

**ENGLISH AS A DROP OUT FACTOR FOR TAMANG
CHILDREN IN MAKAWANPUR DISTRICT**

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

**Submitted by
Samrachana Pudasaini**

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

2017

**ENGLISH AS A DROP OUT FACTOR FOR TAMANG
CHILDREN IN MAKAWANPUR DISTRICT**

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

**Submitted by
Samrachana Pudasaini**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2017**

T.U. Regd. No.: 9-2-539-40-2008 Date of Approval of Thesis

Fourth Semester Examination Proposal: 2073/06/09

Roll No.: 280231/2071

Date of

Submission: 07/08/2017

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: 06/08/2017

.....

SamrachanaPudasaini

RECOMMENDATION FOR ACCEPTENCE

This is certified that **Miss Samrachana Pudasaini** has prepared this thesis entitled **English as a Drop out Factor for Tamang Children in Makawanpur District** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 07/08/2017

.....

Dr. Laxmi Bahadur Maharjan

(Supervisor)

Professor

Department of English Education

Central Department of Education

T.U., Kirtipur, Kathmandu, Nepal

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following **Research Guidance Committee.**

Signature

Dr. Ram Ekwel Singh.....

Head and Reader

Department of English Education

T.U., Kirtipur

Chairperson

Dr. LaxmiBahadurMaharjan(Supervisor)

Professor

Department of English Education

T.U., Kirtipur

Member

Dr. AnjanaBhattarai

Professor

Department of English Education

T.U., Kirtipur

Member

Date: 25/08/2017

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following thesis
Evaluation and Approval Committee.

Signature

Dr. Ram Ekwel Singh

Reader and Head Chairperson

Department of English Education

T.U., Kirtipur, Kathmandu.

Dr. LaxmiBahadurMaharjan

Professor

Department of English Education

T.U., Kirtipur, Kathmandu.

.....

Supervisor

Dr. BalMukundBhandari

Professor

Department of English Education

Tribhuvan University, Kathmandu, Nepal

.....

Expert

Date: 25/08/2017

DEDICATION

DedicatedTo

My Grandparents and Parents **Mr.KhadanandaPudasaini, Mrs. BhawaniPudasaini, Mr. Dev Krishna Pudasaini, Mrs. Maiya Devi Pudasaini**, who have devoted their entire life to make me what I am today.

ACKNOWLEDGEMENTS

First of all, I would like to express my sincere gratitude to my thesis supervisor **Dr. LaxmiBahadurMaharjan**, Professor, Department of English Education, Tribhuvan University, Kritipur, for his kind suggestions, inspiring, continuous guidance, encouragements, enlightening ideas and invaluable suggestions for preparing and editing this thesis. Without his directions, I would not be able to bring it in this form.

I would like to extend my sincere gratitude goes to **Dr. Ram Ekwel Singh**, Reader and Head, Department of English Education, for providing an opportunity to carry out this research work and I am also thankful to his kind suggestions and encouragements. Similarly, I am also grateful to **Dr. AnjanaBhattarai**, Professor and Member of the guidance committee for her valuable and academically encouraging ideas to develop this work. I am also very much indebted to **Dr. AnjuGiri, Prof., Department of English Education** and chairperson of English and other foreign languages education subjects committee, T.U., Kritipur, for her cooperation and encouragements throughout my study. Likewise, I would like to express my sincere gratitude to external supervisor **Mr. BalMukundaBhandari**, Reader Department of Education English of M.R. campus, Tahachal. I am equally grateful to **Mrs. MadhuNeupane, Mr. Guru Paudel, Mr. ReshamAcharya, Mr. Khem Raj Joshi**, and Central Department of English Education for their invaluable supports and encouragements. And, I would like to thank **Mrs. MadhaviKhanal** and **Mrs. NabinaMaharjan** Liberians of the Department of Education English for kind help.

I would like to thank all the participants of my research for their time and perceptions for my data collection. I would like to forward my deepest appreciation to my brother NikunjanPudasaini, AbiralPudasaini, sister JharanaPudasaini, uncle Shree Krishna Pudasaini and friends, DipikaAdhikari, RadhaKarki, PrekshaShahi, Khok Raj Aryal, Tara Prasad Kandel, and DebRaj Bhusal for their collaborative supports from the beginning.

Samrachana

Pudasa

2017

ABSTRACT

This thesis entitled **English as a Drop out Factor for Tamang Children in Makawanpur District** is prepared to find out whether English as a drop out factor for Tamang Children in Makawanpur District. The survey research design was used. The data were collected from twenty students, five parents and five teachers of Makawanpur district which were selected by using purposive non-random sampling procedure. Data were elicited using a set of questionnaire including both open-ended and close-ended questions. The collected data were analyzed and interpreted qualitatively and quantitatively. The main findings of the study is that they left the school because of language problems, many children in family, disinterest in studies, supporting role for the family, discouraging the teacher behavior, school environment is not good and they cannot understand English well because of English is hard for them.

This research consists of five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, significance of the study and operational definitions of the key terms. Likewise, second chapter consists of review of related literature i.e. theoretical and empirical, implications of the review for the study and conceptual framework of the research. Similarly, third chapter deals with methodology adopted to carry out the research. It consists of research design, population, sample and sampling strategies, research tools, study area, data collection procedure and ethical consideration of the study. In the same way, the fourth chapter encompasses analysis and interpretation of the results. Similarly, the fifth chapter consists of the findings, conclusion and recommendations of the study and followed by references and appendices.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptence</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluationand Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>xi</i>
<i>List of Abbreviations</i>	<i>xiii</i>
CHAPTER ONE : INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problems	3
1.3 Objectives of the Study	4
1.4 Research Questions	4
1.5 Significance of the Study	5
1.6 Delimitations of the Study	5
1.7 Operational Definitions of the Key Terms	5
CHAPTER TWO : REVIEW OF RELATED LITERATURE AND CONCRPTUAL FRAMEWORK	7
2.1 Review of Related Theoretical Literature	7
2.1.1 Education in Nepal	7
2.1.2. The English Language in Nepal	10
2.1.3 Brief Profile of Makawanpur District	11
2.1.4 TamangLanguage : An Introduction	13
2.1.4.1 Factors of Dropout	14
2.1.4.1.1 Household Factors	14
2.1.4.1.2 School Factors	15

2.1.5. School Dropout Studies in Nepal	16
2.2 Review of Related Empirical Literature:	18
2.3 Implications of the Study	20
2.4 Conceptual Framework	21
CHAPTER THREE : METHODS AND PROCEDURES OF THE STUDY	23
3.1 Design and method of the Study	23
3.2 Population, Sample and sampling strategy	24
3.3 Research Tools	24
3.4 Sources of data (Primary and Secondary)	24
3.5 Data Collection Procedures	25
3.6 Data Analysis and Interpretation Procedures	25
3.7 Ethical Considerations	25
CHAPTER FOUR : ANALYSIS AND INTERPRETATION OF THE RESULTS	27
4.1 Analysis of Data and Interpretation of the Results	27
4.1.1 Analysis and Interpretation of Student's Responses	27
4.1.1.1 Enrollment and Dropping out of the students	27
4.1.1.2 Students dropping out the school and their reasons:	29
4.1.1.3 Students dropping out the different classes:	29
4.1.1.4 Family factors affecting dropouts:	30
4.1.1.5 No. of frequency of failure students in English subject:	31
4.1.1.6 Children ranking n family:	31
4.1.1.7 Main income sources of family:	32
4.1.1.8 Different wages of helping parents financially:	33
4.1.1.9: Distance between Schools and House	33
4.1.1.10 Frequency of becoming sick in a year:	34
4.1.1.11 Friend's behavior towards students:	35
4.1.1.12 Teacher's behavior towards students:	35
4.1.1.13 Reason for language difficulty for students:	36
4.1.2 Analysis and interpretation of parent's responses:	37
4.1.2.1 Frequency number of children	37

4.1.2.2 Income sources of family	38
4.1.2.3 Reasons to dropping out school	38
4.1.2.4 Distance between student house and school	39
4.1.2.5 Studying school timing years	40
4.1.2.6 Causing factors leaving the schools	40
4.1.3 Analysis and Interpretation of Teacher's Responses	41
4.1.3.1 Enrolled and Drop out Students	41
4.1.3.2 Tamang Students Drop the School	42
4.1.3.3 Dropping out Factors	43
4.1.3.4 Difficulties face while teaching English	43
4.2 Summary of Findings	45
CHAPTER FIVE : FINDINGS, CONCLUSION ANDRECOMENDATIONS	47
5.1 Findings	47
5.2 Conclusions	49
5.3 Recommendations	50
5.3.1 Policy Related	50
5.3.2 Practice Related	52
5.3.3 Further ResearchRelated	53
REFERENCES	
APPENDICES	

LIST OF TABLES

	Page No.
Table 1 : Students enrolment and Dropouts	28
Table 2 : Reason for Dropping Out the schools	29
Table 3 : Dropping out classes	30
Table 4 : Factors affecting students to Dropout	30
Table 5 : Frequency of failure in English subject	31
Table 6 : Children ranking in family	32
Table 7 : Sources of income in family	32
Table 8 : Wages of helping parents financially	33
Table 9 : Distance between Schools and House	34
Table 10 : Frequency of becoming sick in a year	34
Table 11 : Friend's behavior towards students	35
Table 12 : Teacher's behaviors towards students	36
Table 13 : Reason for language difficulty for students	36
Table 1 : Frequency number of children	37
Table 2 : Sources of income in family	38
Table 3: Reason to dropping out school	38
Table 4 : Distance between student house and school	39
Table 5 : Studying school timing years	40
Table 6 : Causing factors leaving the schools	40
Table 1 : Enrolled and Drop out Students	41
Table 2 : Tamang Students Drop the School	42
Table 3 : Dropping out Factors	43
Table 4 : Difficulties face while teaching English	44

LIST OF ABBREVIATIONS

B.S.	BikramSambat (Nepali Calendar)
CAS	Continuous Assessment System
CASP	Community-Based Alternative Schooling programme
CBO	Community Based Organization
CERID	Centre for Educational Research, Innovation and Development
EFA	Education for all
HT	Head- Teachers
i.e.	That is
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
VDC	Village Development Committee

CHAPTER ONE

BACKGROUND OF THE STUDY

This study is based on “English as a Drop out Factor of Tamang Students in Makawanpur District.” This chapter consists of background of the study, Brief history of research area, definitions of the dropout problems and factors of dropout. Furthermore, it includes background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

A language is a systematic means of communication by the use of sounds or conventional symbol. Language is voluntary vocal system of human communication. 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, sign 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 definitions are complete in themselves. However, different definitions given by them share common characteristics of language Crystal, (1994, P.212) defines language as the systematic, conventional, use of sounds, signs or written symbols in a human society for communication and self-expression. This definition is broad one, which includes different forms of languages like written language and sign language including the proper language, speech language has been defined variously by various scholars. In other words, there is diversity of thought regarding the definition of language. Let’s observe the following definition:

“Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols.”(Sapir, 1921, p.8).

“Language is a system of arbitrary vocals symbols by means of which a social group co- operates.”(Bloch and Trager, 1942, p.5).

According to Richard (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.

Realizing this obvious truth almost all the countries of the world have included English subject in their school as well as college curriculum. A person who has sound knowledge of English can get a job across home and abroad. English is a must to those who want to get higher education. A person who knows English well can have world wide access. English is a medium of communication in international conferences, workshops, seminars and talk programs. It broadens our mind and helps us understand the whole world.

In the context of Nepal, English has been taught as a foreign language. It plays the role of most indispensable mean to the transmission of modern civilization in the nation. In the world of science and technology, industrial development and international relationship, we are more likely to be successful if we have the knowledge of English.

Teaching and learning both are difficult and challenging job which can't be fruitful without the knowledge of subject matter, training and experiences. Teaching is both science and art. So, a good teacher needs the knowledge about the content and appropriate way of performance. Teaching is motivating and interesting only when there is the interest of learners. The factors that bring problems may differ in the teaching and learning. Dropout of the students at middle and high school level is one of such problems which influences in

educational achievement. So as a researcher, I want to explore the dropout problems and the effects in their social life of the Tamang students in Makawanpur district.

Generally, children are enrolled at the pre-primary level. When they reach middle and high school, dropout problems of students appear due to various factors. This research concerned with finding the factors of dropout at middle and high school level.

School dropout rates represent an important statistics to evaluate the quality and effectiveness of educational policy as well as the performance of individual schools. Solving the problems of school dropout requires a thorough understanding of the factors and mechanism involved. It is one of the biggest challenges in educational reform.

1.2 Statement of the Problems

The problems of dropping out the school are still prevailing in our country. To minimize and eradicate the dropout problems, government of Nepal, I/NGOs, concerned ministry are running different projects, teacher training and community oriented programs so that the enrolled students will complete their education in the middle and high school successively. Despite these efforts, dropout of the students still prevails in our country. To lower the dropout problems, it is important to identify the factors of dropout. This study is concerned with English as a factor of dropout of Tamang children in Makawanpur district.

A serious dropout problem exist both nationally and in our local communities. This problem is not confined to the high school population but exist among our younger population in middle schools as well. This study is concerned about the number of students who choose to leave school and is committed to developing ways to help young people stay in school and provide them with the support they needed to be successful. When students dropout school, there are

negative consequences not only with their academic and curricular activities but also with their emotional, physical, mental and social development and the ability to live a productive life. Students turning to dropping out are because of them being affected by their family problems. One way they could become affected is by their family, i.e. having abusive parents. Another reason for students dropping out school is because of their family income. Everyone knows that young people these days have the thought that they need flashy and expensive clothes to go to school. Students could also have the thought because of misguidance. They could have a family that has been raised on relying on something other than school for a key to happiness.

School environment is another factor that forces students to give up and dropout. I think that the other students that attend the school force other to dropout. Students get frustrated on the fact that they have repeated the same grade because of a course or two that they fail every year. Seeing that they fail the same course or different courses every year, seeing that failing those courses every year means they have to repeat the grade. They start to think they'll never pass onto the next grade. They start to think they are going to school to waste, so why stay in school if you are not achieving anything new?

1.3 Objectives of the Study

The present study had the following objectives:

- i) To find out the factors of dropping out the school by Tamang students, and
- ii) To suggest some pedagogical implications.

1.4 Research Questions

The following research questions were used in this study:

- i) What are the causes of students dropout the schools?

1.5 Significance of the Study

This study will be significant for the prospective researchers, who want to undertake further researchers in dropout problems. The outcomes of the study will be helpful for language, teachers, student's syllabus designer and textbook writers because they are related to English language teaching and learning. It will also be fruitful for curriculum planners to make them aware of making curriculum plans. Similarly, it will be more beneficial to the government to set plans and programs about the marginalized group like Tamang and the others. Hence, this study will be helpful to resolve educational issues related with Tamang community.

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

1.6 Delimitations of the Study

The thesis study will had the following limitation:

- i. The study was confined to Makawanpur district only.
- ii. The study was limited to only Tamang students.
- iii. The study was carried out to find out the causes of student's dropout the schools.

1.7 Operational Definitions of the Key Terms

- I. **Mother tongue:** Mother tongue refers to a person's first language. It refers to language by birth.
- II. **Second language:** Second language is a language that is not the native language of the speaker but that is used in the locale of that person. In contrast, a foreign language is a language that is learned in an area where that language is not generally spoken.
- III. **Foreign language:** A foreign language is a language indigenous to another country. It is also a language not spoken in the native country of the person

referred to i.e. an English speaker living in Guam can say that Chamorro is a foreign language to him/ her.

- IV. **Language:** language is a means of communication through which we can express our feelings, thoughts, emotions, ideas, experiences and informations.
- V. **PTA:** Regular interaction with parents and community people to develop consultation and co-operation to jointly address the issues of school dropout.
- VI. **Pronunciation:** Pronunciation refers to the ways of producing sound of English language.
- VII. **Strategy:** Strategy refers to the ways of teaching meaning and pronunciation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAME WORK

The central and most important sub unit of the research work is literature review which includes the summary and critic of research relating to particular issues or problems. It is a preliminary task that the researcher has to go through the existing literature in order to acquaint with the available body of knowledge in the area of research.

2.1 Review of Related Theoretical Literature

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

2.1.1 Education in Nepal

Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs and habits. Educational methods include storytelling, discussion, teaching, training and directed research. Education frequently takes place under the guidance of educators, but learners can educate themselves. Education can takes place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels or acts maybe considered educational. The method of teaching is called pedagogy.

Education is commonly divided formally into such stages as per school or kinder garden, primary school, secondary school and then college, university or apprenticeship. A right to education is recognized by some government, including at the global level. Article 13 of United Nations 1996 international recognizes a universal right to education. In most regions education is compulsory up to a certain age.

The ministry of education was established in 1952. Two years later, a National Education Commission was formed. Its task was to ‘Review the education situation of the country and to suggest strategies and policies for overall development of education.’ It is worth saying that at that time the literacy percentage was estimated at only about 2.1. The next step was the initiation of a National Educational System Plan (NESP) in 1971 with the aim of changing the school curriculum with focus on vocational education. District education offices and supervision system in all districts were developed. But, it was only in late 1970s and early 1980s when Nepal started developing gender focused education programs. However, the discussion of the development of educational programs for disadvantaged communities did not unfold until the 1980s and early 1990s. A new intense reform was met by education in 1998 when democracy was restored in the country. Then the first government formed a new National Education Commission for the development of education policies that would meet aspirations of the population education became free for everybody up to secondary level.

Legal Provision :The Interim Constitution of Nepal (2007) declares that no one is superior and inferior on the basis of their caste, sex and religion and such type of division is punishable. It has ensured the right against untouchability and racial discrimination (Article 14) as fundamental rights.

As stated in Article 26 of the Universal Declaration of Human Rights (1948):

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental rights. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible all on the basis of merit. (Source [http://: www.Wikipedia.org/wiki](http://www.Wikipedia.org/wiki)). There are many more legal provisions, some are among them as:

A) The Constitution of Nepal – 2015

The new Constitution of Nepal – 2015 has guaranteed right against untouchability and caste discrimination as fundamental rights as stated in the article No. 24 and has declared caste discrimination as a punishable crime.

Similarly, it has ensured the right to education in the article No.31. The clause-2 of the article No. 31 has also guaranteed the right to education as every citizen shall have the right to free education from the state up to secondary level.

B) Education for All (EFA) Programme (2004-2009)

Inspired from the collection commitment in the Dakar Framework for Action (DFA) 2000, Nepal adopted the Education for All Plan of Action (NPA EFA) 2001-2015 in 2003. As a strategic programme document for implementing NPA EFA, the Education for All Programme 2004-2009 was developed, which is being implemented since 2004 with the financial and technical assistance of different donor agencies including DANIDA, DFID, Finland, Norway, World Bank, ADB, JICA, UNESCO, UNICEF WFP etc. the essence of the programme warrants that each children has a right to receive quality basic education and nation has the obligation to ensure that no child is denied with such education.

Despite the legal provisions and government policy, caste based continues to be practiced.

Fundamental Rights: 17(1) each community shall have the right to receive basic education in their mother tongue as provided for in the law.

2) Every citizen shall have the rights to receive free education from the state up to secondary level as provided for n the law.

3) Each community residing in Nepal has the right to preserve and promote its language, script, culture, cultural civilization and heritage.

18 (3) each community shall have the right to operate schools up to the primary level in its own mother language for imparting education to its children.

School education in Nepal consists of primary, lower secondary, secondary and higher secondary education. Usually children go to school at the age of 5 and spend five years at primary education level. Lower secondary educations start

when they are 10 and lasts for three years. Secondary school provides a further two years of education and concludes with the School Leaving Certificate (SLC). Besides, a preparation for primary education is offered in Early Childhood Development (ECD)/ Pre- Primary Classes (PPCS).

Education in the country is financed by three sources; Government funding, public Resources mobilization and private sector investments. Thus, the Ministry of Finance allocates a budget to the Ministry of Education. Investment from private sector come in the form of development, management and operation of private schools where pays fees for the last several decades donor funding has becoming a very important part of education financing in the country. This funding” Mainly issues such as equity in access, betterment of quality, ensuring inclusive environment, betterment of management and institutional/ capacity building “. The main donors for education in Nepal nowadays are DANIA, NORAD, Final and DFID, EC, The World Bank and ADB.

In recent years Education in Nepal has made huge progress. Thus, the overall literacy rate (for population aged five years and above) has increased from 54 percent in 2001 to 65.9 percent in 2011. According to UNESCO 2012 Education for All Global Monitoring Report, (Nepal ranks number two out of eight countries that have made the greatest strides in women’s enrollment and literacy” and currently stands at 93.7 percent enrollment while gender purity stands at 98 percent.

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 in 1854 A.D. with the establishment of Tri- Chandra 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 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 needs (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 the percentile, it causes 0.01% English is second most wide spread 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 with the identity of modern and educated citizens. It is not confined to any specific domains; it is used even in day to day gossips e.g. socio-cultural gathering, family wedding, birthday celebration, to deal with foreign relations (diplomatic, trade etc.) we use English language. Even, most of NGOs and INGOs have been working in rural areas. Thus, the English is boarding its area wider in Nepal.

2.1.3 Brief Profile of Makawanpur District

According to the national census 2011, the total population of the district is 420,477 comprising 206,664 male and 213,812 female. Subsistence agriculture farming, mainly traditional agriculture is the main source of occupation and livelihood of the majority of the population. The shape of the district is like a military boot and represents different agro climatic zone comprising of valley, flat land to middle hills and high hills. Makawanpur district is well known for

religious, historical, tourism, rafting (Indrasarobar), trekking and expedition. The district is served by surface transport facilities linking the district with the national strategic road network through Mahindra Highway, TribhuwanRajpath, Sisneri-Kulekhani-Bhainse and Pharping-Kulekhani roads. The network of feeder roads, district roads and village roads are increasing significantly. Most effort is given in road sector by all local bodies in the district in last 20 years.

Makawanpur district is well known for religious, historical and tourism. Many places are of religious and historical importance. Bhutandevi Temple and Churiyamai Temple are the most famous temples of the district. Geopolitically, the district is administratively divided into 4 Electoral constituencies 13 illakas which consist of 35 VDCs and one Sub metropolitan city (Hetauda) and one municipality (Thaha).

Makawanpur is a hill district of Nepal. It is located on the south of Kathmandu district. Although the district is located at the border of Kathmandu valley, many parts/VDCs of the district are still inaccessible by road and other development intervention. The district is surrounded by Kathmandu and Dhading districts at north, Chitwan district at west, Lalitpur, Kavre and Sindhuli districts at east and Bara, Parsa and Rautahat districts in the south. The district encompasses 2418 sq. Km. hill and plain (CBS). There are 5 Rivers and 41 Streams/brooks(*Kholas*). Some major rivers are; Rapti *Khola*, Bagmati River, Manaharikhola, Lotharkhola and BakaiyaKhola.

Different ethnic castes (group) are found in Makawanpur. Majorities are Tamang (47.65%) and followed by Brahman/hhetri (25.28%), Newar (6.81%), Tamang (4.54%), Chepang (3.94%), and others Kami, Rai, Thakuri and Gurung are 2.69%, 2.08%, 0.66% and 0.88% respectively. Actually all the caste is used communicating common Nepali language. Major festivals celebrated are Dashain, Tihar, Phagupurnima, Sivaratri, Losar and Christmas etc. There are altogether 593 all types of educational institutions with 386

primary and pre pre-primary schools, 92 are lower secondary schools, 83 are secondary schools and 23 are higher secondary schools and 9 Campus. Literacy rate of the district is 63.4% whereas female literacy rate is 53.9% and male literacy rate is 72.6%.

Major occupation in the district is agriculture. Economically active population is 82.7% in total who depend mostly on agriculture. But this has shifted with high youth force migration due to social conflict and unemployment problem. Major agriculture production of this district is cereal crops (Paddy, Maize and millet). Paddy production, fruit and vegetable are the main agricultural production in this district for the domestic use and exporting to other districts, particularly in Kathmandu. Highest cultivated land is in Manahari, Basamadi, Hatiya, Harnamadi, Namtar, Chhatiwan, Handikhoal, Palung, Chitlang, Markhu and Makawanpurgadhi.

2.1.4 Tamang Language: An Introduction

Tamangs are the indigenous inhabitants of the Himalayan regions of Nepal and India, their ancestral land is called Tamsaling. They are the aborigines of Xambu or Kathmandu valley, who had self-rule and autonomous roughly two centuries before present, systematically displaced during the expansion period of Gorkha Kingdom and their continues to the present day, the central development region, Nepal remains where 70% of the population reside. The traditionally Buddhist Tamang are the largest Tibet. Burman ethnic group within Nepal, constituting 5% of the national population of over 1.3 million in 2001, increasing to 1,539,830 as of 2011 census, yet contested they were one of the aborigines who were least affected by the process of Nepalization or khas-ization. They were considered low cast automatically in the dominant Hindu slate and systems, and thus, there is exploitation, marginalization and oppression of Tamang people peculiar to Tamang people are complex marriage restrictions with the community.

Most Tamangs are farmers, engaged agriculture as small holders and day labours. Due to the lack of irrigation at higher altitudes, their crops are often limited to corn, millet, wheat, barley, and potatoes. They often supplement their farming income with manual labors. Due to the discrimination experienced by the Tamang people they have remained on the whole poorly educated, and the majority has been limited to working in farm, pottering, mountain trekking, and driving in Kathmandu. They also work in construction of Tibetan rugs, thankas (Tibetan painting) and others. As far as farming is concerned, Tamangs are dependent on rainfall and do not employ modern machinery.

2.1.4.1 Factors of Dropout

There are many factors associated with the process of dropping out from school. Some of these factors belong to the individual or child, such as poor health, under nutrition or lack of motivation to teach (Hunt, 2008). Other emerges from children's household situation such as child labor, migration and poverty. School level factor also play a role in increasing pressure to dropout such as teachers absenteeism, school location and poor quality educational provision (Alexander, 2008). The system of educational provision at the community level generates conditions that can ultimately have an impact on the likelihood of children dropout from school.

2.1.4.1.1 Household Factors

Socio-economic and cultural background of the families is the most significant contributor or discontinuation of the child in school. Poverty of the parent's still remains one of the significant causes for the low participation of children in schooling. Some of them are listed below:

a) Financial Constraints

Another major problem of dropout is low financial background of family. The poor economic conditions of parents cannot meet the cost of schooling such as uniform, stationary, school fees and other school related items.

b) Peer group

Social composition of students is a strong predictor rates. Students are more likely to have friends as dropout which may also influence the decision of others to discontinue school. Most of the children have as significant causes for dropping out as they do not like to attain school without their friends.

c) Disputes within family

Quite often family environment of households turns violent for a variety of reasons. Financial constraints, job loss and unemployment, addiction and other substances can lead to frequent disruption in the family which causes a deep psychological scar on children, making it difficult for them to concentrate and continuation on studies.

d) To look after youngest siblings

Because of caring for the youngest siblings, most of the students drop out their schools in early ages. They are compelled to handle such kind of work in house so they cannot attend to school regularly.

2.1.4.1.2 School Factors

It is widely acknowledged that infrastructural facilities, school environment and teachers attitude exert powerful influences on students interest or dis-interest in studies including dropout rates. In this context, the PROBE team (1999) and balgopalan and Subramanian (2003) described discrimination against socially disadvantaged groups as terrible and exclusionary. They reveal that children from upper classes are joining private schools and the poor are basically attending government schools and teachers belong to the so-called upper class and caste. Consequently, the attitude of the teachers, dis-interest in teaching to these disadvantaged children and poor infrastructural facilities like on availability of functional toilets, improper sitting arrangements etc. are

found to be some of the significant reasons for pushing out the children from schools.

a) **Infrastructural Facilities in the School**

Most of schools have not too bad infrastructural structure as earlier it used to be, but this does not mean that there are sufficient infrastructural facilities. The schools are having infrastructural problems are there is the rise in number of students who have to use the same infrastructural facilities as number of drinking water taps, toilet, library, benches, playground etc. Thus, there may appear the problems of dropout.

b) **Attitudes of Teachers**

Teaching is an art and the quality of teaching depends on the love, dedication and devotion of the teacher towards the subject of the knowledge. The quality of any teaching program cannot rise above the quality of teachers. Rude behavior of teachers to students, over punishment, indifferent to the problems of students, unnecessary touch, pinch of teachers(male) to the girl students play the role for dropout.

c) **Distance of the School**

Distance from home to school also plays the vital role for the children to continuing in school or not. Research studies (Click and Sahm 2006 found for Madagascar and Clough et al., 2000, Ainsworth et al. 2005) have already established that long distance has a strong negative impact on attending school. It has been observed that the large number of children, especially girls terminate their schooling after grade VIII as the secondary school may not be available in their village.

2.1.5. School Dropout Studies in Nepal

The millennium development goals progress reports (2002) of Nepal, underscoring the current rate of progress in enrollment in primary education, ha

expressed its concern over the slow progress in access to primary education as the average annual rate of growth in primary enrollment 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 pupil 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 Nepal millennium development goals progress reports (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 cause of dropout, the case study report said that the factors like inadequate basic physical facilities, school failure, insufficient learning- teaching materials and equipment, overhand under age and geographical location have contributed to worsen the problem of dropout.

A CERID study on the cause of primary school dropout in rural Nepal (CERID, 1987) revealed that this was the factors which contributed to the dropout problems in rural Nepal, the major beginning:

People attitude towards girl education

- a) Repetition due to poor quality of classroom instruction
- b) Little encouragement from the family and school environment to keep children motivated to learn
- c) Financial constrain
- d) Lack of parental awareness to children education
- e) Engagement in household chores
- f) Poor delivery of classroom instructions

- g) Ineffective school management
- h) No linkage between primary education and monetary as well as social gains.

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.

Khadka(2016) has carried out research on "Reading comprehension ability of tamang student " the objective of this study were to find out level of reading comprehension ability of Tamang student another objective was to compare and construct the proficiency of student in teams of seen and unseen text sampling procedures purposive non sampling procedure was conduct the population was forty Tamang student studying in grade 9 in different 5 school in Dolakha district test for seen and unseen passages following with a number of items of question (data collection tool) finding shows that Tamang student overall reading comprehension average similarly they had slightly better performance in seen passage. In comprehension to unseen passage the level of reading comprehension ability of Tamang boy and girl student was in both seen and unseen passage.

Khatriwada (2012) has carried out Research on "Tense system in Tamang and English languages". The objectives of this study were to identify tenses in Tamang and compare and contrast there with those of English. Sample population was fifty Tamang native speakers of Anaikot VDC of Kavre Palanchowk district. On random purposive sampling procedures was conduct. The survey design was conduct. The finding of this study was the tenses in identify in Tamang are past and non past (present and future) comparison shows that both languages have bipartite tense system.

Rai (2010) has carried out a research on “Challenges faced by Bantawalearners learning English as a foreign language”. The objectives of this study were to find out the challenges of the Bantawa students in learning EFL in their causes in class 10 of Bhojpur district. Bantawa students and secondary English teachers were sample population judgmental sampling procedures was conduct questions, observation form and unstructured oral interview one of the data collection tools. The findings of this study has found that the Bantawa learners of ELT are facing several challenges related to physical facilities, improper class management, teaching materials, text book, interest of Bantawalearners, mother tongues, comprehension of Bantawa learners, and evolution system mentioned challenges are created due to poor economic of school, lack of enough exposure in learn English, government policy, willingness of DEO /school and the society.

Rana(2015)has carried out research on “English as a drop out factor and its effect in socialization” The objective to find out whether English is the dropout factor and what its effect in socialization . The population was thirty dropout students their parents and five English teachers were taken through judgmental sampling procedures. The collected data were analyzed and interpreted qualitatively and quantitatively. The main findings of the study is that students don't dropout 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.

Tamang (2012) has carried out a research on “progress of Tamang students' achievement in English.” The objectives of this study were to identify the Tamang students' developments and to ascertain the achievement level in English. The population was forty Tamang students of grade seven from two public schools. It is purposive sampling procedures representing both male and

female. The survey research designed was conducted. Tests were the major tools for collecting data. The findings of this study is most of the Tamang students are very poor in their English learning and they possess very normal in progressive achievement in English.

2.3 Implications of the Review of the Study

In literature Review, our central focus is to evaluate and examine what has been before on a topic and establish to our own research. Out of the different studies reviewed, my central focus is to examine and evaluate what has been before on a topic and establish relevant information to my own research. This review of the study is taken from various books, reports, Journals and previous researches etc.

Similarly, the reviews of empirical literature have helped me on the research problems. It has also helped me to improve the methodology of the study as well as contextualize the findings. The reviewed works as are briefly presented here:

- Khadka (2015), his research helped me to enlarge the theoretical knowledge and to understand the comprehension ability of Tamang students.
- Khatiwada (2012), research helped me to identify tense in Tamang and compare and contrast there with those of English.
- Rai (2010), while going through this research I got ideas challenges faced by Bantawa learners learning English as a foreign language, similarly, I got the ideas about making objectives, selecting the research design, method and procedure.

In the same way,

From the research of Rana (2015), I knew the English as a dropout factor and its effect in socialization.

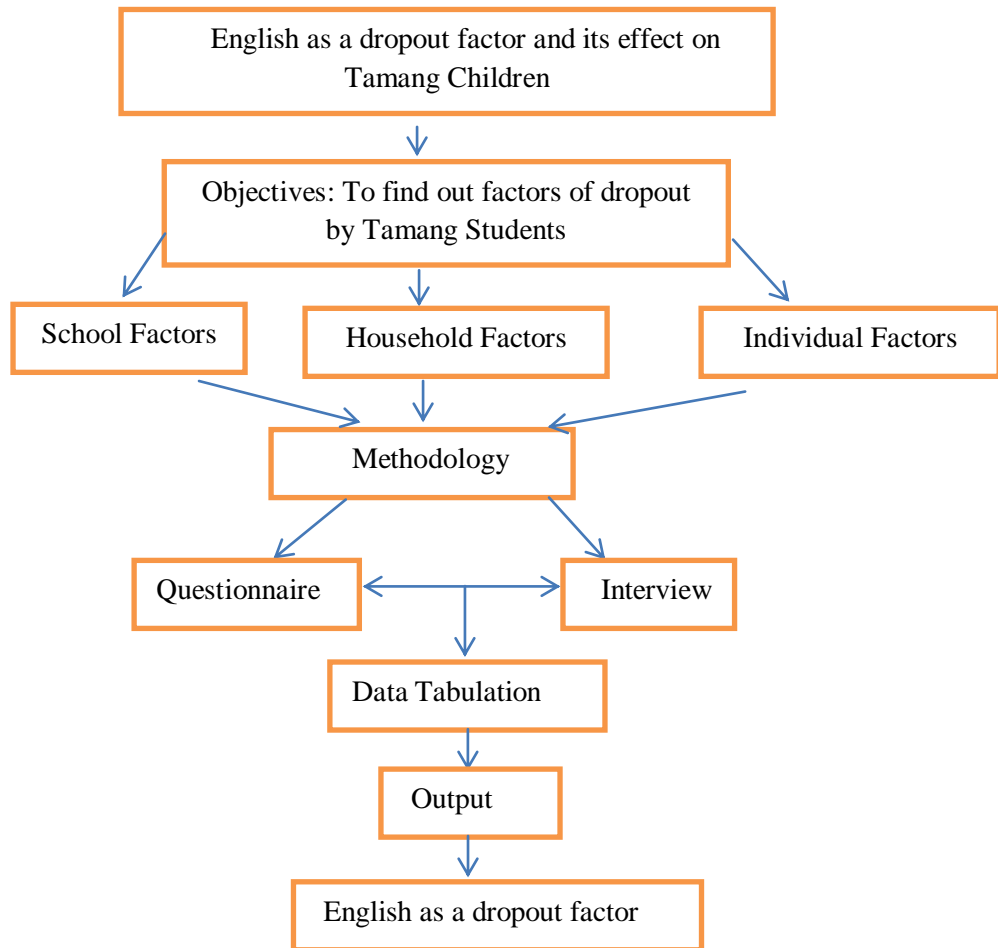
Moreover, Tamang (2012), his research helped me to conceptualize the theoretical concept regarding the progress students achievement in English. Moreover, I got the ideas to prepare the conceptual framework and to develop the questionnaire related to the topic.

Most of the studies carried out so far as survey and experimental studies and use of the questionnaire and interview as the research tools. In this sense is similar to those studies because of use of questionnaire.

2.4 Conceptual Framework

Conceptual framework is an analytical tool with several variation and contexts. It is used to make conceptual distinctions and organize ideas. Strong conceptual framework captures something real and does this in a way that is easy to remember and apply. Likewise, conceptual frameworks are abstract representations, connected to the research project's goal that directs the collection and research projects goal that directs the collection and analysis of data. Lastly, we can say that a conceptual framework as the way ideas is organized to achieve a research object purpose. The given figure summarizes the steps and process of the whole research.

The following is the conceptual framework of my study:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This study entitled “English as a dropout factor in Tamang children in Makawanpur District” is based on survey design research. This research has adopted the following methodologies to meet the objectives of the study.

3.1 Design and Method of the Study

To reach the optimal solution of any problem, there should be the systematic study by adopting the certain scientific procedures that helps the researcher to achieve the actual goal of research in the successive way. Thus, to make the study more valid and concrete, there must be an appropriate selection of the design for the selected study. There are so many research designs that have adopted in the different sectors such as sociology political science, education for the specific purpose. Survey is one of the most prevalent designs in the academic research. Particularly, it is adopted in the research to find out the peoples beliefs, attitudes, perceptions and their specific behaviors on the particular object, event or phenomenon.

This research study was based on survey research design which was principally developed in the 18th century. However, in the second part of the 19th century a systematic literature was made available. It is one of the most commonly used methods of investigation in educational researches which may be ranges from small scale to large scale investigation. According to Nunan, (1992, p.140), the main purpose of “Survey is to obtain a snapshot of conditions, attitudes and events at the single point of time”. It means to say that data can be obtained at the particular time and context over the issue. Likewise, Kerlinger (1978, as cited in Kumar, 1999, p.11), opines, “The survey research is one 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 interrelationship of social and psychological variables. Hence, a survey research is the most common and widely used design in educational

research by selecting an appropriate sample from the large universe to get opinions or attitudes of the people particular events or issue.”

From the discussion, above mentioned on survey research, it s predominantly used in the educational research and mostly carried out to find the beliefs attitudes and specified behavior of the people on the certain issues, phenomena, events and situations. In similar vein, to find out the existing situations of the non-English teachers for implementation of the EMI and, the study was carried out, find out their perception on it being based on survey research design.

3.2 Population, Sample and Sampling Strategy

The population of my research was all the students of Tamang speaking students in schools of Makawanpur District. Moreover, students, Head teacher, teachers and parents were also the population of this study and the sample size were twenty students, five teachers and five parents.

I used purposive, non- random sampling procedure to select sample population of the study.

3.3 Research Tools

Tools are the most important element of any research. For this study I used a set of questionnaire as the major tool for data collection from the informants. I used both open and close ended questions to collect the required information for students, teachers and parents.

3.4 Sources of Data (Primary and Secondary)

I used both primary as well as secondary sources of data for my study. Primary data were collected with Tamang students with the help of questionnaire and different books, journals, articles, reports regarding to this study were the secondary sources of my study.

3.5 Data Collection Procedures

The researcher used the following steps while collecting data.

- At first, I prepared required separate set of questionnaire for teacher and parents.
- Then, I visited supervisor for its final correction.
- Then, I took permission from concerned personnel or with the authority.
- Then, I selected 20 students, 5 Head teachers, 5 teachers and 5 parents. I followed purposive non- random sampling procedures to select my respondents.
- I distributed the questionnaire to selected students, Head teachers, teachers and parents and I finally collected them.

In this way the researcher collected data for this study.

3.6 Data Analysis and Interpretation Procedures

After collecting the data, it was tabulated in master chart as per the nature and objectives of this study. Reexamination over filled questionnaire sheets was made for minimizing the possible errors. Finally, the respondent's responses were tabulated for final report.

3.7 Ethical Considerations

This part had taken into account while conducting while conducting research on any event or issue. Therefore, I had maintained the ethic in the following steps of a research.

- Prior to conducting the study: I kept in mind regarding the permission of the selected schools and the participants. I gave due respects to the selected site without thinking short terms benefits of the study.
- Beginning the study: I identified the research problem that was a far much as practicable to the participants to sign on the as their interest, not by compulsory. I valued to each aspect of participants.

- Collecting data: first of all, I made participants regarding the confidentiality of the name and fame and get the data by respecting their individual potentials while answering the questions. I made them little disturb avoiding the unnecessary information.
- Analyzing data: After collecting the data, I analyzed data objectively by maintaining the privacy of collected information between me and selected participants.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE RESULT

This chapter presents analysis and interpretation of data collected from students, head teachers, 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 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 sub- headings.

- i) Responses Obtained from students
- ii) Responses Obtained from teachers
- iii) Responses Obtained from parents

4.1.1 Analysis and Interpretation of Student's Responses

This section discusses with the student's responses to find out the factors of dropping out the schools. In order to draw the students views, a set of 13 close ended questions were provided to them. The analysis and interpretation of the data obtained from the students have been presented in the following sub headings:

4.1.1.1 Enrollment and Dropping out of the students

This section deals with the number of Tamang students who enrolled and dropped out from class IV, V and VI academic years in various schools of Makawanpur district.

Table 1
Students enrolment and Dropouts

S.N	Name of School	Enrolment	Drop Out	Percent of D.O. Students
1	PanchakanyaMa.Vi.	450	50	11.11
2	Shree Baltirtha Primary School	200	40	20
3	Shree Pragati Primary School	300	30	10
4	Chhapkhoriya Primary School	150	15	10
5	MahachuniMa. Vi.	80	18	22.5

Source: Principals of different schools

Table 1 depicts the figure of the enrolled and dropout students and their percentage in schools of Makawanpur district. In Panchakanya School, 450 Tamang students had enrolled and 50 (11.11%) of them dropped out the school. Similarly, 40 students (20%) among 200 enrolments, left the school in Shree Pragati Primary School had 300 Tamang students enrolled and 30 (10%) of them dropped the school. Chhapkhoriya primary school and Mahachuni Ma. Vi. got 150 Tamang students enrolled and dropped 15 (10%) and 18 (22.5%) respectively.

The highest percent of dropped out vividly seems at PanchakanyaMa.Vi. Whereas dropping out is low at least at Shree Pragati Primary School and Chhapkhoriya Primary School of Makawanpur.

The highest percent enrolment is in PanchakanyaMa.Vi and the lowest percent enrolment at Mahachuni Ma. Vi.

4.1.1.2 Students dropping out the school and their reasons:

This section discusses the students dropping out the schools due to various reasons in their academics.

Table 2

Reason for Dropping Out the schools

S.N	Reasons	Number	Drop out %
1	Family problem	6	30
2	Disinterest in studies	5	25
3	Failure of many times	7	35
4	Transportation problems	2	10
	Total	20	100

Table 2 shows that out of twenty, 6(30%) students dropped out the schools because of their family problems. 5(25%) of them dropout because of their disinterest in studies being continuously failure is another reason for 7(35%) students for dropping out the school. And at last due to lack of proper transportation facility 2(10%) left school.

From the analysis of the above data, it is found that most of the Tamang students dropping out 7(35%) of Tamang students dropping out reasons of failure of many times.

4.1.1.3 Students dropping out the different classes:

This section deals with the dropping out classes in Tamang students in Makawanpur.

Table 3
Dropping out classes

S.N	Class	No. of students	%
1	4	3	15
2	5	12	60
3	6	5	25
4	7	-	-
	Total	20	100

Table 3 shows that dropping out the class of 4,5 and 6 in different school in class 4, class 5 and class 6 are 3(15%), 12(60%) and 5(25%) respectively.

It is revealed that in Makawanpur district students of class 5 dropout the school more than other classes.

4.1.1.4 Family factors affecting dropouts:

This table discusses the students who dropped out the school due to different family factors they are as follows.

Table 4
Factors affecting students to Dropout

S.N	Factors	No. of students	%
1	Poverty	10	50
2	Illness of Family members	1	5
3	Family illiteracy	1	5
4	others	8	40
	Total	20	100

Table 4 lists the factors affecting students to dropout school. As the table shows the students suffers from many problems, 10(50%) students suffer from poverty, 1(5%) face the problem of illness of family member, 1(5%) face the problem of family illiteracy and 8(40%) face other factors affecting for

dropping out the school. In this research I have found most of the students dropping out the factors of poverty of students dropping out the school.

From the analysis of the above data, most of the students dropout the schools due to family factors among them poverty is the main factor.

4.1.1.5 No. of frequency of failure students in English subject:

The below table shows the frequency of failure students in English subject the table is given below.

Table 5
Frequency of failure in English subject

S.N.	Frequency	No. of students	%
1	1	1	5
2	2	5	25
3	3	10	50
4	More than 3	4	20
	Total	20	100

The above table shows the frequency of failure in English subject. In this research I have found in numbers of students 1(5%) failed 1 time, 5(25%) failed 2 times, 10(50%) failed 3 times and 4(20%) failed more than 3 times.

From the analysis of the above data most of the students fail in English subject. The highest percent of failure students were 50% when they fail times in exam.

4.1.1.6 Children ranking n family:

This table discusses the students ranking in their family according to their birth. The following table shows the ranking order.

Table 6

Children ranking in family

S.N.	Ranking	No. of students	%
1.	1 st	1	5
2.	2 nd	7	35
3.	3 rd	8	40
4.	4 th	4	20
		20	100

The above table shows the children's ranking in the family. 1(5%) children ranked 1st, 7(35%) children ranked 2nd, 8(40%) children ranked 3rd and 4(20%) children ranked 4th in the family most of the children dropout in middle age in family.

The above data show the child ranking is highest level was 3rd ranking i.e. 8(40%).

4.1.1.7 Main income sources of family:

This section discusses the main income source of their family to dropout the school.

Table 7

Sources of income in family

S.N.	Sources	No. of Students	%
1	Farming	17	85
2	Business	-	-
3	Labor	3	15
4	Others	-	-
	Total	20	100

The result shows that 17(85%) parents are in farming, no any parents in business, and 3 (15%) parents doing labor and no any parents on other work. In my research I have list the sources of income n family most of the parents are in farming.

From the analysis of above data it is found that most of their family income was from farming.

4.1.1.8 Different wages of helping parents financially:

This below table shows the different wages of the students to help their parents financially. The table is given below.

Table 8

Wages of helping parents financially

S.N	Wages	No. of Students	%
1	Selling barriers	-	-
2	Selling flowers	2	10
3	Working as labor	14	70
4	Working in others field	4	20
	Total	20	100

The result shows that 2(10%) students help parents by selling flowers, 14(70%) students help their parents by working as labor and 4(20%) student's works in others fields. In this research I have found that most of the students helping their parents by working as labor.

From above data it shows that most of the students help their parents to support financially by working as labor 14(70%).

4.1.1.9 Distance between Schools and House

This below table shows the distance of house and school of students as given below.

Table 9

Distance between Schools and House

S.N.	Distance time	No. of Students	%
1	45 minutes	-	-
2	1 hour	5	25
3	2 hours	15	75
4	3 hours	-	-
	Total	20	100

The above table shows that the distance between student's house and school. It took 1 hour to come to school for 5(25%) students and it took 2 hours to come to school for 15(75%) students. In this research I have found that 15(75%) students dropped out the school due to the far distance from home to school.

The above data shows that distance between student's house and school was 2 hours which is maximum.

4.1.1.10 Frequency of becoming sick in a year:

The below table shows the frequency of becoming sick students in an academic year and is given below.

Table 10

Frequency of becoming sick in a year

S.N.	Frequency	No. of Students	%
1	Sometimes	14	70
2	Often	3	15
3	Usually	3	15
4	Occasionally	-	-
	Total	20	100

The above shows that the frequency of becoming sick in a year. 14(70%) students are becoming sick sometimes, 3(15%) students are becoming sick often and 3(15%) students are becoming sick usually sometimes. In this research I have concluded that 14(70%) students becoming sick sometimes.

In the above data most of the students were become sick sometime in the year appropriately. The number of students was 14(70%) among the 20(100%) students.

4.1.1.11 Friend's behavior towards students:

This table shows the information of student's behaviors towards their students which is given below.

Table 11

Friend's behavior towards students

S.N	Friends behaviors	No. of students	%
1	Annoying	2	10
2	Teasing	17	85
3	Hating	1	5
4	Disgusting	-	-
	Total	20	100

The above data shows that the friend behavior towards students. 2(10%) said annoying, 17(85%) said teasing and 1(5%) said hating.

The above table shows that most of students tease their friends when they were in school.

4.1.1.12 Teacher's behavior towards students:

The below table shows the teacher's behavior towards students while teaching and learning.

Table 12

Teacher's behaviors towards students

S.N.	Teachers behaviors	No. of Students	%
1	Teasing	9	45
2	Disappointing	1	5
3	Hating	2	10
4	Never Pleasing	8	40
	Total	20	100

The above data shows that the teachers behavior towards students. 9(45%) said teasing, 1(5%) said disappointing, 2(10%) said hating and 8 (40%) said never pleasing.

From the above table it shows that most of the teachers used to show their behavior towards the students teasing and never pleasing their students.

4.1.1.13 Reason for language difficulty for students:

Below table shows that various reason for language difficulties some of them are mention in the table.

Table 13

Reason for language difficulty for students

S.N.	Reason of language difficulty	No. of Students	%
1	I am not interested in it	1	5
2	English is a very hard subject	13	65
3	Teachers don't help me	6	30
4	It is not my native language	-	-
	Total	20	100

Table 13 lists the reasons of language difficulty for students. 1(5%) dropping out of not having interest in the study, 13(65%) dropping out having reason

English is a hard subject and 6 (30%) dropping out cause teacher don't help them.

From the above data it shows most of the students felt that English is a very hard to learn.

4.1.2 Analysis and interpretation of parent's responses:

This section discusses with the parents responses to find out their children's dropping out the schools.

4.1.2.1 Frequency number of children

This section discusses with the parents responses towards their children's dropout the schools. The table is given below.

Table 1

Frequency number of children

S.N.	Frequency number of children	Ranking number of children	%
1	4	1	20
2	5	3	60
3	6	1	20
4	5	-	-
	Total	5	100

Table No. 1 shows that number of child in the family. From the above research I have found that most of the families had 6 children which is the main reason for dropping out the school.

The above table shows the frequency of the children in their family. Most of the family have many children so, that's why they dropout the schools.

4.1.2.2 Income sources of family

This section discusses the income sources of family. The table is given below.

Table 2

Sources of income in family

S.N.	Sources	Number	%
1	Cow farming	1	20
2	Agriculture	4	80
	Total	5	100

Above data shows that income sources of family most of the 9(90%) family is depend on Agriculture besides 1(10%) family depends on animal husbandry. It shows that most of the family income source is agriculture.

The above data shows that most of the family income source is agriculture.

4.1.2.3 Reasons to dropping out school

The given table shows that reasons for dropping out school due to various reasons.

Table 3

Reason to dropping out school

S.N.	Reason	No. of Students	%
1	Disinterest in studies	1	20
2	Support for the family	1	20
3	Early marriage	1	20
4	Insufficient income source	1	20
5	Other problems	1	20
	Total	5	100

Table no. 3 shows that the reasonsto dropping out the school 1(20%) students dropping out the school due to the reason of language problem 1(20%) students

dropping out the school due to the reason of disinterest in studies. 1(20%) dropping out due to the reason of insufficient income sources in family. 1(10%) dropping out due to the reason of support of family, 1(10%) dropping out due to the family pressure and 1(10%) dropping due to the reason of difficult understanding the language. This shows that student's dropout the school due to various reasons.

The above table shows that most of students dropout the school due to various reasons like disinterest in studies, support for family, early marriage, insufficient income source and other factors.

4.1.2.4 Distance between student house and school

The table shows the distance between student's house and school and is given below.

Table4

Distance between student house and school

S.N.	Distance	No. of Students	%
1	1 an half hours	1	20
2	2hours	2	40
3	3 hours	2	40
	Total	5	100

This data shows that the distance between student's house and school. 1(10%) take 30 min, 4(40%) take 2 hrs, 3(30%) take 3 hrs and 2(20%) take 4 hrs. In this condition we can say that most of the students have suffering from the far distance. It is the dropping factor of the school.

The above data shows that the distance between student's house and school. Most of the students dropout the school due to the far distance from house to school.

4.1.2.5 Studying school timing years

The given table shows the studying school timing years of the students. The table is given below.

Table 5

Studying school timing years

S.N.	Years	No. of Students	%
1	4	3	60
2	5	2	40
	Total	5	100

Above table shows the school going behavior of the students. According to the parents, 3 students were attained their school for 4 years, whereas 2 students were attained their school for 5 years. By the parents' responses, it can be said that generally Tamang students were not interested to study.

The above table shows the school timing years of the students and most of them dropout due to studying for 4 and 5 years.

4.1.2.6 Causing factors leaving the schools

The table shows the causing factors for leaving the schools. The table is given below.

Table 6

Causing factors leaving the schools

S.N.	Factors	No. of Students	%
1	Continue work	1	20
2	School environmental factors	1	20
3	Others reason	3	60
	Total	5	100

From the above data shows that the causing factors learning the school in various reasons 3(30%) students dropping out the school due to the reason of poverty 1(10%) dropping out the school due to the reason of continue to household work 5(50%) students dropping out the school due to the other various reason like language problem, family problem and have many children and then 1(10%) dropping out the school due to the reasons of caring other children. In this way most of the students drop out the school due to various reasons.

The above table shows the causing factors for leaving the schools and most of them dropout due to other reasons.

4.1.3 Analysis and Interpretation of Teacher's Responses

This section discusses the teacher's responses to find out the factors of dropping out the schools. In order to draw the teacher's views, a set of four open ended questions were provided to them. The analysis and interpretation of the data obtained from the teacher have been presented in the following subheadings.

4.1.3.1 Enrolled and Drop out Students

This section deals with the number of Tamang students who enrollment and dropout in their academic year.

Table 1

Enrolled and Drop out Students

S.N.	Name of School	Enrollment	Dropout
1	Shree Panchakanya Sec. School	24	3
2	Shree Chhapkhoriya Primary School	9	5
3	Shree Pragati Primary School	12	3
4	Shree Baltirtha Primary School	10	5
5	Shree BalBodhini Secondary School	12	3

The above table shows that the In Shree Panchakanya Secondary School 24

students enrolled and 3 dropping out the school in Chhapkhoriya Primary School, 9 enrolled and 5 dropping out the school, in Shree Pragati Primary School 12 enrolled and 3 dropping out the School, in BultirthaPirmary School 10 enrolled, 5 dropping out the school and Balbodhini Secondary School 12 enrolled 3 dropping out the school. In this way from the above data shows that in Chappkhoriya Primary School there is 9(5) level wise high number in dropping out the school.

Above data shows that enrollment and droup out of the students in Makawanpur district.In this way from the above data shows that in Chapkhoriya Primary School there is 9(5) level wise high number in dropping out the school.

4.1.3.2 Tamang Students Drop the School

The table shows that the Tamang students who droupout in their school in a year.

Table 2
Tamang Students Drop the School

S.N.	School Name	Level
1	Shree Panchakanya Sec. School	Primary
2	Shree Chhapkhoriya Primary School	Primary
3	Shree Pragati Primary School	Primary
4	Shree Baltirtha Primary School	Primary
5	Shree BalBodhini Secondary School	Primary

Above table shows that most of the students left the school in primary level because of various reasons like family problems, language problems. etc. In my research I have found different reasons from dropping out school in different schools.

4.1.3.3 Dropping out Factors

The following table deals with the issue of drop out factors. The factors mostly hamper them and reach them to drop out their school are as follows:

Table 3
Dropping out Factors

S.N.	Dropout Factors	Number	%
1	Language problem	1	20
2	Other problems	4	80
Total		5	100

The above data shows that dropping out factor of the students in various reasons such as language problem as well as other problems such as disinterest in study, transportation problem, and poverty and so on. In this way they left the school.

By the above data conclusion can be made that the major problem which is taken their school dropout factor is not only language factor rather their disinterestness towards education, family environment, geography as well school environment.

4.1.3.4 Difficulties face while teaching English

The table especially deals with the issue problem while teaching English for Tamang students. As a tribal ethnic group, they have their own language. They study English as a third language where second language is Nepali. The teacher who teaches them generally speaks Nepali as a first language, though they have problem to make able to understand students English and vice versa.

Table 4

Difficulties face while teaching English

S.N.	Difficulties	No. of students	%
1	Can't understand English	2	40
2	Different languages disinterest in studies	2	40
3	Language Problems	1	20
	Total	5	100

The above table shows that difficulties face while teaching English to Tamang students. This table shows that 2 (40%) students can't understand English, 2 (40%)(students due to the problems of the different languages, disinterest in studies and the 1 (20%) students had language problems while teaching. In this research we can conclude that most of the students left the school due to the language problem Because English is the 3rd language for them.

During the time of field survey, the question was asked to teacher if they are any precautions to stop Tamang students from school dropout trend which seems high in Tamang community. Almost all the teachers wererecommendin favor of compulsory school level education and management of scholarship province for Tamang students. It means, Tamang students are badly marginalized from the light of education. Even though they don't have any sense towards educational attainment as well as attachment with it.

4.2 Summary of Findings

The findings have been summarized below:

A) Finding from the view of Students

- They left the school because of language problems.
- Many children in family.
- Disinterest in studies.
- Supporting role for the family.
- Discouraging teachers behavior
- School Environment is not good.
- They cannot understand English well because of English is hard for them.
- They suffer from family problems like economic problems, family environment problems.

B) Findings from the responses of Parents

- Children dropping out the school due to the language problems.
- Transportations problem
- To look after their siblings.
- Failure in Exam.
- Not interested in studying themselves.
- School Environment is not good.
- Due to the reason of insufficient income sources in family.

C) Finding from the English Teachers

- They were not comfort to speak neither in Nepali nor in English language.
- They suffer from Language Problems.
- Disinterest in studies.
- Transportation problems.

- Failure of many times.
- English language is third language for them.
- Difficulties face while teaching English.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Findings

The dropout phenomenon has been observed to be very intricate with multiple interwoven factors responsible for leading to this complex situation. This study is a modest attempt to explore this complex phenomenon with reference to children living in mentioned villages. The study was carried out in Makwanpur District. It attempts to juxtapose the additional academic support required to continue in school and overcome issues arising from household characteristics of children living in Tamang society and if school is expected to meet them. A sample of 30 children, who had dropped out from 5 schools (from different VDCS) of Makwanpur was identified. The dropout was highest at six while it was low at Grade 6 which imply that children usually dropout at the beginning of primary education. And once the children get accustomed to the rigors of school they may likely to continue till the end of primary cycle.

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 primary 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 (about 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 primary 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 Tamangchildren 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.

5.2 Conclusions

Most educators would say that of course there are different types of factors lead to dropouts, since they see the evidence on a day-to-day basis. However, there is very little empirical evidence in the literature to support this fact. This study has provided this evidence. By grouping students using variables that have been shown to be related to dropping out, the existence of the types of students theorized by researchers and practitioners was confirmed. This study used actual data for students as opposed to data reported by others, such as teachers. In addition, this study allowed the dropout factors to form through the analysis; they were not based on pre-specifications by the researcher. Dropout research that has just focused on the Tamangstudents (dropout) and effects had needed to be expanded to included study of all dropout types. Dropout prevention programs that do not take the different types of dropouts into account may need to be revamped. This study has made a second contribution to the dropout literature by establishing that schools can be categorized into dropout prevention school types based on a comparison of the percent of potential dropouts and the percent of actual dropouts at the school level. This opens the door to future research on what differentiates these Schools. This study explored the differences in these five types of schools using thirty drop out students' characteristics with dropout prevention and characteristics of effective schools. The differences found (and those not found) among the dependent variables in this study can serve as a basis for future research on these types of schools.

5.3 Recommendations

Based on the analysis of field data and the findings, the following implications are made:

- As majority of the teachers are the trained but they have to made little efforts to create joyful learning environment in the schools, existing teacher training packages are to be changed along the principles of activity-centered, child-friendly learning and the untrained teachers are to be trained in the revised training package.
- Incentives in the form of scholarship, stationery materials, school dresses with a focus on the total coverage of the disadvantaged groups should be provided.
- As majority of the schools have very little instructional materials with poor physical facilities on one hand and one of the causative factors of school dropout is related to non-functional nature of education and fear of unemployment for the future, on the other, materials that intend to address the learning needs of out of school children are to be developed first by identifying the target groups' realistic needs and piloting these materials before their wider application. (To bring them back to school)

5.3.1 Policy Related

The first policy implication is that better efforts need to be made in determining the reasons students drop out in Primary 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 districts 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. Counseling may be an effective way of addressing these problem areas.

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 primary 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 Related

In this level, teachers, Head teachers, students, guardians and other interested people may get benefit from studying this research.⁵ The study has found out language problems, disinterests in studies, poverty are the major factors for the dropout. This finding suggests that in order to facilitate the development of positive attitude in parents to foster in them feeling of equal opportunities to both children, carefully planned parent awareness, compulsory education for all gender training and education program 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 programs in both the district are highly essential. These programs 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 programs for parents to motivate them to send their children back to school,
- Scholarship programs for needy students,
- 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 Further Research Related

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 Tamang 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.

References

- Ainsworth, M., Beegle, K. and Koda, G. (2005). The impact of adult mortality and parental deaths on primary schooling in northwestern Tanzania. *The Journal of Developmental Studies*, 41(3); 412-439.
- Al Samarrai, S., & Peasgood, T. (1998). Educational Attainments and household characteristics in Tanzania. *Economics of Education Review*, 17(4): 395-417.
- Balgoplan, S. (2003) Neither suited for the home nor for the fields. *IDS Bulletin*, 34 (1) . 55-62
- Bhattarai, G.R. (2006). English teaching situation in Nepal : an appraisal. *Journal of young voice in ELT*. Vol-5, 1-10, Kathmandu: Department of English education.
- Birdsall, N. et al. (2005). Towards universal primary education : Investments, incentives, and institution. *European journal of education*. 40(3) ,337-349.
- Boyle, S, Brock, A., Mace, J and Sibbons, M. (2002). *Reaching the poor: The costs of sending children to school*. Synthesis report, London: DFID
- Brown, P.H, & Park, A. (2002). Education and poverty in rural china. *Economics of Education review*, VOL. 21. PP . 522-541
- CBS (2011). *The population census of Nepal*. Central Bureau of Statistics, Thapathali, Kathmandu.
- Chapagain, K.P. (2006). Problem in Teaching and learning listening skills : A case of lower secondary level. An unpublished Thesis, TU, Kathmandu.
- Chugh, Sunita (2004). Why children dropout? Case study of a Metropolitan slum in Delhi, New Delhi: Well Book Publication.

- Colclough, Christopher. Rose, Pauline. & Tembon, Mercy (2000). Gender inequalities in primary schooling: The roles of poverty and adverse cultural practice. *International journal of educational development*, 20(1): 5-27.
- Dhital, K.P (1985). A study of the problems facing the learning of English at lower secondary level in Dhankuta. An unpublished M.Ed. Thesis, MahendraRatna Campus, Tahachal, and Kathmandu.
- Ersado, L. (2005). Child labor and schooling decision in urban and rural areas: comparative evidence from Nepal, Peru and Zimbabwe. *World Development*, 33(3), 455-480.
- Glick, P. & Sahn, D. (2000). Schooling of girls and boys in a West African country: The effects of parental education, income and household structure. *Economics of education review*, 19: 63-87.
- Hunter, N. & May, J. (2003). Poverty, shocks and school disruption episodes among adolescents in South Africa. *CSDS Working Paper*, No. 35.
- Khadka, H. (2016). Reading comprehension Ability of the Tamang Students. An unpublished M.Ed. Thesis. T.U. Kritipur, Nepal.
- Khatriwada, B.N. (2012). Tense System in Tamang and English Languages. An unpublished M.Ed. Thesis, T.U. Kritipur, Nepal.
- Kerlinger, F.N. (1978). *Foundations of the behavioral research*, Delhi: Surjeet Publication.
- Kronick, R.F., & Hargis, C.H. (1998). Springfield, IL: Charles C. Thomas. *Dropouts: who drops out and why- and the recommended action (2nd ed.)*.
- Kumar, R. (2005). *Research Methodology*. New Delhi: Saga Publication.

- Mukudi, E. (2004). Effects of User-Fee Policy on Attendance rates among Kenyan Elementary School Children. *International Review of Education*, 50, (5-6) 447-461.
- Nunan, D. (2008). *Research methods in language learning*. Cambridge: CUP.
- Pathak, B.R.. (1986). *A Study on the problems faced by the teachers of Kathmandu district in the implementation of mathematics curriculum for lower secondary schools*. An unpublished thesis. T.U. Kathmandu.
- Phyak, P. (2006). Student centered teaching: practices and problems. *Young voices in ELT*. Vol-5, 1-10. Kathmandu: Department of English Education.
- Public Report on Basic Education in India (1999)*: The PROBE Team, New Delhi: Oxford University Press.
- Rai, B.K.(2010) Challenges Faced by Bantawa Learners Learning English as a foreign language. An unpublished M.Ed. Thesis.T.U. Kritipur, Nepal.
- Rana, K.(2015) English as a Dropout Factor and its Effects in Socialization. An unpublished M.Ed. Thesis.T.U. Kritipur, Nepal.
- Tamang, H.L. (2012) Progress of Tamang Students Achievements in English. An unpublished M.Ed. Thesis.T.U. Kritipur, Nepal.
- UNESCO (1984).*The dropout problem in primary education: some case studies*.Bangkok: UNESCO Regional Official for Education in Asia and the Pacific.
- UNESCO (2002).*Education for ALL-Is the world on track? EFA global monitoring Report*. Paris, France: UNESCO.
- Yadav, B. K. (2004). *Problems in teaching oral skills in English*.An unpublished M. Ed. Thesis, T.U. Kathmandu.

APPENDICES

Dear respondents,

This questionnaire is a part of my research study entitled “English as one of the dropout factors in Tamang children in Makawanpur district” under the supervision of Dr.LaxmiBahadurMaharjan, professor, department of English education, Tribhuvan University Kritipur, Kathmandu. Your cooperation in completion of the questionnaire through the authentic and reliable information will be of great value to me. I would assure you that the responses made by you will be exclusively used confidentially only for the present study.

Researcher
SamrachanaPudasaini
T.U., Kirtipur

7. How do you help your parents financially?
- a. Selling barriers
 - b. Selling flowers
 - c. Working as labor
 - d. Working in others' field
8. What was the distance between your house and school?
- a. 45 minutes
 - b. 1 hour
 - c. 2 hours
 - d. 3 hours
9. 10 How often do you feel sick in a year?
- a. Sometimes
 - b. Often
 - c. Usually
 - d. Occasionally
10. How is your friends' behavior towards you?
- a. Annoying
 - b. Teasing
 - c. Hating
 - d. Disguising
11. How is your teachers' behavior towards you?
- a. Teaching
 - b. Disappointing
 - c. Hating
 - d. Never pleasing
12. Why is the English language difficult to you?
- a. I am not interested in it
 - b. English is a very hard subject.
 - c. Teachers don't help me.
 - d. It is not my native language.

APPENDIX – II
QUESTIONNAIRE TO PARENTS

Name:

Place:

Answer the following.

1. How many children do you have?

.....
.....

2. What is the main income source of your family?

.....
.....

3. Why did your children drop out the school? What is the main reason?

.....
.....

4. How far is the school from your house? What time does it take your children to reach the school?

.....
.....

5. How many years did your children go to school for study?

.....
.....

6. Do you have any other reason that made your children leave the school?

.....
.....

APPENDIX – III
QUESTIONNAIRE TO TEACHERS

Name:

School:

Answer the following.

1. How many Tamang students read in your class?

.....

2. How many Tamang students have dropped out your class in your notice?

.....

3. In which level do most of the Tamang students drop the school?

.....

4. What are the main causes of dropping out the school?

.....

5. What are the main difficulties you face while teaching English to Tamang students?

.....

6. Do you have any policy level precautions taken to stop Tamang students dropping out the school? Please write point wise is any.

.....

.

Participation Consent Form

Faculty of Education, Tribhuvan University

Department of English Education

Kritipur, Kathmandu, Nepal

Supervisor Prof. DrLaxmiBahadurMaharjan

English as a Dropout Factor for Tamang Children in Makawanpur District

Teachers Perceptions

I agree to take part in this research study.

In giving my consent, I state that:

I understood the purpose of study, what I will be asked to do. And any risks/
benefits involved.

- 1) I have read the participant information statement and have been able to discuss my involvement in the study with researcher if I wished to do.
- 2) I have got my answers to any questions that I had about the study and I am happy with the study.
- 3) I understand that being in this study is completely voluntary and I do not have to take part compulsory.
- 4) I understand that my real name will not be used in the study.
- 5) I understand that personal information about me that is collected over the course of the study will be stored securely and will only be used for purpose that I have agreed to. I understand that information about me will only be told to others to my permission. Except as required by law.

I consent to:

Completing required questionnaire: a) Yes b) No

Signature.....

Name.....

Date.....

Participation Consent Form

Faculty of Education, Tribhuvan University

Department of English Education

Kritipur, Kathmandu, Nepal

Supervisor Prof. DrLaxmiBahadurMaharjan

English as a Dropout Factor for Tamang Children in Makawanpur District

Parents Perceptions

I agree to take part in this research study.

In giving my consent, I state that:

I understood the purpose of study, what I will be asked to do. And any risks/
benefits involved.

- 1) I have read the participant information statement and have been able to discuss my involvement in the study with researcher if I wished to do.
- 2) I have got my answers to any questions that I had about the study and I am happy with the study.
- 3) I understand that being in this study is completely voluntary and I do not have to take part compulsory.
- 4) I understand that my real name will not be used in the study.
- 5) I understand that personal information about me that is collected over the course of the study will be stored securely and will only be used for purpose that I have agreed to. I understand that information about me will only be told to others to my permission. Except as required by law.

I consent to:

Completing required questionnaire: a) Yes b) No

Signature.....

Name.....

Date.....

Participation Consent Form

Faculty of Education, Tribhuvan University

Department of English Education

Kritipur, Kathmandu, Nepal

Supervisor Prof. DrLaxmiBahadurMaharjan

English as a Dropout Factor for Tamang Children in Makawanpur District

Childrens Perceptions

I agree to take part in this research study.

In giving my consent, I state that:

I understood the purpose of study, what I will be asked to do. And any risks/benefits involved.

- 1) I have read the participant information statement and have been able to discuss my involvement in the study with researcher if I wished to do.
- 2) I have got my answers to any questions that I had about the study and I am happy with the study.
- 3) I understand that being in this study is completely voluntary and I do not have to take part compulsory.
- 4) I understand that my real name will not be used in the study.
- 5) I understand that personal information about me that is collected over the course of the study will be stored securely and will only be used for purpose that I have agreed to. I understand that information about me will only be told to others to my permission. Except as required by law.

I consent to:

Completing required questionnaire: a) Yes b) No

Signature.....

Name.....

Date.....