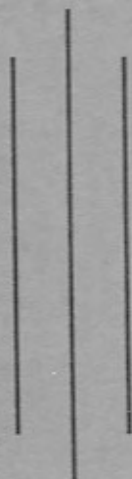


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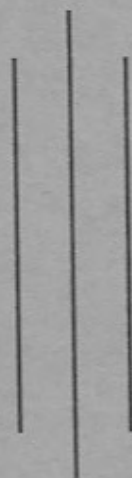
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**A STUDY ON
THE STATUS OF GIRLS' EDUCATION
DETERMINING WOMEN'S HEALTH**



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ABSTRACT

Title : Study on the status of girls' education determining women's health

A descriptive study was conducted to explore the factor hindering to girl's education in Zhorahat V.D.C. of Morang district of Nepal. Data were collected in month of Bhadra and Aswin of 2054 B.S.

Convenient sampling technique has been used to conduct this study - A household interview questionnaire was used for collecting information from 150 house mother which represented 18 percent of total 825 houses of Zhorahat V.D.C.

The study has examined school enrolment of children in relation to their parent's ethnicity, educational status, occupation, annual income and family type. From this study it revealed that 35% of female children and 22.8% of male children were found not going to school. Parent's ethnicity, educational status, occupation, annual income and family type were found determinant factors for hindering girl's education.

The outcome of the study suggest that the need of further strengthening I.E.C. programme to raise parent's awareness to the importance of educating female children and enhancement of women and the family.

ABBREVIATION

- C.E.R.I.D. : Centre of Educational Research Innovation and Development.
- H.M.G. : His Majesty's Government
- I.E.C. : Information Education and Communication
- I.I.E.P. : International Institute of Educational Planning.
- M.O.E.C. : Ministry of Education and culture.
- N.E.S.P. : Nepal Education System Plan.
- R.I.D.A. : Research Inputs and Development Association.
- U.N.E.S.C.O. : United Nations Educational, Scientific and Cultural Organization.
- U.N.I.C.E.F. : United Nations International Children's Emergency Fund.
- V.D.C. : Village Development Committee.
- W.H.O. : World Health Organization.

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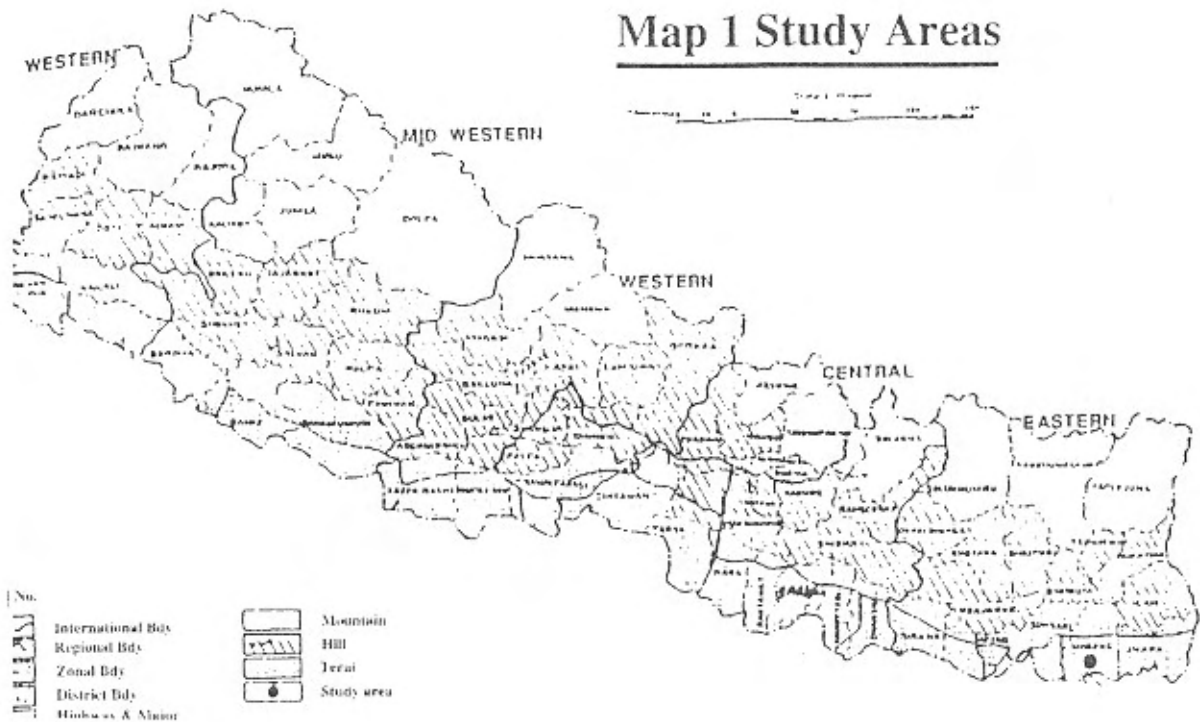
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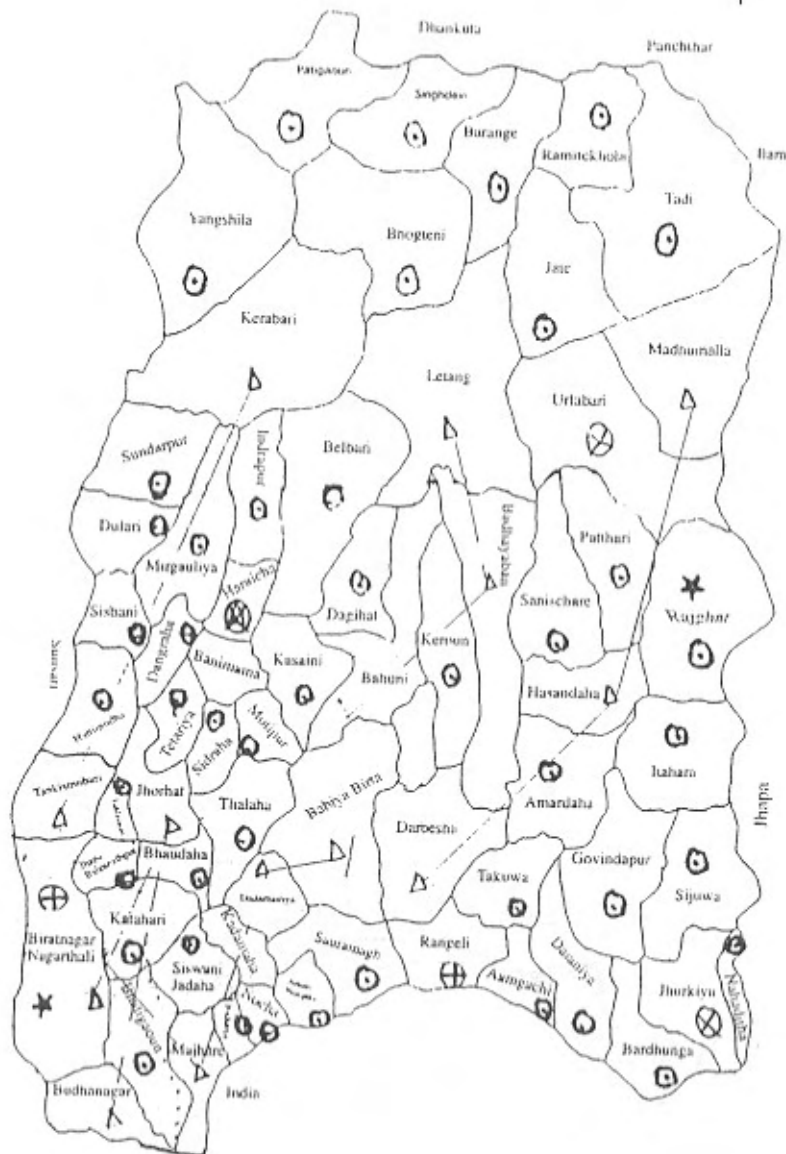
MAP OF STUDY AREA

Map 1 Study Areas



District: Morang

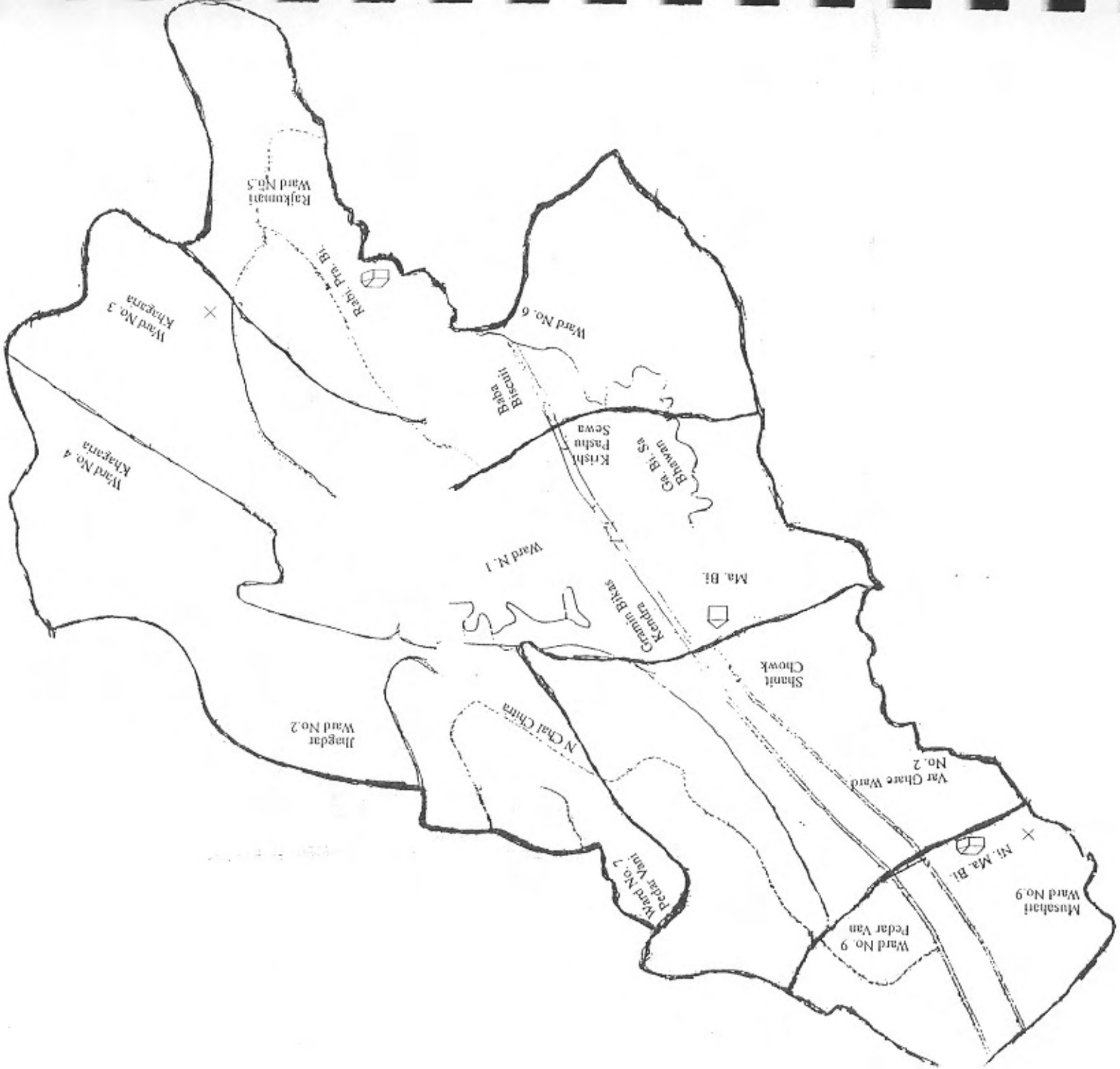
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KEY

- ⊙ S.H.P.
- ▲ H.P.
- ⊗ PHCC
- ⊕ Hospital

Study Area : Zhorahat VDC of Morang District



Key Note
☐ - School

CHAPTER I
INTRODUCTION

1.1 Background information about education.

The word education has a variety of meaning to variety of people.

According to John Dewy it is development of all those capacities in the individual which enable them to control the environment and fulfill possibilities. According to Pestalozzi it is a harmonious and progressive development of man's innate power.

According to oxford dictionary it is the knowledge and ability as well as development of character and mental power resulting from such training.

G.S. Mill states in narrow sense it is a conscious and deliberates well plan to modify the behavior of educand in desirable and socially approved channel as well as impart specific knowledge and skill through planned institutional settings like school, which is also known as formal education. (1)

But William H. Kilpatric states "From broad point of view; all life thoughtfully lived is education. Education is thus life and life is education which influences social, cultural, political climate and surroundings. (1)

On the whole education is the means of developing personal capacity to interact with surrounding world which is gained through variety of sources like schooling as well as life long experience.

To this study, education is concerned mainly to so called formal and basic education which most of the Nepalese people specially women were deprived of causing hindrance to their health & development process. The reason behind remaining of low literacy in Nepalese women were mainly may be because of parent's ignorance, poverty, lack of access, geographical barrier and unfavorable attitude of more than a century's Rana regime before 1951 (26).

Situation of girls child and education in Nepal

Girls children in Nepal do not enjoy the same rights, opportunities and benefit of childhood as their brother (10). Similarly Nepal is one of those countries in the world where son preference is highest. At present although son preference is somewhat lessened among educated family in urban, but the facts remains that boys are welcomed, and girls not. Parents continue to have more children in order to have son which results in the end with many daughters.

Although education was made available to all after the dawn of democracy 1951 and Nepal law makes no discrimination for education regarding sex, race, girls were not equally benefited by school education as boys because of many traditional social and family

constraints. As S. Luitel (21) has elaborate the fact that Hindu bias to favour the male child and economy constraints favour male child for educational attainment as he is wage earner and supporter of old age and key bearer of heaven. To advocate of equal education for women was in fact to go against the traditional feeling and social values. So in Nepalese society where education for boys is considered as economic investment and education for girl as a wastage, for girls belongs to other family after marriage, parents attention mainly do focus on boys leaving very little to girls. The result is participation of girls in education seen very much lower than that of boys, and low literacy rate of women which is only 25 percent where as male literacy rate is 55 percent.

The school enrolment state of girls at primary level was only 38 percentage of total enrolment figure in 1992. Similarly enrolment state in lower secondary level was 33 percent and in secondary level 30 percent. The following table no.1 gives clear views of girls school enrolment state at various level in different years.

Table No. 1

Percentage of girls enrolment in school in each five year period from 1975 to 1992.

Level 1 year	1975	1980	1985	1990	1992
Primary	20	26.0	30	36	38
L. Secondary	17.6	20.3	25	30	33
Secondary	16.9	18.9	23	28	30

Source: Population census 1975, 1980, 1985, 1990, 1992.

It is encouraging to note from the table that the amount of girls at various level is rising over some. For instance at the primary level the number is increased from 20 percent in 1972 to 38 percent in 1992. A similar trend is observed in lower secondary and secondary level.

The enrolment of girls in rural (remote) primary school is quite low in comparison to that of boys. In the year 1984 it was observed that in some of the remote district under the Seti project only a few girls registered in primary schools and their attendance was very poor and non of them were regular. Parents were anxious to send their sons to school. So there is big gap in education between boys and girls in the rural part of Nepal.

Beside that the children of the rich family have a greater access and opportunity to attend expensive private school and get higher education than the children particularly girls of the poor family. There are wide spread poverty in Nepal and estimated 44 to 70 percent of the total population and such a high prevalence of poverty is likely to affect girl's education. Similarly girl child from urban area has a greater access and opportunity to education than her counterpart in the rural area.

Policies and program for promotion of girls education in Nepal

After the dawn of democracy, HMG Nepal, recognizing education as a critical factor in increasing literate citizen who could actively participate in the development of a nation, education was made compulsory to all. School began to be established in different parts of the country. The promulgation of Panchayat system in 1961 helped to encourage rural people to

participate in the developmental activities including education and there has been rapid expansion of the education system which led to greater participation of girls in education.

Thus government of Nepal to educational initiative have concentrated on increasing female literacy rate. In (1971-1976) Nepal education system plan was established and under direction of education system plan the policy statement made a case for providing educational opportunities to all the people irrespective of their cast, creed and sex. The plan did emphasized that education for female should be given as much emphasis as for males. Since the National Education System Plan carried along the spirit of promoting female education in the country, it adopted policy of conducting innovative programs with assistance of international agencies. Consequently His Majesty's Government with the support of UNICEF/UNESCO launched a project like equal access of girls and women to education and Chelibeti Program. In addition to that other programs and activities like

- Declaration of free primary education and distribution of free text book to primary school student.
- Scholarship programs.
- and recruitment of female teacher has been carried out under the education system plan.

Towards the end of implementation of these educational system plans the government of Nepal brought out the Fifth five year plan of Nepal (1975-80). The plan on realisation of the importance of female teachers for increased enrolment of girls, spelt out the policy of emphasizing recruitment of as many female teacher as possible in primary schools.

The Sixth five year plan (1980-85) did also recognized the importance of girls education. To this matter, the policy adopted in the plan emphasized making educational opportunities available to females and enable them to participate in national developmental activities.

The Seventh five year plan (1985-90) also placed emphasis on increasing educational participation of girls and women. The plan formulated the policy to increase girls enrolment in local school to admit girls of remote area in feeder hostel, to train women teacher and try out a system of part time primary school for providing educational support to those girls and women who have failed to attend the formal school.

The world conference on education was held in 1990 in Jomtien Thailand, in which Nepal including other developing countries have committed to provide primary education to all and full adult literacy by the year 2000.

The conference also declared that every obstacles hampering participation by girls to education should be removed, and insured access and improvement of the quality of education for girls.

To meet these international goal and declaration Nepal Basic and primary education plan adopted various policies in order to give greater impetus to increasing girls and women's participation in education.

The basic primary education were designed

- i. to increase females participation in formal and non formal education programs by emphasizing increased enrolment of girls in primary schools and conducting non formal education programs such as adult literacy programs and out of school programs,
- ii. to enhance women's teacher training program and to offer scholarship for attracting girls to school.

Similarly National Education Commission of 1992 also reported to be in policy of increasing girl's enrolment in primary schools and to provide enough opportunities of education for illiterate adult females.

The program of UNICEF (1992-1996) also stated policy of expanding out reach program to the educationally unserved population particularly girls and women in order to reduce the educational disparity ratio between sexes.

The Eighth plan (1992-97) also placed emphasis on increasing participation of girls in education within this provision of scholarships and awards to school going girls were established. The plan also has stated the policy of employing at least one female teacher in each school.

Recently separate ministry for Women and Social Welfare has been established whose major function is to play a major contributory role in promoting Nepalese girls and women's education.

The policy guide line stated in the budget of 1995-96 has made provision of incentives for encouraging girls and women's continued participation in education programs. In this respect government will provide each regularly school going girls an allowance of Rs. 25.00 per month which program has been implemented in 10 most remote district like Achham, Doti, Bajura, Bajhang, Humla, Kalikot, Jajarkot, Dolpa and Mugu. Similarly, about 200,000 students from eight food and literacy deficit district will be provided meal under the World Food Program.

Thus Nepal government together with INGO and NGO are in great effort to wipe out problem of illiteracy among girls and women intending to empower them with information & utilization of services.

Considering all these facts the Investigator had studied on factors affecting to girls education by assessing enrolment state of school going age girls of 5 to 15 years.

1.2 Study area: ZHORAHAHAT

Among total 65 village development committee of Morang district Nepal Zhorahat is one where study was being carried out. Zhorahat V.D.C. is located 10 k.m. eastern from Biratnager, on way to Birat Chowk situated side by the main road where there is seen sign of development in compare to other neighboring V.D.C. with gravel road, electricity, bank facility, local telephone, canal for irrigation, cinema hall for entertainment etc. Main dweller of this area are endogenous ethnic group Tharu, but Brahmins, Kshetri and other ethnic group people are also living who were migrated from mountain region (13).

There are about 825 house hold with total population being 3958, of which male constitute 2006 and female 1952. Majority of houses are made of mud and thatches. Some houses were made of tins and woods and very few are cemented house.

The people of Zhorahat V.D.C. are mainly dependent in agriculture, as this V.D.C. have worth of fertile 1250 hector of good and best quality of land.

In this V.D.C. there is one health post and one family planning association office beside other facilities like, gravel road with constant bus facility, electricity, local telephone, one high school, one lower secondary school, primary school, boarding school etc.

According to V.D.C. record there are 925 children between 5 to 15 years age group in this V.D.C. Zhorahat, male 465 and female 460.

1.3 Statement of the problem

Illiteracy had been recognized as one of the hindrance to the development of a nation, which is prevalent in Nepal like in other developing countries. Education today consider as essential as food, clothing and shelter and since last 40 years, government of Nepal and other countries of the world were striving in effort to wipe out illiteracy from the world, without regarding sex. But because of deep rooted traditional attitude and practice against women and girls, girls and women were not equally benefited to education as men. Their literacy rate is lagged behind men's literacy. As a result of illiteracy women's status may remain lower with less chance of job opportunity, less chance of economic security, less decision making power, and less chance of getting health services. Illiteracy plays negative role in promoting health of them due to not having opportunities, not understanding the health issues, its values and circumstances.

UNICEF has reported that worldwide despite of significant progress in the state of education during past twenty years, about a quarter of population are still illiterate and illiteracy mostly found in women. It is also reported that where literacy rate remain to be 50 percent by the year 2000, the gender gap also will be significant and the rate of girls participation in education will be extremely low. (14) Increase in education means, increase in health status due to educational contents.

U.N. had catagorised Nepal as one among 10 countries with largest gender gap in first level education where as to Srilanka as one among 10 countries with smallest gender gap in the same first level education. Gender gap of which can be cited from the table 2 given below in percentage.

Table No. 2

The percentage of gender gap in first level of education.

Country	Gross Enrolment Ratio %		Gender gap in percentage
	Male	Female	
Srilanka	108	105	3%
Nepal	112	57	55%

Source: UNICEF *The State of World's Children 1991.*

Gender gap is only 3% in Srilanka where as in Nepal it is found 55%. This leads to low chances of female health facilities.

Similarly Nepal multiple indicator surveillance indicated the difference of gender gap in enrolment rate of children below 10 years by regions, ecological zone and urban and rural site, which is cited below in table no. 3

Table No. 3

Net School enrolment of boys and girls from the age of 6-10 years.

Region, ecological zone, urban/rural site	Net enrolment of boys and girls, aged 6 to 10 years in percent				Gender gap in percentage
	Boys		Girl		
	No.		No.		
Far Western	(549)	80%	(501)	51%	29
Mid Western	(803)	68%	(773)	37%	31
Western	(1377)	89%	(1375)	76%	13
Central	(1773)	75%	(1678)	53%	22
Eastern	(1369)	75%	(1334)	57%	18
Hills	(2488)	86%	(2513)	67%	19
Terai	(2477)	72%	(2565)	47%	25
Mountain	(606)	75%	(583)	59%	16
All rural site	(5871)	78%	(5661)	57%	21
Urban site	(866)	87%	(788)	76%	11
All Nepal	6737	79%	(6449)	59%	20

Source: N.M.I.S. 1996.

The table 3 given above reveals higher percentage of gender gap in rural site than in urban. By region gender gap were more in mid western, where as by ecological zone gender gap in net enrolment state was found more in Terai. These gender gap may be due to differences in parental attitude and practice according to their socio-cultural and demographic characteristic. This gap affects the health of women.

1.4 Rationale of the study

Girls are the future women and mother of a healthy citizen in a nation, on whose influence whole family health and development rest upon. Education is the basis for the full promotion and bringing improvement in the health status of women. It is a basic tool that should be given to girls and women in order to fulfill their role as full member of society. (14) Without education it is not possible, thus this study intends to cover this.

Similarly girls education correlates positively with several national and international goals including universal primary education, economic productivity, social development, social equity and sustainability of development effort (14). This reflects unmeasurable benefit of educating girls and women to family as well as to nation. As education provides a communicating media in todays world girls in future can lead to have better health practices, raise children better and may facilitate for higher income. This study intends to help through these issues.

Benefit of educating girls or women can be cited from some study reports or findings. One study done by Thapa Shyam on infants mortality and its correlates and determinants in Nepal shows that the district with higher level of female literacy significantly have lower infant mortality (38).

According to World bank study report of developing countries in Latin America, the middle east and Asia, higher the mothers education level lower the mortality rate of their children and better the sanitation nutrition and health practice of the family. (39) This study tries to reduce mortality and morbidity in the long term basis by providing education.

Hence, if a girl is educated safe motherhood program may also be effective, as education enables to make right decision, to communicate with right person, to use health care acceptance, may have knowledge on health problem and consequences of neglected health and understand importance of family planning service and information as well. This study intends to look at these points too.

But so far not all Nepalese people have understood or recognized that education to girls are the means of enhancing women's life especially in rural area. Parents tends to neglect educating girls viewing it as a luxury and a need only for boys.

Hence it is necessary to carry out studies continuously so that findings of study may be helpful for planner and policy maker, for planning and modifying policies, strategies etc. as well as study can motivate parents for educating their daughter. Parents be benefitted with knowledge about the importance of female education. In past studies had been carried on causes of drop out, educational wastage, state of primary education and in many other factor.

Similarly student investigator became interested on studying factor that are hindering to girls education, so that girls will be helped with access to education.

1.5 Objective of the study

1.5.1 General Objective

The general objective of the study is to explore the factors that are hindering to girls education for determination of women's health.

1.5.2 Specific objective

- i. To determine state of school enrolment of the children.
- ii. To explore school enrolment of female children between 5 to 15 years age group.
- iii. To find out whether there is any gender discrimination in providing education.
- iv. To find out whether there is any difference in attitude of mother for duration of female children study.
- v. Factors (associated with) affecting girls education and determining women's health.

1.6 Research question

- 1.6.1 What is the school enrolment state of children in zhorahat V.D.C. of Morang district.
- 1.6.2 Whether there exist gender gap in attaining school education.
- 1.6.3 Is there any difference in attitude of mother in study duration of their children by sex.
- 1.6.4 What factors are affecting girls to be educated.

1.7 Conceptual frame work

Conceptual frame work represent the thinking process so that the reader will know the frame of reference basic to the research problem at a glance (Shirley 1975) 7.

Therefore conceptual frame work was developed to gain insight about the factor affecting school education to female children.

Mostly the factors are ethnicity, educational status of parents, family type, economy and occupation of parents as well as accessibility of school.

Conceptual Frame Work

Factor Affecting The Status of Girls Education Determining Women's Health.

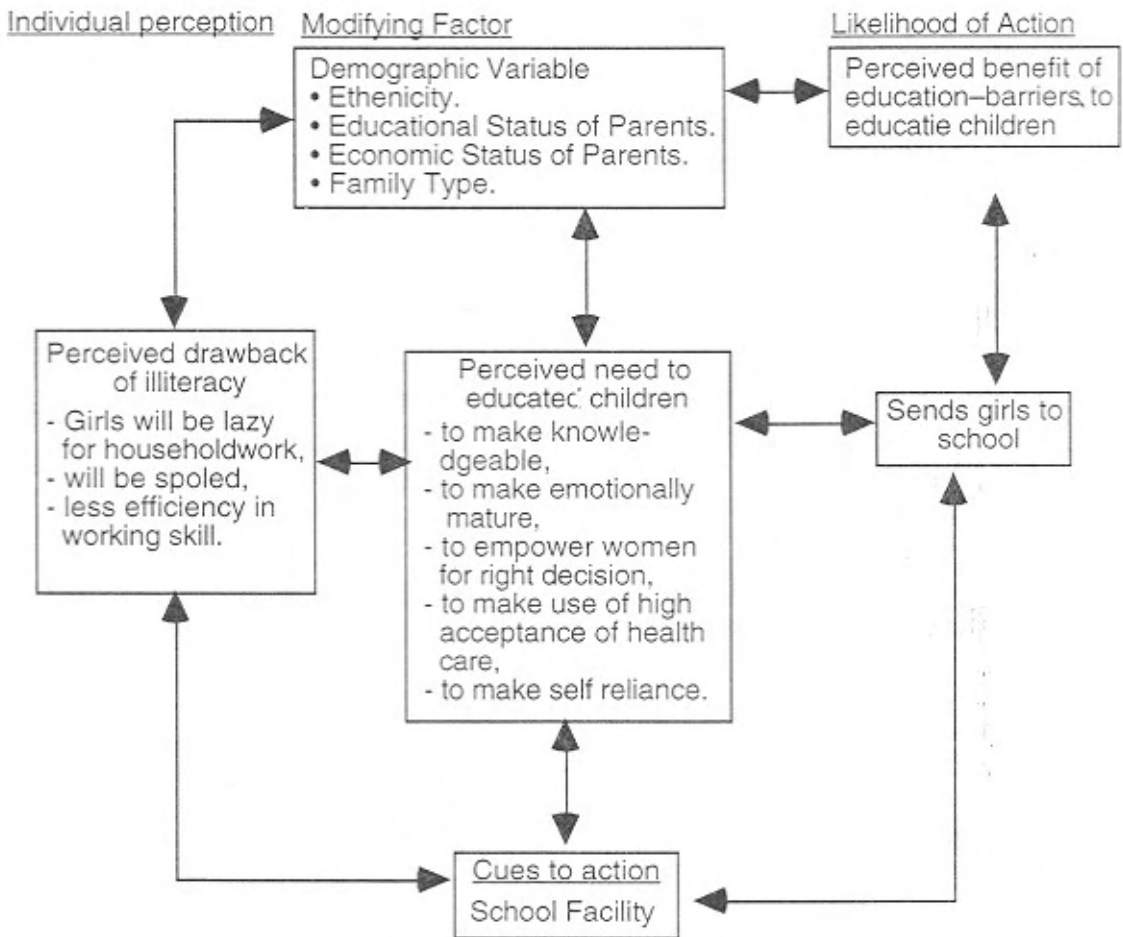


Figure 4

1.8 Variables

1.8.1 Independent variables

- Ethnic/caste
- Educational status of mother and father.
- Occupation of father and mother.
- Annual income of parents.
- Type of family.

1.8.2 Dependent variable

- Girls education.

1.9 Operational definition

1.9.1a Women's health

Definition of women's health is similar to WHO definition as of complete physical, mental & social well being without gender prejudice.

1.9.1b Ethnic caste:

It is the race of mankind ((Oxford dictionary).

To this study ethnic group were divided in 5 categories.

- i. Brahmin.
- ii. Kshetri.
- iii. According to Dor Bdr. Bista, in Book People of Nepal, Majhi, Chaudhari and Khan these ethnic group belongs to Tharu. So for this group of people categorised as Tharu group.
- iv. Rajbansi : Rajbanshi also are ethnic group of Terai dweller, who were said to be Kshetri, in "People of Nepal".
- v. According to the local people of Zhorahat VDC, Banter, Rishidev and Mudiary belongs to local Terai people as Tharu and Rajbanshi.
- vi. Last ethnic caste were categorised to other caste. To this group included Biswakarma, Tamang and Darnal.

1.9.2 Educational status of parents.

It is the state of parent with formal education and without formal education. In this study educational status is grouped in two.

Illiterate - Those who can neither read nor write.

- Literate - Those who can read and write.
- With S.L.C. level education.
 - With above S.L.C. level education.

As there were less than 25 percent of literate parents together with S.L.C. level and above S.L.C. level education, more than 75 percent of parents know just to read and write, so educational status was categorised only in two illiterate and literate group.

1.9.3. Occupation:

It is an act of occupying piece of work doing by parents in their day to day life for the purpose of income. In this study occupation is described in four group.

- Agriculture
- Service
- Business
- Daily wage earning
- House wife

1.9.4 Economic status:

Economic status of family in this study is presented in annual income of parents.

(a) Family income per year

1.9.4 i. Annual income is categorised in five group.

- those with less than Rs. 12,000/-
- those with Rs. 12,000/- to 24,000/-
- those with Rs. 24,000/- to 36,000/-
- those with Rs. 36,000/- to Rs. 48,000/-
- and those with more than Rs. 48,000/- income per year.

1.9.5 **Family Type:** Refers to the type of family.

Single or Nuclear family:

It denotes parents living with husband wife and children only.

Joint family:

It denotes parent living with their own children and other relative like brothers and their children, uncle etc.

1.9.6 Girl child: Girl child is the female children. To this study girls are female children between 5 to 15 years age group.

1.9.7 Girls education:

It is the process of preparing girls for future role by providing academic qualification. Girls education was assessed by school enrolment state.

1.9.8 Enrolment state:

School enrolment state was measured in terms of currently school going children.

CHAPTER II

LITERATURE REVIEW

Review of Literature

A review of literature was undertaken to gain insight into problem selected for study. Review of literature for this study has been done from the time of selecting problem, writing proposal, developing instrumentation as well as application of methods for this study etc.

The selected review literature is presented in following area,

- Causes of drop out
- Educational wastage and importance of female education.

2.1 A descriptive study on educational wastage was conducted by Mrs. Singh in Kathmandu district with objective of showing magnitude and causes of educational wastage prior to educational system plan on 1972. The study findings shows that the main causes of drop out among the students were mainly low economic status of parents, the need for children's engaging in house hold works and children failure in examination. (28)

2.2 According to study report of 1975 conducted by R.B. Pradhan on the extent of the causes of drop out at primary education level in Dhankuta shows that the main causes of drop out were poor economic status of the parents which made them unable to pay high tuition fee, provide essential text books and stationaries. The necessity of children to be engaged in household work is another aspect for children not going/sending for study. The other are children's poor health due to malnutrition and poor hygienic environment. (29)

2.3 Mr. K. Giri had conducted a study on causes of drop out in primary school of Tansen town and Madan Pokhara village in 1976. (31)

The findings of the study were:

- Drop out rate was 2 percent higher in urban area than in rural area.
- The share of girls children in the total drop out was greater. The proportion was 8 percent higher than boys counterparts.
- The responsible factor for drop out were attitudinal, economic, educational, health related, social and geographical.

The most important causes of drop out were attitudinal followed by economic. The other causes were decreased interest of children to go to school neglect for women's education, higher illiteracy among parents and the childrens being bound to lend a hand in household activities and poor hygienic condition and malnutrition aggravating the situation.

2.4 Impact study of free text book distribution program on primary school enrolment was conducted in Nepal through New Era, on 1982. (58)

The findings of the study were decline of drop out rate over past 2 years particularly in remote and Terai region where as drop out rate was found increased in hilly region.

The reason behind drop out were need of childrens to be engaged in household work, migration, poor economic condition and illness. The other reasons were children's unwillingness to go to school and reluctance of parents sending childrens to school. The study also indicates that associating factors were mainly related with socio-economic condition rather than with free textbook distribution.

2.5 A study was carried out on determinant of participation in education for four year on 1980-84 at national level by CERID Nepal.

The objective of study was to determine major factor that affects childrens participation in education by examining variables concerning participation, attendance as child related household and school related.

The influencing factor for female children's education were found to be need of lending hand in household work, poor economic condition, low educational status of guardians, occupation of household, size of family, lack of awareness on guardians about value of education.

Thus the study identified four responsible factor for drop out from education which were as follows:

- Poor economic status of the household.
- Personal and school related.
- Lack of awareness on guardians about the value of education due to illiteracy.

Orthodox and old fashioned views of family members which do not give importance for girls education. So girls were allowed to be withdrawn from school before they complete primary education. (56)

2.6 A study on status of universalization of primary education for girl's problem and prospect was carried out in 1991 through CERID Nepal.

The study aims to trace out the educational state of primary school age girl children in rural area. The findings were poor social status of girl child, poor household economy, uncontributing physical environment of the school, unstimulating instruction, failure to evaluate the return of investment in education, parental ignorance of access for education. The study also reveals that enrolment of girls in primary education is gradually increasing at present (19).

2.7 According to study report of S. Singh on socio-economic changes in status of women in Nepal which was conducted on 1991-1993, attitude towards education has undergone into

positive change over the past particularly in relation to the value put on education for girls. But study also reveals that still 29 percent of parents who considered girls are good to work in household so that they can find their husband easily in comparison to educated girl. (33)

2.8 CERID Nepal 1987 had conducted a study on status of drop out and retention of primary school girl. The study had identified following different factor that are affecting girl's education. (25)

- a. Economy related factors: Most family in rural community have to thrive on a subsistent level economy which makes school age girls engaged in household chores or income generating activity.
- b. Parents related factor: Parents prefer more education to male because they are the inheritor of the family.
- c. Child related factor: Culturally a girl child herself seems to have no attitude for education and prefer to have stereotyped family life and would like to follow the same role that her mother, old women and other women in community have played or playing.
- d. Household related factor: The girl child's irksome and mentally prepared unremunerative works are cooking, cleaning the house, livestock rearing, farming and taking care of siblings. The burden of these activities being continuously occupying by female deter her against participating in the learning process.
- e. School related factor: Minimum physical facilities in school like furniture, size, drinking water, toilet etc.
- f. Curriculum/instruction related factor: Instruction in rural school is extremely poor in quality due to lack of qualified teacher and primary education curriculum is not relevant or reflects the needs interest and realities of village girl. So many girls drop out because of unstimulating instruction and unmotivating curriculum.
- g. Culture related factor: The village socio-cultural environment is based with values, belief and rituals that are contrary to the development needs of the girl child. Culture practices especially hinder strongly favours sons against daughter and thus continuously uphold gender discrimination. Girls brought up in the midst of such practice are incapable of foreseeing the importance of education for them.
- h. Community related: Some communities lower cast and occupational groups who were suffering from social discrimination, are not only poor, illiterate and backward, but also psychologically indifferent to providing education to girl. The values and norms held by such communities are the major factor that adversely affects the girl child's participation in school education. (25).

2.9 According to survey report of RIDA on knowledge, attitude and skills of the people of Seti zone conducted in 1982 parental attitudes are the decisive factors in the children's education especially in remote area. The study finding indicates that greater willingness is seen on the part of parents to educate their boys than to girls specially in Doti, Bajhang and Bajura (6).

2.10 Regional health forum, WHO South East Asia Journal 1996 reported that education to women is one of non health approach of improving maternal and child health. As one can cite the example of Kerala where female literacy is found 84 percent. In Kerala there is best maternal and child health indices, which was the result of enhanced female literacy. Hence writer of this report found coming to conclusion that enhancement in the status of women and their educational status can go long way in improving a health status of children and society as a whole. (40).

2.11 According to M.C. Clyment 1975 education is an important element in new society which promote the development of intelligence and in building of character and of personality. Education can encourage the use of the increased production of goods and services as resulting from economic development for wide cultural experiences and for improved ways of living. He further added that literacy is necessary for active participation in all matter of national, social and personal importance. Hence most of the people themselves in the world are claiming that the education as a right inheritance and as essential to their well being (41).

2.12 According to Mueller 1984 literacy is one of the very important aspect of rural development. Literacy is the key technique of transformation. Transformation starts with learning process. He added that as experiment shows people need at least four years of primary education for the retention of literacy skill. Similarly seven years of primary education seems to be necessary to develop more open attitude towards innovation and change. (42)

2.13 On one educational survey report of 1974 Mr. T. B. Manandhar had mentioned that education prepares human resources by providing people with skills for working and by shaping their attitude towards work. Therefore development of human resources is the prerequisite for economic development of any country (34).

2.14 Mr. R.K. Joshi in his survey report of 1988 on educational status of the Tharu mentioned that illiteracy breeds ignorance, superstition, lack of professional and vocational competency and leads to many other ills.

Education provides knowledge skills and gravitates a community towards participation in nation building effort. For education is a kind of liberator of personality and a key to various kinds of development. So education can be consider as reliable eradicator of backwardness (44).

2.15 UNICEF in 1995 the progress of nations international journal reported that:

- i. About a third of world's children in developing countries are failing to be engaged completely in formal education even for four years either because they drop out school or they never enrol in school, Thus in many societies of the world the most basic block of development is not in place. (45)
- ii. After the world conference of 1990 in Jomtien Thailand the governments of W.H.O.'s member countries has been spending increased budget in education for about 40 percent. But statistic are slow to reflect change although school drop out rate began to improve in some Latin American countries.

- iii. Resources for primary education is sharply increasing in nine of the most populous developing nations most in Nigeria and Pakistan.
- iv. The World Bank has tripled its lending for basic education to 1 billion dollar.
- v. There are increasing changes of positive attitude of government towards giving importance on female education.
- vi. The advances is not rapid enough to meet the goal of education for all by the year 2000, although there is increase in children's enrolment state.
- vii. Barrier to children's education are in part language tribe cost religion, culture, low economic status, geographic inaccessibility, traditional slow response in expanding education, existing unsuitable teaching for rural people's needs, their circumstances their aspiration and their difficulties. (45).

2.16 On the basis of demographic and health survey data of nine American countries Teresa Castro Martin and Fatiman (1995) in their article impact of women's education in Latin America reported that women with no education have large family of 6-7 children where as better educated women have family size of 2-3 children analogous to those of women in the developed world. But despite these wide differentials in actual fertility desired family size is surprisingly homogenous through out the educational spectrum. The least and best educated women share the small family norm. (46)

The gap in contraceptive prevalence between the two group ranges from 20 and 50 percentage. Better educated women have broader knowledge higher socio-economic status and less fatalistic attitude towards reproduction than do less educated women.

2.17 According to report of epidemiological study conducted by Ahmad Et All (1995) prevalence of anemia among illiterate mother were as high as 35.2 percent as compared to those who were educated and prevalence of anemia was 30.1 percent among educated women. Thus the observed results shows that illiteracy often leads to an intake of bad quality of diet which is always rich in carbohydrate. (46)

2.18 Arakotu A.A. 1995 (38) in his article Healthy Women Healthy Mother root causes of poor health mentioned that education to girls and women can be a source of living standard, bringing change to improve their health practice and that of their children. Imparting education to women and girls hence are more important for reducing the number of infants death than having a large number of doctor. She further mentioned the reason that more education a woman has, the more likely she is to make right decision concerning the health of her children. An educated women is more likely to: (37)

- Use health services when she herself is sick, seek medical care for her children and act on information about how to stay in good health.
- Take measures to prevent disease by following proper hygiene and using mosquito nets and avoiding harmful practices.

- Delay marriage and child bearing until she is prepared for it physically, emotionally and financially.
- Use family planning to space her pregnancies and limit the number of children.
- Take advantage of training and credit programmes, participate in income generating project, or use other opportunities that can help her earn more income and be more productive.
- participate in decision making in the family, such as whether to take some one to a health clinic when he or she is sick. (37)

2.19 Nancy E. 1997, on her article gender power and population change mentioned that education is one of the sources of opportunities in any society. The ability to read and write gives individual access to a wide body of knowledge. For education and educational activities expose people to social life outside family. Beside that education provides entry into other opportunities like jobs with higher status, social performances in political office etc. (35)

2.20 According to study findings of 1996 conducted in developing countries, World Bank reported that female literacy is playing important role in improving health indicator of nation that is higher the mother's education level lower the mortality rate of their children and better the sanitation, nutrition and health practice of the family. (47).

2.21 Rebica J. Cook and Mohmocid in digest of 1996. Family planning prospective mentioned that women's education strongly influences to improve reproductive health including infant survival and healthy growth of children. (47)

2.22 Edward S 1996 in digest of Family Planning and Prospective journal reported that level of female literacy and size of gender difference are varying widely among Asian countries. With the exception of Sri Lanka schooling of South Asian women were still poorly developed. In Nepal primary level male, female, enrolment is 52% and 47% where as in Bangladesh and in India they are 79 and 71. School enrolment level is even smaller in secondary level 47% and 37% for three countries (Bangladesh, Nepal and Pakistan). (47)

2.23 World Bank 1994 on basis of Demographic and health survey, reported that in Nigeria 62 percent of all 19-49 year people have had no formal education at all. In rural area 67 percent had no formal education and in urban 27% has no formal education. (48)

Similarly in male according to Mali minister 1994 only 32 percent of school aged male population were enroled where as in Singapore and Malaysia enrolment was 90%, similarly in Gambia 64%, 58.1% in Senegal 36% in Burkina Faso, and 29 percent in Niger were the enrolment state.

CHAPTER III

METHODOLOGY

3.1 Study design:

The study design is the master plan and strategies that are used to express the total concept of the study.

For this study descriptive design has been used by collecting primary data in terms of school enrolment state of school going children and their parent's socio-demographic character. This approach helps in obtaining information regarding influencing factor for educating female children. For descriptive survey studies detail description of existing variable and use the data to justify and assess current practice as a base line study to make more intelligent plan and policy for promoting girls education. (16).

3.2 Study area

Area of study was purposively selected in Zhorahat V.D.C. of Morang district for the study on Status of girl's education. The reason for choosing this V.D.C. Zhorahat, was to the convenience of student Investigator which is situated only 10 kilometer away from Biratnagar Sub-Metropolitan City.

3.3 Study population:

Parent's decision play vital role for educating their children as they are the concerning people of their children's future. The effort of the responsible parents will be to keep their children in proper track by providing best possible care, food, education etc. Unless the parent perceive benefit of school education to daily life sends children to school. Hence the investigator had planned to include parents of children either mother or father as respondent while conducting this study. But because of unavailability of children's father during visit, included only mother as subject for obtaining information for the study.

3.4 Selection criteria:

- Those mother who were willing to participate in study.
- Those house mother who had at least one or more female children between age of 5 to 15 years age groups, were selected for study.

3.5 Sample size:

There is no single rule to determine the sample size in the study. Generally the use of largest sample is good to serve as adequate representation of the population about which the researcher wishes to generalize. (16)

But determination of sample size depends upon feasibility, availability of expenses in both time and money and complexity of data analysis. So there is no fixed number of percentage of respondent to determine the size of adequate sample. Therefore Investigator decided to use 150 number of available house mother for this study. 150 sample has chosen as non probability sampling or purposively on the basis of availability of mothers at households at the time of study compatible to time, resource and objective of the study.

3.6 Sampling technique:

In a community based survey considering multi-stage sampling as a appropriate method had been used. As the name implied a multistage sampling refers to those procedure in which several stages is carried out which consist of more than one method (5 &8).

To this study following stages has been followed, although all are convenience sampling method.

- i. Morang district was selected to the convenience of Investigator.
- ii. Again Zhorahat V.D.C. was chosen to the convenience, near to Biratnagar Municipality one hour distance by bus, on the way Biratnagar to Birat Chowk.
- iii. All wards of V.D.C. were used for study.
- iv. Number of house mother to be included from each ward was determined by proportional allocational statistical sampling method, because each different 9 ward constitute varying numbers of household, ranging from 35 number of houses to 183 number of houses.
- v. For collecting data snow ball (convenience) sampling technique was used ensuring presence of house mother with female children between five to 15 years age group, in all wards until the desired sample reached.

Snowball sampling is one type of convenience sampling method in which selection of respondent is done by means of nomination or referrals from earlier subjects. This approach is used when research population consist of individual with specific traits who are difficult to identify by ordinary means (3).

Snowball sampling method was used in this study because it is difficult to trace house mother with female children between this age group (5-15 years age) for there was no list of houses which could meet these specifications.

Selection of house mother from different houses of the wards of the Zhorahat V.D.C.

Table No. 4

S.No.	Ward No.	No. of houses in each ward	No. of mother selected from each ward.	Formula used: $n = \frac{\text{Desired sample size}}{\text{Total houses of the VDC Zhorahat}} \times \text{Total no. of houses in each ward}$
1	1	86	16	$n = \frac{150}{825} \times 86 = 15.6 = 16$
2	2	183	33	$n = \frac{150}{825} \times 183 = 33.2 = 33$
3	3	80	14	$n = \frac{150}{825} \times 80 = 14.5 = 14$
4	4	75	14	$n = \frac{150}{825} \times 75 = 13.6 = 14$
5	5	104	19	$n = \frac{150}{825} \times 104 = 18.9 = 19$
6	6	64	12	$n = \frac{150}{825} \times 64 = 11.6 = 12$
7	7	35	6	$n = \frac{150}{825} \times 35 = 6.3 = 6$
8	8	81	15	$n = \frac{150}{825} \times 81 = 14.7 = 15$
9	9	117	21	$n = \frac{150}{825} \times 117 = 21.2 = 21$
Total		825	150	=150

n = Number of houses to include in the study.

This table shows varying number of house in different wards. Houses ranges from 35 to 183 number in each ward of the V.D.C.

Therefore it is not possible to select equal number sample from these ward. Hence proportional allocational statistical sampling method has been used to select number of houses from each ward. The selected number is shown on above table. The total no. of sample are 18 percent from the total population of the Zhorohat V.D.C.

3.7 Instrumentation and data collection:

structured interview schedule with some unstructured question was used to interview as guide line for interviewer. Investigator herself was involved in collecting data, but took help from female community health worker as interpreter when there exist any difficulty in language.

The interview schedule consist of demographic data about respondent, school enrolment state of their children, their opinion about education and knowledge about the benefit of education.

Instrument was developed by Investigator herself and consulted with expert, friends, advisor for content validity, who were requested to comment on and modify the statement where necessary regarding the content coverage and relatedness of the objective.

Pretesting was done on 5 percent of the sample in same Zhorahat V.D.C. who were not included in the actual study. Necessary modification of the instrument was done before initiating the study.

3.8 Ethical consideration:

The Investigator had followed the principle of due respect for human dignity and principle of justice

Interview was taken only after establishing rapport and ensuring to keep anonymity of the respondent.

3.9 Data collection procedure:

Before initiating study district development committee officer and district public health officer were visited by the Investigator. They were explained about the M.N. programme and objective of our visit to Morang district. They were requested for granting permission letter to Zhorahat V.D.C. officer and healthpost incharge of the same V.D.C. to conduct study, and for necessary help during study.

After obtaining letter from district development officer and district public health officer Investigator went to the Zhorahat V.D.C. Self introduction was done with personnel of V.D.C. and permission letter was handed over to the concerned village development committee officer and healthpost incharge.

Introduction program was organized with community leader and community health worker at health post for planning and fixing date for data collection. Female community health worker of each 9 ward of Zhorahat V.D.C. were requested to help during data collection for tracing house hold.

Before collecting data rapport was established with house mother. Interview were done after ensuring willingness of housemother to participate and ensuring to keep anonymity of the housemother. Due care is taken to protect from humiliation.

During data collection the Investigator helped housemother for understanding benefit of female education.

3.10 Limitation of the study:

It was a small scale study and was not possible to cover large population due to limited resources, like, time and economic constraints.

3.10.1 The study cannot be generalized beyond this population to other VDC and Morang district and may not represent whole population of Morang district.

3.10.2 The study has found out affecting factor to girl's education in limited view. Therefore others related factors which affect the girls education need to be studied.

3.11 Implications of the study:

3.11.1 Although this is a small scale study it provides a glimpse of school enrolment state of children in Zhorahat VDC. The findings of the study shows that 35% of female children were found not going to school. This findings may help decision maker, planner for modifying and formulating policy to reduce illiteracy and increase access to female children's education.

3.11.2 This study also will help to carry out further study on other factor because this study had indicated that higher percentage of not school enroled female children were found in certain ethnic group like Banter, Mudiyari, Rishidev, Tharu and Rajbanshi.

3.12 Data processing

Data were collected in the month of Bhadra and Asoj of 2054. During data collection period a log book was maintained, so that it can be referred if there arise any doubt.

Collected data were sorted and final editing done before putting data in computer for analysis. The code number were given to each question before data being processed. The data was analysed by using computer data base and analysis packages in EPI INFO version 6. In most of the cases number and percentage have been computed in either one way and two way table and chi square test were used to see statistical significance.

CHAPTER IV

This chapter deals with analysis and interpretation of data obtained for factors affecting girls education.

The respondent were those mother who have girls children between 5 to 15 years age. The total respondent were 150 mothers from 150 houses and data were collected through interview schedule.

Data obtained for study were presented in the following way:

Survey population.

Socio-demographic characteristic of parents, mother's views to the need of education by sex, their (mother) knowledge about the importance of female education.

School enrolment state of children in relation to their parents socio-demographic characteristics.

Mother's views towards the duration of study for currently school going children.

Reasons given by mothers for not sending their children to school or for non school going children.

Disadvantages of female education as stated by mother.

Recommendations given by mother for promoting girls education.

Table No. 4

Survey population

Total number of houses - 825 houses in total 9 wards of zharahar VDC selected by 18 percent proportional allocation statistical sampling.

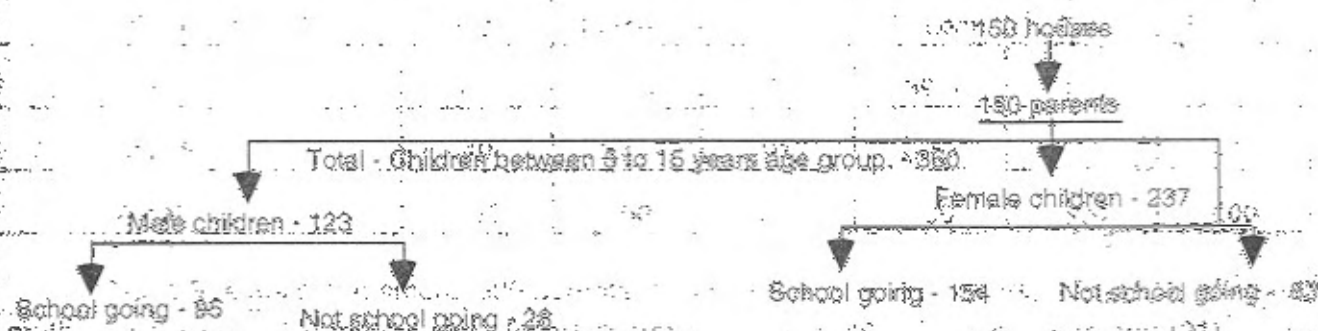
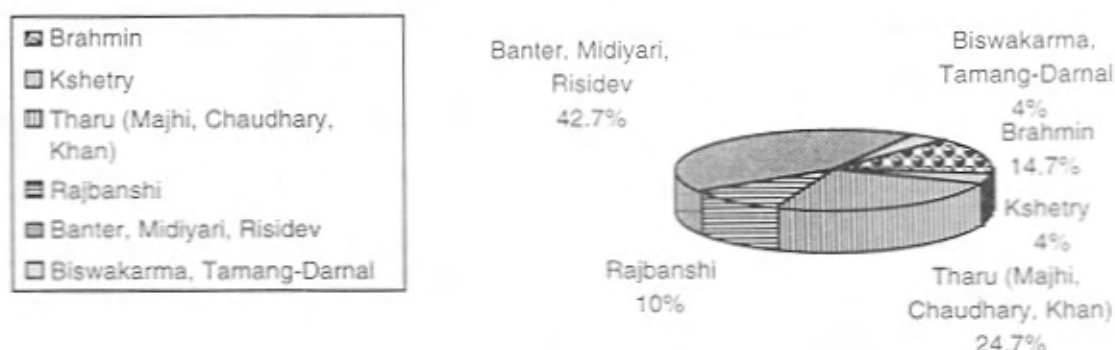


Table no. 4 shows that out of 150 houses, there were 150 mothers and a total 360 children which constitute boys 123 and girls 237.

In order to determine the status of girls education, school enrolment state of these children were determined in relation to their parent's ethnicity, educational status, occupation, annual income of parents and family type.

Figure No. 5

Number and percentage distribution of mothers by ethnicity.



The above pie chart shows that the majority of mothers under study belongs to Banter, Mudiyari and Rishidev ethnic group, who were found (64) 42.7 percent of total mother.

Second major group belongs to Tharu ethnic group who were found (37) 24.7% of total study population (mother). 3rd major group is Brahmin which is (22) 14.7% and other are Kshetry group and Biswakarma, Darnal & Tamang group which are 6 that is 4% each.

Table No. 5

Number and percentage distribution of parents in relation to their educational status.

S.No.	Parents →	Mother		Father		Total	
		No.	Percent	No.	Percent	No.	Percent
1.	Illiterate	101	67.3	59	39.3	160	53.3
2.	Literate	49	32.7	91	60.7	130	46.7
	Total	150	100	150	100	300	100

Table 5 reveals that among 300 parents (150 mothers and 150 fathers) 67% (101) of mother and 39.3% (59) fathers were found illiterate. Similarly (49) 32.7% mothers and (91) 60.7% of fathers were found literate. It means that there is gender disparities inattaining educational opportunities. Higher illiteracy rate among women means there is lack of job opportunity, leading to economic insecurity & denial of right to health care as well.

Table No. 6

Number and percentage distribution of literate parents according to their educational level.

S.No.	Parent's Educational Level	Mother (n=49)		Father (n=91)		Total	
		No.	Percent	No.	Percent	No.	Percent
1.	Just read and write	42	85.7	69	75.8	111	79.3
2.	Up to S.L.C. level	6	12.2	12	13.2	18	12.9
3.	Above S.L.C. level education	1	2.1	10	11.0	11	7.8
	Total	49	100	91	100	140	100

Table No. 6 shows that among literate group of study population (42) 85.7% of mother and (69) 75.8% of fathers can just read and write followed by (6) 12.2 percent mothers and (12) 13.2% fathers have upto S.L.C. level education. Then (1) 2.1% of mother and (10) 11.0% father have their education above SLC level, which reflects educational disparities & lower level of education among men and women. Majority of the literate women only know just to read & write which may be the result of adult literacy program in this VDC leading to health status promotion.

Table No. 7

Number and percentage distribution of parents in relation to their occupation.

S.No.	Parents Occupation	Mother (n=150)		Father (n=150)		Total	
		No.	Percent	No.	Percent	No.	Percent
1.	Agriculture	45	30.0%	45	30%	90	30.0%
2.	Business	7	4.7%	14	9.3%	21	7.0%
3.	Service holder	5	3.3%	17	11.3%	22	7.3%
4.	Daily wage earner	40	26.7%	74	49.4	114	38.0%
5.	House wife	53	35.3%	-	-	53	17.7%
	Total	150	100	150	100	300	100

Table No. 7 shows that among total study population (53) 35.3% of total mother were house wife, followed by (45) 30% mothers involving in agriculture work, (40) 26.7% mother were daily wage earner group and only (7) 3.3% mother were service holders. Thus reflecting lack of job opportunities for fixed source of income and poverty among people of this V.D.C. lead them to have poor education on reproductive health.

Similarly among total population of father, (74) 49.4% of father were daily wage earning group, followed by (45) 30% father were involved in agriculture work, (17) 11.3% fathers were service holders and (14) 9.3% father had their own business.

Table No. 8

Number and percentage distribution of parents in relation to land ownership.

S.No.	Parents with	Number	Percent
1.	Land	63	42.0%
2.	Without land.	87	58.0%
	Total	150	100%

Table No. 8 reveals that among total population of study group, only (63) 42% of total population (parents) were found to have their own land for agriculture work where as (87) 58.0% were found without land of their own for agriculture work which reflects spread of poverty leading to poor health awareness.

Table No. 9

Number and percentage distribution of parents by their annual income.

S.No.	Annual income in Rs.	Frequency	percentage
1.	With less than Rs. 12000	11	7.3
2.	With 12000 to 24000	46	30.7
3.	With 24000 to 36000	33	22.0
4.	With Rs. 36000 - 48000	12	8.0
5.	With more than Rs. 48000	48	32.0
	Total	150	100

Table No. 9 shows that among 150 parents majority of them (48) 32.0% were found with more than Rs. 48000 annual income followed by (46) 30.7% of parents with Rs. 12000-24000, (33) 22.0% Rs. 24000 to 36000, (12) 8% with Rs. 36000 - 48000 and only (11) 3% with less than Rs. 12000 income per annum. Thus the data reveals limitation of income and prevalence of poverty, which may lead to denial of health care service and low health status.

Table No. 10

No. and percentage distribution of parents in relation to their type of family.

S.No.	Type of family	Frequency	percent
1.	Single	119	79.3
2.	Joint	31	20.7
	Total	150	100%

Table No. 10 shows that majority of parents were in single family, only (31) 20.3 percent parents were found in joint family and it is seen that most of the parent from joint family were found economically secured with land property and also were found involved in business, in observation during the study visit. But because of poverty there found lack of co-operation among family member and increasing trend of single family. Which lead them towards poor health knowledge.

Table No. 11

Response of mother to the need of education for children.

S.No.	Views of mother to necessity of education	Frequency	percent
1.	Need only for son	64	42.7
2.	Need for both son and daughter	86	57.3
	Total	150	100

Table No. 11 shows that among 150 total mother under study group, (86) 57.3 percent mothers had positive view towards girls education and (64) 42.7% of mothers were found viewing negative attitude for girls education. Thus the data reveals ignorance of mother about the importance of female education, which likely to effect health of women.

Table No. 12

Frequency and percentage distribution of mothers response in relation to importance of education.

S.No.	Advantages of education as stated by house mother (n=150)	Frequency	percent
1.	Education makes knowledgeable person - i.e. education provide knowledge.	130	72.2
2.	Help to increase income, as it help to get job.	25	13.9
3.	Education helps to bring improvement in society and home condition	9	5
4.	Education enables people to lead healthy life.	5	2.8
5.	Education is to-days need.	3	1.7
6.	Education makes people to maintain prestige in society and will improve personality.	4	2.2
7.	Education makes self reliance.	4	2.2
	Total	180	100

(Note: The aggregate of the total did not coincide with total number of population, because some respondent stated more than one advantages.)

Table No. 12 shows house mother's knowledge to the importance and benefit of education, according to their response. Above data shows that majority of responses (130/180) 72.2% were that education makes knowledgeable followed by (25/180) 13.9% responses stated that education helps to get job and increase income, (9/180) 5% responses were the relation to improvement in society and home environment rest of responses were about leading healthy life, making the individual self reliance and to maintain prestige in society and improve personality. Thus the data reveals increasing awareness of women to necessity of proving education to all which likely to help in health promotion.

Table No. 13

Number and percentage distribution of School enrolment of children in relation to their parent's ethnicity.

S. No.	Sex of Children		Male (n=123)						Female (n=237)						Total	
	Ethnic Group	Caste	School going		School not going		Total		School going		School not going		Total			
No.			%	No.	%	No.	%	No.	%	NO.	%	No.	%	No.	%	
1.	Brahman		14	100	0	-	14	100	37	94.9	2	5.1	39	100	53	14.7
2.	Kshetry		4	100	0	-	4	100	5	83.3	1	16.7	6	100	10	2.8
3.	Tharu (Chaudari, Khan and Majhi).		32	88.9	4	11.1	36	100	44	84.6	8	15.4	52	100	88	24.4
4.	Rajbanshi		7	50.1	7	50.0	14	100	10	34.5	19	65.5	29	100	43	12.0
5.	Rishi-dev, Mudiary, Banter		35	67.3	17	32.7	52	100	49	48.5	52	51.5	101	100	153	42.5
6.	Other (Tamang, Biswakarma, Damal, Barnali)		3	100	0	100	3	100	9	90	1	10	10	100	13	3.6
Total			95		28		123		154		83		237		360 100	

Table no. 13 shows school enrolment state of children in relation to their ethnicity. Data from this table reveals that majority of non school going female children were from Rajbanshi ethnic group. From this ethnic group (7) 50% of total male children and (female) (19) 65.5% of total female children were found not going to school.

Second majority of non school going female children were found from Rishidev, Banter, Mudiary ethnic group. From this ethnic group male (17) 32.7% and female (52) 51.5 percent were found not going to school.

Third majority of non school going female children were found from Tharu ethnic group. From this ethnic group (male) (4) 11.1% of total male children and (female) (8) 15.4percent of total female children were found not going to school.

Then from Brahman, Kshetry and other ethnic group people only female (2) 5.1% of total Brahmin female children, (1) 16.7% of total Kshetry female children and (1) 10% of other ethnic group female children were found not going to school.

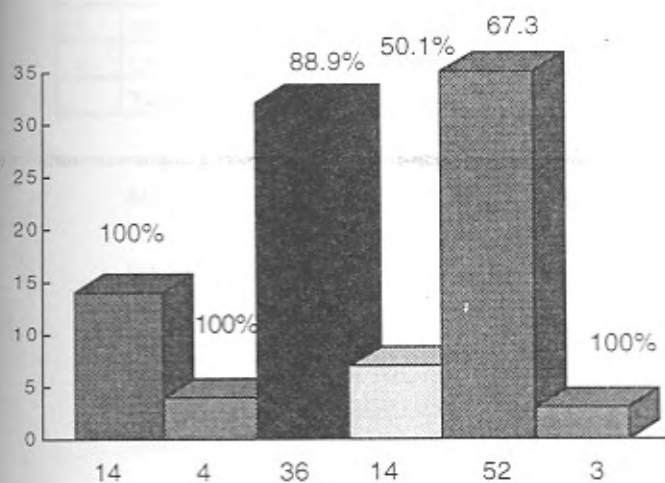
Thus this table reveals the fact that ethnic caste is one of determinant factor for not sending female children to school. But statistical result of X^2 test shows no significant ($P=0.224$).

From the above table it is observed that higher percentage of school enrolled children are from Brahmin ethnic group and lesser percentage of school enrolled children were from Rajbanshi ethnic group in both male & female children. But gap among male and female children's school enrolment is found higher in Banter, Mudiary, Rishidev ethnic group children which is observed 18.8%. Reflecting discriminatory attitude of parents against girls in provision of educational opportunities, which likely to lead low social and health status.

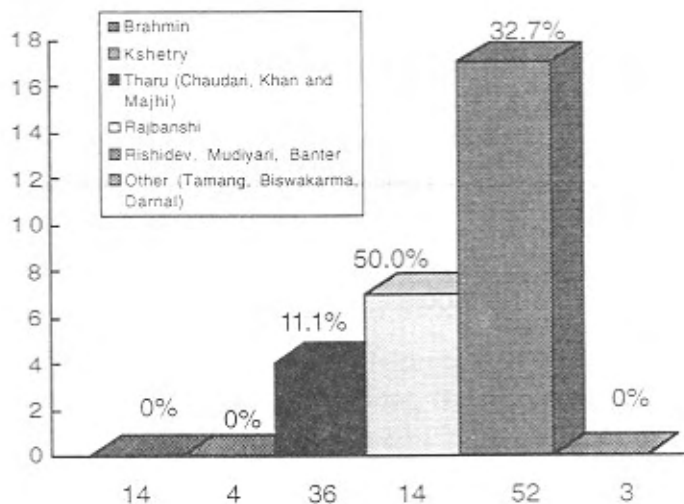
Fig. 7

Number and percentage distribution of School enrolment of Male children in relation to their parent's ethnicity.

School going = 95/123

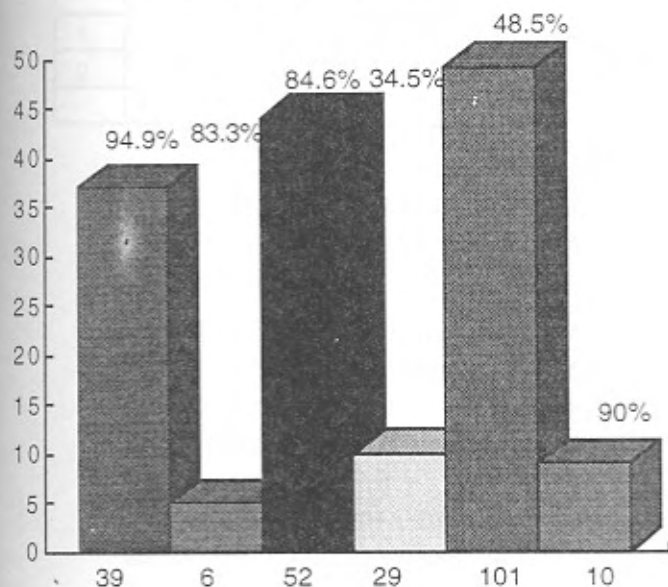


School not going = 28/123



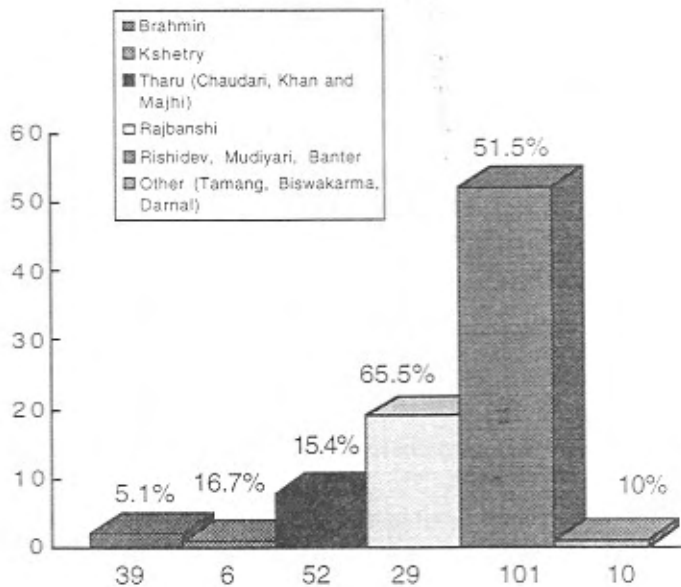
Number and percentage distribution of School enrolment of female children in relation to their parent's ethnicity.

School going = 154/237



Total No. 154

School not going = 83/237



Total No. 83

Table No. 14

Number and percentage distribution of school enrolment of children in relation to their father's educational status.

S. No.	Sex of Children Educational status of father.	Male (n=123)						Female (n=237)						Total	
		School going		School not going		Total		School going		School not going		Total			
		No.	%	No.	%	No.	%	No.	%	NO.	%	No.	%	No.	%
1.	Illiterate	42	63.6	24	36.4	66	100	44	40.4	65	59.6	109	100	175	48.6
2.	Literate	53	93	4	7	57	100	110	85.9	18	14.1	128	100	185	51.4
	Total	95		28		123		154		83		237		360	100

Table no. 14 shows enrolment state of children in relation to their fathers educational status. This data reveals the fact that majority of non school going children were found from illiterate group father. In this group male (24/66) 36.4 percent of total 66 male children and female (65/109) 59.6% of total 109 female children were found not going to school.

From literate group of father male (4/57) 7% of total 57 male children and female (18/128) 14.1% of total 128 female children were found not going to school. Gender gap in school enrolment also were observed high in children of illiterate father i.e. 23.2% where as in literate father's children it is only 7.1%.

Thus educational status of father can be considered as a determinant factor for girl's education and importance of education to all in order to bring positive attitude for health and development.

Table No. 15

Number and percentage distribution of school enrolment of the children in relation to their mother's educational status.

S. No.	Sex of Children Educational state of Mother	Male (n=123)						Female (n=237)						Total	
		School going		School not going		Total		School going		School not going		Total			
		No.	%	No.	%	No.	%	No.	%	NO.	%	No.	%	No.	%
1.	Illiterate	72	72	28	28	100	100	94	55.6	75	44.4	169	100	269	747
2.	Literate	23	100	-	0	23	100	60	88.2	8	11.8	68	100	91	253
	Total	95		28		123		154		83		237		360	100

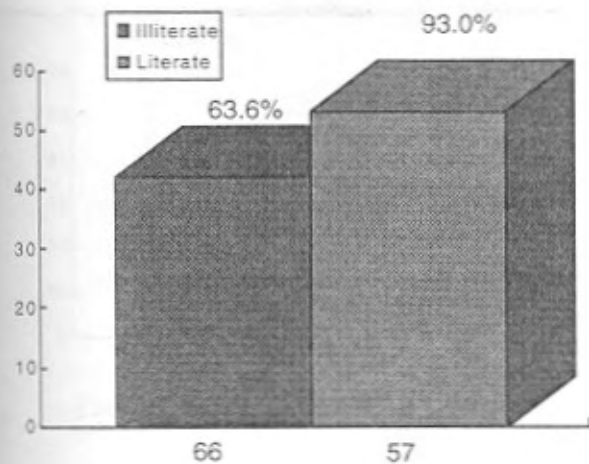
Data from the above table reveals the fact that majority of non school going children were found from illiterate mother group. From this illiterate group male (28/100) 28 percent of total 100 male children and female (75/169) 44.4 percent of total 169 female children were found not going to school.

From literate mothers, only (8/68) (female) 11.8 percent of total 68 female children were found not going to school. Higher percentage of school enroled children were found from literate mother in both the sexes. The gap among male and female children's school enrolment is observed 16.4% i illiterate mother's children and 11.8% in literate mohers children.

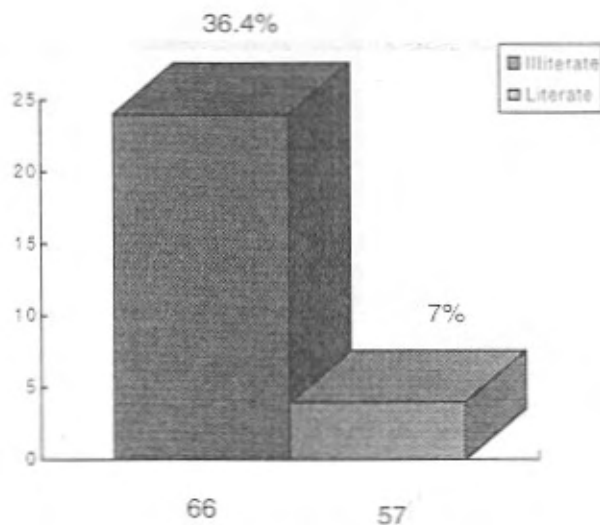
Thus mother's educational status strongly influence to the education of female children as well as male children. The result of statistical X^2 test also shows significant. ($P=0.0164$). This also reveals importance of female education to accelerate literacy rate among family members as well as society and community and brings positive impact on health of women.

father's educational status.

School going=95/123

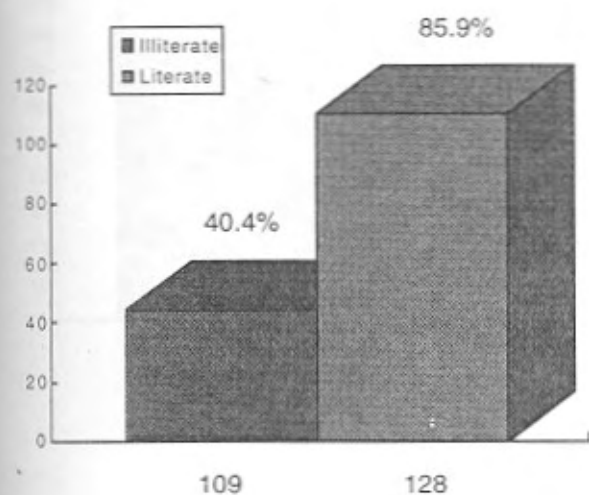


School not going=28/123



Number and percentage distribution of school enrolment of female children in relation to their father's educational status.

School going=154/237



School not going=83/237

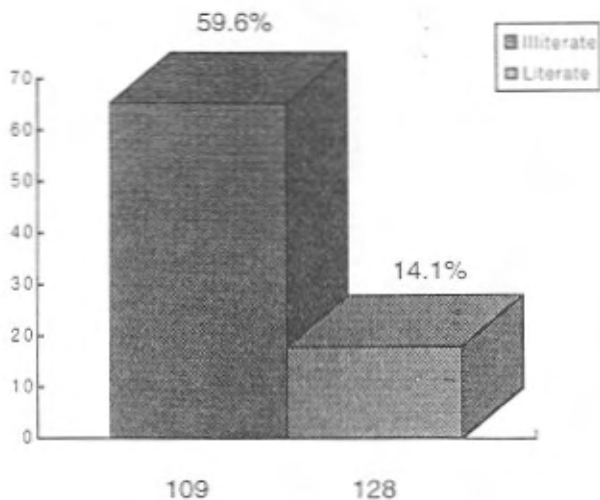
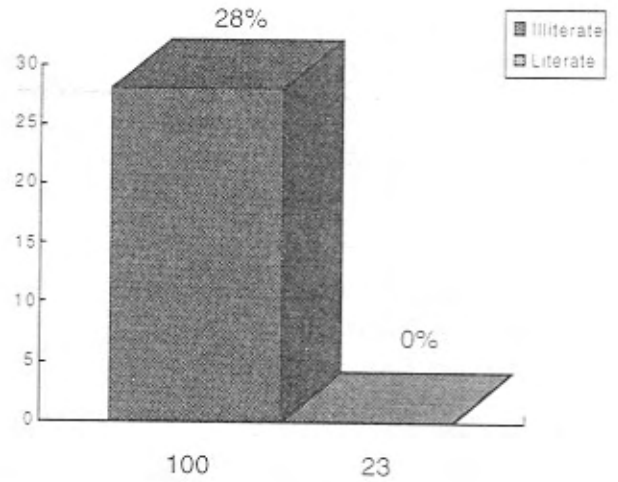
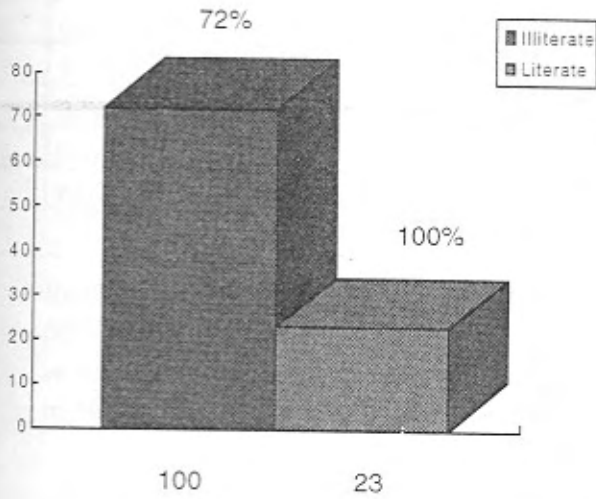


Fig. 9

Number and percentage distribution of school enrolment of Male children in relation to their mother's educational status.

School going=95/123

School not going=28/123



Number and percentage distribution of school enrolment of female children in relation to their mother's educational status.

School going=154/237

School not going=83/237

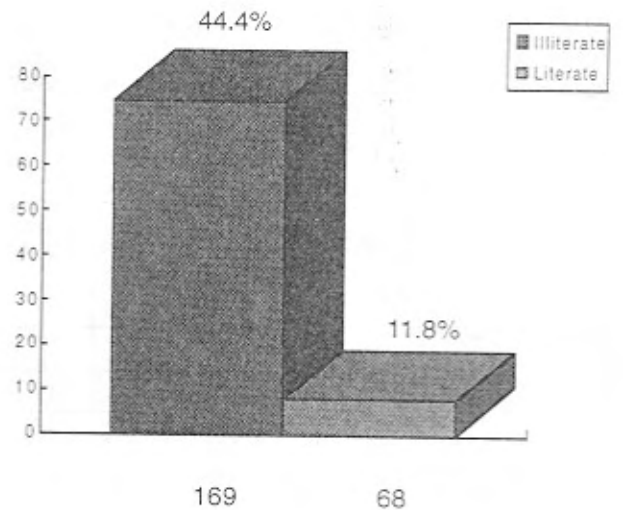
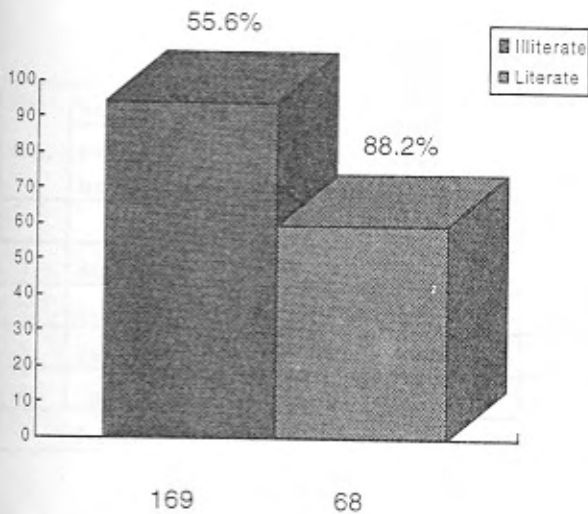


Table No. - 16

Number and percentage distribution of school enrolment of children in relation to their mother's occupation.

S. No.	Sex of Children Occupation of mother	Male (n=123)						Female (n=237)						Total	
		School going		School not going		Total		School going		School not going		Total			
		No.	%	No.	%	No.	%	No.	%	NO.	%	No.	%	No.	%
1.	Agriculture	50	98	1	2	51	100	93	90.3	10	9.7	103	100	154	42.8
2.	Business	5	71.4	2	28.6	7	100	1	14.3	6	85.7	7	100	14	3.9
3.	Service	1	50	1	50	2	100	4	100	0	0	4	100	6	1.7
4.	Daily wage earner	25	68.8	13	34.2	38	100	46	55.4	37	44.6	83	100	121	33.6
5.	House wife	14	56	11	44	25	100	10	25	30	75	40	100	65	18.0
	Total	95		28		123		154		83		237		360 100	

Table No. 16 shows number and percentage of non school going children in relation to their mother's occupation. The data from the above table reveals that higher percentage of non school going female children that is 85.7% were found from mother who are in business where as only 28.6% of male children were found not going to school. The gender gap seen in this group is 57.1% which is significantly higher in mother's with other occupation.

Similarly among service holder's children (1/2) 50% of male children was found not going to school where as all female children seems to be enrolled in the school. Here the gender gap among the male and female children school enrolment is adverse, may be because of small sample size.

Thus the data from this table reveals the fact that mother's occupation could play determinant role in sending girls to school. The result of statistical X^2 test also shows significant ($P=0.0276$). Means likely to effect on health of women and their status.

Table No. 17

No. and percentage distribution of school enrolled of children in relation to their father's occupation.

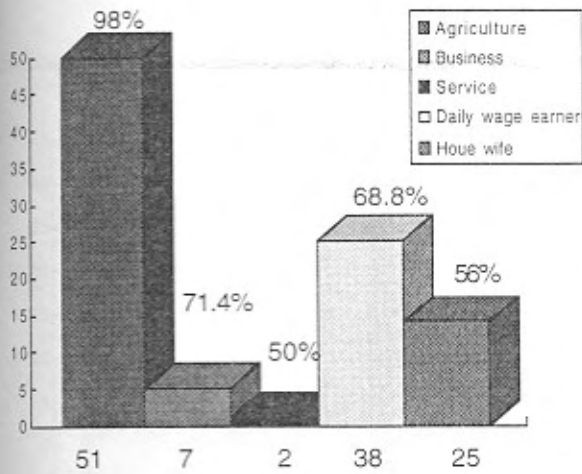
S. No.	Sex of Children Father's occupation	Male (n=123)						Female (n=237)						Total	
		School going		School not going		Total		School going		School not going		Total			
		No.	%	No.	%	No.	%	No.	%	NO.	%	No.	%	No.	%
1.	Agriculture	36	90	4	10	40	100	64	88.9	8	11.1	72	100	112	31.1
2.	Business	11	84.6	2	15.4	13	100	12	60.0	8	40.0	20	100	33	9.2
3.	Service	3	50.0	3	50.	6	100	20	87	3	13	23	100	29	8.1
4.	Daily wage earner	45	70.3	19	29.7	64	100	58	47.5	64	52.5	122	100	186	51.6
	Total	95		28		123		154		83		237		360 100	

Table no. 17 shows school enrolment state of children in relation to their father's occupation. The data from the above table reveals that higher percentage of non school going female children that is 52.5% of total 122 female children were found not going to school among daily wage earner father group. Where as in case of male only 29.7% male children were found not going to school. The gap in school enrolment state among male and female children of daily wage earner father is observed 22.8 percent.

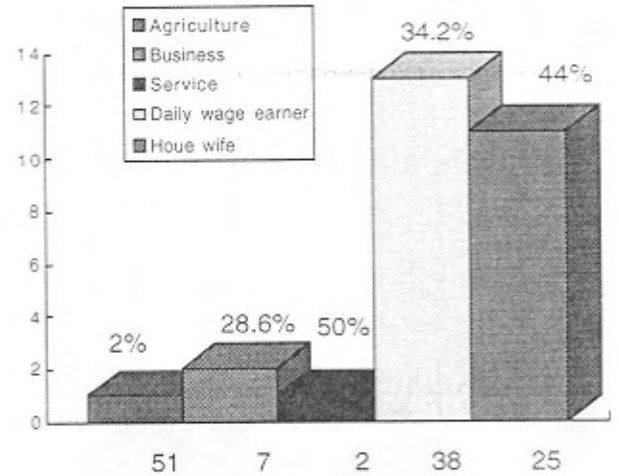
Fig. 10

Number and percentage distribution of school enrolment of Male children in relation to their mother's occupation.

School going=95/123

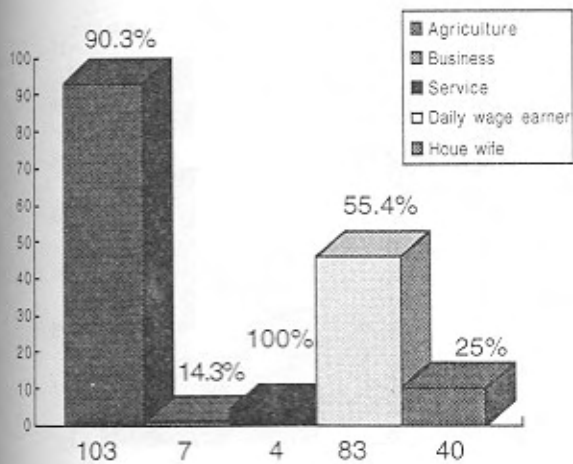


School not going=28/123



Number and percentage distribution of school enrolment of female children in relation to their mother's occupation.

School going=154/237



School not going=83/237

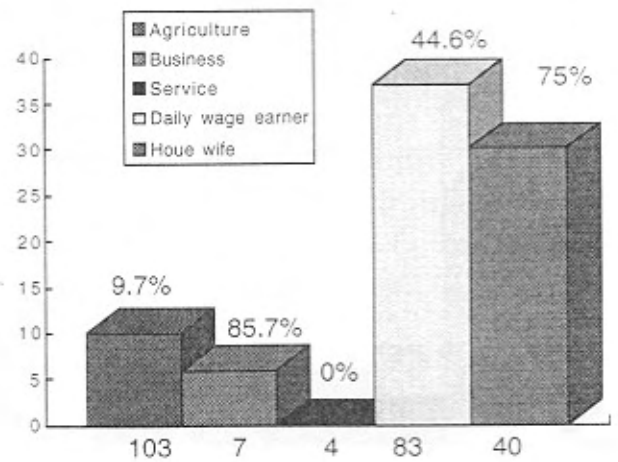
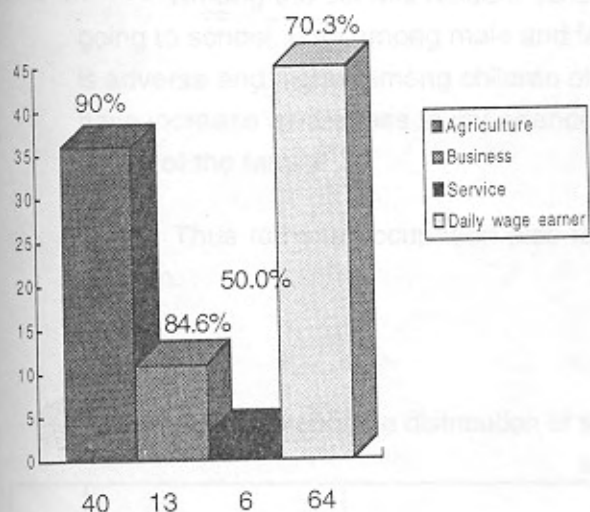


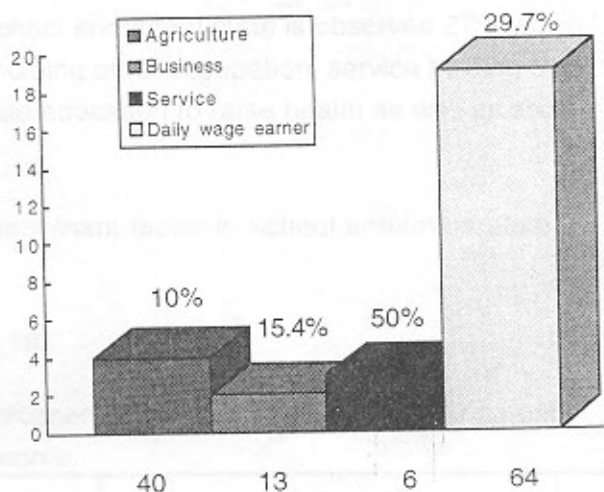
Fig. 11

Number and percentage distribution of school enrolment of Male children in relation to their father's occupation.

School going=95/123

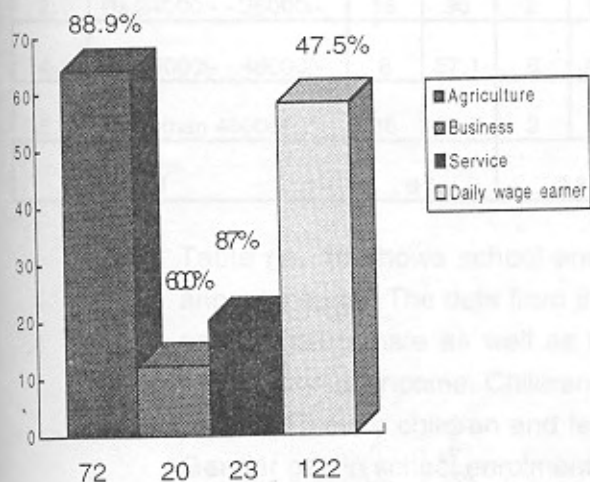


School not going=28/123

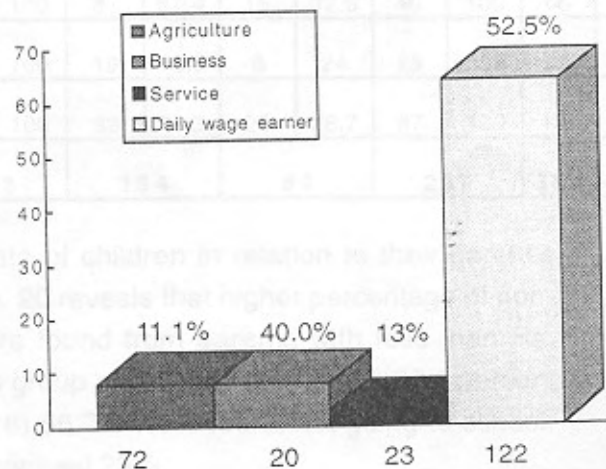


Number and percentage distribution of school enrolment of female children in relation to their father's occupation.

School going=154/237



School not going=83/237



Less percentage of non school going female children were found from the fathers who have agriculture as occupation who were 11.1% of total 72 female children. In case of male children only 10 percent of total 40 male children were found not going to school. In this occupational group, gap in school enrolment state among male and female children is only 1.1 percent which is very negligible.

Among children of father who are engaged in business 40% of female and male 15.4% of male children were found not going to school. In this occupational group's children gap in school enrolment state among male and female is 24.6% which is significantly high in comparison to children of father involving daily wage earning and agriculture.

Among the service holders 13% of female and 50% of male children were found not going to school. Gap among male and female school enrolment state is observed 27% which is adverse and higher among children of father holding other occupation, service holding may have increase awareness to importance of female education to raise health as well as social status of the family.

Thus father's occupation also found determinant factor in school enrolment state of children.

Table 18

Number and percentage distribution of school enrolment of children in relation to their parent's annual income.

S. No.	Sex of Children Parent's annual income in Rs. with	Male (n=123)						Female (n=237)						Total	
		School going		School not going		Total		School going		School not going		Total			
		No.	%	No.	%	No.	%	No.	%	NO.	%	No.	%	No.	%
1.	less than 12000/-	7	46.7	8	53.3	15	100	6	33.3	12	66.7	18	100	33	9.2
2.	Rs.12000/- - 24000/-	26	72.2	10	27.8	36	100	36	59.0	25	41.0	61	100	47	26.9
3.	Rs.24000/- - 36000/-	18	90	2	10.0	20	100	31	67.4	15	32.6	46	100	66	18.3
4.	Rs.36000/- - 48000/-	8	57.1	6	42.9	14	100	19	76.0	6	24	25	100	39	10.9
5.	More than 48000/-	36	94.7	2	5.3	38	100	62	71.3	25	28.7	87	100	125	34.7
	Total	95		28		123		154		83		237		360 100	

Table no. 18 shows school enrolment state of children in relation to their parent's annual income. The data from this table no. 20 reveals that higher percentage of non-school going male as well as female were found from parents with less than Rs. 12000, annual income. Children's from this group of parents male (8/15) 53.3 percent of total 15 male children and female (12/18) 66.7% were found not going to school. Gender gap in school enrolment state is observed 23%.

- Second majority of non school going female children were found from parent's with Rs. 12000 to 24000, annual income. Children from this group of parents male (10) 27.8% female (25) 41% were found not going to school. Gender gap in school enrolment state of children is observed 13.2%.
- Third majority of non school going female children were found from parents with Rs. 24000 to 36000 annual income. The children from this income group parents male (2) 10% of total 20 male children and female (15) 32.6% of total 46 female children were found not going to school. Gender gap is observed 22.6% in school enrolment state of children.
- Fourth majority of non school going female children were found from parents with more than Rs. 48000 annual income. From this income group parent's children male (2) 5.3% of total 38 male children and female (25) 28.7% of total 87 female children were found not going to school. With this annual income group parent's children gap in school enrolment among male & female is observed 23.4%.
- Lastly minority of non school going female children were from parents with Rs. 36000 to 48000 annual income. From this income group of parents male (6/14) 42.9 percent of total 14 male children and female (6/25) 24% of total 25 female children were found not going to school. Here gender gap is observed reverse, more female children were found enroled in school, than male children.

Thus the data depicts the fact that higher the income lesser the percentage of non school going female children. But gap in male and female children's school enrolment were found in all the parents.

Thus, income affect the girls education, lower the income less chance of school facilities, lower the education lowr the women's health.

Table No. 19

Number and percentage distribution of school enrolment of children state in relation to their family type.

S. No.	Sex of Children Type of family	Male (n=123)						Female (n=237)						Total	
		School going		School not going		Total		School going		School not going		Total			
		No.	%	No.	%	No.	%	No.	%	NO.	%	No.	%	No.	%
1.	Single	77	74.8	26	25.2	103	100	117	61.6	73	38.4	190	100	293	81.4
2.	Joint	18	90.0	2	10.0	20	100	37	78.7	10	21.3	47	100	67	18.6
	Total	95		28		123		154		83		237		360 100	

Table no. 19 shows school enrolment state of children in relation to their family type. Data from the table reveals that higher percentage of non-school going female children were found from single family. Male (20/103) 25.2% and female (73/193) 38.4% were found not going to school from single family.

From joint family male (2/20) 10% of total male children and female (10/47) 21.3 percent of total 47 female children were found not going to school. Higher percentage of school enrolled female children were found from joint family the fact may be because in joint family children may not need to be engaged in household work. So family type also can be considered as determinant factor for children's school enrolment. But there is no much difference in male and female children's school enrolment. The gap among male and female children in school enrolment in joint and single family parent is 13.2 and 11.3% respectively. The result of statistical X^2 test also shows in significant ($P=0.3480$). Income and family structure affecting girls education.

Table No. - 20

Number and percentage distribution of school going children according to their educational level.

S.N.	Education level	Male (n=95)		Female (n=154)		Total	
		No.	%	No.	%	No.	%
1.	Primary level (1-5 grade)	76	80	126	81.8	202	81
2.	Lower secondary (6-9 grade)	17	17.9	18	11.7	35	14.1
3.	Secondary (9-10 grade)	2	2.1	10	6.5	12	4.9
	Total	95	100	154	100	249	100

Table no. 20 shows that higher the grade less number of children of this age group. The existing situation may be because there are many drop outs may be caused due to failure and repetition to the same grade. This means lower learning capacity of children, because of unstimulating environment as well as poor nutritional status on food value affecting health of the children.

Table No. 21

Views of mother about study duration for those currently school going children by sex.

S.N.	Views expressed by mothers for duration of children's study.	For Male Children		For Female Children	
		No.	%	No.	%
1.	As long as they wish to study	70	46.7	60	40
2.	As far as economy will permit	21	14.0	13	8.6
3.	Up to S.L.C. level.	4	2.7	24	16.0
4.	Up to 5, 6 grade	x	-	4	2.7
5.	Till she get married	x	-	4	2.7
6.	No response	55	36.6	45	30
	Total	150	100	150	100

N = 150. (House mother)

Table no. 21 indicates views expressed by mother to the study duration of education for their children, common answers given for boys and girls were they wish their children continue to study as far as they can offer expense for education, as long as they wish and up to 10th grade. Mothers statement were that their children are not interested to study and books and stationaries are of high price, so difficult to buy.

Other views expressed by mothers were girls need only 5 to 6 grade education then their education will be stopped when they get married.

Thus from these expressed views it was concluded that concept of mothers towards educating male child as well as female child were changing to positive. Some Mother consider education is right of female as well. Means there are increasing awareness to the right of access to education and likely to bring improvement in health of women.

Table No. 22

Reason given by house mothers about not sending their children to school.

S.N.	Responses	Male n=28		Female n=83	
		No.	%	No.	%
1.	No money	11	39.3	40	48.2
2.	Too small	7	25	10	12.0
3.	Lack of interest in children	6	21.4	4	4.8
4.	Need of household work	3	10.7	13	15.7
5.	Need to take care of siblings	x	-	6	7.3
6.	Because she is girl child.	x	-	10	12.0
7.	Because of illness	1	3.6	x	-
8.	No response - do not know				
	Total	28	100	83	100

(n= Number of children = male-28, female-83)

Table no. 22 indicates the reason given by mother for non school going children. The reason were mostly common for both boys and girls, as no money, too small, lack of interest in child. Mother's statement were that they were too poor to send their children to school. They have hand to mouth problem, in that state how children will go for study.

The other reason given by mother for both boys and girls were too small. 5 to 6 year age group children were considered small and too early for children to educate and to send for school in a long distance.

The other reason given by house mother for not sending their daughter to study were, girls are needed for household work and to take care of siblings while mothers are away for work.

But for some (10/83) 12 percent of female children mother expressed that it was not their practice to educate girls, as they had to work in house even they are educated. They need to be efficient in household work in order to get married and adjust to new house in future.

Thus the data from the table reflects lower ability of mother to motivate their children for going to school because of their illiteracy as well as prevalence of parents attitude and practice of not sending girls to school.

Table No. 23

Disadvantages of educating female children as stated by their mother.

S.No.	Responses	N=150 No	%
1.	Girls Will become lazy for household work	6	4.0
2.	Will be of bad character.	2	1.3
3.	It is difficult to find a husband for educated girl.	4	2.7
4.	Girls will not have time to develop skill in household work.	10	6.7
5.	No security	2	1.3
6.	No disadvantage.	126	84.0
	Total	150	100

n=house mother's response = 150

According to the data in table 23, 84% of total 150 mother were in favour of educating their girls children while 16 percent mother viewed the disadvantages if girls are sent to school. The mothers expressed the different disadvantages of education mostly because they themselves are illiterate and lack of knowledge to the value of education.

Table 24

Recommendations given by respondents for promoting girls education.

S.N.	Recommendations given by mother	(n=150 mother) Frequency	
		No.	%
1.	Income generating activity need to be promoted.	55	35.0
2.	Job opportunity need to be promoted and reduce unemployment problem.	33	21.0
3.	Free education up to 10th class.	13	8.2
4.	Quality teaching in the school.	2	1.3
5.	Books and stationary need to be of low cost.	5	3.3
6.	Separate girls school	3	1.9
7.	Control of market price.	6	3.8
8.	No. recommendation	40	25.5
	Total	157	

(Note: The aggregate of total did not coincide with actual number of respondent because respondent gave more than one suggestions while some did not give any suggestions.)

Table no. 24 is the recommendation & suggestion given by mothers for promoting girls education. According to data, majority of recommendation provided by mothers were need of promotion of income generating activity and job opportunity for parents especially mothers. The statement of the mothers were that there was no job for people who have not passed S.L.C. and to pass S.L.C. by their children also very difficulty, so children of under S.L.C. were found frustrated.

Another recommendation was it would be better if education is free upto 10th class. The parents usually found difficult to pay registration fee and buy necessary books which are very expensive.

Similarly other few mother expressed the need of quality teaching in the schools, to avoid drop outs from schools and to get good results so that students are stimulated to go to school and attain better education.

Other suggestions made by the parents were separate school for growing girls children and control of market price which is one of the national problem itself.

Thus these data reflects mother's increasing awareness towards right of having access to education as well as economically secure. But still 25.5 percent of women were found not aware of these facts may be because of illiteracy itself.

5. Summary:

The study is descriptive one and the subject of the study were house mother who had at least one or more female children between 5 to 15 years age group. Convenient sampling method had been used all through the sampling process, except for determining numbers or percentage of house hold for inclusion to study from all 9 wards of VDC Zhorahat in which proportional allocational statistical sampling method had been used because it was not appropriate to draw equal number of household which constitute different number of houses. The household ranges from 35 to 183.

The sample size was determined 150 house mother purposively on basis of availability of mother and household at the time of study for the convenient and feasibility to time, resource and objective of this study as well as analysis and interpretation of data.

Interview schedule was used as instrument for guideline while interviewing house mother which consist of socio-demographic character of children's parent like ethnicity educational status, occupation, annual income, and land ownership. Then school enrolment state of children in relation to socio-demographic variable, causes of non school going children, mothers views to the need of education and their (mother's) suggestion for improving and promoting female education.

Validity of questionnaire for interview schedule was done by consulting advisor (guide), friends and experts. Pre-testing of questionnaire was done on same Zhorahat VDC, 15 days before actual study, on 8 i.e. 5 percent of total 150 population. (house mother)

Obtained data were sorted and editing done before putting data in computer. Analysis were done by using number and percentage to assess relationship of school enrolment state and socio-demographic variables.

According to VDC office record there were total 825 household and total 925 children between 5 to 15 years age group, of which male children 465 and female children 460 in number.

Number of female children covered in the study were 237 i.e. 51.5% of total estimated female children of 5 to 15 years age group female children in this V.D.C.

Ethnicity:

The population under study were found to be belonging to following ethnic group.

- Brahman
- Kshetry
- Tharu (Chaudhary, Majhi and Khan)
- banter, Mudiary & Risidev
- Rajbansi and
- Other caste (Tamang, Darnal, Biswakarma and Baraili).

Of which ethnic groups number and percentage were shown in Figure 5.

Educational status of parents:

Among 150 total parents under study only 49 i.e. 32.7 percent mother, 60.7 percent father were found literate. Among these literate group of population 85.7 percent mother & 75.8 percent father just know to read and write. Remaining 39.3 percent father and 51 percent mother were illiterate which likely to affect health and development of the people especially women.

Occupation of parents:

Majority of parents under study population were found doing daily wage earning as labourer, riksha puller and other occupation as mechanics, which constitute mother 26.4 percent & 49.5 percent father.

Second majority of occupation holding by study population were agriculture, which constitutes 30 percent mother and 49.5 percent fathers in the study.

Third category of occupation were found service and last minority of occupation of parents were found business in which 4.7 percent of mother and 9.3 percent of father were found involving or running their own business, as tea shop, vegetable shop etc. which is shown in Table 7.

Land ownership state of parents.

In this Zhorahat VDC all parents were found to have their own house to stay but only 42 percent of total 150 parents were found to have their own land for agricultural work.

Annual income of parents:

Annual income of parents as stated by house mother, 32 percent of the parents were found to have annual income of more than Rs. 48,000 followed by 30.7 percent with Rs. 12000 to 24000, 22 percent with Rs. 24000 to 36000, 8 percent with Rs. 36000 to 48000 and 7.3 percent with less than Rs. 12000 per year.

Type of family:

Majority of parents under study group were found leading single family which shows increase trend of single family in this VDC Zhorahat as shown in table 10.

Views of mothers about the need of education for their children:

Majority of mother i.e. 57.3%viewed that education is essential for both male and female children. Education is today's need and lack of education hamper or influence to day to day life. But 42 percent of respondent viewed that education is necessary only for boys. They think that only man should communicate with outside society. So, if female children were given opportunity to be educated, they will be spoiled.

Many of the mother in the study group were found to have knowledge about the importance of education in general.

In relation to socio-demographic variables and school enrolment state of children, ethnicity, educational status of parents, parents' occupation, economic condition, and family type were found influencing factor for education of female children.

Attitude among majority (84%) of mother under study were found positive and willing to send for higher education, if their daughter wish to study. But during study visit many girls were found at home because of failure in S.L.C. examination. So some mothers were found saying girls need to be educated up to 5 or 6 grade, just to make them know how to read and write and that is essential after marriage also.

Mothers were found giving more importance to marriage than higher education to girl children. According to them higher education to female children makes difficult to get married as bridegroom expect of getting more dowery while getting married with an educated girl. So it is difficult to find a suitable husband for an educated girl than to find a husband for an uneducated girl. Therefore parents were found interested to provide education to female children only up to 5, 6 class and then with draw from education and make them skillful in household work. The result is that in primary level of education there were more children and higher the level lesser number of children are enroled in school shown in table no. 20.

Regarding gender discrimination of providing educational opportunities almost in all ethnic group higher percentage of male children were found enroled in school in comparision to enrolment percentage of female children. Similarly except in literate parents' children and service holder's children higher percentage of male children were found enroled in school in all different occupation holding parents' children.

Similarly to the question for reason of not school going children, in addition to common reason given by mother for both male and female children, like too small, no money, lack of interest in child, girls were not in school because she had to take care of her younger sibling and had to be engaged in household work. Further that some 12 percent of total 150 mother gave reason because it was not their practice to educate girl. Some 42.7 percent of total mother (refer to table no. 11) found considering education is necessary only for boys.

For providing educational opportunities although 40 percent of total mother expressed thier views in favour of providing education to girls as long as they wish many of the girls as well boys, only limit number of (children) them were found in lower and higher secondary level of education. (refer to table no. 20). The existing situation may be because of drop out after primary level education or repetition of the grade by this age group children. Similarly 16 percent of total 150 mother provided statement on draw back of female education like girls become, lazy to work, of bad character and be unskillful in household work. Another drawback according to mother were that for an educated girl it is difficult to find husband than for an uneducated girl. Thus all the above data shows association with girls eduction as well as factors determining women's health and status.

Conclusion:

Although government of Nepal has made great effort to promote girls education and accessibility school to this VDC is within reach of not more than half an hour walking distance 35 percent of total 237 female children of school going age (5 to 15 years) were found not

going to school. According to outcome of study the factor associated with girls education are follows: 232 03

- Socio-cultural attitude of parents towards female education is the decisive factor. Parents tends to keep away female children from school and tends to keep engaging in household work and
- The second factor for not sending female children to school is found poverty, which makes girls to be engaged in household work and care of sibling while both parents are away.
- Similarly illiteracy among parents also is another factor causing ignorance about importance of female education.
- Discriminatory attitude of parents against girl's education also is important factor for not sending girl children to school.
- The study also revealed that there is considerable change in attitude of parents for educating female children. Some parents were found sending (10% of 154 total) female children also in boarding school. (Refer to Appendix 1)

On the basis of these conclusion it becomes obvious that socio-cultural background like ethnicity, illiteracy, poverty, family structure ignorance and lack of awareness among parents are all interrelated hindering factor to girls education.

RECOMMENDATIONS

On the basis of findings from the study following recommendation is suggested.

1. Parent's ignorance about the importance of education is major factor. So I.E.C. programme need to be strengthened to raise awareness on them.
2. Education of mother is most effecting factor so girls as future mother must be helped to be educated.
3. To encourage parents for educating girl children a strategy would be effective with provision of rewards to those parents who sends their girls to school.
4. Government should take action on parents if they do not send thier girls to school.
5. Supervision and monitoring of school enroment should be on continuous basis.
6. Other factor need to be studuied like method of teaching, method of evaluation in school and school facility.
7. To generalize findings similar study need to be carried out in other parts of te district in a large scale.

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Appendix 1

Number and percentage distribution of school going children by type of school.

S. N.	Type of School	Male Children		Femal Children		Total	
		No.	%	No.	%	No.	%
1.	Government	79	83.2	138	89.6	216	87
2.	Boarding School	16	16.8	16	10.4	32	12.9
	Total	95	100%	154	100	249	100

This table shows among school going children 16.8% of male and 10.45 of female children were found enroled in baordig school.

Tribhuvan University
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RESEARCH INSTRUMENT

Title of Study: Study on the status of girl's education determining women's health..

Note : The interview will be taken only to those mother who had at least one or more female children between 5 to 15 years age group.

Serial No.:

Date :

V.D.C. Name : -

Ward No :

Identification of Respondent:

1. Name of respondent:

2. Age :

Sex:

3. Religion

4. Ethnicity

5. Educational Status

a. Illiterate

b. Literate

• Just know to read and write

• Up to S.L.C. level education

• Above S.L.C. level education

6. Occupation

(a) Agriculture

(b) Business

(c) Service

(d) Daily wage earner

(e) Other

Identification of Respondent's husband.

Name :

7. Educational Status
- a. Illiterate
 - b. Literate
 - Just know to read and write
 - Up to S.L.C. level education
 - Above S.L.C. level education
8. Occupation
- (a) Agriculture
 - (b) Business
 - (c) Service
 - (d) Daily wage earner
 - (e) Other
9. Annual income of parents in rupees.
- a. Less than Rs. 12000/-
 - b. Between Rs. 12000-24000/-
 - c. Between Rs. 24000-36000/-
 - d. Between Rs. 36000-48000/-
 - e. More than Rs. 48,000/-
10. Do you have your own land for agriculture work ?
Yes No
11. If Yes how much land do you have ?
- a. Less than 1 bigaha
 - b. 1 to 2 bigaha
 - c. 2 to 4 bigaha
 - d. More than 4 bigaha
12. Do you have any animal substance ?
Yes No

13. What is your family type ?

Single Joint

14. How many children do you have between 5 to 15 years age group ?

Male : Female :

15. How many son of this age group are going to school and in which grade they are studying ?

S. No.	Grade attending in School	Type of school	
		Government	Private
1			
2			
3			
4			

16. How many son of this age group not going to school ?

No.

17. Why they are not going to school ?

.....
.....

18. How many of your daughter of this age group are going to school, in what grade and what type of school (government or boarding) ? Number

S. No.	Grade attending in School	Type of school	
		Government	Private
1			
2			
3			
4			

19. How many daughter of this age group not going to school ?

No.

20. Why they (daughter) are not going to school ?

.....
.....

21. In your opinion how long your daughter should continue her study ?

.....
.....

22. Similarly in your opinion how long your son should continue his study ?

.....
.....

23. In your opinion whether your son or daughter should be educated ?

Only son

Only daughter

Both son and daughter

24. Please tell me, what all are the importance and benefit of education ?

.....
.....

25. Would you tell me some disadvantages of female education ? If you think there is:

.....
.....

26. Is there school available for your children within reach of half an hour walking distance ?

Yes No

27. Will you please tell me what could be done to promote girls education ?

.....
.....