

Role of Family Background, Teachers, and Board Examinations on Students' Academic Performance



A Dissertation Submitted to the Central Department of Sociology
Tribhuvan University
Faculty of Humanities and Social Sciences
In Partial Fulfillment of the Requirements for MPhil of Arts in Sociology



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DECLARATION

I hereby declare that this dissertation entitled "Role of Family Background, Teachers, and Board Examinations on Students' Academic Performance" represents my own work, written for the M.Phil. degree, and has not been previously included for any degree or other qualification.

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LETTER OF RECOMMENDATION

This is to recommend that Mr. Ramesh Jang Kunwar has conducted his dissertation on the topic of "Role of Family Background, Teachers, and Board Examinations on Students' Academic Performance" under my supervision and guidance. Therefore, I recommend this dissertation for final evaluation and approval by the dissertation committee.

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ACCEPTANCE CERTIFICATE

This dissertation, entitled "Role of Family Background, Teachers, and Board Examinations on Students' Academic Performance" submitted by Mr. Ramesh Jang Kunwar, has been accepted as partial fulfillment of the requirements for the Master of Philosophy (MPhil) degree in Arts in Sociology.

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Acknowledgement

The thesis entitled "Role of Family Background, Teachers, and Board Examinations on Students' Academic Performance" is an endeavor to assess the roles related to parents, teachers, and the National Examination Board that shape the academic performance of secondary level students in the Tamang community, Nepal. This thesis represents the culmination of approximately one year of effort, resulting in an analytical piece made possible by the abundant support of various agencies and individuals.

First and foremost, I would like to express my heartfelt gratitude to my supervisor, Dr. Pramod Bhatta, external examiner Dr. Tikaram Gautam, and Dr. Guman Singh Khatri for providing invaluable insight into the subject matter and guiding me through the research process. I am also thankful to the National Examination Board (NEB) for believing in my research and providing a grant. I want to thank all the department faculty members, guest lecturers, administrative staff, and librarians for their invaluable support during the preparation of this thesis.

I would like to acknowledge the notable contributions of various academicians who have shaped this study into meaningful research. I extend my sincere thanks to Associate Prof. Dr. Youba Raj Luintel for the valuable feedback and for directing me in this field, as well as providing valuable support and suggestions.

Finally, I dedicate this research paper to my late father, Bhesh Bahadur Kunwar 'Prayashi.' Though he is no longer with me physically, his guidance and inspiration remain with me, motivating me to strive for success. Additionally, I express my special thanks to my better half, Bima KC Kunwar, for her unwavering encouragement and support throughout this journey. I also wish to express my love and gratitude to my mother, Amrita Devi Kunwar, and my beloved family members for their incessant motivation, understanding, and love throughout the duration of my studies.

Ramesh Jang Kunwar

July 2024

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Acronyms and Abbreviations

| | |
|-----|----------------------------------|
| SES | Socio Economic Factor |
| IV | Independent Variable |
| DV | Dependent Variable |
| AV | Antecedent Variable |
| SEF | Socio Economic Factor |
| FGD | Focus Group Discussion |
| Etc | Et Cetera |
| KII | Key Informants Interview |
| RM | Rural Municipality |
| HH | Household |
| HDI | Human Development Index |
| SEE | Secondary Education Examinations |
| NGO | Non Government Organization |

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CHAPTER I

INTRODUCTION

Dupcheshwor Rural Municipality, located approximately 50 kilometers from Nepal's capital city, comprises 13 secondary schools and is predominantly inhabited by the Tamang community, which makes up 63.8% of the population. The academic performance of students from the Tamang community in this area is not satisfactory, leading to high rates of school dropouts, early marriages, and child labor.

Having an education increases the likelihood of finding employment compared to being uneducated. Education and job opportunities are interconnected, meaning that having a good education is crucial for securing a job. However, rural areas often experience high levels of social problems such as early marriage, child labor, human trafficking, and school dropout due to low literacy rates. A comparison between educated and uneducated communities reveals that the prevalence of social issues is higher in uneducated societies. This highlights the reciprocal relationship between education and social problems.

Society is dynamic in nature and there are many factors which are supporting this process. If we analyze the causative factors of social changes, we find education as one of the major factors. Education not only changes the society but also the life of an individual. Education is the basis for the development of all human beings. It plays an important role not only for the individual but also for the entire development process of any nation. In 1948 United Nation declared in article 26 (1) of Universal Declaration of Human Rights that "everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. Government and Non-Governmental Organizations are also focusing on education in rural areas. Though the number of people who are deprived of education in our country, especially in rural areas.

The data from the village profile of Dupcheshwor Rural Municipality and the Local Human Development Report 2019 of Bagmati Province, Nepal indicate that the residents of the area are underrepresented in government jobs and not performing well

in the field of education. Social issues such as early marriage, child labor, girl trafficking, and school dropout are still also sheltering in this area and there must be reciprocal relationship between education and these social issues. To understand the factors that impact the academic performance of secondary level students, this research is crucial not only for individuals but also for the nation. Despite the importance of the topic, there is a lack of specific research on this issue, particularly in the context of the Tamang community in Nepal. Thus, this study aimed to uncover the underlying causes of poor academic performance among secondary level students in the Tamang community.

The lack of parental emphasis on education, limited awareness about its importance among students, and the government's failure to provide permanent teachers to secondary schools are adversely impacting the academic performance of students. All these factors can be categorized as within the school, outside the school, and within the community to which the students belong. Additionally, the prevalence of annual board examinations may also have backwash effects on the teaching and learning process.

1.1 Background of the study

Anderson and Ryan (1985) conducted a comprehensive study on the various factors influencing students' learning processes and outcomes. Their research identified that the educational environment is shaped by a combination of within-school factors, such as teaching quality, curriculum design, and classroom management, and out-of-school influences, including family background, socioeconomic status, and parental involvement. Additionally, community-related elements, such as local resources and support systems, also play a significant role. Their findings underscore the complexity of educational success, highlighting the need for a holistic approach in addressing the multifaceted challenges students face. This comprehensive understanding provides a valuable framework for educators and policymakers aiming to enhance educational outcomes through targeted interventions and support mechanisms. These factors include teaching methods and teacher qualifications, the availability of study materials and facilities, school-related aspects such as the learning environment and extracurricular activities, personal elements like motivation, interest, and study habits, family background and parental involvement, prior academic achievement, time management skills, teacher effectiveness, school sector and class size, parental

engagement, socio-economic status, psychological factors such as motivation and self-regulation, social and contextual factors such as school quality and neighborhood disadvantage, teacher qualifications and experience, positive expectations and attitudes, and finally, educational interventions and policies encompassing resources, infrastructure, teacher training, and curriculum. In this research I am particularly interested in the role of the annual board examination, school and parents.

Research studies have also shown that annual board examinations and testing can significantly influence the quality of education by shaping the teaching and learning processes within schools. Their study revealed that high-stakes assessments often lead to a phenomenon known as "teaching to the test," where educators focus primarily on content likely to be tested, thereby potentially neglecting broader educational objectives. While this approach can lead to improved performance on exams, it may also limit the overall educational experience and development of students by emphasizing rote learning over critical thinking and problem-solving skills. The researchers highlight the need for balanced assessment systems that support comprehensive educational goals (Heyneman and Ransom, 1990). Against this backdrop, I aimed to examine the situation at Birendra, Maple, and Saraswati Secondary Schools, located in Dupcheshwor Rural Municipality, Ward No. 2, Nuwakot, concentrating on these subjects. My broader research question is; In what way the teachers and parents prepare their children/students for academic excellence? and sub research questions are; i) How do the schools tailor their teaching learning activities related to students' learning and what role does the board examination play role in this process? ii) In what way the parents do play a role in enhancing the learning of their children?

1.2 Statement of the problem

The prevalence of annual board examination, household environment and teachers play a major role in students' academic achievement. However, there is a research gap in Nepal regarding the factors that impact the academic performance of secondary-level students, Birendra, Maple, and Saraswati Secondary Schools, located in Dupcheshwor Rural Municipality, Nuwakot, has occupies a major population by Tamang community. Local government is making education-related policies and programs specifically for vulnerable communities in the study area. On the other

hand, Non-Government Organizations (NGOs) are also offering education scholarships and livelihood development programs for the people in this area, benefiting thousands of students. Moreover, despite these efforts, the students of research are not performing well in educational field and not involving in governmental job rather still existing social evils such as girls trafficking, early marriage and child labor. All these issues are related to education. So, there is a need to investigate how prevalence of annual board examination, household environment and teachers are affecting students' learning process. This sociological study aims to explore how teachers and parents prepare their children/students for academic excellence, while also examining the role of schools' teaching-learning activities and the potential backwash effect¹ of annual board examinations in this process.

A household is a domestic unit consisting of individuals who live together and share living expenses. It can include individuals related by blood, marriage, or adoption, as well as unrelated individuals who share a living space. In addition, the household is a critical context for shaping individual development and well-being, including factors such as education, health, and socialization. The environment within a household can greatly impact academic performance, as it can shape the experiences and resources available to students. Research has shown that households that prioritize education and provide a supportive atmosphere for learning can have a positive impact on academic performance (Simpkins et al., 2015). Conversely, households that lack resources, such as access to books or computers, or that have high levels of stress or conflict, can negatively impact academic performance (Leventhal & Brooks-Gunn, 2003).

A teacher is a trained professional who is responsible for facilitating learning and academic development in students. The role of a teacher is critical in shaping the academic performance of students, as they are the primary source of instruction and guidance in the classroom. Effective teachers create a supportive and engaging learning environment, provide clear and challenging instructional goals, and use a variety of teaching strategies to meet the diverse needs of their students (Marzano, 2007).

¹ The backwash effect (also known as the washback effect) is the influence that a test has on the way students are taught (e.g. the teaching mirrors the test because teachers want their students to pass)

The backwash effect refers to the impact of assessment on teaching and learning. It suggests that the way assessments are designed and implemented can influence what and how students learn. This phenomenon arises from the idea that when assessments heavily focus on specific topics or formats, teachers and students may prioritize learning those specific areas at the expense of a broader and more comprehensive understanding of the subject matter. The backwash effect can have both positive and negative consequences on education, depending on how assessments align with instructional goals and promote meaningful learning outcomes.

Academic performance is determined by a student's achievement in various academic subjects, demonstrated through grades, test scores, and other measures of learning. This achievement is influenced by various factors including individual traits like cognitive ability, motivation, study habits, and self-discipline. Familial factors such as parental involvement, support, and expectations also play a role. Government factors including funding, policies, and educational programs also affect academic performance. To improve academic outcomes, it is necessary to understand and address these various factors.

1.3 Research Question

This research raises fundamental questions about how the family and school environments prepare children/students for academic excellence.

- 1) How do the schools tailor their teaching learning activities related to students' learning and what role does the board examination play in this process?
- 2) In what way does the family environment play a role in enhancing the learning of their children?

1.4 Objectives

The primary aim of this study is to evaluate the role of the family and school environments in the academic excellence of secondary level (SEE) children/students of the Tamang community in Nepal.

- 1) To identify and describe the board examination and teachers related factors contributing to academic excellence of the students of secondary level (SEE).

- 2) To analyze the familial factors in enhancing the learning of secondary level children.

1.5 Significance of the study

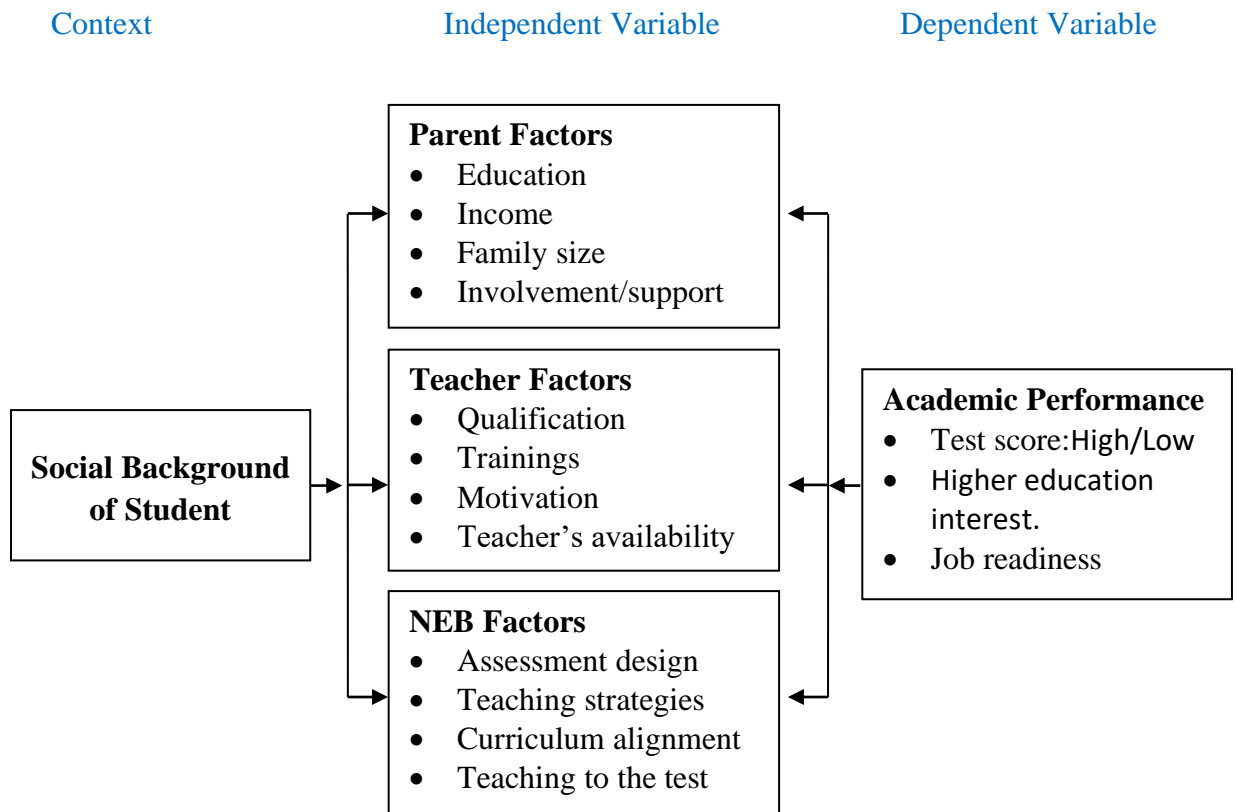
The world is developing as a global village because of the invention of the internet and technology. People around the world have access to international information at their fingertips. Students can now easily obtain study materials, guidelines, other resources and job opportunities through the internet. On the other hand, Nepal government, national and international communities are also prioritizing to the education of vulnerable communities. Despite these benefits, people studying are not so dedicated in academics, not prioritizing education, and not performing well in their exams as a result not getting involved in government jobs. Many young people are engaged in early marriage, school dropouts, child labor, and seeking employment abroad or low-wage jobs. A study on this issue can help to discover major factors at household and teachers' level which are affecting academic performance of the students. On another hand it also examined the prevalence of board examination and it's backwash effect on teaching and learning process. It will also play a supportive role to make a specific policy to improve academic performance of the students.

1.6 Conceptual Framework

The analysis of the prevalence of annual board examinations, backwash effects, parent and teacher factors, and their impact on the teaching and learning process encompassed various interconnected components. Firstly, the study examined the influence of the prevalence of board examinations, backwash effect, and parent and teacher factors on the teaching and learning process and how they ultimately affected academic performance. Secondly, a combination of qualitative and quantitative research methods, including interviews, focus group discussions, and observation, was employed. Thirdly, the study adopted a meso perspective, focusing on the prevalence of board examinations and parent and teacher-level factors that contributed to academic performance. Fourthly, the study examined these issues through the lenses of structural functionalism, conflict theory, cultural capital theory, and ecological cultural perspective to comprehend the complex interplay among the prevalence of annual board examinations and parent and teacher-level factors.

Overall, this conceptual framework aimed to provide a comprehensive understanding of the factors related to board examinations influencing academic performance, which can guide the development of policies and interventions to enhance the quality of education for students.

Figure 1. 1 Conceptual Framework



1.7 Organization of the study

This study consists of six chapters. The first chapter deals with the introduction that includes background of the study, statement of the problem, research question, objectives, significance of the study, and conceptual framework. The second chapter reviews the relevant literature and lessons learned from earlier researchers' work, sociological theories, perspective and research gap. The third chapter discusses the method of data collection. Chapter four consists of data presentation and interpretation, role of Family Background, Teachers, and Board Examinations on

Students' Academic Performance and its impacts at social level. Finally, chapter five concludes the study with summary, and conclusion.

CHAPTER II

LITERATURE REVIEW

2.1 Literature Review

Low academic performance is a global concern that can be influenced by various factors categorized as within school, out-of-school, and community-level factors. Developed countries generally exhibit lower rates of low academic performance compared to underdeveloped countries, attributed to factors such as high-quality educational institutions, advanced teaching methods, well-qualified teachers, and a strong awareness of the importance of education. Moreover, individuals in developed countries often have more dedicated time for studying, unlike those in underdeveloped or developing countries who face challenges such as financial constraints, domestic responsibilities, and other circumstances. In the specific context of my study area, students spend considerable time, approximately one and a half hours, traveling to school (one way), which can contribute to a higher likelihood of lower academic performance when compared to students in more developed regions. Although this observation is based on my preliminary assessment, my aim is to investigate various factors, particularly the backwash effect, parent, and teacher factors, in the teaching and learning process and their ultimate impact on academic performance.

2.2 Educational Disparities in Nepal

According to the UNDP's Human Development Report 2021 among the 191 countries, Nepal is ranked 145th with an Education Index² value of 0.491. This indicates that Nepal has a relatively low level of access to education and quality of education compared to other countries. The report also provides insights into the levels of education in Nepal. The report reveals that the district of Kathmandu has the highest Education Index in Nepal, with a value of 0.801, followed by Lalitpur with a value of 0.771 and Bhaktapur with a value of 0.758. On the other hand, the district of Kalikot has the lowest Education Index in Nepal, with a value of 0.317, followed by Mugu with a value of 0.345 and Bajhang with a value of 0.360. These districts face

² The Education Index is a measure of the average achievement in three dimensions of education, namely access, quality, and attainment.

numerous challenges in providing access to education, maintaining quality, and achieving desirable educational attainment levels. In comparison, Nuwakot district is ranked 25th out of 77 districts in Nepal, with an Education Index value of 0.504. While this value is still below the national average, it indicates a moderate level of education attainment in the district (United Nations Development Programme, 2021)).

According to the Local Human Development Report-2019 for Bagmati Province in Nepal Dupcheshwor Rural Municipality ranks second to last in Mean Years of Schooling³ out of 119 local governments, with a score of 2.08. However, Kirtipur Municipality ranks first, with a score of 8.22. On the other hand, Kathmandu Metropolitan City has the highest adult literacy rate⁴, at 87.03%, but Dupcheshwor Rural Municipality ranks 116th position in 119 local governments with a literacy rate of 33.68%. Kirtipur Municipality has the highest Education Index⁵ with the score of 0.66 followed by Kathmandu Metropolitan city however Dupcheshwor Rural Municipality is in 117th rank with 0.22 marks out of 119 local government⁶ (Local Human Index, 2019, Bagmati Province).

The village profile report of Dupcheshwor Rural Municipality provides insightful information about the demographics and socio-economic conditions of the local population. The report reveals that a significant majority, around 63.8%, of the total population belong to the Tamang community. Additionally, the report identifies that a large portion of the households, specifically 51.64%, fall into the category of "very poor" families, indicating low-income levels and financial constraints.

Moreover, the report highlights the employment status of the population, indicating that a significant proportion of individuals, approximately 35%, work as wage-based workers or are currently unemployed. This suggests that finding employment opportunities and improving job prospects may be a significant challenge for a significant portion of the local population. In contrast, only a relatively small percentage of the population, around 5.6%, are employed in government jobs, indicating limited access to secure, formal employment options.

3 Mean year of schooling is defined as the average years of schooling for the population aged 5 years and over who have ever attended school.

4 Adult literacy is defined as the percentage of population aged 15 years or over who can "read and write"

5 Education index is developed combining the adult literacy rate index and mean years of schooling index.

6 Government of Province, Province Policy Commission, Province No 3. 2019. Local Human Development Report, 2019, Province No 3, Nepal. Hetauda, Nepal.

Table 2.1*Population based on mother language.*

| S.No. | Mother Language | Population | Percentage | Remarks |
|--------------|------------------------|-------------------|-------------------|----------------|
| 1 | Tamang | 18259 | 63.8 | |
| 2 | Nepali | 7104 | 24.8 | |
| 3 | Gurung | 2353 | 8.2 | |
| 4 | Others | 927 | 3.2 | |
| Total | | 28643 | 100 | |

Source: Village Profile, Dupcheshwor Rural Municipality (2019)

Table no 1 shows that Dupcheshwor rural municipality is a diverse community in terms of ethnicity, with Tamang being the largest group at 63.8%, followed by Nepali at 24.8%, Gurung at 8.2%, and Others at 3.2%. This information suggests that there is a significant Tamang population in the rural municipality, while Nepali and Gurung populations are also present, though to a lesser extent.

Table 2.1*Number of individuals and their main occupation*

| S.No. | Main Occupation | No of Individual | Percentage | Remarks |
|--------------|-------------------------------|-------------------------|-------------------|----------------|
| 1 | Government Job | 1611 | 5.6 | |
| 2 | Government contract/temporary | 158 | 0.6 | |
| 3 | NGOs/Private | 863 | 3.0 | |
| 4 | Wadge Based/Unemployment | 10014 | 35.0 | |
| 5 | Students | 10721 | 37.4 | |
| 6 | Foreign Country | 2342 | 8.2 | |
| 7 | Underage | 2852 | 9.9 | |
| 8 | Retirement | 82 | 0.3 | |
| Total | 28643 | 28643 | 100 | |

Source: Village Profile, Dupcheshwor Rural Municipality (2019)

Table no 2 shows that the employment status of individuals in Dupcheshwor rural municipality is diverse. A significant portion of the population, accounting for about

35.0%, is either unemployed or engaged in wage-based jobs. On the other hand, only 5.6% of the population is working in government jobs, and 0.6% is on government contracts or temporary work. A smaller percentage, approximately 3.0%, is employed in NGOs or private organizations. Notably, around 8.2% of the population works abroad. Thus, this information suggests that the majority of the population is involved in wage-based employment, with a smaller portion engaged in the government sector.

Table 2.2

Ward wise Poverty stratification of households

| Ward No | Poverty Stratification | | | | |
|--------------|------------------------|------------|-------------|------------|-------------|
| | Ultra Poor | Poor | Medium | Rich | Total |
| 1 | 732 | 1 | 8 | 1 | 742 |
| 2 | 309 | 99 | 466 | 34 | 908 |
| 3 | 190 | 84 | 308 | 28 | 610 |
| 4 | 826 | 111 | 104 | 6 | 1057 |
| 5 | 44 | 79 | 517 | 18 | 658 |
| 6 | 229 | 88 | 402 | 66 | 785 |
| 7 | 605 | 175 | 106 | 37 | 923 |
| Total | 2935 | 637 | 1921 | 190 | 5683 |

Source: Village Profile, Dupcheshwor Rural Municipality (2019)

Note: "Extreme poor HH" (households) are those who earn less than 12,000 per year, "Poor HH" are those who earn between 12,000 and 36,000 per year, "Average HH" are those who earn between 36,000 and 300,000 per year, and "Rich HH" are those who earn more than 300,000 per year from different sources.

Table 3 shows that the poverty stratification across seven wards. Ward 4 has the highest number of ultra-poor individuals at 826, followed closely by Ward 1 with 732. Ward 5 has the fewest ultra-poor at 44 but shows a high number of individuals in the medium category at 517. Ward 2 stands out with a relatively balanced distribution among the poor, medium, and rich categories. Ward 7 has a notable number of ultra-poor and poor, with 605 and 175 individuals, respectively, but has fewer medium and rich individuals compared to other wards. Overall, the total population is 5683, with the majority (2935) classified as ultra-poor, followed by 1921 in the medium

category, 637 poor, and only 190 rich, indicating significant poverty levels across all wards.

Table 2.3

Academic scenario on of the individuals of Dupchshwor RM

| Gender | Literate | Primary Level (1-5) | Lower Secondary Level (6-8) | Secondary Level (9-10) | Intermediate Level | Bachelor Level | Master's Level |
|---------------|-----------------|----------------------------|------------------------------------|-------------------------------|---------------------------|-----------------------|-----------------------|
| Male | 3883 | 5577 | 1683 | 1408 | 317 | 64 | 48 |
| Female | 4676 | 4330 | 1400 | 1205 | 351 | 71 | 18 |
| Total | 8559 | 9907 | 3083 | 2613 | 668 | 135 | 66 |

Source: Village Profile, Dupcheshwor Rural Municipality (2019)

According to the data from the Village Profile, the academic/literacy scenario of Dupcheshwor Rural Municipality indicates that there are 2,613 students in secondary level education, but only 668 students are enrolled in intermediate level. This means that more than around 75% of students are dropping out of the academic career between SEE to intermediate level. There must be specific reasons either at an individual and familial level or governmental level. Therefore, the research helped to identify the gaps/factors contributing to this scenario. All that scenario reflects that the students are not performing well in education in research area. There may be various factors behind it but the research wants to explore the Household and School Factors which are affecting academic performance of secondary level's students among Tamang community.

Board Examinations

Board examinations are standardized tests administered by education boards to assess the knowledge and skills of students at various educational levels, typically at the end of secondary school. They play a crucial role in determining students' academic progress and eligibility for further education.

Teachers

Teachers are professionals who facilitate learning for students by imparting knowledge, skills, and values. They play a key role in the educational process, guiding and mentoring students to achieve academic and personal growth.

Parents

Parents are the primary caregivers and guardians responsible for the upbringing and welfare of their children. They play a vital role in their children's education, providing support, encouragement, and resources to help them succeed academically and personally.

Academic Performance

Academic performance refers to the extent to which a student, teacher, or institution has achieved their educational goals. This is often measured through grades, test scores, and other evaluative criteria.

Academic performance has been defined and explained by several authors. According to Narad and Abdullah (2016) academic performance is the knowledge gained which is assessed by marks by a teacher or educational goals set by students and teachers to be achieved over a specific period of time. In other words, we can say that academic performance means the number secured in examination set by teachers or educational institution which determines failure and success of the students.

Nepal is a small country but broad in diversity as it is multi-cultural, multi-lingual, multi-ethnic, multi-religion, a multi-racial country in the world. Nepal is rich in culture⁷ as the different casts are living together in the country. Tamang are one of the indigenous people⁸ of Nepal. They have their own distinct culture, language, and religion. Traditionally, Tamang are the followers of Buddhism, and they are one of the major Tibeto Burmese speaking communities in Nepal. Majority lives in the hilly regions of Nepal, adjoining sides of Kathmandu valley, the capital of Nepal.

However, the paper "Representative and Responsive Bureaucracy in Nepal: A Mismatch or a Realistic Assumption?" examines the representation of various ethnic groups, including Tamangs, in Nepal's civil service. It analyzes the impact of the 2007 quota system aimed at increasing the participation of marginalized communities. Despite these efforts, the study finds that representation remains skewed, with higher caste groups dominating civil service positions. The paper highlights the persistent

7 Culture refers to the shared beliefs, values, practices, customs, and behaviors of a particular group or society.

8 The earliest known inhabitants of an area, especially one that has been colonized by a now-dominant group.

social exclusion influenced by historical caste hierarchies and underscores the need for more effective policies to ensure a truly representative bureaucracy. As a result, their social, political and economic status is also very low as compared to others (Dong, 2016).

2.2.1 Parent Factors

Education: A historical study about Tamang community by Rai (2011) Nepal's history since the unification campaign of Prithvi Narayan Shah has been characterized by administration dominated by limited castes and influenced by Hindu jurisprudence, leading to discrimination against Buddhist castes not belonging to the dominant caste group. Tamangs, a Buddhist community, have been subjected to differential treatment and restrictions on opportunities for work and education due to their resistance during the Gorkha kingdom's expansion and subsequent rebellions. This has left the Tamangs educationally and economically disadvantaged compared to other communities in the east and west, with limited access to employment opportunities and little motivation for education.

Valentine (2005) found that various factors such as the occupation of parents, the educational background of family members, and the availability of learning materials at home have a significant impact on the academic achievement of students. The study highlights the importance of socio-economic factors in shaping academic outcomes and suggests that policymakers and educators should consider these factors while designing educational interventions.

The study by Adhikari (2018) aimed to explore the factors affecting the academic performance of students in secondary schools in Kathmandu district of Nepal. The findings of the study indicated that there were several factors that influenced students' academic performance. Among these factors, family support and the socio-economic status of the family were found to be significant predictors of academic performance. The study also revealed that the availability of learning resources, teacher quality, and teaching methods were crucial factors affecting academic performance. Moreover, students' self-discipline, study habits, and motivation were also found to be significant predictors of academic performance. Finally, the study suggested that a positive school environment, such as the availability of extracurricular activities, parental

involvement, and teacher-student relationships, had a positive impact on academic performance. Overall, the study concluded that a combination of personal, family-related, and school-related factors were significant predictors of academic performance of students in secondary schools in Kathmandu district of Nepal.

In Eamon's (2005) study, it was found that social demographic factors, such as parental education and income, significantly predicted the academic achievement of Latino young adolescents. Additionally, school quality and neighborhood disadvantage were also found to be significant predictors of academic achievement. The study highlights the importance of considering the social and contextual factors that may influence academic achievement, particularly for students from marginalized backgrounds.

Income: The study of Halil Dundar, Tara Béteille, Michelle Riboud, and Anil Deolalikar (2014) suggested that one of the most critical factors affecting academic performance in Nepal is the role of parents and their socioeconomic background. The book highlights that students from more affluent/rich families tend to perform better academically due to access to additional resources such as private tutoring, educational materials, and a conducive learning environment at home. Parental involvement and support in children's education are also crucial, with more educated parents being able to provide better academic guidance and motivation. However, in many cases, parents in Nepal may not have the necessary education or time to support their children's learning effectively, contributing to disparities in academic performance.

The study conducted by Hair, Hanson, Wolfe, and Pollak (2015) found that child poverty is associated with lower academic achievement. The researchers examined the structural and functional brain development of children from low-income families and found that these children had smaller brain surface areas and smaller volumes of certain brain structures that are associated with language, memory, and attention. The study also found that children from low-income families had lower academic achievement scores, particularly in areas of language and mathematics. The researchers concluded that poverty could have negative effects on both brain development and academic achievement, and that early interventions to address the

effects of poverty may be necessary to support the academic success of children from low-income families.

The study conducted by Benner, Boyle, and Sadler (2016) examined the relationships between parental involvement, prior achievement, socioeconomic status (SES), and adolescents' educational success. The results revealed that parental involvement was positively related to adolescents' educational success, and this relationship was stronger for adolescents with higher prior achievement and higher SES. Additionally, SES was found to be a significant predictor of educational success, as higher SES was associated with higher levels of achievement. The study also found that parental involvement partially mediated the relationship between SES and educational success, indicating that parental involvement plays a role in explaining the link between SES and achievement. Overall, the study highlights the importance of both SES and parental involvement in predicting educational success, particularly for adolescents with high prior achievement.

Family Size: According to Majoribanks (1996), student's family background is the most significant factor that influences their learning outside of school. The author identifies several aspects of family background that can impact academic achievement, such as socio-economic status, parenting practices and aspirations, mental characteristics, family size, and the neighborhood they reside in. The study also finds that children from single-parent households tend to have lower academic performance compared to those from two-parent households. The achievement gap between the two types of households can be attributed to several reasons, such as less income, limited support, increased stress and conflicts, and difficulties in time management faced by single parents. Additionally, single parents are generally less involved with their children and have lower expectations for their academic achievements compared to two-parent households.

Involvement/Support: The study by Sapkota (2017) investigated the factors affecting the academic achievement of secondary level students in Nepal. The findings of the study revealed that family background and parental involvement significantly affected the academic achievement of students. In addition, the study found that the availability of study materials, facilities, and the quality of teachers also significantly impacted students' academic achievement. The study also found that

students' personal factors such as motivation, interest, and study habits played an important role in academic achievement. Furthermore, the study revealed that school-related factors such as school environment, discipline, and teacher-student relationship had a significant impact on students' academic achievement. Overall, the study suggested that a combination of personal, family-related, and school-related factors affected the academic achievement of secondary level students in Nepal.

One study conducted in Pakistan found that factors such as family background, parental education, socio-economic status, and peer pressure significantly affected the academic performance of students (Ali et al., 2020). Another study conducted in India found that factors such as study habits, motivation, parental involvement, and teacher quality were significant predictors of academic performance (Singh & Singh, 2021).

Teachers Factors

Qualification: The research paper by Adediwura and Tayo (2007) highlights the importance of teacher qualifications and experience in predicting academic achievement in secondary school mathematics. The study found that teachers with higher educational qualifications and more teaching experience tend to be more effective in improving their students' academic performance. Furthermore, students' perception of their teachers' qualifications and experience also plays a significant role in their academic achievement in mathematics. Students who perceive their teachers to be more qualified and experienced tend to perform better in the subject. The study also shows that there is a positive relationship between teachers' educational qualifications and teaching experience, with more qualified teachers also tending to have more teaching experience. Overall, the findings emphasize the critical role of teacher qualifications and experience, as well as student perception, in improving academic achievement in mathematics.

Thapa and Sharma (2019) found that the quality of education in rural Nepal is poor due to a lack of resources, poor infrastructure, and inadequate teacher training. The study demonstrated that government policies related to education funding, teacher training, and curriculum significantly impact the academic performance of students in rural areas. Schools with better infrastructure and facilities had higher academic performance, and teachers who had undergone training and professional development

programs were more effective. The study recommends that the government should focus on providing adequate resources, improving infrastructure, and implementing effective policies to improve the quality of education in rural Nepal.

Trainings: Vizeshfir and Torabizadeh (2018) conducted a study in Iran to investigate the impact of teacher effectiveness on student achievement in high schools. The study revealed that there is a significant positive correlation between teacher effectiveness and student achievement. Effective teachers were found to possess the skills to create an environment that promotes active learning, critical thinking, problem-solving, and independent learning. These teachers were also able to effectively manage classroom behavior, provide timely and constructive feedback, and create a positive and supportive learning environment. The study suggests that investing in teacher training and development is crucial for improving student outcomes in high schools.

The influence of teachers and the examination board is also significant. The quality of teaching and the professional development of teachers are pivotal in enhancing student learning outcomes. The study emphasizes that teachers in Nepal often lack adequate training and professional development opportunities, which affects their ability to deliver effective instruction. Moreover, the examination boards' emphasis on standardized testing constrains teachers to teach to the test, limiting their ability to adopt more innovative and student-centered teaching methods. Therefore, improving teacher training and revising the examination system to focus on broader learning outcomes are essential policy priorities for enhancing student performance in Nepal (Dundar, Béteille, Riboud, & Deolalikar, 2014).

It is necessary to present the role of the teacher as the bearer of change. For that, it is essential that they are skilled and trained. Training should teach teachers about the role of facilitator as well as how to deal with students so that they can treat students equally and provide psychological and therapeutic teaching (UNICEF 1993).

Motivation: Ahmed and Wias (2012) found that there are several reasons behind the low academic performance of high school students from both teachers and students' perspectives. One of the main reasons is the increasing number of distractions around students, such as mobile phones, social media, and other forms of entertainment, which consume students' time and divert their attention away from studying. Another

reason is the low motivation of students towards learning, as many students feel disengaged and uninspired by the learning process. Furthermore, the lack of parental involvement and supervision can also contribute to low academic performance, as parents may not be aware of their children's academic progress or may not provide the necessary support at home.

UNESCO (2004) stated that positive expectations from teachers towards their students have a motivational effect on students, whereas negative expectations have a detrimental impact on their morale. This highlights the importance of teachers having a positive attitude towards their students to create a conducive learning environment. A positive attitude can enhance students' self-esteem, improve their academic performance, and foster positive relationships between teachers and students.

Teacher's Availability: The study conducted by Ghimire and Dhakal (2017) investigated the factors affecting the academic performance of undergraduate students at Nepal Open University. The findings indicated that gender, age, educational background, and socio-economic status were not significant predictors of academic performance. However, factors such as prior academic achievement, time management skills, use of information technology, and interaction with teachers were found to have a significant impact on academic performance. In addition, the study found that the availability of learning resources and the quality of teaching also played a significant role in academic performance.

The study by Supovitz, Sirinides, and May (2010) investigates the influence of school leadership and peer networks on teaching and learning in schools. The authors argue that successful school leadership can have a positive impact on student achievement by influencing the quality of teaching and learning, involving different stakeholders, and creating a positive ethos and climate. They also found that peer networks can influence teacher collaboration and the sharing of effective instructional practices, which can also have a positive effect on student achievement. The authors suggest that policy and practice should focus on developing effective school leadership and facilitating teacher collaboration to improve student achievement. Overall, the study highlights the importance of leadership and peer networks in promoting effective teaching and learning in schools.

Board Examination related Factors

Backwash Effects: Anthony Somerset's work, particularly in collaboration with Paul Wasanga, focuses on the transformation of Kenya's examination system over three decades, emphasizing the backwash effect and the impact on pedagogy. The reform aimed to broaden the spectrum of cognitive skills assessed, integrating higher order thinking questions and introducing an examination feedback system to guide schools and teachers in improving learning outcomes. Despite initial improvements, the sustainability of these reforms has been mixed, with some initiatives like the examination newsletter enduring while others faded. The feedback mechanisms included both incentive and guidance components, intended to foster better educational practices. However, challenges such as professional workloads and the rise of private schooling have influenced the system's effectiveness, highlighting the complexity of maintaining equitable and high-quality educational assessments (Wasanga & Somerset, 2013).

Anthony Somerset discusses the challenges and implications of assessing educational quality. The 2010 Global Monitoring Report (GMR) takes a quantitative approach, focusing on test scores from international assessments like TIMSS and PISA, which do not necessarily reflect overall educational quality. Somerset argues that while input measures like pupil-to-teacher ratios are commonly used, they are poor proxies for quality, as the effective utilization of resources is crucial. He contrasts national examination systems with international assessments, noting that national exams, which are high-stakes and influence teaching directly, often suffer from lower quality and inadequate question design. These exams, though flawed, have a significant backwash effect on teaching practices. Improving the quality of national examinations could thus enhance educational outcomes in developing countries. Somerset emphasizes the need for a nuanced evaluation of educational quality that goes beyond simple quantitative metrics to incorporate broader educational goals and effective pedagogical processes (Somerset, 2011).

Examination System: The study conducted by by Halil Dundar, Tara Béteille, Michelle Riboud, and Anil Deolalikar (2014) provided an in-depth analysis of the examination and evaluation systems in South Asian countries, including Nepal. One of the major findings is that the examination system in Nepal is heavily focused on

rote learning and memorization rather than critical thinking and problem-solving skills. This system encourages students to prioritize short-term memorization over long-term understanding, which hampers their ability to apply knowledge in practical situations. Additionally, high-stakes examinations create significant pressure on students, often leading to anxiety and stress, which can negatively impact their overall academic performance and well-being.

Assessment Design: The study conducted by Barakat and Harzallah (2010) aimed to investigate the reasons for the low level of academic achievement in mathematics at Tulkarem schools. The researchers found that several factors contribute to this issue, including health problems, behavioral problems, lack of self-desire to study, lack of a sense of belonging to the school, and teachers' lack of knowledge of modern educational and psychological theories. The researchers emphasized the need to address these factors in order to improve the academic achievement of students in mathematics.

The assessment design study in India by Singh and Singh (2021) revealed critical determinants of academic performance among students. The researchers identified several significant predictors, including study habits, motivation, parental involvement, and teacher quality. Effective study habits and high motivation levels were directly correlated with improved academic outcomes. Additionally, parental involvement played a crucial role in providing the necessary support and environment for academic success. The quality of teachers, encompassing their instructional methods and engagement with students, was also a key factor influencing performance. These findings underscore the multifaceted nature of academic achievement, highlighting the need for comprehensive strategies in assessment design that consider these diverse elements.

Teaching to the test: The study by Bray (2013) explored the benefits and tensions associated with private supplementary tutoring, or "shadow education," for students in Hong Kong. The findings suggest that shadow education is widespread in Hong Kong and serves a variety of purposes, including remedial education, exam preparation, and English language instruction. Private tutoring can have positive effects on student achievement, particularly for those who are struggling in school, and can also help students gain admission to prestigious schools and universities. However, the study

also found that shadow education can exacerbate social inequalities and create stress and anxiety for students, particularly those from disadvantaged backgrounds. The study concludes by calling for a more balanced approach to education that addresses the root causes of educational inequality and provides greater support for struggling students.

The phenomenon of "teaching to the test" has been observed to have nuanced implications for student outcomes, particularly concerning implicit biases. While teachers do not directly discriminate against students on the basis of caste and community, they may be discriminating indirectly. They expect students' academic achievement based on their gender, social and ethnic identity, and their language and culture. Positive expectations placed on students motivate them, while negative expectations reduce morale (UNESCO, 2004).

Socio-economic Factors: The study conducted by Pedrosa, Dachs, Maia, and Andrade (2006) examined the impact of educational and socio-economic backgrounds on academic performance among graduates of a Brazilian research university. The study found that students who came from more privileged educational and socio-economic backgrounds tended to perform better academically than those from less privileged backgrounds. However, the study also found that affirmative action programs, which aimed to increase access to higher education for students from less privileged backgrounds, had a positive impact on academic performance among those students. The study suggests that affirmative action programs can help to reduce inequalities in access to higher education and improve academic performance among underprivileged students.

School's Factors: The study by Crosnoe, Johnson, and Elder (2004) suggests that school sector (public or private) and class size are important components of schools that can affect academic achievement. Private schools, with better funding and smaller class sizes, tend to have higher academic performance and more access to resources such as computers, which can enhance academic achievement. Smaller class sizes create more intimate settings and increase teacher-student bonding, which also has a positive effect on student success. Additionally, the study highlights the importance of school climate, defined as the general atmosphere of a school, and the

role of trust between students and teachers in student motivation and academic performance.

2.3 Theoretical Review

2.2.1 Cultural Capital Theory: Cultural capital theory is developed by Pierre Bourdieu that focuses on the role of cultural knowledge, skills, and education in shaping social inequality. The theory of cultural capital emphasizes the importance of education and cultural knowledge in shaping social inequality, and it highlights the ways in which these forms of capital are used to maintain and reinforce existing social hierarchies. According to Bourdieu, cultural capital can be used to gain access to prestigious occupations and social networks, and to establish and maintain social status and power (Bourdieu, 1986).

Bourdieu's cultural capital theory has been widely influential in the fields of sociology, education, and cultural studies. It provides a valuable perspective on the relationship between culture, education, and social inequality, and it helps to shed light on the ways in which cultural and educational factors shape individual and collective experiences and outcomes.

Overall, cultural capital theory provides a useful framework for understanding the role of culture and education in shaping social inequality, and for exploring the ways in which cultural and educational capital are used to maintain and reinforce existing power relations.

2.4 Research Gaps

Various scholars have identified factors that can affect academic performance, and all those factors can be categorized into within school, out of school and community factors. However, there is still a lack of effective research on the low academic performance of students in the Tamang community in Nepal, despite other studies on the topic nationally and globally. A study on the role of prevalence of annual board examination and backwash effects, parent and teacher level factors affecting academic performance among secondary level students in the Tamang community is needed.

The Local Human Development Report 2019 of Province No. 3 Nepal shows that Dupcheshwor Rural Municipality in Nuwakot district has poor education indicators, with low scores in Human Development Index, Mean Years of Schooling, and Adult Literacy Rate. An effective study on the factors contributing to low academic performance in the Tamang community can help stakeholders identify the root causes and take appropriate action to address the issue. This study aims to fill the research gap by exploring the various factors that affect academic performance and their impacts on Nepalese society, with a focus on the Tamang community in rural Nepal.

CHAPTER III

METHODOLOGY

3.1 Research design

The topic of "Role of Family Background, Teachers, and Board Examinations on Students' Academic Performance" is a complex and broad area of research that requires a comprehensive analysis of multiple factors. To address this, a mixed-methods approach was employed, integrating both qualitative and quantitative data collection and analysis techniques. The research involved gathering data from various sources, including interviews with students, teachers, and parents, focus group discussions with teachers and students, classroom and social, cultural, and religious practices observations, and analysis of academic records. This multifaceted approach enabled a thorough exploration of the intricate relationships between annual board examinations, teacher influences, parental involvement, and the academic performance of secondary-level students (SEE). By leveraging diverse data sources and methodologies, the study aimed to provide a holistic understanding of the factors shaping educational outcomes, thereby offering valuable insights for educators, policymakers, and stakeholders.

In this research, information was collected from 65 individuals (20 students, 20 teachers, 20 parents, and 20 key informants) categorized by gender, role, school, and address. Among the participants, 20 were parents (9 females, 11 males) from various addresses such as Bolgaun, Hung, Odare, Pangar, Singban, and Sano Odare. Key Informants (KII) included 5 individuals (1 female, 4 males) holding roles such as Chairperson, Former Vice Chairperson, Ward Chairperson, and SMC Chairperson from Maple Secondary School and Saraswati Secondary School. The dataset also included 20 teachers (4 females, 16 males) from schools like Birendra SS, Golphu SS, Mahadev SS, Maple SS, Rukmani SS, and Saraswati SS. Lastly, 20 students (12 females, 8 males) were recorded from Maple SS, Birendra SS, and Saraswati SS. This dataset offers a comprehensive overview of the individuals involved in various educational and administrative capacities, highlighting a diverse mix of genders, locations, and schools.

Qualitative research methods were used to analyze the qualitative information that came from interviews and FGDs. On the other hand, I used quantitative research methods to analyze secondary quantitative data, such as the results of students, number of teachers, family size, household income, walking distance to school, and the data that came from surveys.

The study incorporated both qualitative and quantitative research methods. Qualitative research methods were used to analyze the qualitative data that came from interviews and focus group discussions (FGDs). On the other hand, quantitative research methods were used to analyze secondary quantitative data, such as student performance records, the number of teachers available, the time taken to go to school, family income, family size, working hours, and study hours. This helped gain an understanding of underlying reasons, opinions, and motivations. It provided insights into the problem and helped develop ideas or hypotheses for potential quantitative research. It was also used to uncover trends in thought and opinions and to dive deeper into the problem. Qualitative data collection methods varied, using unstructured or semi-structured techniques. Some common methods included individual interviews and focus group discussions.

Quantitative research helped quantify the problem by generating numerical data or data that could be transformed into usable statistics. It was used to quantify attitudes, opinions, behaviors, and other defined variables, and to generalize results from a larger sample population. Quantitative research used measurable data to formulate facts and uncover patterns in research.

3.2 Rationale of site selection

Dupcheshwor Rural Municipality, ward no 2, Nuwakot district has been identified as the research area due to the predominant presence of the Tamang community for a considerable period of time. An extensive review of the academic performance of students belonging to this community indicates consistently low performance on the Secondary Education Examination (SEE) and a high dropout rate from SEE to the

intermediate level of education⁹. Therefore, this particular ward has been selected as the study area.

3.3 Population and sampling

To carry out the research, stratified sampling, a probability sampling technique, was used. Initially, the target population was categorized into groups such as Tamangs and non-Tamangs. The population was further divided into subgroups like male and female, teachers, parents, and students. From these groups, 20 students, 20 teachers, 20 parents, and 5 key informants were selected from the research area. Interviews were conducted with individuals in these categories to achieve the aim of the study.

Next, the target respondents were stratified into different sub-groups based on age and sex. Proportionate stratified sampling was then used, ensuring that more than 90% of the respondents were from the Tamang community.

3.4 Nature and source of data

The proposed study utilized both primary and secondary data sources to investigate the research problem at hand. The primary data was the main focus of the study, and it was collected directly from the sample of targeted respondents; 20 teachers, 20 parents, 20 students and 5 key respondents through various research instruments such as interviews, focus group discussion and observation. The primary data was then analyzed to gain insights into the research problem and test the research hypotheses.

In addition to primary data, secondary data was also used as a source of reference for the study. These data sources included published and unpublished sources such as academic journals, government reports, and online databases. The secondary data was utilized to provide background information on the research problem, establish the research context, and support the findings derived from the primary data analysis.

3.5 Data collection techniques

To gather data from the study area, a variety of methods were employed, including interviews, observation, and focus group discussions. These techniques allowed for a

⁹ Dupcheshwor Rural Municipality. (2076). Village Profile, Dupcheshwor Rural Municipality. Province no 3, Nepal.

comprehensive understanding of the subject matter and helped to ensure that a diverse range of perspectives were considered. By utilizing these methods, the study was able to obtain valuable information that could be analyzed and used to draw conclusions about the topic. Through careful planning and execution of these data collection techniques, the study achieved a thorough and accurate representation of the area under investigation.

Different types of techniques were used to collect the data from the study area, such as interviews, FGDs, and observations.

3.5.1 Interview

Sixty-five Structured and unstructured interviews were carried out during the time of the study. Mostly, structured interviews were conducted with respondents using specific questions related to the study. The interview was applied as the primary and most important tool of information. The respondents possessed the real ground information, and their own stories and experiences from a long time in the communities. A significant number of interviews provided a solid foundation for the fulfillment of the study's objectives. The firsthand information obtained from the interviews provided a good analytical background for the study.

3.5.2 Focus Group Discussion

Two Focus group discussions one with teachers and one with students were carried out to explore detailed information and gain deep insight. To understand things at a deeper level, the focus group discussion method was applied as an effective tool to meet the aim of the study. FGDs were used as a supplementary tool for information collection. This approach was useful for discovering the collective views of the targeted communities regarding the subject matter raised by the study. It also supported the researcher in identifying any serious deviations in the opinions of respondents compared to the interviews and helped to further validate the information collected from other sources.

3.5.3 Observation

As per the nature of the study, observation of the activities like household work, participation in social, religious, and cultural practices like Ghewa, Chhewar etc. that may affect the academic performance of the students was examined and verified the information related to the study. I visited the locations of the targeted communities and observed their regular activities to ensure conformity with the data collected from the interviews with the respondents. Observation was helpful in verifying some of the key information related to the study.

3.6 Data presentation and interpretation

Bar diagrams and pie charts were prepared using the data collected from the respondents in the study area. Data were collected by conducting FGDs, interviews, and observations, incorporating all characteristics such as academic performance, parental education, backwash effects, etc. The information was further grouped and sub-grouped as per the requirements of the study. Various statistical charts, such as pie charts and tables, were used to depict the data collected during the study.

3.7 Limitation of the study

The study was conducted in Dupcheshwor Rural Municipality, Ward No. 2 of Nuwakot District, where three secondary schools; Maple, Birendra, and Saraswati, are located, and it was limited to a specific Tamang community residing in Ward No. 2. The research sample included 20 teachers, 20 parents, 20 students, and 5 key informants. The study focused on backwash effects and parent and teacher-related factors that affect the academic performance of students in the Tamang community residing in the study area.

CHAPTER IV

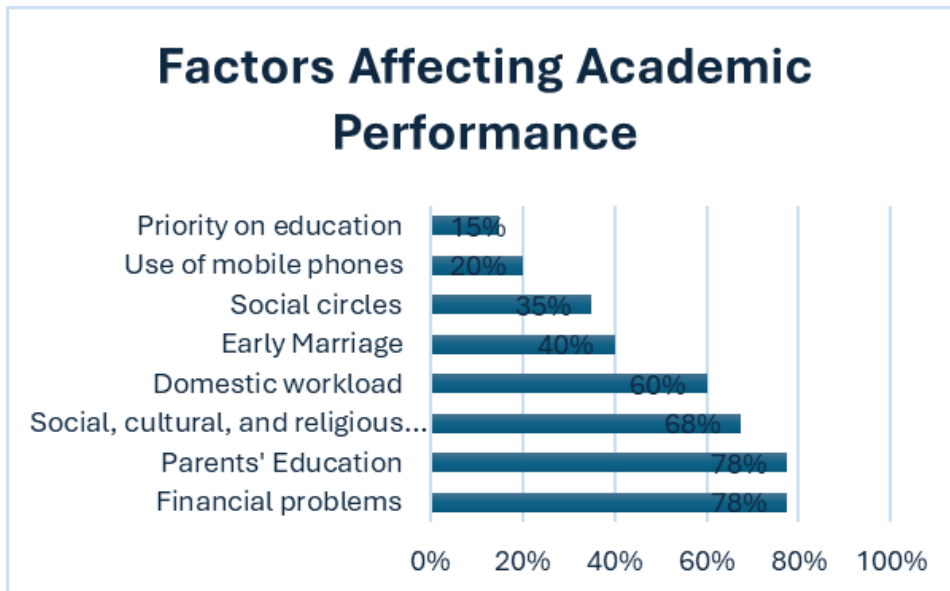
Synergizing Family and School Environments: Strategies for Enhancing Academic Performance

4.1. Impact of Family Environment on Academic Performance

The family environment plays a crucial role in the betterment of academic performance, encompassing factors such as family size, parents' education level, parental support for education, working and study hours, and financial status. In this research, 65 interviews were conducted with students, teachers, parents, and key informants, focusing on how family environment factors affect students' academic performance. Here, I discuss the findings related to these family factors and their impact on academic success.

4.1.1 Factors Affecting Academic Performance of Students

Figure 4. 1 *Factors Affecting Academic Performance*

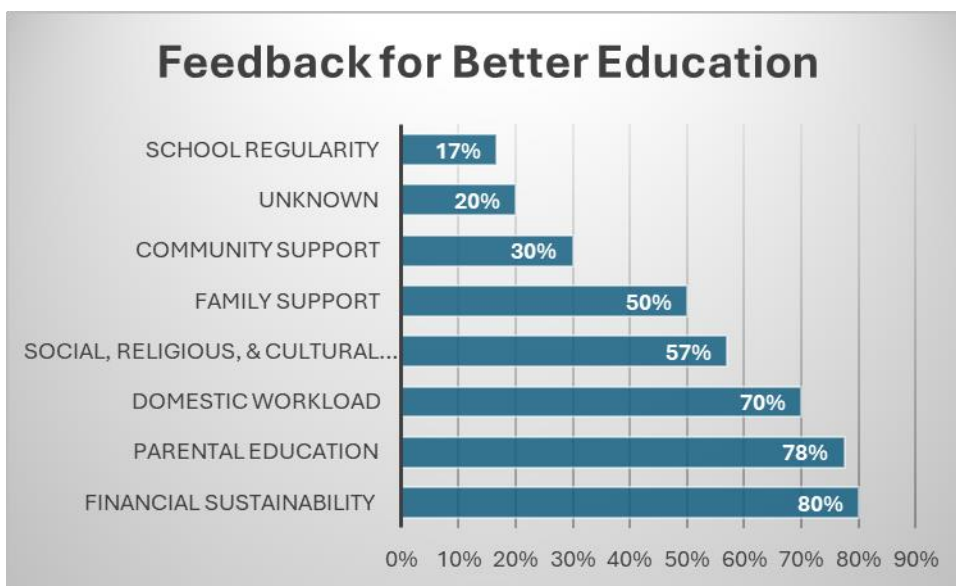


The analysis of the data reveals that financial problems (78%) and parents' education (78%) are viewed as the most significant factors affecting academic performance by parents, teachers, students, and key informants. In contrast, priority on education

(15%) and use of mobile phones (20%) are considered the least critical. Other notable factors include social, cultural, and religious factors (68%), domestic workload (60%), early marriage (40%), and social circles (35%), which are recognized as influencing academic performance. Overall, financial and educational backgrounds are prioritized as the primary concerns, while direct prioritization of education and mobile phone usage are seen as less impactful.

4.1.2 Feedback for better academic Performance

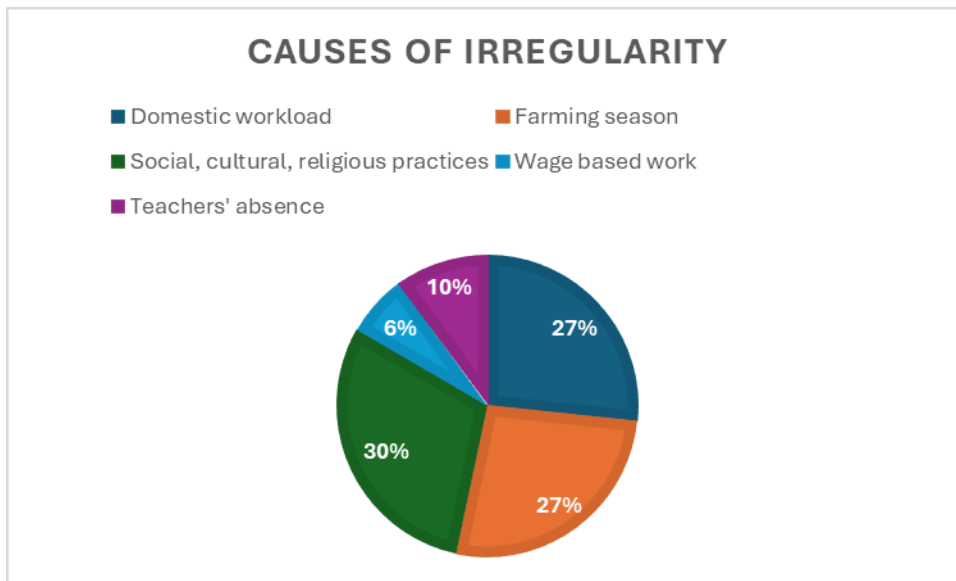
Figure 4. 2 *Factors Affecting Academic Performance*



The analysis of the data reveals the average percentage of parents, teachers, students, and key informants who view and prioritize various factors for better education. Financial sustainability (80%) is seen as the most significant factor, closely followed by parental education (78%). Less domestic workload (70%) and social, religious, and cultural practices (57%) are also highly prioritized, indicating their substantial impact on educational improvement. Family support (50%) is moderately prioritized, while community support (30%) and (20%) parents are not clear about better education. School regularity (17%) has the lowest priority, suggesting it is viewed as the least influential factor for enhancing education. Overall, financial stability and parental involvement are deemed most crucial, while community support and regular attendance are seen as less significant.

4.1.3 Causes of irregularity in the classroom

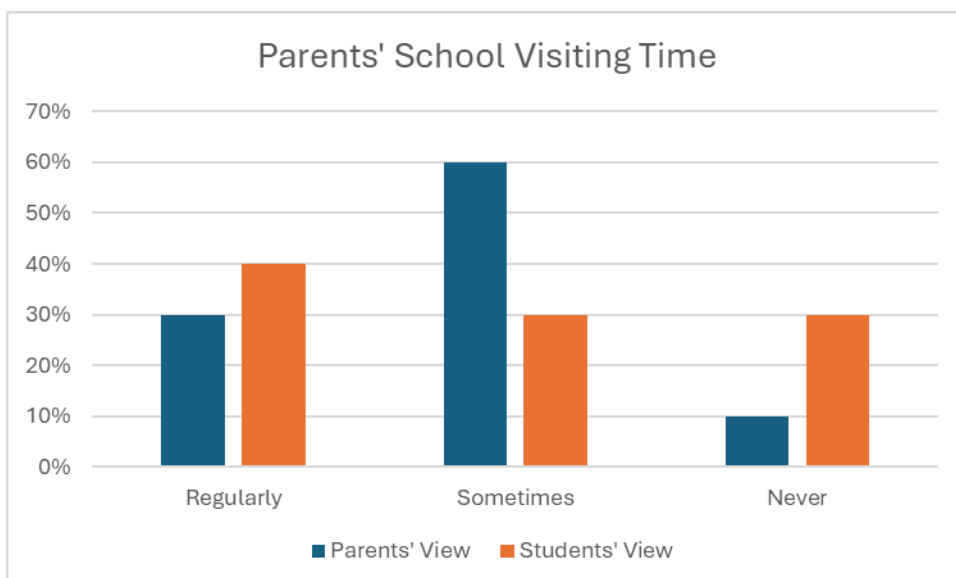
Figure 4. 3 Causes of irregularity



The data on the causes of irregular attendance among students highlights several significant factors. Social, cultural, and religious practices are the most prevalent cause, affecting 30% of students. However, wage-based work affects only 6% of students, showing that economic activities also play a role in disrupting regular school attendance. Addressing these issues requires targeted interventions to mitigate the impact of social, cultural and religious practices.

4.1.4 Parental Visits to School for Student Education

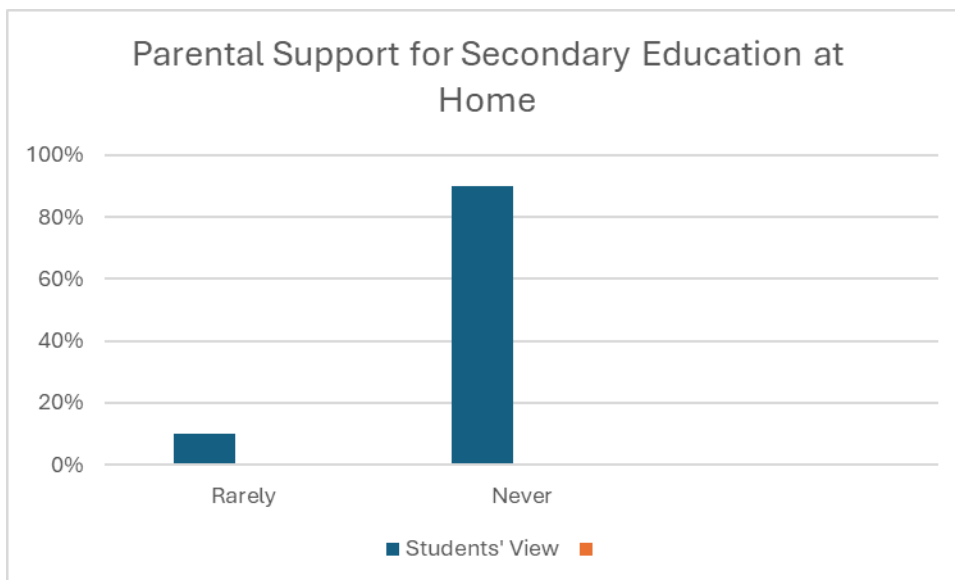
Figure 4. 4 Parental visits to school for student education



The data reveals a discrepancy between parents' and students' perceptions of parental visits to school. While 30% of parents claim they visit regularly, 40% of students claim this. Conversely, 60% of parents report visiting sometimes, whereas only 30% of students agree. Additionally, 10% of parents state they never visit, contrasting with 30% of students who perceive no parental visits. This discrepancy suggests a gap in communication or differing definitions of what constitutes regular or occasional visits between parents and students. Improving parental engagement and clear communication about visit frequency could help align these perceptions.

4.1.5 Parental Support for Secondary Education at Home

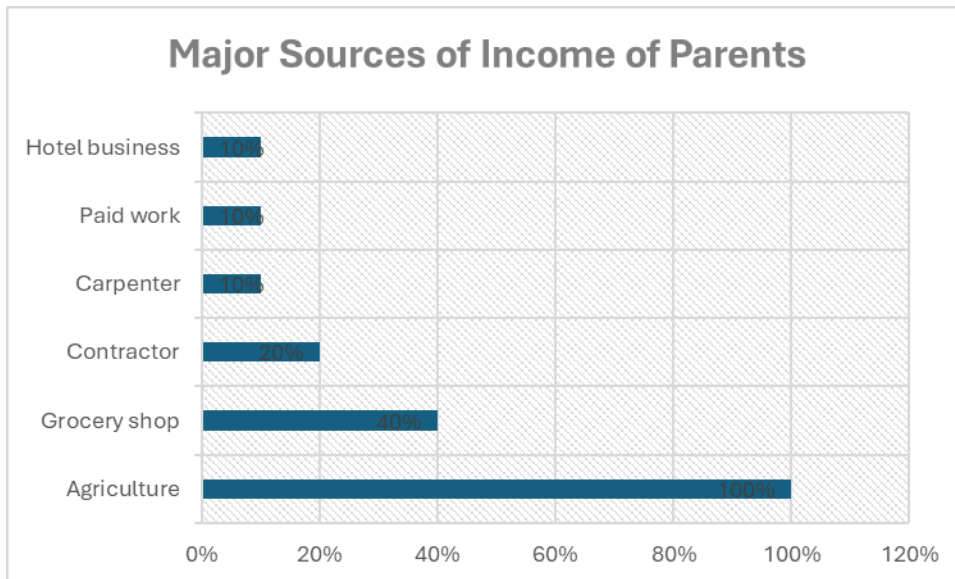
Figure 4.5 Parental Support for Secondary Education at Home



The data indicates a significant divergence in perceptions of parental support for secondary education at home. No parents or students report regular support (0%). While 90% of parents believe they rarely assist, only 10% of students agree with this. Conversely, 10% of parents claim they never help, in stark contrast to 90% of students who feel they receive no support. This disparity highlights a potential issue where parents may overestimate their involvement, or students may not recognize the support provided. Addressing this gap requires improved communication and understanding of the specific needs and expectations regarding academic support at home.

4.1.6 Source of income of parents

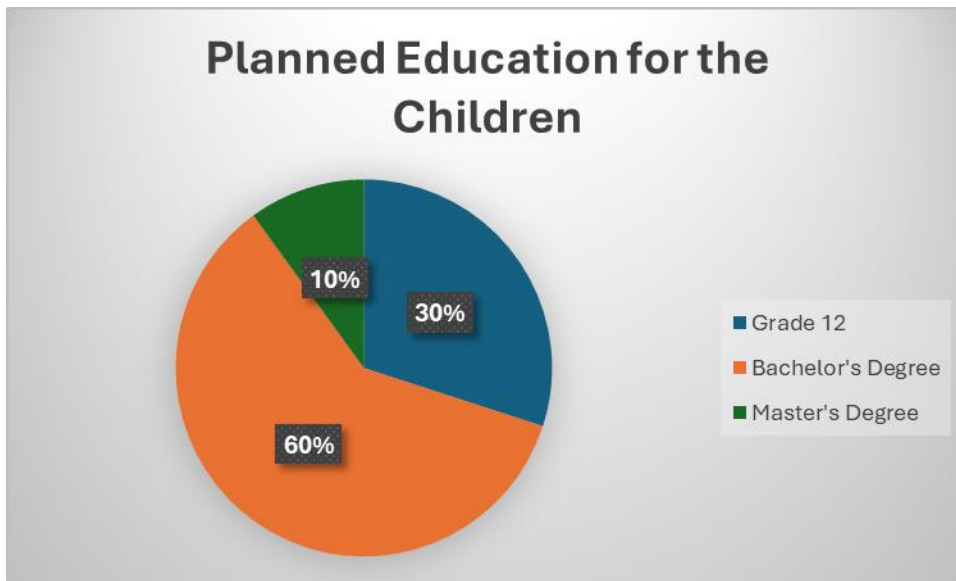
Figure 4. 6 Source of income of parents



The data indicates that agriculture is the predominant source of income for parents, with 100% of the families relying on it. Grocery shops are the next most common source, contributing to the income of 40% of families. Other sources of income include contracting work (20%), carpentry (10%), paid work (10%), and hotel business (10%). This suggests a high dependence on agriculture among the families, with a few diversifying into other small-scale businesses and trades. The dependency on agriculture emphasizes the importance of this sector for the families' livelihoods, while the presence of other income sources highlights some degree of economic diversification.

4.1.7 Planned Education for the children

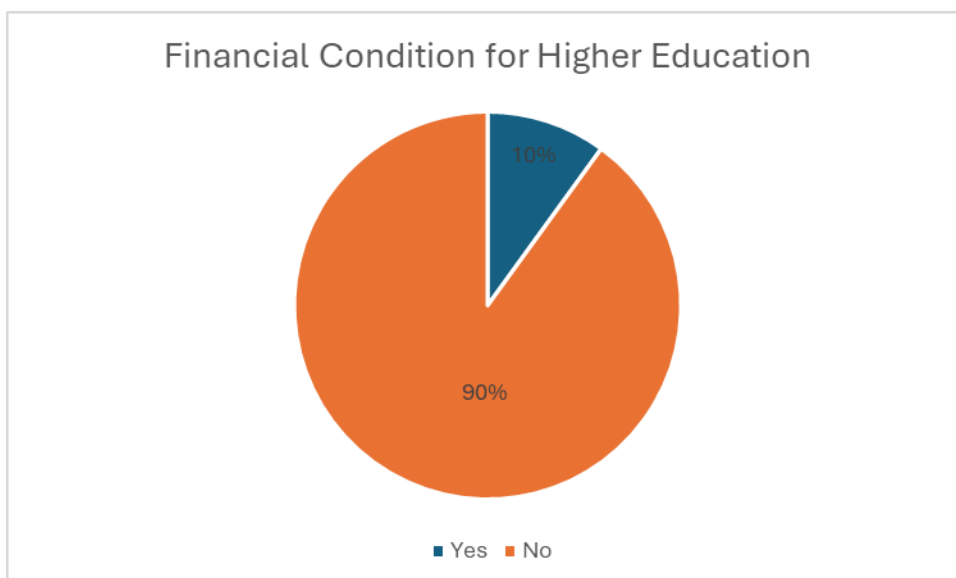
Figure 4. 7 Planned education for the children



The data on planned education for children shows that a significant majority of parents (60%) aim for their children to achieve a bachelor’s degree. This is followed by 30% of parents who plan for their children to complete up to Grade 12. Only a small fraction, 10%, intend for their children to pursue a master’s degree. This indicates a strong preference towards higher education, with the majority of parents focusing on obtaining a bachelor’s degree as the key educational milestone for their children. The focus on higher education shows that it is important for future opportunities and success.

4.1.8 Financial Challenge for Higher Education

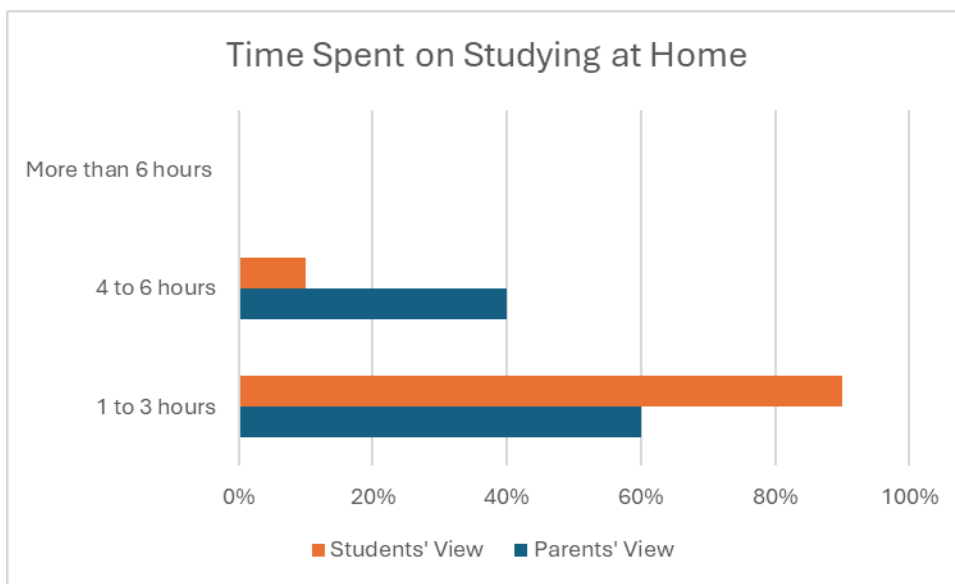
Figure 4. 8 *Availability to support higher education*



The data indicates a significant financial challenge for students seeking higher education support from their parents. A substantial majority, 90 %, reported that their parents cannot provide the necessary financial support for their higher education. In contrast, only 10 % of students indicated that they receive financial support from their parents. This majority underscores the urgent need for external financial assistance programs to support students in pursuing higher education.

4.1.9 Time Spent on Studying at Home

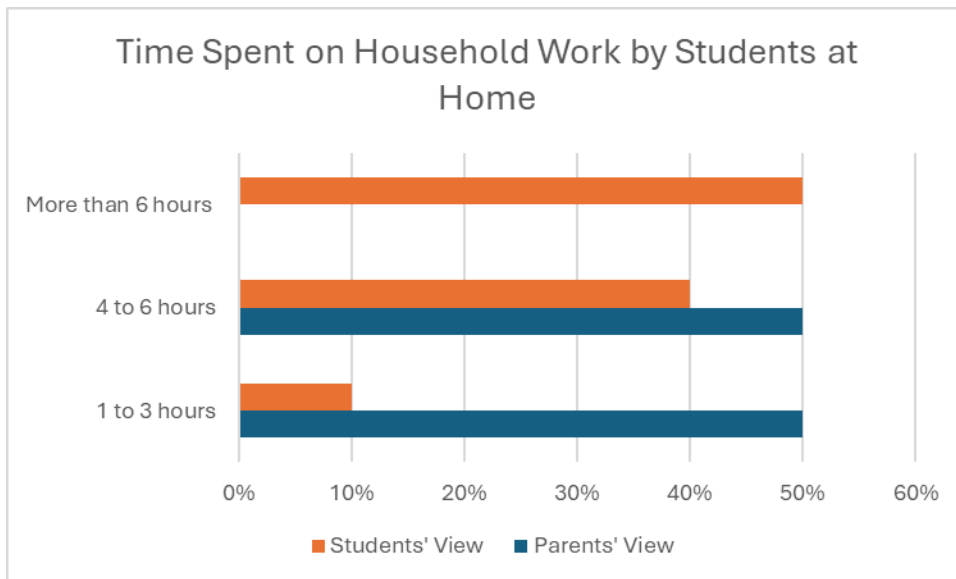
Figure 4. 9 *Time Spent on Studying at Home*



The data reflects a discrepancy between parents' and students' perceptions of time spent studying at home. Most of parents (60%) believe their children study for 1 to 3 hours daily, whereas 90% of students report this duration. Meanwhile, 40% of parents think their children study for 4 to 6 hours, but only 10% of students agree. Neither group reports studying for more than 6 hours. This indicates that parents may overestimate the time their children dedicate to studying, highlighting a need for better alignment and understanding of actual study habits to ensure effective academic support at home.

4.1.10 Time Spent on Household Work by Students at Home

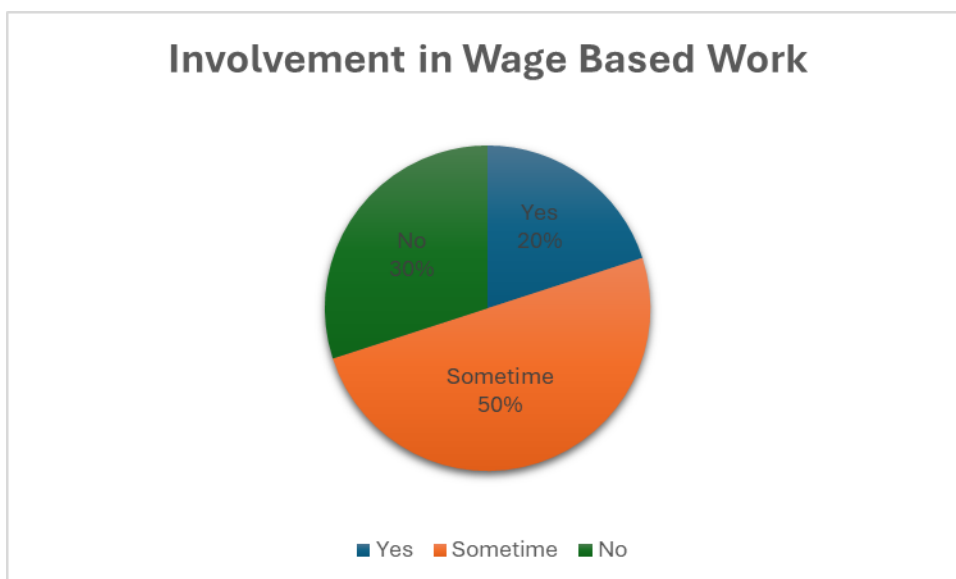
Figure 4. 10 *Time Spent on Household Work*



The data reveals a significant disparity between parents' and students' views on the time students spend on household work. While 50% of parents believe their children spend 1 to 3 hours on chores, only 10% of students agree. Conversely, 50% of parents estimate 4 to 6 hours, aligning more closely with 40% of students. Notably, 50% of students report spending more than 6 hours on household work, a view not shared by any parents. This indicates that students may be burdened with more domestic responsibilities than parents recognize, suggesting a need for better communication and a balanced allocation of household tasks to support students' educational needs.

4.1.11 Students' Involvement in Wage-based work

Figure 4. 11 *Involvement in wage-based work*



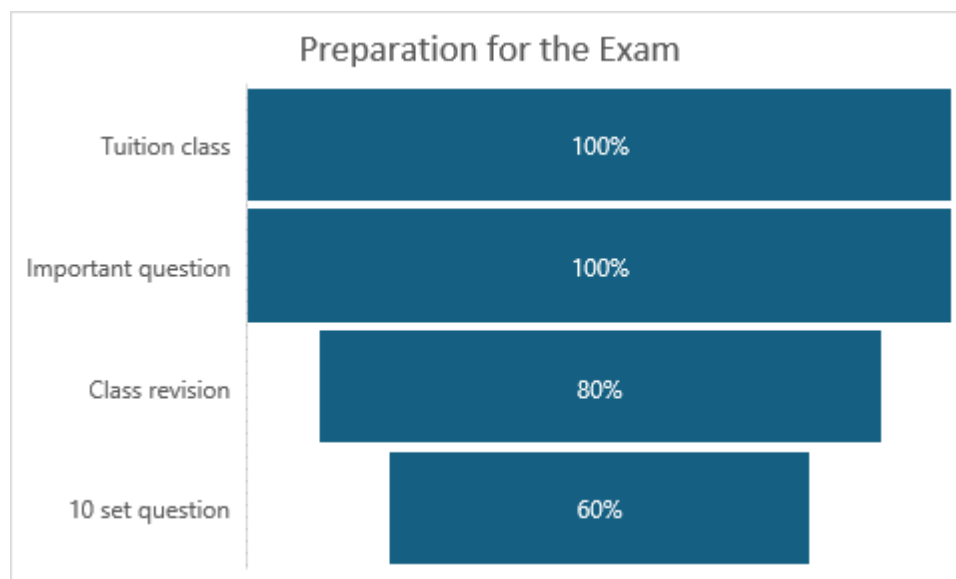
The data indicates that 50 % of students sometimes engage in wage-based work for money. Meanwhile, only 20 % regularly do. This suggests that half of the students are occasionally involved in earning money, potentially to support their financial needs or education costs. The relatively high percentage of students sometimes engaging in such work points to economic pressures that influence their participation in wage-based activities. Addressing these economic challenges could help students focus more on their studies and less on earning money.

4.2. The School Environment: Board Examinations and Teachers

The school environment, particularly the role of teachers and exam boards, significantly influences academic performance. Students spend approximately six hours daily at school, engaging in the learning process and having their learnings assessed by examination boards. Consequently, academic performance is directly linked to and affected by factors such as the number of teachers, their experience and qualifications, teaching methods, and available resources like libraries, science labs, and computer labs, as well as the patterns of exam questions. This research involved 65 interviews with students, teachers, parents, and key informants to examine how these environmental factors affect academic success. The findings and their implications for student achievement are discussed.

4.2.1 Preparation of exam:

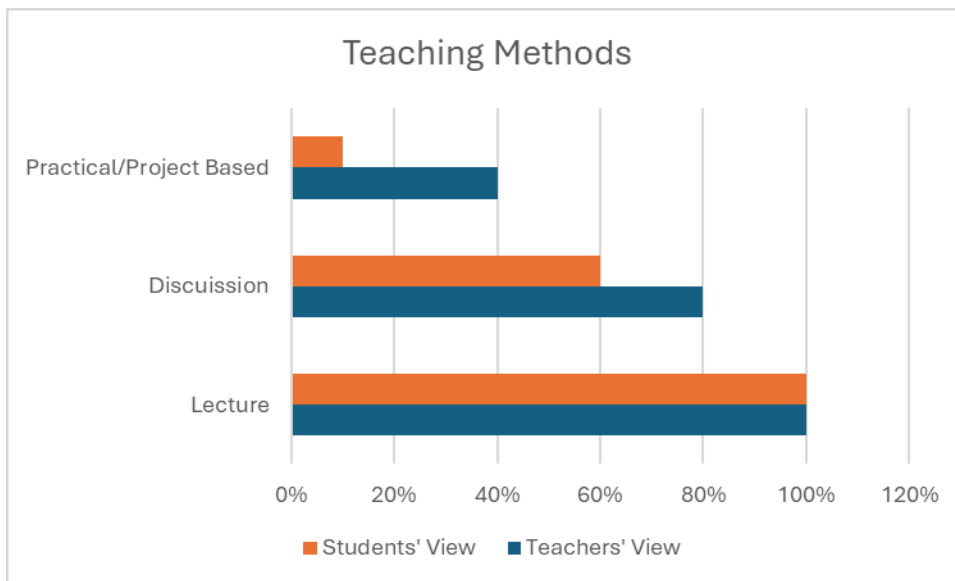
Figure 4. 12 Preparation of exam



During my visits and observations of three secondary schools, and interviews with 20 teachers from four schools, including Golphubhanjyang Secondary School near Birendra Secondary School, I gathered data on exam preparation practices. Additionally, I verified this data with 20 students. The findings reveal several common practices among teachers for preparing students for exams. Conducting tuition classes and facilitating discussions on important questions are universally practiced, with all respondents (100%) employing these methods. Regular class revision is also widely adopted, with 80% of respondents using it to help students retain key concepts. Practicing ten sets of questions, a method involving providing students with a variety of potential exam questions, is utilized by 60% of respondents. While this approach aids students in achieving good marks, it may limit their creativity and deep understanding of the subject matter.

4.2.1 Teaching Methods

Figure 4. 13 *Teaching Methods*



Lecture Method: Both teachers and students unanimously report the frequent use of the lecture method, with 100% agreement from both groups. This indicates that traditional lecturing is the primary method employed in the classroom.

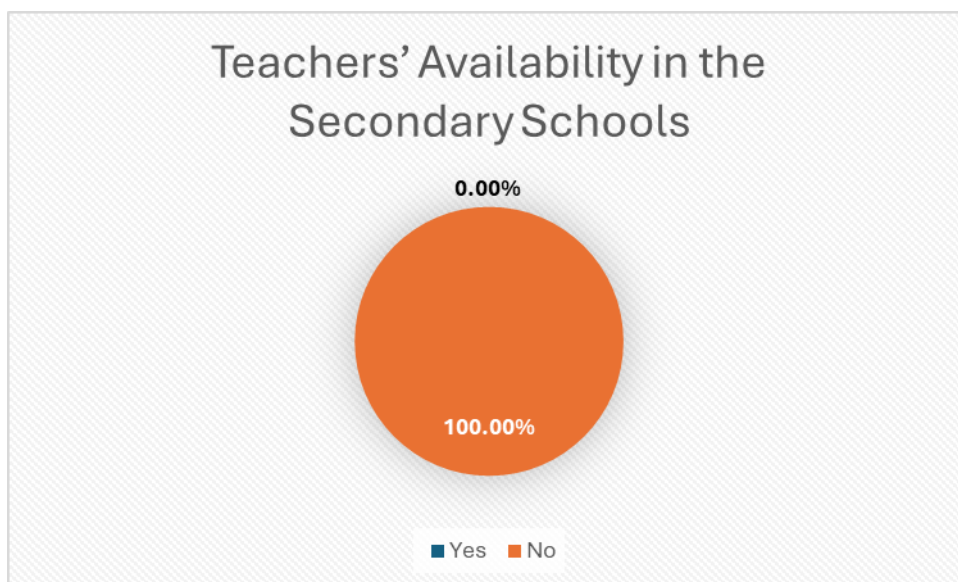
Discussion and Interactive Learning: There is a notable difference in the reported use of discussion-based learning, with 80% of teachers indicating its use compared to

60% of students. This suggests that while teachers incorporate discussions in their teaching, a significant portion of students may not perceive it as being used as often.

Practical/Project-Based Learning: Practical or project-based learning shows the greatest disparity, with 40% of teachers reporting its use compared to only 10% of students. This highlights a significant gap in perceptions, indicating that practical methods are less frequently utilized or recognized by students in the classroom. Improving the integration and visibility of hands-on learning experiences could help bridge this gap.

4.2.2 Teachers' availability in schools

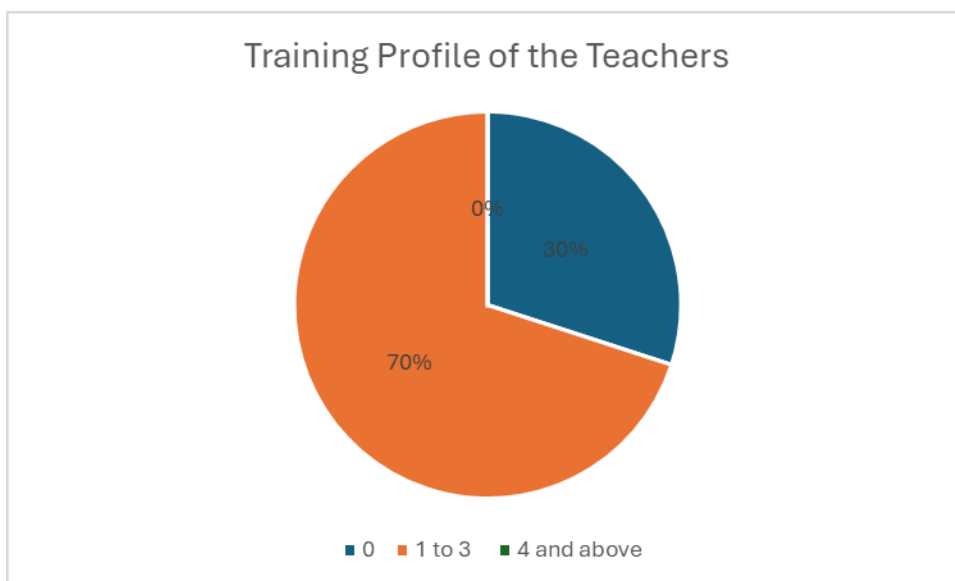
Figure 4. 14 *Teachers' availability in schools*



The data indicates a unanimous consensus among respondents that their school lacks the required teachers, with 100% stating "No" when asked if there are enough teachers. This finding underscores a critical issue in the school system, highlighting the urgent need for recruiting and retaining enough qualified teachers to meet the educational needs of the students. This shortage likely impacts the quality of education and students' academic performance, making it a top priority for intervention and improvement.

4.2.3 Teachers' Training

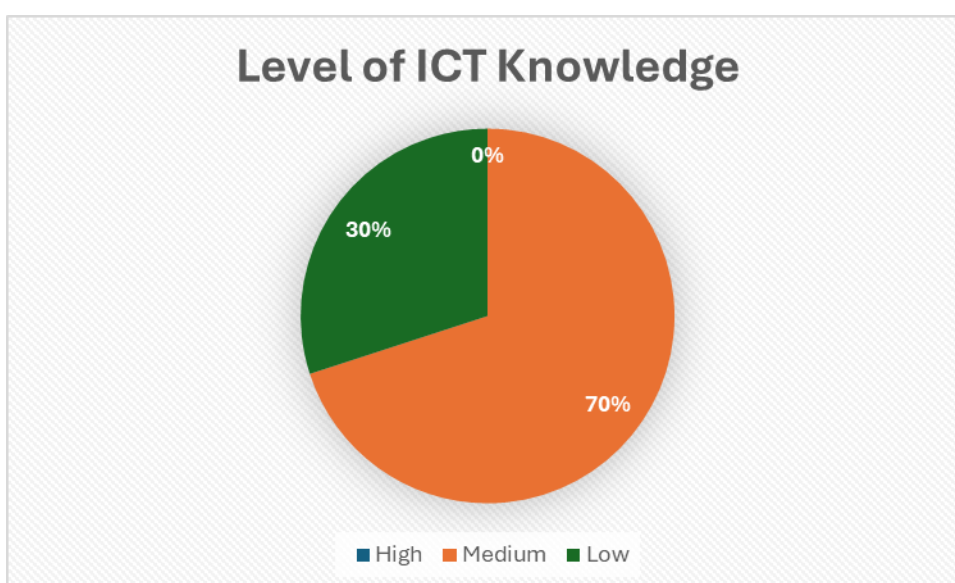
Figure 4. 15 *Teachers' Training*



The data on the number of trainings received by teachers indicates that 70 % of teachers have undergone 1 to 3 training sessions. In contrast, 30 % of teachers have not received any training at all. Notably, none of the teachers have received four or more training sessions. This suggests that while majority of teachers have some level of professional development, there is a significant portion with no training, and no teachers have advanced or extensive training. This highlights a potential area for improvement in the professional development of teachers to enhance the quality of education.

4.2.4 ICT knowledge with teachers

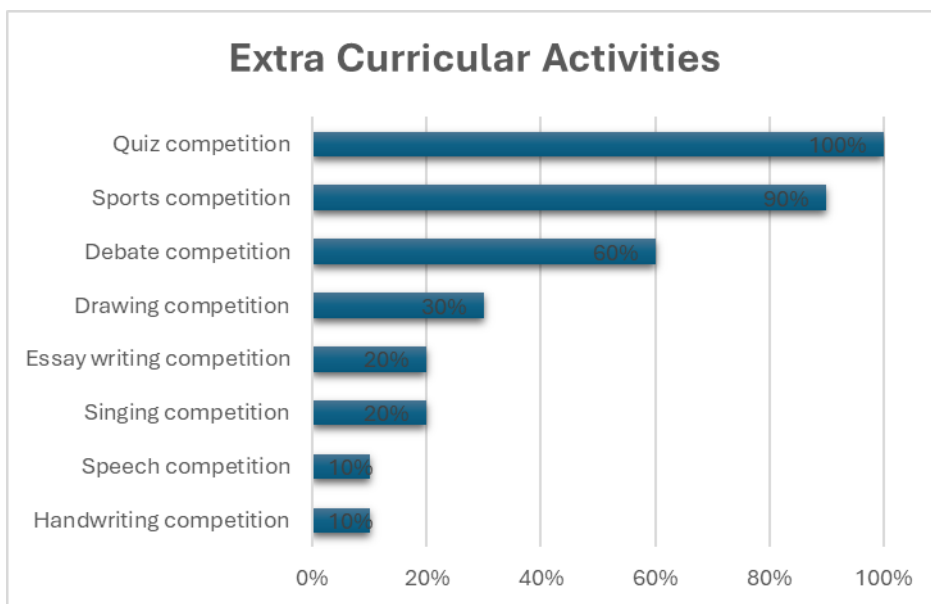
Figure 4. 16 *ICT Knowledge*



The data on ICT knowledge among teachers indicates that none of the respondents have a high level of ICT knowledge. A majority, 70%, have a medium level of ICT knowledge, suggesting a basic or moderate proficiency in information and communication technologies. Meanwhile, 30% of respondents have low ICT knowledge, indicating limited familiarity and skills with ICT. This highlights a need for further ICT training and education to enhance overall digital literacy and competency among the respondents, which is essential for adapting to modern educational and professional environments.

4.2.5 Extracurricular activities conducted by the school

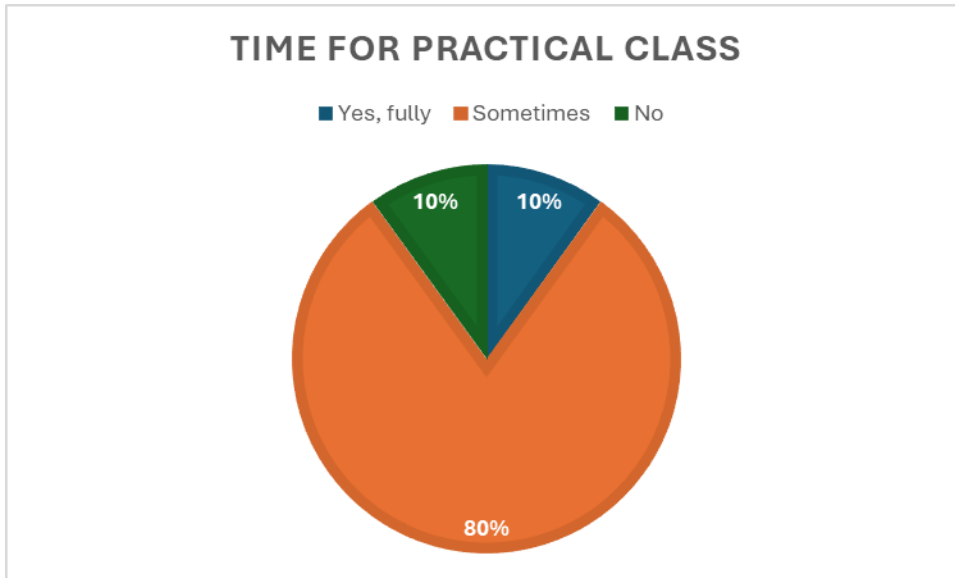
Figure 4. 17 *Extracurricular activities*



The data on extracurricular activities (ECAs) conducted by the school indicates a strong emphasis on certain types of activities. Quiz competitions are the most prevalent, carried out by 100% of the respondents' schools. Sports competitions are also very common, with 90% of schools organizing them. Debate competitions are conducted by 60% of schools, while drawing competitions are held by 30% of schools. Less common are singing competitions and essay writing competitions, each organized by 20% of schools. Handwriting and speech competitions are the least common, each being conducted by only 10% of schools.

4.2.6 Conducting practical classes

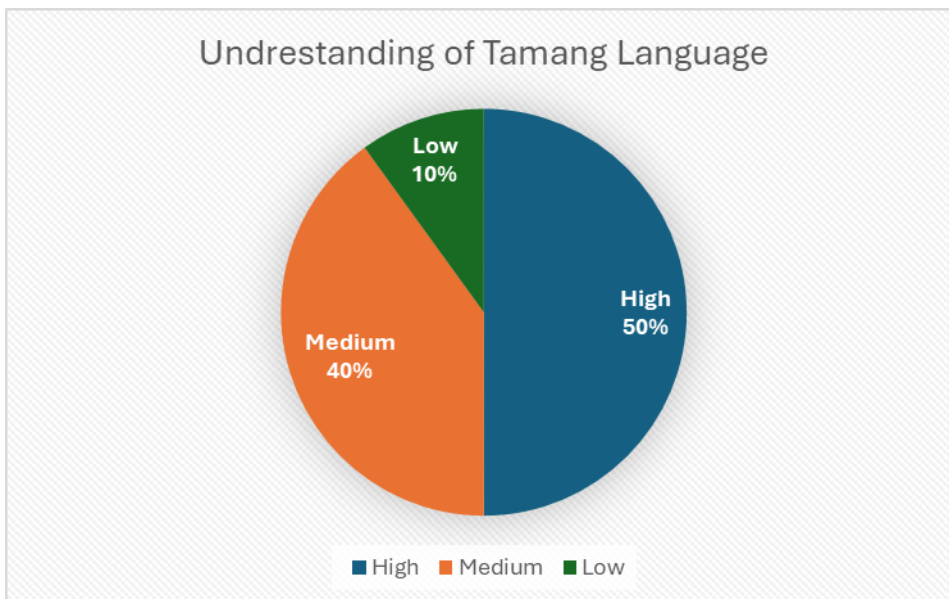
Figure 4. 18 *Conducting practical classes*



The data indicates that most teachers conduct practical classes only sometimes, with 80 % of respondents reporting this practice. Only 10 % of teachers fully conduct practical classes, suggesting that comprehensive hands-on learning experiences are rare. Another 10 % of teachers do not conduct practical classes because of insufficient time. This highlights a significant area for improvement in the implementation of practical learning methods to enhance students' understanding.

4.2.7 Proficiency in Tamang Language

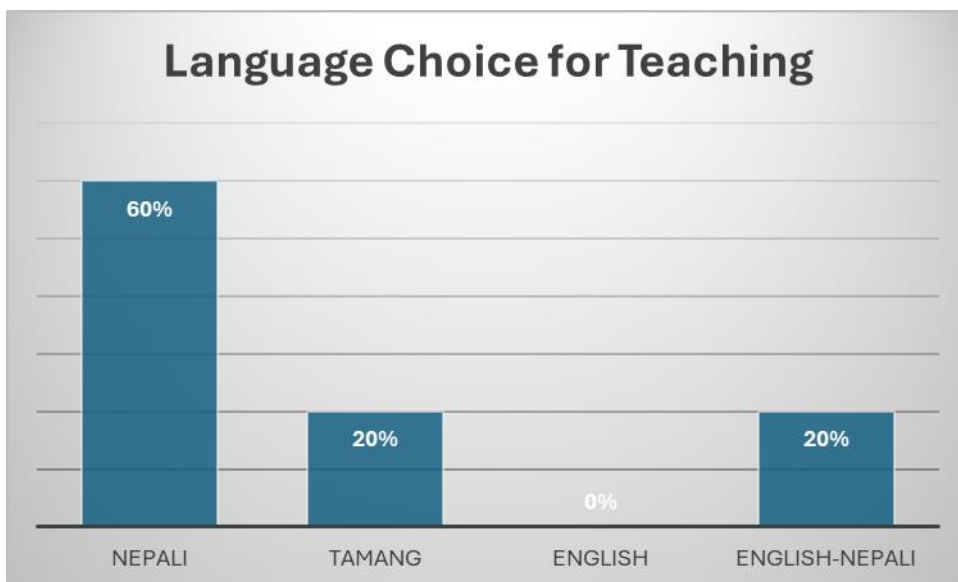
Figure 4. 19 *Proficiency in Tamang Language*



The data on teachers' proficiency in the Tamang language reveals that 50% of the respondents have a high level of proficiency. Meanwhile, 40% of the teachers have a medium level of proficiency, and only 10% have a low level of proficiency. This indicates that majority of the teachers possess a good understanding of the Tamang language, which can facilitate better communication and instructional delivery for students who speak this language. However, there remains a small percentage of teachers who may need additional support to improve their language skills to ensure effective teaching in Tamang community.

4.2.8 Language Choice for Teaching in the classroom

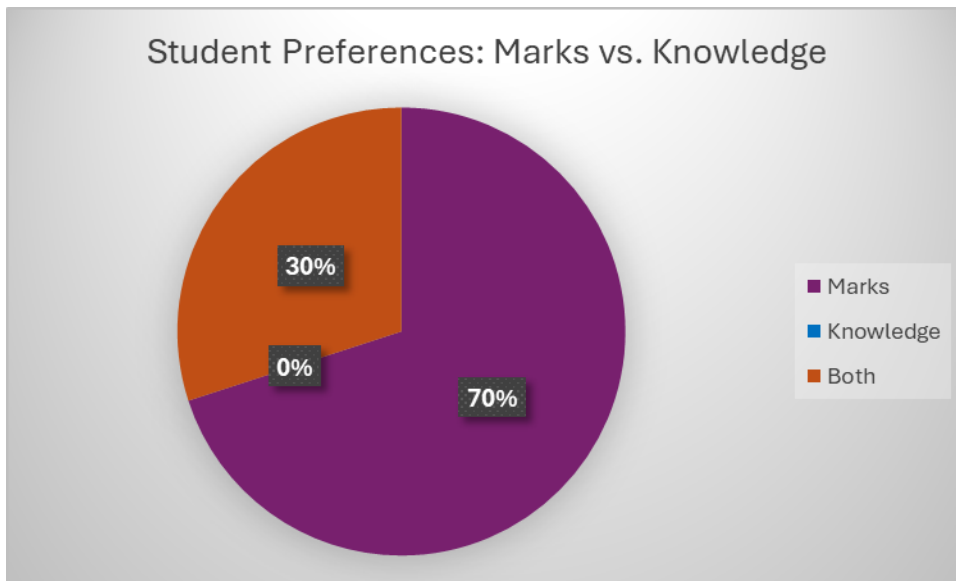
Figure 4. 20 *Language Choice for Teaching*



The data reveals that 60% students prefer Nepali, making it the dominant choice. Both Tamang and a combination of English Nepali are equally favored, each garnering 20% of the preferences. Interestingly, English alone is not chosen by any respondents, indicating a lack of preference or suitability for teaching purposes in this context.

4.2.9 Student Preferences: Marks vs. Knowledge

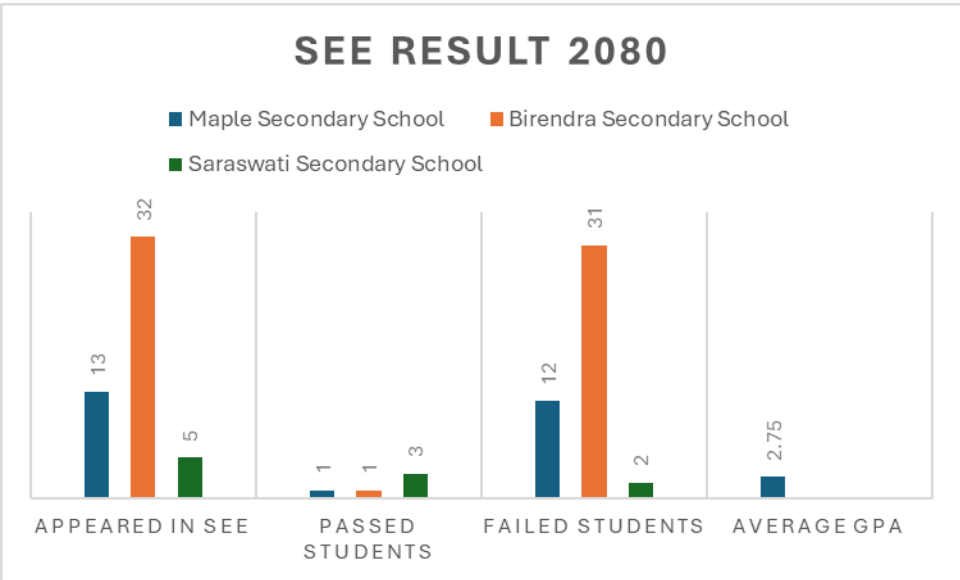
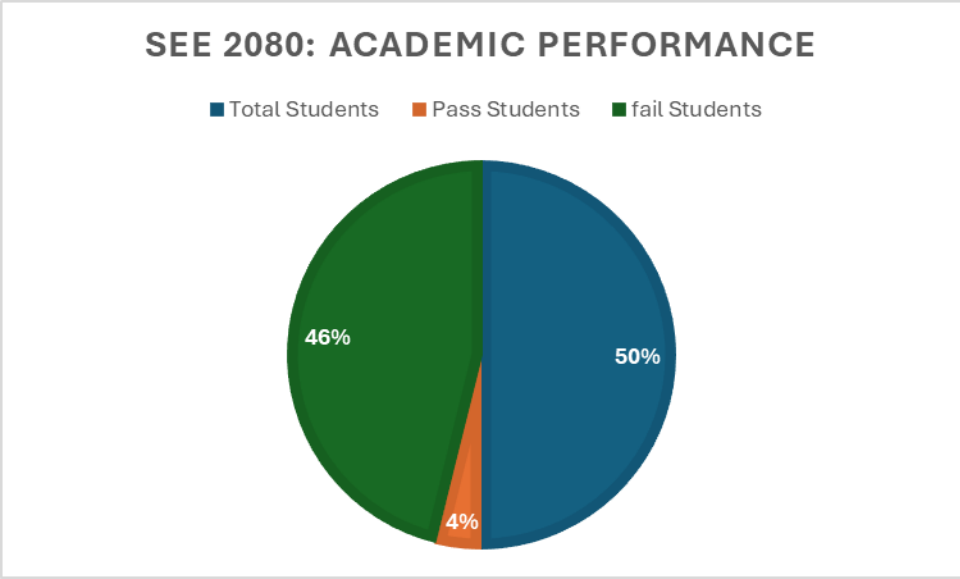
Figure 4. 21 *Student Preferences: Marks vs. Knowledge*



The data indicates a strong preference among students for achieving marks over gaining knowledge from exams. A significant majority (70%) of students prioritize obtaining high marks, while none (0%) solely focus on acquiring knowledge. However, 30% of students express a desire for both marks and knowledge. This suggests that while the current educational environment may heavily emphasize grades, there is still a notable proportion of students who value a balanced approach that includes understanding and learning alongside their performance in exams. This insight can inform strategies to better align educational practices with students' holistic learning needs.

4.2.10 Academic Performance

Figure 4. 22 *Academic Performance*



The table provides data on student performance in three secondary schools: Maple Secondary School, Birendra Secondary School, and Saraswati Secondary School. Maple Secondary School has a total of 13 students, with only 1 student passing and 12 failing, indicating a very high failure rate. Birendra Secondary School has 32 students, with a similarly poor performance where only 1 student passed and 31 failed, highlighting significant academic challenges. In contrast, Saraswati Secondary School has 5 students, of which 3 passed and 2 failed, showing a relatively better success rate compared to the other two schools. This data suggests that while all three schools face issues with student performance, Saraswati Secondary School is performing better in terms of pass rates.

4.2.11 Narratives

Suman Tamang: I am a resident of Dupcheshwor-2, Nuwakot, and have five family members. My mother was the only breadwinner for the family. We are facing financial problems continuing my education. Somehow, I was selected for an educational scholarship program; otherwise, I couldn't have completed the 12th grade. I used to do wage-based work to support my education and my family while I was in grade 10.

My mother believes that I can't get a job with the help of education and that ultimately, one needs to go abroad for income generation. She questions the need for further studies, saying that after completing grade 10, nobody can cheat you, and that level of education is enough. After 12th grade, I joined the Nepal Police and am continuing my bachelor's degree without external support. Without programs like the education scholarship and my involvement in income-generating activities, I couldn't continue my education (S. Tamang, interview, May 2, 2024).

Aising Tamang: I am planning to pursue a bachelor's degree, but my family background doesn't allow me to continue to a higher level of education. My parents often drink alcohol with their friends, creating a noisy environment that is not conducive to studying. Furthermore, they often assign tasks related to their drinking activities, and I have to obey their orders. They never encourage me to study; instead, they are happy when I engage in wage-based work or support them in household chores.

They feel that I am wasting their money and my valuable time on education, adding a financial burden to them. They believe that without political support, I can't get a job with the help of education. Even if I do get a job, they think I wouldn't be able to survive on the salary and other benefits. I believe my parents may not understand the importance of education (A. Tamang, interview, May 2, 2024).

Kanti Tamang: I am a girl with a strong desire to pursue a master's degree, but my parents believe that completing the 10th grade is sufficient for me to live a happy life. My parents are facing financial problems in continuing our education and managing daily life. Somehow, I was selected for an educational scholarship program and continued my education up to grade 12.

After completing grade 12, my parents said they couldn't afford to pay for a bachelor's degree on their own. They suggested that if I could earn a certain amount of money,

they would support my education. I joined a job in Kathmandu, where my relatives live, making it possible for me to continue my education. Otherwise, many girls wouldn't be able to pursue higher education.

Generally, parents and community members believe that girls should get married at 15-16 years old. They often compare, saying, "The daughter of this house is already married, so why aren't you?" Parents and community members never encourage the daughters of the community to go to school; instead, they are happy when girls work and get married. I feel this environment creates significant barriers for the daughters of this community (K. Tamang, interview, May 3, 2024).

Roj Bahadur Tamang: While I was studying in grade 10 and preparing for my secondary education examination (SEE), my father often asked me, "Dear son, could you please go to work to support me?" Despite his requests, I would intensely ignore him. My father is the only breadwinner for our family, and I understand he faces significant financial problems. He frequently told me that I would need to go abroad to support him financially.

Now, I am studying civil engineering. My teachers often suggest buying a laptop for practical classes, but I can't afford one. I don't even have all the required books for my studies. In my third semester, I only have one book and rely on my friends for help with my studies. I think my father doesn't have any income sources except for disability allowances, which amount to 6000 rupees every four months (R. B. Tamang, interview, May 3, 2024).

The narratives of Suman, Aising, Kanti, and Roj Bahadur Tamang highlight the significant financial and social challenges faced by individuals in pursuing higher education in Nepal. Despite receiving educational scholarships and engaging in wage-based work, they confront family expectations and societal norms that often discourage further studies. Each story underscores the importance of external support and determination in overcoming these barriers, revealing a common thread of perseverance amidst adversity.

CHAPTER V

THEORETICAL REFLECTION AND CONCLUSION

5.1. Theoretical Reflection

5.1.1. From the perspective of Pierre Bourdieu, cultural capital

Pierre Bourdieu's theory of cultural capital is a key concept in his broader theory of social and cultural reproduction. It focuses on the role of cultural knowledge, skills, and education in shaping social inequality. According to Bourdieu, cultural capital can be used to gain access to prestigious occupations and social networks, and to establish and maintain social status and power. Bourdieu identifies four types of capital: economic capital, cultural capital, social capital, and symbolic capital, and identifies three forms of cultural capital: embodied (long-lasting dispositions from family socialization), objectified (cultural goods and objects requiring cultural knowledge to appreciate), and institutionalized (academic qualifications and formal recognition).

In my research area, distinct social classes exist similar to the classifications proposed by Pierre Bourdieu: a dominant class, a middle class, and a working class. Based on the village profile of Dupcheshwor Rural Municipality, 2076 BS, ward-wise poverty stratifications of households are shown above in Table 1.3. There are 3.74% of households that are rich families, resembling the dominant class; 51.32% of households that are middle-class families; and 44.94% of households that are from the ultra-poor and poor group, whose lives depend on daily wage labor, corresponding to Bourdieu's working class. Bourdieu claims that financial capital facilitates the acquisition of cultural capital through education. Consequently, the dominant class influences education and transforms its norms and values, which are subsequently adopted by the middle and working classes. This process, as Bourdieu suggests, does not alleviate poverty but rather maintains social hierarchies.

My findings agree with Bourdieu's view that the cultural capital is generated by economic capital as the person who is rich in economic capital, holding prestigious

position, influence the other classes through education such as in social, religious and cultural practices, the dominant class, do play a significant role. For example, in cultural programs like Ghewa, community members are often required to present at least one member and contribute resources such as money, wood, and rice whether his/her conditions are favorable or unfavorable. However, this system, binding them together, fosters the feeling of oneness.

On the other hand, he argued that education cannot eradicate poverty, rather creating inequalities in society. My findings found that poverty and education have an inverse relationship, if poverty level is high then there are high chances to be education level low and vice versa. On the other hand, poverty is a multifaceted issue influenced by various factors such as land productivity, family size, individual motivation, educational engagement, and socio-cultural practices. For example, if the land is unproductive, if family size is large, if parents do not prioritize their children's education, if individuals do not take advantage of the educational opportunities provided by the government, or if individuals do not filter out adverse social, religious, and cultural practices, it is impractical to attribute the persistence of poverty solely to the influence of the dominant class.

Conversely, my research shows that some working-class students are doing well in education without having rich cultural capital, suggesting that cultural influences from the dominant class don't always determine educational success, and students from the dominant class are also not always performing well in education.

Finally, my research agrees with Pierre Bourdieu's theory of cultural capital, which emphasizes the role of cultural knowledge, skills, and education in shaping social inequality. According to my research, cultural capital is generated by economic capital, including factors such as caste, class, and education. Teachers often expect high academic performance from students who are rich in cultural capital. However, my findings show that students from the working class are also performing well academically, indicating that cultural capital from the dominant class does not always determine educational success.

5.2. Conclusion

Family environments, especially parents, play a crucial role in shaping students' academic performance, especially where mindset and illiteracy are significant issues. With 80% of students affected by their parents' illiteracy, many parents don't understand or value education. Financial constraints worsen the problem, as 90% of students report their parents can't afford higher education by themselves. This makes many students balance household chores, part-time jobs, and studies, which affects their ability to concentrate and perform well in education. Large no of students (90%) spends over four hours daily on chores, limiting study time. While 70% of parents occasionally visit schools, 90% don't help with homework, leaving students unsupported. Cultural, religious and social practices, early marriage and community illiteracy affect 40% of students. This underscores the need for programs to educate parents about the importance of education and create a supportive environment. Government assistance, parent awareness, and career counseling programs are crucial. Modernization in agriculture, legal authorization to produce local millet alcohol could provide financial stability for the parents which can be helpful for higher education. Parental education programs are essential to emphasize the value of education, as many parents prioritize income over education beyond grade 12. These initiatives aim to reduce financial burdens and promote a supportive educational environment.

Schools' environment, specifically the role of teachers and board examinations, significantly influence students' academic performance through teachers' qualifications, availability, and teaching methods and examination pattern and evaluation system. Based on the data collected from the research area 80% of students suffer due to having insufficient and underqualified teachers, with all teachers acknowledging a shortage. This lack of stability and high absenteeism disrupts the consistency and quality of education. The common use of lecture-based methods, with little practical or project-based learning, affects student engagement and understanding. While 70% of teachers have attended only 1-3 trainings so far, 30% have received none, indicating a need of trainings for teachers' professional development, especially in thematic and ICT areas. The relationships between teachers, students, and parents are also crucial, with 40% of students affected by poor teacher-parent-student interactions. Improving teacher training, availability, and

stability, and fostering strong relationships among teachers, students, and parents, are essential. Recommendations include linking teacher benefits to performance, annual proficiency tests, monitor classes and workshops, ensuring good teacher behavior, a minimum stay policy, hiring qualified Math, Science, and English teachers, providing Tamang language training for non-Tamang teachers, reviewing effective teaching and ensuring teachers commit to at least two academic years will benefit students' educational performance.

The National Examination Board (NEB) plays a pivotal role in shaping the academic performance of students by overseeing the examination and evaluation systems. However, the current examination system has significant limitations, such as inadequately evaluating all aspects of student learning. To address this, NEB could incorporate practical-based exams to assess skills like singing and dancing, allowing these marks to contribute to final grades. Additionally, making long questions more flexible by letting students write biographies of any renowned person could better assess their understanding and creativity. A balanced exam pattern, with a 50% practical and 50% theoretical system, and the development of skill-based evaluation systems for practical exams, are essential steps to provide a more comprehensive assessment of students' abilities.

The NEB should also consider a skill-based curriculum after grade 8, allowing students to focus on fields aligned with their interests and abilities. To cater to varying proficiency levels, particularly in subjects like math and English, developing three sets of questions (Strong, Medium, Normal) could be beneficial. Conducting frequent exams for failing students every 3 or 6 months and incorporating percentages from 1st and 2nd terminal exams into final grades would provide continuous assessment opportunities. Moreover, developing region-specific question sets tailored to the language and geography of specific areas could ensure a more equitable evaluation system.

Further recommendations include revising the curriculum every three years and setting a 90% attendance requirement for final exam eligibility. Avoiding repetition of questions between semesters, incorporating project work into final assessments, and addressing the formal allocation of practical marks are crucial for a fair evaluation. Implementing a comprehensive evaluation system and localizing education policy and

management can enhance the overall effectiveness. Teacher involvement and training should be prioritized, ensuring teachers commit to at least one academic year and receive training following curriculum changes. Improving the educational environment by conducting secondary level classes centrally and developing a practical education-focused curriculum would further support students' academic growth.

The interplay between parental environment, teachers, and the examination board significantly shapes students' academic performance. Family environments, particularly parents' attitudes towards education, are foundational. In areas with high parental illiteracy and financial constraints, many parents do not value education, affecting their children's academic progress. About 80% of students are impacted by their parents' lack of education, and 90% face financial difficulties in pursuing higher education. Consequently, students often engaged in household chores and part-time jobs with their studies, limiting their academic focus. Additionally, the school environment and the quality of teachers play crucial roles. Around 80% of students suffer from having insufficient and underqualified teachers, disrupting the consistency and quality of education. Poor teacher-student-parent interactions affect 40% of students. Improving teacher training, availability, stability, and relationships can enhance educational performance. The National Examination Board (NEB) also plays a pivotal role through its examination and evaluation systems, which need to better assess all aspects of student learning. Incorporating practical-based exams, flexibility in questions, and a balanced exam pattern with skill-based evaluations can provide a comprehensive assessment of students' abilities. Introducing a skill-based curriculum after grade 8 and developing varied proficiency-level questions can further tailor education to students' strengths and needs.

Overall, a holistic approach involving government assistance, parent awareness programs, career counseling, teacher development, and examination reforms is essential. These initiatives aim to reduce financial burdens, promote a supportive educational environment, and ensure a comprehensive assessment of students' abilities, ultimately enhancing their academic performance. Further research is needed to explore the impact of these interventions on student outcomes and well-being.

5.1.2. Implications for Further Study

The recommendations point out that many different factors influence how well students do in school and suggest several areas for more research. We need to study how programs that guide parents and provide financial aid affect student performance and well-being. Future research should look at how reducing chores at home and encouraging parents to get more involved in their children's education, especially in low-income and diverse communities, affects school outcomes. It's also important to explore how community support can help reduce household burdens on students and improve their engagement in school.

Further investigation is needed into how increased hiring, better training, and stronger relationships between parents and students affect education. This includes studying the long-term effects of teacher development programs and practical learning methods. Research should also assess how policies that improve teacher stability and reduce early transfers impact the quality of education and relationships between students and teachers. Evaluating recommendations like proficiency tests, language training, and feedback mechanisms can help improve teacher support and accountability. Lastly, the introduction of practical-based exams and skill-focused curricula by the National Examination Board offers a chance to study their effects on student learning, skill development, and overall academic performance.

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Annex-I

List of Interviewees

| S.No. | Name | Gender | Stakeholders | Address |
|-------|-----------------------|--------|--------------|---|
| 1 | Radha Tamang | Female | Parents | Bolgaun |
| 2 | Sukbir Tamang | Male | Parents | Bolgaun |
| 3 | Dawa Tamang | Male | Parents | Bolgaun |
| 4 | Gopiram Tamang | Male | Parents | Bolgaun |
| 5 | Punam Tamang | Female | Parents | Bolgaun |
| 6 | Maili Tamang | Female | Parents | Bolgaun |
| 7 | Jaigu Tamang | Male | Parents | Hung |
| 8 | Gyanimaya Tamang | Female | Parents | Hung |
| 9 | Nir Kumari Tamang | Female | Parents | Hung |
| 10 | Sanu Kanchhi Tamang | Female | Parents | Hung |
| 11 | Tasi Lama Tamang | Male | Parents | Odare |
| 12 | Bimala Maya Tamang | Female | Parents | Pangar |
| 13 | Tirtha Tamang | Male | Parents | Pangar |
| 14 | Bir Bahadur Tamang | Male | Parents | Pangar |
| 15 | Pasang Tamang | Male | Parents | Pangar |
| 16 | Fulpyon Tamang | Male | Parents | Singban |
| 17 | Kedar Singh Tamang | Male | Parents | Pangar |
| 18 | Bhagawan Tamang | Male | Parents | Pangar |
| 19 | Ramesh Tamang | Male | Parents | Sano Odare |
| 20 | Dawa Tamang | Male | Parents | Sano Odare |
| 21 | Shankar Bahadur Thapa | Male | KII | Chairperson, Dupcheshwor RM |
| 22 | Anju Acharya | Female | KII | Former Vice Chairperson, Dupcheshwor RM |
| 23 | Birbal Tamang | Male | KII | Ward Chairperson, Ward No. 2 |
| 24 | Dawa Dorje Tamang | Male | KII | SMC Chairperson, Maple SS |
| 25 | Rojlal Tamang | Male | KII | SMC Chairperson, Saraswati SS |
| 26 | Usha Tamang | Female | Teacher | Birendra SS |
| 27 | Hom Bahadur Shrestha | Male | Teacher | Birendra SS |
| 28 | Indra Bahadur Khattri | Male | Teacher | Birendra SS |
| 29 | Mahendra Shahi | Male | Teacher | Birendra SS |
| 30 | Hari Krishna Tamang | Male | Teacher | Golphu SS |
| 31 | Man Bahadur Tamang | Male | Teacher | Golphu SS |
| 32 | Sitamaya Tamang | Female | Teacher | Golphu SS |
| 33 | Nirakar Acharya | Male | Teacher | Mahadev SS |
| 34 | Rameshwor Dhital | Male | Teacher | Mahadev SS |
| 35 | Gyanendra Tamang | Male | Teacher | Maple SS |
| 36 | Navin Tamang | Male | Teacher | Maple SS |
| 37 | Biral Tamang | Male | Teacher | Maple SS |
| 38 | Sudip Rajagaiyaa | Male | Teacher | Maple SS |

| | | | | |
|----|-------------------------|--------|---------|--------------|
| 39 | Om Prakash Yadav | Male | Teacher | Maple SS |
| 40 | Mukunda Thapa | Male | Teacher | Rukmani SS |
| 41 | Devraj Tamang | Male | Teacher | Saraswati SS |
| 42 | Ram Prakash Yadav | Male | Teacher | Saraswati SS |
| 43 | Babul Baidh | Male | Teacher | Saraswati SS |
| 44 | Amit Kumar Chaudhari | Male | Teacher | Saraswati SS |
| 45 | Sushila Moktan | Female | Teacher | Saraswati SS |
| 46 | Kanti Tamang | Female | Student | Maple SS |
| 47 | Suman Tamang | Male | Student | Maple SS |
| 48 | Basanti Tamang | Female | Student | Maple SS |
| 49 | Pravin Tamang | Male | Student | Maple SS |
| 50 | Sarmila Tamang | Female | Student | Maple SS |
| 51 | Aisingh Tamang | Male | Student | Maple SS |
| 52 | Rajman Tamang | Male | Student | Birendra SS |
| 53 | Roj bahadur Tamang | Male | Student | Saraswati SS |
| 54 | Mankumari Tamang | Female | Student | Saraswati SS |
| 55 | Dilmaya Tamang | Female | Student | Birendra SS |
| 56 | Sushma Tamang | Female | Student | Maple SS |
| 57 | Mingmar Tamang | Female | Student | Saraswati SS |
| 58 | Soniya Tamang | Female | Student | Saraswati SS |
| 59 | Gyanimaya Tamang | Female | Student | Maple SS |
| 60 | Dikki Tamang | Female | Student | Birendra SS |
| 61 | Mendo Tamang | Female | Student | Birendra SS |
| 62 | Pasang Gyalmu Tamang | Female | Student | Maple SS |
| 63 | Dilip Tamang | Male | Student | Maple SS |
| 64 | Narbu Tamang | Male | Student | Maple SS |
| 65 | Roshni Tamang | Female | Student | Maple SS |

Anex-II

Sets of Questions

Questionnaire for Teachers

Do you agree to participate in the interview? (के तपाईं अन्तर्वार्तामा भाग लिन सहमत हुनुहुन्छ?)

Personal Information

1. What is your name? (तपाईंको नाम के हो?)
2. How old are you? (तपाईं कति वर्षको हुनुभयो?)
3. What is your gender? (तपाईंको लिङ्ग के हो?)
 - a) Male
 - b) Female
 - c) Others
4. Are you married or single? (तपाईं विवाहित कि अविवाहित हुनुहुन्छ?)
 - a) Nepali
 - b) Tamang
 - c) Others
5. What is your permanent address? (तपाईंको स्थायी ठेगाना कुन हो?)
6. What is your educational qualification? (तपाईंको शैक्षिक योग्यता कति हो?)
 - a) Literate
 - b) SEE
 - c) +2
 - d) Bachelor
 - e) Master
7. Which was your major subject in your highest qualification? (तपाईंको उच्चतम योग्यतामा तपाईंको प्रमुख विषय कुन थियो?)
 - a) Nepali
 - b) English
 - c) Math
 - d) Others

Professional Information

9. What subject(s) are you teaching? (तपाईंले कुन-कुन विषयहरू पढाउनु हुन्छ?)
 - a) Nepali
 - b) English

- c) Math
 - d) Social studies
 - e) Science
 - f) Others
10. What is the type of service?
- a) Permanent
 - b) Temporary
 - c) Contract based
 - d) Others
11. What is the tenure of your employment?
(तपाईंको रोजगारीको अवधि कति भयो?)
- a) Below 5 years
 - b) 5-10 Years
 - c) Above 10 Years
12. How many teaching-related training sessions have you received so far? (तपाईंले हालसम्म कतिवटा शिक्षण-सम्बन्धित प्रशिक्षणहरू प्राप्त गर्नुभएको छ?)
- a) Didn't receive so far
 - b) 1-3
 - c) 4-6
 - d) Above 6

Teaching Methods and Classroom Environment

13. How do you think teacher training programs can be improved to better support students' academic success? (तपाईंलाई विद्यार्थीहरूको शैक्षिक सफलतालाई राम्रोसँग सहयोग गर्न शिक्षक तालिम कार्यक्रमहरूलाई कसरी सुधार गर्न सकिन्छ जस्तो लाग्छ?)
14. Which teaching method do you use in the classroom? (तपाईंले कक्षाकोठामा कुन-कुन शिक्षण विधि प्रयोग गर्नुहुन्छ?)
- a) Lecture based
 - b) Technology based
 - c) Hands on learning
 - d) Blended learning
15. In your experience, which teaching method is the best, and why? (तपाईंको अनुभवमा कुन शिक्षण विधि उत्तम छ र किन?)

16. Which language is spoken as the mother tongue by most students at this school? (यस विद्यालयका अधिकांश विद्यार्थीहरूले मातृभाषाको रूपमा कुन भाषा बोल्छन्?)
17. Do you understand the language spoken as mother tongue by the majority of students at this school? (के तपाईंले यस विद्यालयका बहुसंख्यक विद्यार्थीहरूले मातृभाषाको रूपमा बोल्ने भाषा बुझ्नुहुन्छ?)
18. How do you make the subject matter clear to students who do not speak Nepali? (नेपाली नबोल्ने विद्यार्थीहरूलाई विषयवस्तु कसरी प्रस्ट पार्नु हुन्छ?)
19. What are some successful strategies that schools have used to improve academic performance? (शैक्षिक कार्यसम्पादन सुधार गर्न विद्यालयहरूले प्रयोग गरेका केही सफल रणनीतिहरू के के हुन्?)
20. Are there enough teachers available in your school for secondary level? (माध्यमिक तहको लागि तपाईंको विद्यालयमा पर्याप्त शिक्षकहरू उपलब्ध छन् कि छैनन्?)
- a) Yes
- b) No
- c) Your view

Challenges and Strategies

21. What challenges do teachers face in improving students' academic performance? (विद्यार्थीहरूको शैक्षिक प्रदर्शन सुधार गर्न शिक्षकहरूले कस्ता चुनौतीहरू सामना गर्नु परेको छ?)
- a) Curriculum level
- b) NEB level
- c) SMCs
- d) Local government
- e) Others
22. What kind of programs can attract students to go schools in this area? (यस क्षेत्रका विद्यार्थीहरूलाई विद्यालय जानका लागि कस्ता कार्यक्रमहरूले आकर्षित गर्न सक्छन्?)
23. Which students are irregular in school and what did you do to make them regular? (स्कूलमा अनियमित हुने विद्यार्थी कुन-कुन हुन् र नियमित गराउन तपाईंले के-के गर्नु भयो?)
24. What are the major causes that make students irregular? (विद्यार्थीहरू अनियमित हुने प्रमुख कारणहरू के के हुन्?)
25. In your experience, who is likely to learn less in class? (तपाईंको विचारमा कुन-कुन विद्यार्थीहरू सिकाईमा कमजोर छन्?)

26. Are there any screening mechanisms for identifying children with learning difficulties in this school? (यस विद्यालयमा सिकाइमा कठिनाई भएका बालबालिकाहरूको पहिचान गर्न कुनै स्क्रीनिङ संयन्त्र छ?)
27. Do you take alternative classes for weak students? (के तपाईं कमजोर विद्यार्थीहरूको लागि वैकल्पिक कक्षाहरू लिनुहुन्छ?)
- a) Yes, if yes, what are they
- b) No

Use of ICT and Resources

28. Do you have access to computers? (के तपाईंसँग कम्प्युटरहरूमा पहुँच छ?)
29. Do you have access to the internet? (के तपाईंसँग इन्टरनेटमा पहुँच छ?)
30. Do you have the necessary ICT knowledge and skills to apply in teaching-learning? (के तपाईंसँग अध्यापन-सिकाइमा लागू गर्न आवश्यक आईसीटी ज्ञान र सीपहरू छन्?)
31. Have you ever received formal training in the use of ICT in teaching-learning? (के तपाईंले कहिल्यै शिक्षण-सिकाइमा ICT को प्रयोगको लागि औपचारिक प्रशिक्षण प्राप्त गर्नुभएको छ?)
32. To what extent do you use ICT in teaching and learning? (तपाईं शिक्षण र सिकाइमा ICT को कति प्रयोग गर्नुहुन्छ?)
33. Do you believe that ICT can help to improve academic performance of the students? (के तपाईंले ICT को प्रयोगले विद्यार्थीहरूको शैक्षिक प्रदर्शन सुधार गर्न मद्दत गर्न सक्छ भन्ने विश्वास गर्नुहुन्छ?)
34. How do you think classroom environment affects a student's academic performance? (कक्षाकोठाको वातावरणले विद्यार्थीको शैक्षिक कार्यसम्पादनलाई कसरी असर गर्छ भन्ने तपाईंलाई लाग्छ?)
35. Do you think a student's relationships with their teachers affect their academic performance? If yes, how? (के तपाईं विद्यार्थी-शिक्षकहरूसँगको सम्बन्धले उनीहरूको शैक्षिक प्रदर्शनलाई असर गर्छ भन्ने लाग्छ? यदि हो भने, कसरी?)
36. How does the availability of learning resources, such as textbooks and technology, affect a student's academic performance? (पाठ्यपुस्तकहरू र प्रविधि जस्ता सिकाइ स्रोतहरूको उपलब्धताले विद्यार्थीको शैक्षिक प्रदर्शनलाई कसरी असर गर्छ?)

Examination and Evaluation

37. How do you think either language impact students' academic performance or not? (तपाईंलाई भाषाले विद्यार्थीहरूको शैक्षिक प्रदर्शनलाई असर गर्छ कि गर्दैन जस्तो लाग्छ?)

38. Do you think the role of the School Management Committee can also affect the learning process of the students? (के तपाईंलाई विद्यालय व्यवस्थापन समितिको भूमिकाले विद्यार्थीहरूको शैक्षिक प्रदर्शनमा प्रभाव पार्छ जस्तो लाग्छ?)
39. How can school management committee members and teachers improve students who are not performing well academically? (विद्यालय व्यवस्थापन समितिका सदस्यहरू र शिक्षकहरूले शैक्षिक रूपमा राम्रो प्रदर्शन नगर्ने विद्यार्थीहरूलाई कसरी सुधार गर्न सक्छन्?)
40. How frequently do you involve your students in extracurricular activities alongside their academic studies? (तपाईं आफ्ना विद्यार्थीहरूलाई उनीहरूको शैक्षिक अध्ययनसँगै अतिरिक्त क्रियाकलापहरूमा कतिको संलग्न गर्नुहुन्छ?)
41. How do you prepare your students for exams? (तपाईं तपाईंका विद्यार्थीहरूलाई परीक्षाको लागि कसरी तयार गर्नुहुन्छ?)
42. Have you ever observed any changes or stress in students' study habits during exams compared to other days? (अन्य दिनको तुलनामा परीक्षाको समयमा विद्यार्थीको अध्ययन बानीमा कुनै परिवर्तन वा तनाव देख्नुभएको छ?)
43. How can teachers and the education system support in reducing examination stress for students? (विद्यार्थीहरूको लागि परीक्षा तनाव कम गर्न शिक्षक र शिक्षा प्रणालीले कसरी सहयोग गर्न सक्छ?)
44. Do you focus on specific important chapters of the subject to reduce students' pressure during exams? (के तपाईं परीक्षाको समयमा विद्यार्थीहरूको तनाव कम गर्न विषयको कुनै महत्वपूर्ण अध्यायहरूमा ध्यान दिनुहुन्छ?)
45. How do you assess the objectives of the lesson or unit in your teaching subject? (तपाईं तपाईंको शिक्षण विषयमा पाठ वा एकाइ को उद्देश्य कसरी मूल्याङ्कन गर्नुहुन्छ?)
46. Do you organize any alternative assessment processes besides examinations for your students? (के तपाईं तपाईंका विद्यार्थीहरूको लागि परीक्षा बाहेक कुनै वैकल्पिक मूल्याङ्कन प्रक्रियाहरू अवलम्बन गर्नुहुन्छ?)
47. Which assessment mechanisms are practiced in your school? (तपाईंको विद्यालयमा कुन-कुन मूल्याङ्कन संयन्त्र/विधिहरू अभ्यास गरिन्छन्?)
48. How regularly do you incorporate alternative assessment methods in your teaching? (तपाईंले आफ्नो शिक्षणमा वैकल्पिक मूल्याङ्कन विधिहरू कसरी नियमित रूपमा समावेश गर्नुहुन्छ?)
49. How do you manage practical class hours for your students? (तपाईं तपाईंका विद्यार्थीहरूको लागि व्यावहारिक कक्षा घण्टा कसरी व्यवस्थापन गर्नुहुन्छ?)

50. How should the NEB/SMC develop policies to improve the education of students in this area? (यस क्षेत्रका विद्यार्थीहरूको पढाईलाई अझ राम्रो बनाउन NEB/SMC ले कसरी नीतिहरू विकास गर्नुपर्छ?)
51. Do you believe that the current examination system influences the learning process of students? (वर्तमान परीक्षा प्रणालीले विद्यार्थीहरूको सिकाइ प्रक्रियालाई प्रभाव पार्छ भन्ने विश्वास गर्नुहुन्छ?)
52. Is the current examination system effective in measuring students' capabilities? (के वर्तमान परीक्षा प्रणाली विद्यार्थीको क्षमता मापन गर्न प्रभावकारी छ?)
53. Do you think the current examination system accurately reflects students' real capabilities? (हालको परीक्षा प्रणालीले विद्यार्थीहरूको वास्तविक क्षमतालाई सही रूपमा प्रतिबिम्बित गर्छ जस्तो लाग्छ?)
54. What kind of alternative evaluation system would you like to propose, aside from written tests, for a more effective evaluation method? (मूल्याङ्कन विधिलाई थप प्रभावकारी बनाउनको लागि लिखित परीक्षा बाहेक तपाईं कस्तो प्रकारको वैकल्पिक मूल्याङ्कन प्रणाली प्रस्ताव गर्न चाहनुहुन्छ?)
55. What are your major recommendations to enhance the academic performance of secondary-level students? (माध्यमिक तहका विद्यार्थीहरूको शैक्षिक कार्यसम्पादन बढाउनका लागि तपाईंका प्रमुख सिफारिसहरू के-के छन्?)
56. What changes would you like to suggest for the examination system to better evaluate students' capabilities? (विद्यार्थीहरूको क्षमताको राम्रो मूल्याङ्कन गर्न परीक्षा प्रणालीमा के-के परिवर्तनहरू सुझाव दिन चाहनुहुन्छ?)
57. How many people from this school/community have completed a master's degree? (यस विद्यालय/समुदायका कति जनाले स्नातकोत्तर पूरा गरेका छन्?)
58. How many people from this school/community have completed a bachelor's degree? (यस विद्यालय/समुदायका कति जनाले स्नातक डिग्री पूरा गरेका छन्?)
59. How many people from this school/community have received government jobs because of their education? (शिक्षाका कारण यस विद्यालय/समुदायका कति जनाले सरकारी जागिर पाएका छन्?)

Questionnaire for the students:

Do you agree to participate in the interview? (के तपाईं अन्तर्वार्तामा भाग लिन सहमत हुनुहुन्छ?)

Personal Information

1. What is your name? (तपाईंको नाम के हो?)
2. What is your grandparents' name? (तपाईंको हजुरबुवाको नाम के हो?)
3. What is your father's name? (तपाईंको बुवाको नाम के हो?)
4. What is your mother's name? (तपाईंको आमाको नाम के हो?)
5. What is your gender? (तपाईंको लिंग के हो?)
 - a) Male
 - b) Female
 - c) Others
6. What is your ethnicity? (तपाईंको जाति के हो?)
7. What is your mother tongue? (तपाईंको मातृभाषा के हो?)
 - a) Nepali
 - b) Tamang
 - c) Others
8. How old are you? (तपाईं कति वर्षको हुनुभयो?)
9. Are you married or single? (तपाईं विवाहित कि अविवाहित हुनुहुन्छ?)
 - a) Married
 - b) Unmarried

Academic Information

10. What class are you in? (तपाईं कुन कक्षामा पढ्नुहुन्छ?)
11. What qualification do you want to acquire? (तपाईंले कति कक्षासम्म पढ्न चाहनुहुन्छ?)
12. What is the purpose of your studies? (तपाईंले पढ्नुको उद्देश्य के हो?)
13. Do you/your parents believe that your education can help you get a job? (के शिक्षाले तपाईंलाई जागिर पाउनको लागि मद्दत गर्न सक्छ भन्ने विश्वास तपाईंलाई/तपाईंका आमाबाबुलाई लाग्छ?)
14. What can help you to do better in your studies? (तपाईंको अध्ययनमा अझ राम्रो गर्न तपाईंलाई कुन-कुन कुराले मद्दत गर्न सक्छ?)
15. What are the major factors that affect your learning? (तपाईंको सिकाइलाई असर गर्ने प्रमुख कारकहरू कुन-कुन हुन्?)

16. What fees (monthly, tuition, books, uniforms, stationery, etc.) do you pay to the school? (तपाईं विद्यालयमा कुन-कुन शुल्कहरू (मासिक, ट्युसन, किताब, पोसाक, स्टेशनरी आदि) बुझाउनु हुन्छ?)
17. What is the income of your parents/caretaker per month? (तपाईंको आमाबुवाको मासिक आम्दानी कति छ?)
18. Is that income enough to cover your education and housing expenses? (के त्यो आम्दानीले तपाईंको शिक्षा र घर खर्च चलाउन पुग्छ?)
19. Can your family bear all the expenses of your dream education? (के तपाईंको परिवारले तपाईंले सोचेको योग्यता सम्मको खर्च पुर्याउन सक्छ?)
20. How many members do you have in your family? (तपाईंको परिवारमा कति सदस्यहरू छन्?)
21. How many hours a day do you spend on household work? (तपाईं घरायसी कामको लागि दिनमा कति घण्टा बिताउनुहुन्छ?)
22. Do you also work outside of the family to generate income? (के तपाईं पनि पैसा कमाउन परिवार बाहिर काम गर्नुहुन्छ?)
- a) Yes
- b) No
23. If yes, then how many hours in a week? (यदि गर्नुहुन्छ भने हप्तामा कति घण्टा?)
24. How many hours a day do you spend studying at your home? (तपाईंले अध्ययनको लागि घरमा दिनको कति घण्टा दिनुहुन्छ?)
25. Do you have a mobile phone? (के तपाईंसँग मोबाइल फोन छ?)
- a) Yes
- b) No
26. If yes, how much time do you spend on your mobile phone daily? (यदि छ भने, तपाईं आफ्नो मोबाइल फोनमा दैनिक कति समय खर्च गर्नुहुन्छ?)
27. Where do you spend the most time when on mobile? (मोबाइलमा हुँदा तपाईं सबैभन्दा धेरै समय के-केमा बिताउनुहुन्छ?)

School and Learning Environment

28. Do you usually receive all the textbooks on time? (के तपाईं सामान्यतया सबै पाठ्यपुस्तकहरू समयमै प्राप्त गर्नुहुन्छ?)
29. How many days is your school open during an academic year? (शैक्षिक वर्षमा तपाईंको विद्यालय कति दिन खुल्छ?)

30. How many days do you spend in your school in a year? (तपाईं एक वर्षमा तपाईंको विद्यालयमा कति दिन उपस्थित हुनुहुन्छ?)
31. Do you have adequately qualified teachers in your school for your study? (के तपाईंको विद्यालयमा तपाईंको अध्ययनको लागि पर्याप्त योग्य शिक्षकहरू छन्?)
32. How many teaching methodologies have been applied to teach you in the classroom? (तपाईंको कक्षाकोठामा तपाईंलाई सिकाउन कुन-कुन शिक्षण विधिहरू प्रयोग गरिन्छ?)
33. How often do you practice group learning activities at school? (तपाईं विद्यालयमा सामूहिक सिकाइ गतिविधिहरू कतिको अभ्यास गरिन्छ?)
34. Do you prefer reading subjects in English/Nepali/Tamang language? Why? (तपाईं अंग्रेजी/नेपाली/तामाङ कुन भाषामा विषयहरू पढ्न रुचाउनुहुन्छ? किन?)
35. Is there a library in your school? (तपाईंको विद्यालयमा पुस्तकालय छ?)
- a) Yes
- b) No
36. If yes, how many hours per week do you use the library? (यदि छ भने, तपाईंले प्रति हप्ता पुस्तकालयको प्रयोग कति घण्टा गर्नुहुन्छ?)
37. What facilities (e.g.: electricity, internet) do you have at home for reading? (तपाईंको घरमा पढ्नको लागि कुन कुन सुविधाहरू (जस्तै: बिजुली बत्ति, इन्टरनेट) छन्?)
38. In which subject(s) do you easily understand what the teacher is explaining to you? (कुन विषय(हरू)मा तपाईंले शिक्षकले तपाईंलाई पढाएको कुरा सजिलै बुझ्नुहुन्छ?)
39. When you do not understand what is being taught in class, what do you do? (कक्षामा पढाएको कुरा बुझ्नु भएन भने के गर्नुहुन्छ?)
40. What are the most difficult subjects for you? (तपाईंका लागि सबैभन्दा अप्ठ्यारो/गाह्रो विषयहरू कुन-कुन हुन्?)
41. Does your school provide tuition classes? (के तपाईंको विद्यालयले ट्युसन कक्षाहरू प्रदान गर्दछ?)
- a) Yes
- b) No
42. If yes, which subjects? (यदि गर्छ भने, कुन-कुन विषयहरू?)
43. Does your teacher focus on the important topics during tuition classes? (के तपाईंको शिक्षकले ट्युसन कक्षाहरूमा महत्त्वपूर्ण विषयहरूमा ध्यान केन्द्रित गर्नुहुन्छ?)
- a) Yes
- b) No

44. If yes, what are they? (यदि गर्नुहुन्छ भने ति विषयहरु कुन-कुन हुन्?)
45. Do your parents/caretaker ever visit your school to know about your academic performance? (के तपाईंको शैक्षिक कार्यसम्पादन बारे जान्न तपाईंको अभिभावक/केयरटेकर तपाईंको विद्यालयमा जानुहुन्छ?)
- a) Yes
- b) No
46. If yes, how many times in a year? (यदि जानुहुन्छ भने, एक वर्षमा कति पटक?)
47. Do your parents encourage you to go to school? (के तपाईंका आमाबाबुले तपाईंलाई विद्यालय जान प्रोत्साहन गर्नुहुन्छ?)
- a) Yes
- b) No
48. Do your parents support you in your study? (के तपाईंका आमाबाबुले तपाईंलाई तपाईंको अध्ययनको लागि सहयोग गर्नुहुन्छ?)
- a) Yes
- b) No
49. If yes, In which areas? (यदि गर्नुहुन्छ भने, कुन-कुन क्षेत्रमा?)

Examination and Evaluation

50. How do you prepare for your examinations? (तपाईं आफ्नो परीक्षाको तयारी कसरी गर्नुहुन्छ?)
51. Do you prioritize specific chapters or topics for exam preparation? (के तपाईं परीक्षाको तयारीका लागि विशेष पाठ वा विषयहरूलाई प्राथमिकता दिनुहुन्छ?)
52. How do your teachers assist you in preparing for examinations? (तपाईंलाई परीक्षाको तयारीमा तपाईंका शिक्षकहरूले कसरी सहयोग गर्नुहुन्छ?)
53. To what extent do teachers emphasize exam-centered learning? (शिक्षकहरूले परीक्षा केन्द्रित शिक्षालाई कुन हदसम्म जोड दिन्छन्?)
54. In your opinion, do you believe focusing on exams to achieve higher marks is more important than understanding the course content? (तपाईंको विचारमा, पाठ्यक्रमको विषयवस्तु बुझ्नु भन्दा बढी अंक प्राप्त गर्न परीक्षामा ध्यान केन्द्रित गर्नु महत्त्वपूर्ण छ भन्ने के लाग्दछ?)
55. Have you ever experienced stress due to examinations? (के तपाईंले परीक्षाका कारण तनाव अनुभव गर्नुभएको छ?)
56. How do you manage stress during the examination period? (परीक्षा अवधिमा तनावलाई कसरी व्यवस्थापन गर्नुहुन्छ?)

57. In your opinion, how does exam-related stress impact your academic performance? (तपाईंको विचारमा, परीक्षा-सम्बन्धित तनावले तपाईंको शैक्षिक प्रदर्शनलाई कसरी असर गर्छ?)
58. Do your teachers support you in coping with stress? (के तपाईंका शिक्षकहरूले तपाईंलाई तनावको सामना गर्न सहयोग गर्नुहुन्छ?)
59. Do you think alternative assessment methods, such as project-based assessments, would help reduce your stress? (के तपाईंलाई वैकल्पिक मूल्याङ्कन विधिहरू जस्तै परियोजनामा आधारित मूल्याङ्कनले तपाईंको तनाव कम गर्न मद्दत गर्छ जस्तो लाग्छ?)
60. In your opinion, what kind of test assessment tools can reduce the pressure of the students? (तपाईंको विचारमा, कस्तो प्रकारको परीक्षण मूल्याङ्कन उपकरणहरूले विद्यार्थीहरूको तनाव कम गर्न सक्छ?)
61. Do you believe the current examination system contributes to a deeper understanding of the subject matter? (के तपाईं वर्तमान परीक्षा प्रणालीले विषयवस्तुको गहिरो बुझाइमा योगदान पुऱ्याउँछ भन्ने विश्वास गर्नुहुन्छ?)
62. What should be done to improve student learning and evaluation system? Do you have any suggestions? (विद्यार्थीहरूको पढाइ र मुल्यांकन पद्धतिलाई सुधार गर्न के-के गर्नु पर्छ? तपाईंको कुनै सुझावहरू छन्?)

Questionnaire for the parents:

Do you agree to participate in the interview? (के तपाईं अन्तर्वार्तामा भाग लिन सहमत हुनुहुन्छ?)

Personal Information

1. What is your name? (तपाईंको नाम के हो?)
2. How old are you? (तपाईं कति वर्षको हुनुभयो?)
3. What is your gender? (तपाईंको लिंग के हो?) a) Male
b) Female
c) Others
4. What is your mother tongue? (तपाईंको मातृभाषा कुन हो?)
5. Which language do you most often speak at home? (तपाईं घरमा प्रायः कुन भाषा बोल्नुहुन्छ?)

Educational Background and Occupation

7. What is your academic qualification? (तपाईंले कति पढ्नु भएको छ?)
8. What is your major occupation? (तपाईंको प्रमुख पेशा के हो?)

Family Information

9. How many people are there in your family? (तपाईंको परिवारमा कति सदस्यहरू छन्?)
10. How do you manage all the expenses of your family? (तपाईंले आफ्नो पारिवारिक खर्चहरू कसरि व्यवस्थापन गर्नुहुन्छ?)
11. What level of education do you want your child to complete and why? (तपाईं आफ्नो छोरा-छोरीलाई कति कक्षा सम्म पढाउन चाहनुहुन्छ र किन?)
12. What is the maximum amount you can spend on your child's education? (तपाईंले आफ्नो छोरा-छोरीको शिक्षामा कति सम्म खर्च गर्न सक्नुहुन्छ?)
13. Do you think education can help your family be more prosperous? (के तपाईंलाई शिक्षाले तपाईंको परिवारलाई अझ समृद्ध बनाउन/प्रगति गराउन मद्दत गर्न सक्छ जस्तो लाग्छ?)
14. Do you believe that the education of your children can help them to get a job? (के शिक्षाले तपाईंको बाबुनानीलाई जागिर पाउनको लागि मद्दत गर्न सक्छ भन्ने विश्वास तपाईंलाई लाग्छ?)

Support and Involvement in Child's Education

15. How much support do you give your child with homework and studying? (तपाईं आफ्नो छोरा-छोरीलाई गृहकार्य र अध्ययनमा कतिको सहयोग गर्नुहुन्छ?)
16. Do you know how your child is doing in school? (के तपाईंलाई तपाईंको छोरा-छोरीले विद्यालयमा कस्तो गरिरहेको छ थाहा छ?)

17. Do you communicate with your child's teachers and school staff? (के तपाईं आफ्नो छोरा-छोरीका शिक्षक र विद्यालयका कर्मचारीहरूसँग कुराकानी गर्नुहुन्छ?)
18. How frequently do you attend parent-teacher meetings related to your child? (तपाईं आफ्नो बच्चा संग सम्बन्धित अभिभावक-शिक्षक बैठकहरूमा कतिको जानुहुन्छ?)
19. Do you talk to your child about their academic goals? (के तपाईं आफ्नो छोरा-छोरीसँग उनीहरूको शैक्षिक लक्ष्य/उद्देश्यहरूको बारेमा कुरा गर्नुहुन्छ?)

Challenges and Support

20. Are there any subjects that your child finds difficult? (तपाईंको छोरा-छोरीलाई गाह्रो लाग्ने कुनै विषयहरू छन्?)
- a) Yes
- b) No
21. If yes, how do you manage this problem? (यदि छन् भने, तपाईं यो समस्या कसरी व्यवस्थापन गर्नुहुन्छ?)
22. Are there any tuition and extra classes provided by the school for your child? (के तपाईंको छोरा-छोरीको लागि विद्यालयले कुनै ट्यूशन र अतिरिक्त कक्षाहरू उपलब्ध गराएको छ?)
- a) Yes
- b) No
23. If yes, how much money do you need to pay for it, and can you afford it easily? (यदि छ भने, तपाईंले यसको लागि कति पैसा तिर्नुपर्छ? र के तपाईं यसलाई सजिलै तिर्न सक्नुहुन्छ?)
24. How do you meet the educational expenses of your child? (तपाईं आफ्नो छोरा-छोरीको शैक्षिक खर्च कसरी पूरा गर्नुहुन्छ?)

Educational Goals and Aspirations

25. Have you thought of any educational goals/career options for your child? (के तपाईंले तपाईंको छोरा-छोरीको लागि कुनै शैक्षिक लक्ष्य / रोजगारीका विकल्पहरू सोच्नु भएको छ?)
26. What are the major obstacles to the education of your children? (तपाईंको विचारमा, तपाईंका छोरा-छोरीको शिक्षाका प्रमुख अवरोधहरू के हुन्?)
27. In your opinion, how can your child perform better in education? (तपाईंको विचारमा, तपाईंको छोरा-छोरीले शिक्षामा कसरी अझ राम्रो प्रदर्शन गर्न सक्छ?)
28. What should be done to improve student education? Do you have any suggestions? (विद्यार्थीहरूको पढाइलाई सुधार गर्न के-के गर्नु पर्छ? तपाईंको कुनै सुझावहरू छन्?)

Cultural and Social Aspects

29. What are the major festivals celebrated in your community? (तपाईंको समुदायमा मनाइने प्रमुख चाडपर्वहरू के के हुन्?)
30. How do you typically celebrate these festivals? (तपाईं सामान्यतया यी चाडहरू कसरी मनाउनुहुन्छ?)
31. How much money do you usually spend during festival celebrations and how do you manage these expenses? (चाडपर्वको समयमा तपाईं सामान्यतया कति सम्म पैसा खर्च हुन्छ र तपाईं यी खर्चहरू कसरी व्यवस्थापन गर्नुहुन्छ?)
32. Do your children participate in these festivals? (के तपाईंका छोरा-छोरीहरू यी चाडहरूमा भाग लिन्छन्?)
33. How can your children manage their school time during festival seasons? (चाडपर्वको समयमा तपाईंका छोरा-छोरीहरूले स्कूलको समय कसरी व्यवस्थापन गर्छन्?)

Work and Responsibilities

34. What do the school-going children do in the family and how many hours in a day? (विद्यालय जाने बालबालिकाले परिवारमा के-के काम गर्छन् र एक दिनमा कति घण्टा?)
35. Do your children also work outside of the family to generate income? (के तपाईंको बाबु-नानीहरू पनि पैसा कमाउन परिवार बाहिर काम गर्नुहुन्छ?)
- a) Yes
- b) No
36. If yes, then how many hours in a week? (यदि गर्नुहुन्छ भने हप्तामा कति घण्टा?)
37. How many hours does your child study at home? (तपाईंको छोरा-छोरीले घरमा कति घण्टा पढ्ने गर्छन्?)

Satisfaction and Recommendations

38. Are you satisfied with your child's academic performance? (के तपाईं आफ्नो छोरा-छोरीको शैक्षिक प्रदर्शनबाट सन्तुष्ट हुनुहुन्छ?)
39. In your opinion, what are the major obstacles to the education of your children? (तपाईंको विचारमा, तपाईंका छोरा-छोरीको शिक्षाका प्रमुख अवरोधहरू के हुन्?)
40. In your opinion, how can your child perform better in education? (तपाईंको विचारमा, तपाईंको छोरा-छोरीले शिक्षामा कसरी अझ राम्रो प्रदर्शन गर्न सक्छ?)
41. What should be done to improve student education? Do you have any suggestions? (विद्यार्थीहरूको पढाइलाई सुधार गर्न के-के गर्नु पर्छ? तपाईंको कुनै सुझावहरू छन्?)

Annex-III
Photographs of Field Visits



