

CHAPTER - I

INTRODUCTION

1.1 Background of the study

There are opinions in for and against the privatization in school education. Some people argue that the privatization in school education should not be promoted. It creates two classes citizens. Similarly some people argue that the school education is entirely responsible of the government .On the other hand, some gives logic that the government is failure to offer quality education to all children due shortage of funds

School is a home of knowledge and student gets knowledge from school as their capacity. Every child has special kind of inner power but to burst their inner power existing environment should be favorable. Such type of home where child gets opportunity to learn existing so, school should be sound living for the children thought, school is foundation of knowledge to make bright future but it cannot gain without healthful living in the school.

In Nepal, students are supposed to spend about 180 days in the school in educational session. Their physical and mental health is greatly influenced by their interaction in the school living. The school is one of the agencies that could contribute more than any other institution to promote the health of child and school family.

Approximately 88 percent of 1.2 billion school age children worldwide live in low and middle income countries.(UNDP, 2018). School provides an important platform to educate children and develop life skill based health conductive behaviors. As the saying goes children must be healthy in order to be educated, and children must be educated in order to stay healthy. Health promotion through schools provides a window of opportunity to a path of community development by enhancing their full potential in overall growth. In recognition that health and nutrition relates to education for all, may initiatives have been taken at the national and international levels. The Dakar Framework, FRESH (Focusing Resources on Effective school Health) approach, Education for all (EFA) and WHO health promoting schools are some of the

initiatives that have been under taken to achieve education goals through healthful school environment. It is undeniable that children could be the manager to take home health related ménages to family members to influence better health and hygiene practices. According to data from the Department of Health Education, 41 percent of the population in Nepal is school age children.

According to school sector Reform plan, Nepal's formal education has been categorized into basic level (grade 1-8) and secondary level (9-12). (SSRP, 2016) There are 31,000 plus schools with basic level education. It has been very well document that utilizing a school setting for provision of school health and nutrition services has a sustain impact on education and health of children, especially from marginalized groups. It is good news that the government of Nepal has recognized the potentiality of schools and school health as an important component of public health and nutrition and given priority to undertaking school health and nutrition related programmed in coordination and collaboration with the relevant stakeholders. This is evident through some of national initiative in Nepal such as the child friendly school Frame work, sanitation and Hygiene Master plan, school sector Reform plan, multi-sectarian Nutrition plan 2012 and school Health and Nutrition (SHN) strategy which focuses or improving the overall health and education status in school children. (SSRP, 2016).

The school environment can present students with many, sometimes conflicting, messages about food choices and eating patterns. To date, there is little direct evidence regarding the impact of the school food environment on body weight in Nepal. Current American research indicates that school foods tend to be non-nutritive and energy-dense, and are sold in vending machines, cafeterias, school stores, snack bars and at fundraising events. Complicating the matter is the fact that many schools rely on revenue garnered through the sales of these products to support sport and extracurricular activities.

Although not all school-based programs are successful at promoting healthy weights, a recent synthesis of the literature concluded that school

environments that provide healthy food options and limit the availability of non-nutritious foods may promote healthy weights (Raine 2004).

Children and youth spend a great deal of their time at school. Schools play a role in children's academic and social development. They also play a role in children's physical development by providing them with physical and health education classes, food choices and services, and access to resources such as gyms, sports equipment and outdoor playing fields (Carrel et al. 2005).

It means safe sanitary aesthetic and wholesome physical environment in which children can participate in normal activity with minimum of interference, disturbance and frustration. Thus, it should be managed in a proper way. The term "School health programme" is used to describe those activities within school level which is great part of national population the school that are directed towards promoting the health of students. The purpose of this programme is to provide learning opportunities experienced services and an environment that will favorably those attitude practices and cognitive skill which promote undivided family and community health. (Foder, 2009).

Within the education system of Nepal, there are two types of system imparting the formal type of education all over the country. They are public (government schools) and private schools. Or in other words Ministry of Education of Nepal categorizes public schools into two types: i) Aided community (public) schools, which receive regular government grant for teacher's salary and for other administrative purposes; ii) Unaided community schools, which do not receive a regular government grants, but are financed with support from community, donations from other sources and school's own resources (Thapa, 2011). That means public schools are run through the budget allocated by the government while private schools they have to arrange money by themselves for the school opening and running.

Health is a fundamental human right and worldwide issue that is essential for the satisfaction of human needs and improved quality of life that cannot be achieved without education. Education and health support and enhance each other. Healthy children learn well. If children are healthy, they

can take full advantage of every opportunity to learn. But children who cannot attend school because of poor health or unhealthy condition cannot grasp the opportunities that school provides. Similarly, “School cannot achieve their full potential if children do not learn well”. Poor health and unhealthy condition jeopardize the value of school attendance. (WHO, 2014)

The 2015 constitution of Nepal ensures health care as a fundamental right of every citizen. The health care mandate laid out in the constitution includes the following provisions: Every citizen shall have the right to seek free basic health care services from the state, and no citizen shall be deprived of emergency health care. Each person shall have the right to be informed about his or her health condition. Each person shall have equal access to health care. Each citizen shall have the right to access to clean water and hygiene.

The Constitution (2015) ensures the right to food, health and nutrition to all citizens. Hunger and under-nutrition often results in the vicious cycle of malnutrition and infections that leads to poor cognitive and intellectual development, less productivity and compromised socioeconomic development. When combined with household food insecurity, frequent illnesses, inadequate dietary intake, poor hygiene, care and practices continue the cycle of intergenerational malnutrition.

Appropriate feeding practices are essential to enhance the nutrition, survival, growth and development of infants and young children of school level. These infant and young child feeding (IYCF) practices include exclusive breastfeeding for six months and the providing nutritionally adequate and complementary feeding starting from six months with continued breastfeeding to two years of age or beyond. Improving care and practices related to IYCF is a priority strategy of MoH. The IYCF programmed was scaled-up in all 75 districts (now 77 districts) from FY 2072/73.

Many research worker gave emphasis on school environment should be hygienic for the innocent children who spends most of the time in the school. So, school should be healthful living to attain sound health and education.

Despite many research works have been done on environmental issues at national level, but very few institutional research works are done on existing school living. The government has not formed any norms to evaluate whether or not school environment is healthful living. School should provide safe, attractive and healthful living to children. Provision of desirable healthful school living is possible where the school has management of environmental aspects such as school plant, sanitary facilities, safe water drinking, nutritive service, but the existing situation of school health living is yet ascertained. It is imperative to study on healthful school living.

In Nepal some difference can be observed in private and public school. Public schools run according to governmental policy and private schools run according to private policy of incoming point of view. In the case of healthful school living, the researcher will Comparative Study of Healthful Living of Public and Private Secondary Level's Children in Sundarharaicha-8 Morang district.

1.2 Statement of the problem

Pleasant environment plays key role in growth and development of the human being. Bad environment influences on the health status of the people negatively. It is an established fact that environment has direct impact on physical, mental and social wellbeing of living. If the environment is favorable to the individual it can make full use of his physical and mental capabilities.

Healthy habit and healthy attitude of the student can only be imagined when there is healthful living in the school. Thus, we need to give priority to create healthful living in the school "School health living is an important branch of community health" (Park, 2007). Future development of the community essentially depends upon children's competencies and this can be gained from good schooling. The progress of school and welfare of the country depends on the development of health status. Status of the nation depends upon institutional health practices like home, school, college, community and others.

Organization of healthful school living, physical and mental atmosphere environment are necessary for creating good teaching learning environment. A well-managed school has to well physical facilities, Tiffin time, extracurricular activities, recreational activities free from mental tension. His therefore healthful environment is important.

The management of school environment of many developing countries like Nepal is seen measurable on some issues due to too many obstacles i.e. lack of awareness, financial resources and technical knowledge and so on most of the public and private, financial resources and technical knowledge and so on. Most of the public and private school are not managed in healthy manner many environmental problems are seen such as unplanned buildings congested location, no availability of playground, not appropriate suitable latrine facilities, unhygienic condition, dust and unsafe drinking water, provision of physical material, insufficiency of equipment and furniture facilities according to classroom atmosphere, the size of the class inappropriate students number, the condition of door, windows, poor lighting and ventilation etc.

Basically students are found neat and clean in the private school and students are found irresponsible and disobey in the public school. Private school used to get the first position in the ECA/CCA program organized by Sundarharaicha municipality. SEE result found 98% vary successful in the private school and only 45% found successful result of Sundarharaicha schools. (SEE,2075). Private school physical and social structure is strong and the management of Tiffin good in the private school but poor management in public school. It is problematic because of disparity in result of public and private school of Sundarharaicha municipal. The constitution of Nepal 2015 has given equal right to all the children to gain quality and healthy life but the students of public and private school are differ in getting facilities.

So, the research was created these questions like:

- a. Why public and private school result is different in the SEE examination?
- b. What are the factors affecting social aspects of public and private school?

- c. What are the measures to minimize the problem of public and private school? These problematic questions enhance me to do this research on the topic of "A comparative study of healthful school living public and private school in Sundarharaicha Municipality at Morang District."

1.3 Significance of the study

As study purpose in find out the existing environment of public and private school at Sundarharaicha Municipality, it was expect that the study was exposed the comparative study of healthful school living public and private school and it was exposed to the environmental problems of the school and suggest measures to solve them.

The study was helped the school administrators, program developer, supervisors and policy maker in dealing with the improvement of healthful environment in the school.

The study was used as base line study because its findings can be generalized in other districts and national study.

The study was beneficial for pupils and school teachers because it was provided awareness towards healthful living problems in the school.

It was useful as a base for local agencies and NGO in their endeavor in planning healthful living of the school..

The study would be useful for other researcher which helps them for further and similar studies as reference.

1.4 Objectives of the study

The main objective of the study was to find out and compare the existing healthful living of public and private school in Sundarharaicha Municipality in Morang district. The specific objectives of the study were as below.

- a. To compare the physical environment of public and private secondary school.
- b. To compare social environment of public and private secondary school.

- c. To identify the relationship of healthful school living of public and private secondary school.

1.5 Delimitations of the study

The research study was based on following delimitation:

- a. Geographically, the study was based on eight private schools (Bright future school, Siddartha boarding school, Subijimur school, Balprati secondary school and so on and eight public schools (Janata secondary, Sukuna secondary, Panchayat secondary and Haraicha secondary school) of Sundarharaicha Municipality at Morang district.
- b. The study was conducted eight public schools among eight public secondary school and eight private schools among twelve private secondary schools.
- c. The respondents of the research study were head masters, health teachers, parents and students in public school. Similarly headmasters, health teachers and students of private school were the respondents.
- d. The study was based on physical and social environment of public and private schools.
- e. In physical environment, the study was conducted physical structure of school, drinking water, toilet, sanitation, nutrition service sports facilities, playground etc. In social environment, the study was researched with teacher and student relation, student-student relation, teacher-teacher relation and pleasant atmosphere. The study was under control of researcher. The research findings would help to other researcher to study in the field of healthful school living as a reference.

1.6 Definition of the terms used

School Health Programme: School health programme means the prepared course of action taken by the school, it includes health service, health instruction and healthful school living.”

Healthful School living:“The promotion, maintenance and utilization of safe and wholesome surrounding organization of day by day experience and planned learning procedure to influence favorable emotional, physical and social health”

School Plant: School plant includes physical aspects of school like, location, building, playground, classroom, furniture, ventilation, lighting and garden.

Ventilation: Ventilation can be defined as science of maintaining atmospheric condition which is comfortable and helpful to human body.

Sanitary facilities: Sanitary facilities provided school is helpful to pupil's sound health. It also helps to make school environment healthy by improving the system of drainage, drinking water facilities and toilet facilities.

Safe water: It refers to a method of collecting and removal of almost all kinds of material like dust, paper, stone etc. that effect health of school family.

Building: The school building should be single story, south facing with sufficient ventilated.

Water Supply: Water sources, means (Pipe lines), reservoir and drinking pot should be safe and cleaned.

Will bete Disposal: First of all the classified into organic and inorganic. Then after all organic willbete should be dumping and inorganic willbete should be recycled.

Nutrition: In the nutrition aspect, the cook, cooking utensils and the kitchen (cafeteria) should be cleaned and ingredient should be hygienic.

CHAPTER - III

REVIEW OF RELATED LITERATURE

2.1 Review of the related literatures

The materials of reviewing literature are scarce in the context of Morang relating healthful school environment. Some studies have been indirectly related to this subject. Review literature enables to explore the research problems on different variables. It may also guide to new researcher to gain the technique of further researcher procedures. The review literature process can be helpful to plan and conduct the research systematically and scientifically. In order to make the study more reliable and comprehensive few available, articles, bulletins, reports and books and others relevant studies has been reviewed.

The research attempt to the extensive relevant past studies regarding health behavior in Nepal as well as world. The research is not possible without literature review. It is a kind of reference and tools, which provide a proper guideline and idea to formulate conceptual framework.

This chapter comprises the review of the studies and their implications on the study. In the same way, the theoretical concept and conceptual framework are also included. Thus, the researcher will tried to review available studies reports, article, books and journals.

2.2 Review of the related literatures

Review of related theoretical literature is an inherent part of conducting research process. The main function of literature review is to extent adequate theoretical knowledge of the research area and to ensure wide reading around the subject matter. The available literatures related to present study are reviewed below:

William, (2003) mentioned seven rules of the game for healthful living. They are air, food care of the body, rest & sleep thinking & feeling infection and physical activities. He mentioned a good environment will provide sufficient food and drink of the proper kind, opportunity for mental and

physical activity, testing the person in wholesome way, appropriate surrounding for sleep and rest, pure air, happy thoughtful and kind companion and freedom from disease bearing insects and parasites.

Sapkota, (2008) conducted a research in “Sanitary facilities and their management on secondary school at Hetauda Municipality” he found in her study that the public school have more land than private schools. The waste disposal system and frequencies of sanitary activities will be not found satisfactory. The toilets will be found adequate in private schools. Sanitary facilities will be found better than the public school.

Pokhrel, (2012) conducted a research “The study of Healthful environment management of public and private school in Bharatpur Municipality”. He found that the overall nutritional status of children in Nutritional food programme conducted in school, the boys had a slightly better nutritional status than the girls. Higher percentage of school children suffered from moderated degree of malnutrition in school.

Devkota, (2013) conducted a research “A study on Healthful school environment of secondary district in Jumla District” mentioned that the school, building and classrooms will be not satisfactory. Most school do not have their water taps. Most of schools used small windows for lighting and ventilation in classrooms.

Niraula, (2015) conducted a research in “Healthful school environment of secondary school in Damak Municipality in Jhapa District.” He found that most of the school is location and site will be peaceful environment. Only some of the school situated noisy area. Drinking water system will be poor and toilets will be very less as needed students need. He recommended that school administrator and school family should better for provision of canteen and fresh food in every school, community school health programme for better school healthful living.

Bhandary, and et al (2074) in their study community organization in Kritipur municipality-14, Kathmandu showed the school will be located in slightly sloppy land; they did not have any sports field and compound. It will

be stated that open land site and both sides of path will be used as open toilet. Similarly, the school had no canteen facility, usually some student brought Tiffin from their home. No inspection system will be implemented in the school for Tiffin taken by students to see whether it will be nutrition or not.

It consist key recommendation from the coordinated school health blue print for action created by a diverse array of individual in Oregon, including state and local health and education practice nor, policy maker, school and country administrators, parents, non-profit organization & others. The goal stated in the literature is every student and school employee will have an environmentally safe and healthy school facilities.

Giri (2075 B.S.) has written a hand book on “School Health Programme”. The book seems very useful in the school health environment sector. The book has been divided into seven section, out of seven section, the school health programmed (Healthful school environment) is the main. He pointed the following aspects should be adopted in each and every school as possible.

2.3 Implication of the review for the researcher

After reviewing the above mentioned studies which are to some extent similar to the present study, the researcher has a lot of ideas regarding the research design and construction and use of the tools of data collection.

From above theory, the researcher will be helped to find out gaps between public and private school in the case of healthful school living. The theory which is mentioned above related to on the topic of “A comparative study of healthful school living in private and public secondary school” which will be helped to the researcher study as a reference.

A big gap is going to appear between public and private secondary school that is main problem of education system in Nepal. So, the researcher tries to find out a comparative study between private and public secondary school focusing in case of healthful school living in Sundarharaicha Municipality in Morang District.

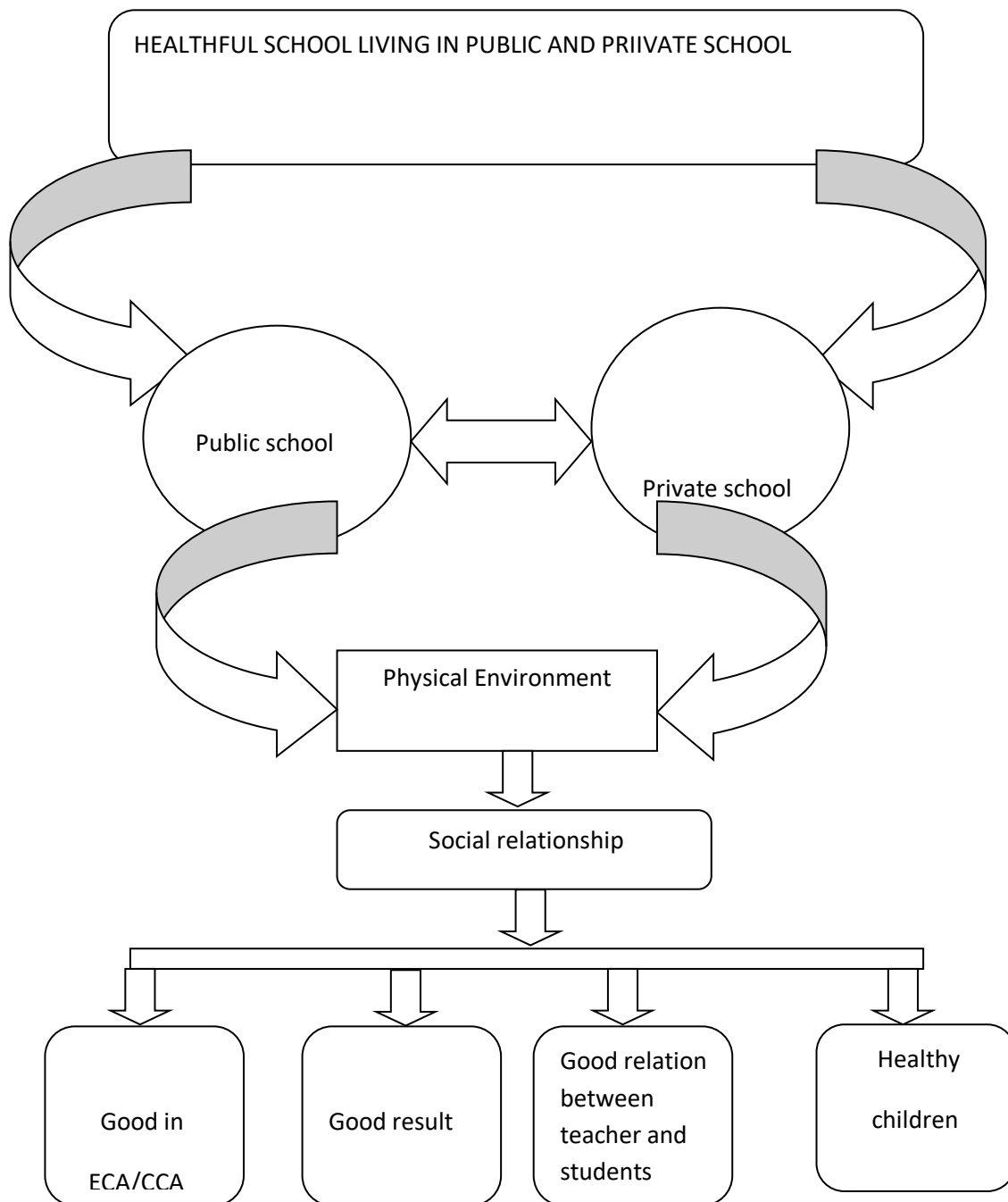
While reviewing the related literature, I found that no research work has been exclusively carried out with the students and teachers perspective on the healthful school living in private and public secondary school at Sundarharaicha Municipality". So, this study is new and different from those of others in the department of education.

2.4 Theoretical / conceptual framework

The researcher collected required information from all the resources about the role of home environment in learning English language. The information received through questionnaire, interview and observation was analyzed and discussed. Finally a report was prepared for recommendation and implication. Every researcher has their own conceptual framework in order to investigate research process.

The conceptual framework is the main basis of our research problem. The present research work is entitled "A Comparative Study of Healthful Living of Public and Private Secondary School." The main objectives of this research study was to find out to compare the physical environment of public and private secondary school, to compare social environment of public and private secondary school, to identify the relationship of healthful school living of public and private secondary school.

Fig no. 1



CHAPTER - III

METHOD AND PROCEDURE

In the process of this thesis, the following methodological procedures was adopted and presented as follows:

3.1 Research design

The study was based on used in descriptive design and nature of the study will quantitative. The research was based on quantitative research. The word survey literally means wider broad scale. It will be carried out in a large scale. It is a new technique. Survey research is a type of research which tries to study the large and small population by selecting and studying samples in order to accomplish the research purpose. It is provided inferential and explanatory information. I follow mixed research design to find out the healthful school living of public and private secondary school.

3.2 Population and sample

At the time of research, eight private secondary schools and eight public secondary schools were taken as a research study of Sundarharaicha Municipality Morang district.

The research study was taken with eight head masters, eight health teachers and twenty students respondent from public secondary school as well as eight headmasters, eight health teacher and twenty eight students was respondents from private secondary school. Purposive selected method was taken for the selection of population and sampled method.

3.2.1 Criteria of sample selection

The research was focused in healthful school (private and public) in Sundarharicha Municipality Morang district. Healthful school living is a new concept in the context of Nepal and it is not well wide spread to general people as well as teacher and student. So, the sample of study was taken by researcher

with head teacher, health teacher and students and parents who could help in the data collection procedure.

3.2.2 Sampling method

Sample was selected by purposive sampling method because the research study was oriented in healthful school living.

3.3 Sources of data

Data was selected through primary data for the research study. The primary sources of data were responses made by teachers, parents and students from questionnaire and observation of private and public school.

3.4 Data Collection Tools

The researcher used interview schedule, direct observation and check list in the process of research study. The research tool was valid by pre-test interview. Observation check list was used with the similar public and private secondary school of Belbari Municipality 4, Morang districts.

3.5 Data collection procedure

At first, the investigator received permission letter from Campus. The researcher was visited the school and met with the respondents in order to develop good report to prepare proper report. The researcher was taken information of data by interview schedule, observation check list and direct observation of study area. The obtained data was presented in quantitative methods. Finally the researcher was kindly thank them for providing information and help. By the help of those data the researcher finds out healthful living condition of public and private school of Sundarharaicha municipality.

3.6 Data analysis Procedure

After collecting the data, the researcher checked and presented the data in table; graph and chart for qualitative analysis, description of data was used. In the process of analysis and Interpretation, data was collected by using two tools viz: observation and questionnaire. I used descriptive approach to analyze and interpret the collected data. The Secondary source of the data was book, research documents (thesis done at the national and international levels), journals and online journals. In the process of data collection, the participants were request to express their opinion as freely as possible.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF RESULT

This chapter deals with analytic and interpretation of data which were collected from field survey. The data has been kept orderly according to research objectives and need of the research. Then they are analyzes on the basis of percentage. Tables, graphs, and diagrams have been used to make the percentage more clear and meaningful.

The study was conducted for the analyzing of healthful living condition of public and private school of Sundarharaicha municipality.

4.1 Personal hygiene

Personal hygiene is the scientific study of health and cleanness. 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. This study was therefore designed to assess the school environmental health services in both private and public primary schools in Sundarharaicha municipality of Morang district. A healthy person always seems cheerful and can do full days works without exhaustion. Even a poor having good health behaviour can improve his living standard. The health of the people considered to be the wealth of nation.

4.1.1 Population distribution by education

In general, Nepal has made tremendous progress in basic general education but this has given rise to more educated unemployment and frustration in the young population. The basic education is not equitable. Therefore, in order to provide equal opportunity and achieve equitable outcomes for sustained economic and social wellbeing, it is necessary to expand the opportunities for diverse peoples, through better health and

education opportunities. This will also help expand the collective pool of creative energy, ideas, and contributions in Nepali society. If conditions are favorable or if opportunities are created for lifelong learning for all, technical skills, economic and social innovations will thrive allowing for many people to have the opportunity to fully participate and succeed in society. Technical and skill education should include education on gender equality and human rights, citizenship and peace, comprehensive sexuality education.

Education is one of the main factors affecting an individual's knowledge, attitudes and behaviors with regard to various aspects of life, including are at marriage. Therefore, the researcher tries to find out the statistics of education in research area within public and private school with respective respondents. The educational statuses of selected population are mentioned in below table.

Table 1: Population distribution by education

S.N	Educational status	Public school	Private school	Both
		percentage of students	percentage of students	%
1	Primary level	49	53	102
2	Secondary level	51	47	98
	Total	100	100	200

The total percentage of students in the comparison to both public and private school more students found in the private school than the public school. That is 49% is public school and 53% is private school. Likewise 51% students found in the public school and 47% found in the private school.

By the study above the table primary level students found high in the private school but high number of students found in the public school in the secondary school because of government scholarship for higher study.

4.1 Personal Hygiene and Sanitary Practice in the public and private school

Knowledge is the school children of understanding the things, object, events and everything happening in the universe. It is strong of information, knowledge about personal hygiene is very necessary for human beings. Such knowledge can be gained by books, drama, poster, cartoons and materials on personal hygiene.

Unhygienic practices are concerned to transmit many communicable diseases, such as diarrhea, dysentery, typhoid, skin disease etc. for the daily practice nail cutting, dental care, eye care, hair washing, taking bath, hand washing, washing clothes, problems of poor personal hygiene and sanitation, cause of personal hygiene personal hygiene of sampled students was studied on following topics.

4.1.1 Duration of Nail- Cutting

The frequency of nail cutting depends from person to person. In some people, it grows fast and in some, it grows slowly. Depending on the growth of nails, some of them cut their nails once a week, some of that cuts their nails once a month and some of them cuts their nails whenever it is long.

Table No. 2Duration of Nail Cutting

S.N	Duration of Nail- cutting	Public school(%)	Private school(%)
1.	whenever it is long	41	25
2.	once a month	13	12
3.	once a week	46	63
	Total	100	100

The table no 2 indicates that 46% students cut their nail once a week in the public school , whereas 63% is in the private school.13% students trim their nail in the public school but only 12% children cut their nail once a month in the private school. And 41% students trim their nail whenever it is long in the public school children and 25% students of private school trim nail whenever it is grow. The number of students cutting nails once a week is higher due to the weekly supervision by the health teacher. It shows that are more conscious about nail- cutting practice. The awareness of nail cutting is better than the previous study. It gives the scenario of good habit of personal hygiene of the school children.

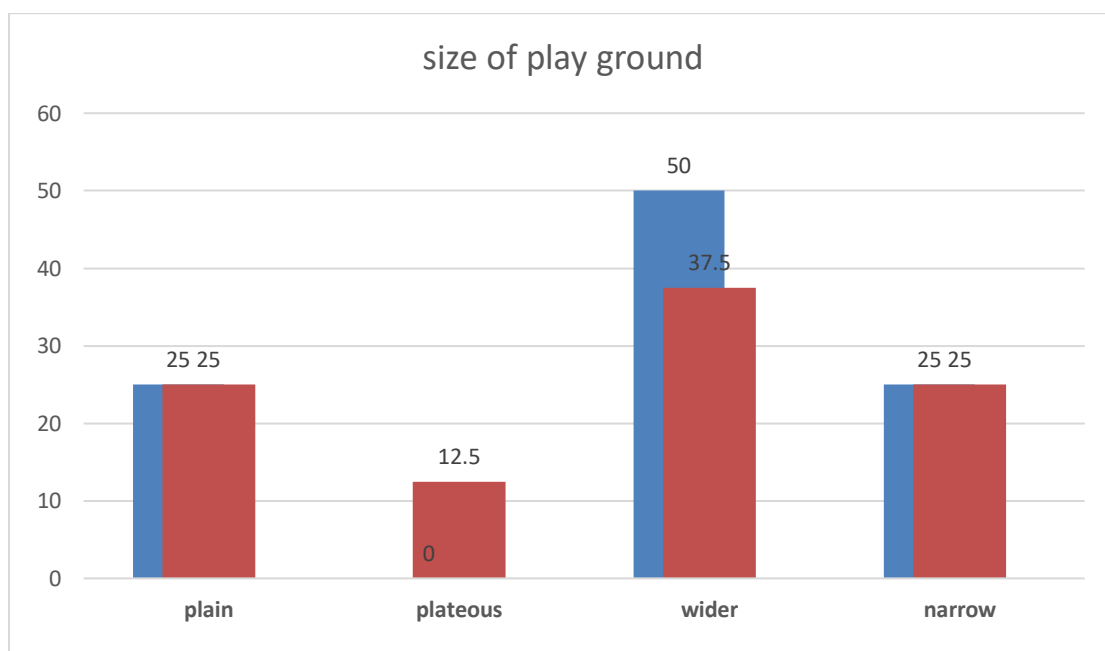
4.1.3 Size of Playground

A playground, play park, or play area is a place specifically designed to enable children to play there. It is typically outdoors. While a playground is usually designed for children, some target other age groups. A playground might exclude children below a certain age specially school age child. I have researched between the public and private school playground in the Sundarharaicha. By the observation of the playground of the school following size of playground found.

Table 3: Size of Play Ground Found

S.N	Size of play ground	Public school	percentage	Private school	percentage	Both %
1	Plain	2	25	2	25	50
2	plateaus	0	0	1	12.5	12.5
3	wider	4	50	3	37.5	87.5
4	Narrow	2	25	2	25	50
	Total	8	100	8	100	200

By the study of above table 25 % play ground found plain size in public and private school. 12.5 % play ground found plateaus in the private school but no plateaus in the public school. 37.5 % play ground found wider in the private school but 50 % play ground found wider in the public school and only 25% play ground found narrow in both type of school. In the comparison to both type of school wider type of play ground found more percentage that is 87.5%.

Figure 2: Size of play ground

The figure no. 2, shows that 25 % playground found plain size in public and private school. 12.5 % playground found plateaus in the private school but no plateaus in the public school. 37.5 % playground found wider in the private school but 50 % playground found wider in the public school and only 25% playground found narrow in both type of school. In the comparison to both type of school wider type of playground found more percentage that is 87.5%.

4.1.4 Source of drinking water in the public and private Schools

Community water systems obtain water from two sources: surface water and ground water. People use surface and ground water every day for a variety of purposes, including drinking, cooking, and basic hygiene, in addition to recreational, agricultural, and industrial activities. According to the United States Environmental Protection Agency (EPA), the majority of public water systems (91%) are supplied by ground water; however, more persons (68%) are supplied year-round by community water systems that use surface water. This is because large, well-populated metropolitan areas tend to rely on surface water supplies, whereas small, rural areas tend to rely on ground water.

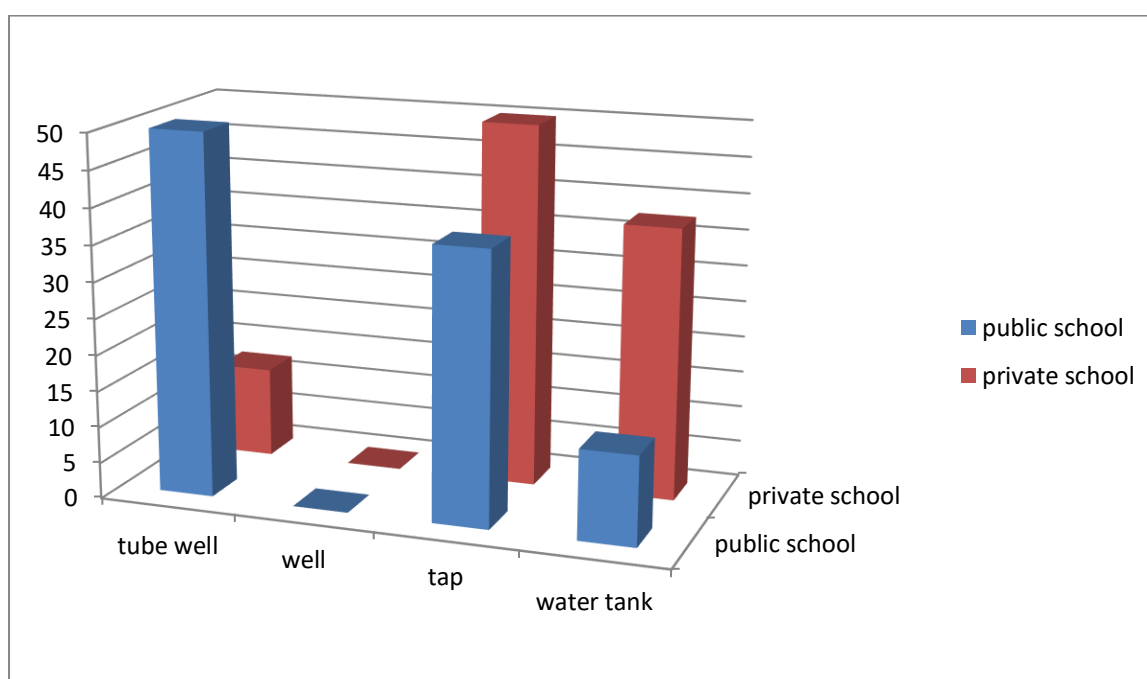
Surface water is water that collects on the ground or in a stream, river, lake, reservoir, or ocean. Surface water is constantly replenished through precipitation, and lost through evaporation and seepage into ground water supplies. Ground water, which is obtained by drilling wells, is water located below the ground surface in pores and spaces in the rock

Table 4: Drinking water in the public and private Schools

Source of drinking	Public school	percentage	Private school	Percentage
Tube well	4	50	1	12.5
Well	0	0	0	0
Tap	3	37.5	4	50
Water tank	1	12.5	3	37.5
Total	8	100	8	100

This Table shows that most of the students drink water from tube well in the public school but maximum number of student drinks water from tap in the private school. There was no found using well both the public and private school children. With the comparison both public and private school maximum number of students were using safe drinking water.

The available data was present in the below figure to clear more.

Figure 3 : Drinking water in the public and private Schools

4.1. Type of latrine in the public and private school

A latrine is a toilet or an even simpler facility which is used as a toilet within a sanitation system. For example, it can be a communal trench in the earth in a camp to be used as emergency sanitation, a hole in the ground (pit latrine), or more advanced designs, including pour-flush systems.

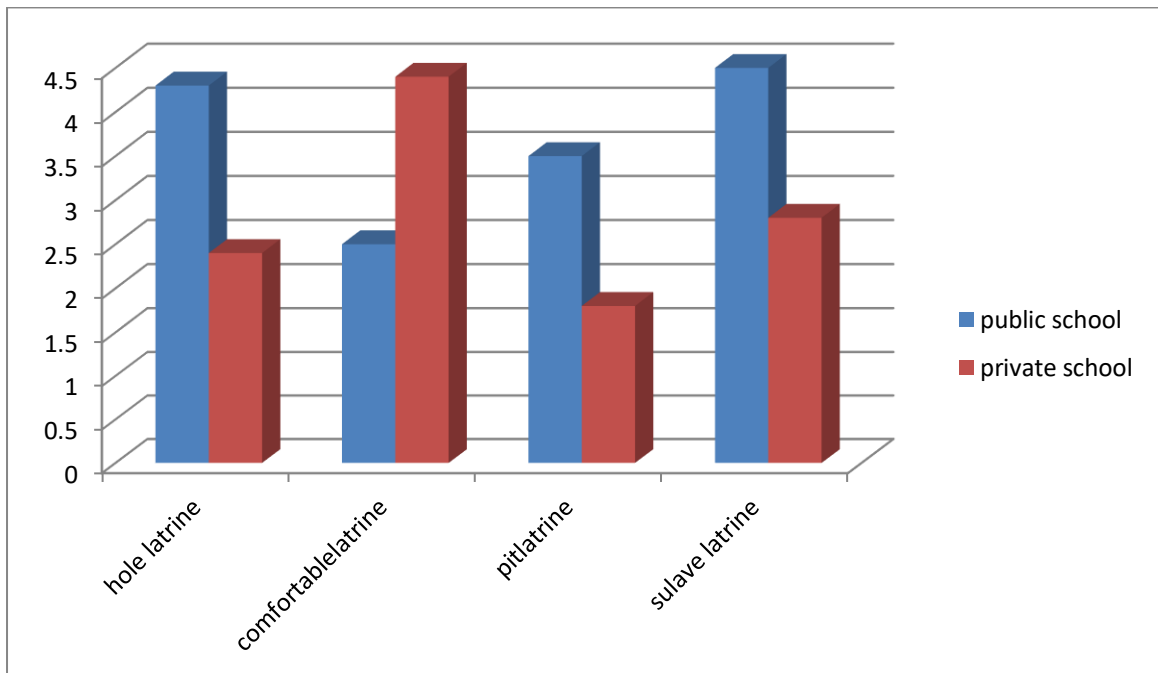
A **pit latrine** is a simple and inexpensive toilet, minimally defined as a hole(pit) in the ground. More sophisticated pit latrines may include a floor plate, or ventilation to reduce odor and fly and mosquito breeding (called ventilated improved pit latrine or "VIP latrine"). Many military units, if intended for extended use, place basic shelters and seating over the pits. A pit is typically sited well away from any water sources to minimize possible contamination. After prolonged use, a pit is typically buried. The research was to find out the latrine types used by both public and private school. The available data is present below

Table 5: Latrine in the public and private school

S.N	Types of latrine	Public school	Percentage	Private school	Percentage
1	Sulav latrine	5	62.5	4	50
2	Comfortable latrine	2	25	3	37.5
3	Pit latrine	1	12.5	1	12.5
4	Hole latrine	0	0	0	0
	Total	8	100	8	100

The Table no. 5 shows the 62.5 percentage found Sulave latrine used by the public school students which is highest percentage among other latrine in the comparison to the private school it is only 50 percentage students found. And 0 % school have hole latrine because of Terai region. Comfortable latrine used by 25 % school in the public school but 37.5 % school used comfortable latrine. To more clarify data is present in the figure which is shown in the below:

Figure 4: Larine in the public and private school



4.1.8 Counseling service at school

We provide free counseling for people concerned about their stimulant and other drug use, for example cannabis, cocaine, ecstasy or amphetamines. People who are finding that benzodiazepines, opiates or alcohol are the main drug they would like to talk about are referred to other services in Edinburgh but do get in touch to see if our service is right for you. We offer up to **30** weekly sessions, on a Monday to Friday daytime, for individual counseling with a qualified counselor. We offer evening sessions, but there may be a longer wait for these appointments. Our counseling is person centered, which means that we work with what feels important to each individual client. For some people, this might mean looking directly at their drug taking, and for other people it might mean exploring more about underlying issues or things from their past.

In my research the following data found which present in the bar graph:

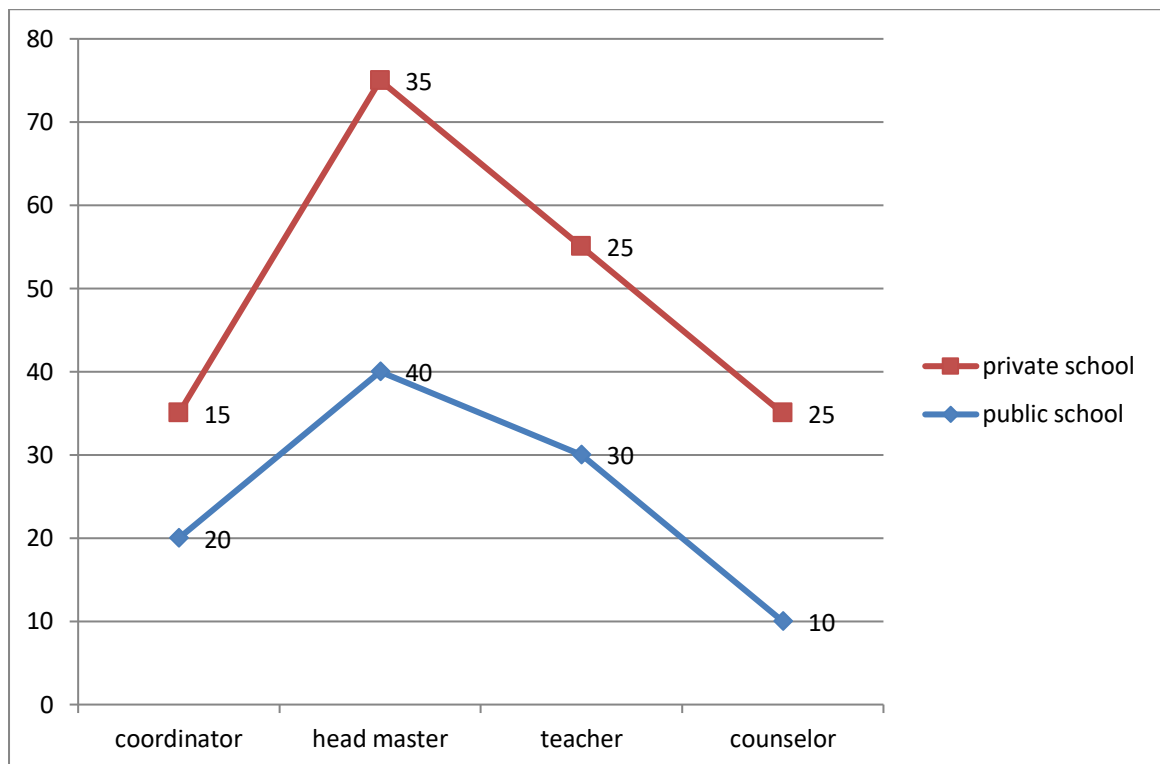
Figure 5: Counseling service at school

Figure no. 6 shows that among the sampled school were counseling service given to the students at school by the coordinator, head master, teacher and counselor. 20 % school provide counseling service to the students by the coordinator in the public school but 15 % students found in the private school in the same way 40 % school provide by the head master in the public school but 35 % found in the private school. 30 % teacher provide counseling service at school in the public school but 25 % teacher provide counseling in the private school.

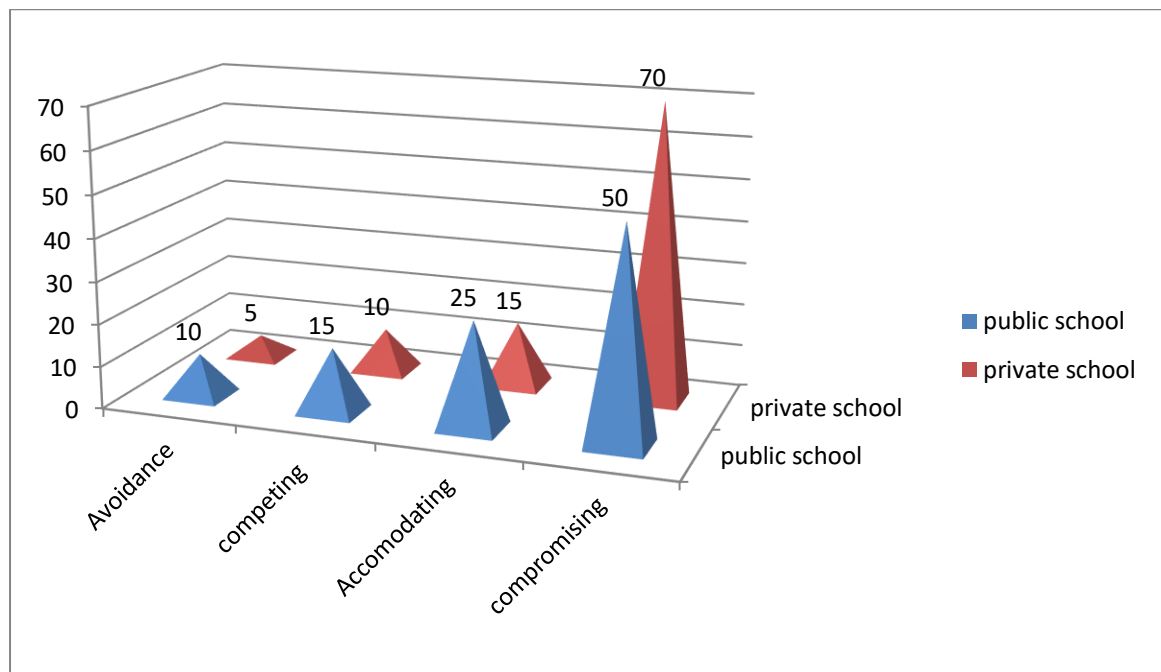
4.1.9 Method to control conflict at public and private school

Conflicting situations may arise in your classrooms. Many times there are reports of students fighting or verbally abusing others. Unfortunately, some of these situations have led to the death of some of your fellow school mates. It is always best to avoid conflicts because once they have started; they are very hard to control. Here are some tips to help you to avoid conflicts with your peers: Keep friends who are positive, obedient, obey the school rules, do their

school work and respect their parents, siblings, teachers and other classmates. Be respectful of people's feelings. Avoid gossiping. Do not slander, bully and tease your school mates. Avoid conversations that deal with sensitive issues such as your religion/denomination, people's appearance, economic situation, political beliefs, etc.

While research most of the school control conflict at school by avoidance, competing, accommodating, compromising,. The available data is present below in the bar graph:

Figure 6 : Method to control conflict at public and private school



The bar graph shows that 70% private school provide control conflict at school by compromising but only 50 % public school control conflict by the compromising at school. The least percentage that is 5% school control conflict by the avoidance in private school but 10 % school control conflict by the avoidance in the public school. 25% school control conflict in the public school by the accommodating but only 15% school control conflict at school by the accommodating in the private school.

4.1.10 Teacher behavior with the students

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. This study was therefore designed to assess the school environmental health services in both private and public primary schools in Sundarharaicha municipality of Morang district. Healthful School Environment is one of the interrelated aspects of the School Health Programme. 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.

So teacher behavior should be as a friend, as guider, as a coordinator. In the research the following data was found.

Table No 6 : Teacher behave with the students

S.N	Teacher Behaviour	Public school (%)	Private school (%)
1.	As a friend	20	45
2.	As a enemies	5	2
3.	As a coordinator	35	15
4	As a guide	40	38
	Total	100	100

The table no. 6 shows that among the sampled school teacher behave to the students as a friend 20% in the public school but 45 % in the private school. Only 5% teacher behave as a enemies in the public school and 2% teacher behave as a enemies to the students in the private school. It clarify that most of the private school teacher do good behave with the students. 40% teachers

behave as a guide in the public school but only 38% teacher behaves as a guide in the private school.

4.1.10 Students go to school

A school is an educational institution designed to provide learning spaces and learning environments for the teaching of students (or "pupils") under the direction of teachers. Most countries have systems of formal education, which is commonly compulsory. In these systems, students progress through a series of schools. The names for these schools vary by country (discussed in the *Regional* section below) but generally include primary school for young children and secondary school for teenagers who have completed primary education. But I have research in public and private school. How do students go to school in the public and private school of Sundarharaicha, Morang.

Table7 : Students go to school

S.N	Students go to school	Public school	Private school
1.	By school bus	0	60
2.	On foot	35	15
3.	By cycle	50	25
4.	By public bus	15	0
	Total	100	100

Table no. 7 shows that among the sampled school students go to school by bus is 0% its mean nobody go to school by bus in the public school but in the private school 60 students go to school by school bus which is the highest percentage.35 % go to school on foot in the public school and 15% go to school on foot in the private school. The data shows 50% students go to school by cycle I the public school but only 25% students go to school by cycle in the

private school in the comparison to both public school students used to go school by cycle and private school child

4.1.13 Hand Washing Practice

Hand washing practice is very essential to prevent our body from disease and it also plays the vital role in fighting with disease. It is said that hand is one of the means of disease transmission.

Different materials used for washing hands, such as soap, water, mud, ash. The following table present the fact about materials used to washing hands in study area.

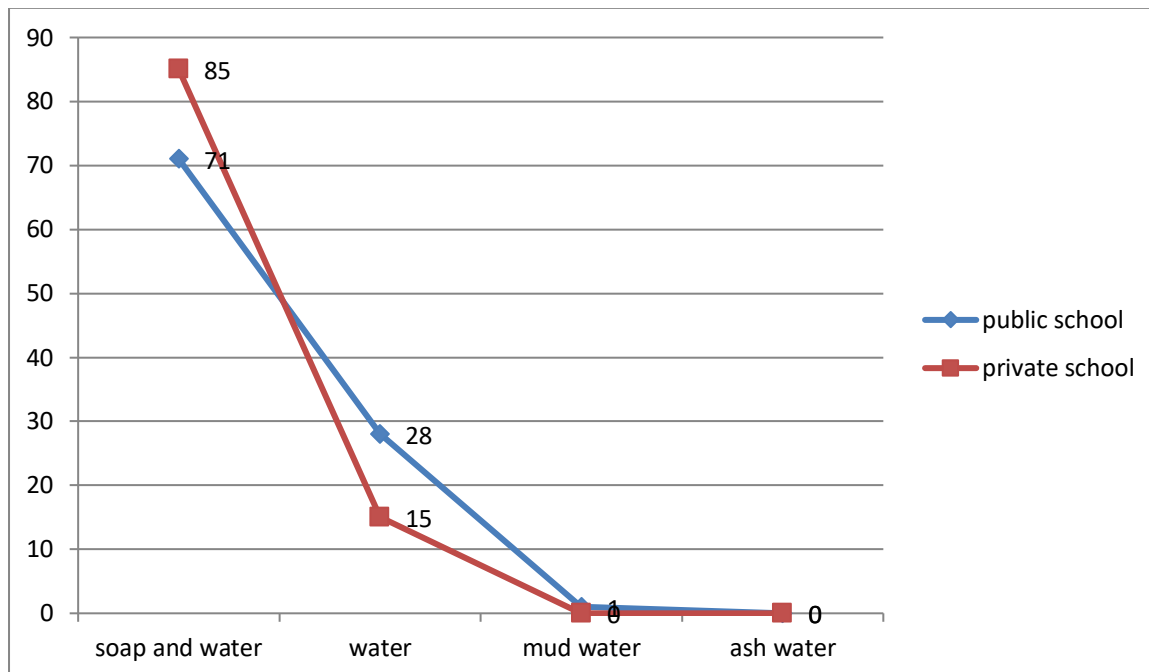
Table 8: Used to Washing Hands.

S.N	Materials used to washing hands	Students of public school (%)	Students of private school (%)
1.	Only water	28	15
2.	Mud water	1	0
3.	Ash water	0	0
4.	Soap and water	71	85
	Total	100	100

Table no. 8, shows that 71 % students used soap and water to wash their hands in the public school and 85% students used their hands with soap and water in the private school. It is good result which shows that students are aware towards the personal hygiene. Nobody wash their hand with ash both public and private school. 28% students wash their hands with water in the public school and only 15% students wash their hand with water in the private school. This table says that most of people used soap and water to wash their

hands. Hand washing practices by using soap and water is at satisfaction level. To clarify more with figure the data is shown in the graph.

Figure7: Used to Washing Hands.



4.1.15 Games organized at school

Children and youth spend a great deal of their time at school. Schools play a role in children's academic and social development. They also play a role in children's physical development by providing them with physical and health education classes, food choices and services, and access to resources such as gyms, sports equipment and outdoor playing fields.

. The Games are made up of four levels of activity: competition in schools, between schools, at county/area level and a national event for the most talented school age athletes. By providing competition in different formats it makes competition more attractive and accessible for young people and ensures they can all take part in competitive sport irrespective of their experience, talent or ability

Inter-school competition – individuals and teams are selected to represent their schools against other local schools in competitions run by School Games organisers, with the winning teams progressing to a County Final event.

Intra-school competition – sporting competition for all students held within their school, culminating in a School Games Day.

Through the School Games we're inspiring young people across the country to take part in competitive school sport. In my research I found different games are organized in the school.

Basket ball

A non-contact sport played on a rectangular court. Opposing teams of five players attempt to score points by shooting a ball into a hoop at the end of the court they are attacking. The sport has been dominated by the United States since its inception.

Cricket

A bat-and-ball game played between two teams of eleven players on a circular cricket field outlined by a boundary rope. At the centre of this is a rectangular 22-yard-long pitch with a wicket – a set of three wooden stumps – at each end.

4.1.16 General Problem of Poor Personal Hygiene and Sanitation

To find out students knowledge about what problems are seen due to poor hygiene and sanitation? Personal hygiene and sanitary practice is the key of the well-being of any society or school. In this study I asked students to know their views the general impact of personal hygiene and sanitation and their answer was shows as below.

Table No. 9 : General Problem of Poor Personal Hygiene and Sanitation

S.N	General problem	Public school (%)	Private school (%)
1.	Bad smell	60	65
2.	Allergy in skin	40	35
	Total	100	100

Table no. 10, shows that 40% students told that allergy in skin are the General problems occur poor personal hygiene and sanitary practice in the public school but 35 % students told allergy in the skin in the private school. 60 % students told bad smell in the public school and 65% student replied bad smell in the private school. Good personal hygiene works a lot more than just providing us with a presentable appearance being ignorant about good hygiene practices may lead to certain consequences. These consequences may vitiate health issues to social and professional effect.

4.2 Summary

The study was based on used in descriptive design and nature of the study was quantitative. The research had based on quantitative research. The word survey literally means wider broad scale. It was carried out in a large scale. It is a new technique. Survey research is a type of research which tries to study the large and small population by selecting and studying samples in order to accomplish the research purpose. It is provided inferential and explanatory information. I was followed mixed research design to find out the healthful school living of public and private secondary school. I was collected the required information and data through the use of questionnaire, and observation. After that I was analyzed the data and prepared report.

At the time of research, eight private secondary schools and eight public secondary schools was taken as a research study of Sundarharaicha

Municipality Morang district. The research study was taken with eight head masters, eight health teachers and twenty students respondent from public secondary school as well as eight headmasters, eight health teacher and twenty eight students was respondents from private secondary school. The research was focused in healthful school (private and public) in Sundarharicha Municipality Morang district. Healthful school living is a new concept in the context of Nepal and it is not well wide spread to general people as well as teacher and student. So, the sample of study was taken by researcher with head teacher, health teacher and students and parents who could help in the data collection procedure.

Sample was selected by purposive sampling method because the research study was oriented in healthful school living. Data was selected through primary data and secondary data for the research study. The primary sources of data were responses made by teachers, parents and students from questionnaire and observation of private and public school. The secondary sources of data for the study were following materials: - Journals, periodical examination report. The researcher was used interview schedule, direct observation and check list in the process of research study. The research tool was valid by pre-test interview. Observation check list was used with the similar public and private secondary school of Belbari Municipality 4, Morang districts. At first, the investigator received permission letter from Campus. The researcher was visited the school and met with the respondents in order to develop good report to prepare proper report. The researcher was taken information of data by interview schedule, observation check list and direct observation of study area. The obtained data was presented in quantitative methods. Finally the researcher was kindly thanked them for providing information and help. By the help of those data the researcher finds out healthful living condition of public and private school of Sundarharaicha municipality.

After collecting the data, the researcher was checked and was presented in table; graph and chart for qualitative analysis, description of data was used. In the process of analysis and Interpretation, data was collected by using two tools viz: observation and questionnaire. I was used descriptive approach to analyze and interpret the collected data. The Secondary sources of the data were book, research documents (thesis done at the national and international levels), journals and online journals. In the process of data collection, the participants had request to express their opinion as freely as possible. The principal objective of this study was to find out the To compare the physical environment of public and private secondary school, To compare social environment of public and private secondary school, To identify the relationship of healthful school living of public and private secondary school. 40% students told that allergy in skin are the General problems occur poor personal hygiene and sanitary practice in the public school but 35 % students told allergy in the skin in the private school. 60 % students told bad smell in the public school and 65% student replied bad smell in the private school.

4.3 Findings

Some of the major findings of the study are given below.

The total percentage of students in the comparison to both public and private school more students found in the private school than the public school. That is 49% is public school and 53% is private school. Likewise 51% students found in the public school and 47% found in the private school. 46% students cut their nail once a week in the public school , whereas 63% is in the private school.13% students trim their nail in the public school but only 12% children cut their nail once a month in the private school. 25 % play ground found plain size in public and private school.12.5 % play ground found plateaus in the private school but no plateaus in the public school. 37.5 % play ground found wider in the private school but 50 % play ground found wider in the public school and only 25% play ground found narrow in both type of school. In the

comparison to both type of school wider type of play ground found more percentage that is 87.5%.

Latrine uses 62.5 percentages found Sulave latrine used by the public school students which is highest percentage among other latrine in the comparison to the private school it is only 50 percentage students found. And 0 % school have hole latrine because of Terai region. Comfortable latrine used by 25 % school in the public school but 37.5 % school used comfortable latrine. 15 % students found in the private school in the same way 40 % school provide by the head master in the public school but 35 % found in the private school. 30 % teacher provide counseling service at school in the public school but 25 % teacher provide counseling in the private school.

School teacher behave to the students as a friend 20% in the public school but 45 % in the private school. Only 5% teacher behave as a enemies in the public school and 2% teacher behave as a enemies to the students in the private school. It clarify that most of the private school teacher do good behave with the students. 40% teachers behave as a guide in the public school but only 38% teacher behaves as a guide in the private school. mean nobody go to school by bus in the public school but in the private school 60 students go to school by school bus which is the highest percentage. 35 % go to school on foot in the public school and 15% go to school on foot in the private school. The data shows 50% students go to school by cycle I the public school but only 25% students go to school by cycle in the private school in the comparison to both public school students used to go school by cycle and private school child. 71 % students used soap and water to wash their hands in the public school and 85% students used their hands with soap and water in the private school. It is good result which shows that students are aware towards the personal hygiene. Nobody wash their hand with ash both public and private school. 28% students wash their hands with water in the public school and only 15% students wash their hand with water in the private school.

CHAPTER-V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusion

After the research on A Comparative Study of Healthful Living of Public and Private Secondary Level's Children habit of hair washing hair combing, bathing and cloth washing also prove the low level of conscious on importance of personal hygiene but as all of sampled school was good for different health related activities in the public and private school. In the comparison to both public and private school good status found in the private school and children of private school because of consciousness of parents. Their only this habit may save themselves from different diseases to some extent though their others hygienic practices are poor in the public and private school both. Infrastructure of private school is quite good in the comparison to public school such as toilet, play ground and drinking water supply.

Thus, most of personal hygiene and sanitary practice were satisfactory, but few of the practices were discouraging and this easily proves that they had low level of conscious on importance of personal hygiene and sanitary practices in the public and private school of Sundarharaicha, Morang.

5.2 Recommendation

5.2.1 Policy Related

The public School should be modernized in sanitation system. Local government should strongly focus on the subject matter of personal hygiene and sanitary in the school curriculum. Head master should be energetic and enthusiastic.

5.2.2 Practice Related

- a. Health observation program should be given priority in school regularly.
- b. School health teacher should facilitate with the special health training and be refreshed time to time.
- c. Dust-bins should provide in each class both in the public and private school.
- d. The school must be providing pure drinking water facilities, water for toilet, proper sanitation, and neat and clean school area.
- e. Parents should be made aware of importance of health and cleanliness.
- f. Regular health checkup program for the students should be conducted by the school collaboration with the health post of hospital.
- g. DEO should conduct personal hygiene promotion program in school children regularly.

5.2.3 Further Research Related

A comparative study on Healthful Living of Public and Private Secondary Level's Children will be useful to the investigators. Sanitary facilities and practice can be studied with a view to tracing best facilities to the school. This study was limited with the limitation of three objectives with limited population. So, the finding of the field survey may not be generalized for other parts of country.

REFERENCES

- Bhandary.K and at al, (2074). *A study of Healthful school Environment of secondary School in Jumla District*, an unpublished research FOE, T.U.
- Constitution of Nepal,(2015),law of book management commission,Kathmandu
- Carrel.D. and at al. (2005). *School health practice: The C.V. Mesboy Company*, St. Louis.
- Devkota, M.D. (2003). *A study on Healthful school Environment of Secondary School*, Health and Physical Education (2000). *A bi-annual Professional Journal*, Health and Physical Dept. Faculty of Education, T.U.
- Foder.B. (2009). *Prevention and social Medicine (19th Edition)*, India: Jabalpur M.S. Banari sides Bharot
- Giri, R.K. (2075). *Foundation of Health Education and primary Healthcare*, Kathmandu : Ratna Pustak Bhandar.
- Niroula,B. (2015). *Status of Healthful Environment of secondary school in Damak Municipality*, An unpublished Master's Thesis, T.U., Kathmandu.
- Park.L. (2007). *A text book of public Health and Primary Healthcare Development*, Kathmandu: Vidyarthi Prakashan.
- Pokhrel, L.M. (2013). *A study of Healthful Environment management of public and private school in Bharatpur Municipality*, An unpublished Thesis, HPE, T.U.
- Raine, k. (2004). *Research in Educational*, Prentice Hall of India, Pvt. Ltd., New Delhi.
- Sapkota, G. (2008). *Health Education and materials*, Bidhyarthe Pustak Bhandar, Bhotahity, Kathmandu.
- Thapa, G. (2011). *Sanitary facilities and their management on secondary school at Hetauda Municipality*, An unpublished Thesis, HPE, T.U.
- WHO, (2014). *health condition of the school child*, World Health Organization Report, Kathmandu
- William J.F. (2003). *An analytical study of Sanitary facilities and their management in secondary school of Mumba* , an unpublished research.

<http://www.schoolhealthprogram.com>

<http://www.ssrp.gov.np>

www.google.com

- i) Desk bench ii) Table
- iii) White board iv) all above

4. Who clean your classroom and school?

- i) Students ii) Teacher
- iii) Cleaner iv) no body

C. Drinking Water

5. What are the sources of drinking water in this school?

- i) Tube well ii) water supply
- iii) Water tank iv) Tap

D. Toilet

6. What type of latrine does your school have?

- i) Sulav latrine ii) Comfortable latrine
- iii) Pit latrine iv) Hole latrine

E. Sanitation

7. What is the condition of lighting?

- i) Good ii) Satisfactory
- iii) Poor iv) No light

8. What types of light are used there?

- i) Artificial ii) Natural
- iii) Both iv) Solar

F. Nutrition Service

9. Who supply nutrition to the children at school?

- i) Teacher ii) parents
- iii) Canteen iv) self

10. What types of food found in your school canteen?

- i) Nutritious ii) Fat food
- iii) Contaminated iv) Junk food

11. The types of food used by student in the canteen?

- i) Nutritious
- ii) Fat food
- iii) Contaminated
- iv) Junk food

G. Physical Structure

12. How do you come to you school?

- i) By school
- ii) By cycle
- iii) On foot
- iv) By public school

13. What is the size of the class rooms are there in your school?

- i) Small
- ii) big
- iii.) Normal size
- iv) No wall

14. In which geographical does your school located?

- i) Separate side
- ii) Near the village
- iii) Near the market
- iv) Near the road

15. What is the shape of your building?

- i) L
- ii) U
- iii) I
- iv) v

17. Which direction does the building face?

- i) East
- ii) West
- iii) North
- iv) South

II. Social Environment

A. Teacher-teacher relation

18. Who do you give counseling service to you at school?

- i) Teacher
- ii) head master
- iii) Coordinator
- iv) counselor

19. Who supervise your school?

- i) Head master
- ii) vice principal
- iii) Prasa
- iv) Bini

20. Which method do you apply to control conflict at school?

- i) Avoidance
- ii) Competing
- iii) Accommodating
- iv) Compromising

21. How is the relationship between teacher and teacher?

- i) Good
- ii) Satisfactory
- iii) Unsatisfactory
- iv) very strong

22. Do you get help from the entire teacher to conduct activities of healthful school living?

- i) Always
- ii) Seldom
- iii.) Some times
- iv) Never

B. Teacher-student relation

23. How do the teachers behave with the student?

- i) As a friend
- ii) as a enemies
- iii) As a coordinator
- iv) as a guider

24. What kind of relation has among teacher and student?

- i) Strong
- ii) Week
- iii) Unknown
- iv) Very strong

D. Sport facilities

25. How often school conducted the game?

- i) Daily
- ii) Weekly
- iii) Monthly
- iv) Annually

26. What type of games frequently organized by school?

- i) Foot ball
- ii) Volley ball
- iii. Basket ball
- iv) Cricket

27. How often school conducted the game?

- i) Daily
- ii) Monthly
- iii) Weekly
- iv) Annually

H. Pleasant atmosphere?

28. How do you manage solid wastage in your school?

- i) Incineration ii) Buried
 iii) Municipal van iv) Not manage

29. If yes, what are the sources of noise?

- i) Industry ii) Transportation
 iii) Crowd iv) Market

v. Sanitation

30. Is your school (classroom, playground) neat and clean?

- i) Good ii) Satisfactory
 iii) Poor iv) Risky

31. Where do you dispose waste materials of your school?

- i) Dustbin ii) in a pit
 iii) Everywhere iv) decomposing area

vi. Parental Environment

i. Who decides the following activities?

SN	Activities	Who decides?			
		Self	Parents	Both	Other member
	Having and caring children				
	Owens health				
	Financial transaction				
	Education and training				
	Domestic and social work				