially in the remuneration, performance management and training and development sectors of private schools.

Perception of women about existing gender discrimination

Discriminating people because of their gender is known as gender discrimination. Mainly women are biased because of their gender. Society provides various roles and responsibilities to men and women according to their gender. In the world, even in highly developed countries, gender discrimination can be seen. The employment sector is not apart from such discrimination. The following table displays existing gender discrimination in the organization in various factors.

Table 2

Gender discrimination against women

Employees' view on	Percentage						
	Male			Female			Total
	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Both
Gender discrimination	25	8.33	8.33	16.67	8.33	33.33	100
Lost job because of gender	41.67	0	0	58.33	0	0	100
Female gets less opportunity	25	0	16.67	41.67	8.33	0	100
I receive the respect I deserve	0	33.33	8.33	25	33.33	0	100
I am rewarded for my efforts	0	33.33	8.33	16.67	16.67	33.33	100

Source: Field Survey, 2022

The table 2 shows the employee's view on existence of gender biasness in Kashi Noble Academy. What is more, the table shows further there are five yardsticks to evaluate the existing gender biasness in the school. Under gender discrimination, there is no gender biasness, and their total percentage is 25 and 16.67 respectively. Likewise, respondents believed that there is gender biasness and its percentage is 8.33 and 8.33 consecutively. Similarly, respondents remained neutral for the same yardstick and their percentage is 8.33 and 33.33 respectively. Under lost job because of gender, respondents expressed that in this school no one had lost their job because of gender bias, and their total percentage is 41.67 and 58.33 respectively. In a similar vein, under female gets less opportunity respondents disagreed that the female gets less opportunity and their percentage is 25 and 41.67 respectively. Similarly, respondent agreed that female gets less opportunity and its percentage is 8.33. Likewise, respondents remained neutral for the same yardstick and their percentage is 16.67. Under the respect I deserve, respondents disagreed for this and their percentage is 25. Similarly, respondents agreed for this yardstick and their percentage is similar to 33.33. Likewise, respondent remained neutral for the same yardstick and its percentage is 8.33. Under I am rewarded for my efforts, respondents disagreed with this, and their

percentage is 16.67. In a similar way, respondents agreed for same yardstick and their percentage is 33.33 and 16.67 respectively. Likewise, respondents remained neutral for the same yardstick and their percentage is 8.33 and 33.33 consecutively.

The finding of the table 2 shows that in this school there is no monumentally higher degree of discrepancy and disparity between male and female teachers but when we study the total percentage of female respondents who remained neutral for the first yardstick i.e., gender discrimination, that is higher to some extent. And it also asserts that some female respondents are still in predicament about gender discrimination.

Perception of women about gender biasness in getting job

While talking about getting better opportunities, males get better position than females and better salary for equal job. People experience bias from the very first step of employment i.e. Recruitment processes. The given table shows what respondents believe on gender biasness in getting job.

Table 3
Perception of women about Gender biasness in getting job

Gender biasness in getting job	Respondents			Percentage		
	Male	Female	Total	Male	Female	Total
Yes	5			10.86	6.52	17.38
		3	8			
No		24	38	30.43	52.17	82.6
	14					
Total	19	27	46	41.29	58.69	100

Source: Field Survey, 2022

As mentioned in table 3 indicates the gender biasness in getting a job. Moreover, this table is the indicative of the approval and disapproval of my respondents regarding the gender biasness in getting job. While scrutinizing this tabular data extensively, we can be sure that most of the respondents including both male and female expressed that in these schools there is no gender biasness in getting job because the total percentage of both male and female is higher than those respondents who believed that there is gender biasness in getting job. Likewise, 14 male and 24 female respondents disagreed that in these schools there is gender biasness in getting job and 52.17 respectively. In a similar vein, 5 male and 3 female respondents agreed that in these schools.

The finding of the table 3 is that, although these tabular data show the gratifying results under gender biasness in getting private schools, there is still the deep-rooted prevalence of gender discrimination and male-chauvinism in the other private schools and sectors of Nepal.

Ranking system of the employees

Typically, the ranking decisions are made by managers. Most often female teachers are found working as junior level grade teachers whereas male teachers are appointed as senior level teachers. Males have a significant advantage in rank attainment. Women are under-represented in academic rank, taking into account information on personal characteristics, job characteristics, education and productivity (Cooray et al. 2014)

Table 4
Ranking system of Employees

Position of Teachers	Respondents			Percentage		
	Male	Female	Total	Male	Female	Total
Pre-Primary Teachers	0	7	7	0	15.21	15.21
Primary Teachers	2	7	9	4.34	15.21	19.55
Lower Secondary Teachers	3	5	8	6.52	10.86	17.38
Secondary Teachers	10	1	11	21.73	2.08	23.81
Co-ordinators	4	1	5	8.69	2.17	10.86
Not mentioned	0	6	6	0	13.04	13.04
Total	19	27	46	41.28	58.57	100

Source: Field Survey, 2022

Table 4 displays the teachers' recruitment at different levels of the schools. Based on this tabular presentation, most of the secondary level teachers are male ones whereas a very small number of secondary teachers are female. In accordance with this table, the total number of male teachers for secondary level is 10 whereas there is only one female teacher for secondary level. This can be again indicative of the gender discrimination against women in the higher level in private schools. Moreover, most of the female teachers are recruited for pre-primary, primary and lower secondary level based this presented table. What is more, in the higher posts like coordinator, there is only one female teacher that can be easily manifested through this table. All of these miserable situations are attributable to the gender discrimination against women in any other sector in Nepal. The finding of this table is that female teachers are placed in lower ranks in educational institutions while male teachers are provided with the higher rank of entitlement.

Conclusion

This study aimed to discuss the discriminatory behavior towards female teachers and their perceptions in private educational institutions in Nepal. The results indicate that few respondents opined that the institutions have employed discriminatory treatment regarding recruitment remuneration and training. 33 percent of female respondents remained neutral about exposing gender discrimination. It was found from empirical data that female teachers are segregated more based on ranking systems. They are positioned in primary and pre-primary levels whereas male teachers are recruited in secondary levels. This evidently shows that female teachers are still discriminated against in educational institutions in Nepal.

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Part 2