

ENGLISH AS A DROP OUT FACTOR

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

**Submitted by
Kamala Rana**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2015**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Kamala Rana** has prepared this thesis entitled “**English as a Drop out Factor**” under my guidance and supervision.

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 20/2/2015

.....
Kamala Rana

DEDICATION

Dedicated

To

My affectionate parents **Kaman Singh Rana** and **Him Kumari Rana**
who have been devoted their entire life to bring me to the present
position.

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I would like to extend profound gratitude to my supervisor **Dr. Laxmi Bahadur Maharjan**, Professor of Department of English Education, for making constant supervision and guiding me with regular inspiration, encouragement and providing insightful suggestions to bring my thesis into this form.

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Kamala Rana

ABSTRACT

This research study entitled, “**English as a Drop out Factor**” is carried out to find out factors of drop out school by Magar students. Thirty students’ five parents and five English teachers were taken through purposive non-random sampling procedure as a sample. The study was based on survey research design. The students, English language teachers and head masters were provided questionnaire and maintained an interview schedule for parents. The data were analyzed and interpreted qualitatively and quantitatively. The main finding of the study is that the failure in English is the major factor which promotes to drop out the school. Furthermore, family backgrounds such as low socio-economic and educational status of the parents are other factors which cause the Magar students to drop out the schools.

This research comprises five chapters. The first chapter deals with general background of the study, statement of the problem, rational and objectives of the study, research questions, significance of the study and operational definitions of the key terms. Likewise, the second chapter describes the existing scenario of secondary education in Nepal and presents a review of literature and conceptual framework. In addition, this chapter comprises review of related literature, implication of the review for the study, theoretical framework and conceptual framework. Similarly, the third chapter covers all the areas of methodology dealing with the design of the study, population and sample, sampling procedure, data collection tools as well as procedure of data collection. In the same way, the fourth chapter focuses on results and discussion, analysis and interpretation of the data. The fifth chapter deals with the summary, conclusion and implications followed by references and appendices.

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LIST OF ABBREVIATIONS

ASP	Alternative Schooling Programme
B. S.	Bikram Sambat (Nepali Calendar)
CAS	Continuous Assessment System
CASP	Community-Based Alternative Schooling Programme
CBO	community Based Organization
CERID	Centre for Educational Research, Innovation and Development
DEO	District Education Office/Officer
EFA	Education for All
HT	Head-Teachers
INGO	International Non-Governmental Organization
MOES	Ministry of Education and Sports
NER	Net Enrolment Rate
NFEC	Non-Formal Education Centre
NGO	Non-Governmental Organization
NHDR	Nepal Human Development Report
PTA	Parent-Teacher Association
RPs	Resource Persons
SLC	School Leaving Certificate
SMC	School Management Committee
SS	School Supervisor
ST	Study Tool
VDC	Village Development Committee

CHAPTER ONE

INTRODUCTION

This chapter dealt with general background of the study, brief history of the research area, definition of the dropout problems and factors of drop out. Furthermore it includes the statement of the study, rationale of the study, research questions, objectives of the study, significance of the study, delimitations of the study, and operational definitions of the key terms.

1.1 General Background

A language is a systematic means of communication by the use of sounds or conventional symbols. It is the code we all use to express ourselves and communicate to others. It is a system of communicating ideas and feeling using sounds, gestures, signs or marks. Any means of communicating ideas specifically human speech the expression of ideas by the voice and sounds articulated by the organs of the throat and mouth is a language.

Different linguists, scholars and philosophers define language in various ways but no definition complete in themselves. However, different definitions given by them share common characteristics of language. According to Richards et al. (1999) "Language is the system of human communication which consists of structured arrangement of sounds for their representation into larger units e.g. morphemes, words, phrases, sentences, utterances, etc" (p. 196). Similarly Wardhough (2000) defines language as "a system of arbitrary vocal symbols used for human communication (p. 26)." From the aforementioned definitions, we can conclude that language is used for human communication and communication is done for exchanging ideas, emotions, and feeling via arbitrary voluntarily vocal symbols.

Nowadays, the English language is the only language in the world which is widely accepted as a lingua-franca. It is an inseparable part of the present day world since it is a principal language for global communication and a gateway

of administration, international communication, information technology, human rights and development has become indispensable. In the past English was viewed as the ocean of literature perspective but today it is no longer confined to understand and creating the literature of foreign country. The same view is clearly exposed by Awasthi et al. (2009) "English is a widely used medium of communication for different purpose not only the vehicle of writing or reading British or American literature" .The value of English is so much that it has attracted a large mass of people world over. As a result the non-native speakers of English are more than its native speakers today. In this regards, Harmer (2008) states:

English is also of course, a mother tongue for many people in the world, though, as we shall see, such native speakers are increasingly outnumbered by people who have English as a second or third language an use it for international communication (p.13).

Despite of the value of English, there are many problems occur in learning and teaching activities. Such as financial constraints, infrastructural facilities in the school, misperception of the English, mother tongue interference which lead to drop out the school by Magar students especially in the context of Gorkha. So as a researcher, I tried to explore the drop out factors in Gorkha district.

1.2 Statement of the Problem

The problem of dropping out the school is still prevailing in our country. To minimize and eradicate the drop out problems, Nepal government and concerned ministry are running different programs but they do not work effectively. In the context of Gorkha, there are Magar students who have left the school in secondary level. As an inhabitant of Gorkha as well as same ethnicity, I wanted to explore the sole causes of this problem.

1.3 Objectives of the Study

The study sought the answers of the following objectives:

- i) to find out factors of drop out of Magar students.
- ii) to suggest some pedagogical implications.

1.4 Research Questions

This study had been guided by the following research questions:

- i) What are the causes that make students drop out the school?
- ii) How can these factors be eradicated?

1.5 Significance of the Study

This study is very important as it dealt with causes related to drop out the school by Magar students. The outcomes of the study will be helpful for indigenous people to find out the factors of drop out and eradicate them in time to maintain their education status, language teachers, students, syllabus designers and textbook writers. It will also be fruitful for curriculum planners to make them aware of making curriculum planning. Similarly, it will be more beneficial to the government to set policies and programs about the marginalized group like Magar and the others. Hence, this study will be helpful for educational issues of indigenous people.

This study is, therefore, expected to be an instrument not only in collecting relevant data on school dropout children but also in identifying influential factors associated with the dropout in Gorkha district.

1.6 Delimitations of the Study

The proposed study had the following delimitations:

- i) The study was confined to Gorkha district only.
- ii) The study was limited to only Magar students.
- iii) It was limited to only factors of causing drop out of the school by Magar students.

1.7 Operational Definitions of the Key Terms

- i) **Mother tongue:** Mother tongue means Magar language in my study.
- ii) **Second language:** Nepali language is the second language in my study.
- iii) **Foreign language:** English language is the foreign language in my study.

CHAPTER TWO

THEORETICAL AND CONCEPTUAL FRAMEWORK OF RELATED LITERATURE

This chapter deals with review of literature and conceptual framework. In addition, this chapter comprises review of related literature and implication of the review for the study.

2.1 Review of Related Theoretical Literature

This section deals with a brief profile of Gorkha district, the status of English language in Nepal, an introduction of Magar ethnicity in Nepal.

2.1.1 A Brief Profile of Gorkha District

Gorkha district is located in western region of Nepal. It covers 3610 sq.km. Area and has 271, 061 population (2011, CBS). Gorkha is a picturesque hill-town that has a rich history of its own which is situated on a small mountain at the height of 1,135 meters and offers a magnificent view of the Himalayan Peaks. King Prithvi Narayan Shah, who unified the Kingdom of Nepal during 18th century and got an upper hand over the Ranas, was born here. Actually king Drabya Shah founded this Kingdom in the year 1560 B.S. and since then, the place has acted as the den for the Shah dynasty. In the war of throne with Ranas, the Gorkhas had the last laugh as the Gorkha soldiers succeeded in conquering the Kathmandu valley. The capital of the Nepal was shifted to Kathmandu since then.

Gorkha has multi-cultural and multi-ethnic groups of people. The major castes in the district are Gurung, Brahmin, Chhetri, Magar, Newar, Sarki, Kami, Damai, Muslim and Tamang respectively. The majority of the Gorkhali people speak Nepali language and some of them speak (Gurung, Magar, Newar, Tamang and Chepang their mother tongue. Large number of people of the district are Hindus where some are Buddhists, Christian and Islam, Jain, Sikh

respectively (CBS, 2011). There are sixty six village development committees and a municipality. Seventy one higher schools and three campuses are there in the district.

2.1.2 The English Language in Nepal

In Nepal, English was introduced formally in the school level education system about one hundred fifty-nine years ago with the establishment of Durbar High school by Jung Bahadur Rana. Then in 1919 A.D., it was included in the higher education with the establishment of Trichandra Campus. After that the English language has gradually occupied a vital position in the educational fields of Nepal.

Indeed, the English language has the status of a foreign language in the national curriculum of Nepal. It is an important tool of learning in all schools.

Moreover, English is by and large, the language of international communication, technology, higher education, commerce and industry. Its use as the working language outside the world has made it vital for our students to attain a sound competence in the many and varied use of language. Nowadays, much information is transmitted and published in English, it is surely essential that our students acquire the skills of this language for their various need (Bhatta, 2012).

Similarly, the position of English in Nepal, Bhattarai (2006) writes:

There are 1037 native English speakers in Nepal it is 64th position among the languages found in Nepal. In percentile, it covers 0.01%.

English is the second most widespread language in Nepal in terms of popularity, education and use. It is spoken at all socio-economic levels by both literate and non-literate people. The general impression is that a

large percentage of the population speaks at least some English, with varying levels of accuracy and fluency (p.1).

The English language is closely tied to the identity of modern and educated citizen. It is not confined to any specific domains; it is used even in day to day gossip e.g. socio-cultural gatherings family weddings, birthday celebrations. To deal with foreign relations (diplomatic, trade etc) we use English language. Even, most of the NGOs and INGOs have been working in rural areas. Thus, the English is broadening its area wider in Nepal.

2.1.3 Magar Ethnicity: An Introduction

Magar is one of the most pervasive ethnic groups of Nepal. Their language belongs to the Tibeto-Burman family, and they have their own unique dress codes and culture, which are doomed to extinction. They are Buddhist as well as Hindu in religion. The Magar priest is called Bhusal. According to the census of 2011, the population of Magar is 1,887,733. Magar is the largest group among the indigenous people and nationality of Nepal. Their traditional land area was referred to as Athara Magarat or the eighteen regions of Magars and Bara Magarat or the twelve regions of Magars.

Nepal is a country of diversity with a multi-cultural, multi linguistic, multi religious and multi caste population. According to the national census 2001 in Nepal there are 103 social groups based on caste, ethnicity, religion, and language. Even after the abolition of caste-based discrimination in 1963 there still exists a big difference and discrimination on the basis of religion, gender, place of origin and ethnicity between the social groups in the country.

A great majority of Magar has settled in Arghakhachi, Syanja, Parbat, Baglung, Dolpa, Surkhet, Sindhuli and Udayapur. Magars are found, more or less, in almost all the districts of Nepal. Magars have their own language which belongs to the Tibeto-Burman family and has three divisions called Kham, Kaike and Magarati. Magars have their own separate costumes and cultures.

Even the rituals of Bara Magarat, Athara Magarat and Dolpa are slightly different (Budhamagar, B.S. 2053). They have, like those of Gurungs, singing and dancing groups such as Ghatu, Kaura, Jhabre, Nachari, etc. Magars are basically followers of Buddhism.

2.2 Review of Related Empirical Literature

A number of research works have been carried out in the field of teaching problems. Some of the related major research works and articles are mentioned here below.

Dhital (1985) finished his dissertation on the topic “A Study of the Problems Facing the Learning of English at Lower Secondary Level in Dhankuta.” The objective of this study was to find out problems in learning English. Interview and questionnaire were administered to headmaster, teachers and other related persons. He selected 40 secondary level teachers by using judgmental sampling procedure. He found several problems in teaching English related to curricula, textbook, teaching learning activities, teacher’s training, instructional materials, classroom teaching and physical facilities.

Yadav (2004) studied on “Problems in Teaching Oral English.” The main objective was to find out the problems in teaching oral skill in grade nine. The questionnaires and test items were the major tools for this study. The total sample size was 20 teachers and 20 students from 10 different schools by using non- random sampling procedure. He found out the problems of physical facilities, limited amount of the time, students disinterest towards the oral skill, crowded classes and traditional method of teaching as three major problems.

Chapagain (2006) carried a research entitled “Problems in Teaching and Learning Listening Skill”. The aim of this study was to find out the problems in teaching and learning listening. He gathered primary data from thirty English teachers having at least one year experience. He observed twenty English teachers. The questionnaires were the major tools for this study. He found out

that scarcity of instructional materials, large number of students, overuse of examination system, and dissatisfaction of the teachers toward the curriculum were the problems in teaching listening skill.

All above mentioned studies are concerned with the identification of problems and their causes related to language skills and level. The present study is different from the above studies. It attempted to find out English as a dropout factor for Magar students.

2.2.1 School Dropout Studies in Nepal

The Millennium Development Goals Progress Report (2002) of Nepal, underscoring the current rate of progress in enrolment in primary education, has expressed its concern over the slow progress in access to primary education as the average annual rate of growth in primary enrolment between 1990 and 1999 was only 1.3 percent.

Similarly, primary education completion rate remained as low as 50 percent as only 50 percent of pupils starting in grade one did reach grade five in 1999. In 1994, as many as 63 percent of children dropped out of primary school before completion. In addition, a majority of those who do complete primary education will take more than the expected five years to do so (NHDR, 1998 as cited in the Nepal Millennium Development Goals Progress Report, 2002).

The UNESCO study (1984) of some countries (6) in the Asia-Pacific region pertaining to dropout situation in primary education has recognized dropout as a particular problem to the attainment of universal primary education and the most critical form of wastage. Outlining the common causes of dropout, the case study report said that factors like inadequate basic physical facilities, insufficient number of trained teachers, rigid evaluation/examination system, school failure, insufficient learning/teaching materials and equipment, over and under age and geographical location have contributed to worsen the problem of dropout.

A CERID study on the causes of primary school dropout in rural Nepal (CERID, 1987) revealed that these were the factors which contributed to the dropout problem in rural Nepal, the major being:

- People's attitudes towards girls education
- Repetition due to poor quality of classroom instruction
- Little encouragement from the family and school environment to keep children motivated to learn
- Financial constraints
- Lack of parental awareness towards children's education

Engagement in household chores

- Poor delivery of classroom instruction
- Ineffective school management
- No linkage between primary education and monetary as well as social gains, etc.

2.2.2. Problems of Dropout

- They suffer from educational handicaps that are rooted in poverty, deprivation, racial discrimination, historical circumstances and environmental conditions over which they have little or no control.
- Their life style or behaviour patterns derive from customs, values, and attitudes that are dissimilar to those of the urban middle class.
- Many are from large, impoverished families headed by females and suffer from problems of desertion, divorce, unemployment, mental retardation and delinquency.
- Their upbringing has not and does not provide the self- concept opportunity, motivation or the capacity to cope with their problems and become responsible citizens.
- Many come from agricultural and low class family.

- Many are unemployed and unemployable.
- Many have come to alienation because of deprivation and what they perceive is social inequities, injustices, and neglect.

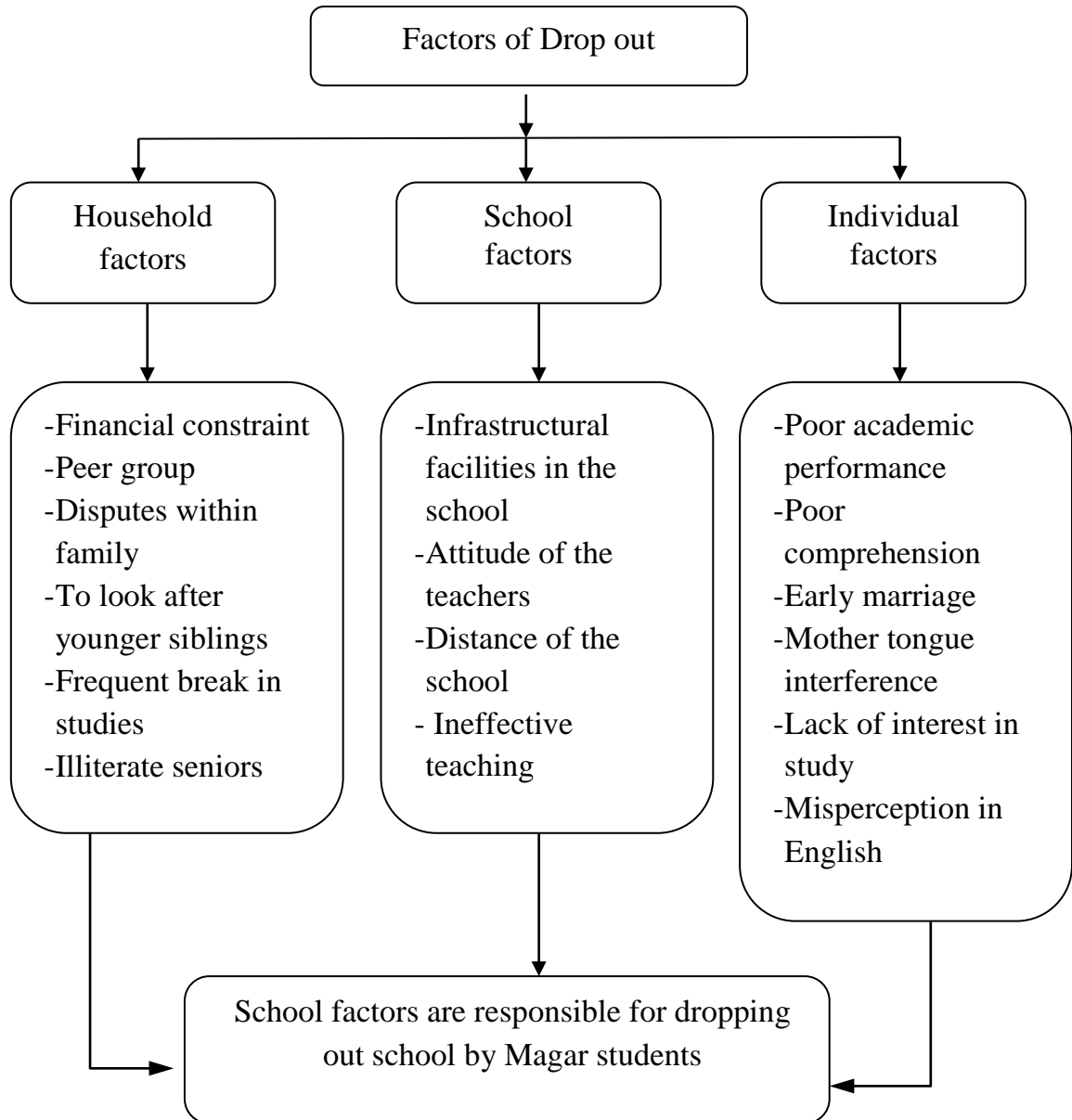
2.3 Implications of the Review for the Study

Above mentioned studies helped to this study to bring clarity and focus on research problem, improve methodology and contextualize the findings.

There are many factors which are basically related to students' learning such as environment, nature of students' factors, teachers' attitudes that play the pivotal role to achieve the target mission. As a researcher I tried to explore such kind of conditions which may bring obstacles to learning and teaching environment. Drop out factor is one of them. I have gone through different existing literature and other different articles along with journals. Reviewing all those literatures have described about the teaching learning activities and also insisted that teaching-learning can only become a reality, if learners have the knowledge, skills and attitude to play an active role in the planning, implementation and evaluation of their own learning. After reviewing the existed literature, it became clear that there was not even single research carried out by anyone which describes the learners' problems. Therefore, the above studies have to help to make this study really important to explore the role of English to drop out students. In this regard, the present study is different from that of the rest.

2.4 Conceptual Framework

The following is the conceptual framework of my study.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This study entitled “**English as a Drop out Factor**” is based on survey design research. This research has adopted the following methodologies to meet the objectives of the study:

3.1 Design of the Study

A research design is procedural plan that is adopted by the researcher to answer the questions validly, objectively, accurately and economically. The research design of this study will be survey research design.

Survey research: Kerlinger (1978) says that survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and inter relationship of the social and psychological variables.

According to Nunan (1992) “the main propose of a survey is to obtain a snapshot of conditions, attitudes and events at a single point of time (p.140).” The aforementioned discussion helps us to derive the following characteristics of a research.

- i. Survey is one of the cross -sectional studies.
- ii. Survey generally addresses a large group of population in reference to the educational information.
- iii. Data collected only of a time.
- iv. It is a hypothetico - deductive study.

Survey in the context of educational research is carried out to find out the practicality, applicability and appropriacy of certain events, issues, situations or phenomenon. Generalizing the present status and find out its detail, as a whole, is the aim of survey in education.

In the survey research, we should following 14 steps procedure. They are mentioned below:

- Identifying the problem/framing the topic
- Specifying objectives
- Constructing the hypothesis.
- Expanding the theoretical knowledge.
- Writing research proposal and preparing research tools.
- Piloting the research tools.
- Field visit.
- Contracting the selected institutions and authorities to establish rapport with them.
- Requesting the authority for the permission to conduct research.
- Requesting for the list of informants, if permission is granted.
- Sampling the required numbers of informants.
- Fixing the time of data collection.
- Eliciting the required data.
- Analysis, interpretation and presentation of the data.

3.2 Population and Sample

First of all, I visited Gorkha district to collect the data. I consulted with the DEO to select 5 schools where many students from Magar ethnicity enrolled for their study. The secondary level students from Gorkha district comprised the population of my study. Moreover, English teachers, Head masters and parents also constituted population of this study and the sample size were 30 students, 5 headmasters, 5 English language teachers and 5 parents.

3.3 Sampling Procedures

I, first of all, selected 5 government aided schools from Gorkha district. For this, I used purposive non- random sampling procedure and selected 30 students, 6 students from each school. I also selected 5 English language teachers, 5 Headmasters, one each from each school. Moreover, I selected 5 parents using non-random sampling procedure.

3.4 Tools for Data Collection

I designed the questionnaire with 15 open ended questions for the students to collect required data for my study. I also prepared questionnaires for Headmaster and English language teachers. I moreover prepared an interview schedule for parents to collect data for my study.

3.5 Data Collection Procedures

I visited the Gorkha district to collect the data. I consulted the DEO personnel of the district in selecting the school where Magar students dropped out the school and the respondents in order to collect information as per the objectives of the study. Then, I consulted Headmasters of these schools. I also contacted English language teachers of these schools and distributed questionnaires and requested them to fill up. After that I interviewed the parents of the Magar students with the view of finding out the outstanding reasons for dropping out the schools of their children.

3.6 Data Analysis and Interpretation Procedure

The systematically collected data were transcribed, coded, analyzed, interpreted then presented descriptively and was tabulated.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE RESULT

This chapter presents analysis and interpretation of data collected from students, headmasters English language teachers and parents. The whole section has been dealt with under analysis of data and interpretation of the results and summary of findings.

4.1 Holistic Analysis of Data and Interpretation of the Results

In order to meet the objectives of the study, the data from these respondents have been discussed under the following headings.

- i) Responses obtained from students
- ii) Responses obtained from headmasters
- iii) Responses obtained from English language teachers
- iv) Responses obtained from parents

4.1.1 Analysis and Interpretation of Students' Responses

This section discusses with the student's responses to find out the factors of drop out. In order to draw the students views, a set of 15 open-ended questions were provided to them. The data were in fact achieved and obtained through the use of relevant questionnaires. The percentage is the main base for data analysis. While analyzing the data, the total number of responses for each question and item was analyzed, tabulated and shown by using figures. The analysis and interpretation of the data obtained from the students is presented below:

4.1.1.1 Major Factors of Drop out

Socio-economic and cultural background of the families is the most significant contributor to the continuation or discontinuation of the child in school.

Poverty of the parents still remains one of the significant causes for the low participation of children in schooling.

Table No.1

Major Factors of Drop out

S.N	Statements	Total	(%)
1	To look after younger siblings	3	10
2	Economic constraint	3	10
3	Lack of time for study at home	4	13.33
4	Illiterate seniors	7	23.33
5	Frequent break in studies	4	13.33
6	Hard to learn English	9	30
	Total	30	100

Table 1 shows that household factors played pivotal role for drop out for girls students than boys. 3 (10%) students dropped out school for looking after their younger siblings, insecurity of the child and the thinking of their parents towards child education were influenced in girls than boys whereas economic constraint 3 (10%), lack of time for study at home 4 (13.33%), illiterate seniors 7 (23.33%), frequent break in studies 4 (13.33%) and hard to learn English nine (30%) students were found in both genders.

It is revealed that house hold major factors were illiterate seniors 7 (23.33%) and hard to learn English at house responses nine (30%) respectively.

4.1.1.2. Others Factors of Drop out

The child related factors are closely associated with the family and school related factors. Financial constraints and inappropriate school environment tend to de-motivate the children, making them loose interest in their studies and thus leading to their eventual dropout. Further household circumstances and academic failure increased students' alienation from school, leading to absenteeism, which also influenced their dropping out of school.

Table No. 2
Others Factors of Drop out

S.N.	Statements	Total	(%)
1	Insufficient place to study at home	4	13.33
2	Sickness of child	2	6.66
3	Lack of interest in study	2	6.66
4	Poor comprehension	6	20
5	Poor academic performance	4	13.33
6	Misperception of English	4	13.33
7	Mother tongue interference	8	26.66
		30	100

Table 2 lists the factors related to other factors which promote to drop out the school. As the table shows, the girls suffer from these factors. Four (13.33%) students face the problems of insufficient place to study at home, due to which the disinterest to go the school appear in their mind. The students should get proper support in their studies; otherwise they are unable to cope with the problems. Two (6.66%) girls are the victim of the menstruation problem, because of which they miss their classes. They want to dropout as some of them can't endure the pain. If there is no one to guide the students in their home, the students' interests in study can be decreased, resulting the students to dropout the school. Because of the low comprehension at the elementary level, 6 (20%) students can't give concentration in secondary level. Due to which their academic performance become poor. Above table shows that both boys and girls are victimized by these problems. Four (13.33%) of the children think that English learning is so difficult because it is not their national language; it is hard to pronounce and understand. So, the children invite anxiety to learn English and failure to complete their educational achievement in school level, which leads to dropout. Likewise because of the mother tongue interferences 8 (26.66%) children dropped out the school.

The above data shows that most of the students, eight (26.66%) dropped out the school because of the mother tongue interferences and 6 (20%) students drooped out the school because of the poor comprehension.

4.1.1.3 School Factors

School environment and teachers' attitude exert powerful influences on student's interest or disinterest in studies including dropout rates. The attitude of the teachers, disinterest in teaching to these disadvantaged children and poor infrastructural facilities like unavailability of functional toilets, improper seating arrangements etc. are found to be some of the significant reasons for pushing out the children from school. Findings from the field also confirm some of these observations.

Table No. 3
School Related Factors

S.N.	Statements	Total	(%)
1.	Discriminatory attitude of teachers	6	20
2.	Medium instruction	5	16.66
3.	Ineffective teaching	2	6.66
4.	Far Distance of school	4	13.33
5.	Lack of female teacher	3	10
6.	English is barrier to learn	10	33.33
		30	100

Table 3 shows the status of dropped out students suffering of the school related factors. As compared to the girls, boys are more likely to get suffering of the discriminatory behavior attitude of the teachers while punishing them. From the above data I found 6 (20%) children were faced the discriminatory behavior attitude of the teachers. Lack of the medium instructions is another factor. From the cause of medium instructions 5 (16.66%) were dropped. And 10 (33.33%) students dropped out the school because of English language as the

barrier to learn. This is the biggest cause of school dropout. However, the method of teaching is far effective for both, the boys and girls students, according to the above table.

The students have to walk far away to reach the school, which is very difficult to the girl students in comparison with the boys, as it is one of the dropout factors (13.33%) according to my research. Lack of the female teachers in secondary level is the next cause to leave the school, especially for the girl students, as they are unable to share their adolescent problems to the male teachers. Moreover the mother tongue interference, the Magar students think that English is a hard language for them to learn.

Therefore, it is revealed that 10 (33.33%) students dropped out the school because of their context English is barrier to learn and discriminatory attitude of teachers, 6 (20%) students dropped out the school.

4.1.1.4 English as a Drop out Factor for Magar Students

Magars have their own languages; they often speak Magar language in family and communities. They do not have interests to learn English in comparison to other students, so the failure rate in English increases rapidly which lead to drop out from the school.

A) Causes of Less Interest in Learning English

As there are many factors that lead compelled to drop from the school by Magar students. Despite this fact English is as one of the factor which leads to drop out of the school, I tried to identify why English is the major obstacle for them. After investigation I found the cause of less interest in learning English. These causes are listed in the table below.

Table No. 4
Causes of Being Less Interested in English

S.N.	Causes	No. of D.O. Students	%
1.	Attitude that English is difficult subject	3	10
2.	Lack of care about errors in productive skills	5	16.66
3.	English back ground is very poor	9	30
4.	Lack of motivation to learn	3	10
5.	School does not more care about weak students	3	10
6.	Lack of proper teaching materials	2	6.66
7.	Lack of enough exposure	1	3.33
8.	Dissimilarities in Grammar and Own Language	2	6.66
9.	Lack of teacher's good knowledge on effective teaching	2	6.66

The above table 4 shows the causes of being less interest in learning English. Most of the 9 (30%) students had English back ground very poor so they failed in school. Due to the very weak background in English is the dominant cause of giving less interest in learning English whereas the lack of enough exposure suffers only one (3.33%) student.

B) Dropout Children's Perception towards School

Children's perception towards their schools counts a lot for their attendance to school and it plays a very important role in their academic attainment. In the study, the dropout children were asked to record their perception in terms of different variables such as reasons for joining schools, liking of schools, distance from home to school, liking of teachers, people forcing them to leave school, their present status after dropping out of the school and their interest to

re-join the school. Their perceptive responses to these variables are presented in the sections below:

4.1.1.5 Reasons for Re-joining the School

Students go to fulfill different purpose and desires. For example, some students want to read, some go to school because of their parents' will, some have desires to play only rather than studying, some go without any reason or they do not know why they are attending school.

Table No. 5
Reasons for joining the school

Reasons	Numbers	%
Reading	11	36
Parental Will	6	20
Playing	6	20
Don't Know	7	23.33
Total	30	100

The result shows that majority of the children 11 (36%) went to school to read while some of them went to school because their parents wanted them to attend the school. The reasons for going to school for playing 6 (20%) was recorded relatively low and 7 (23.33%) could not specify any reasons for going to school.

This shows that majority of the children (36 %) do have good reasons for going to school.

4.1.1.6 Liking of School by Dropout Children

Most of the dropout children still like the school. Whatever circumstances were there behind their decision of leaving school, they still love to go to the school. There are not always the individual factors that affect the students' study, but also the school and home environmental factors. Some of the students are

compelled to leave their study and some of them are interested to leave. The given table shows the number of students who were compelled to leave and the students who left the school intentionally.

Table No. 6
Liking of school by dropout children

Number of Students	Responses		(%)	(%)
	Liked	Disliked	Liked	Disliked
Total				
30	18	12	60	40

A large majority of children from the districts were found to have liked the school. Twelve (40%) students have said that they did not like their schools. Eighteen (60%) of the dropped out students liked their school even after dropping the school.

4.1.1.7 Distance of School and House

The distance between the school and house of the students is also one of the dropping out factors for the students. The students of rural area are supposed to be the helping hands for their parents. They have to work in their houses as well before and after attending the school. Because of the heavy work schedule at their home they are late to go to the school. If the school is very far, then it is difficult for the students to reach in time. So, this may be another reason to dropout the school.

Table No. 7
Distance of School and House

Number of Students	Responses		
	Ok	Far	Near
Total			
30	4(13.33%)	15(50%)	11(36.66%)

The distance of school to home did not seem to be a big problem for most of the children in different school. 15 (50%) students in Gorkha, however,

expressed that the distance to school from home was far and it was opposite to 11(36%) of them.

4.1.1.8 People Forcing Children to Leave School

There are number of people who are responsible behind the students' dropout. Because of different people the students are leaving the school. Knowingly and unknowingly, the students are leaving their study. The following table shows the responsible person, because of whom the students are leaving the school.

Table No.8
People forcing children to leave school

Number of Students	Responsible			
	Own self	Teacher	Parent	Others
Total				
30	16(53.33%)	2(6.66%)	12(40%)	0

Table 8 shows that sixteen (53.33%) children themselves were found responsible for leaving or dropping out of school whereas twelve (40%) they blamed their parents and two (6.66%) their teachers for forcing them to dropout from the schools.

4.1.1.9 Engagement of Children after Being Dropout

Employment of children and education has inextricable linkages. The children, who neither enrolled nor dropped out, usually try to get jobs in the unorganized sector like small factories, garages, in vehicles or stay back to help in household activities. Moreover, children studying at the secondary level can be easily absorbed in the unorganized job market as legally they can be employed. Even then out of the total 30 children who dropped out, only 16 children are working. This implies that children working follow dropping out. Not the reverse i.e. children dropout because they are required to work. Out of 16 children who are working, 8 boys were employed either in a vehicle or in the motor parts shop while only eight girls were employed with all of them working as house maids.

After dropping out the school, the children are involved in different works. Due to the many reasons, they had left the school and now they are fulfilling, may be their own or their parents desires by doing the different activities required for living their lives.

Table No. 9
Present status of the dropout children

Status	Number	%
Household Chores	4	13.33
Gothalo	5	16.66
Abroad Labour	3	10
Driver	4	13.33
No work	10	33.33
Selling Agricultural products	2	6.66
Mason	2	6.66

The dropout children were found doing several things. In case of Taklung, majority of dropout children are found engaged in household chores 4(13.33%) and gothalo (looking after the cattle, cattle grazing) 5(16.66%). In case of Darbung also, majority of these children are doing the same job as of Taklung i.e. household chores, followed by dharalo (looking after the younger siblings). The other activities they are involved at present are selling agricultural products 2(6.66%) and interestingly 10(33.33) children are not doing anything at all.

4.1.1.10 Interest of Dropout Children to Re-join School

In the course of the interviewing, I had asked the students whether they were interested to re-join the school. As the result, the students gave the following responses:

Table No.10

Interest of dropout children to re-join school

Responses	Number	%
Yes	18	60
No	4	13.33
Don't Know	8	26%

Table 10 shows that four children (13.33%) did not like to re-join the school whereas eighteen children (60%) explicitly mentioned that they were in favour of re-joining the school. However, eight children (26%) could not decide whether they wanted to re-join the school.

4.1.2 Responses from the Headmasters

In order to investigate how teachers viewed about the causes of drop out a set opened-ended question were implemented. The responses from of headmasters to different questions are presented herewith under the suitable themes.

4.1.2.1 Main Causes of School Dropouts

Regarding the view of the questions, the headmasters were asked the questions the responses provided by the respondents were listed below in the points:

- i) Family educational back ground.
- ii) Low academic performance.
- iii) Poor economic and their cultural programmes.
- iv) English language learning difficulties.
- v) Distance of home and school.

It is found that most of the headmasters responded that the family educational back ground is the main factor of drop out.

4.1.2.3 Conditions of Dropout Children to Re-join School

The dropout children want to re-join the school if they are given some facilities in the school. There are some terms and conditions, due to which the students were attracted towards the idea of re-joining the school. The following table shows the conditions and the numbers of the students, who are ready to re-join the school if the conditions are fulfilled.

Table No. 11
Conditions of Dropout Children to Re-join School

Conditions	Number	%
Availability of food/snacks	2	6.66
Teacher's Encouragement	4	13.33
Books and Stationary	3	10
Parent Support	3	10
Reducing Punishment	2	6.66
Effective techniques for English Teaching	7	23.33
Peer Support	3	10
Dress	2	6.66
Do not want to go School again	4	13.33
	T=30	100

A considerable number of dropout children 2 (6.66%) from the total could re-join school if they get food and snacks in time. The other conditions they put forward to re-join the schools are teacher's encouragement 4 (13.33%), books and stationery support 3 (10%), parental support and peer's support. Some of them even said that peer support and absence of punishment in the school would also encourage them to re-join the school Where as most of the students 7 (23%) want to go school if there will be applied effective techniques for English Learning.

From the Above mentioned data, it is has found that the most of the students were dropped out the school because of the ineffective of the English teaching.

4.1.2.2 Role of Headmasters in Bringing the Drop out Students Back to School

Regarding the view of this question, the responses from the respondents are given below:

- i) Government should give more facilities to the students
- ii) Teachers should encourage them to study by giving motivational rewards
- iii) Teachers should encourage their parents to send the children regularly
- iv) By giving economical support to the students.

4.1.2.3 Causes of Poor Academic Status

Regarding the view of this question, the respondents put their responses which are listed below:

- i) Unemployment of parents
- ii) Low academic level in elementary level
- iii) Illiterate guardians
- iv) Socio-cultural back ground
- v) Mother –tongue interference

After studying the above listed responses it has been found that poverty, lack of sufficient stationary and low academic level lead the dropout rate of Magar students.

4.1.3 Responses from Teachers

In order to meet the objective of the study, a set of open-ended questions were asked to the English language teachers whether English subject was the drop out factor or not? And what type of difficulties was faced by English language teachers faced while teaching to the Magar students?

Regarding the questions, these were the response given by English language teachers:

4.1.3.1 Attending Teacher Training

Regarding the question, all teachers, except one, had received training provided by DEO. These were the view of teachers towards training:

- i) Training is helpful to motivate the learning.
- ii) Training is useful for teachers to up -to- date knowledge
- iii) Training is helpful to tackle the multi language class

4.1.3.2 Using Nepali language in English Language Class

Regarding this view, most of the English language teachers gave these responses:

- i) They used Nepali language to make students comfortable to learn English.
- ii) Magar students hesitated to speak with teachers so to make friendly environment, they used Nepali Language as well as Magar language too.
- iii) To deliver the subject matters, sometimes need to speak Nepali.

Teachers were applied many methods and techniques to make the students comfort to learn English language. They used Grammar translation method because of the following responses.

- i) To avoid misconception of the English.
- ii) To deliver the subject -matters.
- iii) To able to communicate with English language.
- iv) To make the students achievable to the learning.

4.1.3.3 Reasons of Dropping out the School

Regarding the questions, teachers had responded the following responses:

- i) The students dropped out the school because of failure in English subject.
- ii) The students dropped out the school to search economic support for family.
- iii) To marriage and follow cultural regarding
- iv) To help their family work

4.1.3.4 Main Difficulties to Teach the Magar Students

Regarding this view, the English Language teachers faced the following difficulties:

- i) They were shy to communicate with teachers.
- ii) They were not much attention to speak neither in Nepali nor with English language.
- iii) Most of the Magar students were introvert in nature.
- iv) Difficult to teach speaking than other skills.

4.1.3.5 Reducing the Dropout Rate of Magar Students

To meet the objective of this study, different views were taken from the English language teachers which are presented below:

- i) Provide extra classes for Magar students.
- ii) Interact with their parents to encourage study.
- iii) Create child friendly environment.
- iv) Visual classes should be provided.
- v) Stationery items should be provided to them free of cost.

4.1.4 Responses from the Parents

In order to meet the objective of the study, interview scheduled prepared for the parents of drop out. The parents' responses are given below:

4.1.4.1 Causes of Dropout

Regarding this view, parents put their opinion about the reason of drop out school by their children which are listed below:

- i) The financial constraint.
- ii) Household chores.
- iii) Field work and cattle grazing.
- iv) To looking after their siblings.
- v) Failure in exam.
- vi) Not interested in study them.

4.1.4.2 Parents' Perception towards their Children

Regarding this question, most of the parents expressed positive attitude towards teachers, some of the responses are listed below:

- i) Teachers teach their children nicely.
- ii) Teachers love their children.
- iii) They care well to their children.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATIONS

This chapter consists of the summary of the study. It also consists of conclusions and implications which are drawn on the basis of discussion and interpretation of the data.

5.1 Summary of the Findings

The present study entitled of “**English as a Drop out Factor**”. The main objectives of the study were to find out factors of drop out school by Magar students. To accomplish these objectives, I adopted survey research design. It was conducted in natural setting using both primary and secondary sources of data to achieve the objectives. Primary sources of data were the 30 students, 5 headmasters, 5 English language teachers and 5 parents. I adopted purposive non-random sampling procedure. As a researcher, I utilized mainly two tools, questionnaire and interview schedule for data collection. Then I analyzed and interpreted the collective data from qualitative and quantitative point of view. After the analysis then I arrived with the following major findings.

- I. It was found that house hold major factors promoted to drop out the school .With regarding this view, illiterate seniors 7 (23.33%) and hard to learn English at house responses 9 (30%) respectively.
- II. That most of the students, eight (26.66%) dropped out the school because of the mother tongue interferences and 6 (20%) students dropped out the school because of the poor comprehension.
- III. It was found that 10 (33.33%) students dropped out the school because of their context English is barrier to learn and discriminatory attitude of teachers, 6 (20%) students dropped out the school.
- IV. It was also revealed that most of the 9 (30%) students had English back ground was poor so they failed in school. Due to the very weak background in English is the dominant cause of giving less interest in

learning English where as the cause lack of enough exposure suffers only one (3.33%) student.

- V. It was found that most of the headmasters responded that the family educational back ground is the main factors of drop out.

5.2 Conclusions

It was found that family background such as low socio-economic and educational status of the parents is significantly correlated with the phenomenon of dropping out with about one fifth of the sample children dropping out due to financial constraints. At secondary level, taking private tuition is a common practice to obtain higher marks, but it was observed that as many as 26 percent households reported that they could not bear this expenditure because of which their children dropped out of school. In addition, a few children dropped out (18 percent) as they found the curriculum too heavy and difficult to comprehend the content, especially mathematics and English leading to failure and repetition. Around 20 percent of children left due to failure in a particular grade.

Data from household survey on the reasons for dropping out of school at the secondary level reveal that economic reasons and school related reasons are both equally important. The main finding of the study is that students do not drop out merely because they are poor but also because by the time they reach secondary level of education, they have accumulated a strong history of school failure which puts them at higher risk of dropping out. School related factor such as failure in English due to poor comprehension, poor teaching-learning process is a cumulative process which needs to be tackled early, right from primary or elementary education to secondary education.

From the analysis in this study a few policy implications can be drawn both in terms of broader education policies aimed at improving educational equity and for the design and implementation of targeted economic incentives aimed at reducing the dropout rates of Magar children living in villages. It is important

that the private costs of education need to be moderated by providing scholarships and also incentives like uniform, text books and stationary, etc. In particular, by providing additional teaching one can ward off the need for private tuitions. Teachers also need to be sensitized with the difficult conditions in which the children in villages live and how they need to respond more sympathetically. Mere sensitization of teachers without providing corresponding infrastructure that enables the students residing in slums to overcome circumstantial disadvantages would not be of much use.

The consequences for students who drop-out before finishing secondary education is dramatic, in terms of high unemployment and low lifelong earnings. Completing secondary education does not guarantee access to high paying job; it represents a promise of greater access to further opportunities and is fast becoming a prerequisite to remain employable and re-trainable, the highly valued qualities in today's labor market. This makes a strong case in favor of investing more resources to tackle this issue of dropouts. These investments must be part of an integral approach to education policies, combining supply and demand measures, while maintaining a clear mandate that it is the role and responsibilities of schools and teachers to make sure that all students regardless of their socio-economic background complete the secondary level of education Overall conclusions and contributions of this study had discussed. Finally, implications for policy and future research will be provided.

5.3 Implications

The study has become very much useful and beneficial for the prospective researchers, who want to undertake for the researches in drop out problems the outcomes of the study will be helpful for indigenous people, language teachers, students, syllabus designers and text book writers because they are related to English language teaching and learning. On the basis of the findings I have

pinpointed the main implications of the study on three different levels as below:

5.3.1 Policy Level

The first policy implication is that better efforts need to be made in determining the reasons students drop out in secondary level schools. Knowing why students drop out is important to finding ways to prevent other students from dropping out. As discussed in Chapter 4, only 25% of the dropouts in schools have reported reasons for dropping out, with a large portion of these coded as unknown or other. In the current data collection system, there is no way to determine why these students did not return to school. If methods were developed to better track these students, perhaps their reasons for dropping out could be obtained.

A second policy implication is that district and schools need to be made aware that more than one type of dropout exists. Information on the characteristics of the different types of dropouts and on the ways to keep these students in school should be disseminated. This leads to the next policy implication.

A third policy implication is that more refined dropout prevention programs need to be developed in nation to meet the needs of the various types of dropouts' factors. This study also advocates that dropout prevention programs be made gender and ethnically sensitive because different gender has cultural differences that will impact the way that risk factors impact the process of dropping out of school. The dropouts are more influenced by employment opportunities outside the school primarily due to needs of their families. Perhaps dropout prevention programs that focus on incorporating work and school would address the specified needs of this goes unnoticed. Schools need to look for students who display risk factors for dropping out so these students can receive the help they need.

This conclusion is relevant to all potential dropouts who have social, psychological, or personal factors that influence their decision to drop out. Some examples include substance abuse, attention deficit disorder, and pregnancy. Counseling may be an effective way of addressing these problem areas. Classes that focus on personal and social issues, such as improving interpersonal relations, would be of use to these types of dropouts and have been shown to reduce the rate of substance abuse among dropouts. School-wide programs that provide students with information on avoiding drugs and alcohol and practicing abstinence or safe sex would be useful in preventing dropouts, especially among high-achieving students. Behavioral disorders that affect student learning should be identified early and children should receive guidance on how to manage their disorders through behavior modification in addition to needed medication.

Another way of meeting the needs of all types of dropouts is to ensure that the school-wide curriculum, like dropout prevention programs, meets the needs of all students. It should include academic, career, and personal components. The academic component needs to accommodate different ability levels and learning styles. This may involve changing the way schools are organized and classes are managed. The career component should provide all students with the education and/or skills needed to be successful after high school whether students seek post secondary education or enter the work force. The personal component should include helping students cope with the stresses in their lives and fostering motivation for staying in school (Scheffelin & Emmett, 1991; Kronick & Hargis, 1998).

Another policy implication is related to an accountability policy in the country. Schools that have met or exceeded the state goal for the non-dropout rate has points added to their achievement scores. Schools that have not met the goal for the non-dropout rate have points taken away from their achievement scores. The principle behind this adjustment is to encourage schools to work to keep students in school instead of giving up on low-achieving students since these

students lower the school's achievement scores. However, this study found that not all dropouts are low achievers. Over forty percent of the dropouts in the cluster analysis became part of the higher-achieving group.

None of the students in this group were low-achieving. This finding contradicts the logic behind the dropout adjustment to the achievement data in the accountability score. To further investigate this issue, the achievement level of dropouts at the school-level should be examined. This would provide information about the number of schools impacted and whether some schools have large numbers of high-achieving dropouts. Perhaps these results would require the current accountability policy to be revisited, especially if large numbers of schools are impacted or if some schools are impacted significantly due to large numbers of high-achieving dropouts.

5.3.2 Practice Level

In this level, teachers, students, guardians and other interested people may get benefit from studying this research 5. The study has found out parental indifference towards schools education and their lack of awareness as one of the strong factors of school dropout. This finding suggests that in order to facilitate the development of positive attitude in parents to foster in them feeling of positive discrimination towards the girl child, a carefully planned parent awareness, training and education programme should be initiated specially in hard-hit areas. As the majority of the dropout children are from illiterate families, it is recommended that literacy skills, parent education and parent training programmes in both the district are highly essential. These programmes should include awareness towards the importance of education, the impact of dropout in the life of their children and basic literacy skills for themselves. As the great majority of the dropout children would like to go back to the school again, following measures are suggested in order to address the conditions outlined by them:

- Books and stationery support to the needy children,
- Orientation to the teachers on how to attract dropout students back to the school,
- Awareness programmes for parents to motivate them to send their children back to school,
- Creation of children's clubs and forums for peer support. The over-aged children who do not want to rejoin the school should be provided with either technical and/or vocational skills or an alternative non-formal route for upgrading their education should be explored and worked out.

5.3.3 Implications for Further Research

This section discusses methods and areas in which to extend the current study. This discussion begins with the first purpose of the study, investigating the factors of drop out by Magar students. The results of the study analysis on dropouts showed that there is more than one factor of dropout. The results of the study analysis on all students, however, lead to questions for future research. The study was composed reasons of dropouts, who only seemed to differ on achievement level and poverty status. More variables, such as family, social, and psychological characteristics, are needed to further construct profiles that distinguish these groups. In addition, we have too many questions roaming in our mind such as “What are the distinguishing characteristics of these non-dropouts in this cluster? “ This is an additional area for future research. The findings of this study revealed an issue that permeates many areas in educational research, that being the relationship between ethnicity and poverty. The profiles in this study show that the types of students and the types of dropouts differ with regard to ethnicity. Although these differences mirror the poverty differences, there could be an ethnicity effect beyond the effect of poverty. Future research should focus on disentangling the relationships among ethnicity, poverty, and dropout type perhaps by examining the relationship between ethnicity and dropout type after controlling for poverty. In addition, future research should focus on studying the dropout process for

different ethnicity and gender groups within the three types of dropouts found in this study. This study used binary variables to conduct the cluster analyses since some of the variables to be included in the analyses could only be obtained in categorical or binary form. Future studies should utilize continuous versions of these variables, since these variables would provide a more detailed specificity to the differences between clusters.

To address the second purpose of the study, examining the characteristics of schools more or less effective in dropout prevention, this study examined the most common characteristics of schools successful in dropout prevention and effective schools. Attendance rate and student achievement were found to differentiate these four types of schools the most. There are other characteristics, such as school climate and the availability of vocational programs, that were not examined in this study, but that require attention. Future research should focus on identifying other variables that differentiate these four types of schools. The study yielded some interesting commonalities among the more effective schools and among the less effective schools with regard to school size, type of grade configuration, and community type. These are relationships that need to be studied more in-depth. This study uncovered an interesting relationship between school size and dropping out when looking at the more effective schools versus the less effective schools (i.e., the more effective schools had a higher average school size than the less effective schools). Are larger schools able to provide more attention to at-risk students? How do grade configuration (i.e. high school versus combination school) and community type fit into this relationship between school size and dropout rates? There were some school districts that had groups of schools in either the more effective category or the less effective category suggesting there are policies outside of the school that may be impacting dropout mediation both positively and negatively. All of these areas call for concentrated study.

A future extension of this study would involve conducting case studies in two different ways.

First, interview could be conducted on the types of dropouts to provide a thorough description of these students. The findings could provide useful insight on how to successfully implement dropout prevention programs when coupled with research on the reasons students drop out of school.

Second, questionnaires conducted on teachers' view and circumstances of schools from each of the five types of schools studied in the final phase of this study. Although collecting additional data and conducting quantitative analyses would expand this study, survey research study analysis would allow for a much richer understanding of effective dropout prevention.

This study based on students dropouts and exploring the school-level factors that mediate the likelihood of dropping out.

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APPENDICES

Appendix I: Questionnaire for the Drop out Children

1. Name:..... Age:.....
2. When did you enroll school? At what age?
.....
.....
3. When did you leave the school?
.....
.....
4. Why did you leave the school?
.....
.....
5. Which subject did you feel hard? If English, why?
.....
.....
6. Didn't your teacher help to learn English?
.....
.....
7. Didn't your parents and elders help to do your English homework?
.....
.....
8. What was the distance of school from your home?
.....
.....
9. How did you feel after drop out the school?
.....
.....
10. Who compelled you to leave the school?
a) Your-self b) Parents c) Teachers d) Others

11. Do you want to go back to school now? If yes, what needs to be done? If no, why?

.....
.....

12. What are you doing now?

.....
.....

13. Are you satisfied with your work now?

.....
.....

14. What do you think about your future?

.....
.....

15. Do you think English is Basic need to do any work?

.....
.....

Appendix II: Questionnaire to the Headmasters

Dear Sir/Madam,

This questionnaire is a research tool for collecting information on Factors of drop out Magar students from teacher perspectives for the partial fulfillment of my Master's degree in English education at T.U. under the guidance of **Dr. Laxmi Bahadur Maharjan**. This research is based on the educational problems on drop out by Magar students. The information you provide will be kept confidential.

Researcher
Kamala Rana

Questionnaire for Headmaster

Name:

Name of the School:

1. How many Magar students have enrolled last year?

.....

2. How many students dropped the school?

.....

3. What are the main causes of school drop outs?

.....

4. In which level do most of the Magar students drop out the school?

5. What types of students generally drop out the school?

6. What should be your role to bring the drop out children back to school?

.....
.....

7. Have you ever played any roles to bring them back to school?

.....
.....

8. What are the causes of poor academic status of Magar students?

.....
.....
.....

9. Do you have any idea to suggest Magar parents to convince their children to complete school level education?

.....
.....

10. Do you have any difficulties to reduce drop out students? If yes, what are they?

.....
.....

Appendix III: Questionnaire for Teachers

1. What kind of children normally drops out of the school?
a) General students b) Low academic status students c) Poor students

2. What are the most influential factors (reasons) for dropout?
a) Household Factors b) Individual Factors c) School Factors

3. Have you find any academic weakness of dropout children?
a) In particular subjects b) Low attendance

4. In which subject they could not get good marks?
a) English b) Maths c) Nepali

5. What should be the role of teacher to bring the dropout children back to schools?
a) Motivate to studying b) Friendly teaching c) Convince their parents

6. Which are the existing strategies to control/reduce school dropout?
a) School b) SMC c) Community d) DEO e) I/Ngo

7. Have you attended any orientation class, trainings, workshop and refresher courses and so on regarding teaching English?

.....
.....

8. Do you find those programs helpful in teaching?
.....
.....

9. How often do you use English language while teaching specially for Magar students?
.....
.....

10. Did they drop out after failure in English subject?
.....
.....

11. What types of method do you used while teaching English?

.....
.....

12. What are the main difficulties do you faced while teaching English for Magar students?

.....
.....

13. Are they speak in Magar or English in the Classroom?

.....
.....

14. Do you think English is the main factor to drop out the School by Magar students?

.....
.....

15. What should be done for reducing the dropout rate by Magar Students?

.....
.....

Appendix IV: Interview for Drop out Students' Parents:

Name:

Occupation:

No. of Family Member.....

1. Why did your children drop out the school?

.....
.....

2. Are you satisfied with dropping out school by your children?

.....
.....

3. Do you think that education for your children is very important?

.....
.....

4. How do you assess the physical facilities of the school?

a) School buildings b) Furniture c) Play ground d) Water

5. How sincerely did the teachers teach your children?

.....
.....

6. What are the supports and incentives provided by the school to your children?

.....
.....

7. Are the supports and incentives available on time and in adequate quantity?

a) Books b) School dress c) Scholarship d) Foods

8. How far is the school from your house? How many minutes does it take?

.....

9. What were the reasons for the dropout? Is English subject a reason for drop out?

a) Reasons for boys:

b) Reasons for girls:

10. What is/are your child/ren doing after dropping out the school?

.....

.....

11. Do you want to re-send them to school?

.....

.....

12. What do you think about your children's future life?

.....

.....

13. Have you ever tried to resend your children to school? If yes, what are those efforts?

.....

.....