

Abstract

The study is carried out to identify different types of school community cooperative programmes and to explore relation between school community co-operative programme and healthful school living. This study was based on the primary data as descriptive type of research design. Twelve secondary schools were selected as sample through census method. Headmaster, health teachers, three students, chairman of School Management committee and other three key persons of community people in each selected school, altogether 108 respondents were selected for the research work. Primary data were collected mainly by using interview schedule as research. After collecting data they were analyzed and interpreted using simple mathematical correlation like correlation coefficient for finding relation between school community co-operation and healthful school living. A large number of the respondents had proper knowledge on School Health Programme (SHP.) and all of the respondents agreed with need and importance of school community cooperation. Most of the schools have conducted parents day, formed and parent teacher association in their school. More than fifty percent schools had conducted interaction programme seminar and workshops. Among those programmes, almost all were conducted irregularly, participation of the respondents (Chairman of school management committee and key persons of community people) were not satisfied in these programmes. None of the schools had conducted immunization and nutrition programmes by themselves. But all of the schools had helped in these programme. More than sixty percent of schools had conducted cleanliness campaign programmes in community. But these programmes were conducted irregularly. Healthful mental environment was satisfactory. School community cooperative programme and healthful school living relation (r) was found -1. There was negative high relationship between school community co-operative programme and healthful school living.

Key words: School health programme, healthful school living, school and community cooperation, physical and mental environment.

Introduction

School community cooperation and healthful school living are the two main areas of school health programme. The school and community are responsible for protecting health of school children. The best way of promoting and maintaining the health of the school going children is providing proper health knowledge, attitude and practice by teacher, parents and other community members. The school and community are interrelated and interdependent for building and maintaining higher level of health in each child. In all these aspects school and community are indivisible parts of each other.

The School health programme could be viewed

as an extension of the public health programme designed to reach a specific population group. The public health programme deals with a wide variety of groups. Whereas, the school health programme concentrates almost exclusively on students. Prevention of health problems is not the role concern of the school health programme. Rather the school health programme should have a comprehensive framework where the overall purpose or ultimate objectives is to protect, promote and improve the health status of student's (Kerry, 1988 as cited in Chhetri & Bhandari, 2061). Many of the contributors were non-professionals people who sought to improve a lot of growing

children. In their efforts to find away to promote child health, several of these pioneers recognize the possible role of the school in the promotion of the well being of the child.

Primary responsibility for good health of the school age children is on their parents but the school should assist them in building up and maintaining the highest possible level of health by developing necessary competence in each child to deal with health problems of the life. The school is established for community. The role of community is also vital in luching health programme in school. The support from community is necessary to carry out different health related activities in healthful school living. Community helps to promote and maintains the health states of school children. In the aspect of SHP school utilizes all the health resources available in community for promoting of the health status of school members by developing good relationship between school and community for the healthful school living.

In order to achieve the twin goals, "Health for All" and "Education for All", many countries, particularly the developing countries, including Nepal, are striving hard for the promotion of healthy life style message in a range of school and community setting. According to MOH (2010) in four and half million students study in school level education in Nepal, they spend most of their time in schools. For the rest of the time, they live with their parents. In order to protect and promote children's health and to reach parents through children, SHP is highly important. Schools are one of the important community setting where life style message have the potential to reach parents through their children. Schools setting have significant importance in reducing the burder of illness and many preventable injuries and disabilities.

Schools are the inspirable part of healthy life styles message in a range of community settings. Communities first offer opportunities to promote health of the children, their families and the whole

community. In school, children do not only acquire information, skills and attitudes regarding health, but also can be disseminators of these domains to their families and the community. But experiences from Nepal have shown that it is difficult, at least for health workers, to work with schools in promoting health as they are focused to work in community health. Schools are also not taking proper initiative for the promotion of health of the school children and the staff. They often consider that health promotion may be outside their core business. They think, they have to engage in achieving educational objectives rather than health promotion.

The theme "Community for school, School for community and support from Government" should be main vision for school management. Development of school and community are two side of a coin. School provides information, knowledge and skill in different areas to the students. Students use and practice these information, knowledge and skill at the home and community. So, students are basis of community development. Infact, school is a basis of community development and community is the life of school. Construction, conduction, management, organization and all of the other activities of the school depend on the community. For example, staff management, financial support, physical maintenance, good education environment creations organization of school health programme, physical and mental environment, and all of the other functions, need community support and help. Without community support and help a school cannot run. Thus, school and community are complementry to each other.

In the initiation of modern school health programme, Nepal is hundred years back. SHP has not conducted as an organized system formally in any school. now a days, in some school, NGOs, INGOs are working in this field in limited areas taking limited programmes. In context of Nepal the importance of SHP is rising rapidly due to demand of time. It has been very

essential to apply SHP in our school for the sake of students and school staff health. But to conduct and develop school health programme community support must be needed. Without school community cooperation, we cannot introduce and organize school health programme properly.

Healthful school environment is one of the indispensable components among eight component of school health programme. The school health programme includes all of the activities carried in a school system about the health of the pupils and school personnel. It provides a variety of experience for the purpose of improving sound health knowledge attitude and practice relating to health.

School health programme has eight important branches; school health service, healthful school living, health instruction, school community cooperation, school nutrition programme, physical education and extra-curricular activities, counselling, mental health programme, and health promotion for staff. The purpose of school health programme is to protect, promote and improve the quality of health of the school children and school family. To achieve these objectives, good relationship and co-operation between school and community members is necessary. Without good relationship and co-operation among students, school staff and community members, all of the programme of school health cannot be run smoothly.

School health programme has not been conducted in any school systematically in Nepal till now because of many problems like; lack of knowledge of SHP, financial problems, lack of governmental policies, lack of community support, etc. Although now a days some schools, NGOs, and INGOs are working in this field taking limited programmes it is not enough. Lack for community support is one of the main problem of implementation and development of school health programme in school. It would be better to make healthful physical and mental environment in school if there is co-operation between school and community.

Objectives of the Study

The main objective of the study was to asses school and community cooperative programme and explore relation between school community cooperative programme and healthful school living.

Methodology

This study is mainly based on descriptive type of design and it is quantitative in nature.

The respondents of this study were the members of twelve community schools in Surkhet valley. The interview schedule was used as a tool for the data collection. Necessary data were collected from the selected head teachers, health teachers, students and key persons from twelve secondary schools. After completion of data collection raw data was carefully checked and the data were tabulated in a master chart. After that, the tabulated data were analyzed and interpreted quantitatively and qualitatively with the help of simple statistical tools such as Pearson's cocorrelation method. For the presentation of the data tables and figures were developed. Finally, interpretations of data were hold adopting description. Corelation analysis was used to show relationship between school community cooperative programme and healthful school living.

Data Analysis and Interpretation

This section mainly focuses the analysis and interpretation of data. The analysis and interpretation were made with the help of the tables under two sections. viz.: school and community co-operative programme; and relation between School and community cooperative programme and healthful school living.

School and Community Co-operation

School and community are responsible for protecting and promoting health of school children. School provides good information, knowledge and skill in different health areas to the students. Students use and practice these information, knowledge and skills at home and community. So, today's healthy students are pillar of community

development. Without community support, a school cannot run well. It means that SCC is very important for health of school children and school development.

School Programme for Community Participation
 School can conduct different types of community participation programme which are helpful to promote SCC like parents day, seminars workshops, exhibitions, parent-teacher association, interactions programmes, etc. If such types of programmes are regularly called parents and other community members are satisfied. The main community participation programmes that can be held in school are discussed briefly below:

Parent's Day

Parents day is an annual programme of a school in which school provides many important information about educational progress, economic condition, extracurricular activities, future goals of schools, etc. to the community people and students. So, it is an important programme for creating good interrelationship and cooperation between school and community. All of the school should conduct parents day every year. All of the parents and community people should attend in the parents day. It increases interest of community people and also motivates them to provide some contribution in the school. The condition of the parents day in school is presented on the table 1.

Table 1: Organization of Parent's Day

S.N.	Description	Number of School	Percentage
Condition of parent Day			
1	Organize	10	83.33
	Not organized	2	16.67
	Total	12	100.00
Duration of conducting parent day			
2	Yearly	2	16.67
	Irregularly	8	66.66
	Not conducting	2	16.67
	Total	12	100.00

3	Regular participation of Respondent in parent day		
	Yes	38	79.16
	No	10	20.84
	Total	48	100.00

Table 1 shows that 83.33 percent schools have been conducting parents day. Two schools (16.67%) have not conducted parents day due to economic problems. Among them, 66.67 percent schools conducted parents days irregularly. Two schools conducted parents day yearly and one school has not conducted parents day. Out of 48 respondents (Chairman of SMC and key person of community people), 79.16 percent participated in the parents day regularly.

It shows that almost all the schools had conducted parents day in school. The participation of respondents in parents day and regularity of conducting parents day was satisfactory. It reveals that the condition of parents day in study area was comparatively good than other programmes.

2. Seminar and Workshop

Seminar and workshops are important programmes for creating good relationship and cooperation between school and community. Schools have to conduct such types of programmes time to time and participation of guardian and other people should be increased in such programmes. The condition of seminar and workshop in school is presented in the table below.

Table 2: Organization of Seminar and Workshop

S.N.	Description	Number of School	Percentage
Conduction of seminar and workshop			
1	Organized	5	41.67
	Not organized	7	58.33
	Total	12	100.00

Duration of conducting seminar		
2	Half Yearly	—
	Yearly	2 16.67
	Irregularly	3 25
	Not conducting	7 58.33
	Total	12 100.00
Causes of not conducting seminar and workshop		
3	Lack of time	2 28.57
	Economic problems	4 57.14
	Don't know	1 14.29
	Total	7 100.00

Table 2 shows that 41.67 percent schools have been conducting these programmes but 58.33 percent had not conducted these programmes in their schools. Some of them (25 percent) had conducted such types of programme irregularly. People participation in these programmes was found poor. The main reason of not conducting these programmes were economical problems (57.14 percent) and lack of time (28.57 percent), 14.29 percent had known about it.

Our schools are back in conducting seminars and workshops.

3. Parent Teacher Association (PTA)

Parent Teacher Association is an important component for improving relationship and cooperation between parents and teachers. Schools should be responsible to organize PTA in school. Eleven to thirteen members can be taken in this association. Parents, teachers and educated persons of community are included in PTA. The main functions of PTA are: to develop educational environment of the school, to protect and promote health status of school personnel, to use of community resources in school management etc. The condition of PTA in school is presented on the following table.

Table 3: Formation of Parent Teacher Association

S.N.	Description	Number of School	Percentage
Formation of PTA			
1	Formed	8	66.67
	Not formed	4	33.33
	Total	12	100
Meeting of PTA			
2	Half Yearly	2 25	
	Irregularly	6 75	
	Total	8 100	
Regular participation of respondent in meeting PTA			
3	Participation	34 70.83	
	Not Participation	14 29.17	
	Total		100

Table 3 shows that 66.67 percent schools had formed PTA in their school 33.33 percent had not formed PTA. The reason of not organizing PTA was lack of time. Higher proportion of school (75 percent) conducted meeting of PTA, irregularly, 25 percent conducted half yearly about 70.83 percent respondents (Chairman of SMC and key person of community people) used to participate in meeting of PTA regularly and 29.17 percent not participate.

It reveals that the conditions of regularity of meeting was not good. Regular participation of respondent was also poor. PTA is a common weapon for building good relationship between school and community. But the study shows that the condition of PTA was not good.

4. Parent Teacher Interaction Programme

Schools can conduct interaction programme in their schools which is helpful for extending relationship and cooperation between school and community. Topic of the interaction programme can be educational aspect, health problems of children or other contemporary subject related of health. Interaction should be productive for school, school personnel's and community conclusion

of the interaction programme should be used in practice. The condition of interaction programme in school is presented below.

Table 4: Parent Teacher Interaction Programme

S.N.	Description	Number of School	Percentage
Condition of Interaction programme			
1	Participate	7	58.33
	Not Participate	5	41.67
	Total	12	100
Duration of Conduction IP			
2	Half Yearly	1	8.33
	Yearly	2	16.67
	Irregularly	4	33.33
	Not conducting	5	41.67
	Total	12	100
Reason of not conducting IP			
3	Don't know about it		
	Economic problems	3	25
	Lack of time	4	33.33
	Not conducting	5	41.67
	Total	12	100

Table 4 shows that 58.33 percent schools had conducted interaction programme in their school. Among them majority of the school had conducted interaction programme regularly. People participation in the interaction programme was found negligible. Then, 33.33 percent schools conducted interaction programme irregularly. 41.67 percent schools had not conducted interaction programme. The main reasons of not conducting the interaction programme were lack of time (33.33 percent), economic problems (25 percent), etc.

Regular interaction programme is means of expanding good relationship, cooperation between school and community. All of the schools should conduct interaction programme time to time. But the study reveals that the situation of the interaction programme was on poor situation in this study area.

Community Programme for Schools Participation

Community can conduct different types of cooperative programmes like immunization programme, nutritional programme and cleanliness campaign, school can help and participate in these programme. Schools can also conduct such types of programme in community. It made good environment of good relationship and co-operation between school and community.

1. School Participation in Immunization Programme

All of the head teachers, teachers, and chair persons of the school management committee and other people were asked how the schools can help in immunization programme. The obtained/response are mentioned in the given table.

Table5: Helps of the School in Immunization Programme

SN	Form of helps	Number of respondent*	Percentage
1	Providing information to the people	32	53.33
2	Sending student/teacher as volunteer	27	45
3	Providing school building/ furniture	20	33.33
4	Participating children in immunization center	12	20
5	Providing data of children	5	8.33

* Multiple responses were accepted
As seen in the table, higher proportion of respondents (53.33%) express that school provides information about immunization to the community people through student and notice. About 45 percent respondent said that school helps by sending students and teachers as volunteer in the immunization center.

Likewise, 33.33 percent respondents express that providing school building and furniture, 20 percent respondents expressed that by participating of children in immunization center and 8.33percent respondents replied that school provides data of the children to the related agencies.

It reveals that the situation of helping activities in immunization programme by school is seen satisfactory. But no one of the school had conducted immunization programme itself in different kind of communicable disease. Health is the fundamental right of child. So school should be responsible to conduct immunization programme itself, taking support from different agencies.

2. Participation in Cleanliness Campaign

A large number of people from the poor economic background are illiterate in Nepal. They are not able to understand about environmental pollution, personal hygiene, waste disposal etc. and they do not know about its effect on health. In this condition, schools have to conduct different types of cleanliness campaign in community and motivate them to participate. Taking students, youth and all people, school can conduct cleanliness campaign such as cleanliness of water resources, road, temples, washing hands with soap, sewage disposal programme etc. It makes neat and clean environment for maintaining good health status of students and other persons. It helps to increase good relationship between school and community.

The condition of conducting cleanliness campaign in community by school is mentioned in given table.

Table 6 :Condition of the Cleanliness Campaign

S.N.	Description	Number of School	Percentage
Condition of cleanliness campaign			
1	Participation	7	58.33
	Not Participation	5	41.67
	Total	12	100.00

	Duration conducting cleanliness campaign		
2	Monthly	1	8.33
	Half Yearly	1	8.33
	Yearly	2	16.67
	Irregularly	3	25
	Not conducting	5	41.67
	Total	12	100.00
	Reason of not conducting cleanliness campaign		
3	Lack of time	3	60
	Not responsibility of school	2	40
	Total	5	100.00

The table 6 shows that 58.33 percent school had conducted cleanliness campaign in community. Among them 25percent had conducted cleanliness campaign irregularly, 41.67percent school had not conducted cleanliness campaign is community. The main reason of not conducting cleanliness campaign were that lack of time 60percent, it is not responsibility of school 40 percent.

School have to lead in cleanliness campaign because large number of people in Nepal are ignorant in this subject. The study indicates about more than sixty percent of school had conducted cleanliness campaign but they were almost irregular. It means the situation of conducting cleanliness campaign is not good.

3. Healthful School Mental Environment

Healthy mental environment is related to physical condition of school which is in physical location, plant site, safety consideration and play ground, planning of the school building and maintenance of garden ventilation and light in the classroom. Health is related to mental environment, in which students can effectively learn and play effectively. Then only the student can enjoy. The school health programme actively carries out of self gratification for the highest possible learn to physical health. A school provides healthful school environment when students can sit in free atmosphere in which there develop a high level accomplishment. (Budhathoki & Wagle, 2068)

Human Relationship

Human relationship is most important aspect of the healthful school living. School is a garden/temple of multicaste, multilanguages and multi communities. Without good relationship of school family members, school never achieves the goal of education. In school, there should be good relationship between teacher and teacher, student and teacher, student and student, teacher and teaching personnel. The researcher tried to find out the relationship in school family.

This part of study is concerned with the different information about human relation. In addition to the relation analysis and interpretation of the collected data has been included by using Karl Pearson's formula of coefficient of corelation:

$$r = \frac{\sum xy}{\sqrt{\sum x^2 \times \sum y^2}}$$

1. Teacher-Teacher Relationship

Without teacher staffs relationship, school is unable to get success. It influences school's environment. Teacher staffs relationship makes environment of the school peaceful and friendly. School can make plan to establish relationship between them. Staffs relationship also influences teaching learning process in school. So school staffs must have good relationship. It depend is on staff meeting and teacher participation team work which has been shown in Table 7.

Table 7: Distribution of Teacher Respondents for Teacher-Teacher's Relationship

S. No.	Description	Number of schools	Percent	Number of teacher	Percent
1	Call staff meeting				
	Per month	6	50	7	58.53
	Per three month	4	33.33	3	25
	Irregularly	2	16.67	2	16.67
	Total	12	100.00	12	100.00

2 Participation in staff meeting				
Regular	9	75	10	83.33
Sometime	3	25	2	16.67
Total	12	100.00	12	100.00

$$r = + 0.95$$

Table 7 shows that 50 percent schools had called staff meeting per month, 33.33 percent school called staff meeting per three months and 16.67 percent school had called staff meeting irregularly. Only 41.67 percent schools had conducted interactional programme for students and teachers. Among them 83.33 percent teacher participated in staff meeting regularly and 16.67 percent teachers participated in staff meeting sometimes.

The value of co-relation of coefficient 'r' was + 0.95 which was high relation. There was positive relationship between teacher and teacher.

The above data shows that some schools called staff meeting according to annual work plan but fifty percent of the schools did not call staff meeting per month. Some teacher had not participated regularly staff meeting. It seemed that more than 80 percent school and teacher had good relationship between them.

2. Student-Teacher Relationship

Student and Teacher relationship is necessary for all academic area. Teacher can teach inside the class or outside the schools. Teacher and students relationship directly influences teaching and learning process. Teacher must be helpful and students must be helped and could ask problems with teachers. Without student and teacher relationship student can not get success and achieve the good academic achievement. It depends on problem solvingprocess and student and teachers behavior, which can be seen in Table 8.

Table 8: Distribution of Teacher and Student Relationship

SN	Description	Teacher Respondents				Student Respondents				Total	
		Yes		No		Total	Yes		No		
		No.of T.	%	No. of T.	%		No.of St.	%	No.of St.		
1	Ask problem without hesitation	12	100	0	0	12	36	83.33	6	16.67	36
2	Participation in intercalation programme	5	41.67	7	58.33	12	8	22.22	28	77.78	36

$r = +0.86$

Table 8 shows, that 83.33 percent students asked their problem without hesitation with their teacher and 16.67 percent did not ask. About 41.67 percent teacher and 22.22 percent students had participated in interactional programme and 58.33 percent teacher and 77.78 percent students had not participated in interactional programme.

The value of co-relation of coefficient 'r' was + 0.86 which was high relation. There was positive relationship between teacher and student.

The above data shows that some students did not ask their problem with their teachers. Students-teacher's participation in interactional programme was found to be poor.

3. Student-Student Relationship

Student and student relationship is most important for all school. It makes class environment friendly and peaceful. It influences teaching learning process in the class room, which can be shown in Table 9.

Table 9: Distribution of Respondents for Student-Student Relationship

S.N.	Description	Yes		No		Total
		Number of student	Per.	Number of student	Per.	
1	Participation in problem solving	28	77.78	8	22.22	36
2	Wanted sitting in peer group	30	83.33	6	16.67	36

$r = +0.97$

Table 9 shows that 77.78 percent students solve their problem by participating in team work and 22.22 percent students solve their problem without participating in teamwork. About 83.33 percent student wanted sitting in peer group and 16.67 percent students did not want sitting in peer group.

The value of co-relation of coefficient 'r' was + 0.97 which was high relation. There was positive relationship between student and student.

Above data shows that most of the students solve their problem by participating in teamwork, it was good for problem solving and most of the students wanted sitting in peer group so, there was good relationship among the students.

4. School Family and Community Relationship

Without community support, the school is unable to make success in any programme and community is unable to develop without schools' support. They both must conduct different programmes for community and school, which can be seen in Table 10.

Table 10: Distribution of Teacher Respondents for School Family and Community Relationship

SN	Description	School family		Community	
		No. of School	Per.	No. of respondent	Per.
1	Celebrate parent day	7	58.33	8	66.67
2	Organization of programme in community co-ordination	5	41.67	4	33.33
	Total	12	100.00	12	100.00

$r = +0.95$

Table 10 shows that 58.33 percent school celebrates parent day. 41.67 percent schools did not celebrate parent day. About 41.67 percent schools organize programme with community coordination and 58.33 percent school did not organized programme in community coordination.

The value of corelation of coefficient 'r' was + 0.95 which was high relation. There was positive relationship between school family and community.

The data shows that some school had friendly relationship between school family and community.

Relation Between School Community Co-Operative Programme and Healthful School Living

In this research, the researcher tried to find out the relationship between school community co-operative programme and healthful school living. In this study schools were devided into two categories such as cooperative programme conducted schools and not conducted schools which had been presented in the Table 11.

Table 11: Relation Between School Community CoOperative Programme and Healthful School Living

SN	Variables	Conducted Co-operative Programme in school and community (X)	Not Conducted Co-operative Programme in school and community (Y)
1	Parent day	10 (83.33%)	2 (16.67%)
2	Seminar and workshop	5 (41.67%)	7 (58.33%)
3	PTA	8 (66.67%)	4 (33.33%)
4	Interaction Programme	7 (58.33%)	5 (41.67%)
5	Immunization Programme	0 (0%)	12 (100%)
6	Cleanliness Campaign	7 (58.33%)	5 (41.67%)
7	Nutritional Programme	0 (0%)	12 (100%)

X	Y	$X = x - \bar{x}$	$Y = y - \bar{y}$	xy	x^2	y^2
83.33	16.67	39.29	-39.29	-1543.7	1543.70	1543.70
41.67	58.33	-2.37	2.37	-5.61	5.61	5.61
66.67	33.33	22.63	-22.63	-512.11	512.11	512.11
58.33	41.67	14.29	-14.29	-204.20	204.20	204.20
0	100	-44.04	44.04	-1939.52	1939.52	1939.52
58.33	41.67	14.29	-14.29	-204.20	204.20	204.20
0	100	-44.04	44.04	-1939.52	1939.52	1939.52
308.33	391.64			-6348.89	6348.88	6348.88

$$\begin{aligned}\bar{x} &= \frac{\sum x}{N} & \bar{y} &= \frac{\sum y}{N} \\ &= \frac{308.33}{7} & &= \frac{391.67}{7} \\ &= 44.64 & &= 55.95\end{aligned}$$

Computing the relation with the help of Karl Pearson method

We have

$$\begin{aligned}\text{Coefficient of correlation (r)} &= \frac{\sum xy}{\sqrt{\sum x^2} \times \sqrt{\sum y^2}} \\ &= \frac{-6348.88}{\sqrt{6348.88} \times \sqrt{6348.88}} \\ &= -1 \text{ (negative high relation)}\end{aligned}$$

Table 11 shows that the value of correlation of coefficient (r) was (-1) which was negative high relation. There was negative relationship between school community cooperative programme and healthful school living.

The relationship was compared with the schools conducting cooperative programme and not the school conducting cooperative programme. The physical aspect of school was poor and the mental aspect was good. These schools had insufficient physical aspect. Mental aspect was satisfactory. School community cooperation and healthful school living have negative high relation in the study area.

Findings on Community Participation in School Programme

1. 83.33 percent schools had organized parents day in their schools and two 16.67 percent schools had not organized parent day due to the economic problems.
2. Higher proportion (66.67 percent) of the schools conducted meeting of parents day irregularly and about 16.67 percent respondents conducted meeting yearly and 16.67 percent schools hadn't conducted parents day. Out of 48 respondents chairman of SMC and key person of community people 79.16 percent respondents participated regularly in parents day.
3. More than forty percentage of schools had conducted seminar and workshop programme irregularly. People's participation in these programmes was poor. Then, 58.33 percent schools had not conducted these programmes. The main reason of not conducting such programmes was economic problem.

4. Majority (66.67%) of the schools had organized PTA in their school and 33.33 percent school had not organized PTA due to the lack of time. Higher proportion schools (75 percent) of the conducted meeting of PTA irregularly and out 70.83 percent respondents used to participate in meeting of PTA.

5. 58.33 percent schools had conducted interaction programme. Among them majority of the schools had conducted these programmes irregularly. People's participation in the interaction programme was found negligible. Then, 33.33 percent schools conducted interaction programme irregularly. 41.67 percent schools hadn't conducted these programme due to lack of time economic problem.

Findings on School Participation in Community Programme

1. In this study none of the schools had conducted immunization programme itself. But all of the schools had been helping in immunization programme. School were helping by providing information about immunization programme to the community people (53.33 percent), by sending students and teachers as volunteers in immunization center (45 percent).
2. 58.33% of the school had conducted cleanliness campaign in community. Among these school almost all had conducted cleanliness campaign irregularly. About 41.67 percent school hadn't conducted cleanliness campaign in community. The main reason was lack of time.
3. None of the schools had conducted nutritional education programme in school or community. The main reasons of not conducting nutritional education programme was economic problem.

Findings on Healthful School Mental Environment

1. Fifty percent schools had called staff meeting per month, 33.33 percent schools called staff meeting per three month and 16.67 percent schools had called staff meeting irregularly.

2. More than 80 percent school and teacher had good interpersonal relationship.
3. Eighty three percent students asked their problem without hesitation with their teachers and 16.67 percent did not ask. About 41.67 percent teacher and 22.22 percent students had participated in interaction programme.
4. 77.78 percent students solve their problem by participating in team work and 22.22 percent students solve their problem with their personal effort. About 83.33 percent student wanted to be member of peer group and 16.67 percent students did not want.

Conclusion

Most of the schools had conducted parents day and most of the schools had organized PTA in their school. Only about fifty eight percent of the school had interaction programme, seminar and workshop programme. Among these programmes, almost all were conducted irregularly. Participation of the respondents was not satisfactory in these programmes.

None of the schools had conducted immunization, nutritional programme itself. But all of the schools had helped in these programmes. About fifty eight percent of school had conducted cleanliness campaign in community. But these programme were conducted irregularly. Primary responsibility for good health of the school age children goes on their parents but the school should assist them in building up by maintaining the highest possible level of health developing necessary competence in each child to deal with health problems. The school is established for community. The role of community is also vital in launching health programme in school. The support from community is necessary to carry out different health related activities in healthful school living. Community helps to promote and maintains the health states of school children. In the aspect of SHP school utilizes all the health resources available in

community for promoting the health status of school members by developing good relationship between school and community for the healthful school living.

About the author

Mr. Khadka is Associate Professor of TU, teaching Health and Physical Education for one and half decade at Surkhet Campus (Education). He is former Campus Chief of Surkhet Campus (Education) and also former member of TU Assembly. He has published many articles in different Journals and authored textbooks.

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