

**Healthful School Environment of Public and Private School of Bhajani
Municipality**

A Thesis

**Submitted to Department of Health and Population
in the Partial Fulfillment for Master of Education in Health Education**

By

Dammar Raj Joshi

Exam Roll No.: 7328485/074

T.U. Regd. No.: 9-2-605-24-2010

Tribhuvan University

Faculty of Education

Central Department of Education

Health and Population Education Department

Kritipur, Kathmandu

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2021

Submission Date(AD): 26/12/2021 Viva Date (AD): 31/12/2021

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Declaration

I, hereby, declare that to the best of my knowledge this thesis is my original work no part of it was earlier submitted for the candidature of research degree to any university, colleges or educational institutions. The subject matter presented in this thesis report is the result of my own work.

Date: 25/12/2021

Dammar Raj Joshi



त्रिभुवन विश्वविद्यालय
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स्वास्थ्य तथा जनसङ्ख्या शिक्षा विभाग

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Recommendation

The research work entitled **Healthful School Environment of Public and Private School of Bhajani Municipality** is prepared by **Dammar Raj Joshi** under my supervision, as a part of the requirement to complete Master of Education. To the best of my knowledge, the study is original and carries useful information menstrual hygiene among adolescent girls. I forward this to the thesis committee with recommendation.

Date: 26/12/2021

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Prof. Dr. Deep Bahadur Adhikari

Supervisor

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Approval Sheet

This dissertation work entitled **Healthful School Environment of Public and Private School of Bhajani Municipality** submitted by **Dammar Raj Joshi** in partial fulfillment of the requirement of the degree of Maser Degree in Health education has been approved.

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Dammar Raj Joshi

Abstract

The topic of the study is "Healthful school Environment in public and private school of Bhajani Municipality, Kailali." It is based on primary and secondary The information collected from field survey in Bhajani Municipality. The main objective of the study was to identify the present status of sanitation and healthful school environment of public and private school and compare the healthful school environment and sanitation practices between public and private school.

Descriptive research design was used in this research. There were 8 school in Bhajani municipality and for the study, 3 public and 3 private schools were selected through simple random sampling method. There were 1130 students in three public schools and out of them, 80 students were selected through random sampling producers by lottery method. Similarly, there were 887 students in three private school and out of them 87 students were selected through simple random method. The data were collected through checklist and separate questionnaire for student and head teacher health teacher of each schools. The obtained data were checked, coded and tabulated to make clear and scientific. Simple as percentage was used to analyze the different aspects related to the objective of the study.

The study found that 66.67 percentage of public secondary school were located in peaceful area, and 33.33% public and 100% private secondary school were located in the crowd area. The researcher found that 33.33% public and 33.33% private secondary school had sufficient playground facilities and 66.67% public and 66.67% private secondary schools had an insufficient playground for the student. The study shows that 4 students used to per bench in public and private secondary schools. Only one public and private secondary school dispose waste daily, 66.67% public and private secondary schools dispose waste weekly. 2 public and private secondary schools had canteen facility, and 33.33% public and private secondary schools had not available of canteen facility. All of the public and private secondary school had available separate toilet for boys and girls. Only one public secondary school and all the private secondary schools had got garden management, and 66.67 percent public secondary schools had no garden management. The study found that all of the public and private secondary school was found to conduct extracurricular activities

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Abbreviations

CDC	-	Curriculum Development Center
EPH	-	Environment, Population and Health Education
HPE	-	Health and Physical Education
NDHS	-	Nepal Demography and Health Survey
TU	-	Trubhuvan University
WHO	-	World Health Organization

Chapter I: Introduction

Background of the Study

Health is basic human rights, Health is a "state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" health is a dynamic condition resulting to stresses and change in environment for maintaining an inner equilibrium and homeostasis (WHO, 2010). Health is the level of functional or metabolic efficiency of living organism. In human it is the ability of individuals or communities to adopt and self-manage. A school can play a vital role to increase students, teachers and staff's health status. When school's members healthy, school also healthy. A school is a complete social setting of various aspect are that bring all the children of a particular area in one common place. It is not possible for the another organization to bring them under the proper care and guidance of six eight hours in a day School is also a house where number of children spend their lives during their age of mental and physical growth. For the student school is the part of his days living. A sanitary building is not enough. The importance thing is the interaction of the healthy environment and the student (WHO,2010).

Healthful School Environment is one of the interrelated aspects of the School Health Programmer. The concept "Healthful School Environment" denotes all the consciously organized, planned and executed efforts to ensure safety and healthy living conditions for all members of the school community. A healthy school environment (physical, biological and socio-cultural) serves as a major determinant of health and greatly influences the individual's level of intellectual growth and development. School is the major unit of learning of an individual as the home and the society School children spend on them of time in school. In general, the school environment of most of the school is not hygiene and satisfactory. This environment enhances the probability of suffering from different disease and mental tension. To free the student from this type of environment and to live healthy and better life health education in school level is vital.

The "healthful school environment" is "one that protects student against immediate injury or disease and promotes prevention activities and attitudes against known risk factors that might lead to future disease or disability." It includes the

physical and aesthetic surroundings and the psychosocial climate and culture of the school. Factors that influence the physical environment include the school buildings and the area surrounding them, and healthful physical environment are varied. First, the schools must be located away from potential sources of environmental hazards (factories, markets, airports, major highways and public motor parks). The school should be protected from biological, physical and other chemical threats such as cold or dampness, extra me radiation, injuries, violence and crime, air and water pollution, etc. Eni fugal specifically pointed out that excessive cold and heat can be controlled by ensuring that school buildings appropriately roofed and ceiled and that the plan should make provision for surface drainage.

The furniture for learners and staff should be appropriate and adequate in quantity. There should be adequate number of gender sensitive toilets facilities for both staff and students (at least one toilet compartment – one water closet for 30learners). Every school must ensure the provision ofbasic necessities like safe water. Each water point should serve a maximum of 250 people. The location of the water should be at least 30 meters from any soak away or toilet. Cleanliness among the pupils should been handed by placing wash-hand basins with soap strategic positions within the school compound. To maintain good sanitation, there should be proper drainage and waste disposal facilities. They should also make provision for adequate supply of rust-row of refuse and arrangement made for these containers tobe frequently emptied and burnt or carried by theMunicipal arrangement. To ensure safe recreation and sports, the Federal Ministry of Educationindicated that each school should have a large playground safe forplay and a room for indoor play activities like Ludo,Scrabble, etc. Schools must be adequately secured byfencing the premises (Join Committee of National Education association and American MedicalAssociation, 2007).

The objectives of a Healthful School Environment are to create a healthy and safe learning environment in the school, provide adequate safe water supply and sanitation facilities for use in the schools. The physical school environment encompasses the school building and all its contents including physical structures, infrastructure, furniture and the use and presence of chemicals and biological agents;

the site on which a school is located and the surrounding environment including air, water and materials with which Children School.

Education of the Nepal is the outcome of sincere and continued effort of the people from all walks of life. The modern education was founded with the establishment of durbar high school in B. S (1910) before them *Gurukulsichhapadati* was famous where ashram and jungle were used for study. After rise of democracy (2007 B.S) schools were rapidly established in different parts of the country. The national education system plan also encouraged to establish the school.

The formal school education started only in (1978. B.S) by established bhsapathasala but there were not any school building at that time. Majority of people were suffering from poverty and illiteracy they have poor ideas of health and sanitation there is high infant child and maternal death rate, there are various health problems in Nepal, such as there aren't enough hospitals, health post and health centers specially in the remote areas medical treatment and facilities aren't available required doctor and health workers hesitate to go to remote area. Backward people mostly rely upon which doctor's 'Dhami' and 'Jhankri'. Private hospital in urban area are too expensive for common peoples, government hospitals are not well equipped and service oriented, lack of immunization, less nutritional program, malnutrition etc. (Nepal Destination, 2010).

Nepal is very important things; better health is central to human happiness and well-being. It also makes an important contribution to economic progress, as healthy population live longer, are more productive and save more, "the development of people may not be possible without education. For getting education he/she be healthy both mentally and physically, so healthy children can learn better than unhealthy children. Similarly, school can't achieve their full potential if children those who attend school are not capable of learning well" (WHO, 1990).

The historical development of healthful environment being in 1829 when William, An Alcott indicated the importance of improving school building. Healthful school environment attempt two environmental aspect: these are physical environment and mental environment. In so doing, includes the physical plant, its equipment and the practice within school. The period of modern era in school health

education has been started after 1850 from Europe and America. The period beyond this can also be divided into four phases as, the period of recognition (1850-1880), period of exploration (1880-1920), the synthesis (1920-1935) and the period of integration (Budhathoki and Wagle, 2068).

School health education program is a process that compresses health service, health instruction, and healthful school environment which contribute to the promotion and protection of the student and the whole staff of the school. This program emphasizes protection, promotion and development of health status of student, teacher, and personnel by changing their knowledge, attitude and practice about health.

School plant, clean air, safe management of physical facilities, safe playground, clean toilet, control of disease, School building garden, standard furniture room, lighting ventilation, water supply, waste disposal and harmonious relationship between teacher and student, illumination healthful teaching learning process etc. indicated the healthful school environment to regulate the various school program. The school environment should be healthful, the possibilities of development of healthy concept and behaviors only in healthful school, we can't imagine hearty cavils in the unhealthy and unsafe environment. A healthy school environment is that condition in which student can experience good adjustment and relief. Only in healthful environment student can take part in extracurricular activities or activities inside and outside of the school. Insert the appropriate environment for the optimized development of physical, mental, social, and emotional aspect of student is called healthful school environment. Many research works have been done in national and international level about environment and eco-system but there is very little research work done to assess if the existing school environment is healthful or not, where most of the children pass their valuable time. They need a safe attractive and healthful environment which included the physical and mental environment.

Statement of the Problem

Due to lack of the technical knowledge, awareness and financial resources the environment of many school is not healthful. The problem of healthful school environment is congested location unplanned building, congested classroom, poor

lighting and ventilation lack of playground insufficient water supply and toilet facilities. Every school should have natural light through windows are safe sources of artificial light, poor light cause easy strain and fatigue, which in turn can lead to accident (WHO, 1990).

In Nepal many school are suffering from lack of physical and mental facilities especially in rural are, there is no proper facility of toilet, school building, first aid service, furniture, sanitation, playground, classroom ventilation etc. In fact, school has not followed the principle of school health program and maintain the healthful school environment. School sites are selected haphazardly and classroom are not well managed. There is no provision of health canteen, safe drinking water, toilet, playground etc. (Ayadi, 2014).

Healthful physical environment is not managed well in most of the school in Nepal. Many physical environment problems such as unplanned buildings, problems of solid waste etc. There are so many researchers conducted in the case of healthful school environment in Nepal but in case of Kailali there is less research found on this particular topic. Thus, the researcher selected the topic on "Healthful School Environment" and the researcher problem is stated as "Healthful School Environment of Public and Private School of Bhajani Municipality, Kailali".

Objective of the Study

The main objective of the study was to identify the existing situation of school of Kailali District. The specific objective of the study is as following

- To identify the present status of healthful school environment of public and private secondary level school.
- To compare the healthful environment between of public and private secondary level schools.

Significance of the Study

- The study would be helpful to head teacher, teachers, students and all school members in creating healthful school environment.
- The study would be useful to government and non-government agencies to plan and implement programs related to the healthful school environment in public and private school.
- The study would be the guideline for the school administrators, health educations, policy makers and supervision to improvement and creating a healthful school environment in the school.
- The study would be useful for further researcher to the related field.

Delimitations of the Study

Every research has its compulsion and obligation due to the lack of time and financial support, this study is confined to the following area;

- The study was delimited in Kailali district and Bhajani municipality.
- The study was confined only three public and three private schools in Kailali district.
- This study was focused only the physical and mental environment of the public and private secondary school.
- This study area was being delimited only in school's environment, facilities and nutritional practices.
- Information and data collected through questionnaire and observation checklist.
- When I went for collection of data the first wave of covid 19 appeared widely, because of lockdown I had only collected data of 6 schools.

Definition and Key Terms Used in this Study

The definition and key term of this study are given below:

Building: Classroom, office room, library room, dressing room and other room can be used for the school purpose,

Gardening: It refers to appropriately located, flowers, tree, bushes, shrubs, etc.

Healthful school environment: An environment which is good and healthful physical, mental and social.

Nutritional practice: In this study it refers to the application of concept and behavior on food processing with in school.

Private school: Private school established by local persons and it is regulated according their person.

Public school: Public school implies to these school which are regulated and established by the government.

School plant: It includes physical aspect like location, playground, classroom furniture, ventilation, lighting and gardening.

Ventilation: It can be defined as the atmosphere condition which is comfortable and helpful to human body

Chapter II: Review of the Related Literature Review

Literature review is the most important function of development in any research. The research cannot complete without the review of related literature. Review of literature enable to explore the research problem on different variables. It may also guide to new research to gain the techniques data collection and importation. The review literature process can be helpful to plan and conduct the present study systematically and more scientifically. The research made an attempt to study and consulted different library and internet source.

Theoretical Review

Anderson,CL, (1972) has written a hand book on "School health practices" the book has mainly focused on healthful school environment. HE has suggested that first of all every school has good planning of the school building. Acceding to him, wherever possible the open type building plan should have employed. It has many good feature.

- Provides rapid horizontal traffic.
- Reduces fire and other hazards.
- Provides easy access to the ground for all parts of the building.
- Provides for better natural lighting and ventilation.

Likewise, with running water, fountains provide the most sanitary drinking facilitates for the school one fountain per seventy-five people is an acceptable stand end.

According to FRESH model (2001) Education for all (EFA) means ensuring that all children have to basic education of good quality. This implies creating an environment in school and in basic education program in which children are both able and enable to learn. Such an environment most be friendly and welcoming to children healthy for children effective with children and protective of children. the development of such children friendly learning environment is an essential part of overall efforts by countries around the world to increase the assess to and improve the quality of their school's environment absenteeism poor classroom performance and

early school dropout as reflected in the world declaration an EFA program to achieve good health hygiene and nutrition at school is essential to the promotion of basic education for all children. Good health and nutrition are not only essential inputs but also important outcomes of basic education of good quality.

WHO (2004) estimates that between 25% and 33% of the global burden of disease can be attributed to environmental risk factors. About 40% of the total burden of disease due to environmental risks falls on children under the age of 5 years. Respiratory infections are the most common among all diseases in children and pneumonia is the primary cause of childhood mortality worldwide. Indoor and outdoor air pollution may be to blame for as much as 60% of the global burden of disease brought by respiratory infections. Diarrheal diseases, the second most global illness affecting young children and a major cause of death in lower income countries, are closely linked with poor sanitation, poor hygiene and lack of access to safe and sufficient supplies of water and food. Each year nearly two million children die of diarrheal diseases in high income countries, road traffic injuries are the most common cause of death among children aged 5-14 and account for approximately 10% of deaths in this age group. In low and middle income countries, they are the fifth leading cause of death in the same age group behind diarrheal diseases, lower respiratory infections, measles and drowning. Therefore, schools located near busy roads or water bodies, landfills, construction sites have increased risks of these types of injuries. Falls and injury within school grounds can occur as a result of poorly maintained schools or poor construction management.

According to Park (2010) the school should normally be centrally situated with proper approach to road, market, public parks, factories etc. On the other hand, it should be properly kept from all hazards he also noted that, five acres of land should provide for primary schools. He focused that the secondary and nursery schools as far as possible should be single storied. One class should accommodate not more than 40s students and furniture should suit the age of students. Similarly, urinals should be provided as one urinal for 60 students and one latrine for 100 students which arrangement separately made for girls and boys.

American Academy of pediatrics (1997) The American Academy of pediatrics defines a 'healthful school environment' as one that protects students and staff against

immediate injury or disease and promotes prevention activities and attitudes against known factors that might lead to future disease or disability.

Michael A.B (2002) measured and documented the educational performance and achievements has risen dramatically at the school. It has demonstrated that there is a direct connection between school environment, behaviors and attitudes of student, parents and educator; and academic performance and achievement.

Haag (1968), School person and pupil have defined a function in maintaining a healthful school environment. To maintain healthful school environment water supply, sewage and garbage disposal, heating and ventilation, light, and color, school furniture and safety were managed. This future says that classroom temperature cover range of day-bulb temperature should be 68-74 degree. Fahrenheit lower temperature is desirable when students are moderately active. Similarly, according to him, not less than 15cubic feet per minute per person a fresh air should be supplied in the room where student is light activity. The amount of fresh air per person per minute should be raised to twenty cub feet as the activity increases. The required rate of air exchange will range from ten to thirty cubic feet per minute per person. In this book he has written that a breeding place for flies and other insects is created when there is improperly disposed waste. Improper disposal of garbage becomes a breeding place for flies and other insects and feeds rate and stray animals.

Anderson (1972) has written a hand book on 'School health practices' Thebook has mainly focused on the healthful school environment. He suggested that first of all every school has good playing of the school building plan should be employed. It has many good feature. Likewise, with running water, fountain provide the most sanitary drinking facilities for the school. One fountains provided the most sanitary drinking facilities for the school. One fountain per seventy –five pupils is an acceptable standard. He also shows that the number of fixtures in the kindergarten toilet room can follow the elementary school standards. Other special toilet room should be equipped be equipped with fixture to meet the maximum of enrollment.

WHO(1997)has made the case that condition of a school s physical environment can impact the health of both students and staff it has been demonstrated that all member of the school community need clean air to breath, clean air to breathe,

clean water to drink, a safe place for recreation, a safe way to travel to school to avoid accidents, and protection from extreme temperatures and ultraviolet radiation. Safe and healthy physical environment requires a good location and safe building; protection from exercise noise; natural light; clean indoor air and water; a healthy outdoor environment; and healthy school-related activities including safe management and maintenance practices, use of non-toxic cleaning supplies, careful use of pesticides, vector control, and use of non-toxic art supplies. With the importance of children's environment health in mind, this section offers to actions to create a healthy school environment.

The building plan for the school should meet architectural standards, which the Ministry of Education indicated that the plan for a maximum of 500 learners should accommodate at least one hectare of land and that the location should be safe for learning. There must be good illumination and ventilation. The school should have suitable facilities for the physical challenge. The furniture for learners and staff should be appropriate and adequate in quantity. There should be adequate number of gender sensitive toilets facilities for both staff and students (at least one toilet compartment – one water closet for 30 learners). Every school must ensure the provision of basic necessities like safe water. Each water point should serve a maximum of 250 people. The location of the water should be at least 30 meters from any soak away or toilet. Cleanliness among the pupils should be handed by placing wash-hand basins with soap strategic positions within the school compound. To maintain good sanitation, there should be proper drainage and waste disposal facilities. They should also make provision for adequate supply of rust-proof refuse and arrangement made for these containers to be frequently emptied and burnt or carried by the Municipal arrangement. To ensure safe recreation and sports, the Federal Ministry of Education indicated that each school should have a large playground safe for play and a room for indoor play activities like Ludo, Scrabble, etc. Schools must be adequately secured by fencing the premises.

Empirical Review

Sapkota (2003) conducted a research on the title 'A comparative study of healthful environment in community and institutional primary school of Birendranagar Municipality of Surkhet district' The objective of the study were to

assess the existing conciliation of sanitation facilities in the school, and to find out the nutritional practices in the school. The researcher had used descriptive method. The major tools of data collection were observation and interview schedule. Major findings, the average members of teacher and student ration were found greater in the community school than Institutional schools; there was no piped water in a few community school. They were bound to go to the sparing for the drinking water half an hour from the school building, there was not any purification model or plant for drinking water of both types of school complex.

Neupane(2006) conducted a research entitled "The study of healthful environment in public and private school of school of Bhaktapur district." The objectives of the study were to find out existing physical facilities and maintenance of the school; to study the sanitation facilities and neutrino program, to study and management system of the healthful environment in both types school to analyze the present social environment in the school. The main tool of data collection questionnaire and observation schedule. His major finding were noted that 66.66 percent of public school and 70 percent of private secondary school which have south east facing. All the public secondary the school which had their building had a cross wind and ventilation. But only 20 present school had own building, Rest of the school were running in rental building and had not cross window and ventilation, the study showed that 4to5 student used to sit per bench in public school and 2to 3 student per bench in private school, most of the studied school had available separate toilet for girl's boys and staff. But cleaning and maintenance of them are unsatisfactory in public school rather than private ones, just only had the community research center.

Bhattarai (2007) conducted a research entitled school community co-operative program regarding SHP of public secondary school in Morang district. "He report that all of the respondents accepted the impotence a school community relationship and cooperation 20 school had organized PTA in their school but some school had not organized PTA due to the lack of time, a large proportion of school had conducted health examination in school or community, majority of the school which had joints program among the higher proportion of school had conduct these. Program

irregularly, majority of the school had not used resource/materials from community without paying money.

Koirala (2009) conducted a research on sanitary facilities and management in community secondary school of Biratnagar sub metropolitan of Morang district found that the community secondary school have not boundary wall and 75percentage of school have not own water source,(87.50)depends on community tap or well, they collect water through clay pot, bucket and tank; which was directly distributed to student without purification. Most school had their own toilet having school12.50 percentage of school had good condition and remaining 87.5 percentage of toilet found very poor physical facility. The condition of student toilet was found very unsatisfactory and about 75percentage of school were food throwing waste haphazardly whereas only 12.50 percentage use incineration for appropriate management of school's wastage.

Lamichhance (2010) conducted a research on "Role on physical environment creating healthful school living in community secondary school of Udayapurdistrict." The study found 20 percentage of school proper ventilation and lighting structure, most of the school of around 80 percentage window for ventilation purpose. The study found that waste management practice was incineration method (50%), dumping and composting waste (40%) and waste dispose in landfill side (20%).In the study area found that 80 percentage of school have unmanaged drainage facility, 70 percentage of student use raw-well water and 25 percentages up tap water. In that study most facing the problem of pure safe drinking water and proper water supply in toilet.

Devkota(2014)conducted comparative study on health environment of community and Institutional school in Kirtipur municipality focused that most of school had not been following scientific method for disposing waste. They had been incinerating and throwing the waste haphazardly in community area. They reported that the problem of waste disposing was land fill, drainage facilities.

Rana(2015) conducted a reach entitled "Healthful school environment in public and private lover secondary school of Gorkha municipality, Gorkha." The objective of study was to identify the present status of healthful school environment, to compare healthful environment between public and private lower secondary

school. The research had used simple random sampling method. The main tool for data collection were questionnaire and observation checklist. She found that 50% public and 20% private school were located near the village, 30% public and 50% private were located in village. Similarly, 20% public and 30% public and 70% private school had used waste disposed daily, 30% public and 20% private school had used weekly, all of the both type of school had piped water which used directly there was no purification system.

Khanal (2015) conducted research "The objectives of study were to find out comparative situation of physical environment condition in between public and private secondary school. To compare the situation of mental environment condition in between public and private secondary school'. The researcher had applied simple random sampling method. The main tool of data collection were questioner and observation checklist. He found that 75% public and 33.33% private school were located in congested area. The researcher found that all of the public and private secondary school had about review, the available evidence indicates that the focused had been placed on problem of healthful school environment like poor toilet, poor physical facility, sanitary facilities, safe drinking water, poor nutrition practice, etc. Many studies focused on about the problem of healthful school environment. So that, I have chosen that topic healthful environment in public and private school Kailalidistrict.

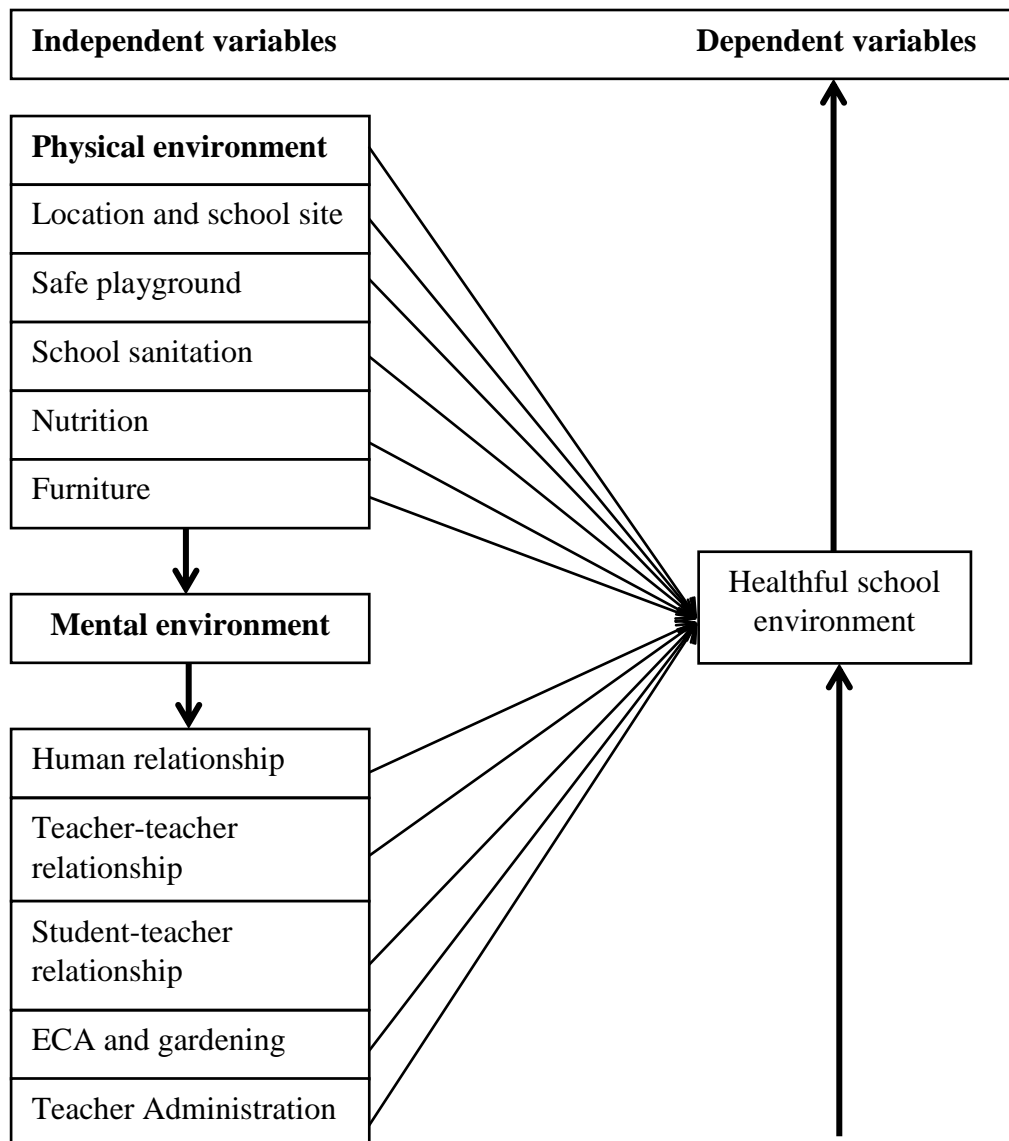
Raietal. (2015) the study found scenario in community school as compared to Instructional school as two community school (10%) didn't have toilets in use especially coupled with lack of water facilities in school. Nevertheless, the current existing sanitary facilities in use were insufficient and inappropriately maintained in both type of school. The condition illustrates the failure of school management as well. It depicts negligence of teacher, student, parents and other stakeholder including community health professionals. Such situation demands maintenance of hard were (toilet facilities) and provision of appropriate software comprising health education package focusing on sanitation, hygiene and environment as well.

Implication of the Review of the Study

From the theoretical and empirical review of the study mentioned above, it helped to shape the idea of introduction chapter and several comments had under it such as background, objective, significance and delimitations. The research was beneficial to develop tool, finalization of tool and data collection procedure.

Conceptual Framework

Based on the above mentioned review and literature following conceptual framework has been developed. The conceptual framework describes the healthful environment in public and private school in Kailali district. In this framework, factors impact of the school plant, facilities, and drinking water toilet, school garden, and canteen, facilities, student-teacher, relationship, and socio-cultural status, have been included.



The conceptual framework shows in figure on 1 indicates three different influencing factors to Healthful school Environ. In this framework management health environment is determined by their education. Physical environment attained school Plant, school location, building, Playground, furniture, sport, game, sanitary, facilities, drinking water, toilet, school garden, proper light ventilation drinking water toilet, canteen facilities, etc. are the key determination of management school environment. And mental environment factor for school plan, teacher-teacher relationship, teacher-student relationship student-student relationship discipline, pleasant atmosphere, etc. The factors are believed to be closely interrelated and created the better and strong management healthful school environment.

Chapter III: Research Methodology

This chapter deals with the methodology used to conduct the research and analyze the data based on the information and data acquired from the sampled school. Methodology is the main part of the research work study method refers to the methods/way that is used for conduction of study or performing study operation. Study methodology may be defined as "A Systematic process that is adopted by the studier in studying a problem with certain objective in view". In other words, study methods are those methods which are used by the studier during the course of studying his/ her study problem. Study methodology is a way to solve the study problem systematically. The study methodology is wider than that of study methods. Study methodology highlights about how the study problem has been defined what data have been collected, what particular method has been adopted and why hypothesis has been formulated etc.

Research Design

The descriptive and quantitative research method were applied to conduct this study mainly focused to obtained information on the healthful school environment in public and private secondary school Bhajani Municipality of Kailali District.

Population and Sample

The study was based on primary source of data. This study mainly focuses more on the comparison among three public and private schools. This were being the head teacher and students of Bhajani Municipality's public and private schools. It was being taken by the primary source and Secondary data was collect from District Education office of Kailali, School library books, research article and Website and reference materials.

Sampling Procedure

There are altogether 8 public and 3 private secondary school in Bhajani Municipality. Among them 3 private school and 3 public school selected for study on the basic of purposive sampling method. In public school, there are total Teacher 313 secondary level student. Among them 230 will be selected by purposive sampling whereas 80 students public secondary school selected by census and 15 secondary

level teachers were selected from public school and 20 secondary level teachers selected from private secondary school. Applying purposive sampling method.

Data/ Information Collection Tools

In this research the information Data were collected with the help of interview technique, which included close ended questions as the main tool for the collection of data. The tool was developed and finalized by the supervisor. After checking the tool and finalized by suggestion and guideline by the advisor, the final tool was developed and used for data collection.

Data/ Information Collection Procedure

For data collection procedure, the researcher submitted request letter of campus to respondent schools for official authority, after getting authority from school administration the researcher was visited the selected respondents. Before distribution of the questionnaire guideline and some clarification will be given by researcher. Separate interview schedule was given to headmaster and students of selected schools.

Data Analysis and Interpretation Procedure

After collecting the whole information through questionnaire, it was checked, verified manually to reduce possible errors and questionnaire be categorized in different relevant headings and sub headings. The collected data be processed and placed in different tables and will be analyzed in terms of percentage and frequency table. After data analysis, the interpretations were made accordingly with the help of review literature and observed facts.

Ethical Consideration

The participations were vulnerable to any risk during the study. The research tools will be made convenient as to the social culture and value. The informed consent was taken verbally. In the study time, the respondents were not forced for data. Collection and answering and respondents' more and other personal things were confidential in this research. The data collection was not to be used in other areas.

Chapter IV: Analysis and Interpretation of Data

In this chapter the researcher is trying to analysis and interprets the data about "Healthful school environment of public and private school of Kailali district." This chapter is divided mainly into the parts of the physical environment and mental environment of public and private secondary school.

Status of Physical Plant in the School

The first objective of this study is to assess the situation of physical environment of public and private secondary school of Kailali district. Therefore, data related to school site or location, availability of playground, land, classroom, and boundary wall classroom cleanliness, waste disposal practice, water supply management, toilet management, and canteen management are incorporated into the different subheading

Table 1

Status of Physical Plant in School

Location Area	No. of Public school	No. of Private school
Crowed Area	1	3
Peaceful Area	2	0
Total	3	3
Availability of land		
1-5 katta	1	
5-10katta	1	2
+11 katta	1	1
Total	3	3
Play Ground facilities		
Sufficient	1	1
In sufficient	2	2
Total	3	3
Building of school		
One	0	
Two	1	1
Three	1	2
More then	1	0
Total	3	3
Condition of window and Ventilation		
2	2	3
3	1	0
4	0	0
Total	3	3

Location Side of School

This study found that most of public school were located in satisfactory site. They were located in peaceful and attractive environment. Public school was located in a rural area where the site was peaceful, but most of the private secondary schools were established in the urban area. Data related to the location site of public and private school is presented in the following table:

Location of the School

Table shows that 1 public secondary school (Mahunal m.vi) were located in near the road side 2 public secondary school where located in peaceful area. Likewise, private secondary school (kalpabrikhseya secondary school were located in near the bus park, (bhanu secondary E.b school were located near the road side) were located congested area. Most of the public secondary school were set up in peace full area than private secondary school. they were located rural area.

Availability of Land

Education act 2028, had noticed all the must have own land. The school land would use for making building, playground and gardening, etc. Having own land is also considered as a part or required school environment where the student learning activities will give recreation and to make their mind fresh and happy. School land is most important factor for the healthful school environment. The land site should be chosen in the peaceful, broad and plain area. The information collected about the availability of land in the study site is percentage in the following table 2.

Table shows that 1 public and 2 private secondary school have 1-5 katta, one public, and one private school have 5-10 katta and public secondary school (shreemahuneal H.S) had 20 katta above land at the time of study. The public and private secondary schools have 1-20 katta or less land because private secondary school were located in the urban area and public school are located in the ruler area.

Condition of Playground Facilities

The school playground is also considered as part of teaching learning activities where all the student get recreation to make their mind fresh and happy. The grassy land is better than the plastered land in the school to protect students from the accident. The information collected about availability of playground is presented in the following table.

Table shows that 1 public secondary school (Shree Muhnal M.V) had sufficient playground. Only 1 private secondary school (sun light E.B school) had sufficient playground. Where there was in sufficient playground where there were insufficient playground facilities in remaining 2 public and private secondary school. Playground condition in the public and private secondary school was same. The researcher found on the to third public and private school had not managed playground separately. The public and private schools didn't have sufficient materials and equipment to all students for their playing purpose.

There are insufficient Playground facilities because both schools were located in the crown area, both the public and private secondary have less land.

Availability of Building of School

Building are the fixed structure built for classrooms, laboratory, offices and indoor halls in the schools. Proper and sufficient building structures in school increases capacity of school to increase and sections and classrooms in order to meet the increased number of students. Congested classrooms may result chaos and noisy within the room which distract the teaching and learning process. Most of the building in the school whether public or private are either owned by the school or built with aid of government grant

Table shows that private school have comparatively higher number of building than public schools. That's why, private school are able to segregate classroom into different sections and houses in accordance to ranking and grading of students. As per research data, public school have only one building in the school land whereas to private schools have two buildings out three private schools have maintained the

number of students within classrooms through as segregation of sections and have facilities of library, lab, indoor halls and well-furnished offices.

Conditions of Windows and Ventilations

Windows are the medium through which light and air passes inside and outside of the classroom. Windows also help to provide lightening for the classroom from sunlight. The management of temperature, humidity and ventilation of air in the classroom mainly depends upon the availability and placement of windows at the right place in the classroom. Proper flow of fresh air along with oxygen should be adequate in the classroom so that environment inside the classroom could be maintained favorable for teaching and learning.

The above table shows that the 2 public schools have two windows in the classroom and only one has 3 windows in the classroom. Similarly, 3 private schools have only two windows in the classroom. There may be ventilation and lightening problems in the classroom of private school due to lower number of windows

Table 2

Furniture and Light Source

Furniture conditions	No. of Public school	No. of Private school
Sufficient	2	2
In sufficient	1	1
Total	3	3
Light source		
Natural	2	0
Artificial	1	3
Total	3	3

Availability of Furniture in the Schools

Furniture plays important role in the physical, mental and moral welfare of the student, where there is not good furniture, no effective teaching-learning process. So,

the school should be provided adequate furniture. Haag (1968) say that school furniture should have a variety of designs and size, be movable and be adjustable. No single designed piece of school furniture applies to every teaching environment. Not can desk chair combinations of the same size be used at all grade levels. Furniture in the class should be clean, movable and student's friendly so that students can learn comfortable. Condition of management of future in the sampled school is presented in the table.

Light and Ventilation

Light and ventilation is the most important thing of promoting health behavior of the student. The classroom condition should be provided along with the management of proper temperature, humidity, and ventilation of air in the classroom that simulate student in teaching learning activities. The student will not be exposed to a classroom situation in which the oxygen constant will be inadequate for survival. In the study, the researcher found that all the school had the ventilation and light with cross windows.

Table shows that 2\2 public secondary school lighting source were natural 1\1 public secondary school (Shree Mohanal M.V) lighting sources were Natural and artificial and 3 private secondary school lighting source were Natural and artificial (both)while comparing both type of school in this purpose. In the private secondary school lighting source in artificial because they are located in the congested/ urban area.

Table 3
Sanitation and Cleanliness

	No. of Public school	No. of Private school
Waste Disposal		
Disposal daily	1	1
Disposal weekly	2	2
Total	3	3
Method of Dispose		
Incineration method	2	1
Dumping	1	2
Total	3	3
Cleanliness Schedule of toilet		
Daily	1	2
Weekly	1	1
Sometime	1	-
Total	3	3
Separate Toilet for Boy and Girl		
Yes	3	3
No	-	-
Water Available in the Toilet		
Yes	3	3
Canteen facility		
Available	2	2
Not Available	1	1
Waste Management Practices		

Proper disposal of waste materials is essential for the protection and promotion of school health. However, schools need basic knowledge and practices about the proper way of the waste disposal system. It helps to create a sound environment and teaching learning activities very effectively. The information collected from different variables related to environmental sanitation fields such as waste disposal method, availability of pure drinking water, toilet management, water purification etc. The major points of condition and management of sanitary facilities are as given below.

The table shows that 1\1 public secondary school (Shree Muhanal Ma.vi) waste material disposed daily, 2\2 were weekly, 1\1 private secondary school disposed daily and 2\2 private secondary schools were disposed weekly. More than public and private secondary schools have been used and mobilized in sweeper for collecting and

disposing of waste material. The researcher also visited the public and private secondary school at the time,

Waste Disposal Methods Using the School

For the sustainability of waste disposal system in schools. It is necessary to have a written policy regarding prohibition of littering and discriminate dispose of waste. The majority of school seem not to have a practice of daily disposing waste. Concluded that most of the school were dirty and in hygiene due to the lack of the regularity of waste disposal.

The table shows that 2\2 public secondary school and method 1\1public secondary school used incineration method: And only one public school used dumping method. Similarly, 2\2 private secondary school used incineration and public secondary school used incineration and more than private secondary school used in dumping. Public secondary school used incineration method of disposing because they were located in village area. On the other side, private school used dumping wife dispose method because they were in an urban area which in crowded.

Management and Cleanliness of Toilets

Human excreta is the source of infection and disease transmission. It is the main cause of environment pollution. Every school has responsibility for its safe disposal process in a systematic way.

This table show that 1of the public school and 2 of the private school cleaned toilet daily whereas 1 of public school and 1 of the private school cleaned toilet weekly. And 1 of public school cleaned toilet sometime. It shows that the sanitation condition of toilet was satisfactory. The researcher also observed that most public school's toilets were not cleaned, and they used only water to clean. They didn't use any chemicals for cleaning with on the toilet. The researcher also found the public and private secondary schools had not sweeper they were using peon for that work.

Use of Separate Toilets for Boy and Girl's Student

Every school should have provision of latrine to dispose of human excrete. General toilet room located on outside exposure to direct sunlight should be given preference. It is quality important that the boy and girls room be removed from each other. Human excreta is main cause of unhealthy school environment. So every school had responsibility for its safe removal and disposal process in scientific way.

The table shows that all 6 sampled schools have toilets and all public and private secondary school have separate toilets for boys and girls.

Water Available in the Toilet

Water is used in school for sanitation purpose as well. They are used to clean the toilets, tiles, basins and hand wash as well. School should make available sufficient water in the toilet so that sanitation of toilets could be maintained. Availability of water in the sampled school is given in the table.

As seen in the table, all private and public school has made water available in the toilet for both hand wash as well as toilet cleaning purpose. However, sanitation of toilet is not satisfactory in public school due to carelessness in cleaning of toilet on regular basis.

Management of Canteen

Nutrition is the most important part of human being and healthy environment. The school canteen is a vital factor in the general health of children and important part of the healthful school environment. It provides an opportunity for hygienic food practices among children and directly impacts the whole life of the children. Canteen place should be clean and also be separate from the main school building. The table shows that availability of canteen.

The table shows that 2 public and private secondary schools have available of the canteen, 1 public and private secondary schools have not canteen facility. The researcher found that most of the public and private secondary schools have canteen facility. Only one public and private secondary school did not have canteen facility.

One public secondary school (shreeRastriya M.V.) was near the village, so most of the teacher and students used to take their tiffin in their house. And one private secondary school (Mahunyal M.V.) were near the bus park.

Students and Classroom Ratio in the School

The school must have building facilities for the student and teacher, in the absence of which teaching learning activities couldn't run ahead. The planning of building, direction of building, shape of the classroom and available rooms of different purpose are closely related to the healthful school environment. From the study, this can be shown in the table given below.

Table 4

Student and Classroom Ratio

Nameofpublicschool	Total student of Grade8&9	No. of class Room	Student and classroom Ratio
Shree rastraya secondary school	205	4	1:51
Shree Rastrayam.vpachmuriya	51	2	1:25
Shree mahunyal.m.vbhagani	57	2	1:28
Total	313	8	1:39
Name of private school			
Bhanu memorial E.B	29	2	1:14
Sunrise E.B	25	2	1:12
KalpabrikshyamabiE.b	26	2	1:13
Total	80	6	1:13

According to the table 4, it is revealed that Rastaya secondary school had four classrooms for 205 student, and the classroom ratio was 1:51, Shree Rastaya M.V had two class room 51 students, and the classroom ratio was 1:25, Shree MahunyalM.Vsecondary school had two classroom for 57student and classroom ratio was 1:28, similarly Bhanu memorial E.B had two classroom 29student and the classroom ratio was 1:14 Sunrise E.B had two classrooms for 25 students and the classroom ratio was 1:12, and Kalpabrikshya Ma.VI. English Boarding school 26 student and classroom ratio was 1:13. The researcher found that public ratio was 1:39 and private secondary schools have six classrooms for 80 students this ratio was 1:13. Now it is concluded that private secondary school classroom and student ratio was better than public secondary school. The room and furniture were unorganized and

insufficient comparing to the ratio of admitted students at government schools. But at private schools, the furniture and rooms were well organized and sufficient comparing to the ratio of admitted schools.

Satisfaction with Canteen Facility

Canteen facilities should be well managed in schools as they directly impact the health of students and children. Fresh cooked foods viz. Samosa, chowmin, momo, fry rice etc. As well as readymade foods like noodles, chips, pop corns, biscuits and bakery items etc. are available in canteen of surveyed schools.

Table 5

Satisfaction with Canteen Facilities

Satisfaction with canteen	Public school		Private school	
	No. of students	Percent	No. of students	Percent
Yes	45	50.56	20	22.99
No	44	49.44	67	77.01
Total	89	100	87	100

The above table shows that most of students of private schools i.e. 77 percent are not satisfied with canteen facilities of their school as the canteen offers most of readymade foods rather than fresh cooked foods. In the contrast, public school's canteen offers fresh cooked foods as well but they have neglected on the part of hygiene and cleanliness of canteen which results dissatisfaction among 44(49.44) % students of public schools.

First Aid Treatment Facilities

First aid facility is very necessary for school. If student get first aid treatment, immediate after any accident, then they can continue otherwise they have to leave the school that day for treatment. First aid management is also a part of good school management. To fulfill the requirement of the school, the researcher found that all of public and private secondary schools did not have availability of school clinic. Cent percentage public and the private secondary school had provided first aid treatment and safety education through health teacher student to school personnel.

Tiffin Practice by Students

Tiffin practice is good alternative for those students who wants healthy and homemade foods in their break time. Tiffin practice is popular in those school where canteen facilities are not good. In our survey of schools, it was found that most of students prefer homemade foods rather than canteen's readymade foods.

Table 6

Tiffin Practice by Students

Tiffin practice	Public school		Private school	
	No.of students	Percent	No. of students	Percent
Homemade food	27	30.34	77	88.51
Use canteen	62	69.66	10	11.49
Total	89	100	87	100

The abovetable shows that 27(30.34) % of students of public schools prefer to take tiffin from home whereas 62(69.66) % of students of the public schools use canteen at break time. But, there is opposite practice in private schools. 88.51% of students of private school brings their tiffin from home where as only 11.49% takes canteen foods. The reason behind this that students of private schools are more health conscious and their school canteen offers most of readymade foods rather than fresh cooked foods.

Management of Drinking Water

Safe drinking water is the basic need of human being. Most of the communicable disease are extended due to the lack of safe drinking water. The health of student is affected directly by water borne disease like cholera, diarrhea, and worm infection, typhoid, etc. safe drinking water supply is a basic foundation of healthful school environment of the schools. It improves the life of school children. The researcher found that cent percent public and private secondary school used tap source of water. Cent percentage selected school had storage system of the tank. All the school's student had directly used to consume the water. Every school should be aware water purification. Availability of safe drinking water is presented in the following table:

Table 7

Sources of Drinking Water

Sources Drinking Water	Public School		Private School	
	No. of students	percent	No. of students	Percent
Tap Water	61	100	44	93.75
Hand pump	-	-	-	6.25
Pond Water	-	-	-	
Total	89	100	87	100

The table 6 shows that, all of the public secondary school and 93.75 percentage private secondary school's students have used tap water and 6.25 percentage private secondary school's students have used hand pump water. The researcher found that all the public and private secondary school's students used tap water.

Method of Water Purification

Water purification is the process of purifying water through extraction of impurities and harmful minerals contained in the water. School most adopt water purification method if the source of water is not reliable to be pure for drinking purpose. For healthful environment in the school, the school should focus on measures to keep students and children healthy and safe from such kinds of health hazards. Selection of water purification method should be adopted by analyzing the impurities of water and its content's minerals.

Table 8

Method of Water Purification

Water purification method	Public school	Private school
	No. of school	No. of school
RO filter	1	1
Normal filter	2	2
Chemical purification	0	0
Total	3	3

As per table, both 2 of public and private school prefer to use normal filter only whereas only 1 of public and private school uses R.O. filter for purification of water. In this scenario, health of students, children and teachers as well are not fully safe as the normal filter does not kill harmful germs and bacteria contained in the water whereas R.O. filter not only removes the impurities but also kills the harmful germs as well in the water and make the water safe for drinking purpose.

Status of Mental Environment

In school, healthful environment, as mental environment, have a great role for teaching learning process just as physical health creates an image of strong and vitality in that war that individual interact with other and they deal with the challenges in everyday life. Children most have the opportunity to practice such skill in a homework assignment. Mental environment is one of insight power which has a human relationship (student –teacher, student relation, teacher-teacher, students, teacher and other school personnel relation.)

Relation between Teacher and Student

The relation between teacher and student should be close, friendly and obviously, there should not be any barrier between teacher and student. This directly affect the teaching-learning process in a positive way, so that the student don't feel any hesitation to speak with the teacher and thus creates a friendly environment. The researcher asked students about the relation between and students in the public and private secondary school. The collected information has been presented in the following table 9.

Table 9

Relation between Teacher and Student

Description	Publicschool		Privateschool	
	No.of student	Percent	No.of student	Percent
Pleasant	206	89.57	76	95
Satisfactory	24	10.43	4	5
Total	230	100.00	-	100

The table 9 shows that 89.57 percentage students of public schools and 95 percent students of private schools had responded students –teacher's pleasant relationship, 10.43 percent students of public secondary school and 5 percent student's private secondary school's students –teachers had satisfactory relationship. Most of the student's views of public secondary schools and private secondary school's students –teachers had pleasant relation. In most of the public schools, students feel hesitation to discuss their problem with their teachers. In both secondary schools, teachers –student's teaching learning process effective.

School Gardening

Garden is such a place where everybody gets environment when they get mental. It gives an attraction and also helps to protect the atmospheric environment from spoiling. Plants are the beautiful creation of nature, which gives pleasure to the eyes and mind and this provides oxygen. The researcher had visited the public and private school did not have garden facilities. The collected information about the garden management is presented below table 10.

Table 10

Garden Management

Garden Management Condition	Public school	Private school
	No.of school	No.of school
Available	1	2
Not Available	2	1
Total	3	3

The table 10 reveals that the public secondary school did not have garden management. One of the public school and 2 of the private school have availability of the garden management, whereas 2 of the public school 1 of the private school did not have garden management. After the observation, the researcher found that most of the public school had enough place, but they did not manage gardening. In hence, it is concluded that they were not conscious about school gardening.

Teacher Qualification

For successful teaching-learning process teacher qualification is another important part. There were altogether 35 teachers in public and private secondary schools. Among them 15 were from public and 20 were from private school. Only the records of teacher's qualification in public and private secondary level were presented in the following table:

Table 11

Teacher Qualification

Qualification	Publicschool		Private school	
	No.of teacher	Percent	No.of teacher	Percent
Post graduate	5	33.33	9	43
Graduated	10	66.67	11	55
Total	15	100.00	20	100.00

The table 11 shows that 5(33.33) of the public school teachers and 9(43%) of the private school teacher were post graduate.10(66.67) percentage of the public school teacher and 11(55%) of the private school teacher were graduated. This shows that comparison to the public school, private school have qualified teachers. I found there is a good relation between students and teachers on both public and private schools. All the students respect their teachers and teachers also love and take care of students.

Table 12

Relationship between Teachers and Students

Relationship	Public school		Private school	
	No.of student	Percent	No.of students	Percent
Good	89	100.00	45	51.72
Better	0	0.00	23	26.44
Best	0	0.00	19	21.84
Poor	0	0.00	0	0.00
Total	89	100.00	87	100

Above table12 shows that all of the students of public schools reported the have good relationship with their friend's all so they have proper communication and interaction between students and teachers. In private schools, 19(21.84) of the students have best relationship with their teachers and 45(51.72) and (26.44) of the students have good and better bonding with their teachers. Due to interactive sessions of teachers with students and their parents as well as active participation of students and teacher in creative learning programs, the private school have been able to maintain healthy relationship between teacher and students.

Student –teacher Ratio

There are 45 Public 40and Private secondary school in kailali district. Among them, three public and three private secondary school were choosing for the study. Only student of class nine and ten were selected in both types of school. The secondary level teacher in these three public school were 15 in number, 20 were in three private school, and total teacher were 35. The public and private secondary level teacher and student ratio is given in the following table:

Table13

StudentTeacherRatio

School	Total student in Secondary Level of All school	Total Teacher in Only secondary level of ALL School	Ratio of studentand Teacher
Public	230	15	1:15
Private	80	20	1:4

Table 13 shows that there were 15 students per teacher in public secondary school and twenty students per teacher in private secondary school. Private school were divided into too many sections and there were more teachers, but the public school had a large number of students in one class, and students –teacher's ratio is high. There was less number of students in private secondary schools, so they get satisfactory result and create a learning environment.

Extracurricular Activities (ECA) Conducted in the School

Extra-curricular activities help the student to develop their personality in multi dimension. ECA make them feel that they are an important member of the school family. So, ECD is important for the healthful school environment. The researcher founded that all of the public and private secondary schools had organized ECA like quiz, poem, essay competition, different games, cleaning program and interaction programs. ECA had created a good relationship with student and teacher. The private schools organized more ECA like different than public secondary schools.

Summary of the Finding

Health is the basic need for human being which can achieve by the education. First of all, children can gain knowledge from the houses, further more they can learn health education from school. The school is an institution that bring all the children of the country is one common place. So school is a formal agency which gives health education to children. All student gains knowledge, attitude, practice positively though the school Healthful school environment is a major component of the school health program. It supports directly and indirectly for achieving the quality of life of the children. All expect that children of them are parents of tomorrow. It is important that children should be educated under healthful school environment in the context of our country because the lack of awareness, knowledge, financial resource and man power every school most consider about difference environmental phenomena while overall education programmed. Every school should have the healthful physical environment as well as a mental environment where future citizens would be able to gain should health education in his/ her childhood.

The present study entitles" Healthful environment in selected public and private secondary school of Bhajani municipality" none of the researcher were carried out researcher in this arear so that I had chosen this topic. This study was related to clarifying physical plant size, building management and canteen facilities in public and private secondary school. The review of related literature generated that the most environment parts of the majority of school were not managed in healthful standard well due to the lack of financial resource awareness and no stick of the government of Nepal. This study is mainly based of primary and secondary data. The descriptive

research design was used for collecting the information. Three private secondary schools were selected census, and three public secondary school were chosen by the purposive method. The questionnaire was used for head teacher, and student and observation checklist was used to observe the leading condition of the healthful school environment. The researcher also visited directly in all public and private secondary school to collect necessary information with the hope of pre-development tools.

After obtaining the information, they were tabulated and interpreted. Different books, journals, research reports and thesis were also studied to know the standard requirement about the healthful school environment. Simple statistical technique has been used to analyze and interpret the data e.g. tables, figure, and percentage. The Major finding of the research is in following headings:

Status of physical environment

- The study found that 66.67percentage public secondary school were located in the peaceful area, and 33.33 percentage public and. percentage private secondary school were located in crowd area.
- The study found that two private and one public secondary school had one to five katta land only one public and private secondary school had six to ten katta availability of land and one of the public secondary schooled (Mohunal Secondary school)2 bighaha land facilities.
- The researcher found that 33.33 percentage public and 33.33 percentage private secondary school had sufficient playground facilities and 66.67 percentage public and 66.67 percentage private secondary school had an insufficient playground for the student.
- That the entire private secondary school's classroom and student ratio was better than public.
- The study shows that five students used to sit per bench in public and private secondary schools.
- The researcher found that private secondary school class room cleanliness condition was satisfactory than public schools.
- All the public and private secondary school had not sweeper.

- The study found that 66.67 percentage public, 33.33 percentage private secondary school had incineration, 33.33 percentage public and 66.67 percentage private secondary school had dumping management system of disposing of collected waste material.
- Only one public and private secondary school waste dispose of daily, 66.67 percent public and private secondary schools waste dispose of weekly.
- The research found that 100 percentage public and private secondary school used tap water, and all of school have used spring water.
- All of the public and private secondary school had available separate toilet for boys and girls.
- Two public and private secondary school had canteen facility and 33.33 percentage public and private secondary school had not available of canteen facility.
- The study found that all of the public and private secondary schools did not have availability of school clinic. But cent percent private and public secondary school had provided safety education.

Status of mental environment

- The Study found that 66.67 percentage public and 58 percentages private secondary school teacher were graduated level 33.33 percent public and 42 percent private secondary school teacher were post graduate level.
- Only one public secondary school and all the private secondary schools had got garden management and 66.67 percent public secondary school had not management garden.
- The study found that 89.57 percent public and 95 percent private secondary school student-teacher had a pleasant relationship and 10.43 percent public, 5 percent private secondary school's student- teacher had satisfactory relationship response the student.
- The study found that all of the public and private secondary school was found to conduct extracurricular actives
- The study found those fifteen students per a teacher in public and four students per a teacher in private secondary level.

Chapter V: Conclusion and Recommendations

This chapter has been organized to show the overall picture of the study. The conclusion section explains the final result of the study. Similarly, the recommendation for further study in the related field

Conclusion

The present study entitled "Healthful school Environment public and private selected in public and private secondary school of kailali" and after analyzed and interpreting the data, several conclusions were drawn about physical and mental healthful environment of the school management. Most of the public school were located in peaceful area, and most of the private and private secondary school were located in the congested area. Almost all the public secondary school had sufficient playground facilities than private school. Most of the public and private secondary school have adequate sports facilities like volleyball, football, and dance programmer, table tennis and basketball, etc. All the public and private secondary school had a separate toilet for boys and girls, but they were not cleaned of this toilets. All public and private secondary school's wastes disposing system was satisfactory because all of the school had used incineration system. All public and private secondary school have availability of dustbins. All of the public and private secondary school dispose of waste. Most of the teacher were qualified in public and private secondary school, some of them were post graduated and most of the schools and have the system of conducting extra curriculum activities. Some public and private school had canteen facilities. All the students in public and private secondary school manage their Tiffin themselves. Drinking water facilities were provided in the both type of school children has directly used of water. But purification system did not follow by the school. Only teacher and other staff used to filter water.

Therefore, the finding of my thesis is the public secondary school is better than private secondary schools, but in some parts, private secondary school is also good then public secondary which is described above.

Recommendations

This study had pointed out many problems and of the Healthful school environment. Thus the following recommendations are being suggested in view of this study by above finding and conclusion the following recommendations are suggested and expected to be helpful for teacher, health educator, researcher, and related person.

Recommendations for improvement. Following recommendations have been made for improvement:

- The construction of school building should be improved in both public and private schools.
- Every public and private school should manage sufficient and separately playground, sport materials, equipment and sport teacher for sport activities.
- Proper ventilation should be made in classroom and classroom are to be made according to the number of student.
- Both public and private school should manage purified drinking water especially in the public school by the used filter to all students.
- Classroom and toilet must be cleaned on a daily basis in both public and private schools.
- Gardening should be managing in both public and private schools.
- There should be provisions of the healthy canteen at school premises taking coordination with parents.

Recommendations for national policy

- Strong school health program should be included in national policy of the nation to improve the healthful school environment in 7 province 77 district school of different levels.
- Government and stakeholder should be and implement strong rules about the child-friendly school environment.
- School should make comprehensive programs of the code of conduct related to student's discipline, teachers' discipline, teacher's professional ethics and administration duty and responsibilities.

- The NGOs and INGOs working in the field of the environment would be involved to extend their programs in the school.
- Every school authority should follow the tentative estimation and master plan while establishing the school.

Recommendations for further study.The following recommendation are made for further study.

- The same nature of the study can be conducted in large population of school covering whole district or zonal or regional or provenance or environment level.
- District wise comparative study in the Healthful school environment of the public and private school should be conducted.
- Further researcher work should be done in this subject area in different school of different district, area, and region.
- This study can be conducted to improve the good relationship between the school family and community members.
- A comparative study on healthful school environment of the public and private school should be conducted at province and center level.
- Interactive session between school health monitoring development and unit of health research council should be conducted at regular interval of updating of problems and underlying scenarios of healthful environment.

	5			
	6			
	7			
	8			
	9			
	10			

11 Is there garden in your school?

(A) Yes(b) No

12 which sources are used for lighting purpose in classroom?

(A) Natural(b) artificial c both

13 How many windows are there in each classroom?

(a) 2 (b) 3 (c) 4 (d) None

14What means are used for ventilation?

(A) Window(b) fan(c) both

B Management of sanitary facilities

1Which method do you follow for disposing wastes?

(A)Burning(b) dumping (c) composting (d) other

2 How often it disposed?

(A)Daily(b) weekly (c) twice a week (d) never

3 Has the school conducted any sanitation campaign in the village?

(a) Yes (b) No

4 If Yes, how often?

(a)Monthly(b) yearly (c) twice a year (d) three times a year

5Who cleans the classroom and play ground in your school?

(a)Sweeper(b)peon(c) student (d) Teacher

6 Is there dustbin in school area?

(a)Yes (b) No

7 Do you have drainage facilities in your school area?

(a) Yes (b) No

8. What are the source for drinking water in your school?

(a) Tap (b) tube well(c) well (d)pond

9 Is there pure drinking water available in your school?

(a) Good (b) satisfactory

10 What method do you apply for purification of water in your school?

(A). Filter (b) chemical (c) direct (d) other

11 What type of toilet in your school?

(A). septic tank (b) bore hole (c) water seal (d) other

12. Is the water available in your school's toilet for defecation purpose?

(a) Yea (b) No

C. Nutritional practices

1. Is there canteen in your school?

(A)Yes(b) No

2. If Yes, what is condition?

(A). Good (b) satisfactory (c) poor

3. What types of food kept in your school's canteen?

(a) Ready-made (b) fresh cooked

4. Do the student taken their tiffin themselves?

(a) Yes (b) No

5. Are the student using faddy food during observation hour?

(a)Yes (b). No

6. If yes, what type of food?(a) Homemade (b) ready made

Appendix- II
Questionnaire for students

Please, answer each of the questions by tick mark (√) the answer that you deem fit.

Please give the number of alternative as specified. your answer will keep secret.

Name of school:

Name of student:

Sex:

Age:

Grade:

Roll no:

1-What do you feel when you enter the school compound?

(A) Cheerful (b) tolerable (c) uncomfortable (d) nothing

2- How is the ventilation management in classroom for the study?

(A) Good (B) Very good (C) Satisfactory (D) Poor

3- How is the condition of light in your classroom?

(a) Good (B) Very good (C) Satisfactory (D) Poor

4- Is there pure drinking water available in your school?

(A)yes (B) no

5- What are the source of drinking water in your school?

(A)tap (B) tube-well (C) well (D) pound

6- Are you satisfied from the condition of water supply in you school?

(a) yes(B)No

7- Is there any disturbing in the school area?

(A)yes (B) no

8- Are you satisfied with the condition of water supply in your school?

(A)yes (B) no

9- Is water sufficiently available in your school?

(A)yes (B) no

10- If no, who helped you?

(A)teacher (B) friends (C) staffs

11- Do you have separate toilet for urination and defecation purpose?

(A) yes (B) no

12- Is there canteen in your school?

(A) yes (B) no

13- Are you satisfied with canteen facility?

(A) yes (B) no

14- Do you taken tiffin yourself?

(A) yes

(B) no

15-How is your relation with your Teachers?

(a)Good

(b) better

(c) best

(d) poor

16-Play ground in you school?

(a) yes

(b) No

17-what type of compound in your school?

(a) open

(b)close (c) no

Appendix-III
Observation check list

Name of school:

Date:

S .no	Description	Yes	No	Remarks
1	Noise come from out side			
2	School 'own building			
3	school 's area compound			
4	Enough number of classroom			
5	play ground			
6	Availability of furniture			
7	Cleanness of school			
8	Garden in school area			
9	Proper lighting and ventilation			
10	Dustbin in school			
11	Available drinking water			
12	Drinking water filter			
13	Water pot clean			
14	Drainage facility in school			
15	separate toilet for boy and girls			
16	Water supply in latrine			
17	Canteen service			

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