Chapter – IV

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

This chapter deals with data analysis, interpretation of data to verify the objectives of the study. Calculated data has been systematized and categorized on the basis of objectives under different tables and diagrams. Triangulation has been done to widen understanding of the phenomenon and to obtain confirmation of findings through convergence of different perspectives and to represent the reality. The present chapter contains objectives and hypotheses wise results of data analysis in a systematic and scientific manner using appropriate statistical technique. The statistical calculations have been done by using software SPSS 17.0. The data has been statistically organized objectives wise and each of the research hypotheses has been tested at 0.05 level of significance.

Objective 1: To assess the present status of education of Madheshi girls.

According to the District Profile Report, 2014, the total population of Siraha district is 556,991. Among them 274,256 are male and 282,735 are female. In the total population, only 50.28% can read and write i.e. 169956 male and 115081 female, 2.78% can only read i.e. 7752 male and 8019 female and 46.94% people can neither read nor write , i.e. 96548 male and 169563 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. The charts and diagram mentioned below presents the clear picture of disparity in education of male and female as a whole in Siraha district.



Fig 4.1: Literacy rate of Siraha district in numbers

Source: District Profile Report, 2014

The pie-chart mentioned below present the status related with literacy more clearly. It reflects the total percentage of literate and illiterates. According to this chart 50.28 % people can read and write, 2.78 % can only read and 46.94 % people can neither read nor write.





Source: District Profile Report, 2014

Statistic Related with Educational Level

In the process of gathering secondary data to analyse the educational status of Madheshi girls and women, the researcher got District profile, 2014 from District Development Office, Siraha, Nepal. In that report, there was data related with distribution of the total population according to the educational level. That particular table is mentioned below.

Educational Level	Number
Who never go to school	8068
Primary	126007
Lower secondary	59036
Secondary	34229
SLC	31041
Intermediate	16651
Bachelor	6709
Masters	1660
Others	338

Table No. 4.1 Statistic Related with Educational Level

Source: District Profile, Siraha, 2014

Similarly, the above mentioned table is about the distribution of population on the basis of their educational level, 8068 people never go to school, i.e. 3% of the total population, 126,007 people attended primary level, i.e. 44 % of the total population, 59,036 people attended lower secondary level, i.e. 21 % of the total population and 34,229 people attended secondary level, i.e. 12 % of the total population. Similarly 31041 people attended SLC examination i.e. 11% of the total population. 16,651 peoples have studied up to Intermediate level, i.e. 6 %, 6709 peoples have studied up to Bachelor level, i.e. 2 % and 1660 peoples have studied up to Masters level, i.e. 1 % of the total population. The pie-chart mentioned below reflects the above mentioned scenario more clearly.



Fig: 4.3. Statistic Related with Educational Level.

Source: District Profile, Siraha, 2014

Similarly in effort to analyze the present educational status of girls children in Siraha district, Nepal the researcher went to District Education Office, Siraha. From there she found the data related to number of enrolment, retention, promotion, repetition, dropout and migrant, from grade I to grade XII. Later the researcher converted the number into percentage. The table mentioned below reflects clearly the data related with enrolment, retention, promotion, repetition, dropout and migrant, grade wise, separately both in numbers and percentage. The data is presented in three categories i.e., total, male and female. In the present analysis, although the researcher obtained the data from grade one to grade twelve, the researcher has used only the date from grade one to grade ten. The original data sheet obtained from District Education Office, Siraha is mentioned in Appendix IV

Particular																		
s in number	Enrolln	nent		Retenti	0 n		Promo	otion		Repeti	tion		Dropo	ut		Migra	nt	
	Total	Femal e	Male	Total	Femal e	Male	Total	Femal e	Male	Total	Femal e	Mal e	Total	Femal e	Male	Tota 1	Female	Mal e
class1	24483	12833	1165 0	20920	11071	9849	1526 2	8278	6984	5434	2794	2640	5673	2699	2974	128	78	50
class2	19992	10610	9382	16105	8582	7523	1378 9	7497	6292	1812	928	884	4284	2024	2260	438	227	211
class3	17729	9679	8050	14871	7941	6930	1177 2	6348	5424	1458	776	682	4291	2163	2128	492	273	219
class4	14588	7827	6761	11964	6569	5395	1096 9	6062	4907	1042	513	529	2462	1292	1170	677	333	344
class5	13284	7266	6018	11537	6209	5328	6027	3277	2750	835	409	426	6200	3318	2882	534	254	280
class6	10484	5614	4870	8432	4535	3897	8356	4413	3943	487	247	240	1076	594	482	3318	1757	1561
class7	9807	5129	4678	8860	4604	4256	8802	4536	4266	368	191	177	1568	772	796	498	226	272
class8	10252	5236	5016	9104	4515	4589	7599	3848	3751	339	190	149	2704	1280	1424	683	303	380
class9	9479	4746	4733	6990	3311	3679	6572	3221	3351	168	102	66	1697	646	1051	990	481	509
class10	7092	3472	3620	5143	2367	2776	4159	1904	2255	55	30	25	2024	931	1093	37	26	11
Total	13719 0	72412	6477 8	11392 6	59704	5422 2	9330 7	49384	4392 3	1199 8	6180	5818	3197 9	15719	1626 0	7795	3958	3837

Table 4.2: Grade wise distribution of number of enrolment, retention, promotion, repetition, dropout and migrant.

	Enrollr	nent		Retent	ion		Promot	tion		Repetit	tion		Dropor	ut		Migrar	nt	
	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
class1	17.85	17.72	17.98	18.36	18.54	18.16	16.36	16.76	15.90	45.29	45.21	45.38	17.74	17.17	18.29	1.64	1.97	1.30
class2	14.57	14.65	14.48	14.14	14.37	13.87	14.78	15.18	14.33	15.10	15.02	15.19	13.40	12.88	13.90	5.62	5.74	5.50
class3	12.92	13.37	12.43	13.05	13.30	12.78	12.62	12.85	12.35	12.15	12.56	11.72	13.42	13.76	13.09	6.31	6.90	5.71
class4	10.63	10.81	10.44	10.50	11.00	9.95	11.76	12.28	11.17	8.68	8.30	9.09	7.70	8.22	7.20	8.69	8.41	8.97
class5	9.68	10.03	9.29	10.13	10.40	9.83	6.46	6.64	6.26	6.96	6.62	7.32	19.39	21.11	17.72	6.85	6.42	7.30
class6	7.64	7.75	7.52	7.40	7.60	7.19	8.96	8.94	8.98	4.06	4.00	4.13	3.36	3.78	2.96	42.57	44.39	40.68
class7	7.15	7.08	7.22	7.78	7.71	7.85	9.43	9.19	9.71	3.07	3.09	3.04	4.90	4.91	4.90	6.39	5.71	7.09
class8	7.47	7.23	7.74	7.99	7.56	8.46	8.14	7.79	8.54	2.83	3.07	2.56	8.46	8.14	8.76	8.76	7.66	9.90
class9	6.91	6.55	7.31	6.14	5.55	6.79	7.04	6.52	7.63	1.40	1.65	1.13	5.31	4.11	6.46	12.70	12.15	13.27
class10	5.17	4.79	5.59	4.51	3.96	5.12	4.46	3.86	5.13	0.46	0.49	0.43	6.33	5.92	6.72	0.47	0.66	0.29
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

Table 4.3: Gradewise distribution of percentage of enrolment, retention, promotion, repetition, dropout and migrant.

Enrolment

According to the data obtained from District Education Office, in academic year 2013-2014, total 1, 37,190 children enrolled. Among them 72,412 were girls students and 64,778 were boys students. Similarly in grade -1, total 24,483 children enrolled, with 12,833 girls and 11,650 boys. In the same way, in grade-2, total 19,992 children enrolled, among them 10,610 were girls and 9,382 were boys. Likewise in grade-3, total 17,729 children enrolled, with 9,679 girls and 8,050 boys. In the same way in grade-4, total 14,588 children enrolled, among them were 7,827 girls and 6,761 were boys. Similarly in grade-5, total 13,284 children enrolled, with 7,266 girls and 6,018 boys. Likewise in grade-6, total 10,484 children enrolled, along with 5,614 girls and 4,870 boys. Similarly in grade-7, total 9,807 children enrolled, among them were 5,129 girls and 4,678 were boys. In the same way in grade-9, total 10,252 children enrolled, with 5,236 girls and 5,016 boys. Similarly in grade-9, total 9,479 children enrolled, amid 4,746 girls and 4,733 boys. Finally, in grade-10, total 7,092 children enrolled, with 3,472 girls and 3,620 boys.

When we compare the total number and the number of boys and girls enrolled, we observe that the number of girls enrolment in each class is higher than boys. As this is the data of Government aided school only we can conclude that this may be due to the parent's tendency to send their sons to private English school to provide them best education available, and girls to send in Government aided school.



Fig 4.4: Statistic Related with data related to enrolment.



Fig 4.5: Statistic Related to Enrolment.

Source: District Education Office, 2014

Retention

Similarly, according to the data obtained from District Education Office, in academic year 2013-2014, total number of retention was 1, 13,926, along with 59,704 girls students and 54,222 boys students. In the same way, in grade -1, total number of retention was 20,920, with 11,071 girls and 9,849 boys. Likewise in grade-2, total number of retention was 16,105, amid them 8,582 were girls and 7,523 were boys. Similarly in grade-3, total number of retention was 14,871. Among them were 7,941 girls and 6,930 were boys. In the same way in grade-4, total number of retention was 11,964, along with 6,569 girls and 5,395 boys. Similarly in grade-5, total number of retention was 11,537, with 6,209 girls and 5,328 boys. Likewise in grade-6, total number of retention was 8,432. Among them were 4,535 girls and 3,897 were boys. Similarly in grade-7, total number of retention was 8,860, along with 4604 girls and 4,256 were boys. In the same way in grade-8, total 9,104, amid them 4,515 were girls and 3,679 boys. Likewise in grade-9, total number of retention was 6,990, with 3,311 girls and 3,679 boys. Likewise in grade-10, total number of retention was 5,143, along with 2,367 girls and 2,776 boys. The below mentioned bar graph presents the status about retention more clearly.



Fig 4.6: Statistic Related to Retention.

Source: District Education Office, 2014

Promotion

According to the data obtained from District Education Office, in academic year 2013-2014, total 93,307 children were promoted, along with 49,384 girls students and 43,923 were boys students. Similarly in grade -1, total 15,262 children were promoted to next grade, amid them 8,278 were girls and 6,984 were boys. Likewise in grade-2, the number of promoted girls was 7,497 and the number of promoted boys was 6,292. In total 13,789 children were promoted. In the same way in grade-3, total 11,772 children were promoted, with 6,348 girls and 5,424 boys. Likewise in grade-4, total 10,969 children were promoted, amid them 6,062 were girls and 4,907 were boys. In the same way in grade-5, total 6,027 children were promoted, among them 3,277 were girls and 2,750 were boys. Similarly in grade-6, total 8,356 children were promoted, with 4,413 girls and 3,943 boys. Likewise in grade-7, the number of promoted girls was 4,536 and the number of promoted boys was 4,266. In total 8,802 children were promoted In the same way in grade-8, total 7,599 children were promoted, with 3848 girls and 3,751 boys. Likewise in grade-9, total 6,572 children were promoted, amid them were 3,221 girls and 3351 were boys. Finally in grade-10, total 4159 children were promoted, along with 1,904 girls and 2,255 boys. The below mentioned line graphs helps to presents the status about promotion more clearly.





Source: District Education Office, 2014

Repetition

According to the data obtained from District Education Office, in academic year 2013-2014, total 11,998 children repeated in the same level, amid them 6,180 were girls students and 5,818 were boys students. Similarly in grade -1, total 5,434 children repeated in the same level, with 2,794 girls and 2,640 boys. In the same way in grade-2, total 1812 children repeated in the same level, along with 928 girls and 884 boys. Likewise in grade-3, 776 girls and 682 were boys repeated in same class. In total 1458 children repeated in the same level. In the same way in grade-4, total 1,042 children repeated in the same level, along with 513 girls and 529 were boys. In the same way in grade-5, total 835 children repeated in the same level, along with 409 girls and 426 boys. Similarly in grade-6, total 487 children repeated in the same level, amid them 247 were girls and 240 were boys. Likewise in grade-7, 191 girls and 177 repeated in the same level. The total number of children who repeated in the same level was 368. In the same way in grade-8, total 339 children repeated in the same level, with 190 girls and 149 were boys. Similarly in grade-9, total 168 children repeated in the same level. Among them were 102 girls and 66 were boys. In the same way in grade-10, total 55 children repeated in the same level, along with 30 girls and 50 were boys. The line graph mentioned below presents the status of repetition among students more clearly.





Source: District Education Office, 2014

Dropout

Similarly, according to the data obtained from District Education Office, in academic year 2013-2014, total number of dropout was 31,979. Among them 15,719 were girls students and 16,260 were boys students. In the same way in grade -1, total number of dropout was 5,673, along with 2,699 girls students and 2,974 boys students. Likewise in grade-2, total number of dropout was 4,284, with 2,024 girls and 2,260 boys. Similarly in grade-3, total number of dropout was 14,871, along with 7,941 girls and 6,930 boys. In the same way in grade-4, total number of dropout was 4,291, amid them 2,163 were girls and 2,128 were boys. Similarly in grade-5, total number of dropout was 6,200, along with 3,318 girls and 2,882 boys. In the same way in grade-6, total number of dropout was 1,076, with 594 girls and 482 boys. Similarly in grade-7, total number of dropout was 1,568, amid them 772 were girls and 796 were boys. Likewise in grade-8, total number of dropout was 2,704, along with 1,280 girls and 1,424 boys. Similarly in grade-9, total number of dropout was 2,024, along with 931 girls and 1,093 boys. The line graph mentioned below presents the status of repetition among students more clearly.

Fig 4.9: Statistic Related to Dropouts.



Source: District Education Office, 2014

Migrant

According to the data obtained from District Education Office, in academic year 2013-2014, total 7,795 children migrated, along with 3,958 girls students and 3,837 boys students. Similarly in grade -1, total 128 children migrated, amid them 78 were girls and 50 were boys. In the same way in grade-2, total 438 children migrated from the school, along with 227 girls and 211 boys. Likewise in grade-3, total 492 children migrated from the school, along with 273 girls and 219 boys. In the same way in grade-4, total 677 migrated from the school , amid them 333 were girls and 344 were boys. Similarly in grade-5, total 534 children migrated from the school with 254 girls and 280 boys. In the same way in grade-6, total 3,318 children migrated from the school along with 1,757 girls and 1,561 boys. Likewise in grade-7, total 498 children migrated from the school, amid them 226 were girls and 272 were boys. In the same way in grade-8, total 683 children migrated from the school, with 303 girls and 380 were boys. Similarly in grade-9, total 990 children migrated from the school, among them were 481 girls and 509 were boys. In the same way in grade-10, total 37 children migrated from the school, along with 26 girls and 11 boys. The line graph mentioned below presents the status of repetition among students more clearly.



Fig 4.10: Statistic Related to Migrants.

Source: District Education Office, 2014

These entire statistics related with enrolment, retention, repetition, promotion, dropout and migrant, from grade I to grade X can be reflected more clearly, altogether to reflect the overall status as a whole, in three different bar- graph mentioned below.



Fig No. 4.11: Distribution of enrolment, retention, repetition, promotion, dropout and migrant of total students from grade I to grade X.



Fig No. 4.12: Distribution of enrolment, retention, repetition, promotion, dropout and migrant of female students from grade I to grade X.

Source: District Education Office, 2014



Fig No. 4.13: Distribution of enrolment, retention, repetition, promotion, dropout and migrant of male students from grade I to grade X.

When we study the literacy rate we can say that the status of women's education is less satisfactory as a whole compared to male population, in Siraha district. Similarly, when we observe the distribution of population according to educational qualification, it clearly reflects that even the male population has low access to higher education. This can be clearly illustrated from the percentage, i.e. only 1% of total population, have completed their Master's level. In 21st century, if it the condition as a whole, we can undoubtedly assume, girls and women members position in society which strictly follow the patriarchal ideology and in every sphere of life there is gender based discrimination. In the same way, the data provided by DEO, 2014 related with enrolment, retention, repetition, promotion, dropout and migrant of students from grade I to X, clearly reflects that enrolment and retention rate of girl students is better than the boys child. When the researcher made inquiry about it with the teachers and students, they clearly mentioned that this is due to the parent's tendency to send their sons to private English school to provide them best education available, and girls to send in Government aided school. So, all this evidence leads us to conclude that the educational status of female students is not satisfactory compared to male students in Siraha district of Nepal.

Objective No. 2: To find out the major impediments (socio-cultural impediments, economic impediments, psychological impediments and institutional impediments) which are affecting educational development of Madheshi girls.

Scores obtained for the opinionnaire constructed to study major impediments of educational development of Madheshi girls in Nepal, were categorized into the four dimensions namely socio-cultural impediments, economic impediments, psychological impediments and institutional impediments. The scores of students in each dimension and its frequency, conversion in percentage, chi-square value, degree of freedom and level of significance is presented item wise in the following tables.

Items	Statements	S. Agree		Agree		Neutra	1	Disagr	ee	Strong Disagr	ly ee	<i>x</i> ²	df	р
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%			•
1	My parents are more concerned about my marriage than my education.	224	55.9	26	6.5	13	3.2			138	34.4	472.6	4	0.05
2	Early marriage is a barrier to girls education.	304	75.8					31	7.7	66	16.5	817.6	4	0.05
3	My parents do not give equal importance to my education like my brothers.	55	13.7	202	50.4	25	6.2	119	29.7			329.9	4	0.05
4	The education of my brother is valued more than mine in my family.	195	48.6	13	3.2			29	7.2	164	40.9	421.1	4	0.05
5	Burden of caring of my younger brother and sister at home does not affect my smoother education.			49	12.2			352	87.8			1174	4	0.05
6	My parents think that educating a girl is useless.	17	4.2	74	18.5			278	69.3	32	8.3	647.3	4	0.05
7	The dowry system is also creating hurdles in education of girls in our community.	291	72.6	26	6.5	1	0.2			83	20.7	749.2	4	0.05
8	My parents allow me to take part in extra-curricular activities organized in school.	30	7.5	55	13.7			286	71.3	30	7.5	679.1	4	0.05
9	I do not get sufficient time to study after completing household chores.	293	73.1	13	3.2	•••••				95	23.7	784.1	4	0.05
10	My parents only want me to be competent in household chores.	13	3.2	180	44.9	26	6.5	182	45.4			426.5	4	0.05
11	I do not have the same level of freedom that the boys in my family have.	26	6.5	230	57.4	1	0.2	85	21.2	59	14.7	400.5	4	0.05
12	The environment around my home is not safe for me to go out.	55	13.7	270	67.3			56	14	20	5	589.8	4	0.05
13	I have to get married at early age because my parents are worried about my safety.	17	19	274	68.3	41	10.2	10	2.5			629.3	4	0.05
14	Many students dropout because an underground armed group is nearby.	42	10.5	324	80.8	26	6.5	9	2.2	••••		939.4	4	0.05

Table 4.4: Item wise distribution of Frequency, percentage and chi-square Value for Items Related with Socio-cultural Impediments

Analysis and Interpretation of Impediments under 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 chisquare 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.

Triangulation

For validating the result obtained from opinionnaire, the researcher interviewed 40 girl students. The responses of students, which were related with socio-cultural impediments are presented into numbers and percentage is presented in below mentioned table. The researcher has also transcribed the statements obtained from the students.

S.N	Impediments	Number of	Number of	Obtained % of
		participants	responses	response in
				favour
1	Early Marriage	40	38	95 %
2	System of patriarchy	40	34	85 %
3	Illiteracy of parents	40	31	77.5 %
4	Dowry System	40	39	97.5 %
5	Gender based discrimination	40	32	80 %
6	Lack of social security	40	34	85 %

 Table No. 4.5: Percentage Obtained from Interview for Socio-Cultural Impediment in educational development of Madheshi girls.

This section presents results regarding socio-cultural impediments to girls education as viewed by girls themselves obtained from interview. During the interview schedule girls expressed some view which can lead us to make conclusion about socio-cultural impediments of girls education, in a more strong way. So, let's have a glance at below mentioned statement by the girls.

Mero abhibhak mero vivah prati badhi chintit rahanu huncha.

Most of the girls expressed the above mentioned statement which mean that their parents are more worried about their marriage than their education. They told that their parents educate them not for themselves. They educate them so that they can get married to a good man. When the girls reach in grade nine or ten their parents start looking husband for her.

Hamro gau-ghar tira 14-15 barsa ko umera mai keti haru ko vivah gar dinchan.

Similarly, many girls expressed that in their society, many girls get married at the age of 14-15. During data collection period, the researcher also noticed that in all the visited school, in class nine 5-8 girls were married. When the researcher talked about this matter with the teachers they told that this number is only the number who are generally present every day, other married girls never come to school. They only come when they have to fill some form or only during examination period. In Ram Dulari Higher Secondary school only 9 girls were married from class 9 and that year 3 girls from class seven and 2 girls from class 6 got married around summer vacation, when the researcher was in field for data collection. This concern regarding early marriage points to the sordid state of affairs prevalent in our society. Early marriage is specifically a curse- a cancerous epidemic which is eating away the very vitals of our social order.

Hamro samaj ma daijo pratha cha jasle garda hamro abhibhak la bhannu huncha ki chhori haru lai samanya padh lekh garna jane pugcha. Yiniharu ko padhai ma dherai kharcha garnu vanda ramro ghar ma vihe garna ko lagi daijo ko lagi paisa sanai dekhi bachaunu parcha. Most of the girls expressed the above mentioned statement that in their society, there is dowry system. Due to dowry system the girls' parents think that for their daughter it is enough that they are simply literate. They think that it is not necessary to spend much money for daughter education. Instead they think that they should start saving money to give dowry for their daughter's wedding. Since it is believed that if they give good amount of dowry, their daughter will get good husband. So dowry system is one of the root causes which creates hurdle in girls' education.

Similarly, if we observe the below mentioned statement, it clearly presents the example of gender based discrimination between sons and daughters which is the direct outcome of the system of patriarchy. Through, this statement the girls clearly expressed that their parents attach more importance to their son's education than their daughter's education. They tell that their parents send their son to Private English Medium School and their daughters to government aided school.

Chori ko padhai lai vanda chora ko padhai lai badhi dhyan dinchan. Choara lai private English medium school ma re chori lai sarkari school ma pathauchan.

Similarly the below mentioned statement is the worst example of the problem caused due to illiteracy of parents. According to the girls, due to illiteracy and lack of awareness the parents want to get their children married earlier and see their grand children before they die.

Ashikcha ko karan abhibhak le bhanchan ki, hami kati din bachchau ra chora chori ko bihe gari dina pae nati natini ko much herna painthyo.

Hamro mami bua le vannu huncha ki chori lai ghar ko kam sabai ramro sanga sikanu parchha, anyatha chori vihe vaera gae pachi hamro beijati huncha.

Nearly 85% of the girls expressed the above mentioned statement. According to the parents only want to make their daughters competent in household chores. They think that they should make their daughters perfect in all household chores before their marriage. If they do not, they will feel humiliated after after their daughter's marriage. This is also one of the burning example of the system of patriarchy and gender based discrimination. The below mentioned statement is the outcome of this problem which was expressed by nearly 90% girls. According to this statement, the girls have to finish to finish all the household works like cooking, washing, cleaning, looking after cattle etc., before coming to school. The girls complained that after school also they have to do all above mentioned works. Due to this, they do not get enough time for their studies. Even they do not get sufficient time to finish their homework.

School aaunu vanda pahile ghar ko sabai kam sakera aaunu parcha ra aha bata gae pachi pani sabai kam garnu parcha, jasle garda vidyalaya ko homework garna paidain

Similarly the below mentioned statement clearly reflects the fear among girls which is caused due to lack of social security. Most of the girls mentioned that they feel fear of thieves and bad boys, on the way to school. They told that they feel fear of bad boys. They told the researcher that their social environment is not safe and favourable for girls.

Vidyalaya jane bato ma chor, badmas keta haru huncha. Naramro keta haru bata dat lagcha. Samajik batabaran keti haru ko lagi sampurna rup le surakshit

chaina. Kahile kahi malai vidyalaya ko keta haru vidyalaya ma ra bato-ghato ma jiskauchan.

In the same way some girls also pointed toward the problem caused because of male members of the family going to foreign country for employment, as mentioned statement. According to them, at home only female guardians are left. As most of the female guardians /mothers are illiterate, they do not pay much attention to girls education.

Most male members are abroad for employment, due to which female guardians/ mothers do not pay much attention to girls education.

The pictorial representation of triangulation result in form of bar graph clearly compares the data obtained from opinionnaire and interview and validates the result.





The poorer the parents are, the more fatalistic and conformist they tend to be and their daughters highly prone to becoming victims of the established system of patriarchy and discrimination. This is more pronounced in rural areas, as shown by the anecdotes collected by a study carried out by Save the Children US (**Bartlet et al., 2004**). Along the same lines **Chitrakar (2005)** has pointed out some derogative Nepali social values and principles that stand in the way of girls' education. The general perception, according to him, is that the inevitability of living in other people's homes after marriage makes daughters a family liability and the investment on their education a waste of family time and resources. She goes on to highlight that such a perception makes girls the victims of discrimination simply because of the biological difference. Sons on the other hand are preferred, pampered and valued in a typical Nepali family because of the general perception that it is only they who keep the family heritage alive and are the vital support for parents in old age. Educating sons is perceived to be a productive investment while that of girls is mere wastage and counterproductive.

Puberty also brings worries in the family because the girl is of reproductive age with potential to be involved in socially unacceptable pre-marriage sex. Child marriage, therefore, is still very prevalent in most of the rural communities. Feminists and social activists in Nepal urge that these social practices resulting in cultural barriers to girls' education in Nepal need to be stopped through government and civil society initiatives (**Chitrakar, 2005**). In fact, there is no shortage of in-country good practices that have been successful in transforming communities which can be scaled up and broadened for greater impact.

Finally in light of results obtained from opinionnaire, interview and some available literature, we can conclude that the system of 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. Another problem, as stated by girls is male members going abroad for employment, due to which female guardians/ mothers do not pay much attention to girls education. Another most serious problem is caused due to lack of social security. Because of this the girls always feel fear to go anywhere. Even they do not feel safe and secure on the way to their school. All this factors, affects girls smoother education, so, they are the most common impediments of girl's education Madheshi community. in

Table 4.5: Item wise distribution of Frequency, percentage and chi-square Value for Items Related with Economic Impediments

Items	Statements	S. A	gree	Ag	ree	Neut	tral	Disa	Disagree		Strongly Disagree			
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	X2	df	р
	My parents do not like to spend on my education.												4	0.05
1		269	67.1	24	6			17	4.2	91	22.7	615.3		
	The economic condition of the family affects girls' education.												4	0.05
2		215	53.6	18	4.5	2	0.5	16	4	150	37.4	463.2		
	I contribute financially towards my education.												4	0.05
3				55	13.7	2	0.5	244	85.8			1112.3		

Analysis and Interpretation of Impediments under 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.

Triangulation

The researcher interviewed 40 girl students for validating the result obtained from opinionnaire. The responses of students, which were related with economical impediments are presented into numbers and percentage is presented in below mentioned table. The researcher has also transcribed the statements obtained from the students.

Table No. 4.6: Percentage Obtained from Interview for Economical Impediment in educational development of Madheshi girls.

S.N	Impediments	Number of	Number of	Obtained % of
		participants	responses	response in
				favour
1	Poverty	40	36	90 %
2	Child labour	40	7	17.5 %

This section presents results regarding economic impediments to girls education as viewed by girls themselves obtained from interview. According to the data obtained, nearly 90 % girls considered poverty as the major barrier towards girls education. Problems related to poverty can be proved by the following statements of girls expressed during interview.

"Mero aamabuba le padhauna chahanu huncha tara vidyalaya sulka tirna garho huncha."

This statement clarifies that girl's parents want to educate them but it is difficult for them to pay admission fee and other fees like tuition, coaching fee etc charged by the school. In Nepal, 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.

Let's look at another statement expressed by girls, which clearly states the problem faced due to the price-hike in educational material like practice book, exercise book, pen etc and the girls being interviewed is not only single child, she has brother and sisters also. So it is difficult for their parents to fulfil the demand of all their children, since they are poor. This clearly reflects that the rising prices put low and middle classes to hardships and make them unable to get quality education.

"Practice book, copy kalam ko mulya pani kati badhera gaeko, mero ghar ma ma matra padhne hoina, bhai bahini pani chan, ko-ko lai dine , kaha bata dine mami bua le pani."

When talking about the problem related to child labour during interview, only seven girls, i.e. 17.5 % informed that sometimes they go to work in others fields, some go to wash utensils and cut grass for rich people in their village. Many girls informed that many boys and girls leave study because of poverty, boys go to nearby town or foreign country for employment and girls have to get married. The following statement reflects the above mentioned feelings of the girls.

"Kahile kahi khetipati ko mausam ma gaun ko grihast ko khet ma kam garna janchu."

"Sadhai bihan beluka grihast ko ghar ma bhada bartan majhu ra uniharu le padhai ma alikati madat gar dinchan."

The pictorial representation of triangulation result in form of bar graph clearly compares the data obtained from opinionnaire and interview and validates the result.



Fig No. 4.15: Comparison of percentage obtained from the analysis of opinionnaire and interview related with economical impediment.

Schooling in general is an expensive affair for most Nepalese as the household economy of almost 85 percent of the population depends on highly labour-intensive subsistence farming. It is highly demanding of children's time, particularly of girls', making schooling for most girls either impossible or forcing them to attend irregularly or drop out (**Bista, 2004**). About a third of Nepalese live in abject poverty with an income of less than US\$1 a day, and this is one of the main challenges that the government faces while trying to promote girls' education (**DoE Nepal, 2007**). Children in poor families are required to supplement household income by being engaged in child labour – 'girls contribute at least 50% more labour than boys, and this contribution increases with age' (**Bista 2004, p.7**). The incidence of poverty is more pronounced among socially deprived caste groups, thereby causing barriers to education for children, mostly girls, from such groups. Dalit girls, for instance, are hardest hit (**Barlet et al., 2004**). Opportunity costs for a poor family to send girls to school are too high.

The legislative provision of free education up to secondary level is unrealistic for the poor as several indirect and informal fees are charged by the school (**Bista, 2004; Barlet et al., 2004)**. Families are required to forgo the 'free' primary education opportunity for their children, particularly that of girls, because schooling not only means compromising children's contribution to family income but also means spending the meagre household resource on indirect educational expenses such as admission fees, examination fees, stationery and uniform.

All the above mentioned result obtained from opinionnaire, transcription of girls' statement obtained from interview and some literature quoted, proves that poverty is a major impediment to educational development of Madheshi girls in Nepal.

Items	Statements	S. Agr	ee	Agree		Neutral Di		Disagree		e Strongly Disagree		<i>x</i> ²	df	Р
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	-		
1	My school is far away from my home.	191	47.6	15	3.7			38	9.5	157	39.2	382.03	4	0.05
2	The distance between my home and school affects our education.	184	45.9	47	11.7	14	3.5			156	38.9	354.57	4	0.05
3	Myschoolhaveseparatetoilet for boys and girls.	16	4	269	67.1	28	7	62	15.5	26	6.5	570.58	4	0.05
4	My school provide clean drinking water.	189	47.1	42	10.5	17	4.2	26	6.5	127	31.7	279.54	4	0.05
5	I cannot understand everything taught in Nepali medium classes.			298	74.3	55	13.7	41	10.2	7	1.7	765.57	4	0.05
6	My school is girl friendly.	93	23.2	13	3.2	39	9.7	62	15.5	194	48.4	245.12	4	0.05
7	My teachers motivate me in my studies.			115	28.7			254	63.3	32	8	581.11	4	0.05
8	Teachers at my school discriminate among boys and girls.			36	9	11	2.7	307	76.6	47	11.7	819.39	4	0.05
9	I understand the content what my teacher teaches me.	15	3.7	103	25.7	13	3.2	244	60.8	26	6.5	486.97	4	0.05
10	I feel that I should leave my studies and do work instead.			26	6.5	1	0.2	341	85	33	8.2	1070.9	4	0.05

Table 4.6: Item wise distribution of Frequency, percentage and chi-square Value for Items Related with Institutional Impediments

Analysis and Interpretation of Impediments under 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 htpothesis 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, anditem 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.

Triangulation

For validating the result obtained from opinionnaire, the researcher interviewed 40 girl students. The responses of students, which were related with institutional impediments, are presented into numbers and percentage is presented in below mentioned table. The researcher has also transcribed the statements obtained from the students.

Table No. 4.7: Percentage Obtained from Interview for Institutional Impediment in educational development of Madheshi girls.

S.N	Impediments	Number of participants	Number of responses	Obtained % ofresponseinfavour
1	Accessibility of school	40	24	60 %
2	Facility available in school	40	36	90 %
3	Medium of Instruction	40	32	80 %
4	Lack of female teacher	40	30	75 %
5	Lack of trained teacher	40	28	70 %
6	Irrelevant curriculum	40	12	20 %

This section presents results regarding Institutional impediments to girls education as viewed by girls themselves obtained from interview. During the interview schedule girls expressed some view which can lead us to make conclusion about Institutional impediments of girls education, in a more strong way. So, let's have a glance at below mentioned statement by the girls.

Hamro vidyalaya hamro ghar bata tadha chha ra tyo duri dinahu par garna asajilo huncha. Bihan ko class chalda asurakcha ko karan hami kahile school aauchau, kahile aaudainau.

More than 60% girls responded that there school is far away from their home and to cover long distance daily without any transportation facility is creating problem for them. They also informed that during morning class in summer, they do not feel secure to cover such a long distance early in the morning, earlier than 5 AM in the morning. So, the spatial distribution of the school and its accessibility is impeding smoother education of Madheshi girls.

Similarly, most girls complained about the problems related to infrastructure and physical facilities available in school. Most of the girls said that, in their school they neither have the facilities of clean drinking water, nor they have the facility of separate toilets for boys and girls. Somewhere for the whole school there is one tube well for drinking water and only two toilets for more than one thousand boys and girls, which is really creating problem for girls. The girls also complained that they do not have good and comfortable classroom. They said that they do not have facilities like fan, light etc. in the classroom and the buildings are old that, water come inside room from roof during rainy seasons. They also reported that there are not enough rooms in their schools, so, the classes are overcrowded. There are not enough bench and desk. They said that on one bench 5-6 students have to sit so, how can they concentrate in there study in such a difficult situation. So, all these problems related to perceived accessibility and quality is creating problem in education of Madhesi girls. We can observe all these problems clearly, if we go through the below mentioned statements.

Hamro vidyalaya ma nata keta-keti ko lagi chuttai sauchalaya cha nata safa piune pani ko byabastha nai cha. Vaban haru pani barsat ma pani chuhine chan, garmi ko mausam ma pankha pani chaina. Basne bench desk pani sabai ko lagi aaram le basne khal ko chaina. Euta bench ma 5-6 jana khadiera basnu parcha ani kasari padhai tira pura dhyan dina sakincha.

Similarly some girls complained that they do not have female teachers. Sometimes they have some problems which they can share only with female teachers. They also reported that sometimes their male teachers discriminate among boys and girls. Their behaviour reflects that girls are inferior than boys. Sometimes the girls reported that they feel fear with their male teachers. The girls feel uncomfortable to talk with them and to ask any question with them.If this is the situation how can they do better learning? From the researcher point of view, this problem is due to the lack of girl friendly environment in school. In all the schools where the researcher visited during field study, she could not find a single female teacher in secondary level. All the above mentioned problem perceived can be observed from the below mentioned statements uttered by the girls during the interview schedule.

Kahile kahi hamro sar haru le keta keti bich vedvad gareko mahsus huncha.

Malai hamro sar dekhi dar lagcha. Uha sanga kehi sodhana, kura garna apthyaro lagcha.

Similarly some girls also reported that the mother tongue of Madheshi girls is Maithili language. They use Maithili language in their daily life but in school their teacher teach them in Nepali language and the books are also in Nepali language. Because of all these factors the girls cannot understand the content taught in classroom completely. They feel difficulty to understand the content taught in the classroom. Except this the Government of Nepal provide textbooks up to class 10 free of cost, and the students cannot get book in time. They get the books sometimes after 3-6 months after the starting of academic year. This is another one of the biggest problems faced by the girls and other boys students also, which the researcher came to know during interview. And this is affecting girls smoother education. All these problems can be easily perceived from the below mentioned statement, said by the girl.

Class ma padhauda, sir haru le Nepali bhasa ko prayog garnu huncha ra pathya pustak haru pani Nepali bhasa ma huncha. Hamro matri bhasa Maithili ho, sanai dekhi hami Maithili bolchau tyasai le hami lai kacha ma padhaeko ko kura bujhna kathinai huncha. Yini haru madhye, Sab vanda thulo samasya bhaneko samam ma kitab napaunu ho.

The pictorial representation of triangulation result in form of bar graph clearly compares the data obtained from opinionnaire and interview and validates the result.





Finally, on the basis of above mentioned discussion, we can conclude that the perceived accessibility and quality, facilities available in schools, lack of female teachers, lack of trained teachers, lack of girl friendly environment in school and medium of instruction are the major institutional impediments of education of Madheshi girls in Nepal. All this factors, affects girls smoother education, so, they are the most common impediments of girl's education in Madheshi community.

Table 4.7: Item wise distribution of Frequency, percentage and chi-square Value for Items Related with Psychological Impediments

Items	Statements	S. Ag	gree	Ag	ree	Neu	Neutral		Disagree Str Dis		Strongly Disagree		df	р
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	-		
1	There is someone in my life who motivates me to study hard.	16	4	269	67.1	28	7	62	15.5	26	6.5	147.1	4	0.05
2	Sometimes my friends or relatives discourage me in my studies / schooling.	26	6.5	99	24.7	14	3.5	262	65.3			588	4	0.05
3	I find it difficult to adjust in school in school.			146	36.7			238	59.4	16	4	577.9	4	0.05
4	I feel lonely in school.			77	19.2	13	3.2	304	75.8	7	1.7	828	4	0.05
5	I have experienced harassment from my male teachers and classmates.	17	4.2	54	13.5	15	3.7	315	78.6			879	4	0.05
6	I feel comfortable to interact with my male teachers.			180	44.9	55	13.7	153	38.2	13	3.2	334.7	4	0.05

Analysis and Interpretation of Impediments under 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 statistics 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

The researcher interviewed 40 girl students for validating the result obtained from opinionnaire. The responses of students, which were related with institutional impediments, are presented into numbers and percentage is presented in below mentioned table. The researcher has also transcribed the statements obtained from the students.

Table No.	4.5:	Percentage	Obtained	from	Interview	for	Psychological	Impediment in
educationa	al dev	velopment of	Madheshi	i girls.				

S.N	Impediments	Number of	Number of	Obtained % of
		participants	responses	response in lavour
1	Inferiority complex	40	9	22 %
2	Lack of motivation	40	8	20 %
3	Lack of girl friendly environment	40	34	20 %

This section presents the analysis of psychological impediments to girls education as perceived by the girls themselves. Nearly 20 % girls complained, in the below mentioned statement, that they find it difficult to adjust in school. They find it difficult in as they consider themselves inferior in terms of class, caste and their performance in school. According to the statistics this situation applies to only few girls this cannot be considered as a big problem. This problem has moderate effect on education of Madheshi girls.

Vidyalaya ma sathi haru ko bich ma ghulmil huna kathinai mahasus huncha.

When the researcher attempted to know their responses related to relevance of curriculum in their life, most of the girl uttered the below mentioned opinion.

"Padhai chodera aru kam garne bare sochna sakidaina, kinvane junsukai kam garna ko lagi samanya padhai lekhai ko aabasyakta huncha."

The researcher questioned that, do they think that they should leave their studies and work instead. In response to this question the girls answered that they cannot think about leaving their studies. According to them in today's world they know the importance of education. To do any work, no matter how small work they are doing, they need to be educated.

Hamro jiwan ma role model ko kami chaina. Ahile ko paristhiti ma tapai pani ta hamro role model ho. Hami pachi gaera tapai ko jasto pani banna sakchau ni.

This above mentioned statement came in response to the researcher inquiry to know, whether they have role model in their life or not. From this response, this is clear that the lack of role model is not an impediment in girls education. The girl told that they have many role model in their life. They uttered the name of many women who acquired both name and fame in society and throughout the whole world. They even told that, for this present moment the researcher is herself a role model for them. In future they can be like the researcher also. So, lack of role model is not an impediment in education of Madheshi girls.

Kahile kahi hamro vivah vai sakeko sathi haru le ra gaughar ka budha budhi manche haru le padhera k garchau nani, ghar ko kam sika jati padhe pani pachi gaera ghrai samhalnu parne ho kyare.

This above mentioned statement came in response to the researcher inquiry to know whether sometimes they receive discouragement from their friends and relatives in their studies. The girls informed that sometimes their married friends and the elderly woman from their family tell them to learn household chores instead of study. They tell them that study is not going to help them after marriage. "No matter how educated you are, you will have to be a housewife and do all these household chores. So, it is better to learn how to handle house rather than studying". About 30% girls explained this type of feeling. So statistically, we can conclude that this problem exists but it has minimal effect on education of Madheshi girls.

The pictorial representation of triangulation result in form of bar graph clearly compares the data obtained from opinionnaire and interview and validates the result.

Fig No. 4.16: Comparison of percentage obtained from the analysis of opinionnaire and interview related with psychological impediment.



All the above mentioned result obtained from opinionnaire, transcription of girls' statement obtained from interview we can conclude that, psychologically, girls who are having their studies in different schools of Siraha district, seems to show there exists very minimal level of psychological impediments to their education. Most of them have given negative responses on this issue.

Conclusion of Triangulation:

All these bar-graphs and statements indicate and make it clear how all those above mentioned impediments in each dimensions are affecting girl's smoother education. If we compare the obtained percentage of impediments obtained from both opinionnaire and interview, the result is 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.

Objective No. 3: To explore impetuses which will help to reduce the major impediments of above mentioned dimensions and improve the education of Madheshi girls.

The researcher interviewed 40 girl students, to explore the impetuses of development of girls' education. Later, after the interview, the researcher transcribed the interview's script and analysed the obtained data using simple statistical tool i.e., percentage. The major findings, dimension-wise namely socio-cultural impediments, economic impediments, psychological impediments and institutional impediments, are mentioned below:

1. Impetuses for Socio-cultural Impediments

According to the data obtained, nearly 90 % girls considered patriarchy, gender based discrimination, early marriage, dowry system, Illiteracy and lack of awareness of parents and lack of social security as the major barrier towards girls education. So through interview schedule, the researcher tried to seek solution for the above mentioned socio-cultural problems, as stated by the girls during interview. In an attempt to explore impetuses to control socio-cultural impediments to girls education, the researcher came across the following statements expressed by girls. Let's have a glance at the following statement from which we can derive the solutions from interviewed girls' point of view.

Asiksha ko karan srijana vaeka samasya samadhan garna, Proudh siksha ko karyakram sanchalan garnu parcha.

The above mentioned statement clearly states the girls feeling that to control 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. In the same way in the below mentioned statement the interviewed girl is suggesting one of the way to increase awareness among people. According to her the Government or local authority should launch different programs to increase awareness against social evil. One program among them is to conduct street drama with some message against social evil related with early marriage or dowry system etc. to increase awareness about their merits and demerits. If people will be aware about the consequences of those social evil, we can observe the changes.

Sadak natak haru ko madhyam bata janachetana failaunu parcha. There should be public awareness and literary campaign among women.

The below mentioned statements clearly states the girl opinion that to get rid of all these bad traditions and social evil, people should form certain rules and regulations. On the basis of those rules, the system of reward and punishment should be established. Those who go against those rules, they should be punished and those who do well should be rewarded from society level. They also focused that they should run various awareness related program related with bad traditions and to remove gender based discrimination from the society. So that all the members of society can live with full freedom and equity without any sort of discrimination.

Kuriti tatha kupratha hatauna samajik star bat niyam banai danda tatha jariwana ko byabastha garnu parcha.

Samajik Kuriti tatha kupratha hatauna janchetana karyakram sanchalan garnu parcha. Chora ra chori duwai saman hun vane bhawana jagaunu parcha.

Similarly, in the below mentioned statements, almost all girl participants focused that early marriage should be stopped. Those parents who are willing to marriage their daughters should be punished. They also focused that dowry system should also be uprooted from the society. For this those people who take dowry and who give dowry should be punished.

Bal bibah roknu parcha. Bal bibah garne abhibhak lai kanuni karyabahi garnu parcha.

Daijo pratha unmulan garnu parcha. Daijo line dine lai kada karyabahi garnu parcha.

Similarly almost all girl participants stated that to uproot early marriage and dowry system, the Government should implement strong law against women violence which occurs in our society. In the below mentioned statement, they strongly recommended that girls should get married at least after 18 years old and girls education till the age of 18 should be made free and compulsory. After following all this measures, step by step, we can at least minimize the consequences of these socio-cultural impediments on education of Madheshi girls.

Balika haru kam se kam 18 barsa puge pachi matra vivah garnu parcha ra 18 barsa samma ko siksha purna nisulka ra anibarya hunu parcha.

Therefore, from the above mentioned statements expressed by the girls, we can conclude that 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

There hardly exists any difference of opinion on the view that the level and standard of education is affected by economic factors. Differences, if any, may be degree and dimensions. Social values change and mould the economic and social set-up of the country. There is cause and effect relationship between education and vice-versa.

According to the data obtained, nearly 90 % girls considered poverty as the major barrier towards girls education. So through interview schedule, the researcher tried to seek solution for economic problems, as stated by the girls during interview. In an attempt to explore impetuses to control economic impediments to girls education, the researcher came across the following statements expressed by girls. Let's have a glance at the following statement from which we can derive the solutions from interviewed girls' point of view .

Nepal Sarkar le, Keti haru ko lagi kam se kam kaksha 10 samma ko siksha sampurna rup le nisulk uplabdha garaunu parcha.

The above mentioned statement clearly states the girls feeling that to control the effect of poverty on girls education, The Government of Nepal should make the education up to class 10 completely free, for the girls. Then only the effect of poverty can be minimized.

Sarkar le, chhatra haru ko lagi chatrabriti ra chhatra haru ko hit sanga sambandhit anya karyakram haru ko byabastha garnu parcha.

Similarly, the statements mentioned above clearly state that the government should organise different programs which are related to the benefit of girls and distribute scholarships for girls to motivate them toward their better education.

Sarkar le, jamma chatrabriti kosankhya ko sath-sathai chatrabriti swarup paune rakam ko matra badhaunu parcha.

In the same way, the statements mentioned above focuses that the government should increase the amount of stipend which they get as scholarship. So that, all their most essential educational needs can be fulfilled with the amount of scholarship.

Harek kacha ma bhaeko bharna ko anupat sanga chatrabriti ko sankhya ko talmel milnu parcha. Kinvane praya dalit tatha pichadieko barga ko chatra haru le matra chatrabriti paune hunchan.

Similarly, in the above mentioned statement, the girl tried to express her opinion that the authorized agency should increase the number of scholarships to be commensurate with the actual enrolment for every class. She told this because generally, scheduled castes girls and girls from other socially excluded group get scholarships. Sometimes, the girls who get scholarships are rich and they may not need scholarships to run their study smoothly, get the scholarships and the needy ones are left.

Sthaniya star ma samiti gathan gari, chatrabriti bitaran garda, saha ma chatrabriti ko khacho bhaeka balika pahichan garnu parcha ra bela-bela ma tyasko sahi upayog bhaeko nabhaeko kura ko anugaman garnu parcha.

In the statement mentioned above, the girl suggested solution for the above mentioned problem. She told the researcher, 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 used.

Sarkar le sthaniya star ma, garibi nibaran ko lagi bibhinna karyakram haru chalaunu parcha. Garib manis haru ko aarthik star ukasne khal ko karyakram haru chalaunu parcha. Yasle hamro aama buba haru ko aayaarjan ma bridhi huncha ra hami ramro sanga padhna-lekhna pauchaun.

Similarly, in the statements mentioned above, the girl tried to express her opinion that the Government should launch different programs at local level to reduce the extreme poverty and introduce the income generating activity so that the economic status of their parents will improve and they will be benefitted with the smoother and quality education.

Therefore, from the above mentioned statements expressed by the girls, we can conclude that 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 Institutional Impediments

According to the data obtained, nearly 90 % girls considered perceived accessibility and quality, facilities available in schools, lack of female teachers, lack of trained teachers, lack of girl friendly environment in school and medium of instruction are the major institutional impediments of education of Madheshi girls in Nepal. In an attempt to explore impetuses to control institutional impediments to girls education, the researcher came across the following statements expressed by girls. Let's have a glance at the following statement from which we can derive the solutions from interviewed girls' point of view .

"Vidyalaya aauna jaan ko laagi yatayat ko byabastha garnu parcha. Yasko lagi saikal kina sakincha."

The above mentioned statement clearly states the girls feeling that to control the effect of problems caused due to school's accessibility, the local authority should range transportation facility for children, especially for girls. The girls also mentioned that if they cannot provide the facility of bus or another large vehicle, they can convince their parents to buy at least bicycle for girls. So that they can easily reach school and attend school regularly. This will finally improve their school attendance and their education as a whole.

"Sarkar le harek vidyalaya ma kam se kam aadharbhut subidha haru ko byabastha garna ko lagi bajet chutyaunu parcha ra so bamajim kam bhae nabhae ko anugaman tatha mulyankan garnu parcha."

Similarly in the above mentioned opinion, the girls stated their view on the problem related to quality of schooling or facilities available at school. They said that the Government should provide at least basic facilities in all schools. This facilities include big classroom with the facilities of light, fan, enough numbers of bench and desk etc., facility of clean drinking water and facility of enough number of separate toilets for boys and girls, compound wall etc. They also mentioned that the Government should allocate sufficient budget to develop the physical infrastructure of school to make it child friendly in general and girl friendly in particular.

They also stated that the Government should do regular supervision and evaluation to assess whether the allocated budget is being used properly or not.

Regarding the problem related to lack of female teachers in school, the girls suggested that the Government should form policy to provide at least one female teacher in each level in all school. They further informed that there are many problems in girls life (like problem related to menstruation) which they cannot share it with male teachers, so if there are female teacher in school they can share their problems with them. They also mentioned that the local authorities along with the Government should try to make the school, girl friendly from all perspective, since school is regarded as the second home or children. All these above mentioned views can be perceived from the below mentioned statement stated by girls during interview.

"Harek vidyalaya ma harek star ma kam se kam eak mahila sichika ko byabastha garnu parcha ra harek kisim le vidyalaya lai balika matri banaune prayash garnu parcha."

"Matri bhasha ma shikcha dine byabastha milaunu parcha. Athava balbalika haru ko lagi atirikta Nepali bhasha ko kaksha ko byabastha garnu parcha. Sikshak haru lai talim diera bisaya bastu prati nipun banaunu parcha."

Similarly, in the above mentioned statements the girls stated solutions regarding the problem related to medium of instruction. The girls mentioned that that the mother tongue of Madheshi girls is Maithili language. They use Maithili language in their daily life but in school their teacher teach them in Nepali language and the books are also in Nepali language. Because of all these factors the girls cannot understand the content taught in classroom completely. They feel difficulty to understand the content taught in the classroom. So, the girls suggested the Government should form policy to use local language as medium of instruction. If it is not possible then the local authority should arrange extra classes related to Nepali language to make children able to understand and use Nepali language in their daily life activity. They also advised that teacher should be trained to make them skilled.

Therefore, from the above mentioned statements expressed by the girls, we can conclude that, 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.

4. 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.