

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

According to an act to provide for safeguarding the interest of children in Nepal has defined “Child” means every human being below the age of 16 years (CWIN, 2050). Such as the census survey 2001 describes 41 percent of total population are children below the age of 16 years in Nepal. However, United Nations Child Rights Convention has defined below the age of 18 years is known as child.

The concept of child rights emerged in 1923. It has been changed as the convention and more than 191 nations have made amendment on the convention for the rights of the child declared on 20th November, 1989 by the UN convention. Nepal has declared in this convention on 14 September, 1990.

Later on an act to provide for safeguarding the interests of children was amended in the year 2048 B.S. The code of rules 2051 B.S. was made for the proper implementation of the children. Likewise, the act of child labor was made for prohibitions and regulations in 2056 B.S. (CWIN 2004).

The various Non-Government Organization (NGO) and International Non-Government Organizations (INGO) along with the state have been actively playing the role of the development and its promotion of Child Rights (CR) after approval assent. In the context of Nepal also, the concept of child rights have been developed recently after the establishment of the multi-party democratic government system. The active participation of children themselves has been felt significant as the awareness programs are launched nowadays about the child rights. There is an equal role of NGOS, INGOs as well as the nation and civil society implementation of the child rights. (SC Norway, 2002) The Child Rights, which has been explained in about 54 series of resolutions, can be broadly classified as "Right of Survival, Right of Development, Right of Security and Right of participation". In conclusion, these above mentioned rights are the Child rights. The nation of the child participation has been the

popular agenda in the advocacy for the protection and promotion of Child Rights (CR). In spite of the roles and responsibilities of the stakeholders, the children themselves have been raising their voices in order to enhance their rights. (CWIN 2005)

The children have been well organized as the Bal Adhikar Manch, Bal Club and such other names. Various INGO'S such as plan Nepal, Save the Children, Action aid Nepal started to launch the various children base activities with the formation of the Child Club for their rights since the decade of the 90's and later other various NGO's like Hatemalo Sanchar, INSEC, CWIN and Help Nepal have been implementing for promotion and protection of child rights with child empowerment programme by the formation of Child Club.

Nowadays, the umbrella forum Consortium has also been established. About 39 NGO's have been affiliated with this forum. So many other organizations are still working for Child Club in the process of affiliation in the recent future (Consortium, 2004).

The Central Child Welfare Committee has declared that more than 7000 Child Clubs have been established all over the nation in spite of its actual data. Millions of children have been included in their Child Clubs. Most of them were formed with the direct initiation of NGOs whereas some others were formed with their self-initiation. According to the organizations, Child Club is the vehicle for the promotion and protection of the child rights.

1.2 Statement of the Problem

The right of child participation is one of the most important assumptions of child rights. There should be the child participation from the initial stage of any work. This is the process of empowering the children. That is why the child participation is a procedural assumption.

The child participation is so essential to the low level home, local, national as well as international level. Child Club has been considered as the import of CR. The number of Child Clubs is increasing day by day. Various

organizations have been establishing the Child Club for the protection and promotion of CR.

The Child Club has become the effective medium for implementing their programme in school and the community. The Child Club includes programme like awareness on health and hygiene, afforestation, wall magazine publication, Street Drama Show and many other additional activities have been regulated. Some other organizations have also been assisting for the maximum child participation for the protection and promotion of child rights.

Various organizations have been establishing Child Clubs for the protection and promotion of Child Rights in different places. Various activities have been operated in different Child Clubs. The children have been giving their personal time in the Child Club for which they spare from their household works and school.

Children get busy with the various training seminars, conference, rally, sports and other additional activities in their time. The sources of economic investment are provided by NGO's and rest of other is collected from the festivals like Deushi, Bhailo and monthly membership fee etc.

Maximum number of Child Clubs have been scattered all over the country. Child Clubs are increasing day by day, which seems only the quantitative progress. So it is also necessary for the qualitative development of Child Club. And how the actual child participation can be visualized in what type of Child Club has to be fixed on a proper way is the future destination of Child Club. These are burning agenda.

It also seems necessity that who is actually benefited either the organization or the actual targeted children in such Child Club? It seems necessary that there should be additional research in micro analyzing the prevailing real picture of Child Club.

If the burning problem of the Child Clubs mentioned above is successfully identified and minimized, the Child Club will be the milestone as the real vehicle of child participation for CR.

Although the forgoing observations are done more or less, there is no empirical evidence regarding the participation of the children in Child Club and the impact of the Child Club on the social and personal development of the children.

1.3 Objectives of the Study

Overall objective of the present study was to explain the role of the Child Club in the personality development of the child clubs members. Within the framework of this overall objective, the specific objectives of the study were set as follows:

- i. To prepare a profile of the Child Clubs in the study area;
- ii. To describe the socio-economic characteristics of the Child Club members;
- iii. To explain the activities carried out by the Child Clubs under study;
- iv. To study Child Club members' participation in the club activities; and
- v. To study the impact of Child Clubs on personal and social development of the children.

1.4 Significance of the Study

Children are considered as future of the nation. Social and personal development of children is the important investment for the future of the nation, but it has not been given much priority. The programme is not sufficient overall. On the other hand, so many organizations have been working for protection and promotion for child rights. They are conducting various activities for children. Such organizations have been forming Child Clubs in different area. This study will be helpful for the protection and promotion of child rights through Child Club. Similarly, social organizations have been initiating for the establishment of Child Clubs for child empowerment but time

to time they follow up in their activities and their result is felt lack. In such condition this study will be helpful to make it fruitful and will be rethought.

1.5 Organization of the Study

This study is divided into five chapters. The first chapter deals with the introduction of the study which includes background, statement of the problem, objectives, significance and organization of the study report.

The second chapter deals with the review of literature; which includes review of empirical study, conceptual framework of the study, operational definitions and operational measures of selected variables.

The third chapter deals with the research methodology of the study. It includes rational for the selection of the study sites, research design, nature and sources of data, universe and sampling, techniques of data collection, data processing and analysis as well as limitations of the study.

Chapter four describes about the data presentation and analysis of the study. Finally, chapter five presents summary and conclusion of the study.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Review of Empirical Studies

After the approval assent of Child Rights in September 1990, the institutional voice has been raised for the children voices to increase the child participation. Decade has been passed after the approval assent of Child Rights, and child participation known as an essential directive principle of Child Rights, it has been practices.

In the context of child participation, the child right of organizing has become the main issue. Since a decade the process of forming their organization is being regulated when Supreme Court announced its decision of the Child Right to open child organization freely in 25th Shrawan, 2058. Since then this process has been rapidly increasing. Such organizations have been implementing their programme in schools and communities. Though there is not any availability of the actual data, it can be guessed that there are more than 7000 Child Clubs available all over the country. (Consortium, 2005)

2.1.1 Personality Development

Personality in simple words means distinctive personal qualities which help one to establish one's identity. Personality of a child develops in a very natural process, which certainly can be improved further by proper guidance of parents and teachers and society. In fact, developing a child's personality is in a way development of a child in every aspect. It is the responsibility of the parents as well as the teachers, society to see to it that the child plays, reads and socializes enough (Piaget, 1996).

To some extent, a child inherits its responsibility from its parents. Coming to the specific question how to develop a child's personality, it is important to know about the main factors that constitute its personality. They learn from near and dear ones, the cultural environment in which he/she is brought up, the amount of care and love it gets from its parents, the contribution made by the school and the society (Ojha, 2063).

It is necessary that parents watch how the child interacts with the family members, friends, neighbors, classmates etc. And they must encourage him to mix-up with these people or else the child would prefer to be left alone and may develop shyness and a sense of loneliness. Similarly, teachers can also contribute in making a child social (Ojha, 2063).

An individual's personality is the complex of mental characteristics that makes them unique from other people. It includes all of the patterns of thought and emotions that cause us to do and say things in particular ways. At a basic level, personality is expressed through our temperament or emotional tone. However, personality also colors our values, beliefs, and expectations. There are many potential factors that are involved in shaping a personality. These factors are usually seen as coming from heredity and the environment. Research by psychologists over the last several decades has increasingly pointed to hereditary factors being more important, especially for basic personality traits such as emotional tone. However, the acquisition of values, beliefs, and expectations seem to be due more to socialization and unique experiences, especially during childhood (Piaget, 1996).

The concept of personality types primarily had its origins in anthropology with the research of Ruth Benedict beginning in the 1920's. She believed that personality was almost entirely learned. She said that normal people acquire a distinct *ethos*, or culturally specific personality pattern, during the process of being enculturated as children. Benedict went on to say that our cultural personality patterns are assumed to be "natural" by us and other personality

patterns are viewed as being "unnatural" and deviant. She said that such feelings are characteristic of all people in all cultures because we are ethnocentric (Eriksson, 1997).

Benedict's views were especially popular in the 1930's among early feminists such as her student Margaret Mead. This was because if personality is entirely learned, it means that feminine and masculine personality traits are not biologically hard-wired in. In other words, culture rather than genes makes women nurturing towards children and passive in response to men. Likewise, culture and society make men aggressive and domineering. If this is true, these stereotypical behaviors can be altered and even reversed (Eriksson, 1997).

2.1.2 Child Development

Child Development refers to the biological and psychological changes that occur in human beings between birth and the end of adolescence, as the individual progresses from dependency to increasing autonomy. Because these developmental changes may be strongly influenced by genetic factors and events during prenatal life, genetics and prenatal development are usually included as part of the study of child development. Related terms include "developmental psychology", referring to development throughout the lifespan and pediatrics, the branch of medicine relating to the care of children. Developmental change may occur as a result of genetically-controlled processes known as maturation, or as a result of environmental factors and learning, but most commonly involves an interaction between the two. (Dworetzky, 1985).

Age-related development terms are: newborn (ages 0-1 month); infant (ages 1 month-1 year); toddler (ages 1-3 years); preschooler (ages 4-6 years); school-aged child (ages 6-13 years); adolescent (ages 13-18). However, organizations like 0 to 3 and the World Association for Infant Mental Health use the term infant as a broad category, including children from birth to age 3, a logical

decision considering that the Latin derivation of the word infant refers to those who have no speech, and speech is generally well-established by 3 years. The optimal development of children is considered vital to society and so it is important to understand the social, cognitive, emotional, and educational development of children. Increased research and interest in this field has resulted in new theories and strategies, with specific regard to practice that promotes development within the school system. In addition, there are also some theories that seek to describe a sequence of states that comprise child development (Dworetzky, 1985).

Although developmental change runs parallel with chronological age, age itself cannot cause development. The basic mechanisms or causes of developmental change are genetic factors and environmental factors. Genetic factors are responsible for cellular changes like overall growth, changes in proportion of body and brain parts, and the maturation of aspects of function such as vision and dietary needs. Because genes can be "turned off" and "turned on", the individual's initial genotype may change in function over time, giving rise to further developmental change. Environmental factors affecting development may include both diet and disease exposure, social, emotional, and cognitive experiences. However, examination of environmental factors also shows that young human beings can survive within a fairly broad range of environmental experiences. Rather than acting as independent mechanisms, genetic and environmental factors often interact to cause developmental change. Some aspects of child development are notable for their plasticity, or the extent to which the direction of development is guided by environmental factors as well as initiated by genetic factors. For example, the development of allergic reactions appears to be caused by exposure to certain environmental factors relatively in early life, and protection from early exposure makes the child less likely to show later allergic reactions. When an aspect of development is

strongly affected by early experience, it is said to show a high degree of plasticity; when the genetic make-up is the primary cause of development, plasticity is said to be low. Plasticity may involve guidance by endogenous factors like hormones as well as by exogenous factors like infection. (Dworetzky, 1985).

One kind of environmental guidance of development has been described as experience-dependent plasticity, in which behavior is altered as a result of learning from the environment. Plasticity of this type can occur throughout the lifespan and may involve many kinds of behavior including some emotional reactions. A second type of plasticity, experience-expectant plasticity, involves the strong effect of specific experiences during limited sensitive periods of development. For example, the coordinated use of the two eyes, and the experience of a single three-dimensional image rather than the two-dimensional images created by light in each eye, depend on experiences with vision during the second half of the first year of life. Experience-expectant plasticity works to fine-tune aspects of development that cannot proceed to optimum outcomes as a result of genetic factors working alone. In addition to the existence of plasticity in some aspects of development, genetic-environmental correlations may function in several ways to determine the mature characteristics of the individual. Genetic-environmental correlations are circumstances in which genetic factors make certain experiences more likely to occur. For example, in passive genetic-environmental correlation, a child is likely to experience a particular environment because his or her parents' genetic make-up makes them likely to choose or create such an environment. In evocative genetic-environmental correlation, the child's genetically-caused characteristics cause other people to respond in certain ways, providing a different environment than might occur for a genetically-different child; for instance, a child with Down syndrome may be treated more protectively and less challengingly than a non-

Down child. Finally, an active genetic-environmental correlation is one in which the child chooses experiences that in turn have their effect; for instance, a muscular, active child may choose after-school sports experiences that create increased athletic skills, but perhaps preclude music lessons. In all of these cases, it becomes difficult to know whether child characteristics were shaped by genetic factors, by experiences, or by a combination of the two (Marshall, 2006).

Newborn infants do not seem to experience fear or have preferences for contact with any specific people. By about 8-10 months, they go through a fairly rapid change and become fearful of perceived threats; they also begin to prefer familiar people and show anxiety and distress when separated from them or approached by strangers. The capacity for empathy and the understanding of social rules begin in the preschool period and continue to develop into adulthood. Middle childhood is characterized by friendships with age-mates, and adolescence by emotions connected with sexuality and the beginnings of romantic love. Anger seems most intense during the toddler and early preschool period and during adolescence.

Some aspects of social-emotional development, like understanding, develop gradually, but others, like fearfulness, seem to involve a rather sudden reorganization of the child's experience of emotion. Sexual and romantic emotions develop in connection with physical maturation.

Genetic factors appear to regulate some social-emotional developments that occur at predictable ages, such as fearfulness and to familiar people. Experience plays a role in determining which people are familiar, which social rules are obeyed, and how anger is expressed. (Marshall, 2006).

Individual differences in the sequence of social-emotional development are unusual, but the intensity or expressiveness of emotions can vary greatly from

one normal child to another. Individual tendencies to various types of reactivity are probably constitutional, and they are referred to as temperamental differences. A typical development of social-emotional characteristics may be mildly unusual, or may be so extreme as to indicate mental illness. Temperamental traits are thought to be stable and enduring throughout the life span. Children who are active and angry as infants can be expected to be active and angry as older children, adolescents and adults. (Thomas, 1992).

Population differences may occur in older children, if, for example they have learned that it is appropriate for boys to express emotion or behave differently than girls, or if customs learned by children of one ethnic group are different from those learned in another. Social and emotional differences between boys and girls of a given age may also be associated with differences in the timing of puberty characteristic of the two sexes (Thomas, 1992).

2.1.3 Child Rights

Human rights are those rights which are essential to live as human beings basic standards without which people cannot survive and develop in dignity. They are inherent to the human person, inalienable and universal.

The United Nations set a common standard on human rights with the adoption of the Universal Declaration of Human Rights in 1948. Although this Declaration is not part of binding international law, its acceptance by all countries around the world gives great moral weight to the fundamental principle that all human beings, rich and poor, strong and weak, male and female, of all races and religions, are to be treated equally and with respect for their natural worth as human beings.

The United Nations has since adopted many legally binding international human rights instruments. These treaties are used as a framework for

discussing and applying human rights. Through these instruments, the principles and rights they outline become legal obligations on those States choosing to be bound by them. The framework also establishes legal and other mechanisms to hold governments accountable in the event they violate human rights.

The instruments of the international human rights framework are the Universal Declaration of Human Rights and the six core human rights treaties: the International Covenant on Civil and Political Rights; the International Covenant on Economic, Social and Cultural Rights; the Convention on the Rights of the Child; the Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment; the International Convention on the Elimination of All Forms of Racial Discrimination; and the Convention on the Elimination of All Forms of Discrimination against Women. Every country in the world has ratified at least one of these, and many have ratified most of them. These treaties are important tools for holding governments accountable for the respect for, protection of and realization of the rights of individuals in their country.

As part of the framework of human rights law, all human rights are indivisible, interrelated and interdependent. Understanding this framework is important to promoting, protecting and realizing children's rights because the Convention on the Rights of the Child and the rights and duties contained in it-are part of the framework (Halter, 2007).

The Convention on the Rights of the Child is the first legally binding international instrument to incorporate the full range of human rights-civil, cultural, economic, political and social rights. In 1989, world leaders decided that children needed a special convention just for them because people under 18 years old often need special care and protection that adults do not. The

leaders also wanted to make sure that the world recognized that children have human rights too (UNICEF, 2007).

The Convention sets out these rights in 54 articles and two Optional Protocols. It spells out the basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. The four core principles of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child. Every right spelled out in the Convention is inherent to the human dignity and harmonious development of every child. The Convention protects children's rights by setting standards in health care; education; and legal, civil and social services (UNICEF, 2007).

By agreeing to undertake the obligations of the Convention (by ratifying or acceding to it), national governments have committed themselves to protecting and ensuring children's rights and they have agreed to hold themselves accountable for this commitment before the international community. States parties to the Convention are obliged to develop and undertake all actions and policies in the light of the best interests of the child (UNICEF, 2007).

2.1.4 Status of Children in Nepal

In Nepal, 41 percent of total population is children below the age of 16 years. Out of 100 children; 49 are girls and 51 are boys. Among them 14 percent children live in the towns and 86 percent live in the villages. 40 percent children belong to extremely poor families. 80 percent children have admitted to school, but only 51 have completed primary levels. In the context of Nepal, 2.6 million Children of 5-14 years age group are engaged in different sectors of child worker and at least 40000 children are bonded workers. More than 5000 children work and live on the streets. Due to the armed conflict more than 8000 children have been displaced all over the country (CWIN, 2006).

2.1.5 Programme and Organization for Child Development

The concept of child rights started in 1923 has been changed into the convention in 1989. More than 191 countries have approval assent to the convention of child rights on 20 November, 1989. Nepal has also approval assent on 14, November 1990 (Consortium, 2004).

Likewise, the child rights act 2048 and regulation 2051 has also been made later in 2056 B.S. The child act made for the regulation and prohibition has already been made. Certainly, it is the duty and responsibility of civil society to promote and protect the rights of the child.

After the United Nations Convention on Child Rights, it set an environment to promote child rights and its environment across the world. In this context, child organization such as UNICEF, Save the Children, Action Aid Nepal, Plan International, ILO and many other organizations took initiation and active participation to promote and develop child rights programme. After Mass movement-1990 and multi party democracy system in Nepal, several INGO's were started to work in Nepal for child development. After all more than three hundred NGOs were registered in Nepal for the same. Some organizations which have committed for the fulfillment, principle and provision of child rights convention, are working in Nepal. Some National and international organizations working in Nepal, have a great contribution for the development and operation of Child development programme. The majority of the local NGOs such as CWIN, CONCERN, CAP-CRON, CWISH, Help Nepal and many other have been working here through various programmes for the protection and promotion of child rights. Basically the programmes have been focused in rural area. Some of the programme activities have conducted at school and some at community level. Out of them, some programme activities are being conducted with the direct participation of children and some are targeted to adults for raising awareness about child rights.

Meanwhile, many organizations have started to form child clubs to promote child participation. Through the child clubs, they have been organized various

activities for the children. Wall magazine publication, environment conservation programme, child rights training, child rights monitoring, talent show, cultural programme, creative writing, extra curricular activities, HIV/AIDS awareness programme, fund raising and Income generating activities are being conducted in the Child Clubs.

2.1.6 Child Clubs

Generally, the children between eight to sixteen years organizing themselves having an objective for getting their rights to form a group, is known as a Child Club. The children in their club work actively organizing themselves to get their rights with common efforts, objectives and even for the society. In local level, Child Club is known as an organization for personality development and promoting the child rights. Child Club has set an environment of realizing their rights and accomplishing to develop personality. Child Club is an active forum to make them creative and formulating their socialization. They have been established in school or in the local community. There is an executive committee for systematic function of child club where 7 to 21 board members are organized. Including board members, general members are also included in the child clubs. It is not necessary to register child clubs; however, some child clubs are registered in the district child welfare committee (Consortium, 2005)

2.1.7 Impact of Child Clubs

Child Club has been providing new type of opportunities for the individual development of child. They have been learning new skills in the club which they cannot learn in their house, school and other organizations. The self-confidence has increased in them. The skill of group work and friendly behavior has improved and become conscious about their roles and responsibilities. They have also become more skilled to run small programme themselves. Thus, they have used their leisure time in creative works. The benefit of the child club is that the children have gained confidence especially

dealing with strangers, self development and increasing confidence, particularly in publicly speaking.

The community has also got so many benefits from Child Club directly or indirectly because many of the activities of the Child Club are designed to benefit the community. They involve issues such as afforestation, beautifying community area with flower gardens and cleaning water tanks. The activities performed by children also help the elders (adults) to be civilized, neat and clean and good mannered as they made one of the school teachers very shy due to his ill manners. Child Club speeds up consciousness to be friendly, solving problem, co-operative for being the ideal society through the street drama (SCN, 2002).

The Child Club have been organizing so many activities like Publication of wall magazine, Street drama show, Leadership development and club management training, School cleaning awareness, vaccination awareness rally, school enrollment, birth registration awareness, and awareness against early marriage, gambling and alcoholisms and also working as the pressurized group for the protection and promotion of child rights to the stakeholders. And other additional activities (sports, debate competition, cultural programme, quiz context, fine art training etc.) have been conducted in Child Club (Consortium, 2004).

After the formation of Child Club children have made different kinds of habit than early days. According to survey of Child Clubs, some children say that they can easily give their identity in public places. They are disciplined, confident and they have learnt to socialize with strangers. Many children have developed the capacity to speak in public places. Now they can arrange their regular household work and study in time. According to the observation in Palpa district, children above twelve years help to do their household work before going to school. Simply before going to school, they bring a bundle of

grass for their cattle, prepare food, clean the cattle shed, fill water in pots and help their parents for other works. According to an intellectual person, children are responsible and sincere nowadays. Now many guardians are happy with the children because they participate in external activities and help the community people in many ways (SCN, 2005).

With the activities of Child Club, they have become more curious and optimistic. One of the club members of Tanahu, Bishnu Sapkota says, " Before including in Child Club we did not make any question to our teachers whether we understood or not. But now we make questions until we clearly understand the lesson." It is also a saying that children demand their parents which is out of their capacities. In the same context, in Bakmalang and Goldha, some teachers say, "The students are demanding which is out of the capacity of the school teachers." They add, "Sometimes there is interschool football match competition and at this time the children do not like to participate without any help of school for their expenses." In the last game also, they did not participate. There is peace harmony and cooperation among themselves. In most places, because of Child Club programme and mutual cooperation, quarrel, misunderstanding and sometimes and fight among the club members have also reduced. In early days they used to quarrel each other for winning though it is won by another s without any reason in the clas. The Child Club members also solve the problems of quarrel among themselves (SCN, 2005).

2.2 Conceptual Framework of the Present Study

Based on the review of literature as above, conceptual framework has been developed for the present study. The conceptual frame work has been presented in the form of a flow chart as given in Figure 1. As envisaged in the flow chart, personality development of the child club members is a dependent variable which is directly or indirectly determined by their socio personal and family characteristics of the children, their membership, characteristics and activities of the clubs and level of their participation in the child clubs.

Personality development is determined by different variables such as knowledge about child rights, skill of preparing wall magazine, capacity to keeping club's record, motivation for involvement in extra curricular activity, level of confidence to public speaking and change in education status of club members' children. Personality development is not an independent variable; it depends on the participation of child clubs members. It is determined by time, devoted by club members, needs frequency to participate in club's activity, opportunity in the child clubs and interest of participants in the club's activities. Participation in child clubs activity is not an independent variable; it depends on different variables such as membership characteristics, activities of the child club and socio personal and family characteristics.

Membership characteristics determine by duration, membership types, role and responsibilities of club members. A membership characteristic is not an independent variable as it depends on socio personal and family characteristics. Socio personal and family characteristics determine by caste/ethnicity, age, sex, education, parents' education and family income of club members.

Activities of the child club is measured by different clubs' activities such as wall magazine publication, Street drama show, Sports training / competition, Fine art training , Child rights training, Awareness rally, Mini library management, Scholarship programme, Letter writing training , Vaccination awareness , Awareness programme for school enrollment, Health and sanitation awareness, Quiz context, debate and Sports training / competition .

Figure 1: Conceptual Framework for the Analysis of Child Clubs' Role in the Personality Development of the Club Members.

2.3 Operational Definitions and Operational Measures of Selected Variables

On the basis of conceptual framework as given above some variables were selected for the present study. The variables were operationally defined and their operational measures were identified. The operational definitions and the operational measures of the selected variables have been summarized as given below.

Variables	Operational Definitions	Operational Measure
Socio Personal and Family Characteristics	Cast / ethnicity	Name of the cast / ethnic groups of the person
	Age	Age at 10-13 years, 13-16 years and 16-18 years
	Education	School going grade, level and dropout
	Parents literacy status	Literacy status of father and mother
	Family income source	Main source of income of the family
Profile of the child clubs	Date of formation	Formation date and time period
	Registration	Registration condition
	Office place	Child clubs office setting as owns office building, school's room, local organizations, guardians cooperation and club members
	Executive board	Executive board and formation time period
	Source of Income	Membership fee, extra curricular activities, I/NGO donation and governmental support
Activity of the child clubs	Conducting regular activities	Game, creative writing, talent show, competition
Child Clubs Members Participation in Clubs Activities	Duration of Membership of the Club	Membership duration as 3 to 24 months of the period
	Reason for Joining the Club	To get training opportunities, participate in the extra curricular activities, make new friends and to expose inner talents
	Initiation to Join the Club	From school teachers, from NGOs, from family members, friends and their self
	Assigned Role in the Club	Decision role, organizing activities, to participate in the activities, managerial role and overall responsibilities
	Frequency of Visits to the Club	Time period as daily, weekly, fortnightly, monthly and occasionally
	Access to the Clubs Instrument	Utilization of club's instrument
	Training Opportunities	Numbers of trainings/ orientations

Personality development	Knowledge about Child Rights	Level of knowledge about child rights as perceived by the children themselves
	Idea and Skill of Preparing Wall Magazine	Having and not having knowledge and skill to prepare wall magazine as perceived by the children themselves
	Capacity to Keeping the Clubs' Record	Level of confidence and knowledge about record keeping as perceived by the children themselves
	Motivation for Involvement in Extra Curricular Activities	Inspiration and motivation to participate in extra curricular activity and received prizes, certificate, appreciation letter etc as perceived by the children themselves
	Level of Confidence to Public Speaking	Level of confidence to public speaking and participate in activities as perceived by the children themselves
	Change in Education Status	Position and rank of their school class as perceived by the children themselves

CHAPTER THREE

RESEARCH METHODS

3.1 Rationale for the Selection of the Study Site

This study focused on different Child Clubs of rural and urban areas of Morang district. The reasons for selecting the study area are:

In this district, there are a number of Child Clubs; the Child Clubs are located in different rural and urban areas; the Child Clubs are extended in different localities with various caste and ethnic community; familiar with the local language. And working behavioral patterns with those communities and local NGOs are the supportive factors of this research.

3.2 Research Design

Present Descriptive survey design was chosen as the design of this study. The study consisted of a sample survey of the Child Clubs and the members of the Clubs; and description of a number of issues relating to various aspects of the clubs and their members.

3.3 Nature and Sources of Data

Both qualitative and quantitative data were collected from the field through the use of various research tools and techniques in order to fulfill the stated objectives and answer the research questions. The data were gathered from both primary and secondary sources. The primary data had been gathered from the field through Child Clubs survey, group discussion, questionnaire cum interview schedule and key informants interview. The secondary data and information were gathered from relevant literature, published and unpublished documents, office records, journals, reports and so on.

3.4 Universe and Sampling

The universe of the study comprised all the members of the child clubs operating in Morang district. According to District Child Welfare Committee, there are 130 child clubs located in the district. The total numbers of the members of their clubs is 1560. Out of them, 30 Child Clubs members were selected for this study. This study was conducted by adopting non-probability sampling method. Samples were selected by purposive sampling method.

3.5 Techniques of Data Collection

Applying a number of techniques and admired different instruments were collected for primary data and information. Following techniques and instruments were applied for data collection.

3.5.1 Child Club Survey

Child Club survey was designed to collect the information regarding the participation of children in their personal development. The entire Child Clubs of the study area had been visited according to sampling procedure for information collection.

3.5.2 Personal Interview

Interviews were conducted with Child Clubs members in the Child Clubs. There were participated thirty Child Club members of the selected clubs. For this purpose a semi - structure interview schedule was prepared to cover various aspects of Child Club.

3.5.3 Key Informants Interview

Guardians, school teachers, Child Club facilitators, former Child Club members were taken as key informants. These key informants were interviewed as per necessary for depth information. A checklist was prepared and was used in the key informants interview.

3.5.4 Focus Group Discussion

The executive board members and general members of Child Clubs were gathered in a certain place and discussed various issues regarding the child rights in the development activities of Child Club. Focus group discussions were both formal and informal. A checklist was prepared and administered in the field.

3.6 Data Processing and Analysis

Data analysis is a continuous process of reviewing the information as it is collected, classifying it formulating additional question, verifying information and drawing conclusion. Analysis is the process of making sense of the collected information. Qualitative data is analyzed and interpreted descriptively. The quantitative data is presented in various tables and simple statistical method such as frequency table, diagram, percentage and other essential techniques.

3.7 Limitations of the Study

This is a case study of 30 child club members of 130 child clubs in Morang district. Hence the findings of the study may not be applicable to the child club members of other areas. Besides, the study has some specific limitations. They are:

1. Although the scope of the study was defined as in Morang district as a whole, yet the study could not cover all the VDCs of the district. The VDCs were selected through purposive sampling. Hence, the findings of the study may not represent.
2. The study included 30 child clubs of Morang district, purposive non-random sampling of 130 child clubs may not represent.
3. The study is based on a sample of 30 child clubs members. Selection procedure of non-random sampling is not biased for representation.
4. The sample size of 30 child clubs is too small to represent the variable of 1560.
5. The variables selected for the study were operationally defined in views of the general characteristics of the study population. The definition may not be equally applicable to other contexts.
6. The conceptual framework of the study specifies the relationship between certain variables. However, the relationships between the variables have not been verified empirically. Rather, the conceptual framework has been taken as an abstract model for the description of the issues under study.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Profile of the Child Clubs

4.1.1 Date of Formation

Child clubs were formed from 1999 in Morang district. After 1999 some of the clubs were formed and selected sample clubs were up to 2004. Matured child clubs have maximum club members, equipments and good knowledge about the function of the clubs. Information about formation date of the child clubs are presented in the table below.

Table 1: Formation Year of the Child Club

Formation Year	Number	Percent
1999	2	6.7
2000	5	16.7
2001	4	13.3
2002	7	23.3
2003	9	30
2004	3	10
Total	30	100

Source: Field Survey, 2007

It was reported that child clubs were started from 1999 at Morang district. Similarly, large numbers of Child clubs were formed during 2002 and 2003 and very small numbers of child clubs were formed 1999 and 2004.

4.1.2 Registration

Registration is an important thing for the child clubs. It shows the legal status of the child clubs. There is a provision of registration at District Child Welfare Committee and Village Development Committee for child clubs. Registration status of the child clubs is presented in the table below.

Table 2: Registration of Child Clubs

Registration Status	Number	Percent
Registered in DCWC	12	40
Registered in VDC	5	16.7
No Registration	13	43.3
Total	30	100

Source: Field Survey, 2007

Child Club is an informal organization of children. It was reported that, some of the Child Clubs were registered in District Child Welfare Committee (DCWC) and some were in Village Development Committee (VDC). The above table shows that it is not necessary to register the Child Clubs in governmental authorities. Without any registration, nearly half a number of child clubs have been running.

4.1.3 Office Place

Child clubs office place is an important for the clubs. It shows the sustainability and social status of the child club. Financially sound and sustained clubs have their own club house. For the child clubs office, cooperation and support are from provided school buildings, local organizations' room and local guardians' house etc.

Table 3: Place of the Child Clubs' Office

Child Clubs Office	Number	Percent
Own clubs house	2	6.7
School buildings	5	16.7
Child Clubs members' house	6	20.0
Local Organizations' buildings	7	23.3
Local Guardians' house	10	33.3
Total	30	100.0

Source: Field Survey, 2007

It is very important to manage Child Club office and to contact the children for their regular activities. There is very significant role of local guardians to operate the Child Clubs. They were also provided their own houses' room to the

Child Clubs. It was also reported that, there exist many difficulties to manage distinct place to the child clubs. Local organizations and school were also found supportive to the child clubs.

4.1.4 Executive Board

For the systematic operation and regulation of the Child Club, there is a provision of executive board in the child clubs. Executive board is an important pillar of the Child Club. For the democratic way, it is very important to reform board through the election or nomination by general assembly. Information of the year of the formation of current executive board is presented in the table below.

Table 4: Year of Formation of Current Executive Board

Date	Number	Percent
After 2007	8	26.7
2005	12	40.0
2004	6	20.0
Before 2004	4	13.3
Total	30	100.0

Source: Field Survey, 2007

It was reported that most of the child clubs were formed for recent two years and found democratic practice in the child clubs. It was also reported that, there was a provision of advisory committee in the child clubs. The committee has provided important advice and assistance to the club members. Most of the clubs members were informed to have an advisory committee who were provided supportive role to function the child clubs. Adults were found to be advisory committee members. However, no intervention role was performed by the committee.

4.1.5 Source of Income

Economic source is an important thing for Child Clubs to operate and conduct its activities. There are different types of economic sources available in Child

Clubs. Available major economic sources of the Child Clubs are presented in the table below:

Table 5: Distribution of Child Clubs by Income Sources

Major economic source	Number (n = 30)	Percent
Membership fee	30	100.0
Extra curricular activity	27	90.0
Donation of I/NGO	28	93.3
Support from local government	9	30.0

Source: Field Survey, 2007

Most common source of income was reported as membership fee (100 percent) followed by donation of I/NGO (93 percent) and extra curricular activity (90 percent). Some other reported (30 percent) that they have received support from local government. It shows that clubs members had well economic contribution to function the clubs and extra curricular activity were also important part of the child clubs.

4.2 Profile of the Child Clubs Members

4.2.1 Age

There were different age groups of children involved in the Child Clubs. Age is important factor to participate in the clubs. Basically, children of senior age groups have more approach to involve in the child clubs activities than the junior age groups. Age from the respondents ranged from 10 to 18 years. Major age groups of respondent children are presented in the following table.

Table 6 : Age groups of the Child Clubs Members

Age Groups (Years)	Number	Percent
10-13	8	26.7
13-16	16	53.3
16 – 18	6	20.0
Total	30	100.0

Source: Field Survey, 2007

In the child clubs, majority (53 percent) belongs to the age group of 13 to 16 years. Nearly three quarters (73.3 percent) were adolescents and the remaining one quarter (26.7 percent) were found below the age of 13 years. It shows that most of the clubs are operated by adolescent children.

4.2.2 Gender

Gender plays an important role in the child clubs. In the context of Nepal, there is a discriminatory role between girls and boys in the society. Still there is some restriction to girl children for mobility in the society. Boys have utmost opportunity than the girl children. Gender influences in the participation of clubs activities. There were two sex group children in the child clubs. Out of them 53 percent were male and the remaining 47 percent were female. From the survey, it showed some gender gap and male domination size of the respondent children.

4.2.3 Caste / Ethnicity

Caste system is an important component of Nepalese society. There are different types of caste\ethnic groups in Morang district. Basically higher caste such as Brahmin/Chhetri has high domination in the society. Caste system plays a vital role in the participation of clubs members. Higher caste/ethnic groups dominate the other minorities groups. Representation of caste/ethnicity groups in the child clubs are presented in the table below.

Table 7: Caste/ethnic Composition of the Child Clubs Members

Caste/ethnic	Number	Percent
Brahman / Chetri	13	43.3
Hill ethnic	7	23.3
Madheshi	5	16.7
Tharu / Rajbanshi	3	10.0
Dalit	2	6.7
Total	30	100.0

Source: Field survey, 2007

According to field survey of the Child Clubs, there were different respondents groups of caste/ethnic children from local community. Those are Brahman/Chettri, hill ethnic, Dalit, Madheshi and Tharu /Rajbanshi. In the sample, Bramhan/Chettri constituted larger proportion (43.3 percent) followed by hill ethnic (23.3 percent). Similarly backward societies as Dalit and Tharu/Rajbanshi shows very small size of participation in the clubs. There were found domination of higher caste as Brahmin/Chettri in the clubs.

4.2.4 Education

Education plays very important role of the clubs members' performances. Education of the child clubs members was operationally defined as school continuing, dropout from the school and passed grade of the respondents' children. It was reported that large majority (93 percent) of respondent children were going to school regularly and only one (3 percent) child were dropout from school after passing the exam of primary level. Because of opportunity and awareness of the importance of education, most of the respondents' children were going to school.

4.2.5 Parents' Literacy Status

Parents' literacy reflects the educational status of the family. Literacy is directly related with the awareness and opportunity. Highly literate parent's children have more opportunity and access to participate in the child clubs activity. As regards the literacy status of the child clubs members' parents as fathers and mothers, large majorities (93 percent) were literate and very few (7 percent) were found illiterate.

4.2.6 Main Source of Family Income

Family income source is related with the access to join the child club activities. Better income earners families' children have possibilities to get opportunities from child clubs. Clubs decisions influence by higher income families. Main sources of family income are presented in the table below.

Table 8: Main Source of Family Income of the Child Club Members

Source of Income	Number (n = 30)	Percent
Agriculture	27	90.0
Wage labour	18	60.0
Service	15	50.0
Business	12	40.0

Source: Field survey, 2007

Family income of the child clubs members was operationally defined as the principal source of the income. The distributions are agriculture, wage labour, service and business.

It was reported that large numbers (90 percent) of respondents child clubs members' parents were found major family income source was agriculture followed by a wage labour (60 percent). Similarly some others were involved at service (50 percent) and business (12 percent) as sources of income.

4.3 Activities of the Child Clubs

There are different types of activities conducting in the child clubs. Those activities are related to physical and personal development of the children. Some are creative activities, some are related to sports, some support to expose inner talents and some create environment to enhance learning capacities of the children.

It was reported that most common activities of the child clubs were quiz contest, creative writing, debate competition, talent show, cultural (music and dance), public speaking training, wall magazine publication, fine art training, sports, public awareness, child rights awareness and so on.

4.4 Child Clubs Members Participation in Clubs Activities

4.4.1 Duration of Membership of the Club

Membership duration is an important aspect of the child clubs' member. It represents the relation between Child Club and club member. The duration of club membership is presented in the table below:

Table 9: Duration of Membership of the Club

Duration (Months)	Number	Percent
< 3	1	3.3
3 to 6	4	13.3
6 to 12	7	23.3
12 to 18	11	36.7
18 to 24	5	16.7
> 24	2	6.7
Total	30	100.0

Source: Field survey, 2007

The duration of the membership of the child clubs ranged from below 3 months to more than 24 months. As reported by a large majority (60 percent) of the child clubs members have become the members of the clubs before 1 year. It was reported that more than half (60 percent) respondents' clubs members were found to join the club during 6 to 18 months of period and also very small number of respondent child (3 percent) become members less than 3 months of duration. It shows that majority of respondents club members were involved in the club.

4.4.2 Reason for Joining the Club

Child clubs members children were joined the clubs for different reason. They want to get various types of opportunity from the child clubs. Available opportunities, feasible activities and other regular activities create a center of attention to the children. Main reason for joining the child club is presented in the table below.

Table 10: Main Reasons for Joining the Club

Reason	Numbers (n = 30)	Percent
Training opportunities	28	93.3
Extra curricular activities	29	96.7
Make friends	22	73.3

Expose inner talents	20	66.7
----------------------	----	------

Source: Field survey, 2007

There are various reasons to join the Child Clubs by club members. It was reported that, large numbers of respondents' children were joined the clubs to get training opportunities and extra curricular activities. Some of them want to make new friends and some other want to expose their inner talents. It shows that, training opportunities and extra curricular activities are a focus for joining child clubs.

4.4.3 Initiation to Join the Club

To join the child club, children were influenced by different factors. Initiation is a kind of motivation which influences the children to join the club. It was an important role of initiator to the club member children. Child Clubs members' initiation to join the Child Clubs is presented in the following table.

Table 11: Initiation to join the Clubs

Initiator	Number (n = 30)	Percent
School Teachers	22	73.3
NGO / CBO	25	83.3
Parents / Guardians	20	66.7
Self motivate	28	93.3
Friends	29	96.7

Source: Field survey, 2007

It was reported that large number of the respondent clubs members were motivated to join the Child Clubs by their friends. Because of close relationship and intimacy with friends, children were motivated by their friends to join the clubs. And some others were initiated by school teacher, local NGO/CBO and their parents. There were significant roles of external factors to initiate to join the Club.

4.4.4 Assigned Role in the Club

Being a child club member, children have different types of role in the club. Clubs members' role shows the level of their participation in the clubs. Those, who have multiple responsibilities, should understand well and meaningful participation in the clubs. Role of the Child Club members in the Child Clubs are presented in the following table:

Table 12: Assigned Role in the Club

Role	Number	Percent
Decision	3	10.0
Organizing club's activities	8	26.7
Participation at activities	9	30.0
Managerial	4	13.3
Overall responsibilities	6	20.0
Total	30	100.0

Source: Field survey, 2007

There are different types of role of the club members in the Child Club. Some children had decision level role, some had participatory role and some had managerial role in the Child Club. It was reported that more than half (56.7 percent) number of respondents' club members were found to be organizing and have a participatory role in the clubs. Very small size (10 percent) was found to have decisive role and 20 percent had overall responsibilities of the clubs. Self motivation and friendship were the key element of the children to involve in the club activities.

4.4.5 Frequency of Visits to the Clubs

Child clubs are small platform to children where they perform various activities. To perform activities and meeting they need to be gathered in the child clubs. There are different types of frequency to visit the clubs. Short frequency shows the intimacy and close relationship with the club. Similarly long frequency shows the less intimacy and gap with the clubs. Thus frequency shows the relation and participation level of the clubs members. Frequency of

the Child Club members visiting in the Child Club is presented in the table below:

Table 13: Frequency of visiting to the Club

Frequency	Number	Percent
Daily	1	3.3
Weekly	20	66.6
Fortnightly	5	16.7
Monthly	2	6.7
Occasionally	2	6.7
Total	30	100.0

Source: Field survey, 2007

To manage and participate in the clubs activities, Clubs members children visited in the club frequently. It was reported that, two-thirds size (66.6 percent) of children visited the clubs weekly basis. Because of the majority of school going children, they managed their weekend to visit the clubs. It shows the majority of the members children who visited clubs regularly and they were high probability of participation in the clubs.

4.4.6 Access to the Clubs Instrument

There are different types of instruments available in the Child Clubs. Available instruments were gaming materials such as foot-ball, Volley-ball, Chess, Ludo, Chinese checker, Skipping rope, Ring etc. Similarly musical instruments, mini library books, magazines and other many more instruments are also available in the Clubs. Sport instruments support to physical development of the children. Musical instruments create an environment for entertainment and recreation. Educational material such as books, magazines support to sharpen their knowledge.

It was reported that, large numbers of respondents' child (75 percent) have full access to utilize the clubs instrument to develop their personality. Because of

their low frequency to club visits, rest of the respondents' children (25 percent) did not have full access to utilize the clubs instruments.

4.4.7 Training Opportunities

There are different types of training/orientation opportunities provided to Child Clubs member. Some training is being conducted by local NGOs/CBOs, schools and some others trainings are being conducted by Child Clubs. Trainings were related to build the capacity of Child Club members. Basically training were related to child rights, leadership development, wall magazine writing, HIV/AIDS, fine art, football, athletics, anchoring, general health etc. More than two-thirds (75 percent) respondents were reported that, they had received at least three types of training and the rest (25 percent) got only one training from the club. It showed that there was an opportunities to participate in extra curricular activities to clubs members.

4.5 Personality Development of Child Clubs Members

One of the main objectives of the child clubs is to develop personality of the club members children. Being a member of the child club, children were gained different types of knowledge and skill. Level of knowledge of the Child Club members was operationally defined as the perceived knowledge reported by them.

4.5.1 Knowledge about Child Rights

One of the main areas of the activities of the child clubs is child rights. Therefore knowledge about the child rights was taken as an important indicator of the personality development of the child clubs members.

Table 14: Knowledge about Child Rights

Level of Knowledge	Number	Percent
Some knowledge	13	43.3

A little Knowledge	15	50
No knowledge	2	6.7
Total	30	100.0

Source: Field survey, 2007

Because of having opportunity of training and orientation at child clubs, large numbers (93 percent) club members reported to get knowledge about child rights. Similarly very small numbers (7 percent) of respondent children were reported to have no knowledge about child rights.

4.5.2 Ideas and Skills of Preparing Wall Magazine

Wall magazine preparation and publication was a regular activity of the Child Clubs. Wall magazine has been preparing and publishing by club's members in the public place. They have also been collecting creative writing, news of local community, general knowledge, cartoon, short story, poem and some other extra knowledge in the wall magazine. Large numbers (80 percent) of respondents club members were reported to have knowledge and idea about preparing wall magazine. Because of the regular participation at clubs activities and having training they were found to be capable to preparing wall magazine.

4.5.3 Capacity to Keeping the Clubs' Record

Being a club member, it is important to keep and maintain clubs records such as meeting minute, income and expenditure record, mini library record, club's instruments etc. It was supposed that the children who could manage child clubs record properly were able to develop their personality. It was reported that more than two-third (77 percent) clubs member were able to keep club's record properly and rest of the club members (13 percent) were reported not to be confident for keeping club record themselves.

4.5.4 Motivation for Involvement in Extra Curricular Activities

There are various extra curricular activities being conducted by clubs and their school. Those conducted activities were sources of inspiration to personnel development of the children. It is also an indicator of the personality development of the child clubs members. It was reported that large numbers

(75 percent) of club members' respondents have won the prize or got appreciation letter from school or from child clubs. It showed that large number of children is found more inspired and motivated from child clubs for their personnel development.

4.5.5 Level of Confidence to Public Speaking

There are different types of activities being conducted in the child club. Public relation and public speaking are very important to develop the personality of Child Club members. Among the conducting activities, public speaking is one of the major indicators of personality development. Levels of their confidence of the children are presented in the table below:

Table 15: Level of Confidence to Public Speaking

Level of Confidence	Number	Percent
High confidence	10	33.3
General confidence	17	56.7
Low confidence	3	10.0
Total	30	100.0

Source: Field survey, 2007

Public relation and public speaking are very important to develop the personality of Child Club members. After conducting various activities in the Child Club, club member children have found confidence to address the mass. More than half (56.7 percent) children have found general confidence one third of children were found high confidence to address the mass. According to child clubs facilitators and school teachers, most of the club member children were observed to have a confidence of public speaking. Thus child clubs support to children for their personality development.

4.5.6 Change in Education Status

After joining the child clubs and regular participation in activities, club member children have some changes in their education status. Changing education status is an important indicator of measuring personality development of clubs members which are presented in the following table:

Table 16: Change in Education Status of club members'

Status	Number	Percent
High influence in class rank	9	30.0
General change in class rank	15	50.0
No change in class rank	6	20.0
Total	30	100.0

Source: Field survey, 2007

It was reported that large number (80 percent) of the clubs members were reported that they have found change in their education rank position and very small numbers of the clubs members (20 percent) were not found any changes after joining the clubs. Because of the extra curricular activities and trainings opportunities, they were reported to motivate and encourage for their study.

CHAPTER FIVE

SUMMARY AND CONCLUSION

5.1 Summary

This study was designed to explore the profile of the Child Clubs. The study showed that the importance of child club to develop personal and social development of the club members children. The presented study was carried out the "Role of Child Clubs in the Personality Development of the Child Clubs Members: A Case Study of Child Clubs in Morang District". A sample of 30 child club's members were personally interviewed using a schedule of interview on the information about child clubs, socio economic characteristics of the child clubs members, major activities of them, their participation level in the club and impact to their personal and social development from the child clubs.

The findings of the study showed that maximum numbers of Child Clubs were formed on 2002-3 and very minimum numbers were formed in 1999. Hence, we can assume that the child clubs were formed within 1999 to 2004 in Morang district.

It was very difficult to manage the Child Clubs own office room to conduct meeting and other regular activities. Most of the child clubs offices were situated in local guardians' house, NGO/CBOs buildings and child clubs members' house. Similarly some of the Child Clubs were situated in local school and very few Child Clubs had their own club house. It showed that local

community and people were cooperating child clubs to manage club office. Study shows that, there were some Assistant/Advisory committees to support the child clubs.

According to survey, we have found some democratic practices in the child clubs. Most of the child clubs were being operated by latest formed executive board members since one to three years and very few numbers of the executive board members were nominated in the Child Clubs since more than three years. About legal status of the Child Clubs, nearly half numbers of the Child Clubs were registered in DCWC, some others in VDC and remaining others were not found registered.

There were not found any sustainable economic sources to operate the Child Clubs. Most of the Child Clubs were being run by their collected membership fee from extra curricular activities and donation of NGO/INGO. Similarly very few child clubs were provided support from governmental authorities.

There were not any children involved below 10 years in the Child Clubs. More than half number of children from 13-16 years, about gender balance in the Child Clubs, study showed the satisfactory participation of girl children in the Child Clubs. Nearly half numbers of girl children were found as a club member with leading role. Similarly, study showed that most of the Child Club members represented from Brahman/Chettri caste, some other from Madheshi, Hill Ethnic and very low numbers were from Dalit and Tharu community.

According to the study, there were no involvements of illiterate children at Child Clubs. However, 3 percent children were dropout from School and others were going to school regularly. Similarly, most of the Child Clubs members' parents as 93 percent had been found literate and very low numbers of parents were illiterate. About family income of the Child Club members, most of the

family members were involved in agriculture. Some of them were in wage laborer; service and some few were involved in business.

According to study result, most of the Child Clubs had focused to conduct their activities for personality development of the club members. Some other Child Clubs had focused to activities for exposing talent of the club members, some had focused their activities in cultural/fine art activities, some had focused in game/sports, entertainment and next some focused in different others activities.

The study showed that majority of the members children were joined the Child Club within two years and very small numbers of children were found to join the Child Clubs which were less than three months and more than two years.

There were various reasons to join the Child Clubs by club members. According to study, most of the Child Club members joined the Child Club to participate in extra curricular activities, similarly some other joined the clubs to get various trainings from Child Clubs, want to expose inner talents and some others joined the club to make new friends and to get entertainment. Children were motivated to join the Child Clubs in different way. Some of them were motivated by their school teachers, NGO/CBOs members, some were by their parents and most of them were motivated by their friends. Because of the close relationship and intimacy with friends, they were motivated by them.

The study shows that, 9 clubs members had participatory role in the Child Clubs. They had just an opportunity to participate in the clubs activities which were conducted by others. Similarly 8 had their role to organize clubs activities, 6 had overall responsibilities of the Child Club, some club members had responsibilities to manage and keep Child Club's instruments and next 3 children had Chairing and deciding role in the Child Club's meeting.

Basically children were gathered in the child clubs on their weekend. The study showed that majority of the children had visited in Child Clubs weekly as school holiday. Similarly very small number of club members visited the Clubs fortnightly and daily and some other children visited monthly otherwise occasionally. During the club visits, most of the children had an easy access to use the musical instruments, gaming instruments and so on.

There were different types of opportunities for Child Club members in the club. According to study, most of the Child Club members were provided at least three types of training and orientation from the Child Club and there were very small size as 25 percent children were given only one training/orientation opportunities by the child club.

A Child right is the key theme of the Child Clubs. Nearly everyone of the Child Clubs members has general knowledge and idea about child rights. It was reported that, 80 percent club members have good knowledge, skill and idea to prepare wall magazine. For the management of clubs record, more than 75 percent of the children were able to keep every record of meeting minute, account, instruments record properly.

A study shows that large numbers of the club members were found more inspired and motivated from Child Clubs for their personnel development. Similarly utmost children were found to be high confident to address and express their views to public. Overall, the findings and information showed the confidence of increment of the Child Club's members.

The study found very enthusiastic role of child clubs to develop knowledge, personality and education of the club members. After joining the Child Club, large numbers of the respondent children were reported to influence and improve their school rank.

5.2 Conclusion

Child Club is an informal organization of children. It was reported that, clubs were started from 1999 up to 2004 in Morang district. It is not necessary to register the Child Clubs in governmental authorities. There is very significant role of local guardians to operate the Child Clubs. They were also provided their own house's room to the Child Clubs. There was reported that most of the child clubs were formed recent two years and found democratic practice in the Child Clubs.

Most common activities of the child clubs were quiz contest, creative writing, debate competition, talent show, cultural (music and dance), public speaking training, wall magazine publication, fine art, sports, health awareness, child rights awareness etc.

Almost respondents children were joined the clubs to get training opportunities and extra curricular activity and were motivated to join the Child Clubs by their friends.

Self motivation and friendship were the key elements of the children to involve in the club activities. Level of knowledge of the Child Club members was operationally defined as the perceived knowledge as it is very important to have knowledge about child rights to the club members and most of them have found basic idea and knowledge about child rights. Because of the regular participation at clubs activities and having training they were found to be capable of preparing wall magazine, public speaking, record keeping and participated on different extra curricular activities.

Child clubs has provided qualitative progress and platform to personal development of the club member children. According to school teachers and local guardians, there were difference between club member children and other children. Club member children found highly influenced and motivated in every curricular activities as well as their studies. After getting training and

orientation from the child clubs, the children get an opportunity to learn by their colleagues where they can participate in every activity to expand their physical and mental development. The study showed that there is some domination of Chettri/Brahmin caste in the child clubs. If the other children who are really excluded and dominated from the society, need to create an environment them to join the child club and will be meaningful for them. Despite of some gap and biasedness, Child clubs are known as effective tools and a means of overall development of the children.

ANNEX: I

**ROLE OF CHILD CLUBS IN THE PERSONALITY DEVELOPMENT OF
THE CHILD CLUB'S MEMBERS: A CASE STUDY OF CHILD CLUBS IN
MORANG DISTRICT**

Interview schedule for members of the child clubs

General Information about Child clubs from the executive board members

1. Name of the Child Club:

Address:

Village / Tole:

VDC / Municipality:

Ward No:

District:

Zone:

2. When did these child clubs start?

Year:

Month:

3. Numbers of child clubs members:

General Members:

Executive Board Members:

General Members:

Total:

Boys:

Girls:

4. Where is Child Club situated?

Owns Clubs house School's

Local guardian's house

CBO's / NGO's Building's

Others:

5. Does the clubs have assist / advisory committee?

6. When was the present executive board formed?

7. What is the time period of general assembly at this club?

8. Is the child club registered any where?

Yes: No: If yes, specifies that:

9. What is the economic source for running your club?

10. What are the activities the child clubs has been conducting?

No.

Activities

d. Business: e. other

ii. Mother:

a. Agriculture b. Wage labor: c. Service: (Government /
Private)

d. Business: e. Other

17. Main sources of family income:

a. Agriculture b. Wage labor: c. Service: (Government /
Private)

d. Business: e. Other

18. Does your family have own house?

Participation of child clubs members in the clubs activities:

19. When did you join this child club?

20. Why did you join this club?

21. Who incited you to join this club?

22. What is your role in the child club?

23. What types of activities you like to do in your child club?

a. Entertainment

b. Sports

c. Art/ cultural

d. Educational / awareness

e. Others

24. How often you participate in the clubs activities?

25. Do you have to attend child clubs meeting?

If yes how many times?

26. What games / instruments does the club have?

27. Do you have any access to use game/instrument of the child club?

28. Have you taken any training / orientation from child club?

If yes, specify that.....

29. What do your parents say about you being the club's member?

Impact of the child clubs to the children

30. Do you have any child rights training? If you have, what is child rights?
31. Do you have knowledge about HIV/AIDS?
32. Do you have leadership training?
33. Do you have an idea to write wall magazine?
34. Do you have an idea about keeping child club's meeting minute?
35. After joining the clubs, do you win any prize from clubs/ school's event?
36. Do you have built confidence to address the mass as a speaker?
37. Do you have access to read child magazine from child clubs? If you have access, what magazine you like most and why?
38. Before joining the child clubs what was your rank in your class and then, is there any change?

