

## CHAPTER - I

### INTRODUCTION

#### 1.1 Background of the Study

Education is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated. For a civilized and socialized society, education is the only means. Its goal is to make an individual perfect. Every society gives importance to education because it is a panacea for all evils. It is the key to solve the various problems of life. Education has been described as a process of waking up to life and its mysteries, its solvable problems and the ways to solve the problems and celebrate the mysteries of life. And waking up to the inter-dependencies of all things, to the threat to our global village, to the power within the human race to create alternatives, to the obstacles entrenched in economic, social and political structures that prevent our waking up.

The definition of education guiding mainstream schools today is that education is the delivery of knowledge, skills and information from teachers to students. While the above metaphor education as a delivery system-sounds reasonable, it misses what is most important about education. This mistaken idea of what true education is and how it can be achieved is the root problem in mainstream education today. This conception of education contributes to harming students and teacher by driving policy makers to insist of accounting for the “units” of information that students demonstrate knowledge of on tests. ([www.teach-kids-attitude-1st.com](http://www.teach-kids-attitude-1st.com), 7 November, 2017).

Health education is the process by which people learn about their health and more specially, how to improve their health. Many different types of people provide health education and there are many different ways health education is delivered, based on various behavioral change models. Health education is critically important in improving the health of communities and individuals. Health education attempts to increase knowledge on the subject. An increase in knowledge on the subject leads to a change in attitudes about healthy and unhealthy behavior. This change in attitude

ideally leads to a change in behaviors from unhealthy to healthy, leading to an improvement in health, which is the ultimate goal of health education. Health education encompasses not only the information on what behaviors are healthy, but also how to achieve those behaviors with skills development and can sometimes include motivation to change. For example, in addition to knowing what foods are healthy known how to prepare those foods and easy ways to incorporate them into your diet. All these aspects together are more likely to result in behavior changes that lead to improved health.

Health education is defined as the principle by which individuals and groups of people learn to behave in a manner conducive to the promotion, maintenance or restoration of health. The ultimate aim of health education is positive behavioral modification. Education for health begins with people. It hopes to motivate them with whatever interests they may have in improving their living conditions. Its aim is to develop in them a sense of responsibility for health conditions for themselves as individuals, as members of families and as communities. In communicable disease control health education commonly includes an appraisal of what is known by a population about a disease and assessment of habits and attitudes of the people as they relate to spread and frequency of the disease and the presentation of specific means to remedy observed deficiencies. In one sentences health education is any combination of learning designed to help individuals and communities improve their health by increasing their knowledge or influencing their attitudes.

The environment includes physical aspects like air, water and soil as well as social and economic conditions under which we live. The environment surrounds all living beings including people. Man's health is always the result of the environmental factors such as air pollution, soil pollution, sanitary condition and biological factors like germs, rodents and other hand. The population growth is responsible for the pollution of environment through different human activities.

School environment is the primary components of school health programmer which contributes the pupil education in health. School can promote their health status by managing the surroundings. Unhygienic school is directly linked with pupil

health status and for the attainment of optimum level of health (Anderson, 1972). Healthful school environment is the condition and manner of existing and experience that permit accomplishment and joy the experiences. It means safe sanitary, esthetic and whole some physical environments in which children can participate in normal activity with minimum of interference, disturbances of frustration, thus it should be managed in a proper way. School plant, clean air, safe management of physical facilities, safe play ground, clean toilet, control of disease, harmonious relationship among teacher and students and illumination, proper lighting management of healthful teaching learning process etc. indicate the healthful school environment to regulate the various schools programmed. School environment should be healthful the possibility of development of healthy concept and behavior is only in healthful of the school. We can't imagine healthy civics in unhealthy and unsafe environment. Healthful school environment is that condition in which students can experiences good adjustment and relief. Only in healthful environment students can take part in extra-curricular activities inside and outside of the school. Insert the appropriate environment for optimum development of physical, mental, social and emotional aspects of students is called healthful school environment.

Healthful school environment is one of indispensable component among four components of school program which provides the pupil health education with comfortable and ease by managing the physical and mental environment. Safe and healthful school environment promote prevention activities and attitude concerning known risk factors and protect students and staff from injury, disease or adverse conditions. They also contribute to the effective maintenance of the school facilities. A positive school environment is considered as a key to healthy relationships in the school. A healthy school environment addresses the physical and aesthetic surroundings and the psychological climate and culture of the school to maximize the health of students and staffs. Factors that influence the physical environment include the school building and the surrounding area, and biological or chemical agent that may be determined to health and physical conditions such as temperature, noise and lighting. The psychological environment includes the interrelated physical, emotional and social conditions that affect the well being and productivity of the students and

staffs, such as physical and psychological safety, positive interpersonal relationships, recognition of the needs and success of the individual and the support for building self-esteem in students and staff.

All components available in the school environment influenced directly or indirectly to the health status of the students. Size of classroom, management of ventilation etc. properly managed of all these components should be attractive that time easily. If the school environment is unattractive and unsafe the students can't learn. We can strongly say that the relationship between healthful school environment and status of students and teachers health.

## **1.2 Statement of the Problem**

The development of health status of the nation depends on instructional health practice like home, schools, college, community and others. Out of them school is the most important formal agency that provides and reflects all opportunity in learning and foundation of development for the positive health knowledge, attitudes and practice among school family. Generally schools are expected to play a vital role in improving the all round aspects of student. Schools building, playground, furniture, pure and safe drinking water, good latrine should be well managed. Not only this all other things are urgent need in Nepal for the school students. Every school has the responsibility for providing healthful environment. The provision of healthful living is in past the responsibility to the government, which provides the buildings, playground and physical facilities to the school together with the availability of such health services.

An excellent healthy manpower is only emerged from the joint efforts taken by school, home and community. It has been at readymade known that the students are main focus point of the school. Where they are the input in an educational system so, the school has to satisfy the aspiration of community making their healthy and capable. Organizational of healthful school and physical and mental atmosphere are necessary for creating good teaching learning environment. A well managed schools should be facilitate with physical assets, time management, extracurricular activities

and the recreation activities which should be conducted without mental tension which helps to create healthful school environment in proper way.

Every school has responsibility for providing a healthful environment. The provision of healthful living is in part of responsibility to the government, which provides the buildings, play ground and physical facilities to the school together with the availability of such health services. In part healthful school living is a responsibility of the teaching staff, who conduct the educational program. Through the Nepalese government is playing dominant role on health fields to help in the management of environmental aspects like building, furniture, sports fields, materials and equipment's etc.

In the government of Nepal effort exerted to upgrade the provide school health program is not properly implemented in government schools. Therefore so many environmental problems are seem in school environment such as: a) Physical environment: school location and plant side, school building, proper light/illumination, ventilation, classroom size, corridor and furniture, noise controlling, safety consideration and play ground, water supply and safe drinking water, toilet, sewage and waste management. b) Mental environment: interrelationship among student teacher and other staff, yearly plan and daily routine, maintaining discipline, pleasant atmosphere etc.

Most of the schools of Nepal have not healthy school environment, facilities and practice. Actually those facilities are not managed in public school comparison to private schools. Cause of unhealthy environment, students can't achieve their educational goal easily. They are affecting by many kinds of communicable disease and accidents etc. Healthful school environment is the most important part of school, if we can provide good school environment for students the result will become positive. Most of the governmental schools in Dharan Sub-Metropolitan City don't have proper physical facilities. They don't have good cafeteria system, no furniture and building plant. Most of the schools don't have proper play ground and play equipments. Similarly, most of the schools do not have the availability of their drinking water. They are poor in the sanitation program. The condition of their latrine

is also very poor. Most of the schools adopt first aid program but they are lack of proper medicine. School health program enhances the healthy school living and it creates to develop good opportunity to take good education in healthier environment. There are so many research conducted in the case of healthful school environment in Nepal but in the case of Dharan Sub-Metropolitan City there is less research found in that particular subject. So, the title "**Situation of Healthful School Environment of Government Primary School in Dharan Sub-Metropolitan City** " proposed which is new and challenging one for research.

### **1.3 Objectives of the Study**

The general objective of the study was to explore the status of healthful school environment of government primary school in Dharan Sub-Metropolitan City. The specific objectives of the study were as following:

- a. To explore the present condition of school plant in governmental primary school.
- b. To find out the sanitary practice for creating healthful school environment in governmental primary school.
- c. To identify the management of physical facilities in governmental primary school.

### **1.4 Significance of the Study**

The study was conducted on status of healthful school environment of government primary school in Dharan Sub-Metropolitan City. It was focus on various variables on such as school plant, sanitary facilities, physical facilities and nutrition practices. This research would be helpful to identify the effect of the school living on health status of the children. This research work would be contribute the following areas:

- ) The research would be beneficial to the organizers, institutions, schools and the plan maker to make the plan for upgrading the healthful school program for coming future.
- ) The study would be beneficial for pupils and school personnel to develop awareness towards the environmental problems in their schools.

- ) The report of research would be significant as a literature to the new researcher for the further study.
- ) The study would be the guideline for the school administrators, health educators, policy makers and supervisors to improvement and creating healthful school environment in the school.
- ) The research report would be useful to the teachers, students and other people who are engaged in the same field to enhance their knowledge regarding the healthful school environment.
- ) The study would be helpful to make aware to headmasters, teachers, students and schools members to creating healthful school environment.

### **1.5 Delimitation of the Study**

The research is difficult to cover all the related aspects such as governmental lower secondary level school, secondary level school, higher secondary level school, private schools and colleges. Due to the various technical reasons and economical reasons the study would be delimited within the following areas:

- ) The study would be delimited within the government primary school in Dharan Sub-Metropolitan City.
- ) The research would be delimited in the school plant, sanitary facilities, nutritional practice, waste disposal, first aid treatment facility.
- ) The information and data were collected from the interview schedule and observation check list.
- ) Simple statistical tools and techniques were used in the process of data analysis.
- ) School head teacher and physical facilities were taken as the sources of data for the study.
- ) This study has been done by purposive method tools and techniques
- ) Data was collected from a total of 10 government schools for the purpose of the study.

) Data collection by interviewing a total of 70 persons including 10 headmaster, 10 other teacher and 5 students per school for the purpose of the study.

### 1.6 Operational Definition of the Key Terms

**Healthful School Environment:** - An environment which is good and healthy as physical, mental and social.

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

**School Plant:** - It includes physical aspect of schools like location, playground, classrooms, furniture and ventilation, lightening and gardening.

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

**Safe Water:** - It is clean water which does not harm to consumer. This kind of water is safe for any purpose like drinking and cleaning.

**Gardening:** - It refers to appropriately located flowers, trees, bushes, shrubs etc. within the school complex.

**Nutritional Practices:** - It refers to the application of concepts, behavior and principle on food within school.

**Waste Disposal:** - The technique of collection and removing of dust, paper, bricks, stones etc which is unnecessary for school.

**Sanitary Facility:** - Facilities provided by school for their sound health to the control of school like proper water, waste disposal, drainage system, clean drinking water supply and toilet management system etc.

**Play Ground:** - Such area where physical activities can be conducted tract and fields, football ground, basketball court and other playing fields comes in this category.



## **CHAPTER - II**

### **REVIEW OF THE RELATED LITERATURE**

Review of the related literature is one of the most important functions of any research work. No research can be completed without reviewing the related literatures. It helps to know the revealed knowledge in the same field. So the researcher had started to review the related literature along with the selection of this purposed topic. The researcher had visited to the library of Janta multiple campus, health and physical and population education department of Janta multiple campus and different worldwide website etc. to gather the related literature. Although no enough literatures are found some of the more or less related literatures would be reviewed in completing this research work. Some related literatures to healthful school environment are reviewed and presented below:

#### **2.1 Theoretical Literature**

WHO convened on expert committee on comprehensive school health education and promotion to assess what is known about promoting health through school. The committee was made up of persons from ministers of education and health, non-governmental organizations, universities and research institutions. The committee reviewed research from both developing and developed countries and concluded that, without questions, school health programs can simultaneously reduce common health problems increase the efficiency or the education system and thus advance public health, education and socio-economic development in all nations. (WHO, 1997)

Turner (2008). suggested that every school had responsibility for providing a healthful environment. The provision of healthful living or environment was in part the responsibility of the government, which provided the buildings, playground and physical facilities of the together with the availability of such health services. In part, healthful school living was a responsibility of the teaching staff who conducts the

education programs. Pupil behaviors also militate for or against it. We were considered in health education that the pupil should develop habit of hygienic living for healthfully at school.

Park (2010). mentioned that the school should be normally situated with proper approach to roads market, public park and factories etc. on the other hand it should be properly kept from all hazards. He focused to the secondary and nursery schools as far as possible should be single storied. One class should accommodate not more than 40 students and furniture should be suit the age of the students.

Anderson, (2011). has written a hand book on "School Health Practice". The book has mainly focused in healthful school environment. He further says that school sites should be considered from the stand point of accessibility, safety, quietness, cleanliness of the air, adequate drainage and recreation space. Rail road areas, main highways and through stress are physical hazards to be avoided. According to him, adequate play and recreation space can be provided by setting a minimum of 5 acres for elementary schools, 12 acres for a junior high school and 20 acres for a senior high school. A standard of 100 square feet of play space per child will be adequate for situation. He suggests that whenever possible the open-type building plan should be employed. It has many good features: provides rapid horizontal traffics, reduces fire and hazards, provides easy access to the ground for all part of the building reduces disturbing noises and doors and provides for better natural lighting and ventilation. Similarly, he has written that air moisture should be between 30 percent and 70 percent of the maximum amount of moisture the air will hold. A humidity of 50 percent and a temperature of 70 of are ideal.

## **2.2 Empirical Literature**

Devkota, (2012). conducted "A Study on Healthful School Environment of Secondary School in Jumla District". The main objective of the study is to identify the problems and their suggestions regarding to healthful environment of secondary schools in Jumla district. His study is based on both quantitative and qualitative research. The main source of data was primary and secondary. That study showed

that all of the schools have adequate land but they were in inadequate playground for used play facilities. In the 54.55 percent schools had 2 buildings and 45.45 percent had 3 to 5 buildings. It is found that 18.18 percent primary 9.09 percent lower secondary and 9.09 percent schools had not ventilation and lighting system and only 36.36 percent schools had availability of canteen in poor condition and waste disposal system is also poor. The study found that the schools physical condition and management is in poor condition, the schools buildings and classrooms were not satisfactory.

Bhandari, (2014). had conducted a thesis paper about "A Comparative Study of Healthful Environment in Public and Private Schools of Bharatpur Municipality of Chitwan District". The general objective of the study is to find out to compare the physical plant and physical facilities between general and private secondary schools. His study is based on quantitative and qualitative research. He conducted the study based on random sampling method in 4 general schools and 6 private schools. Questionnaire, observations were the tools of the study. He found that 45 percent private secondary school buildings were faced to east. 25 percent of general secondary school and 20 percent private secondary school were faced to west, 10 percent general and private secondary schools were faced to north. Similarly, he found that 109 students in general secondary school and 69 students of private secondary school had one toilet in average. He noted that 75 percent of general secondary schools and 100 percent of private secondary schools were depending on cross-window for ventilation. Only 25 percent of general secondary schools used transom ventilation. He further found that 50 percent of general secondary school and 66.67 percent of private secondary school had their own canteen but 50 percent of general secondary and 33.33 percent of private secondary school do not have canteen facility.

Sharma, (2015). conducted "Healthful Physical Environment of Maoist Cantonment: Possible Relation to Health" shows that there are seven major and twenty one minor cantonments but the growing problem is that there is lack of physical facilities. Cantonments are settled in remote as well as in rural areas but the

problem are the same. Armies' women and children are not safe, they are getting trouble day by day, Due to lack of physical facilities. Many types of health hazards problems people are suffering from malnutrition and different kinds of communicable disease, problem in drinking water, toilet and sanitation are the main and major problems.

K.C. (2016). conducted a research work under the title of "A study on healthful environment of primary public school in Bardiya district". He found that all the schools were compounded but 58.33 percent of the schools were satisfactory condition of compound wall. He noted that all the schools had inadequate play ground and 75 percent schools had not safe playground. He also found that 83.3 percent of the schools had more than 10 classrooms and all the schools had only one staffroom, library rooms. None of the schools had separate headmaster and administrative room. In the Bardiya district's schools 66.67 percent used incineration method of waste disposal and other school used dumping and composting system of waste disposal. Similarly conditions of the playground in 75 percent of the schools were not good, they had a lot of dust, mud, stones, paper and plastics in school premises. He noted that there was no school drainage facility 58.33 percent of the schools used pond to throw used water and 41.67 percent school used open field.

Aryal, (2016). conducted a research work under the title of "A Study on Healthful Environment of Higher Secondary Schools in Chitwan District". The main objective of the study is to identify the problems and their suggestions regarding to healthful environment of higher secondary schools in Chitwan district. Her study is based on both quantitative and qualitative research. The main source of data was primary and secondary. She found that all the schools had adequate land playground and their own building. She also found that most of the schools were located in the village. She found that 15 percent schools had single strayed building, 60 percent had 2 strayed building and 25 percent of the schools had 3 strayed building available. She found that there are different kinds of playing equipment in the schools but these were in adequate in the ratio with the student's number. She found that 60 percent of the school used dumping and 20 percent of the schools used composting method of waste

disposal. Similarly, all the schools has toilet but there were no sufficient numbers of toilet rooms in ratio with student's number. All the schools had natural system of window and ventilation. All of the schools have own source of water. She further found that all the schools had different kinds of playing equipments but not sufficient, badminton, chess and caromboard, javelins and cricket were not available.

Lamichhane, (2016). had conducted a thesis paper about "Physical Environment in Creating Healthful School Living in Secondary School of Chitwan District". The general objective of the study is to find out the existing condition of school plant in public secondary schools of Chitwan district. His study is based on quantitative and qualitative research. He conducted the study based on random sampling method in 20 schools. Interview and questionnaire schedule were the tools of the study. He found that 70 percent of schools were located near land and play grounds. He also found those only 4 schools and 2 staff rooms. Most of the schools 90 percent had 9 common library and computer rooms. In Chitwan district's schools 50 percent of the schools used enervation methods. 40 percent school used dumping and composting and 20 percent schools were used landfill site method to dispose the waste. Similarly, 85 percent schools were not managed drainage facility. He noted that 70 percent schools were not using any method of purification of water. He further found that 8 schools were managed of canteen facility in the schools. He also found that a 10 percent school of more than 50 percent students brings food themselves.

From the above literature review most of the researcher are found to be done healthful environment and other related issue in different areas. The available evidence indicates that the main focus has been places on problem of healthful school environment like poor toilet facilities poor physical facility, inadequate toilet system and nutritional practice etc. It can be generalized that all the community, government and private schools have the problems of management of healthful environment. It is found that most of the environmental aspects of the school are managed in healthful standard. The review of literature mentioned above signifies the implementation of healthful school living in school to promote the well being and achievement of the students. Especially physical environment is supported in creating healthful school

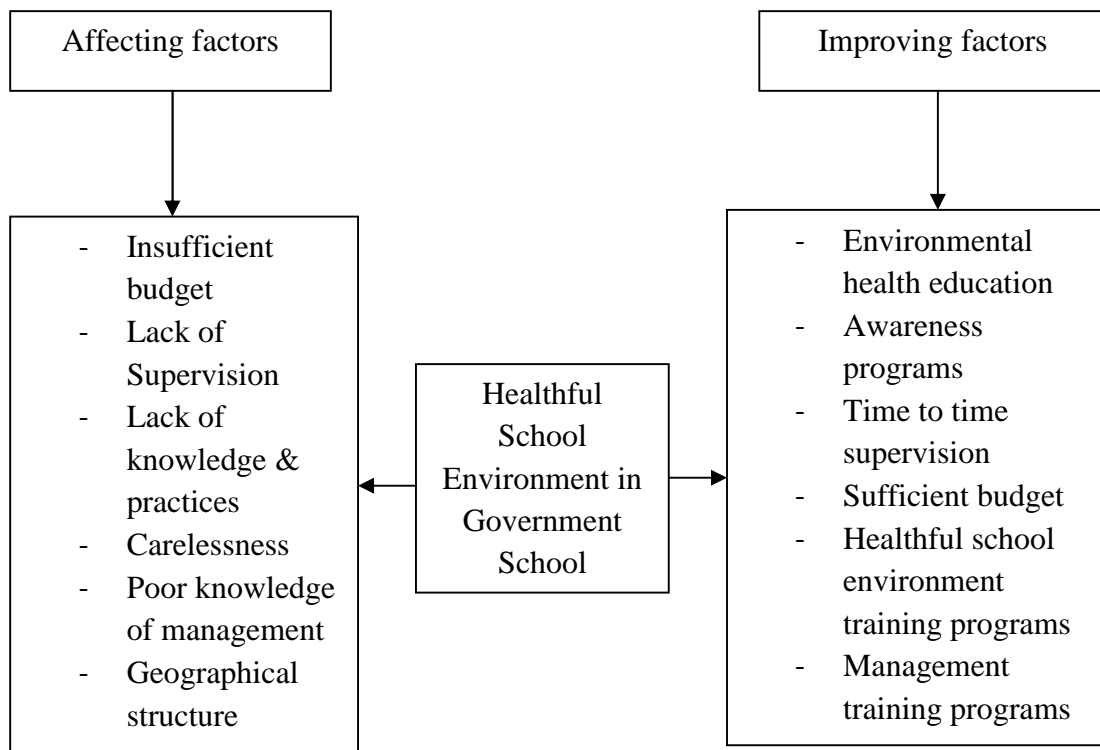
environment to develop the quality of education, the healthful school environment can play vital role. Therefore the researcher is interest to study status of healthful school environment of government primary school in Dharan Sub-Metropolitan City.

### 2.3 Implication of Review for the Study

The review of related literature is most important to prepare the proposal, which gives us knowledge and idea about the related subject. The theoretical and empirical literatures reviewed in the above paragraphs were useful and beneficial to construct the objectives, prepare statement and significances of the study. The reviews were also helpful to design research methodology and develop the research tools for the study.

### 2.4 Conceptual Framework

Conceptual framework representation either graphically or in narrative form of the main concepts or variables and their presumed relationship with each other, it is considered that many factors affecting and improving of healthful school environment in governmental school. The researcher framed a conceptual design to carry out this research which is as follows:



The research would be directly related to healthful school environment. In fact there are so many factors related to healthful school environment like; carelessness, lack of knowledge, supervision, sufficient budget, training program etc. The research would be focusing on the affecting factors and improving factors of the healthful school environment which is directly related to healthful environment.

## **CHAPTER - III**

### **RESEARCH METHODS AND PROCEDURE**

According to the nature of title and objectives of the study we can apply appropriate research methodology. Without any suitable method we can't do research work successfully. The study would be run according to following precautions.

#### **3.1 Research Design**

The research was based on descriptive design. The study was mainly focused its attention on obtaining data regarding the detailed healthful school environment of government primary school by gathering the information from different personality related to primary schools of Dharan Sub-Metropolitan City.

#### **3.2 Sources of Data**

Both primary and secondary sources of data were taken for this study. Primary data were collected by the interview schedule and observation check list. Head teachers were taken as respondents who were the main source of data and all the sampled schools were observe. Likewise, other teacher and students from the sampled school were taken as respondent for the study. The secondary data were taken from school's records and district education office.

#### **3.3 Population of the Study and Purposive Sampling**

This study was conducted on government primary school in Dharan Sub-Metropolitan City. There were 23 government primary schools. All the governmental primary school, their head teacher, other teachers, students and physical facilities were taken as population of the study.

There were 23 government primary schools in Dharan Sub-Metropolitan City. Among them 10 schools were selected by using the purposive sampling method in this Dharan Sub-Metropolitan City study area. Total 10 head teachers were selected as a respondents, 10 other teacher and 5 students per school were selected by the purposive sampling method.



### **3.4 Data Analysis and Interpretation Tools**

The interview schedule and observation check list were the main tools of data collection were open and closed types of questions were included on the basis of nature and objective of the research. The interview schedules were developed with the consultation of reference materials, magazines, books, research reports, papers and also suggestion given by supervisor.

Before the data collection, to make interview schedule and observation checklists more reliable and valid the research were pre-tested in homogeneous schools of Dharan Sub-Metropolitan City. The pre-test were conducted on 2 government primary school from another Municipality of Sunsari district in order to identify relevance, appropriateness and practicability of the tools to achieve the objectives of the study in easy way. On the basis of pretest result and feedback of supervisor the tools were finalized.

### **3.5 Data Collection Procedure**

First of all the researcher were received letter from the Health and Physical Education department of Janta multiple campus and letter hand over it to the head teacher of the concern schools. After getting permission, the researcher was rapport with head teacher and take interview. The interviews were done in face to face situation at school premises. The researcher was study the relevant documents and data about different variables of the study as well as the researcher was observed school environment with the observation checklist and secondary data were taken from school's records and district education office.

### **3.6 Methods of Data Analysis and Interpretation**

After the collection of the data, the filled interview schedules were carefully checked to remove the possible errors and inconsistencies in the raw data. The quality of research work depends upon the techniques use to data analyze. The information were classified, categorized and sub-categorized according to obtained data. The information were analyzed and interpreted with simple statistical methods. Data were interpreted according to need of research were present different tables and groups.

## **CHAPTER - IV**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

In this chapter, the researcher has tried to analyze and interpret the collect data about "status of healthful school environment of government primary school in Dharan Sub-Metropolitan City" by using various types of statistical tools i.e. percentage, average, essential charts and figures etc. this study has been focused on existing condition of school plant, sanitary facilities, nutritional practice and other related aspect of healthful school environment.

#### **4.1 Present Condition of School Plant**

School plant refers to all the physical aspect of school, which determine health status of the school and school family members i.e. students, teachers, staff and other school personnel. All are responsible to create ideal physical environment. The main objective of the study was to explore the present condition of school plant in governmental primary school. So, in this part school site, availability of land, sports facilities, management of furniture, condition of building and rooms etc. are analyzed and interpreted as follows.

##### **4.1.1 Own Land of School**

Education act 2028, had noticed all the school must have own land. The school land would be use for making building, play ground 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. If the school has not sufficient land the school programmed has been hampered. So school management committee manage the own land for students fulfill the future needs. The conditions of school area owned by schools are following:

**Table no. 1**  
**Land of School**

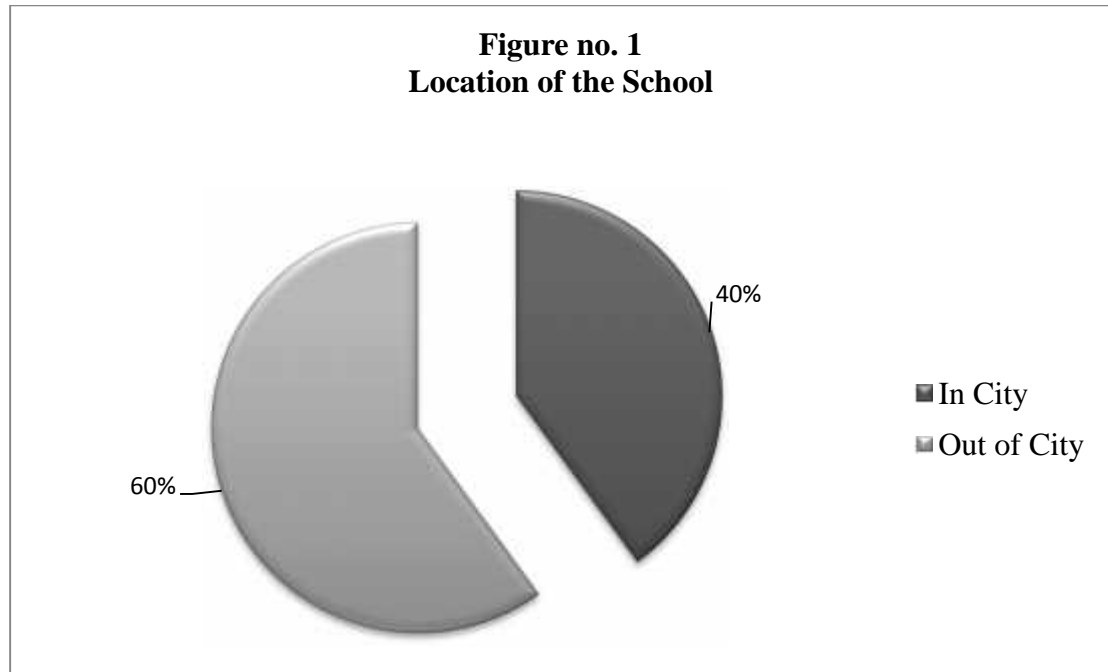
<b>Land in Ropani</b>	<b>No. of School</b>
0-5	3
6-10	3
11-16	2
Above 16	2
Total	10

Table no 1 show that all the sampled schools had their own land. Among them 2 school has land above 16 ropani, whereas 3 school has owns land between 6-10 ropani, likewise 2 school has own land between 11-15 and other 3 school are having land between 0-6 ropani. Every school has owned land but only 4 schools have sufficient land for the student and rest of the school doesn't have sufficient land.

As like as the study physical activities as also essential for the students and their development. For physical facilities land sufficiency is most important. Due to the unplanned planning policy and implementation, lands availabilities were insufficient in those sampled schools which directly affect the learning process of students.

#### **4.1.2 Location of the School**

School site is the most important factor for the healthful school environment. It is determines the quality of the whole teaching learning process. It should be safe, accessible and having adequate land and peaceful environment. Here peace in school refer to school that is 100 meter far from the city, road traffic and industry.



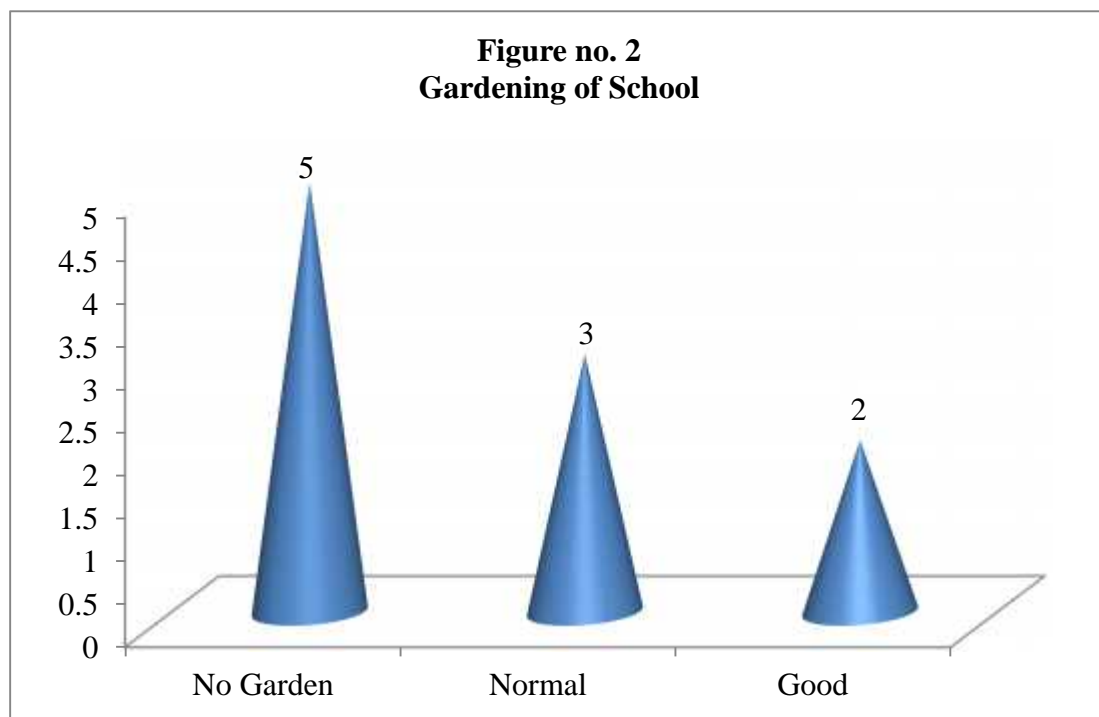
Above figure no 1 show that, 6 sampled schools are located in out of city and rest 4 sampled schools are located in city. According to the data 60 percent sampled schools are located in peaceful environment and 40 percent schools are located in crowded environment.

School should be situated far from the noise and crowded. The sound, which is not tolerable, called noise. If the noise does not control, may be cause of mental tension etc. so before construction of school we should have to chose the site away from noise area, highway, airport, bus station, cinema halls. The classroom should be free from echo. Noise and crowd effect student's mental and physical health. Due to the rapid urbanization and population growth schools are being noisy and crowded by vehicle, industry and mankind. Therefore schools should be situated in peace environment for the betterment of students and their development.

#### **4.1.3 Gardening of School**

Gardening is an essential part of healthful school environment. It gives an attraction and also helps to protect the atmospheric environment from spoiling. Gardens are essential to create or manage the healthy or fresh environment at school.

The researcher attempted to check whether the school had gardened or not in the school areas.

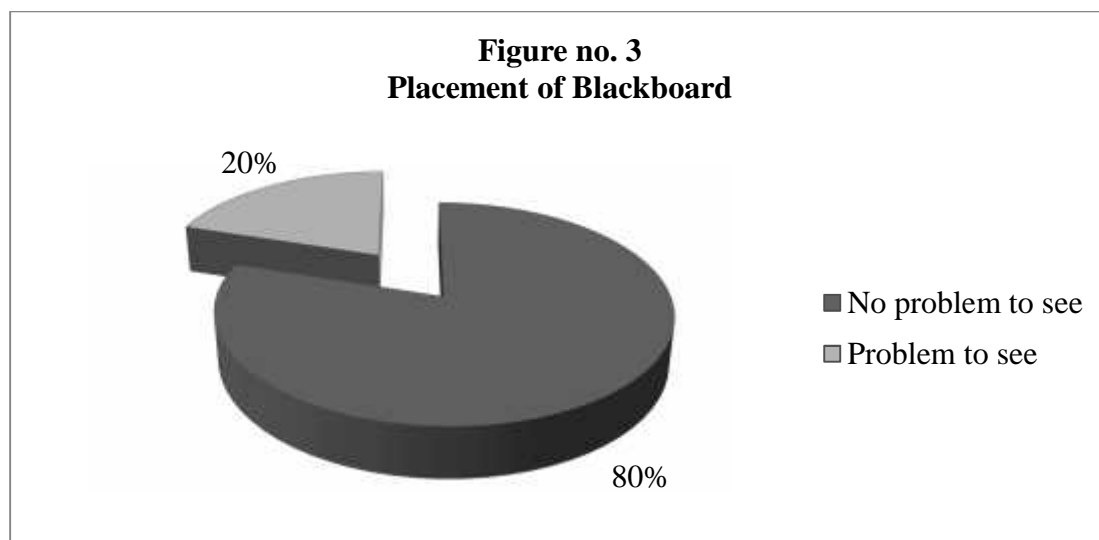


The researcher attempted to check whether the school had garden or not in the school area. However out of total sampled school 5 school have no gardens, 3 schools have normal types garden in school. Likewise 2 schools have good conditioned garden in the school.

Because of the less land or congestion of the place schools have no garden. There is also found lacking in proper care and conservation which school had the garden.

#### **4.1.4 Blackboard Placement**

Blackboard is basic physical equipment that helps to make teaching more efficient and effective. Blackboard should be placed at the place where the written on it could be easily seen. The size and color of blackboard should be appropriate in classroom.

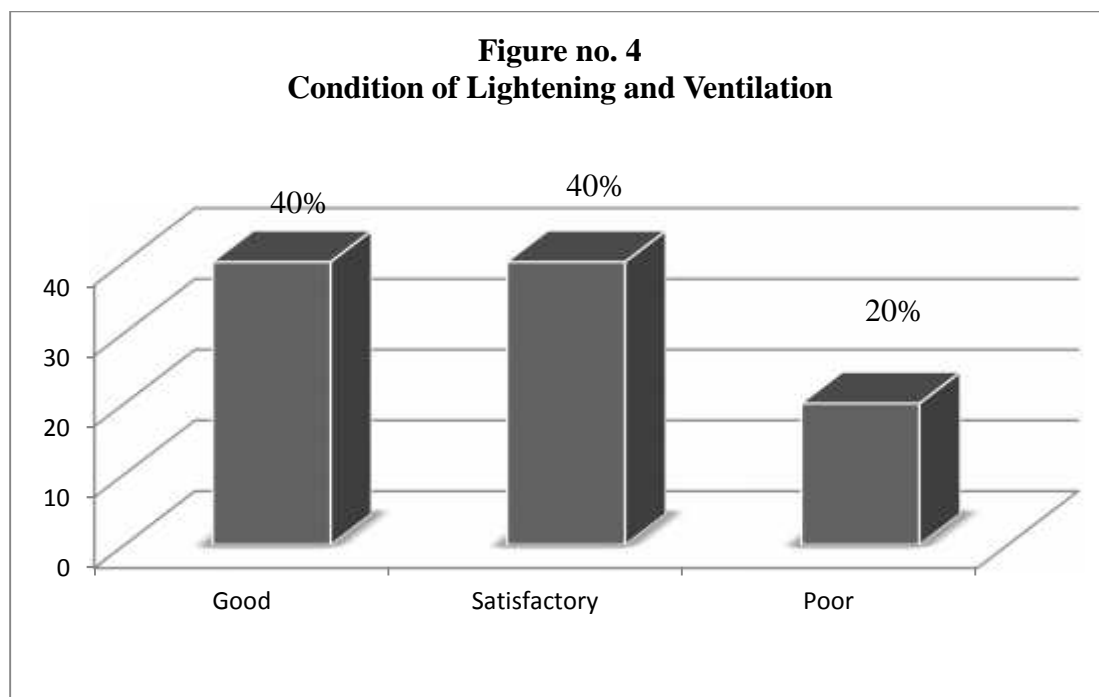


Above figure shows that out of total sampled schools 80 percent school's student have no problems to see the blackboard whereas 20 percent school's students have problem to see the blackboard.

Among sampled school five schools are used white board and marker and rest eight are use black board and chalk instead of board marker and other kind nun dust board. It may causes different kind of respiratory disease. Generally black boards are placed in fix place which may causes problem to see black for some students especially for primary students. Therefore blackboard should be placed according to class and students.

#### **4.1.5 Lighting and Ventilation**

Lighting and ventilation are considered to be effective, enjoyable and freshness school living. It is replacement of air control of quantity of incoming air with regard to its temperature, humidity and purity which is free from risk of health hazards and infection to the students. Lighting should be sufficient in classrooms, toilet rooms, office rooms and other rooms. It may be natural and artificial, if there is no adequate circulation of air inside the classroom. It will be difficult to respiration in the classrooms.



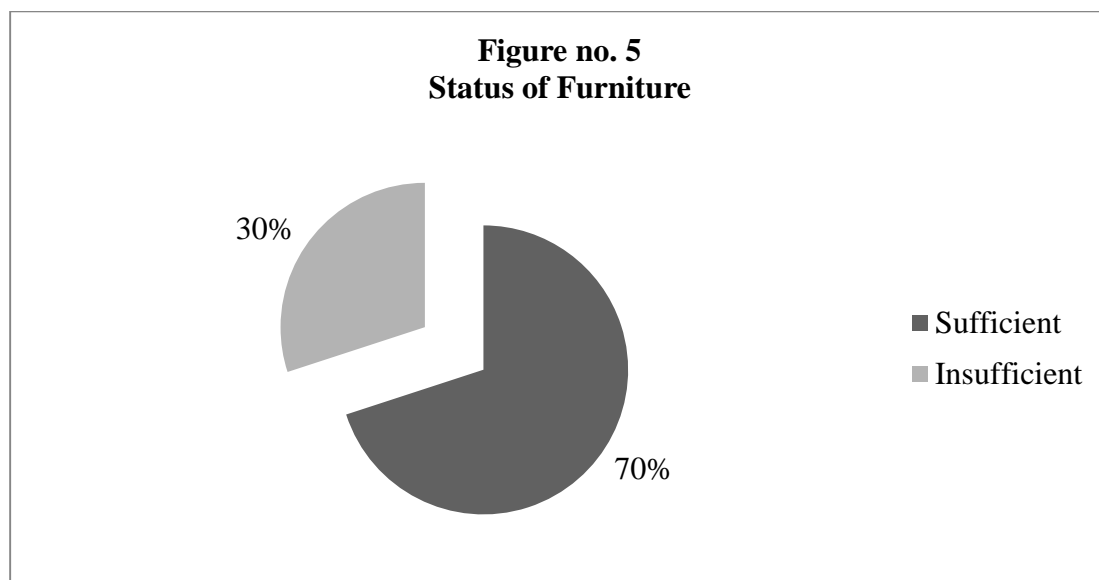
Above figure no 4 shows that 40% schools have good ventilation and lightening among the sampled school, 40% schools have satisfactory ventilation and lightening and rest 20% schools have poor lightening and ventilation.

Some of the old schools have old types building which have no sufficient window and ventilations and others new buildings of the schools have well lightened and ventilation.

#### **4.1.6 Status of Furniture in the School**

Sufficient furniture is an important factor in the school for healthful school living. Furniture plays must important role in the physical, mental and moral welfare of the students, if there is not good furniture there is no effective teaching learning process. So, the school should be provided adequate furniture.





Above figure show that 70% of total governmental primary school have sufficient furniture and rest 30% have no sufficient furniture in the Dharan Sub-Metropolitan City. One bench can be accumulated for four students however there congested sitting shows inadequacy of furniture in some schools which made study of the student is getting difficult in the school.

#### **4.1.7 Number of Teacher**

A person who teaches, especially in a school. Teacher is the ideal person for students, parents and society. In Nepalese context there is vast different between male and female teacher ratio. The researcher collected data about the number of the teacher. Researcher found that the number of teacher had been presented by following figure.

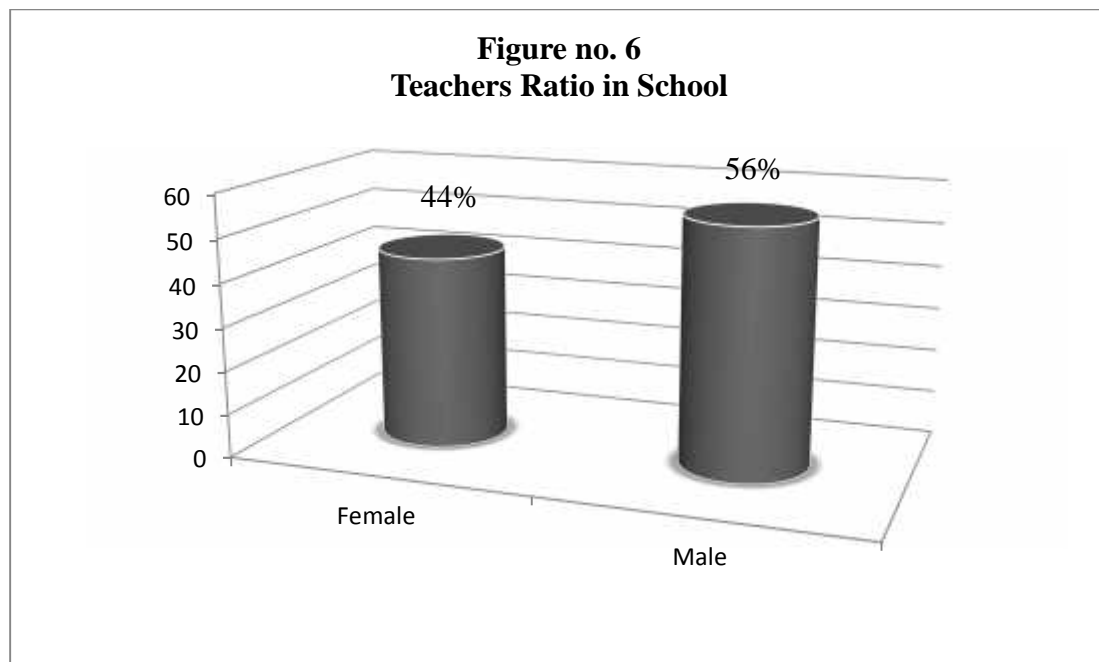


Figure shows that 44% teachers are female and 56% teachers are male in the government primary school in Dharan Sub-Metropolitan City. We conclude that ratio between female and male teachers are not equal but it is satisfactory because female teachers are increasing because of the awareness of women education and increased trend of different kind of Montessori training.

#### **4.1.8 Enrolment Trend of Student**

When starts the academic session then every school organize the admitting and welcome campaign. Beside the various regions every session the student's number was growth up or fell down. Mainly physical infrastructure, mental environment and availability of physical facilities etc. were affecting to the enrolment of the students. In this study the information was collected about the enrolment trend of student's number of last year and recent year has been presented as follows.

**Table no. 2**  
**Student's Number in Different Academic Year**

<b>Gender</b>	<b>Academic year 2077</b>		<b>Academic year 2078</b>		<b>Increasing</b>
	<b>Number of Student</b>	<b>Percent</b>	<b>Number of Student</b>	<b>Percent</b>	<b>Number of Student</b>
<b>Boys</b>	1338	50.34	1362	50.35	24
<b>Girls</b>	1320	49.66	1343	49.65	23
<b>Total</b>	2658	100.00	2705	100.00	47

The above table shows that the students enrollment in academic year on 2077 and 2078 at government primary school in Dharan Sub-Metropolitan City. According to this table in academic year 2077, total 2658 with 1338 boys and 1320 girl students are admitted. On other hand total 2705 with 1362 boys and 1343 girl students are admitted in the academic year 2078.

Study shows that the number of boy students is higher than girl students in both year 2077 and 2078. According to the table we can say that student ratio also increasing in year by year. It means the literacy rate is going increasing in day by day in Dharan Sub-Metropolitan City. Similarly, now a day most of parents do not discriminate between girls and boys.

#### **4.2 Sanitary Practice for Healthful School Environment**

This section analysis and interpret about the collected information related to the environmental sanitation fields. To find out the management and practice, condition of sanitary facilities. The researcher collected the different variables such as waste disposal practice, drainage facilities, toilet system, water supply system and other related heading which represented the existing condition of sanitary facilities available in schools. The researcher collected data about the sanitary facilities as presented as follows.

#### 4.2.1 Waste Disposal Practices in the Schools

Waste is identified as waste paper from classrooms, single use paper to wells, used drenching cups, bottle chemical waste, plastic used from rootles and chocolates etc. Proper disposal of waste materials is one of the laws of environmental health today. However, school needs basic knowledge and practice about knowledge and practices about proper way of the waste disposal system. It helps to create the sound environment of the school compound and reflects the version of sanitation among the school family and community widely. The collected information about waste disposal system has been presented by following table.

**Table no. 3**  
**Schedule of Waste Disposal in Schools**

<b>Frequently</b>	<b>No. of School</b>	<b>Percent</b>
Daily	3	30.00
Weekly	5	50.00
Monthly	2	20.00
Total	10	100.00

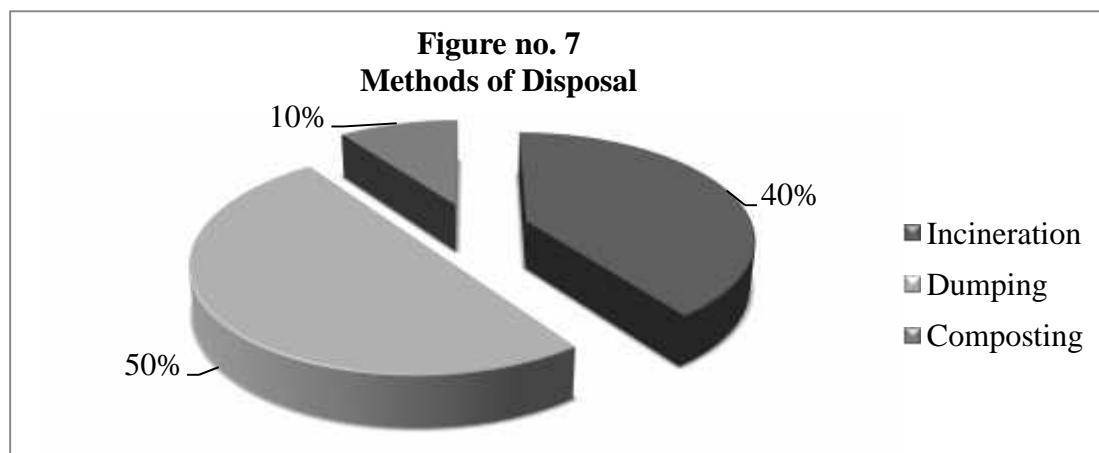
Table no 3 shows that 50 percent of schools head teachers reported that they dispose waste product weekly. Other 30 percent of the schools head teachers reported that they dispose wastage daily and rest 20 percent of the schools head teachers reported that they dispose monthly.

The researcher found that all of the schools are in satisfactory level because none of schools had no any kinds of dust in the classrooms and schools surroundings. The researcher also found that all most of the schools had availability of dustbins in the school areas. They were used dustbin both students and teacher.

#### 4.2.2 Methods of Disposal

For the sustainability of waste dispose system in schools it is necessary to have a written policy regarding problem and discriminate dispose of waste. Majority of

school seem not to have practice of daily disposing waste. So we conclude that most of schools were dirty and in hygiene due to lack of regularity of waste disposal.



Above pie chart shows that the researcher found that 50 percent schools used dumping, similarly 40 percent schools used incineration and rest 10 percent schools used composting.

#### 4.2.3 Availability of Drainage Facilities in the Schools

Management of drainage facility plays a main role to establish the healthful school environment. Drainage means sewage disposing system through cemented tunnel or polymer pipe etc. If it is not managed properly, it makes school environment dirty and unhygienic.

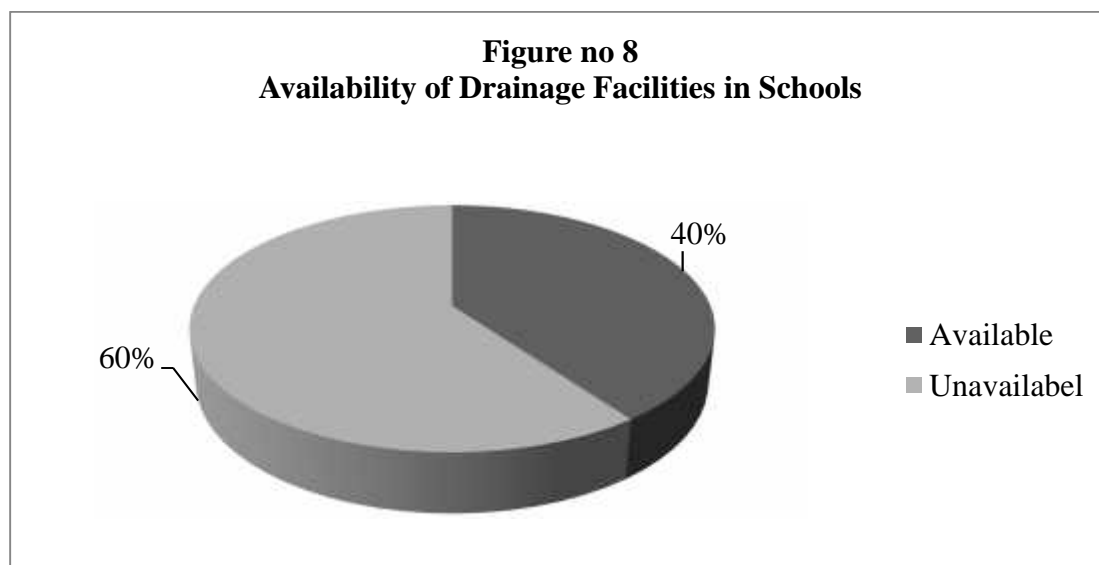


Figure no. 8 shows that 60 percent schools have no drainage facility system in the school and 40 percent schools have drainage facility system in the government primary school of Dharan Sub-Metropolitan City.

It can be concluded from above information that the majority of governmental primary school has not properly managed the drainage system of sewage. They did not care about the water after school whether it followed anywhere.

#### 4.2.4 Drinking Water in Schools

Safe drinking water is a basic need of human being. It must be safe and pure. If we makes water resources polluted it can cause many diseases. Most of the communicable and other diseases are largely extended due to the lack of safe drinking water. Safe drinking water supply is a basic foundation of healthful school environment which improves the healthful life of school children. To make the school environment and the health of student healthy every school has to manage a lot of things to the student. Among them the drinking water management is very important things. The researcher found with the help of responses from respondent and observation, it was found on the situation of drinking water in the government primary school in Dharan Sub-Metropolitan City. These are given below.

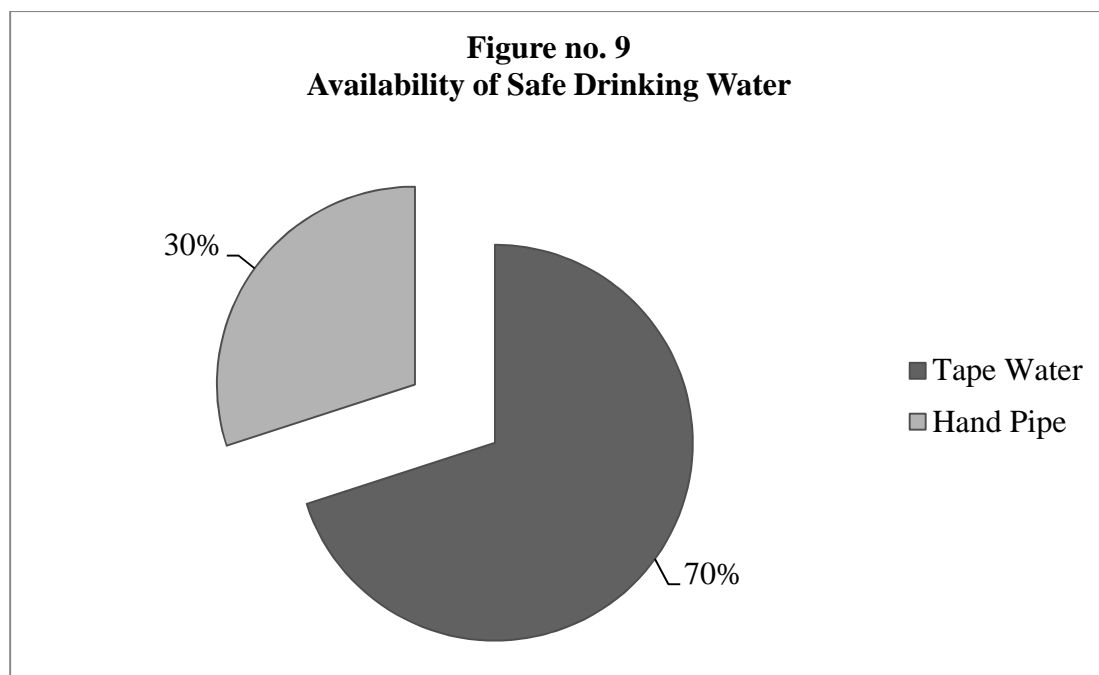
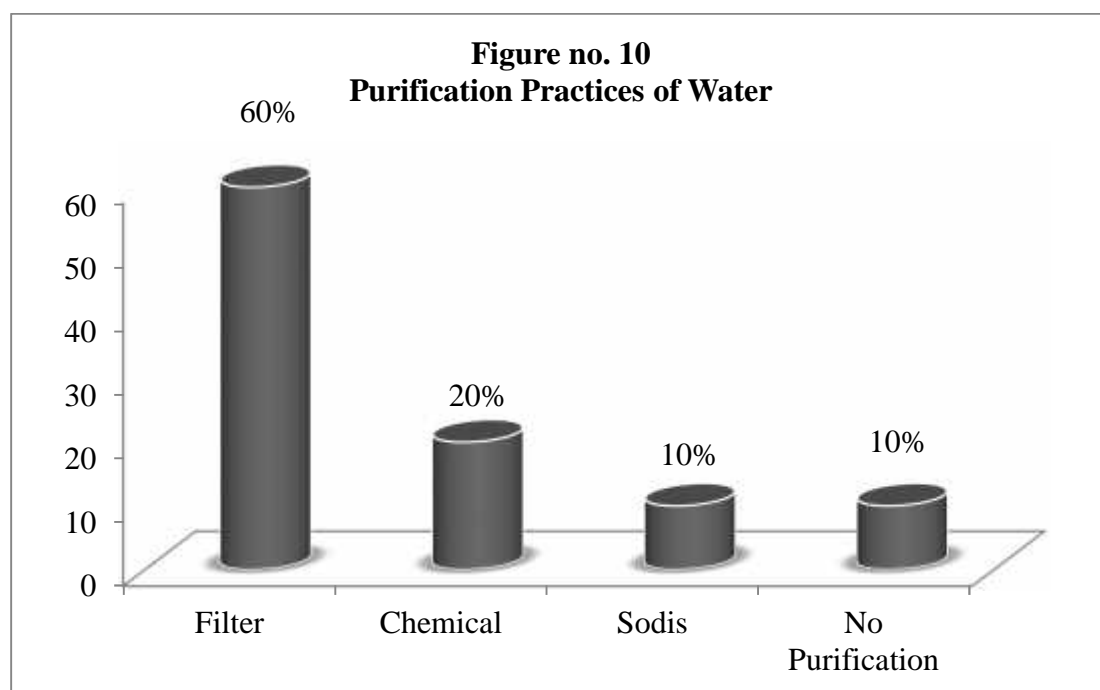


Figure no. 9 shows that out of total 70 percent school have tape water in school similarly 30 percent school have hand pipe. It indicates that maximum school of Dharan Sub-Metropolitan City had sufficient availability of drinking water in the schools.

#### 4.2.5 Purification Practices of Water

Water purification is the removal of contaminants from raw water to produce drinking water that is pure enough for human consumption or for industrial use. Substances that are removed during the process include parasites (such as *Guardia* or *cryptosporidium*), bacteria, algae, viruses, fungi, minerals (including toxic metals such as lead, copper etc.), and man-made chemical pollutants. Water may be contained different germs on it. Therefore impure water needs to be partial by using different method. ([www.sciencedaily.com/.../water-...](http://www.sciencedaily.com/.../water-...), 18 March 2022). Every school should aware about water purification. In the study area, the practices or water filter is presented on following figure.



Above figure shows that 60 percent schools used filtered water by using filter pot, 20 percent schools used chemical to purified water. Likewise, 10 percent school used

SODIS method to purification of drinking water and rest 10 percent school drink water directly from the sources without purification.

We conclude that most of the schools had proper knowledge about purification of water but they didn't properly practice it in their behavior. Therefore it may be lead communicable diseases and other harmful infections to students and teachers.

#### 4.2.6 Management of Toilet in Schools

Human excreta are a source of infection and disease transmission. It is a main cause of environmental pollution. Every school has responsibility for its safe disposal process in systematic way. Every school should provision of latrine or toilet to dispose human excreta. General toilet rooms located on outside exposure with direct sunlight should be given preference. It is equally important that the girls and boy's room be separated from each other. Human excreta are the main cause of unhealthy school environment. The researcher found that the separate toilets and no separate toilets for boys and girls students are given below.

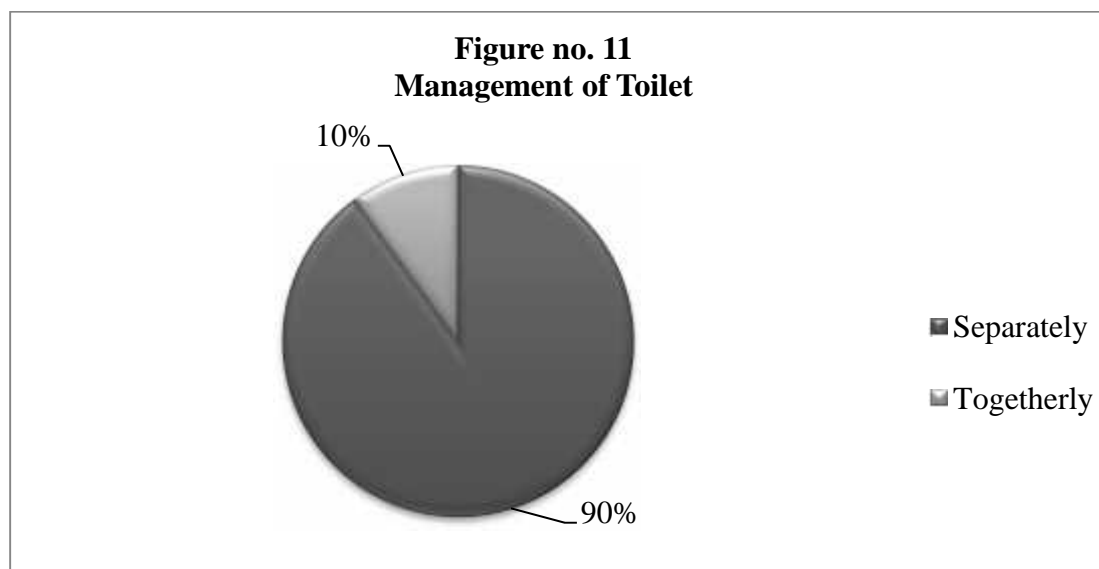


Figure no. 11 shows that out of total government primary schools in Dharan Sub-Metropolitan City 90 percent schools have separate toilet facility for boys and girls and rest 10 percent schools have no separate toilet facility for boys and girls student.



Most of the school had separate toilet for boys and girls student and teachers. So we can conclude that they are practicing to make a healthful school environment.

#### 4.2.7 Cleanliness Schedule of Toilets in Schools

Children aren't always the cleanest bunch, especially while using the toilet or restroom. Whether it's inattentiveness or just plain laziness, the toilet seats tend to get the worst of it. Although it may prove difficult to keep school toilets clean all the time, it is necessary. Because of these frequent accidents toilet sanitation is even more important and it's the schools responsibility to maintain a healthy toilet environment. (wellbeinghygiene.com/toilet-seat-sanitation..., 21 March, 2022) The interviewed to the head teacher about the cleanliness schedule of toilets. The collected information has been presented the following data.

**Table no. 4**  
**Cleanliness Schedule of Toilets**

<b>Response</b>	<b>No. of Schools</b>	<b>Percent</b>
Daily	6	60.00
Weekly	3	30.00
Monthly	1	10.00
<b>Total</b>	<b>10</b>	<b>100.00</b>

The study shows that all schools cleaned toilets on their own schedule. Out of total sampled schools 6 (60%) schools clean their toilet daily, 3 schools clean their toilets weekly and 1 school is being cleaned in monthly basis.

It concluded that most of the school manage sanitary toilet in scientific way but there is lack of cleanliness daily, lacking permanent sweeper and water supply.

#### 4.3 Management of Physical Facilities

An effective school facility is responsive to the changing programs of educational delivery and at a minimum should provide a physical environment that is comfortable, safe, secure, accessible, well illuminated and well ventilated. The school facility consists of not only the physical structure and the variety of building systems

such as mechanical, plumbing, electrical and power, telecommunications, security and fire suppression systems. The facility also includes furnishings, materials and supplies, equipment and information technology, as well as various aspects of the building grounds, playgrounds, areas for outdoor learning and canteen also. (education.stateuniversity.com/.../school-... 21 March, 2022)

#### 4.3.1 Availability of Canteen in Schools

The school canteen is a vital factor in the general health of students; every school should have sense for the hygiene Tiffin. Junk foods can cause different disease. Therefore every school should manage their own canteen inside school area. Canteen is important part of healthful school environment. It provides opportunity on hygiene food practice among children and directing impacts the whole life of the children. Food habits are formed and ideals are cultivated canteen placed should be clean, attractive and also separate from the main school building. Therefore, checklist and interview schedule were made to collect the information about availability of canteen facility in the schools. The collected information has been tabulated below.

**Table no. 5**  
**Availability of Canteen Facility in Schools**

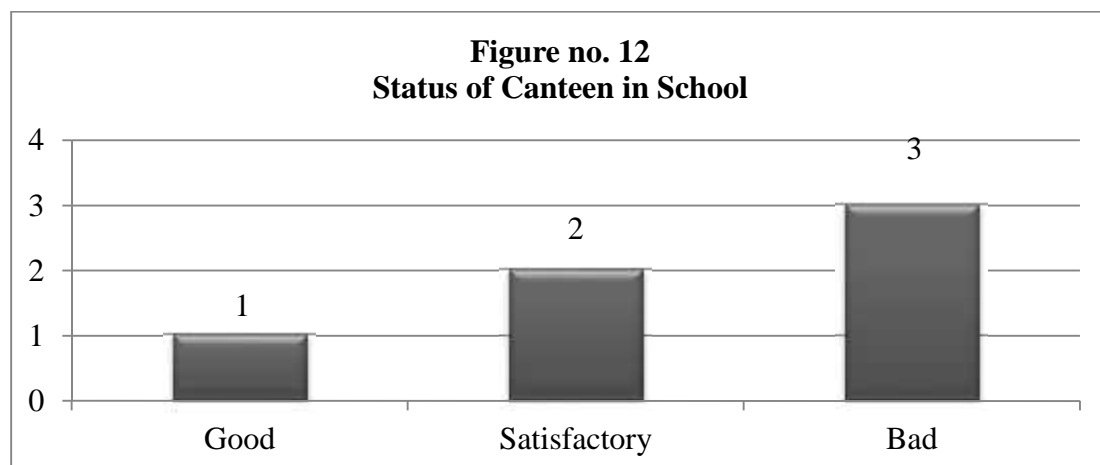
<b>Description</b>	<b>No. of Schools</b>	<b>Percent</b>
Available	6	60.00
Not available	4	40.00
<b>Total</b>	<b>10</b>	<b>100.00</b>

Table no 5 shows that the out of the total 60 percent (6) government primary schools are providing canteen facility and rest 40 percent (4) schools have no canteen facility.

It was found that canteen was located in separate from school building but it is inside the school compound. Generally public schools student cannot afford the canteen facilities despite of that some of the schools have canteen facilities.

### 4.3.2 Status of Canteen Facilities

A canteen is a store that sells food and drink at an institution like a school, college, camp or military base. A canteen can also be a small container used to carry water to drink. A canteen is like a convenience store. ([www.vocabulary.com/dictionary/canteen](http://www.vocabulary.com/dictionary/canteen). 10 February, 2015). The researcher was collected information about status of canteen facilities has been presented in below.



Above figure shows that out of total 6 schools from canteen facilitate school, 1 school's canteen is in good condition likewise 2 school's canteen is in satisfactory condition and rest 3 school's canteen is in bad condition.

In conclusion, we can say that most of the schools had not managed of canteen. Therefore, the school management committee, administrative personnel and other stakeholder should try to provision of cafeteria, similarly to prevent the problem of food fads sold by street vendors on the way.

### 4.3.3 Availability of Rooms in Schools

The school must own building for student and teacher. The planning of school building direction shape and available rooms of different purpose closely related to healthful school environment. The researcher found that number of school rooms in the study area. The collected information on built of school facilities such as classroom, staffroom, toilet rooms and store rooms has been presented below.

**Table no. 6**  
**Number of Classrooms, Staffrooms, Toilet rooms and Store rooms**

<b>Types of Rooms</b>	<b>Number of School</b>	<b>Number of Rooms</b>	<b>Percent</b>
Classrooms	3	1-10	30.00
	4	11-15	40.00
	3	16-20	30.00
Staffrooms	5	1	50.00
	5	2	50.00
Storerrooms	7	1	70.00
	3	2	30.00
Library rooms	8	1	80.00
	2	2	20.00
Toilet rooms	2	1-3	20.00
	4	4-6	40.00
	4	7-10	40.00

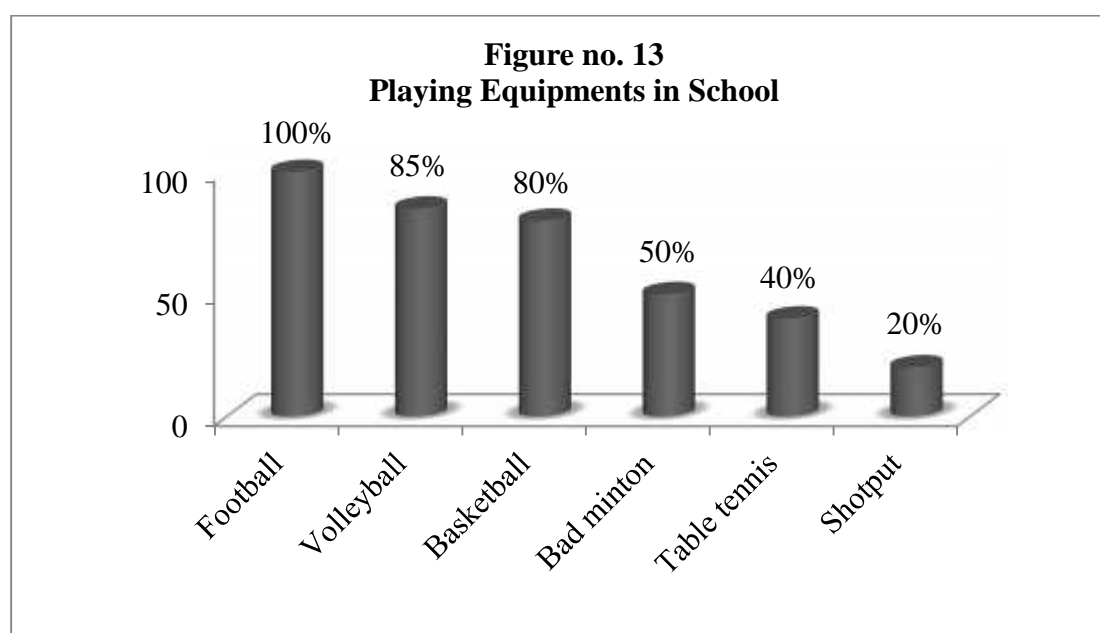
Above table no 6 shows that 3 (30percent) schools have classrooms between 1-10 likewise 4 (40percent) schools have classrooms between11-15 and rest 3 (3 percent) schools have classrooms between16-20. Similarly 5 (50 percent) schools have 1 staff rooms and rest 5 (50 percent) schools have 2 staff room. Table also shows that 7 (70 percent) schools have 1 store rooms and rest 3 (30 percent) schools have 2 store rooms for the store. Likewise 8 (80 percent) sampled schools have only one library rooms and other 2 (20 percent) schools have occupied 2 library rooms. Among the sampled school 2 (20 percent) schools have toilet rooms between 1- 3, likewise 4 (40 percent) schools have toilet rooms between 4-6 and 4 (40 percent) schools have sufficient toilet rooms between 7-10 rooms.

Physical infrastructure like building and room for different purpose are important assets for schools. Due to the awareness about room facilities and fund for building

by different agencies availability of room are sufficient in schools which help to deliver the better education in better environment.

#### 4.3.4 Sports Facilities and Playing Equipments in Schools

Sports facilities and playing equipments plays vital role to developing physical, mental, social and emotional health of students. If sports facilities are not fulfilled properly a child adopts evil practice. It helps in providing out lets to emotional evil energy and also helps in sublimation on instincts. The sports facilities of government primary schools in Dharan Sub-Metropolitan City has been presented below.



Above figure no 13 indicates that all 100 percent schools have equipments for the football game and 85 percent schools have volleyball's equipments. Likewise 80 percent schools have equipments for basketball, 50 percent schools have badminton facilities, similarly 40 percent schools have equipments for the table tennis game and 20 percent of sampled schools have shot put facilities.

According to the above figure we concluded that every school has managed some type of sports facilities. However they are not sufficient for the round development of school's children. Due to the lack of appropriate land or court and sport teacher less variety of games facilities are available in the school.

#### 4.4 Summary

This study relates to different status of healthful school environment and to find out the present status of school, physical facilities, and sanitary condition of government primary school in Dharan Sub-Metropolitan City. The general objectives of the study was to explore the status of healthful school environment of government primary school and specific objectives were to explore the present condition of school plant, to find out the sanitary practice for creating healthful school environment and to identify the management of physical facilities in governmental primary school in Dharan Sub-Metropolitan City.

The research was based on descriptive research design and mainly based on primary sources of data. There were 23 government primary school, all the governmental primary school, their head teacher, other teachers, students and physical facilities were taken as the population of the study. Out of 23 government primary schools 10 were selected by purposive sampling method. The researcher takes further information about school related subject area with the help of research tools. The researcher was used as interview schedule for head teacher and other teachers to collect the primary data and observation check list as also research tools.

After collecting the data from selected school, the data were tabulated, edit and co-edited and simple statistical method were used to analyze than the researcher interpreted the result compare with standard norms and requirements.

Analysis of data revealed that though all of the schools had their own land and building, playground of the schools were not managed separately for different game. Some schools were newly constructed building they were standard sized but old buildings are not standard sized. All of the schools were one room per class but some of schools had no store rooms and staff rooms. Most of the schools use pipe and tap water for drinking. Most of the schools had not managed of canteen. There is lack of daily, cleanliness of toilet lacking permanent sweeper and water supply. Similarly most of the schools had proper knowledge about purification of water but they didn't properly practice it in their behavior. All most of the schools had availability of

dustbins in the school areas. They were used dustbin both students and teacher. Four to five students sit on a bench. Some of the schools had made benches and desks according to norms and standards but most of school had not followed norms and standards to make furniture.

#### **4.5 Findings**

On the basis of the analysis of this study the following findings have been drawn:

##### **Present condition based findings**

- ) The study found that 100 percent of schools had their own land. Among them 2 school has land above 16 ropani, whereas 3 school has owns land between 6-10 ropani, likewise 2 school has own land between 11-15 and other 3 school are having land between 0-6 ropani.
- ) Study revealed that, 6 sampled schools are located in out of city and rest 4 sampled schools are located in city. According to the data 60 percent sampled schools are located in peaceful environment and 40 percent schools are located in crowded environment.
- ) The study found that 5 school have no gardens, 3 schools have normal types garden in school. Likewise 2 schools have good conditioned garden in the school.
- ) The study found that 80 percent school's student have no problems to see the blackboard whereas 20 percent school's students have problem to see the blackboard.
- ) Study revealed that 40% schools have good ventilation and lightening among the sampled school, 40% schools have satisfactory ventilation and lightening and rest 20% schools have poor lightening and ventilation.
- ) It was found that 70% of total governmental primary school have sufficient furniture and rest 30% have no sufficient furniture.
- ) Study found that 44% teachers are female and 56% teachers are male in the government primary school.

- ) The study found that in academic year 2077, total 2658 with 1338 boys and 1320 girl students are admitted. On other hand total 2705 with 1362 boys and 1343 girl students are admitted in the academic year 2078.

### **Sanitary practice based findings**

- ) The study found that 50 percent of schools had dispose waste product weekly. Similarly 30 percent of the schools had dispose wastage daily and rest 20 percent of the schools had dispose monthly.
- ) It was found that 50 percent schools used dumping, similarly 40 percent schools used incineration and rest 10 percent schools used composting to dispose wastage.
- ) Study found that 60 percent schools have no drainage facility system in the school and 40 percent schools have drainage facility.
- ) The study revealed that out of total 70 percent school have tape water in school similarly 30 percent school have hand pipe.
- ) It was found that 60 percent schools used filtered water by using filter pot, 20 percent schools used chemical to purified water. Likewise, 10 percent school used SODIS method to purification of drinking water and rest 10 percent school drink water directly from the sources without purification.
- ) The study found that 90 percent schools have separate toilet facility for boys and girls and rest 10 percent schools have no separate toilet facility for boys and girls student.
- ) Study revealed that 60% schools clean their toilet daily, 30% schools clean their toilets weekly and 10% school is being cleaned in monthly basis.

### **Management of physical facilities based findings**

- ) It was found that the out of the total 60 percent schools are providing canteen facility and rest 40 percent schools have no canteen facility.
- ) Study found that out of total 6 schools from canteen facilitate school, 1 school's canteen is in good condition likewise 2 school's canteen is in satisfactory condition and rest 3 school's canteen is in bad condition.



- ) It was found that 30 percent schools have classrooms between 1-10 likewise 40 percent schools have classrooms between 11-15 and rest 3 percent schools have classrooms between 16-20. Similarly 50 percent schools have 1 staff rooms and rest 50 percent schools have 2 staff room. Table also shows that 70 percent schools have 1 store rooms and rest 30 percent schools have 2 store rooms for the store. Likewise 80 percent sampled schools have only one library rooms and other 20 percent schools have occupied 2 library rooms. Among the sampled school 20 percent schools have toilet rooms between 1- 3, likewise 40 percent schools have toilet rooms between 4-6 and 40 percent schools have sufficient toilet rooms between 7-10 rooms.
- ) Study found that all 100 percent schools have equipments for the football game and 85 percent schools have volleyball's equipments. Likewise 80 percent schools have equipments for basketball, 50 percent schools have badminton facilities, similarly 40 percent schools have equipments for the table tennis game and 20 percent of sampled schools have shot put facilities.

## CHAPTER - V

### CONCLUSION AND RECOMMENDATIONS

#### 5.1 Conclusion

In this study, the researcher has studied about the status of healthful school environment of government primary school in Dharan Sub-Metropolitan City. Interview schedule and observation check list were used as the main tools of data collection to grab the objectives of this study. The main objectives of the study were to explore the status of healthful school environment of government primary school in Dharan Sub-Metropolitan City.

All of the schools had adequate own land and building. Some schools were located in peaceful environment and some schools were located in less peaceful environment. Building and classrooms were satisfactory because they were good condition. Similarly all the schools had own land and play ground but not sufficient for sports facilities. Some of the old schools have old types building which have no sufficient window and ventilations and others new buildings of the schools have well lightened and ventilation. Because of the less land or congestion of the place schools have no garden. There is also found lacking in proper care and conservation which school had the garden. One bench can be accumulated for four students however there congested sitting shows inadequacy of furniture in some schools which made study of the student is getting difficult in the school. The ratios between female and male teachers were not equal but it is satisfactory because female teachers are increasing. Student ratio also increasing in year by year, it means the literacy rate is going increasing in day by day. Similarly, now a day most of parents do not discriminate between girls and boys.

All most of the schools had availability of dustbins in the school areas. They were used dustbin both students and teacher. All of the schools were in satisfactory level of waste management, because none of schools had no any kinds of dust in the classrooms and schools surroundings. The majority of governmental primary school has not properly managed the drainage system of sewage. They did not care about the

water after school whether it followed anywhere. Maximum school of Dharan Sub-Metropolitan City had sufficient availability of drinking water in the schools. Most of the schools had proper knowledge about purification of water but they didn't properly practice it in their behavior. Most of the school had separate toilet for boys and girls student and teachers. Similarly most of the school manage sanitary toilet in scientific way but there is lack of cleanliness daily, lacking permanent sweeper and water supply.

Most of the schools had not managed of canteen. Therefore, the school management committee, administrative personnel and other stakeholder should try to provision of cafeteria, similarly to prevent the problem of food fads sold by street vendors on the way and availability of room were sufficient in schools which help to deliver the better education in better environment. Due to the lack of appropriate land or court and sport teacher less variety of games facilities were available in the school. Every school has managed some type of sports facilities. However they were not sufficient for the round development of school's children.

## **5.2 Recommendation**

On the basis of the findings and conclusion of this study, the following recommendations are drawn:

### **5.2.1 Recommendation for Improvements**

- a. It would be better to have a master plan of the school site, land, play areas, building and rooms. They should follow a tentative estimate and general plan while establishing the school.
- b. Head teacher, teachers and management committee members would be trained regarding the healthful school environment by resource person. The NGOs and INGOs working in the field of the environment would be involved to extend their programs in the schools.
- c. Orientation, workshop, seminar, meeting, dissemination are to be held and different issues should be included to the sub-municipality members, teachers, parents, children groups and stakeholders about healthful school environment.

- d. Schools personal as well as school management committee should be applied sanitary practices in their daily lives and create the healthier environment in their schools and community.
- e. Sports play a vital role to develop a student's holistic development like, physical, mental, social and emotional abilities. The school would provide the play equipment and use the field for outdoor activities. The school that had no sufficient play field or suitable field, they are focus on indoor activities.
- f. Plantation and gardening should be incorporated in the school curriculum as practical subject.
- g. Schools should manage and use dustbins in every rooms and the collected wastage should be taken in to particular place in fixed routine. Environmental education should be provided to all personnel related to schools especially of sanitary management. For a long run process a large compost plant should be established and used the compost in the garden.

### **5.2.2 Recommendation for Policy**

- a. The ministry of education, Nepal government should strictly implement and monitor the school health programme to improve the health condition of the students in all public schools.
- b. School health programme should include in the national policy to improve the condition of healthful school environment all over the country.
- c. It needs to formulate policy, legislation and guidelines to plan, implement, and monitor and evaluate the aspects of healthful school environment at local, regional and national level.
- d. Pre service and in service teacher training for primary schools should include an appropriate and practice as a part of the component on school health programme.

### **5.2.3 Recommendation for Further Study**

- a. Further research work should be done in this subject area in different schools of the different municipalities and districts.

- b. Study can be conducted to ensure the relationship between teachers and parents to improve sanitary condition of the schools.
- c. The study only will help to interested people on the subject of healthful school environment in Dharan Sub-Metropolitan City.
- d. This study can be helpful to the school of Dharan Sub-Metropolitan City which helps to analyze and improve their situations.

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## Appendix-I

**Tribhuvan University**  
**Department of Health Education**  
**Janta multiple Campus, Itahari**

### **Situation of Healthful School Environment**

#### **Interview Schedule for Head Teacher**

#### **General Information**

**Name of the School: -**

Respondent Name:

Address:

Estd:

Date:

Education:

#### **A) Status of School Plant**

1. How much total land do you have in your school?
  - a) 0-5 ropani
  - b) 6-10 ropani
  - c) 11-15 ropani
  - d) above 16 ropani
2. Where the school is located?
  - a) In city
  - b) Out of city
  - c) Within 100 meter from city
  - d) 100 meter far from city
3. What the area inside of the compound?
  - a) 0-2 ropani
  - b) 3-5 ropani
  - c) 6-9 ropani
  - d) above 10 ropani
4. What the area outside of the compound?
  - a) 0-2 ropani
  - b) 3-5 ropani
  - c) 6-9 ropani
  - d) above 10 ropani



5. Have any agencies are helped to construct your school building?
  - a) Nepal government
  - b) I.N.G.O.
  - c) N.G.O
  - d) Community
6. What is the status of playground in your school?
  - a) No playground
  - b) Small playground
  - c) Normal playground
  - d) Sufficient playground
7. What are the sport facilities in your school?
  - a) Volleyball
  - b) Football
  - c) Basketball
  - d) Others

### **B) Management of the Sanitary Facility in School**

1. Which method do you follow for disposing wastes?
  - a) Dumping
  - b) Incineration
  - c) Composting
  - d) Others
2. How often wastes are disposed?
  - a) Daily
  - b) Monthly
  - c) Weekly
  - d) Above 1 week
3. How often the school conducted any sanitation campaign in the community?
  - a) Weakly
  - b) Annual
  - c) Monthly
  - d) Seldom
4. Does the any agency participate in school cleaning?
  - a) N.G.O.
  - b) Community
  - b) I.N.G.O.
  - d) Others
5. Who clean the school area in your school?
  - a) Sweeper
  - b) Helpers
  - c) Students
  - d) Others
6. Have you available drainage facilities in your school?
  - a) Available
  - b) Unavailable
7. If available, how it is?
  - a) Open
  - c) Closed

### C) Management of the Physical Facilities in School

1. How many sports types of equipment do you have in your school in number?
  - b) Football.....
  - c) Basketball.....
  - d) Table tennis.....
  - e) Shot put.....
  - e) Volleyball.....
  - f) Cricket.....
  - g) Badminton.....
  - h) Other
2. How many rooms are there in your school?
  - a) Classroom.....
  - b) Staff room.....
  - c) Store rooms.....
  - d) Library and laboratory room.....
  - e) Toilet room.....
  - f) Other rooms.....
3. What is the status of furniture for school?
  - a) Poor
  - b) Normal
  - c) Enough
  - d) Other
4. In average, how many students sit in bench?
  - a) 1-2
  - b) 3-4
  - c) 5-6
  - d) Above 7
5. What means are used for ventilation purpose?
  - a) window
  - b) Electric fans
  - c) Door
  - d) Other
6. How many teachers are there in the school?
  - a) Male.....
  - b) Female.....
7. How many students are there in your school?

<b>Class</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
1			
2			
3			
4			
5			

## Appendix-II

**Tribhuvan University**  
**Department of Health Education**  
**Janta multiple Campus, Itahari**

### **Situation of Healthful School Environment**

#### **Interview Schedule for the Teachers or Students**

##### **General Information**

Name of the School: -

Respondent Name:

Address:

Estd:

Date:

Education:

Post:

##### **A) Status of School Plant**

1. Where is the school plant?
  - a) In city
  - b) Near the road
  - c) Near the industry
  - d) Near the village
2. Which types of noise pollution come from outside?
  - a) Vehicles
  - b) Industries
  - c) Cinema hall
  - d) Others
3. Is there sufficient furniture in the classroom?
  - a) Sufficient
  - b) Insufficient

4. How is the ventilation managed in classroom?
  - a) Good
  - b) Poor
  - c) Satisfactory
  - d) Bad
5. How is the blackboard placement in the classroom?
  - a) Bad
  - b) Good
  - c) Satisfactory
  - e) Normal
6. How many windows are in a room?
  - a) 1
  - b) 2
  - c) 3
  - d) 4

**B) Management of the Sanitary Facility in School**

1. Have you available toilet in your school?
  - a) Available
  - b) Unavailable
2. How to use the toilet for defecation?
  - a) Regularly
  - b) Sometimes
3. What is the condition of toilet for the boys and girls?
  - a) Separate
  - b) No separate
4. Who cleans the toilets?
  - a) Sweeper
  - b) Peons
  - c) Students
  - d) Other
5. How often is the latrine cleaned?
  - a) Daily
  - b) Weakly
  - c) Monthly
  - d) Seldom
6. What are the existed problems related to pollution at school?
  - a) Water pollution
  - b) Noise pollution
  - c) Air pollution
  - d) Others
7. What kinds of water supply in your school?
  - c) Good
  - d) Poor
  - c) Satisfactory
  - d) Bad

**C) Management of the Physical Facilities in the School**

1. Have you availability of pure drinking water in your school?
  - a) Available
  - b) Unavailable

2. What are the sources of drinking water?
  - a) Well
  - b) Pipe
  - c) Tap
  - d) Other
3. Which method or techniques apply to purified water?
  - a) Filter
  - b) Sodis
  - c) Chemical
  - d) No purification
4. Is there availability of any canteen facilities in your school?
  - a) Available
  - b) Unavailable
5. What is the condition of canteen management?
  - a) Good
  - b) Bad
  - c) Satisfactory
  - d) Others
6. Where is the canteen located?
  - a) Attached with school building
  - b) Separately
  - c) Out of the compound
  - d) Others
7. How to take the students their Tiffin in school?
  - a) Themselves
  - b) By parents
  - c) In canteen
  - d) Others

**Appendix-III**  
**Appendix-I**  
**Tribhuvan University**  
**Department of Health Education**  
**Janta ultiple Campus, Itahari**

**Situation of Healthful School Environment**

**Observation Check List**

Name of the School:

Date:

S.N.	Observation	Yes	No	Remarks
<b>1.</b>	Plant Site			
	a. Peace			
	b. Boundary wall			
	c. Playground sufficiency			
<b>2.</b>	d. Garden			
	Water Supply			
	a. Tap			
	b. Purification			
<b>3.</b>	c. Filter			
	Classroom Cleanness			
<b>4.</b>	Proper Light in Class			
<b>5.</b>	Sufficiency of Ventilation			
<b>6.</b>	Appropriateness of Classroom			
<b>7.</b>	Sufficient of Furniture			
<b>8.</b>	Waste Management			
	a. Incineration			
	b. Dumping			
	c. Collect Waste Regularly			
<b>9.</b>	Toilet			
	a. Toilet Facility			
	b. Separate Toilet			
	c. Water Availability			
	d. Cleanness			
	e. Sufficiency			
	f. Light and Ventilation			

**Note:**

- Playground refers to an area designed for children to play in outside.
- Peace in school refers to school that is 100 meter far from the town, road, industry etc.
- Sufficient play ground refers to more than 1 ropani land will consider.
- Sufficiency toilet refers to the one toilet for each 50 students for desiccation will consider.