



## COMPARATIVE STUDY OF HEALTHFUL SCHOOL ENVIRONMENT ON PRIVATE AND PUBLIC SCHOOLS OF KATHMANDU VALLEY

<sup>1</sup>Ishwor Prasad Neupane

Associate professor, HOD Department of Health and Physical education Mahendra Ratna Campus (T.U), Tahachhal-13 Kathmandu, Nepal

### ABSTRACT

To maintain a healthful school environment, the responsibility of the teacher is crucial. The objective of the study was to assess the situation of the healthful environment of private and public schools and compare them with special reference to healthful school environments. The cross-sectional study was carried out in 120 private school students and 120 public school students with an aim of assessing the situation of healthful school environment. In public schools, the sport facilities were high. Seventy five percent of students were facilitated from extra-curricular activities. Likewise, the private school students feel high stress and pressure in the teaching learning environment as compared to public school. It should be ensured that the teachers and students of both schools should receive continued awareness programs and training related to health and hygiene for maintaining quality education. It can help them to spread the importance and need of better health in the community also. The level of development of a country is measured by the health status of its children. The higher the mortality and morbidity in children, the more the country is challenged to improve its health care system.

The promotion of health in schools requires a strong political commitment that will influence all levels of policy making, in other words national provincial and local towards an integrated and coordinated to levels that contravene these rights.

School Health Programme has been part of schooling for most of this country. The health promoting school is a recently developed concept which seeks to provide a multifaceted approach to school health. It will provide a better framework to assist schools to address the health issues of their students. Also, this paper examines the development of the health promoting school and identifies its structural components of public school components. All students of public school had good relationships with teachers and 10 percent of students in private schools had the best relationship with teachers. The studies' shows that the environmental health situation and sanitation practice in the study area was satisfactory but yet there are lots of issues relating to a healthful school environment.

### INTRODUCTION

Health is the valuable asset of a person. Health is wealth, which enables individuals to live socially and economically productive lives. We need healthy people, a healthy home, a healthy village, a healthy school and country as well as a healthy world for development and a happy life. Health is a basic human right and a worldwide social goal (Park and Park 2001).

A healthy school environment is very crucial for the wholesome development of children. So the school should properly manage sanitation facilities. Sanitation is an important term which refers to public health conditions related to clean drinking water and adequate treatment and disposal of human excreta and sewage. According to WHO, sanitation as a group of methods to collect human excreta and urine as well as community waste waters in a hygienic way, where human and community health is not altered.

At the end of the 17<sup>th</sup> century school health programmes were started in Europe. However our country is unable to introduce school health programmes effectively at this stage.

According to C.L. Anderson (1972) "School Health Programme is a plan of activities prepared on the basis of health interest and needs of all the students and staff of the school incorporating health services, health instruction and healthful school environment."

Healthy living is one of the important areas of school Health programmes. Healthful school living means conditions and manner of existing that permit effective accomplishment and enjoying the experience (Anderson, 1972).

According to Uemind and Schuler, "The term school health living design aspect of the school health programme which is concerned with providing a healthful physical and emotional environment, healthful day and healthy school personnel." Healthful school living is concerned with proper management of safe school compounded, healthful classrooms, safe playground, safe drinking water, sanitary latrine, proper garbage and proper disposal system. A sound school environment therefore is necessary for the best emotional social, personal health of the children (Pathax and Giri 2007).

School health environment is a primary component of school health programmes which contributes to the people's education. Any school should promote their health status by managing the healthy school surrounding. Unhygienic school environment is directly linked with health status and it needs to be improved for the attainment of optimum level of health. Health is a precious thing which plays an important role for physical, mental and social development of people. So, healthy children can learn better than unhealthy children, similarly, School cannot achieve their full potential of children who attended school are not capable of learning well (WHO, 1990).

In the end of the 17th century the school health movement came from Europe by the efforts of professional and nonprofessional people, their efforts found a way to promote child health (Chhetri 2052). Similarly, the importance of health education was emphasized in 1978 A.D in the USA by the commission on secondary education and names as the first seven cardinal objectives of education (Anderson, 1972). Likewise, the growth and development of existing healthful school living had begun since 1829; the improving school building was recognized by William A.

There is no concrete policy regarding the implementation of SHP in the school. In this way even in the 21st century, our country is unable to introduce SHP in the school. According to Chavan GM, CHAVAN. VM. 2018, concerned effort to involve students will create an empowered young population and a demand for sustainable health and educational interventions, particularly for those from historically vulnerable groups, such as girl children, scheduled caste and tribes, and children with disabilities. Finally, investment in improving the evidence base and using evidence for action could be prioritized'. Most teachers, students and parents are unknown about it due to the lack of knowledge, awareness, physical and human resources. But some NGOs and

INGOs working in the health field are running a transitory type of programme which is usually confined in limited areas, (Devkota, 2000).

A healthy school environment (physical, biological and socio-cultural) serve as a major determinant of health and greatly influences individuals' level of intellectual growth and development. This study was therefore designed to assess the school environmental health services in both private and public secondary schools in Kathmandu.

## OBJECTIVES OF THE STUDY

The main subjective of this article was as follows:

1. To analyze the present status of the healthful school environment of public and private secondary level schools of Nepal.
2. To compare the healthful school environment between public and private school.

The school environment includes the school building and its environment, classroom, lighting, playground, garden, cafeteria etc. The SHP comprises promotive, preventive and curative healthcare. The SHP focuses on providing health education and awareness to the children on menstrual health and hygiene, training the students on basic first aid and WASH Programme.

Kochire Matsuura, Director- General UNESCO writes, "if the body of the learners is healthier, then their minds will be more receptive to learning. By ensuring the health and education of your people, you are offering them the strongest tool of all for the eradication of poverty. The FRESH initiative is in this respect not only a major flagship programme in working towards education and health for all but also in festering the role of education in building a more caring and equitable world. ([www.unesco.org/educationalindex.htm](http://www.unesco.org/educationalindex.htm))

In 1995, the World Health Organization (WHO) launched the Global School Health initiative and introduced the concept of Health promoting schools (HPS), which can be characterized as schools seeking to strengthen their capacity and enable a health environment in the schools.

School Health Programme (SHP) refers to all aspects of the total school programme which contributes to the understanding; maintenance and improvement of the health of the population, i.e. school children and staff. It consists of three main areas namely: school health services, school health institution and healthful school environment.

## METHODS AND MATERIAL

This article mainly focuses on to compare the healthful school environmental situation of private and public school of Chandragiri Municipality of KTM valley. In this study both descriptive research design and quantitative research methods were used which try to identify the situation of healthful school environment of private and public schools. There were 75 schools altogether in Chandragiri Municipality. Among all of them, I had selected six private schools and six public school, 20 students were selected randomly from 9 and 10 classes students of each schools. All total respondents were 240 from 120 students of each school were selected purposively. Semi structured questionnaires were used as a tool for data collection. The main focus of the questionnaire was (1) to find out the present situation of healthful school environment of the selected schools, and (2) to analyze and compare the private and public schools' situation and its impacts of child health

and quality education. A cross sectional observational study was carried out in 6 government schools and 6 private schools in Chandragiri Municipality.

## RESULT AND DISCUSSION

This study has emphasized on the existing condition of school sanitation facilities in public and private schools of Chandragiri Municipality. Hence data and information related with school atmosphere, playground facilities, sufficient lighting and Ventilation, garden management, safe drinking water, cafeteria, restroom facilities, waste management, building conditions are shown below according to the information.

### LOCATION SITE OF THE SCHOOL

Majority of the Public Schools are located in peace and safe areas whereas most of the private schools are located on road side areas which may cause noise pollution and road safety issues for the students.

**Table No. 1: Location Site of the School**

| Location Site    | Public School | Percent | Private School | Percent |
|------------------|---------------|---------|----------------|---------|
| Near the Village | 4             | 66.67   | 00             | 00      |
| In the village   | 2             | 33.33   | 2              | 33.33   |
| Roadside         | 0             | 00      | 4              | 66.67   |
| Total            | 6             | 100     | 6              | 100     |

The above data shows that 66.67% of public schools is located in the village whereas 33.33% are in the village. In contrast to public schools 66.67% of schools are located on the roadside where 33.33% of private schools only are located in the village. There is no private school near the village. Most of the public schools are situated in peaceful and healthy environments without any kind of pollution, therefore we can say the public school's environment is very suitable for teaching and learning atmosphere as compared to private schools.

**Table No. 2: Pressure and Stress Feeling by the Students**

| Feeling of Pressure | Public School | Percent | Private School | Percent |
|---------------------|---------------|---------|----------------|---------|
| High stress         | 20            | 16.66   | 50             | 41.66   |
| Normal              | 35            | 29.16   | 20             | 16.66   |
| High pressure       | 20            | 16.66   | 30             | 25.00   |
| No Pressure         | 45            | 37.50   | 20             | 16.66   |
| Total               | 120           | 100     | 120            | 120     |

In comparison, students of private schools were subjected to high stress for achieving better results which have hampered all round development of the students in real life to be productive citizens in future. So, concerned authority should be cautious towards it in maintaining all round development of students.

Table No. 3: Relation Between Teachers and Students

| Relation | Public School | Percent | Private School | Percent |
|----------|---------------|---------|----------------|---------|
| Best     | 20            | 16.66   | 10             | 8.33    |
| Better   | 55            | 46.00   | 15             | 12.50   |
| Good     | 25            | 20.83   | 25             | 20.83   |
| Tolerate | 20            | 16.66   | 50             | 41.66   |
| Total    | 120           | 100     | 120            | 120     |

It is essential they maintain the good relation between teachers and students as this relationship helps them to improve their teaching-learning activities. Regular improvement and updating about new teaching strategies and material are major concerns for teachers and it depends upon the good relationship. The above data shows that all of the students of public schools have good relationships compared to private schools. The autocratic administration practice was found in private schools as compared to the public schools.

Table No. 4: Students Response on Tiffin

| Response | Public School | Percent | Private School | Percent |
|----------|---------------|---------|----------------|---------|
| Best     | 10            | 8.33    | 25             | 20.83   |
| Better   | 15            | 12.50   | 45             | 37.50   |
| Good     | 25            | 20.83   | 40             | 33.33   |
| Normal   | 70            | 58.33   | 5              | 4.16    |
| Total    | 120           | 100     | 120            | 100     |

To analyze the conditions of Tiffin practice, private schools were found to be good as compared to public school students. It may be the cause of the family background of the students. Normally the private school parent's financial and educational level was high.

Table No. 5: Availability of Sport Facilities and Playing Materials

| Location Site | Public School | Percent | Private School | Percent |
|---------------|---------------|---------|----------------|---------|
| Best          | 30            | 25      | 10             | 8.33    |
| Better        | 40            | 33.33   | 15             | 12.5    |
| Good          | 30            | 25      | 20             | 16.67   |
| Normal        | 20            | 16.67   | 75             | 62.5    |
| Total         | 120           | 100     | 120            | 100     |

To compare the facilities of sports the government school was good. They have a sufficient playground. So that public schools manage the football, volleyball, basketball games effectively. In the case of private they have limited time and least focus on physical facilities according to observation and respondents' response.

**Table No. 6: Practice of Healthful School Environment**

| Ventilation and lighting | Public school | Percent | Private school | Percent |
|--------------------------|---------------|---------|----------------|---------|
| Best                     | 12            | 10      | 24             | 20      |
| Better                   | 30            | 25      | 42             | 35      |
| Good                     | 42            | 35      | 36             | 30      |
| Normal                   | 36            | 30      | 18             | 15      |
| Total                    | 120           | 100     | 120            | 100     |

Regarding ventilation and lighting facilities, above data shows private schools were ahead with proper management and implementation of planning. Though public schools were established in larger areas in comparison to private schools, proper engineering and trained manpower were key sources for maintaining a healthy school environment in private schools.

## CONCLUSION

In this study the majority of public schools were located in village areas whereas private schools were located in the city and road side. Land and sport facilities were high in public schools as compared to private schools. Private schools teachers were active in day to day activities as compared to public schools. In my observation public schools' teachers were passively involved in the sanitation programme, teaching learning activities and maintaining other healthful school activities too. So we should advocate for the parents, teachers and students of both schools for implementing SHP and maintaining a healthy school environment and quality education. According to the study the environmental health situation of Nepalese Schools were found to be poor.

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