

SUMMARY AND CONCLUSION

After the analysis of data and interpretation of results in the previous chapter, a brief summary of this study along with the major findings has been presented in this chapter. This chapter consists of the summary and conclusion of the study. A systematic and rigorous attempt has been made to study the impediments and impetuses of education of Madheshi girls in Nepal. It also outlines the limitations of the present study and suggests scope and spheres of further and deeper research on the multifaceted problems of girl's education.

5.1 Introduction:

A king was passing through a jungle. He saw a family living in a dark cave. He ordered his fellow- men to provide the head of the family with a lamp. When he was coming back, he saw the cave was dark again. Then he exclaimed "Had this lamp been given to the lady of the family, there would have been light in the cave."

The story may be fictitious, but it has a grain of truth. If a light of education is given to a girl, it will spread over the whole family and little by little will enlighten the whole nation. The process was just inverted. The women have been debarred from this light for many centuries. Recently the society has accepted the importance of education. The importance is further strengthened when education is considered to be a sort of investment in human capital. Though the picture has improved but in various sphere of life, women still lag behind their male counterparts.

Education is a human right and is central to developing a girl's capabilities, empowering her, promoting awareness and critical thinking, enabling her to claim all other human rights and make more informed decisions (**Sen, 1999**). Education of women and girls' is an important aspect for boosting the social and economic development of the country. "...*educating girls yields a higher rate of return than any other investment in the developing world*" (**Summers, 1992**). Education is the single most vital element in combating poverty, empowering women, protecting children from hazardous and exploitative labour and sexual exploitation, promoting human rights and democracy, protecting the environment and influencing population growth. Education is a path towards international peace and security (**Anan, 2001**). Educational attainment is, without doubt, the most fundamental prerequisite for empowering women in all spheres of society. Education is a basic human right for all children, as recognized in the Convention on the Rights of the Child. Education is widely believed to be a key to the development of individuals, society, nation and the whole universe.

5.2 Research Questions:

What are the major impediments of education of Madheshi girls in Nepal?

What are the major impetuses to overcome impediments of educational development of Madheshi girls in Nepal?

5.3 Statement of Problem:

To seek answers to the above research questions, the researcher entitled the research work as: '*An Investigation into Impediments and Impetuses of Education of Madhesi Girls in Nepal*'.

5.4 Operational Definitions

The key terms related to this study have been defined as follows-

Impediments

Impediments in this present study refer to socio-cultural, economic, psychological and institutional obstacles and barriers which are stumbling the pace of educational development of Madheshi girls in Nepal.

Impetuses

Impetuses in this study refer to impulse or stimulus which motivates the education of Madheshi girls as perceived by them, in Nepal.

Madheshi Girls

Madheshi girls in this study refer to the girls who are residing in the Siraha district of eastern Terai of Nepal.

5.5 Objectives of the Study:

The study covers the following specific objectives:

1. To assess the present status of education of Madheshi girls.
2. To find out whether the following major impediments are affecting educational development of Madheshi girls:
 - *Socio-cultural Impediments
 - *Economic Impediments
 - *Psychological Impediments
 - *Institutional Impediments
3. To explore impetuses which will help to reduce the above mentioned impediments and improve the education of Madheshi girls.

5.6 Research Hypotheses:

Following research hypotheses were framed to test the objective No. 2 of the present study and they were tested at 0.05 level of significance.

H2.1. Socio-cultural Impediment is an impediment in educational development of Madheshi girls in Nepal.

H2.1.1 Early marriage is an impediment in educational development of Madheshi girls in Nepal.

- H2.1.2 Patriarchy is an impediment in educational development of Madheshi girls in Nepal.
- H2.1.3 Illiteracy of parents is an impediment in educational development of Madheshi girls in Nepal.
- H2.1.4 Dowry system is an impediment in educational development of Madheshi girls in Nepal.
- H2.1.5 Gender based discrimination is an impediment in educational development of Madheshi girls in Nepal.
- H2.1.6 Lack of social security is an impediment in educational development of Madheshi girls in Nepal.

H2.2. Economic Impediment is an impediment in educational development of Madheshi girls in Nepal.

- H2.2.1 Poverty is an impediment in educational development of Madheshi girls in Nepal.
- H2.2.2 Child labour is an impediment in educational development of Madheshi girls in Nepal.

H2.3. Institutional Impediment is an impediment in educational development of Madheshi girls in Nepal.

- H2.3.1 School's accessibility is an impediment in educational development of Madheshi girls in Nepal.
- H2.3.2 Facility available in school is an impediment in educational development of Madheshi girls in Nepal.
- H2.3.3 Language of instruction is an impediment in educational development of Madheshi girls in Nepal.
- H2.3.4 Lack of female teacher is an impediment in educational development of Madheshi girls in Nepal.
- H2.3.5 Untrained teachers are an impediment in educational development of Madheshi girls in Nepal.
- H2.3.6 Irrelevant curriculum is an impediment in educational development of Madheshi girls in Nepal.

H2.4. Psychological impediment is an impediment in educational development of Madheshi girls in Nepal.

- H2.4.1 Lack of motivation is an impediment in educational development of Madheshi girls in Nepal.
- H2.4.2 Inferiority complex is an impediment in educational development of Madheshi girls in Nepal.
- H2.4.3 Lack of girl friendly environment is an impediment in educational development of Madheshi girls in Nepal.

5.7 Delimitations

Keeping in mind the time, cost and resources, the study was delimited to the following points:

- This study was limited only to find out the impediment and impetuses of education of Madheshi girls in Nepal.
- The present study has been confined only in Siraha district of Nepal.
- The present study has been confined only to government aided schools in Siraha district of Nepal.

- Only eight secondary schools of Siraha district and class IX girl students were selected for this study.
- The tool was constructed in English and Nepali languages.

5.8 Research Design:

The Mixed Approach, as cited in **Johnson, B. and Christensen, L. (2012)** was followed in the undertaken research.

5.9 Population of the Study:-

The population of the study consisted of all the girl students studying in grade IX of Government aided secondary schools of Siraha district, Nepal in academic year 2013-2014.

5.10 Sample:

Sample for the study consisted of 401 girls students who were studying in class IX of the selected eight Government aided secondary schools of Siraha district, Nepal.

5.11 Sampling techniques:

In this present study multistage sampling as suggested by *Keeves (1998)* was used. In the first and second level district and the type of school were selected purposively. The district selected was Siraha district of Nepal. In the second step the researcher selected Government aided secondary schools of Siraha district. In the third step the 8 schools were selected randomly from the list of secondary school provided by District Education Office, Siraha. There are 75 secondary schools in Siraha district, so the researcher took 10% schools from total number of school. From these schools class IX was selected purposively by the researcher as many studies reflected that most of the girls dropout at this level of schooling.

In this present study after using multistage sampling as suggested by *Keeves (1998)*, the researcher has used nested concurrent mixed sampling design to select sample for interview (*Onwuegbuzie and Collins (2007)*), which means that it involves quantitative and qualitative data being collected approximately at the same time (i.e., concurrently) but the qualitative samples being the subset of the quantitative samples or vice versa. First the researcher administered the opinionnaire on the selected 401 samples of eight government aided schools and later interviewed five students from each eight selected schools.

5.12 Tools used in the study:

For the present study the researcher used following tools as per the demand of objectives.

1. Opinionnaire to Study Impediments of Education of Madheshi Girls in Nepal (Self constructed)

To study and analyze the opinion of Madheshi girl students regarding the Impediments of their educational development, an opinionnaire was prepared with four dimensions namely, socio-cultural impediment, economical impediment, psychological impediment and institutional impediment. The tool is divided in two parts. The first part, which requires personal information about the respondents and the second part consists 33 statements related with four dimensions clubbed together.

Reliability of the opinionnaire:

The reliability of the opinionnaire was calculated by using Cronbach's alpha and the reliability coefficient for overall scale is 0.775, which is significantly high.

Content Validity:

The content validity of scale was found out on the basis of 15 expert's judgements working in the field of psychology, education and women studies.

2. Interview schedule to explore impetuses and legitimation of data

To explore the answers related to objective No. 3 and to triangulate the result obtained from the opinionnaire, the researcher interviewed 40 girls students from selected 8 secondary school.

5.13 Statistical Techniques Used:

Percentage, frequency and chi square test were used to test the hypotheses. All the hypotheses were tested at 0.05 level of significance.

5.14 Findings

Findings related to Objective 1

According to the data obtained from District Development Office (2014), the total population of Siraha district is 5, 56,991. Among them 2, 74,256 are male and 2, 82,735 are female. In the total population, only 50.28% can read and write i.e. 1,69,956 male and 1,15,081 female, 2.78% can only read i.e. 7,752 male and 8,019 female and 46.94% people can neither read nor write, i.e. 96,548 male and 1,69,563 female respectively. This data reflects that the status of women's education is less satisfactory as a whole compared to male population, in Siraha district.

Findings related to objective 2 and research hypotheses H2.1 to H 2.4

1. Socio-cultural Impediments

Analysis of Statements No. 1 and 2 and Research Hypothesis H2.1.1.

The statistics obtained for item no. 1 shows that 62.4 % girls agreed that their parents are more concerned about their marriage than education. Whereas 34.4 % girls disagreed with this opinion and only 3.2 % are neutral. The obtained percentage of disagreement is more than 60 % with the chi-square value 472.628, which shows statistical significance at 0.05 level. Similarly, the percentage obtained for item No. 2 Shows that 75.8 % girls agreed with the statement that early marriage is a hurdle to their education. In comparison to this, only 24.2 % girls expressed negative opinion. The high and significant value of chi-square, 817.616, also substantiates to this proposition. This clearly reflects that both above mentioned statements are associated with Research Hypothesis H2.1.1 and consequently H2.1.1 is accepted.

Analysis of Statements No. 3, 4 and 5 and Research Hypothesis H2.1.2.

The statistics obtained for item no. 3 shows that 64.1 % girls agree with the statement that their parents do not give equal importance to their education like their brothers. Whereas 29.7 % girls disagreed with this opinion and only 6.2 % are neutral. The obtained percentage on behalf of this opinion is high with the chi-square value 329.86, which shows a significant

trend of opinion at 0.05 level. In the same way, the obtained percentage for item no.4 shows that 51.8 % girls agreed and 48.1 % girls disagreed with the statement that the education of sons is valued more than daughter's education in their family. The obtained chi-square value, 421.08 shows statistical significance at 0.05 level. Similarly, the statistics obtained for item no.5 shows that 87.8 % girls disagreed with the statement that burden of caring of their younger brother and sister at home impedes their smoother education. Only 12.2 % girls agreed for this proposition. The obtained chi-square value is 1173.87 shows statistical significance at 0.05 level. If we analyze this data, item No 4, 5 and 6 are associated with Research Hypothesis H2.1.2 and consequently H2.1.2 is accepted. Although H2.1.2 is accepted, in case of item no 4, The obtained percentage for agreement is slightly above 51%. Thus, we cannot take the risk of generalizing that, in case of every girl's family, the education of sons is valued more than daughter's education in their family.

Analysis of Statements No. 6 and Research Hypothesis H2.1.3.

The percentage obtained for item no .6 shows that 77.6 % girls disagreed with the statement that their parents think that educating a girl is useless. Only 22.7 % girls agreed for this opinion. The chi-square value 647.2918 is significant at 0.05 level and consequently rejects the Research hypothesis H2.1.3 but the low percentage obtain in favour of this opinion cannot lead us to make a clear generalization.

Analysis of Statements No. 7 and Research Hypothesis H2.1.4.

The statistics obtained for item no. 7 shows that 79.1 % girls agree with the statement that the dowry system is creating hurdles in girl's education. In comparison to this, only 20.7 % girls disagree and 0.2 % girls are neutral to this opinion. The obtained chi-square value 749.21 shows statistical significance at 0.05 level. Therefore the Research hypothesis H2.1.4 is accepted. Thus we can conclude that the dowry system is still a significant impediment in educational development of Madheshi girls in Nepal.

Analysis of Statements No. 8, 9, 10 and 11 and Research Hypothesis H2.1.5.

The obtained statistics for item no. 8 shows that 78.8 % girls disagreed and only 21.22 % girls agreed with the statement that their parents allow them to take part in extra-curricular activities organized in school. The obtained percentage of disagreement is extremely high with the chi-square value 679.06, which shows statistical significance at 0.05 level. In the same way, the percentage obtained for item no.9 shows that 76.3 % girls agreed with the statement that they do not get sufficient time to study after completing household chores. Only 23.7 % girls are against this proposition. The obtained chi-square value, 784.07 shows statistical significance at 0.05 level. Similarly the statistics obtained for item no.10 shows that 48.1 % girls agreed with the statement that their parents only want them to be competent in household chores. 45.4 % girls are against this opinion and 6.5% are neutral. The obtained chi-square value is 426.56 shows statistical significance at 0.05 level. Likewise, item No. 11 shows that 63.9 % girls agree with the statement that they do not have the same level of freedom that the boys in their family have. 35.9 % are against this proposition and only 0.2 % are neutral. The obtained percentage for agreement with the statement is high, with the chi-square value 400.53, shows a significant trend of opinion at 0.05 level. If we analyze this obtained data, item No 8, 9, 10 and 11 are associated with Research Hypothesis H2.2.2 and as a result H2.2.2 is accepted. Thus we can conclude that patriarchy and gender based

discrimination is a significant impediment in educational development of Madheshi girls in Nepal.

Analysis of Statements No. 12, 13 and 14 and Research Hypothesis H2.1.6

The obtained percentage for item no. 12 shows that 81 % girls agree with the statement that the present social environment is not favourable or safe for the girls to move outside their parental residence alone. Only 19 % girls expressed negative opinion. The obtained percent is extremely high with the chi-square value 589.78, which shows a significant trend of opinion at 0.05 level. In the same way, the statistics obtained for item No. 13 shows that 87.3 % girls agreed with the statement that girls have to get married at early age because their parents are worried about their safety. In comparison to this, only 2.5 % girls expressed negative opinion and 10.2 % are neutral. The high and significant value of chi-square, 629.33, also substantiates to this proposition. Similarly, the percentage obtained for item No. 14 Shows that 91.3 % girls agreed with the statement that many girls dropout because an underground armed group is nearby. In comparison to this, only 2.2 % girls expressed negative opinion and 6.5 % are neutral. The high and significant value of chi-square, 939.36, also substantiates to this proposition. If we analyze this obtained data, item No 12, 13 and 14 are associated with Research Hypothesis H2.2.2 and as a result H2.2.2 is accepted. As the obtained data indicates lack of social security is an impediment to educational development of Madheshi girls.

2. Economic Impediments

Analysis of Statements No. 1 and 2 and Research Hypothesis H2.2.1.

The statistics obtained for item no. 1 shows that in the opinion of nearly 73.1 % girls poverty is the main barrier to girls education. Only 26.9 % girls are against this opinion. The obtained percentage of agreement is extremely high with the chi-square value 615.69, which shows statistical significance at 0.05 level. In the same way, the percentage obtained for item no. 2 shows that 58.1 % girls agree with the statement that the economic condition of the family affects girls education. In comparison to this, 41.4 % girls disagree and 0.5 % girls are neutral to this opinion. The obtained percentage of disagreement is extremely high with the chi-square value 468.20, which shows statistical significance at 0.05 level. This clearly reflects that both above mentioned statements are associated with Research Hypothesis H2.2.1 and consequently H2.2.1 is accepted. Thus, poverty is accepted as an impediment to girls education.

Analysis of Statements No. 3 and Research Hypothesis H2.2.2.

The percentage obtained for item no.3 shows that 85.8 % girls disagreed with the statement that they contribute financially towards their education. Only 13.7 % girls agreed for this proposition and 0.5% are neutral. The obtained chi-square value is 1112.27 shows statistical significance at 0.05 level. Therefore we can conclude that only 13.7 % girls are child labourer and they work to earn money and spend it on their education. This percent may be low because The Government of Nepal has made education up to secondary level almost free. The students have to pay minimal fee once a year at the time of admission and provide books free of cost up to class 10. Therefore the Research hypothesis H2.2.2 is rejected.

3. Institutional Impediments

Analysis of Statements No. 1 and 2 and Research Hypothesis H2.3.1.

The obtained data for item No. 1 shows that 51.3 % girls agreed with the statement that their school is far away from my home. In comparison to this 48.7 % girls disagreed to this opinion. The obtained percentage of agreement is more than 50 % with the chi-square value 382.02, which shows statistical significance at 0.05 level. Similarly, the obtained data for item No. 2 shows that 57.6 % girls agreed with the statement that the distance between their home and school affects their education. In comparison to this 38.9 % girls disagreed and 3.5 % girls are neutral to this opinion. The obtained percentage of agreement is extremely high with the chi-square value 354.57, which shows statistical significance at 0.05 level. If we analyze this obtained data, item No 1 and 2 are associated with Research Hypothesis H2.2.2 and as a result H2.2.2 is accepted. Thus we can conclude that school accessibility is a significant impediment in educational development of Madheshi girls in Nepal.

Analysis of Statements No. 3 and 4 and Research Hypothesis H2.3.2.

The statistics obtained for item no. 3 shows that 71.7 % girls agreed with the statement that their school do no have separate toilet for boys and girls. In comparison to this 22 % girls disagreed and 7 % girls are neutral to this opinion. The obtained percentage of agreement is extremely high with the chi-square value 570.58, which shows statistical significance at 0.05 level. In the same way, in response to item No. 4, 57.6 % girls disagreed with the statement that their school provide clean drinking water. In comparison to this 38.2 % girls disagreed and 4.2 % girls are neutral to this opinion. The obtained percentage of disagreement is more than 57 %, with the chi-square value 279.53, which shows statistical significance at 0.05 level. The analysis of obtained data proves that item no. 3 and 4 are associated with research hypothesis H2.3.3. As a result Research Hypothesis H2.3.2 is accepted. Thus we can conclude that facility available in school is a significant impediment in educational development of Madheshi girls in Nepal.

Analysis of Statements No. 5 and Research Hypothesis H2.3.3.

The obtained percentage for item no. 5 shows that 74.3 % girls agreed with the statement that they cannot understand everything taught in Nepali medium classes. In comparison to this 11.9 % girls disagreed and 13.7 % girls are neutral to this opinion. The obtained percentage of agreement is extremely high with the chi-square value 765.57, which shows statistical significance at 0.05 level. This mean, item no. 5 is associated with research hypothesis H2.3.3. Therefore the Research hypothesis H2.3.3 is accepted. Thus we can conclude that Language of instruction is a significant impediment in educational development of Madheshi girls in Nepal.

Analysis of Statements No. 6 and Research Hypothesis H2.3.4.

In response to item no. 6, which is related with whether their school is girl friendly or not, 63.9 % girls disagreed. In comparison to this, only 26.4 % girls agreed and 9.7 % girls are neutral. The obtained percentage of disagreement is extremely high, with the chi-square value 245.12, which shows statistical significance at 0.05 level. Therefore the Research hypothesis H2.3.4 is accepted. Thus we can conclude that lack of girl friendly environment in school is a significant impediment in educational development of Madheshi girls in Nepal.

Analysis of Statements No. 7, 8 and 9 and Research Hypothesis H2.3.5.

The obtained percentage for item no. 7 shows that 71.3 % girls disagreed with the statement that their teachers motivate them in their studies. In comparison to this, only 28.7 % girls agreed. The obtained percentage of disagreement is extremely high, with the chi-square value 581.10, which shows statistical significance at 0.05 level. Similarly, item no. 8 shows that 88.3 % girls disagreed with the statement that their teachers discriminate among boys and girls. In comparison to this, only 9 % girls agreed and 2.7 % girls are neutral. The obtained percentage of disagreement is extremely high, with the chi-square value 819.38, which shows statistical significance at 0.05 level. In the same way, item no. 9 shows that 67.3 % girls disagreed with the statement they understand the content what their teacher teaches them. In comparison to this, only 29.4 % girls agreed and 3.2 % girls are neutral. The obtained percentage of disagreement is extremely high, with the chi-square value 486.96, which shows statistical significance at 0.05 level. The obtained data proves that item no. 7 and 9 are associated, and item no. 8 is not associated with research hypothesis H2.3.5. Therefore, in case of item no 7 and 9 the Research hypothesis H2.3.5 is accepted. Thus we can conclude that lack of trained teachers is a significant impediment in educational development of Madheshi girls in Nepal.

Analysis of Statements No. 10 and Research Hypothesis H2.3.6.

The data obtained for item No. 10 shows that 93.2 % girls disagreed with the statement that they feel that they should leave their studies and do work instead. Only 6.5 % girls agreed and 0.2 % girls are neutral to this opinion. The obtained percentage of disagreement is extremely high with the chi-square value 1070.90, which shows statistical significance at 0.05 level. If we observe the obtained data, we can say that item no 10 is not associated with research hypothesis no H2.3.6. Therefore the Research hypothesis H2.3.6 is rejected. Thus we can conclude that irrelevant curriculum is not a significant impediment in educational development of Madheshi girls in Nepal.

4. Psychological Impediments

Analysis of Statements No. 1 and 2 and Research Hypothesis H2.4.1.

The percentage obtained for item no. 1 shows that 71.1 % girls agreed with the statement that there is someone in their life who motivates them to study hard. Only 22 % girls disagreed and 7 % girls are neutral to this opinion. The obtained percentage of disagreement is extremely high with the chi-square value 147.09, which shows statistical significance at 0.05 level. In the same way, Item No. 2 shows that 65.3 % girls disagreed with the statement that sometimes their friends or relatives discourage them in their studies / schooling. In comparison to this 31.2 % girls agreed and 3.5 % girls are neutral to this opinion. The obtained percentage of disagreement is high with the chi-square value 587.99, which shows statistical significance at 0.05 level. The obtained data proves that both of these items are not associated with research hypothesis H2.4.1. Therefore the Research hypothesis H2.4.1 is rejected. Thus we can conclude that lack of motivation is not an impediment in educational development of Madheshi girls in Nepal.

Analysis of Statements No. 3 and 4 and Research Hypothesis H2.4.2.

The statistics obtained for item no. 3 shows that 63.4 % girls disagreed and only 36.7 % girls agreed with the statement that they find it difficult to adjust in school. The obtained

percentage of disagreement is extremely high with the chi-square value 577.91, which shows statistical significance at 0.05 level. Similarly the perceived data for item no. 4 shows that 77.5 % girls disagreed with the statement that they feel lonely in school. Only 19.2 % girls agreed and 3.2 % girls are neutral to this opinion. The obtained percentage of disagreement is extremely high with the chi-square value 827.96, which shows statistical significance at 0.05 level. All these statistics proves that item no 3 and 4 are not associated with research hypothesis H2.4.2. Therefore the Research hypothesis H2.4.2 is rejected. Thus we can conclude that inferiority complex is not an impediment in girls education. It has little influence in educational development of Madheshi girls in Nepal.

Analysis of Statements No. 5 and 6 and Research Hypothesis H2.4.3.

Similarly the statistic for item no. 5 shows that 78.6 % girls disagreed with the statement that they have experienced harassment from their male teachers and classmates. Only 17.7 % girls agreed and 3.7 % girls are neutral to this opinion. The obtained percentage of disagreement is extremely high with the chi-square value 878.98, which shows statistical significance at 0.05 level. In the same way, item no. 6 shows that 44.9 % girls agreed with the statement that they feel comfortable to interact with their male teachers. In comparison to this 41.4 % girls disagreed and 13.7 % girls are neutral to this opinion. The obtained percentage of agreement is little high, with the chi-square value 334.69, which shows statistical significance at 0.05 level. For item no 6, When we observe the obtained percentage, it does not lead us to make a clear generalization. Likewise if we analyse the obtained statistics for item no 5, we can conclude that it is not associated with research hypothesis H2.4.3. Therefore the Research hypothesis H2.4.3 is rejected. Thus we can conclude that lack of girl friendly environment is not an impediment in educational development of Madheshi girls in Nepal.

Triangulation of results:

Triangulation' is a process of verification that increases validity by incorporating several viewpoints and methods. It is an attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint. To widen understanding of the phenomenon triangulation has been done. The purpose of triangulation was to obtain confirmation of findings through convergence of different perspectives and to represent the reality.

For triangulation purpose, the obtained percentage of impediments obtained from both opinionnaire and interview were compared and the result was almost same. Those impediments which were found from the analysis of opinionnaire were observed in interview also. It was found that in every dimension the percentage obtained from interview is a bit larger than the percentage obtained from the opinionnaire. It may be because the students may have responded in detail during in depth interview, which they may not have understood when it was in the form of written statements. The reason may be related with time and language.

Findings related to objective 3

To explore the impetuses of development of girls' education, the researcher interviewed 40 girl students. The major findings are mentioned below:

1. Impetuses for Socio-cultural Impediments

To overcome the effect of socio-cultural impediments the almost 95 % girls suggested that, much need to be done through policy initiatives, programmes and special initiatives to address above mentioned related issues. Strategically crafted initiatives and social mobilization programmes are deemed necessary, particularly to tackle the deep-rooted social-cultural barriers like early marriage, dowry system, gender based discrimination etc. the Government should implement strong law against all these deep rooted social-cultural barriers, in our society. Similarly, 90 % girls focused on providing opportunities to practise critical pedagogy through participation in literacy and non-formal education programmes for non-literate adults. Awareness program should be launched among all illiterate parents. Most of the girls, i.e. 92 % stated that there is a need for the administrator of this region to address the issues of fear and insecurity that girls are forced to face on a day-to-day basis, due to the culturally unfavourable perception against girls and women. Similarly 75 % girls advised that alternative forms of education, for example setting up satellite campuses and feeder schools, and recruitment of local female teachers could address the issue. Apart from all above mentioned impetuses, 96 % girls appealed that the Government should make girls education till the age of 18 completely free and compulsory.

2. Impetuses for Economic Impediments

To overcome the effect of economical impediments 87 % girls suggested that, first of all, the Government should address the costs of schooling. It should encourage free schooling for girls. Special programs and scholarship scheme should be launched by the Government, to motivate the girls to take education and be a empowered member of the society. The government should increase the number of scholarship proportionate to actual enrolment. It should increase the amount of stipend so that the money is sufficient to meet the educational cost of girls. About 65 % girls told that participatory and transparent poverty mapping in the rural context needs to be built in as a socially felt obligation for School Management Committees for them to determine a safety net system for poor and deprived parents who are required to bear heavy opportunity costs for sending their children, particularly their daughters, to school. Similarly 55 % girls also suggested that the school management committee should establish committees at the local level to identify children eligible for scholarships distribute the scholarships accordingly and monitor how they are being used.

Most of the girls, i.e. 85 % girls responded that the Government should launch different income generating programs at local level to reduce the extreme poverty so that the economic status of their parents will improve and try to bridge the poverty gap. At the local level the formal and adult non-formal education initiatives need to be converged to allow poor, non-schooled or non-literate parents a second chance of learning opportunities through literacy education and productive or occupational skills training, so that they can earn enough income to support, among other things, formal schooling of their children.

3. Impetuses for Psychological Impediments

Few girls, i.e. 20 % reported about psychological impediments which were mainly caused due to illiteracy of parents and patriarchy. The girls suggested that to overcome the effect of problems caused because of illiteracy of parents, the Government or local authority should run alternative education program for parents and other aged dropout girls. According to them the Government or local authority should launch different programs to increase awareness about the benefits of girls education. One program as suggested by them was to conduct street drama with some message related with the benefits of girl's education.

4. Impetuses for Institutional Impediments

To overcome the effect of institutional impediments about 92 % girls suggested that the Government should devote sufficient resources, in terms of budgetary allocation and actual expenditure, to the education sector. Much needs to be done through policy initiatives, programmes and special initiatives to address above mentioned related issues. Almost 95 % girls stated that lack of certain essential facilities in the school such as classrooms, latrines, facilities for managing menstruation, drinking water and school wall boundaries also act as barriers to girls' education. Provision of such facilities, therefore, must be made an integral part of school development policies, plans, programmes and projects/schemes.

80% girls reported that the fear among girls and parents/families of potential molestation, harassment and discrimination both on their way to and from school and within school is widespread in this region and acts as a barrier to school access, sustained attendance and learning and student achievement. The Government must undertake strong measures at the policy and management/administration level to address these issues to remove these major hindrances to girls' education. Similarly, 82 % girls suggested that the Government should held training program for teachers and make policy to use medium of instruction in mother tongue for better understanding of subject matter taught in class. Nearly, 75 % girls advised that at least one female teacher should be appointed in each level in all school to make the school girl friendly. Innovative gender-focused initiatives and programmes are needed to be implemented to combat the issue of gender disparity in access and quality of education and low gender equality.

5.15 Conclusion:

The status of girls' and women's education is less satisfactory as a whole compared to male population, in Siraha district of Nepal. The contributing major impediment for the less satisfactory position of women and girls is the system of patriarchy. Patriarchy is the biggest problem which is creating problems like gender based discrimination and preferential treatment for sons in family and society. Illiteracy of parents is making the situation worst. Because of all the above mentioned problems there is the problem related to dowry system and early marriage. Parents will to make their daughters competent in household works creates the problem of over burdening girls with household works which also impede their smoother education. Due to lack of social security, girls do not feel safe and secure on the way to their school. Poverty makes the situation more aggravated. Similarly other aggravating impediments are the perceived accessibility, facilities available in schools, lack of female teachers, lack of trained teachers, lack of girl friendly environment in school and medium of instruction. All these factors, affects girls smoother education, so, they are the most common impediments of girl's education in Madheshi community. Similarly, girls who are having their studies in different schools of Siraha district, seems to show there exists very minimal cases of psychological impediments to their education. Most of them have given negative responses on this issue.

As suggested by the respondents much needs to be done through policy initiatives, social mobilization programmes and strategically crafted initiatives to address above mentioned issues. The Government may launch different income generating programs at local level to reduce the extreme poverty so that the economic status of their parents will improve and try to bridge the poverty gap. It may also be concluded from the study that the Government must allocate sufficient budget and provide resources to education sector. The Government must undertake strong measures at the policy and management/administration level to address these issues to remove these major hindrances to girls' education. The Government may organize training programs for teachers and formulate policy to maximize the use of mother

tongue for medium of instruction, for better understanding of subject matter taught in class. At least one female teacher should be appointed at each level in all schools, to make the school girl friendly. Innovative gender-focused initiatives and programs are needed to be implemented.

5.16 Educational implications

Present study has attempted to assess the present status of education of Madheshi girls and women, study the impediments which is stumbling their smoother education and explore the impetuses which will overcome the impediments and contribute to their smoother education. The findings and conclusions of the study lead to educational implication which are mentioned below:

For school and educational administrators:

- Management of at least few basic physical facilities i.e. toilets, drinking water at school.
- To arrange teacher-parents meeting for creating awareness among parents about girls' right to education.
- To appoint a female teacher in secondary level also.
- To continue effort for retention of girl's in school and to reduce dropouts.
- To offer an environment that is attractive for girls to keep them motivated to attend school daily.
- To avoid gender-bias practices in school.

For policy makers:

- Laws and policies may be made for making secondary education free and compulsory for girls.
- Secondary education budgets may be increased and be used more efficiently. It needs to reprioritize education expenditure and increase access to female education.
- The spatial distribution of schools may be taken care of, so that school distance will not create impediment for them.
- Focus on gender sensitizing training of teachers.
- Plan, implement, monitor and evaluate the government programs from the perspective of gender mainstreaming.

5.17 Limitations of the Study:

Due to paucity of resources and time, the study has been conducted with certain limitations. Had the limitations been minimized the study would have been more scientific. The main limitations of the study are as follow.

- The tool (TOCS) standardization process was completed on a relatively small sample size of 150 girl students of grade nine of Siraha district, Nepal.
- All the limitations of Likert scale are applicable to this research.
- The results of this study may not be generalized.

5.18 Suggestions for further research:

Besides the above educational implications, the experiences gained during this investigation, have enabled the investigator to make following suggestions for the possibility of further research.

1. The comparative study may be conducted to study the impediments and impetuses of girls' education between the all geographical zones of Nepal.
2. An intensive study in the context of curricula for a particular region and its social and economic phenomena will be a better and useful approach to give a push and set example in the development of girls' education.
3. Studies may also be on conducted to explore the impediments and impetuses of girls' education from the teachers and guardians point of view.
4. Study may be conducted at various levels of formal education.
5. Larger samples can be taken to enhance the reliability of the study and generalization of the result.
6. Similar study can be conducted on the male students as the researcher noticed that many boys dropped out at the end of secondary level for different reason, at the time of field study.